

The Community Speaker Series

presented by
District 86 and District 181

SCREEN AGERS NEXT CHAPTER

UNCOVERING SKILLS FOR STRESS RESILIENCE

**Documentary Film & Discussion
with Filmmaker Dr. Delaney Ruston**

February 5, 2020



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The Community Speaker Series

A message from our superintendents.



Dear Families and Friends of Districts 86 and 181:

Our two districts are pleased to be partnering with The Community House and District 181 Foundation to present another outstanding edition of the Community Speaker Series. As in years past, we will be joined by an impressive lineup of highly respected experts who will share valuable information and advice about a variety of important issues in education, wellness and parenting. Below are brief blurbs about our speakers, as well as the date and title of their presentations.

The Self-Driven Child

with Dr. William Stixrud and Ned Johnson (Oct. 22)

William Stixrud, Ph.D., is a clinical neuropsychologist and faculty member at the Children's National Medical Center and George Washington University Medical School. He lectures widely on the adolescent brain, meditation, and the effects of stress, sleep deprivation and technology overload on the brain. Ned Johnson is the founder of PrepMatters, a tutoring service in Washington, D.C., and a sought-after speaker and teen coach for study skills, parent-teen dynamics and anxiety management. Together, Dr. Stixrud and Mr. Johnson discovered that the best antidote to stress is to give kids more of a sense of control over their lives. They co-authored "The Self-Driven Child" to teach parents how to set their children on the real road to success.

Uncovering Skills for Stress Resilience

Screenagers: Next Chapter Documentary Film & Discussion

with Dr. Delaney Ruston (Feb. 5)

Delaney Ruston, M.D., is a filmmaker and physician who uses a personal lens and professional eye to help parents flip the script on stress, anxiety and

depression. In her new film SCREENAGERS Next Chapter, Ruston sets out to uncover how we understand these challenges in our current screen-filled society; and, how we can empower teens with skills to overcome mental health challenges and build emotional agility, communication savvy and stress resilience. District 86 participated in this project with Dr. Ruston, which included giving her access to gather information and film in the district's schools.

**How to Raise Empathic and Resilient Kids
with Katie Hurley, LCSW (April 21-22)**

Katie Hurley, LCSW, is a child and adolescent psychotherapist, parenting expert and writer. She is the founder of "Girls Can!" empowerment groups for girls ages 5-11. Hurley is also the author of "The Happy Kid Handbook" and "No More Mean Girls." She practices psychotherapy in the South Bay area of Los Angeles, earned her bachelor's degree in psychology and women's studies from Boston College, and received her MSW from the University of Pennsylvania.

While we are looking forward to the presentations themselves, what has us most excited is the lasting impact we believe the series can have on the growth, development and success of our students. That is why we hope you will use the information shared by the speakers, as well as the resources found in this program book, to engage in a dialogue with friends, neighbors, school leaders, and, most importantly, your children about critical issues such as stress management, anxiety, mental health and fostering positive relationships with others. By doing so, we can work more closely and collaboratively with each other to create a nurturing environment for all students that will help them thrive both in and out of the classroom.

On behalf of our two districts, we want to thank you for joining us for this year's series and hope you will find it both interesting and educational. We also want to thank you for your strong commitment to education and tireless support of our schools. We truly value not only your partnership, but also your significant contributions to the work we do on a daily basis to help every child we serve learn, grow and achieve.

Sincerely,



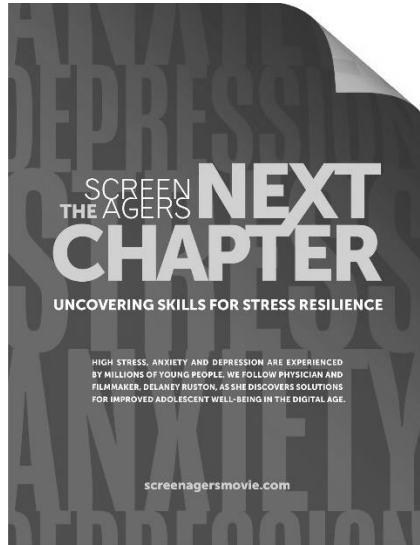
Dr. Hector Garcia
Superintendent
Community Consolidated
School District 181



Dr. Tammy Prentiss
Superintendent
Hinsdale Township
High School District 86

The Community Speaker Series

presented by District 86 and District 181



A Documentary Film & Discussion with Filmmaker Dr. Delaney Ruston

Wednesday, February 5, 2020

9:30am – 11:30am

7:00pm 9:00pm

The Community House

With the Support of:

District 181 Foundation

The Community House

Burr Ridge Marriott



Dr. Delaney Ruston

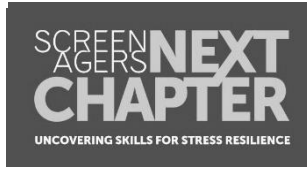
Documentary Filmmaker & Primary Care Physician

Delaney Ruston chose her two career paths of primary care physician and documentary filmmaker for one reason: to help create positive change in people's lives. Her experiences receiving medical care in free clinics while growing up motivated her to pursue health care. During her medicine residency, she began studying filmmaking for social impact and made her first award-winning film.

For twenty years Delaney has split her time between providing primary care and creating short and feature-length documentaries, such as *Screenagers*. Examples of her other films include *Unlisted: A Story of Schizophrenia* about her father and *Hidden Pictures* about global mental health. These films have been screened widely, aired on PBS, and were at the forefront of advocacy campaigns, including with the World Health Organization. For her work in using films to building movements, Delaney has won several awards including Harvard's McLean National Council Recognition Award and New York's Fountain House Advocacy Award.

Delaney trained at Stanford Medical School, followed by a medicine residency at UC San Francisco. She has practiced and taught medicine in diverse settings including faculty positions at The University of Washington School of Medicine and at The Center for Medical Humanities, Bioethics and Compassionate Care at Stony Brook School of Medicine, NY.

Ruston has conducted investigative research in diverse fields—including biophysics at NIH, bioethics, and communication at UCSF and behavioral health as a Fulbright Scholar. She has spent the past 8 years intensely researching the impact of screen time on youth and solutions for screen time balance. She also spends her time doing her other passion which is providing primary care in community clinics in Seattle, including for the homeless.



Parent Guide

Dear Parents,

We hope this guide helps with your talks with your tweens and teens about mental wellness. Consider having short weekly conversations on topics in the film such as stress resilience, emotional agility, and healthy screen habits. Tech Talk Tuesday (TTT), our weekly blog, has helped thousands of families have such talks. Sign up for it and get other resources at www.screenagersmovie.com. Sincerely, Delaney Ruston, MD & Lisa Tabb

Building Skills for Stress Resilience

Validate Feelings

There is an art to validating our teens' feelings effectively. Work to tell them you see and appreciate the challenge of what they are feeling, and try not to follow it with statements such as, ***"Oh don't worry, it will get better."***

Empower Problem Solvers

Rather than jump in to try and fix their problems, ask, ***"Do you have any solutions in mind?"*** or ***"Let me know if you want any input from me."***

Talk About Your Emotions

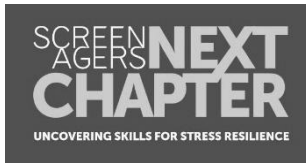
Let them know about how you work to handle stress and other difficult emotions. It is not about burdening them but sharing feelings appropriately.

Support with Resources

If your teen is systematically avoiding the social time, school work and other activities due to anxious and/or sad feelings, get support and find resources for help on our website. This includes learning what you can do at home, such as opposite action, exposure interventions, and behavioral activation.

Prioritize Sleep

The American Academy of Sleep Medicine recommends 6–12-year-olds get 9–12 hours of sleep a night, and 13–18 year-olds get 8–10 hours a night. Keeping phones and other devices out of their room at night is important. For teens with devices in their bedrooms, 36% report that they wake up and check it at least once a night. Another study shows that just having a phone (or other mobile devices in the bedroom) negatively impacts sleep duration and quality even if teens report not checking them.



Parent Guide

Teach the 3 Ex's of Worry

This is a great skill for both youth and adults regarding everyday worry. Author Lynn Lyon teaches the 3 Ex's strategy:

Expect: recognize that worry often arises and practice accepting it

Externalize: pull it out and personify it, *"Hello worry"*

Experiment: do the opposite of what the worry demands, -it demands attention. Instead, don't get into a discussion with it, but pivot into other activities or thoughts. This takes practice.

Prioritizing Face-to-Face Time

Find more ways teens can have screen-free time with peers, younger kids, and adults of all ages. Examples include jobs, getting to know their friend's parents, having neighbors for dinner.

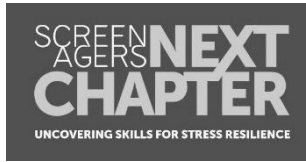
Seeking Support

Unfortunately, "parenting and private" are two words that often go together. We are in a major tech revolution that warrants open conversations and help-seeking. We agree with the teacher in the film who says, *"The most successful people in life are those that can ask for help."*

- Letting your kids know examples of when and how you have reached out for help is a great way to have discussions and model this important skill.
- Ask your teens whether they know where to go for support. Also, see if they have a teacher they can talk to and other adults, such as family or a friend's parent.
- Get support yourself when you are facing the emotional challenges of your teens or screen time issues. Offer your insights to others! Our website has resources for support.

Advocate for More Stress Resiliency Skills in Your School

More and more schools are implementing programs to build resiliency skills. Parents can make a big difference in organizing together and working with their schools.



Parent Guide

- **Social-Emotional Curriculum:** Visit our website for the programs in the film and others.
- **Wellness Clubs and Peer-to-Peer:** Many models exist. And programs where teens, with training, teach others about safe social media and communication skills are impactful.

In conversation with your teens, determine guidelines for your family. Sometimes you will decide on a rule that your teens will disagree with—that is OK, but explain your reasoning. For example, let's take sleep. Share with them the science of sleep and that you want to parent in line with **your values**. You value good sleep for their emotional wellbeing and having tech off and away is essential to achieve that.

- Car rides without devices (we allow them for directions and other quick planning issues)
- Phones and other electronics out of the bedroom at night
- Family meals without devices
- Plan ahead. For example, consider emailing guests before they come for dinner that it will be phone-free because you want to ensure everyone gets to have undistracted time together —kids may groan for a moment but so often they are truly happy afterward
- When together out in the world, i.e. doing errands, have phones mostly away

Tech Talk Tuesdays

We have hundreds of blogs, full of relatable stories, examples, and science to help you with all sorts of parenting issues. Also, we know it is hard to decide what limits are right for your family and hard to see them through. On the TTT blog there we have many writings on making rules work! Sign up for new weekly blogs

Here are a few Tech Talk Tuesday posts that you might be interested in:

How to say “no” effectively by Delaney Ruston, MD

How to foster mental focus in our kids—and ourselves by Delaney Ruston, MD

How to Talk about Scary and Tragic News with your Kids by Delaney Ruston, MD

The Community Speaker Series

Serving these schools

HTHS District 86:

Hinsdale Central
Hinsdale South

Butler District 53

Butler Junior High
Brook Forest Elementary

Cass District 63

Cass Junior High
Concord Elementary

CCSD 180

Burr Ridge Middle
Ann M. Jeans Elementary

CCSD 181

Clarendon Hills Middle
Hinsdale Middle
Elm Elementary
Madison Elementary
Monroe Elementary
Oak Elementary
Prospect Elementary
The Lane Elementary
Walker Elementary

Darien District 61

Eisenhower Junior High
Lace Elementary
Mark Delay Elementary

Gower District 62

Gower Middle
Gower West Elementary

Maercker District 60

Westview Hills Middle
Holmes Primary
Maercker Intermediate

The Community Speaker Series promotes district-wide learning about education, child development, wellness, and parenting. It is open and free to all members of the K-12 learning community.

The intention of the series is to encourage proactive parenting that supports children's and adolescents' social and emotional development as well as their academic achievement.

Through this series, District 86 and District 181 enlist top experts to inform and inspire our community as a means to enrich the school-family partnership that undergirds the education of our students.

Upcoming Programs

Katie Hurley, LCSW

How to Raise Empathic & Resilient Kids

April 21, 2020, 7:00pm – 8:30pm

April 22, 2020, 9:30am – 11:00am

If you would be interested in being part of the Community Speaker Series planning committee, please contact us at speakers@d181foundation.org



Social Emotional Learning (SEL) in District 86

What is SEL?

Social-emotional learning is the process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- understand and manage emotions
- establish and maintain positive relationships
- feel and show empathy for others
- set and achieve positive goals
- make responsible decisions

Research has consistently shown that as students increase their SEL skills, they are able to learn more deeply and at faster rates. SEL skills also comprise much of what employers desire in new employees and are considered essential 21st century skills. Children and adults with these skills also have improved social, health, and behavioral outcomes. Due to the importance of these peer-reviewed, scientifically-based findings, Illinois became the first state to mandate SEL standards in 2012.

Following are the Illinois standards:

Standard 1

Develop self-awareness & self-management skills to achieve school & life success.

Standard 2

Use social awareness & interpersonal skills to establish & maintain positive relationships

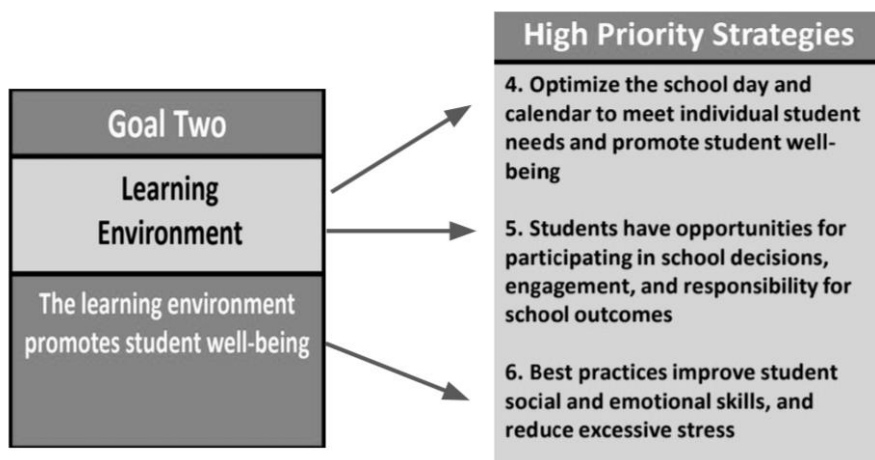
Standard 3

Demonstrate decision-making skills & responsible behaviors in personal, school, & community contexts.



Social Emotional Learning (SEL) in District 86

District 86 is in its first full year of delivering on its Strategic Plan. The Plan contains five goals, the second of which charges the District to ensure the learning environment promotes student well-being. Goal two is divided into three strategies, the third (labeled Strategy 6) of which compels the District to identify and implement best practices that improve student SEL skills and reduce excessive stress. Working groups have been developed for each Strategy and the Strategy 6 team will meet regularly to ensure the District is maintaining and growing in its SEL approach and delivery with all students. Whereas RULER will remain a pillar of District 86's work, we are keen on expanding our reach across all academic departments and ensuring that SEL is part of the fabric and culture of all aspects of the District's work. We thank you for your support of our efforts.





Social Emotional Learning (SEL) in District 86

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined SEL more than two decades ago. Today, they collaborate with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy. The Collaborative developed this versatile graphic that we lovingly call “the Wheel” that shows the five main SEL competency areas: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. District 86 maintains an active partnership with CASEL and CASEL provides coaching and consultation to the District to ensure it remains on-track for meeting the social-emotional needs of its students.



To address the outer “ring” of the wheel, D86 is also very interested in partnering with parents and community members with its work in the area of SEL. Please reach out to us if you are interested in learning more or collaborating. Dr. Jason Rehfeldt, District 86’s Student Services Coordinator and district lead for SEL work, will maintain your email address and reach out at the appropriate time. He can be emailed at: jrehfeld@hinsdale86.org.



Social Emotional Learning (SEL) in District 86

What is RULER?

RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. RULER applies “hard science” to the teaching of what have historically been called “soft skills.” RULER teaches the skills of emotional intelligence — those associated with recognizing, understanding, labeling, expressing, and regulating emotion.

Decades of research show that these skills are essential to effective teaching and learning, sound decision-making, physical and mental health, and success in school and beyond. All District 86 freshmen receive direct instruction in RULER over the course of most of the school year as part of their PE class. Lessons have also been developed and are being delivered to sophomores and juniors.

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

RULER creates schools that are true safe harbors for our children. It does this by developing emotional intelligence in students from preschool to high school and in all adults involved in their education: school administrators, teachers, and support staff. Our approach gives a unique depth and consistency to SEL that empowers school leaders and teachers to create a genuinely safe space for students to learn and grow.



Social Emotional Learning (SEL) in District 86

The Anchor Tools

The Anchors Tools of Emotional Intelligence are evidence-based tools designed to enhance the emotional intelligence of school leaders, teachers and staff, students, and their families. RULER includes four primary tools: the Charter, Mood Meter, Meta-Moment, and Blueprint. Each is based on scientific research and helps children and adults develop their emotional intelligence skills.

CHARTER

The emotional climate of a school affects the community's well-being and students' ability to learn. The Charter is a collaborative document that helps schools establish supportive and productive learning environments. It is created by members of the community, outlining how they aspire to treat each other. Together, the community describes how they want to feel at school, the behaviors that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict. By working together to build the Charter, everyone establishes common goals and holds each other accountable for creating the positive climate they envision.

HINSDALE SOUTH CLASS OF 2022 CHARTER

As a class we want to feel:

SAFE

In order to feel this way we will:

- *Surround yourself with people that make you feel supported and safe
- *Follow and respect the rules

HAPPY

In order to feel this way we will:

- *Have a positive attitude
- *Try and keep a positive outlook and look for the good in things

RESPECTED

In order to feel this way we will:

- *Treat others the way you want to be treated
- *Respect others ideas and opinions

INCLUDED

In order to feel this way we will:

- *Get more involved in school activities
- *Not be judgemental of others
- *Keep an open mind

MOTIVATED

In order to feel this way we will:

- *Be excited to learn
- *Be confident in yourself
- *Try your best at everything you do

If we need support or have disagreements or conflicts we will:

- *Talk to a trusted adult or friend
- *Be more empathetic towards one another

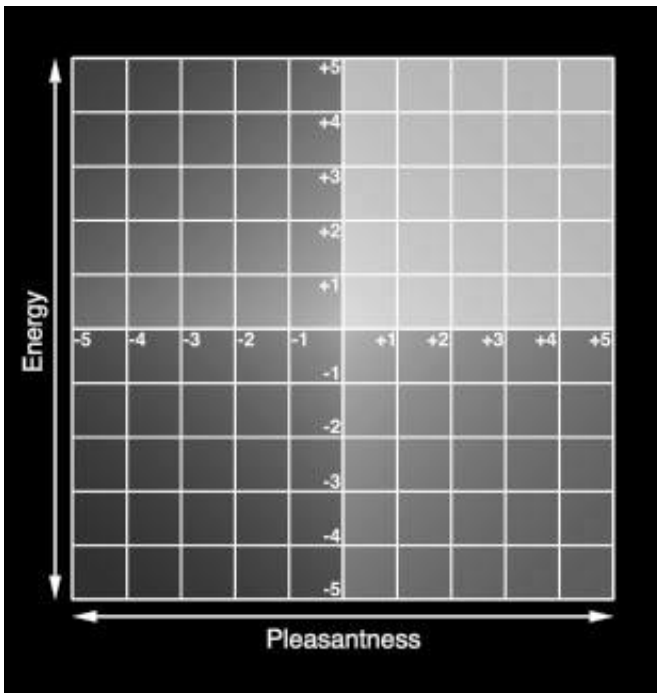




SOCIAL EMOTIONAL LEARNING (SEL) IN DISTRICT 86

MOOD METER

Learning to identify and label emotions is a critical step toward cultivating emotional intelligence. Using the Mood Meter, students and educators become more mindful of how their emotions change throughout the day and how their emotions in turn affect their actions. They develop the self-awareness they need to inform their choices. Students learn to expand their emotional vocabulary, replacing basic feeling words with more sophisticated terms. They graduate from using words like 'ok' or 'fine' to using words like 'alienated' and 'hopeless,' or 'tranquil' and 'serene.' By teaching subtle distinctions between similar feelings, the Mood Meter empowers students and educators to recognize the full scope of their emotional lives and address all feelings more effectively.

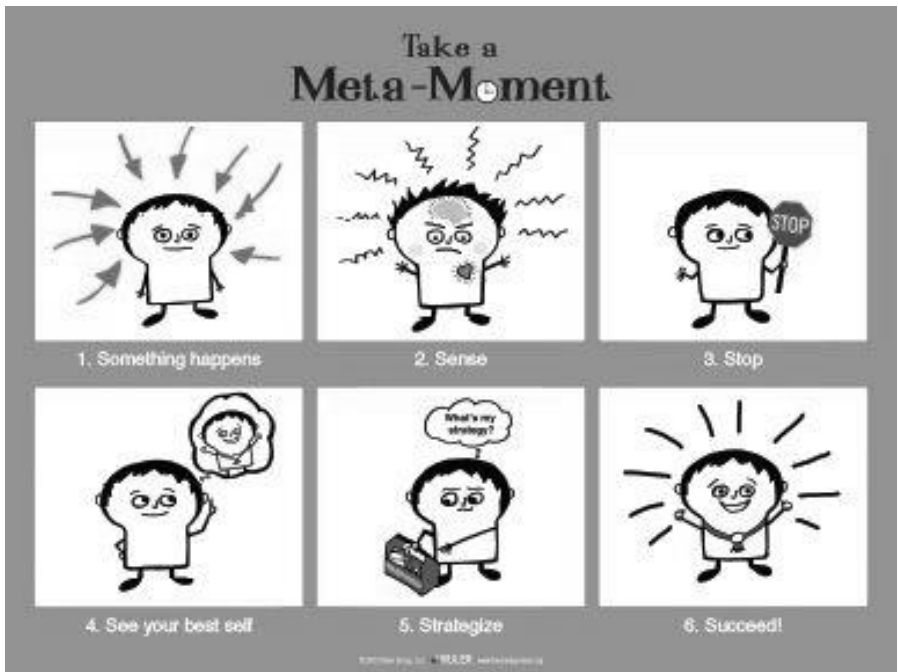




SOCIAL EMOTIONAL LEARNING (SEL) IN DISTRICT 86

META-MOMENT

Emotions can either help or hinder relationships, and we all have moments that get the best of us. The Meta-Moment helps students and educators handle strong emotions so that they make better decisions for themselves and their community. The Meta-Moment is a brief step back from the situation when we pause and think before acting. We ask ourselves, how would my “best self” react in this situation? What strategy can I use so that my actions reflect my best self? Over time and with practice, students and educators replace ineffective responses with productive and empowering responses to challenging situations. They make better choices, build healthier relationships, and experience greater well-being.





SOCIAL EMOTIONAL LEARNING (SEL) IN DISTRICT 86

BLUEPRINT

How everyone in a school treats each other has a powerful effect on classroom performance and school climate. Conflict between students can get in the way of learning and success and increase the time teachers spend off task. The Blueprint helps students and educators manage conflict effectively. Using the Blueprint, children and adults consider a disagreement from the other person's perspective, as well as their own. They develop empathy by considering each other's feelings and working collaboratively to identify healthy solutions to conflicts. The Blueprint helps repair relationships and restore climates, creating safer and more productive schools where students can learn and thrive.

Solve problems with The Blueprint.		
Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

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When a Student Needs Help

School social workers are the cornerstone of the intervention process. They welcome referrals from teachers, school personnel as well as parents and students. The referrals help them identify students who are struggling socially, emotionally, and/or academically. In a confidential environment, school social workers offer numerous services including:

- ✓ **Individual counseling**
- ✓ **Group counseling based on student needs, such as girls' issues, divorce and separation**
- ✓ **Crisis intervention**
- ✓ **Assessment**
- ✓ **Parent/guardian support**
- ✓ **Referrals to public agencies in the community, which provide financial, legal, and healthcare assistance**

Through the above services, Social Workers address and deal with:

- | | |
|--|--------------------------------------|
| • Depression | • Behavior changes |
| • Substance Abuse | • Parent Conflict |
| • Stress | • Alienation, loneliness |
| • Attendance problems | • Drop in grades |
| • Teacher/student conflict | • Trauma |
| • Grief and loss | • Crisis situations |
| • Behavior management, anger issues | • Executive functioning |
| • Bullying, cyber-bullying | • Students new to the country |

If you have concerns about your child's well-being, please go to your school's website to locate the phone number for your child's Counseling and Social Work Department. Then place a call to those caring school professionals, who are trained to offer you and your student support.

SCHOOL DISTRICT 181

SOCIAL & EMOTIONAL SKILL DEVELOPMENT



All schools in District 181 place an emphasis on preparing students to be good citizens by focusing on characteristics such as respect, responsibility, excellence, and kindness. Our staff, parents, PTOs, D181 Foundation, club leaders, and others give students opportunities to contribute to their schools and communities each school year.

Social and emotional skill development paired with practice, pro-active information about risk-taking behaviors, and learning from mistakes in the presence of caring adults provides students with the skills they need to be successful in school and life.

Parents can find Social and Emotional Learning Resources and more information on the District website at d181.org/selas





D181 TAKES THE 'LEAP' WITH NEW SELAS EXCHANGE PROGRAM



This summer, District 181 completed a successful exchange program with the LEAP Science and Math Schools of South Africa in partnership with the D181 Foundation and the Casten Family Foundation.

The goal of the partnership was to gain insight into how LEAP educators structure their Social and Emotional Learning for Academic Success efforts in some of the world's most challenging circumstances and provide LEAP teachers with the opportunity to observe our practices while staying with host families in our District.

Thank you to the D181 Foundation and Casten Family Foundation for this valuable experience. We are thrilled to be continuing this program in the 2020-21 school year.





D181 LEAP: STUDENT & STAFF REFLECTIONS

STUDENT REFLECTIONS

"We are very closed off sometimes and it was eye-opening to get a sense of a different community and way of learning."

"It was really fun to learn about their schools because I think it's cool how they're much different than ours but we are all learning the same things."



"They brought in new customs from their school, they don't have rules, but they do have a code of conduct. I am in student council so I got to ask them what their school is like and show them what our school is like."

STAFF REFLECTIONS

"Participating in the LEAP program was truly life-changing. I learned so much from the South African educators about social-emotional education and it has impacted my teaching."



"I learned the value of making genuine connections with students and the importance of SEL and success of learners. We were able to see how those factors contribute to the success of a student in the classroom and beyond. These lessons have impacted my teaching practice and the students I interact with each day."



D181 STUDENTS & THE VALUE OF GIVING BACK

CARE FOR CAROLINA

Students from all D181 schools donated and packed more than **1,000 bags of school supplies** for students in North Carolina affected by Hurricane Florence.



WALK THE WALK



D181 had a total of **161 participants and raised \$11,800** in support of The Community House's behavioral health and autism services.

STUFF THE SQUAD



Students from all D181 schools collected **2,500 pounds of food and supplies** during our annual "Stuff the Squad" partnership with local police departments and HCS Family Services.

52

**CHARITIES SUPPORTED
DISTRICTWIDE
IN 2018-19**

BIKES FOR MILITARY KIDS



D181 middle-schoolers volunteered with the Rotary Club of Hinsdale, in partnership with the USO of Illinois, to distribute **100 bikes** to children of active military families based in Illinois.



District 181

FOUNDATION



d181foundation.org

Inspiring community involvement, pride, and support for the exceptional education provided to all District 181 students.

The District 181 Foundation Offers Special Programs for Students, Teachers and Parents.

Join Us

The District 181 Foundation is composed of community members who want to enhance the educational experience for the children in our community. We are actively engaged with educators throughout District 181 to help fund new and creative learning opportunities. Would you be interested in joining us?

Support Us

All funds raised come from individuals and businesses in our community. Can you help us continue to provide quality programming for students, teachers and parents?

Learn More

Visit our website, www.d181foundation.org or send an email to our Executive Director Meg Cooper, mcooper@d181foundation.org.

District 181

FOUNDATION



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Learn More on Our Website
www.d181foundation.org



**You're
always
welcome at
*Our House***

**You already trust us with your family—
trust us with your mental health, too.**

Since 1975, The Counseling Center at The Community House
has been helping people navigate life and overcome challenges
in a comfortable, convenient environment.

**We Accept
Blue Cross/Blue Shield**



THE COUNSELING CENTER
AT
THE COMMUNITY HOUSE

(630) 323-7500 Ext. 239



TUESDAY, MARCH 10TH DISTRICT 181 SUMMER CAMP EXPO

From traditional sleep-away camps to summer programs in our local communities, there's something for everyone.

Learn about a wide array of programming including sports, fine arts, educational enrichment, special needs, advanced learning, nature, and more. Offerings include programs for children ages preschool through high school.

Each year, new exhibitors are added to the list, so there's always something different to learn about.

Any questions, please email
summercampexpo@d181foundation.org.

District 181

FOUNDATION



Over 60 Exhibitors



Don't miss this "One-Stop Shopping" opportunity for summer fun and enrichment.



Bring you children. Lots of fun activities for kids that evening.



Free of charge and open to the entire community.



Stop by anytime between 6:00pm and 8:00pm

**Hinsdale Middle School
100 S. Garfield
Hinsdale, IL 60521**

Tuesday, March 10th

6:00pm – 8:00pm



D181 Young Writers Night

HOSTED BY THE DISTRICT 181 FOUNDATION

Thursday, February 27, 2020

6:00pm – 9:30pm

Hinsdale Middle School

CALLING ALL DISTRICT 181 3RD - 8TH GRADE WRITERS!

Join us for a fun evening to celebrate and share student writing. Meet youth author Mary Winn Heider, participate in fun workshops, share your writing in small groups and at an optional open mic coffeehouse.

Learn more and register at www.d181foundation.org

Space is limited. Registration required.

Deadline to Register February 7th




A proud and
continuing supporter
of District 181 since 2017.



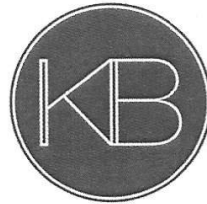
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COMPASS



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www.bethburtt.bairdwarner.com



Pleased to Support Hinsdale School District 181



Linda Feinstein

Real Estate Broker/Owner

(630) 319-0352

lindafeinsteinhome@gmail.com

www.LindaFeinsteinHomes.com



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22 N Lincoln St., Hinsdale IL 60521

HINSDALE SOUTH

PARENT ORGANIZATIONS



POST-PROM COMMITTEE

TRIVIA NIGHT

MARCH 7, 2020

BURR RIDGE COMMUNITY CENTER

INFO: WWW.HINSDALESOUTHBOOSTERS.ORG



VOLUNTEER!

Anyone can volunteer: groups and individuals, students, professionals, retirees, stay-at-home parents, and families. Give back to your community!

**High school students: join the Junior Board
for a fun, unique leadership opportunity!**



The Junior Executive Board for 2019-2020:

Co-Presidents:
Jenna Frizzell
Camryn Saltzmann

Co-Vice Presidents:
Maddie Flynn
Katrina Geiersbach

**Communications
Coordinator:**
Caroline Menza

Volunteer Coordinators:
David Gust
Justin Terry

Recording Secretary:
Marcos Lopez

Treasurer:
Payton Stifflear

**Please contact Marcie McGonagle, Director,
Volunteer Services and Donor Relations
(630) 323-7500, ext. 228 or visit
thecommunityhouse.org to learn more**



A+ PERFORMANCE

One of the top reasons families move to Hinsdale is to give their children a chance to enjoy the District 181 experience.

Kim Lotka has helped make this happen for thousands of families matching the right home to the right people. Here's to another generation of happy, successful Hinsdale students!



kim lotka
GROUP

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THANK YOU TO DISTRICT 181 FOUNDATION FOR EVERYTHING YOU DO!



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The Parent List

DOES YOUR CHILD NEED HELP for an emotional, mental health, addiction, learning or developmental issue?

Check out **The Parent List**, an anonymous platform containing over 70 positive reviews on health care providers that have helped local school district 86 and 181 children with issues that include:

anxiety	depression	grief	eating disorders
ADD/ADHD	dyslexia	insomnia	school avoidance
autism spectrum	stress	migraines	suicidal ideation
concussions	peer relations	self-harm	substance abuse

Reviewed support services include doctors, therapists, support groups, in-patient and out-patient programs, tutors, nutritionists, books, and holistic medical approaches.

To read **The Parent List** reviews, go to hcpto.org/parent-list/



Questions can be directed to: [**parentlist@hcpto.org**](mailto:parentlist@hcpto.org)

In no way does the Hinsdale Central PTO, Hinsdale Central High School staff, school districts 86 or 181 endorse or recommend any specific provider reviewed on The Parent List. The Parent List is a subjective forum set up by the Hinsdale Central PTO for your convenience. Parents and guardians are solely responsible for deciding to use any of the service providers on The Parent List in any capacity, and district 86, district 181 and the Hinsdale Central PTO disclaim all liability for any damages, injuries, losses, expenses, or claims of any kind arising out of the provision of services by anyone or any agency appearing on The Parent List.



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On stage at The Community House

February 28, 29 and March 6, 7

The Community House – 415 W. Eighth Street, Hinsdale

For questions and ticket information visit

www.thecommunityhouse.org

**Ages
21+**





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“Tell me and I forget,
teach me and I may remember,
involve me and I learn.”

- Benjamin Franklin



Simply Put...

Thank you to all of the teachers, administrators,
and volunteers in the Hinsdale School District
for their dedication and their leadership through example.

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Classes are ongoing through May 29 -9:00-9:45 AM.

10 punch card for \$175; Key Holder \$150
Drop in daily fee \$18; Key Holder \$16

Contact Kate Vogts, Director of Active Adults at kvogts@thecommunityhouse.org to register

At The Community House, we ignite the promise of relationship, inspire your best self to come out and play, unite people across a diverse community, and provide a meaningful place to engage.

*The Community House is a 501 (c) (3) nonprofit organization.
To make a donation, please visit us online.*

thecommunityhouse.org

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- Lady Bird Johnson

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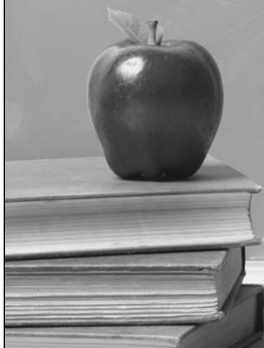
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WE'RE PROUD TO SUPPORT THE

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Being a true community bank means doing our part to give back to the local charities and social organizations that unite and strengthen our communities. We're particularly proud to support the District 181 Foundation and its dedication to inspiring community involvement and support for creativity, innovation, and excellence in education for all District 181 Students.



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SUMMER DAY CAMP

2020

June 8th - August 14th



District 181 Foundation



Grants for Students

If you're a District 181 student and have an idea for making your school, community, state, country or the world a better place, the District 181 Foundation would like to help.

KIDS Grants provide up to \$150 to help get your idea started.

Apply Anytime!

Just go to **www.d181foundation.org** to download an application and guidelines. Funds are awarded within two weeks of receiving the application.

Make a Difference Now!

Any questions? Please contact us at **KIDSGrant@d181foundation.org**



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Red Devil Spirit Scholarships

**The Hinsdale Central PTO
will award \$1,000 scholarships to 10
selected graduating seniors to use
towards their 1st year of college expenses**

Candidates will be chosen based on

- financial need
- their involvement in clubs/activities/athletics at HCHS
- their personal statement describing what they love about being a Red Devil & what Red Devil characteristics they will bring to their college experience & how they will do so

**** Applications are available in the HCHS Guidance Office**

**** Completed applications are due Monday, March 16, 2020**

**** Winners will be acknowledged at the
Senior Scholarship Program on Thursday, May 21, 2020**





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Thank You!

Over the past 10 years the
Hinsdale Rotary Run Charity Classic
has donated over \$50,000 to the
District 181 Foundation
in support of our schools.

Mark Your Calendar

Rotary Run 2020

Sunday, October 4th

Notes

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