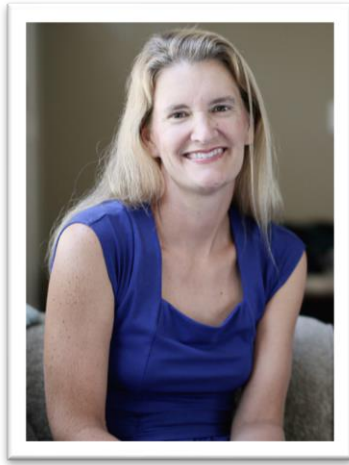


The Community Speaker Series

presented by
District 86 and District 181



Dr. Jean Twenge

**Understanding iGen:
How to Harness the Positive Trends
and Mitigate the Negative**

October 9 & 10, 2018

The Community Speaker Series

A message from our superintendents.



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Dear Friends and Families of District 86 and District 181:

Welcome to the 2018-19 Community Speaker Series. We thank you for your interest in learning more about the topics we will cover this year:

Understanding iGen and How to Harness the Positive Trends and Mitigate the Negative Ones

with Dr. Jean M. Twenge (October 9 and 10)

Professor of Psychology at San Diego State University, Dr. Twenge is the author of more than 140 scientific publications and books. She frequently gives talks and seminars on teaching and working with today's young generation based on a dataset of 11 million young people.

Guiding Girls through the Seven Transitions into Adulthood

with Dr. Lisa Damour (January 23 and 24)

Dr. Lisa Damour is an author, international speaker and psychotherapist who serves as the Executive Director of Laurel School's Center for Research on Girls. Dr. Damour's *New York Times* best-seller *Untangled: Guiding Girls through the Seven Transitions into Adulthood* is being produced as a docu-series. Her forthcoming book, *Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls*, publishes in February 2019.

"Angst: Raising Awareness Around Anxiety"

Documentary film and discussion with Dr. John Duffy (April 17)

The film is a virtual reality experience that explores anxiety, its causes, effects and what we can do about it. The filmmakers' goal is to have a global conversation and raise awareness around anxiety. Dr. Duffy, a clinical psychologist and best-selling author from LaGrange will lead the discussion following the showing of the film.

On behalf of the elementary and middle schools of District 181 and the high schools of District 86, we are proud to partner with The Community House, the D181 Foundation, and the event planning team in welcoming these individuals to share their research, experience, and practical advice. We are also proud to celebrate the sixth year of the Community Speaker Series. Thank you for your continued support in joining these conversations.

The Community Speaker Series is a two-part process. The first part is the presentation with our featured speakers. The second and perhaps more important part is the discussion and action after the presentation. How can we incorporate the information, tips and advice into our own daily interactions with our pre-teens and teens? This program book includes resources from our speakers and ads from local organizations, but also blank pages for your notes. Those blank pages are for you to take notes on the ideas that resonate with you. Share what you learn at home around the dinner table, and engage your children in the discussion. Talk about these messages with friends and neighbors over coffee. Share your questions and ideas with school leaders.

As a community, we have a great responsibility to our children to ensure every child is supported. We have the tools to help them explore their potential and discover their passions, while also considering their social and emotional needs. Together, we can continue to build a strong, healthy environment that challenges, inspires, and empowers. We appreciate your partnership in making this vision a reality for our community!

Sincerely,



Dr. Hector Garcia
Superintendent
Community Consolidated
School District 181



Dr. Bruce Law
Superintendent
Hinsdale Township
High School District 86

The Community Speaker Series

presented by District 86 and District 181



Dr. Jean Twenge

Understanding iGen: How to Harness the Positive Trends and Mitigate the Negative Ones

Tuesday, October 9, 2018 - 7:00pm

Wednesday, October 10, 2018 - 9:30am

The Community House

With the Support of:

District 181 Foundation

The Community House

Hinsdale Central PTO

Hinsdale South Boosters

Burr Ridge Marriott

Dr. Jean Twenge



Jean M. Twenge, Professor of Psychology at San Diego University, is the author of more than 140 scientific publications and books.

Dr. Twenge frequently gives talks and seminars on teaching and working with today's young generation based on a dataset of 11 million young people.

Her audiences have included college faculty and staff, high school teachers, military personnel, camp directors, and corporate executives.

Her research has been covered in *Time*, *Newsweek*, *The New York Times*, *USA Today*, *U.S. News and World Report*, and *The Washington Post*, and she has been featured on *Today*, *Good Morning America*, *CBS This Morning*, *Fox and Friends*, *NBC Nightly News*, *Dateline NBC*, and *National Public Radio*.

She holds a BA and MA from the University of Chicago and a Ph.D. from the University of Michigan.

She lives in San Diego with her husband and three daughters.

Dr. Twenge's Frequently Asked Questions

What generation do I belong to? What are the birth year cutoffs?

There's rough consensus around these birth year cutoffs for the four most recent American generations:

Baby Boomers: 1946-1964

GenX: 1965-1979

Millennials: 1980-1994

iGen: 1995-2012?

Of course, any birth year cutoff is arbitrary. For example, maybe Millennials begin in 1979 or 1982 instead. That's certainly possible – there is no bright dividing line between GenX'ers and Millennials. There are more definite breaks in the data between those born in the early 1990s and the mid-1990s, probably due to the smartphone, so the 1995 cutoff has some data to back it up. It's too early to know what the iGen end date will be – 2012 is just a rough guess.

It's also inherently problematic to group people in 20-year blocks – someone born in 1980 had a different cultural experience from someone born in 1994. And if you were born in 1979 vs. 1980, are you really a different generation? In most studies, we've looked at birth year continuously, instead of grouping people into generations.

Why the label iGen?

A generational label needs to capture something about the generation's experience, and for iGen'ers, the Internet and smartphones have defined many of their experiences thus far – thus the name iGen, like iPhones and iPads. One survey found that 2 out of 3 teens has an iPhone (specifically an iPhone, not just a smartphone).

Another name suggested for this group is Generation Z. But that label works only if the generation before them is called Generation Y, and hardly anyone uses Generation Y now that the term Millennials has won out. Plus, young people do not want to be named after the generation older than themselves. That's why "Baby Busters" never caught on for Generation X and why "Generation Y" never stuck for Millennials.

Dr. Twenge's

Frequently Asked Questions

How is your approach different from that of other books, articles, and consulting firms on generations?

It's easy to make a list of the events, pop culture, and economic swings each generation experienced. Boomers, for example, came of age during the turbulent 1960s, and iGen grew up in a world shaped by terrorism. But that doesn't tell you much about who they really are. It's more important to know how generations really differ in terms of personality traits, attitudes, and behavior, and what that means for organizations. That's the approach I take, analyzing nationally representative survey data on 11 million people comparing the generations at the same age.

For example, my book *iGen* relies on four nationally representative U.S. surveys done over time: *Monitoring the Future* (8th, 10th, and 12th graders), the *Youth Risk Behavior Surveillance System* (the CDC's survey of 9th-12th graders), the *American Freshman Survey* (entering college students), and the *General Social Survey* (adults). Three of these studies have been conducted since the 1960s or 1970s, and the fourth since the early 1990s, allowing a view of generational and cultural differences that takes age out of the equation (because they examine people of the same age at different points in time).

A lot of polls, interviews, and surveys collect data at only one time. That means they can't separate the effect of age from that of generation. If it's age, the same thing that worked for young employees ten years ago will work just fine now – but if it's generation, it won't. That's why the survey data across time is so powerful: It can eliminate the effect of age.

How is iGen different from the Millennials?

Around 2012, I started to see some sudden changes in the big national surveys – depressive symptoms and loneliness started to go up, and (after going up for 20 years) happiness started to go down. Other sources – like national screening studies on depression and statistics on teen suicides – showed the same pattern, with increases after 2010-12. I wondered what was going on, so I thought about what might possibly have caused these shifts. The Great Recession was officially over by 2010, and unemployment started to fall around 2011, so it seemed unlikely that the economy was to blame. This period didn't see any cataclysmic events – and certainly none that kept accelerating over the next five years.

Dr. Twenge's

Frequently Asked Questions

Then two things happened. I found the Pew Center's data showing that the end of 2012 was when the percentage of Americans owning a smartphone crossed 50%, and I found (as others have among young adults that teens who spent more time on screens were less happy and more depressed). So this was a suspicious pattern: A sudden rise in mental health issues when smartphones became ubiquitous, and a link between screen time and mental health issues. Overall, iGen is a less confident, more uncertain, more anxious generation than Millennials were at the same age. That may at least partially be due to their adolescence spent on their smartphones.

What about correlation vs. causation ~ do we know that screen time actually causes unhappiness or depression?

The original research I present in *iGen* finds that teens who spend more time on screens are less happy and more depressed (in a large, nationally representative sample of U.S. teens). For example, 8th graders who spend 10 or more hours a week on social media sites are 56% more likely to be unhappy than those who spend less time. The link holds when gender, race, and socioeconomic status is taken into account. But those analyses are correlational, so it is possible that unhappy or depressed teens spend more time on screens.

However, three other studies using different research designs have come close to ruling out that possibility. Two longitudinal studies find that social media use leads to unhappiness, but unhappiness does not lead to social media use. A third study is a true experiment, meaning it can show causation. People were randomly assigned to either give up Facebook for a week or continue their normal Facebook use. Those who gave up Facebook ended the week happier, less depressed, and less lonely. For more information on these studies, you can view the links to them on my website.

Also: Depression causing social media use doesn't explain why depression would increase so suddenly after 2011-12. In that model, something else would have to cause teen depression to rise so sharply, which would then lead to more smartphone and social media use. It seems much more likely that smartphone and social media use increased, and depression and unhappiness followed.

Dr. Twenge's

Frequently Asked Questions

Doesn't this research stereotype Millennials and iGen?

No, because it uses data from young people themselves. These studies compare young people's views and behaviors to the views and behaviors of young people from previous generations. Of course, like any scientific study, these are average differences, so there are certainly exceptions. People from Minnesota (where I spent my childhood) are different from people from Texas (where I spent my adolescence), but there's plenty of individual variation. Generations work the same way.

Why do generations exist?

In short, generations exist because cultures change. Just as Japan has a different culture from the U.S., the culture of the 1950s was different from the culture of the 2010s. As cultures change, younger people – who have never known another world – take certain attitudes and worldviews for granted. For example, most Americans know these specific changes often stem from broad, pervasive forces in the culture.

One of these pervasive forces is individualism. Individualism is at the root of the movement toward equality based on gender, race, and sexual orientation, and also encourages positive self-views, uniqueness, and high expectations.

Another cultural force is technology. For example, iGen has been shaped by their adolescence spent on smartphones. A generational shift appeared around 2011-2012 among teens, likely because smartphones became pervasive around that time.

Last, families are smaller and lives are longer, leading to more people pursuing what is known as a slow life strategy. Teens who pursue a slow life strategy, for example, will be less likely to engage in adult activities such as driving, working, dating, drinking alcohol, having sex, and going out without their parents. Some of these trends are good, some are neutral, and some might be bad – but all involve growing up more slowly. The theory behind slow life strategies (life history theory) explicitly notes that slow (or fast) strategies are not bad or good – they are an adaptation to a cultural context.

So, although generational labels are not always precise, it is very clear that cultures change over time, and that those changes have an effect on people. That, at base, is why generational differences exist.

Continue the Conversation:

Community Speaker Series iGen

Small Group Discussion

**About the Topics Explored by Dr. Jean Twenge,
Led by Cara Hurley, PhD and Alisa Messana, LCSW**

**Wednesday, October 24
7:00pm - 8:30pm
Hinsdale Public Library
Community Meeting Room**

Parenting an iGen child can feel overwhelming at times and leave you confused about how to approach technology use with your child. Concrete strategies for how to more confidently navigate parenting your iGen child will be shared along with attention to your child's age and personality. Plan to leave feeling you are on your way to a more balanced and manageable parenting approach that fits both you and your child.

Dr. Cara Hurley is a licensed clinical psychologist with more than fifteen years of experience providing therapy to adolescents and adults. She maintains a private practice in Chicago and Hinsdale. Dr. Hurley has enjoyed speaking and leading discussions on various topics ranging from parenting approaches to mindfulness meditation. She lives in Hinsdale with her husband and two children.

Alisa Messana is a licensed clinical social worker with 20 years of experience as a family psychotherapist working in mental health settings. She provided trainings on parenting and a range of mental health topics for several years as well. Alisa is currently a mental health consultant and lives in Hinsdale with her husband and two children.

Space is limited.

Please register on the Hinsdale Public Library website.

<http://hinsdale.libnet.info/event/1179243>

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.

Coming in 2018 - 2019

Dr. Lisa Damour

Untangled: Guiding Teenage Girls Through the Seven Transitions Into Adulthood

January 23, 2019, 7:00pm HCHS Auditorium

January 24, 2019, 9:30am, HSHS Auditorium

**Angst: Raising Awareness Around Anxiety
*A Documentary Film and Discussion with Dr. John Duffy***

April 17, 2019, 9:30am, The Community House

April 17, 2019, 7:00pm, HSHS Auditorium

What Our Teens Are Telling Us

Hinsdale Township High School District 86 re-administered the Comprehensive School Climate Inventory (CSCI) to its students in the 2016-2017 school year. The CSCI assesses four major areas of school climate: Safety, Relationships, Teaching and Learning, and the External Environment. The complete reports can be found on the school website. Here are some of the results:

Adults in Their World

- 71% of students reported overall positive impressions regarding the social support they receive from adults in the school.
- 68% of students agreed/strongly agreed with the statement, "There are adults in this school that students would trust enough to talk to if they had a problem."
- 86% of students said their school tries to get them involved in school activities.
- 83% of students agreed/strongly agreed with the statement, "Adults in this school have high expectations for students' success."

Conclusions/Questions: These survey data indicate that a nurturing, motivating, personalized environment exists for the majority of our students to learn and grow in. Our schools are a place of high expectations. This can be overwhelming for our students at times. While some of our students see school personnel as resources they can rely on in a time of need, are enough of our suffering teens taking the step to reach out to us? While we recognize their developmental need to be independent, how can we assure all students that it is okay to admit feeling overwhelmed and to needing help?

What Our Teens Are Telling Us

Peers in Their World

The good news is that 73% of the students expressed receiving positive social support from their peers with only 4% sharing a negative perception of peer support.

63% of students believe that the students in their schools respect diversity in their peers (gender, race, culture, etc.)

The concerning news is that when probed about their experiences and witnessing of verbal abuse, harassment and exclusion among the student body, only 26% had positive impressions of the peer culture in their schools.

49% of students agreed/strongly agreed with the statement, “There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.”

14% of students feel a sense of not belonging in their school.

Students had positive views of social media with only 16% of students disagreed/strongly disagreed that “Most students use social media in ways to support one another” and more than 70% agreed/strongly agreed that “Students can use social media without being harassed by another student.”

School personnel had similar ratings, while parents had more positive perceptions of social-emotional security in the schools.

SOCIAL SUPPORT: SENSE OF SOCIAL-EMOTIONAL SECURITY RATING PATTERNS

PARTICIPANT	NEGATIVE	NEUTRAL	POSITIVE
Students	15%	61%	24%
Parents	10%	49%	42%
Personnel	14%	61%	25%

Conclusions/Questions: The teen world is still a place where it is challenging for all individuals to feel emotionally safe and cared for by their peer group. We need to keep addressing this issue in our schools and homes by having open discussions about what is occurring and how our young people can be empowered to advocate for the best emotional environment for all. Furthermore, the number of teens feeling disengaged from school is too high. How can we reach them to instill a sense of hope and purpose in their lives?

What Our Teens Are Telling Us

Sense of Self in Their World

Social Emotional Learning (SEL) Competencies and teaching pro-social behaviors are a focus in District 86. The CSCI survey measured these goals in their Social and Civic Learning dimension. Students, parents, and staff responded to questions that probed the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued by school personnel.

The descriptor of this dimension includes the SEL skills of self-awareness, self-management, social awareness, interpersonal skills, and decision-making and goal setting in academic, civic and social contexts.

- 45% said that in their school they learned ways to resolve conflicts so that everyone can be satisfied with the outcome.
- 52% said that their schools have them discuss issues that help them think about how to be a good person and about what is right and wrong.

While school personnel strive to intentionally teach these SEL skills, students did not report that the skills of conflict resolution, empathy, reflecting on their learning, and examining ethical implications for their decisions are being taught as directly or with as much impact as school personnel think they are, which the chart below demonstrates:

TEACHING AND LEARNING: SOCIAL AND CIVIC LEARNING RATING PATTERNS

PARTICIPANT	NEGATIVE	NEUTRAL	POSITIVE
Students	10%	48%	42%
Parents	1%	54%	45%
Personnel	1%	19%	80%

Conclusions/Questions: The adults in the school setting believe that their intentional efforts at teaching life skills and social responsibility are being noticed and internalized by teens; however, the students and parents report less of an impact than school personnel. Should we give up trying? Of course, not! District 86 will redouble its efforts to help all students learn and practice the skills that will support their future academic, interpersonal, and professional success and fulfillment. What will you do?

What Our Teens Are Telling Us

Sense of Self in Their World

Last year freshman and sophomores also completed the *Success Highways Resiliency Survey*. In its simplest definition, resiliency is the ability to recover quickly from setbacks.

Resilience is one of the outcomes of students who are successful in mastering the mandated Illinois Social and Emotional Learning (SEL) standards, which are required in District 86 by Board of Education Policy 6:65. SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; set and achieve goals; make responsible decisions; and handle challenging situations constructively.

There is extensive research validating the positive impact that SEL skills have on students' academic resilience and personal well-being.

While we are striving for improvement, results consistently indicate that District 86 students have stronger academic resiliency than peers across the nation. Although average scores were still above national norms, the weakest area was in confidence.

Confidence refers to a student's academic self-efficacy, or the degree to which a student feels capable of successfully performing a variety of school-related tasks. Within this area, test taking was most frequently noted as an issue for confidence. Our students have a strong sense of how important education is to their future success. This gives them purpose and drive in academic settings.

Conclusions/Questions: Some students may need strategies to feel more confident in testing situations. Given the strong academic skills of so many of our students, how many of our students measure their success by comparisons to the high academic performance of their classmates? While we want our students to care about school and to pursue challenging collegiate experiences if they wish, is it possible many value education so much that they neglect other aspects of life including their physical and mental well-being?

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.

District 181

FOUNDATION



About Us

The District 181 Foundation is an independent non-profit organization dedicated to inspiring community involvement and support for education through partnerships, programs and events that enhance District 181's achievement of its vision for our community's schools.

Investing in Our Schools

Funding from the Foundation helps to:

Encourage creativity and innovation in the classroom by providing individual teachers with resources to put their ideas for improving student learning into action.

Bring experts to our community to educate and inform on topics and challenges in learning and parenting.

Empower students to make their school, community, environment or the world a better place.

Support district-wide initiatives to enhance the curriculum for all the schools.

Join Us

The District 181 Foundation is composed of community members who enjoy working on projects and issues that foster new ways of learning and improve the educational experience for the children in our community. We are actively engaged with the educators in our District to help fund new and creative learning opportunities. If you would like to learn more about volunteering and getting involved with the Foundation, please contact us by emailing mcooper@d181foundation.org.

Donate Today

Since 1997, the District 181 Foundation has invested nearly \$1,000,000 in our schools. This is only possible because of the generosity of community members like you. Donate online by visiting our website www.d181foundation.org.



Social-Emotional resources for D181 parents are available online!

**www.d181.org >
Parents > SELAS**

Blogs • Books • Online Resources • Research



Community Consolidated School District 181



The Counseling Center

The Counseling Center at The Community House is committed to being there for members of our community who are struggling. Our therapists can help people of all ages and stages of life with the following:

- Acting out behaviors
- Anxiety, panic, and phobias
- Autism
- Bereavement, grief & loss
- Bipolar and mood disorders
- Communication
- Depression & sadness
- Intimacy Issues
- Life Transitions
- Parenting Skills
- Relationship Conflict
- School failure/refusal
- Self Injury
- Trauma & Emotional Wounds

Community is at the heart of what we do and who we are. We know it's easy to feel alone or overwhelmed...like you're the only one or you need to tackle "this" alone. Please know we are here. We are your community.

We can help. Call 630-323-7500 ext. 239

The Community House | 415 W. Eighth Street | Hinsdale, IL 60521
630-323-7500 | www.thecommunityhouse.org

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**

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.



86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.

Guided Public Tours of Referendum Project Areas

Take a tour of D86 facilities to see first-hand the project areas identified in the November 6, 2018 bond proposition. Upcoming guided tours, followed by Q&A sessions, will be held at the dates and times indicated below.

Hinsdale Central -- Meet in the Main Entrance

Friday, October 12 - 6:00 p.m. | prior to freshman play

Friday, October 19 - 6:00 p.m. | prior to South/Central football game

Hinsdale South -- Meet in the Main Entrance

Wednesday, October 10 - 6:30 p.m.

Wednesday, October 17 - 4:30 p.m. | prior to the D86 Volley for the Cure

Thursday, November 1 - 6:00 p.m. | prior to the fall musical

District 86 Referendum Information Night
Presented by *The Hinsdalean*
Wednesday, October 17, 2018 • 7:00pm – 8:30pm
at The Community House

Presentation followed by Q&A. Get your questions answered!



Know the facts.

**The best place to get information about
District 86 is from District 86.**

District 86 Facilities Referendum

On Election Day November 6, 2018, District 86 voters will see a bond proposition on the ballot to fix, make more secure and improve Hinsdale Central and Hinsdale South High Schools.

If the referendum passes in November 2018, the District's architect ARCON estimates that all work will be completed by August 2021. That means students in 6th grade and younger will attend high school in facilities on par with the education going on inside them.

Go to the District 86 website > November 2018 Referendum tab to find a comprehensive collection of information related to the referendum. There you can find answers to project information, FAQs, photos, videos and more. Follow us on Twitter and like us on Facebook to stay up to date with the latest information.



d86.hinsdale86.org



630-655-6182



86Forward@hinsdale86.org

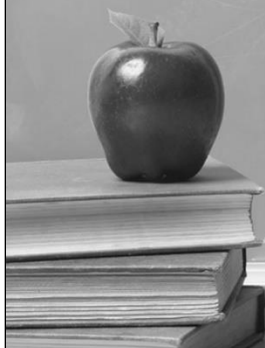


[@HinsdaleD86](https://twitter.com/HinsdaleD86)



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and Serve
The District 181
Foundation*



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Coldwell Banker Residential—Hinsdale



HINSDALE SOUTH

Parent Organizations

POST PROM COMMITTEE

FALL CRAFT & VENDOR SHOW

November 3, 9am-2pm @ Hinsdale South

HINSDALE SOUTH HIGH SCHOOL

BOOSTER CLUB



THE LY HOTCHKIN ARTS PROGRAM



THE COMMUNITY HOUSE

#ArtForGrownUps

WATERCOLOR
W 10/31-12/12

**DRAWING IN
NATURE: AUTUMN**
SA 10/6-10/27

**GUITAR, BASS
& UKULELE**
W 11/14-12/19

**FUNDAMENTALS OF
DRAWING & PAINTING**
TH 10/25-11/29

**INTERMEDIATE
DRAWING & PAINTING**
TH 10/25-11/29

**STUDIO VINO:
WINE & PAINT**
F 10/12, 11/9, 12/7

**WINE & IMPROV:
IN THAT ORDER**
TH 11/15

CHECK OUT OUR LECTURE SERIES
CLASSES IN PROGRESS
MONDAY NIGHTS: ARMCHAIR ART HISTORY
TUESDAY NIGHTS: SHAKESPEARE SESSIONS

THE COMMUNITY HOUSE 415 West Eighth Street, Hinsdale, IL 60521
630.323.7500 | www.thecommunityhouse.org



BECOME A MEMBER

Not a member yet? Join at hcpto.org

STAY INFORMED

Stay in the loop on all the school events. Subscribe to our e-newsletter on our website.

BE PART OF OUR COMMUNITY

Attend PTO General Meetings and CONVERSATIONS to engage in discussions with parents, administrators, and community leaders about issues affecting our students.

- **October 17th:** *The Referendum: Everything You Want to Know*
- **January 16th:** *The 2019-2020 Curriculum: What Your Students Should Consider When Registering for Classes*
- **March 13th:** *Safety and Social Pressures Surrounding Your Teen*
- **April 10th:** *TBA*

GET INVOLVED

Join a committee. Attend an event. Donate. See committee signup sheets or ask us how YOU can get involved.

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Sunday October 14, 2018

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Starting and ending at The Community House, the race offers chip-timed 10K, 5K and 3K runs, a 5K walk and a Mutt Strut. First race starts at 8:30am.

**Register at www.rotaryruncharityclassic.org
\$30 per person/\$110 for the entire family**



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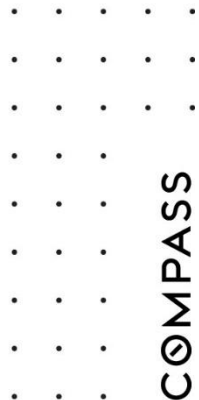
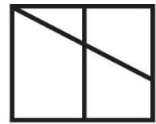
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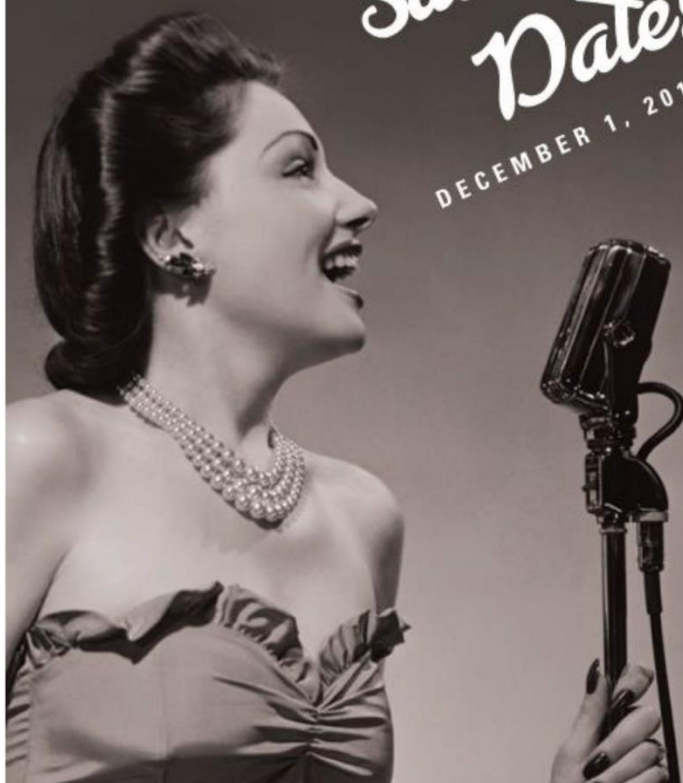




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December 1, 2018

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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!

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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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Registration opens January 11, 2019

Notes

Notes



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