

The mission of **Hinsdale Township High School District 86** is to empower students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create and connect with an ever-changing world.

D86 *Defining Excellence* FORWARD



Spring 2021



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Dear District 86 Community,

By the time you receive this publication in your mailboxes, it will have been one full year since we announced that we were closing our schools and shifting to e-learning due to COVID-19. In that time, we have faced significant challenges that have left us physically, mentally and emotionally exhausted. Yet, despite our collective fatigue and frustration, we have come together countless times to help each other navigate this unprecedented crisis.

Below are just a few examples of the selflessness and sense of community I have witnessed this school year:

- **Osc** partnered with us to administer both doses of the COVID-19 vaccine to our employees and vendors; employees from our seven feeder districts and the La Grange Area Department of Special Education (LADSE); workers from our local villages who qualified under Category 1B; and, more than 850 members of our community who are 65 or older.
- **Quest, First Student** and **303 Taxi**, which are the vendors that provide food and transportation services to our district, have been making and delivering meals to all of our students who qualify for free and reduced lunch.
- The **family and consumer science departments** for Hinsdale South and Hinsdale Central created and distributed more than 150 kits that students enrolled in culinary courses were able to use at home to get hands-on experience while we were in our Remote Learning 2.0 model to start the school year.
- Individual students and staff, as well as teams and clubs from our high schools and Transition Center, organized events and activities to aid those in need. Through their efforts, they were able to:
 - » Collect 2,075 pounds of food and raise several hundred dollars for HCS Family Services, which translated to providing more than 550 people with access to critical services and support.
 - » Raise approximately \$1,400 to benefit the Rural Healthcare Foundation, which is based in India and helps rural villages and underdeveloped areas with healthcare and sanitation.
 - » Send letters of gratitude and care packages to veterans to thank them for their service.
 - » Fill a truck with canned goods, diapers, toiletries and various other items that were donated to the People's Resource Center.
 - » Raise \$6,200 for families from the area that needed extra help and support during the holiday season.
 - » Collect hundreds of items that were donated to a toy drive organized in honor of Joey Ventimiglia, who passed away in 2018 from a rare form of cancer called Diffuse Intrinsic Pontine Glioma (DIPG).
 - » Create and deliver holiday cards to residents of the Sunrise Assisted Living facility and the Birches Assisted Living facility.
 - » Collect 10,691 vanity products, hygiene items, period products, bras, underwear and diapers for people in need in conjunction with a "Her Drive."



We have also refused to allow the global pandemic to impact or impede the important work we are doing to help our students learn, grow and achieve.

Our accomplishments from this year have included:

- ▶ The advancement of our curriculum alignment work, which is helping us establish and sustain a system of focused and continuous improvement that is building on our proud tradition of academic excellence.
- ▶ The continued progress we have made toward improving equity across our district. This has been highlighted by the creation of an equity statement that is guiding our efforts to promote a culture and climate in our buildings where everyone is treated with compassion, dignity and respect.
- ▶ The ongoing upgrades and improvements being made to our high schools that will greatly benefit our students, staff, families and community.

The pages that follow feature additional details about this work, and a list of honors, achievements and awards that our students, staff, schools and district have earned since the start of the school year.

As we look ahead to next year, it is difficult to determine or predict what school may “look like” in the fall. While the availability of a vaccine and steady improvement in the COVID-19 data for our schools, community, county and state have us optimistic that a return to normal is on the horizon, we will continue to plan for different scenarios. More importantly, we will be prepared to meet the academic, social and emotional needs of our students under any and all circumstances.

Our ability to do so is thanks, in large part, to:

- ▶ Our exemplary faculty and staff members, who lead both in and out of the classroom, and work tirelessly on behalf of our students;
- ▶ The dedicated public servants on our board, who always advocate for and act in the best interest of our community;
- ▶ Our parents/guardians, whose passionate commitment to our schools has been instrumental to our success; and
- ▶ The more than 4,000 young adults who motivate and inspire us on a daily basis.

It is also thanks to you and all that you do on behalf of our district. We truly value and appreciate your support, and look forward to strengthening our partnership with you as we work together to guide our students down the path toward their ideal future.

Sincerely,

Tammy Prentiss, Ed.S.
Superintendent of Schools

CURRICULUM ALIGNMENT

| Student Growth & Achievement:

ENSURE THAT ALL STUDENTS ARE ENGAGED IN A RIGOROUS EDUCATION RESULTING IN COLLEGE, CAREER AND LIFE READINESS.

Why is Curriculum Alignment the Focus of Goal 1 of the District's Strategic Plan?

District 86 has a long and proud tradition of excellence that was built on high standards and expectations, and has grown stronger thanks to the hard work of our students, the expertise of our staff, the dedication of our school board and the support of our community. Everyone's collective efforts have helped establish our district as one of the best in Illinois. However, in order to remain a leader in our state and continue meeting the unique and diverse learning needs of our students, we must strive for improvement that promotes progress, innovation and growth.

Our steadfast belief in and commitment to continuous improvement does not reflect the existence of a "broken" system that needs to be "fixed." Instead, its aim and purpose is to help us remain a Lighthouse District that offers ALL students access to rigorous college and career preparatory coursework.

The next few pages feature an update on our curriculum alignment work, as well as information that highlights the benefits and addresses some of the misperceptions and misinformation about the changes we are making to our science and math programs.



What is Curriculum Alignment?

There are several goals, strategies and activities that help define the focus and purpose of curriculum alignment, and highlight the positive impact it has on students, staff and families. These goals, strategies and activities include:

- Fortifying a continuous improvement model.
- Engaging teachers in conversation around common content, support systems, curriculum enhancements, instructional practices and assessment outcomes.
- Creating and clearly communicating the rigorous and consistent expectations for all courses.
- Expanding opportunities for credit bearing college classes (AP and dual credit).
- Increasing the number and availability of core and elective opportunities that support and promote career readiness.
- Expanding opportunities for community and career internships.
- Using the latest research to make data-driven decisions.
- Expanding options and opportunities to include academic models that are used in top-performing schools across the country and around the world.



“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”

- BENJAMIN FRANKLIN

While it is important to articulate what curriculum alignment and a focus on continuous improvement can do for students, teachers and families, it is equally important to dispel the rumors, myths, fears and misperceptions that often accompany this work.

Curriculum Alignment Will NOT:

- ▶ Eliminate academic supports for struggling students.
- ▶ Compromise rigorous curriculum.
- ▶ Detrack all classes.
- ▶ Eliminate honors classes or college curriculum opportunities (e.g. AP and dual credit).
- ▶ Attempt to remediate “learning for all” curriculum changes (note: our curriculum has not changed or been impacted at all by the retired middle school initiative).
- ▶ Occur overnight - curriculum alignment is an ongoing and methodical process.
- ▶ Proceed without the guidance, leadership and support of our teachers, who are the experts in this work.

Our district’s curriculum alignment process is tied directly to the work of our strategic plan, most notably the efforts we are undertaking to support student growth and achievement. While the graphic on the right reflects the critical role that our stakeholders play in this process, we want to highlight the responsibilities of our teachers and department chairs. These two groups are involved in every aspect of the work, including serving on the program team (reviews the curriculum in each content area, and collects research and data that will help drive any changes that are considered), the development team (leads revisions to the curriculum at the course level) and the writing team (leads revisions at the instructional/classroom level).

D86 CURRICULUM ALIGNMENT PROCESS



D86 Strategic Plan

Community Members • Parents
Students • Board Members • Administrators
Department Chairs • Teachers • Consultants

Program Team

Administrators • Department Chairs • Teachers

Development Team

Department Chairs • Teachers

Writing Team

Department Chairs • Content Teachers
Special Education Teachers
Sender Schools if Appropriate

STEM PROGRAMS IN D86

| Science Program

During the course of several months, a team composed of educational leaders from across our district, including six science teachers, both science department chairs, both building principals, both assistant principals for curriculum and instruction, and the assistant superintendent for academics, spent hundreds of hours working on the development of a science program that will provide coherence and alignment between our two high schools. The result of their efforts was a recommendation to implement a vertically-aligned sequence of courses at the two schools that follows the ESS-integrated PCB sequence (ESS stands for Earth and Space Science; PCB stands for Physics, Chemistry and Biology), is fully aligned with the Next Generation Science Standards, and will have earth science serving as a common thread that is woven throughout it.

Below are some of the ways this program, which was implemented at the start of the 2020-21 school year, benefits students:

Coherence: It builds sequentially from course to course, which enhances the content knowledge and skills of our students.

Interdisciplinary: It emphasizes the interconnectedness of the sciences by progressively sequencing courses, and integrating relevant earth science topics within each core course.

Maximize Core Science Experience: It provides students with the opportunity to experience four core sciences (earth science, physics, chemistry and biology) over a three-year period. The Illinois Science Assessment, which assesses a student's knowledge and skills in all four content areas during the spring of their junior year, highlights how important it is for our students to have a well-rounded base in science.

Alignment with Math Courses: Our district's physics courses are algebra-based. As a result, students who are enrolled in Algebra or Math 1 are able to apply the skills from those courses to their physics class. This enables them to see algebra "in action." In addition, students who have already mastered algebra are able to use their math skills in new and more advanced applications in Physics Honors.

Increased Access to Rigorous Courses: By using math as the readiness indicator for enrollment in honors-level science, more students have the opportunity to take Physics Honors their freshman year. The sequential nature of the program also increases access to AP courses during junior and senior year.

Progressive Complexity: The concrete nature of its core concepts, its application and reinforcement of algebra and graphing skills, and the opportunities for hands-on experimentation make physics a great fit for freshmen. As students progress through our district's science sequence, they build on their experiences by having a deeper and more nuanced understanding of the concepts they encounter in earth science, chemistry and modern biology.





We encourage people to visit the Academics page on our website (d86.hinsdale86.org) to learn more about the work we have done and will be doing to advance the development and alignment of our science curriculum.

There are a few topics we want to address to help clear up some of the misperceptions and misinformation about our program.

Myth: Teaching physics to freshmen is untried and unpiloted.

Fact: A Physics-Chemistry-Biology (PCB) curriculum that includes an earth science-integrated physics course for freshmen has been the standard at Hinsdale South for over a decade. In addition, many highly regarded schools in Illinois (e.g., Walter Payton College Prep, Proviso Mathematics & Science Academy, Loyola Academy, etc.) and throughout the country have implemented a PCB sequence.

Myth: All support systems for struggling students have been eliminated in the PCB sequence.

Fact: Students who need academic support have and will continue to receive it in a number of ways, including through co-taught classes, Essential (special education) classes and science interventionists who are available every period of the school day.

Below is what the science curriculum development and writing teams have either completed or are currently working on:

Physics: The newly revised Physics in the Universe (PITU) curriculum was launched at both campuses during the 2020-21 school year. Thanks to the outstanding efforts of our teachers and the strength of the curriculum, the implementation of PITU has been successful despite the challenges of the pandemic and remote instruction.

Chemistry: The revised chemistry curriculum is scheduled for implementation during the 2021-22 school year. The physics and chemistry teams are working together to ensure there is a smooth transition.

Biology: The biology team is currently working on its curriculum, which is scheduled to be implemented during the 2022-23 school year.

Myth: Freshman families at Hinsdale Central who have the option of enrolling in physics or biology are not selecting physics.

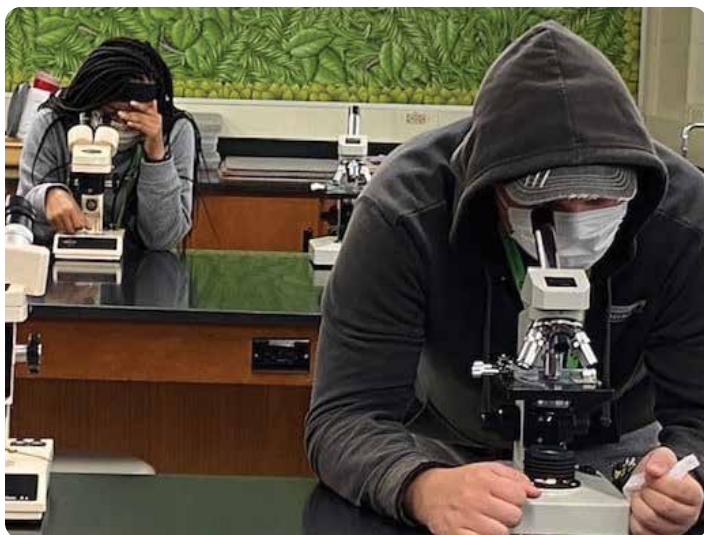
Fact: Nearly 50% of Hinsdale Central's incoming freshmen have selected Physics in the Universe as their first science course for the 2021-22 school year.

Myth: These courses won't be accepted by colleges.

Fact: Colleges and universities accept high school science credits based on the course, not the sequence.

Myth: Freshman physics is just physical science and does not use math.

Fact: The physics courses that are featured in the district's PCB sequence are algebra-based. In addition, our recommendations for a student's science course are based on the results of their math placement.



| Math Curriculum

The District 86 Math Pathways Team, which is composed of the department chairs for math, building-level administrators, and individuals who teach all levels and courses of math at Hinsdale Central and Hinsdale South, spent eight months working on the alignment of the district's math curriculum.

This work included:

- ▶ Conducting a pre-decisional SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the district's math programs.
- ▶ Developing a mission statement and program goals that are aligned with the district's strategic plan.
- ▶ Researching potential course options and pathways. These efforts were focused primarily on the exploration and assessment of the traditional math pathway (Algebra, Geometry, Algebra II/Trig) and an integrated math pathway (weaves algebra, geometry and statistics into all of its courses).
- ▶ Collecting feedback from math teachers, counseling and special education departments, the Parent-Teacher Advisory Committee, the Principal-Student Advisory Council and the district's feeder schools.

Following a comprehensive review and assessment of its research and data, the team unanimously recommended and the board of education approved the move to an integrated math pathway starting in the fall of 2022.

Below are some of the ways in which this move will benefit students:

Connections: An integrated curriculum enables students to connect all branches of math together, and see how common topics relate to each other.

Context. Reordering the sequence of skills makes it possible to integrate and contextualize the study of statistics and data analysis into scientific and real-world situations in a more meaningful way.

Problem Solving. Increased ability to develop problem solvers through the application of content.

Depth of Understanding. Exploring the content in greater depth allows students to increase their understanding of key concepts.

"Students need to see mathematics as an integrated whole, with connections across the content domains, and they need to experience some of the applications and uses of mathematics before they transition to college."

- FORMER NCTM
PRESIDENT J. MICHAEL SHAUGHNESSY

Less Redundancy. The reorganization of topics leads to fewer redundancies in the curriculum.

Less Memorization. There is less time spent memorizing facts and algorithms, which allows for greater focus and emphasis on meaning and connections.

Coherence. Integrating functions, numeracy, algebraic representations, statistics, modeling and geometry in each course mirrors what our students experience in conjunction with the K-8 math standards.



Similar to the science program, we have included detailed information about our work on the integrated math pathway on the Academics section of our website. We have also used the space below to address several of the more common misperceptions about this pathway and the impact it will have on our schools and students.

Myth: Students will not experience a robust curriculum under an integrated model.

Fact: All current Illinois math standards and practices are part of the integrated math curriculum.

Myth: Teaching an integrated curriculum has been adopted by very few districts.

Fact: Many of the top math and science schools in the country are using an integrated math curriculum, including:

- 1 Northside College Prep (ranked second in the state by U.S. News & World Report)
- 2 Jones College Prep (ranked third in the state by U.S. News & World Report)
- 3 Brooks College Prep (ranked 10th in the state by U.S. News & World Report)
- 4 Illinois Math and Science Academy
- 5 Maine Township High School District 207
- 6 Community High School District 99 in Downers Grove
- 7 Lemont Township High School District 210
- 8 Lockport Township High School District 205
- 9 Consolidated High School District 230 (Sandburg, Stagg and Andrew)
- 10 Community High School District 117 (Antioch, Lakes)
- 11 Proviso Mathematics & Science Academy
- 12 Thomas Jefferson High School for Science and Technology in Virginia (ranked by U.S. News & World Report as the top school in the nation)
- 13 Central Magnet School in Tennessee (ranked by U.S. News & World Report as the number five school in the nation in 2019)
- 14 All districts in North Carolina, West Virginia and Utah
- 15 Some districts in California (San Diego Unified and Sacramento Unified), Tennessee (Nashville Unified) and Georgia

Myth: The integrated curriculum is a "one-size fits all" approach to instruction.

Fact: Every high-level math class will still be available to all students. The district's five AP classes and honors core courses will also continue to be offered. In fact, the integrated curriculum will enable more of our students to take rigorous courses that they did not have access to prior to high school. In addition, our math teachers will be developing more course options for students who do not plan to pursue a STEM-related field.

Myth: All support systems for struggling students have been eliminated from the integrated pathway.

Fact: Students who need academic support have and will continue to receive it in a number of ways, including through co-taught classes, Essential (special education) classes and math interventionists who are available every period of the school day.

Myth: An integrated curriculum lowers test scores.

Fact: There is no empirical data that shows a correlation between a school's math curriculum and the scores its students earn on the SAT. In fact, the data we collected from other schools in the area showed that standardized test scores rose and declined regardless of the math pathway (i.e., traditional or integrated) they offered.

Below is information about what the math curriculum development team is currently working on.

The team is reviewing the Illinois Learning Standards for Mathematics, and discussing the unit outlines for Math I, II and III.

Course teams for College Prep Math, AP Calculus, AP Statistics and AP Computer Science have been working to align content across the district based on the Illinois Transition Math and College Board Standards.

► *Commitment to* EQUITY

This year, we have taken positive steps toward improving equity across our district, and creating a more inclusive environment in our schools that is safe and welcoming for all. Below are examples that reflect the progress of our work.

Equity Statement

During the board of education meeting on Jan. 14, members of the Culture and Equity Leadership Team presented the final version of the district's equity statement. This statement will guide the critical work we are doing in conjunction with our strategic plan to help ensure that each of our students has what they need to meet their learning and well-being requirements.

Through this work, we will strive to:

- Make and support significant shifts in mindset and practice to provide and sustain equitable outcomes for all students so that they may pursue their ideal future.
- Listen and learn from our students, staff and community, and acknowledge the importance of seeing, hearing and celebrating different identities in our curriculum, programs, pathways and school experiences.
- Eliminate opportunity and achievement gaps.
- Identify and address personal and institutional bias and barriers.
- Provide strategies to ensure that students of all races and cultures have equitable access to diverse educators, rigorous instruction, rich learning opportunities, and social/emotional, academic and community supports and resources to ensure success.

Social and Emotional Learning

Social and emotional learning (SEL) plays a critical role in the growth, development and success of our students. Our efforts to incorporate SEL into our classrooms and weave it into the culture and climate of our buildings have benefited greatly from our partnerships with organizations such as the Collaborative for Academic, Social, and Emotional Learning (CASEL).

While we are incredibly proud of our SEL work, it must continue to evolve in order to ensure that we are truly meeting the needs of every student we serve. That is why "Transformative SEL," which is the intentional convergence of social and emotional learning and equity, will be a guiding force for this work going forward.

Our equity statement will be strengthened by the SEL work we have done thus far, and will hold our efforts to a higher standard going forward. In addition, the new Culturally Responsive Teaching and Learning Standards created by the Illinois State Board of Education (ISBE) will help further align our equity work with our SEL best practices. You can learn more about the new standards by visiting ISBE's website (isbe.net).



Please visit the district's website (d86.hinsdale86.org) to review our equity statement.



Town Hall

On Feb. 3, approximately 70 staff members from District 86 participated in a webinar with alumni from Hinsdale Central and Hinsdale South who shared their truths, experiences, narratives and testimonials from their time in school, and offered their reactions to the district’s equity statement.

The perspectives that our alumni provided during this event gave us valuable insight into how our current students may be experiencing our schools, district and community. We are also exploring ways we can incorporate what they shared into our classroom instruction and professional development opportunities to help improve the culture and climate in our buildings, and ensure that we are meeting the unique needs of all our students.



Black History Month

Hinsdale South and Hinsdale Central organized a number of events and activities to celebrate Black History Month, and promote greater learning, engagement and understanding among students and staff.

Below are a few examples:

- ▶ Morning announcements featured information about the contributions of Black leaders in politics, education and innovation, the performing arts, etc.
- ▶ Passing periods featured music from different genres (e.g., gospel, Motown, hip-hop, rap, etc.) that were created, inspired, influenced or advanced by Black artists and musicians.
- ▶ There were participation activities about different topics, including microaggressions, and the messages and themes in different songs and movies. Hinsdale South hosted an information session that gave students the chance to learn about the pathways, experiences and opportunities that are available at historically Black colleges and universities. Hinsdale Central organized a student experience webinar.
- ▶ There were interactive bulletin boards and murals created at both high schools that gave students the chance to explore the lives and legacies of prominent Black figures in history, as well as examine topics such as what it means to be Afro Latino (i.e., both Black and Latino).
- ▶ Students, staff members and families were provided with resources that included information about books by Black authors and films that deal with important issues such as racial prejudice and civil rights.

▶ *Future Ready* FACILITIES

In the fall edition of this publication, we shared that all of the projects that were scheduled for completion during Phase 1 of our Future Ready Facilities plan had been finished.

These projects included, but were not limited to:

- ▶ Renovation of the library at Hinsdale South
- ▶ Renovation of the space for special education at Hinsdale South
- ▶ Upgrades to the electrical at Hinsdale South
- ▶ Improvements to accessibility at Hinsdale Central
- ▶ Upgrades to the heating, ventilation and air conditioning at Hinsdale Central
- ▶ Improvements to the soccer and baseball fields at Hinsdale Central
- ▶ Upgrades to classrooms at both schools
- ▶ Replacement of the turf fields at both schools
- ▶ Improvements to the tennis courts at both schools
- ▶ Renovation of the space for buildings and grounds at both schools
- ▶ Replacement of roofs at both schools
- ▶ Improvements to various life safety elements at both schools



The pool project at Hinsdale Central, which began during Phase 1 of the plan, is scheduled to be completed by its target date in June 2021.

The following projects, which are included in Phase 2 of our Future Ready Facilities plan, are scheduled to begin this summer.

- ▶ Upgrades to classrooms at both schools
- ▶ Additions and renovations to the space for fine arts at both schools
- ▶ Replacement of roofs at both schools
- ▶ Replacement of the grandstands in the stadium at Hinsdale Central
- ▶ Addition and renovation of the pool at Hinsdale South
- ▶ Renovation of the cafeteria at Hinsdale South

All of the work being undertaken in conjunction with our Future Ready Facilities plan is currently on time and under budget by \$1,560,733.

You can access the latest information and updates about the working we are doing to improve and upgrade our schools by visiting the Future Ready Facilities section of the district's website (d86.hinsdale86.org/frf).



▶ COVID-19 VACCINATIONS



Over the course of several days in February and March, our district, through a partnership we formed with Osco, was able to administer both doses of the COVID-19 vaccine to approximately 3,000 individuals at vaccination sites set up at Hinsdale Central and Hinsdale South.

These individuals included:

- ▶ Our employees and vendors
- ▶ The employees from our feeder schools and the La Grange Area Department of Special Education (LADSE)
- ▶ Workers from our local villages who qualified under Category 1B
- ▶ More than 850 members of our community who are 65 or older



Our ability to provide this service was the result of a tremendous amount of work by a number of people.

We want to recognize and thank the following individuals, groups and organizations for the integral role they played in this important process.

- ▶ Osco for providing and administering the vaccine.
- ▶ Our feeder districts and local villages for their assistance and partnership on this endeavor.
- ▶ The members of the District 86 Board of Education for their unwavering support of our efforts to vaccinate people who live in and/or serve our community.
- ▶ The members of our administrative team and support staff for the countless hours they spent managing the logistics for the vaccination sessions.
- ▶ Our buildings and grounds crew, security team, GSF-USA staff and Quest for the valuable services they provided during these vaccination events.
- ▶ The various groups that helped spread the word about this opportunity. More than 8,400 people who are 65 or older have pre-registered with us.
- ▶ Our students, staff and families for their patience and understanding about the adjustments we had to make to our schedule to accommodate the vaccination appointments.

We are maintaining all of the pre-registration information we received from the members of our community, and have informed the DuPage County Health Department, Osco, our other area partners and our local legislators that we would like to continue serving as a mass vaccination site if more doses of the COVID-19 vaccine become available. We will keep the community updated on the options and opportunities that exist for us to host additional vaccination sessions.

▶ *District 86* ACCOMPLISHMENTS

Below are some of the honors, awards and accomplishments our students, staff, schools and district earned during the 2020-21 school year.

DISTRICT 86 STAFF

- ▶ **Maggie Buoy** from Hinsdale Central was named the 2020 School Social Worker of the Year by the Illinois Association of School Social Workers (IASSW).
- ▶ Social studies teacher **David Ritter** from Hinsdale South was named a “most influential teacher” by Illinois State University. He was recognized by the university for the high levels of energy and academic rigor he brings to his classroom, and for inspiring his students to pursue careers in education.
- ▶ District 86 teachers **Sally Belter, Christina Brodell** and **Courtney Mikulcik** presented at the Illinois Council on the Teaching of Foreign Languages Fall Conference.
- ▶ **Rick Cazzato** and **Jennifer Gilbert** from Hinsdale South were guest presenters at the Illinois Council of Teachers of Mathematics Annual Conference on Oct. 17.
- ▶ **Kim Estoque**, who is Hinsdale Central’s girls gymnastics coach, began her 30th year of coaching in November. Last year, Estoque was voted the West Suburban Conference Coach of the Year.
- ▶ **Kirk Hickman**, who is the band director at Hinsdale South, was one of seven individuals to receive the Chicagoland Outstanding Music Educator Award from the Quinlan & Fabish Music Company.
- ▶ Business teacher **Vince Doran** from Hinsdale South was inducted into the players wing of the Illinois Basketball Coaches Association Hall of Fame.

INDIVIDUAL STUDENTS

- ▶ Six seniors from District 86 (**Qing Dang, Amer Goel, Bilal Khan, Sidh Leekha, Dhruv Vaze** and **Aileen Yang**) were named candidates for the 2021 U.S. Presidential Scholars Program. Each year, up to 161 students are named Presidential Scholars, which is considered one of the nation’s highest honors for high school students.
- ▶ Hinsdale Central junior **Sacheen Upadhye** won the Hornaday Badge Award from the Boy Scouts for “completing a conservation-related project and verifying its lasting impact over time.” This award is given to fewer than 100 Eagle Scouts from across the country on an annual basis.
- ▶ Seniors **Dylan Davis** from Hinsdale South and **Moses Yawe** from Hinsdale Central were selected for the College Board’s National African American Recognition Program.
- ▶ Hinsdale Central junior **Alexandra Collins** was one of six youth leaders from across North America who earned a Brower Youth Award from the New Leaders Initiative program.
- ▶ Five students from Hinsdale Central (**Alonso Guerrero, Jacob Marquez, Melanie Quinones, John Rivera** and **Maria Rivera**) were selected for the College Board’s National Hispanic Recognition Program.
- ▶ Hinsdale South senior **Julian Watson** won his second straight sectional championship and third straight regional championship in cross country.
- ▶ Junior **Billy Gneiser** from Hinsdale South took first place in the regional tournament and second place in the sectional tournament for boys golf.
- ▶ Junior **Shivani Rao** from Hinsdale Central was invited to present at the American Society of Hematology’s Annual Meeting and Exposition, which was held virtually in early December. The focus of her presentation was the study about blood types and COVID-19 severity that she conducted with Dr. Shivi Jain from Rush University Medical Center.
- ▶ Junior **Suzan Nofal** from Hinsdale Central is among the 22 students from across the country who were selected as members of the inaugural Equity in Civics Youth Fellowship.





SCHOOLS & DISTRICT

- ▶ Fifteen students from Hinsdale Central earned the **AP Capstone Diploma** award. This award is granted to students who earn scores of 3 or higher in AP Seminar and AP Research, and on four additional AP exams of their choosing.
- ▶ Seventeen students from Hinsdale South earned the distinction of **National AP Scholar**. This honor is granted to students in the United States who receive an average score of at least 4 on their AP exams, and scores of 4 or higher on eight or more of these exams.
- ▶ Twenty-seven students from District 86 were recognized as semifinalists in the **National Merit Scholarship Program**.
- ▶ Fifty-one students from District 86 were recognized as **Commended Students in the National Merit Scholarship Program**. Commended Students are named based on a nationally applied Selection Index score.
- ▶ The **girls golf team** from Hinsdale Central won its sectional and regional tournaments, while the **boys golf team** took **first place in regionals** and **second in sectionals**.
- ▶ The **girls tennis team from Hinsdale Central** took first place at the sectional tournament and won the **West Suburban Gold** conference championship. The **girls tennis team from Hinsdale South** won the **West Suburban Silver** conference championship.
- ▶ The **girls swimming and diving team** from Hinsdale Central won its second straight sectional title.
- ▶ Hinsdale South's **Illusions Art Magazine** was awarded a First Place with Special Merit by the American Scholastic Press Association. It was also named the Most Outstanding High School Art Magazine for 2020.
- ▶ The Columbia Scholastic Press Association (CSPA) named **Solstice**, which is the art and literary magazine produced by students and staff from Hinsdale Central, a finalist for a Crown Award. This is the highest recognition CSPA gives to a student print or digital medium for overall excellence.
- ▶ Students from District 86 earned **62 gold medals, 69 silver medals, 89 bronze medals and 114 honorable mentions** for the scores they received on the Spanish, French, German and Latin national exams they took last year.
- ▶ One hundred seniors from across the district earned the **Seal of Biliteracy** for the fall of 2020 by scoring a 4 or 5 on the Advanced Placement exam in the spring, or performing well on a language proficiency test during first semester.
- ▶ District 86 students earned **10 Gold Keys, 16 Silver Keys and eight Honorable Mentions** in conjunction with the Alliance for Young Artists & Writers' Scholastic Art & Writing Awards.
- ▶ Sixty-five students from District 86 earned All District selections for band, chorus, jazz band and orchestra from the **Illinois Music Education Association**.





**Hinsdale Township
High School District 86**
5500 S. Grant St.
Hinsdale, IL 60521
d86.hinsdale86.org

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> **D86 Forward** *Defining Excellence*

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IN MEMORY OF **Kendall Pickering**



Our district and community were shocked and saddened by the tragic passing of Hinsdale Central student Kendall Pickering and her father Robert in December 2020. Kendall's strong work ethic, tireless dedication and passionate leadership helped her shine in the classroom and excel in the pool. Most importantly, she was a wonderful student, classmate, teammate and friend who left an indelible mark on all of us. We miss her terribly, and will always remember her with great fondness and affection.

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