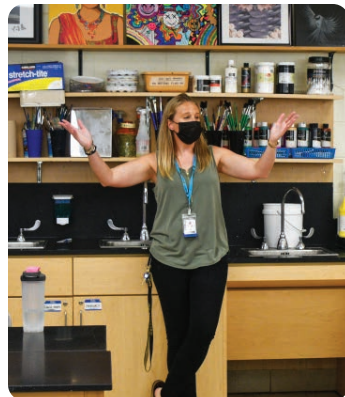


The mission of **Hinsdale Township High School District 86** is to empower students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create and connect with an ever-changing world.

D86 *Defining Excellence* FORWARD



FALL 2021



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Dear District 86 Community,

This year, we gave each of our employees an umbrella prior to the first day of school. The welcome back gift symbolized the storm we have weathered together since the spring of 2020. It also represented our commitment to protecting the work and preserving the accomplishments of our students and staff.

During the past several months, there has been a fair amount of debate and discussion in our community about the following three topics:

- 1 The belief that the 2020-21 school year was a “lost year” for students.
- 2 The perspective conveyed by some that equity should not play a role in our efforts to teach core subjects (e.g., math, science, English, etc.).
- 3 The desire of stakeholders to feel heard in the conversations that are had and decisions that are made about curriculum and instruction.

On the topic of last year being a “lost year” for students, I think we can all agree that it was unlike anything we have experienced in our lifetime. However, as I have said in countless messages prior to this one, our students and staff exhibited tremendous strength and perseverance through it all. They refused to give in to the fear and frustration caused by the pandemic, or give up on a year they knew could be saved. Thanks to their tireless efforts and resilience, we made significant progress on our strategic plan, equity work and Future Ready Facilities projects. We had the distinction of being the only high school district in DuPage County to offer in-person instruction from October through the end of the year. We also earned a number of impressive honors, awards and accolades that included:

<i>22 AP Capstone Diploma award recipients</i>	<i>65 All District selections for band, chorus, jazz band and orchestra from the Illinois Music Education Association</i>	<i>Two Outstanding Activity Sponsor awards from the Illinois Directors of Student Activities</i>
<i>265 AP Scholars with Distinction</i>	<i>Six first place finishes during the competition held in conjunction with the Illinois Business Professionals of America (BPA) State Leadership Conference</i>	<i>A Standing Ovation Award from the Illinois Association for Behavioral Health</i>
<i>78 Semifinalists or Commended Students in the National Merit Scholarship Program</i>	<i>A First Place with Special Merit and the title of Most Outstanding High School Art Magazine for 2020 from the American Scholastic Press Association</i>	<i>A 2021 Distinguished Service to the Field of Art Education recognition from the Illinois Art Education Association</i>
<i>Six candidates for the 2021 U.S. Presidential Scholars Program</i>	<i>A Gold Crown (highest recognition for overall excellence) from the Columbia Scholastic Press Association</i>	<i>The Illinois Association of School Social Workers’ 2020 School Social Worker of the Year</i>
<i>10 conference championships, eight regional championships, 14 sectional championships and four state championships in academic or athletic competitions</i>	<i>Coach of the year honors (two winners at the conference level, one winner at the state level and one finalist at the national level)</i>	<i>A “most influential teacher” recognition from Illinois State University</i>
<i>35 gold medals, 55 silver medals, 52 bronze medals and 50 honorable mentions for scores received on the Spanish, French, German and Latin national world language exams</i>	<i>10 Gold Keys, 16 Silver Keys and eight Honorable Mentions in conjunction with the Alliance for Young Artists & Writers’ Scholastic Art & Writing Awards</i>	<i>Invitations to speak at the Illinois Council on the Teaching of Foreign Languages Fall Conference and Illinois Council of Teachers of Mathematics Annual Conference</i>

Was it a difficult year? Yes. Was it a year that pushed us to our limits and tested our resolve? Absolutely. However, to characterize it as a “lost year” would be a disservice to how hard everyone worked and what we achieved.

In regards to our focus on equity, we know that we cannot create an environment that is welcoming and inclusive for all if our words and actions divide those we are striving to bring together. We also know that we cannot provide our students of color with access to increased opportunities without the help and support of their classmates. With that said, a number of our current students, staff and alumni have recently shared stories with us about the isolation, degradation and discrimination they have witnessed or experienced in our schools. These stories have shed light on the critical issues in our district that have served as barriers to equity for far too long. They have underscored the need for us to delve deeper into the root causes of these issues so we can better understand their impact and begin to identify solutions. They have also shown us that we will never be able to truly empower our students to reach their ideal future if we don’t recognize that doing so requires actual change. It is these stories and the countless others that remain untold that will continue to motivate us and inspire our efforts to create an environment in our schools, district and community where everyone is treated with compassion, dignity and respect.

As for the decisions we make about curriculum and instruction, we greatly value the voices and opinions of our stakeholders, and understand how important it is to keep our minds open to different perspectives and new ideas. That is an essential part of the growth mindset that we strive to instill and nurture in all of our learners. It is also one of the reasons why we are partnering with a company called Panorama to administer annual feedback surveys to our students, staff and families starting this year. Yet, when it comes to determining the courses we offer and content we teach, it is imperative that we strike a balance between being open-minded and trusting in the expert hands of our faculty. Their knowledge and experience are cornerstones of the academic excellence that is a hallmark of our district. Their leadership and innovative spirit have fostered the continuous improvement of our schools. Most importantly, their passionate commitment to education has helped our students excel both in and out of the classroom.

While it is our fervent belief that the academic future of our district must be guided by our teachers, we recognize and respect the fact that our stakeholders act as mentors, advocates and allies for the children in our community. It is because of this that we will continue exploring the different ways we can all work together to build on our success.

As we continue to celebrate our return to in-person instruction on a full-time basis, we have not lost sight of the challenges we still face due to COVID-19. That is why we are closely monitoring and strictly adhering to the guidance issued at the local, state and national level. It is why we have implemented strategies and invested in resources that are helping us slow the spread of the virus and keep everyone healthy, safe and in school. It is also why we have created a comprehensive system of support that is enabling us to meet the academic, social and emotional needs of all our students.

In closing, I want to thank you again for everything you do on behalf of our district. Your continued support and partnership are a true strength of our schools and an inspiration to the children we serve.

Sincerely,

Tammy Prentiss, Ed.S.
Superintendent of Schools



Q & A with Dr. Patrice Payne – **Director of Instructional Equity**

Dr. Patrice Payne was hired in May 2021 to serve as the director of instructional equity for District 86. The position was created during the 2020-21 school year, in part, to support the work and goals of the equity statement developed by the district's Culture and Equity Leadership Team (CELT).

We sat down with Payne to discuss her role, learn about her goals for the district and address some of the challenges associated with equity work.

► **What does your role as District 86's director of instructional equity entail?**

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.

My work as the director of instructional equity is focused on helping our staff effectively implement culturally responsive education in our schools that will enable us to best meet the needs of all our students regardless of their race, culture, religion, language, ability, gender and/or sexual identity.

This approach will play a pivotal role in our efforts to develop more structured Multi-Tiered Systems of Support (MTSS) that identify students who are struggling from an academic, behavioral, or social and emotional standpoint. Once these students are identified, staff will review and assess different data points such as grade distribution, credit deficiencies, attendance rates, and quarterly grades in order to develop individualized intervention plans that will support learning, growth and success both in and out of the classroom.

I will also be providing our staff with access to professional development opportunities that will expand their understanding of and fill their tool box with strategies and practices that will help us create an engaging and inclusive learning environment.

In addition, I will be supporting the curriculum development teams as they engage in conversations about classroom resources, assessment and instructional practices, and representative curricula.

Through this work, I hope to empower our staff and champion our students so they all feel celebrated and have agency within our district. I believe that doing this will help improve student outcomes and pave the way for strong partnerships within our community.

► What is critical race theory?

The concept of critical race theory was started by legal scholars Derrick Bell and Kimberlé Crenshaw to help shed light on discriminatory policies, practices and patterns within our legal system, and show how they perpetuate racism and inequality. Because critical race theory is such a complex, multi-layered ideology, it is almost exclusively studied in higher education.

Around 1990, educators and academic scholars began exploring the impact that some of the policies and practices in K-12 education were having on racial inequalities and gaps in student outcomes. This work helped shed light on the importance of affirming students' identities and providing culturally relevant materials in order to increase student engagement and content accessibility.

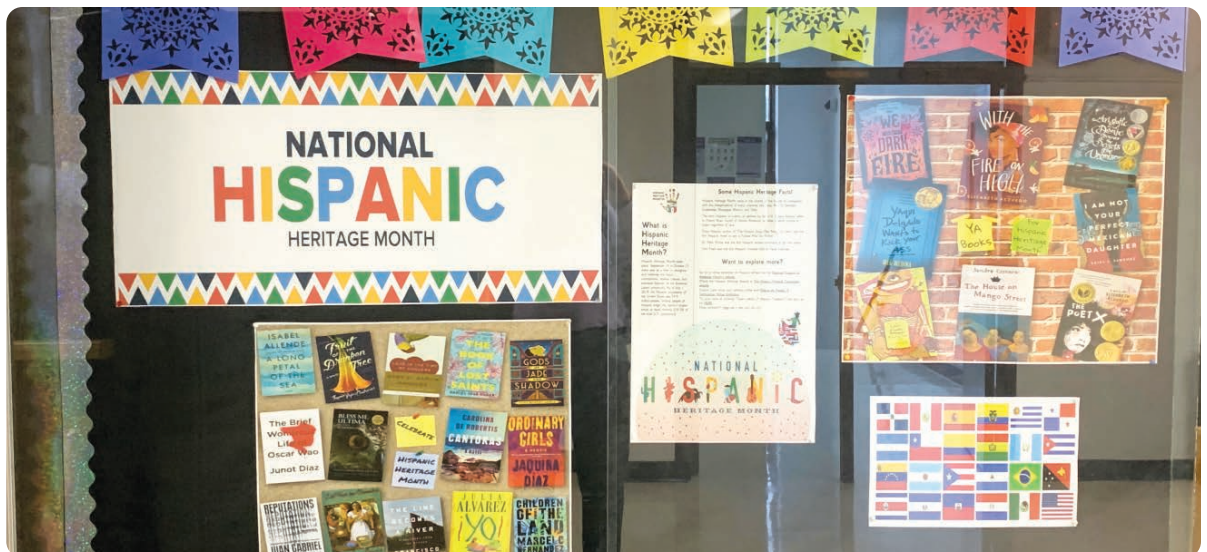


Dr. Patrice Payne

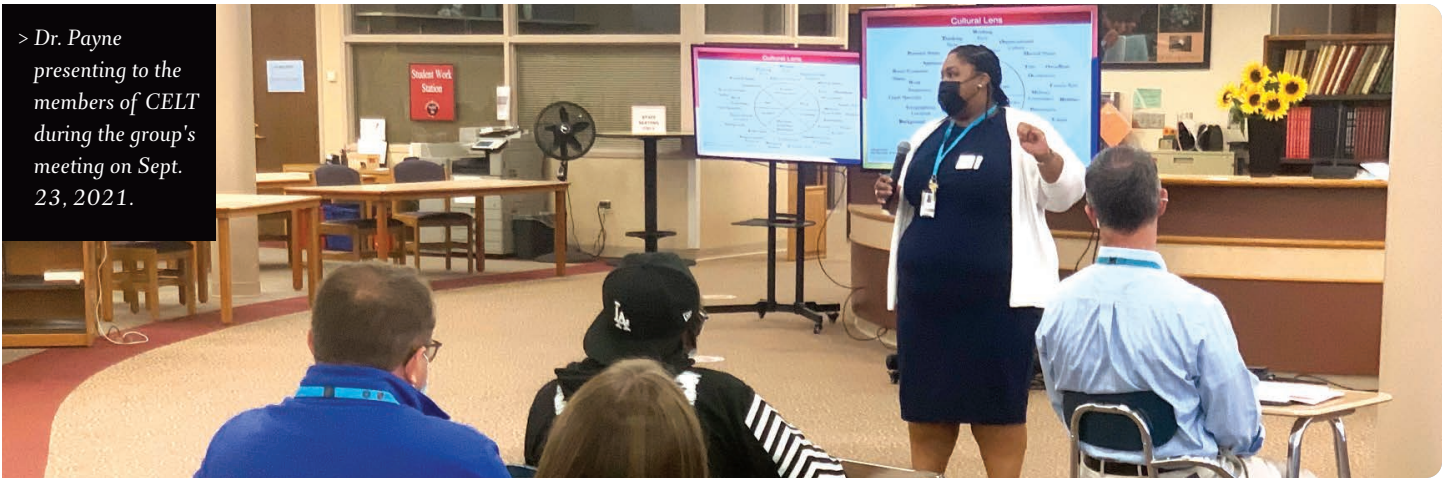
Payne came to District 86 with a wealth of experience from her time spent in the classroom and in various administrator roles. She began her career as an English teacher at Thornton Township High School in Harvey, and went on to become the principal at Frazier Preparatory Academy in Chicago and Crenshaw Arts-Technology Charter High School in Los Angeles. She most recently spent two years as the Multi-Tiered Systems of Support (MTSS) coordinator for Rich Township High School District 227 in Matteson.

Payne earned a bachelor's degree in English for secondary education from Pepperdine University, a master's degree in education administration from Governors State University and a doctorate in educational leadership from the University of Southern California.

> A display in the hallways at Hinsdale Central that was created to celebrate Hispanic Heritage Month (Sept. 15-Oct. 15).



> Dr. Payne
presenting to the
members of CELT
during the group's
meeting on Sept.
23, 2021.



► What is culturally responsive education?

Culturally responsive education helps build the learning capacity of individual students. This does not mean we change the curriculum that we teach, but rather how we teach it. This approach helps teachers foster strong relationships with their students by enabling them to better understand their backgrounds and experiences. It also helps teachers become more intentional about what students see, feel, hear, and experience in their classroom and the school as a whole, which provides the students with the support and encouragement they need to find authentic ties between course content and their cultural context. All of these things empower students, amplify their voices and provide them with a clear path for bringing their whole selves, including their experiences and knowledge, into the learning environment.

It is important for people to remember that the Illinois State Board of Education approved the Culturally Responsive Teaching and Leading Standards in February 2021. These standards, which will go into effect in 2025, will ensure that university-level teacher preparation programs provide instruction in the following eight areas of concentration: self-awareness and relationship to others, systems of oppression, students as individuals, students as co-creators, leveraging student advocacy, family and community collaboration, content selections in all curricula, and student representation in the learning environment. They will also help any newly-licensed Illinois teacher, support staff member or administrator acknowledge the role identity plays in the learning process, maintain self-awareness, and understand the impact we have on students and their access to success.

► What would you say to people who believe schools should stick to teaching the basics - reading, math, science, etc.?

I would say we are doing just that. Culturally responsive education enables us to teach the basics in a better and more accessible way that resonates with all students. As I shared earlier, this approach does not change what we teach, but how we teach. It allows us to implement the same curriculum, but with intention and inclusivity.

District 86 is dedicated to helping all students achieve success and pursue their ideal future. This requires each of us to expand our instructional toolkit so that every student is affirmed; is aware of and exposed to different voices, backgrounds and experiences; and is equipped to exist and compete in an ever-diversifying world as they prepare for their post-secondary journeys.

Research shows that student outcomes improve when students see themselves in the curriculum and learn in an environment that makes them feel welcomed and safe. We will accomplish this by developing lessons with an asset-based approach that focuses our instruction on what students can do as opposed to making assumptions about what they cannot do. This will help us establish equity in our classrooms so that our students feel valued and have the support they need to be successful. We will also strive to ensure that our classrooms highlight traditionally underrepresented voices; positively depict a range of cultures; build off of students' personal backgrounds, perspectives and experiences; incorporate multiple avenues of learning; encourage critical thinking skills; highlight students' skills and interests; and are intentional about building strong, respectful relationships within the District 86 community.



► What do District 86's equity efforts consist of?

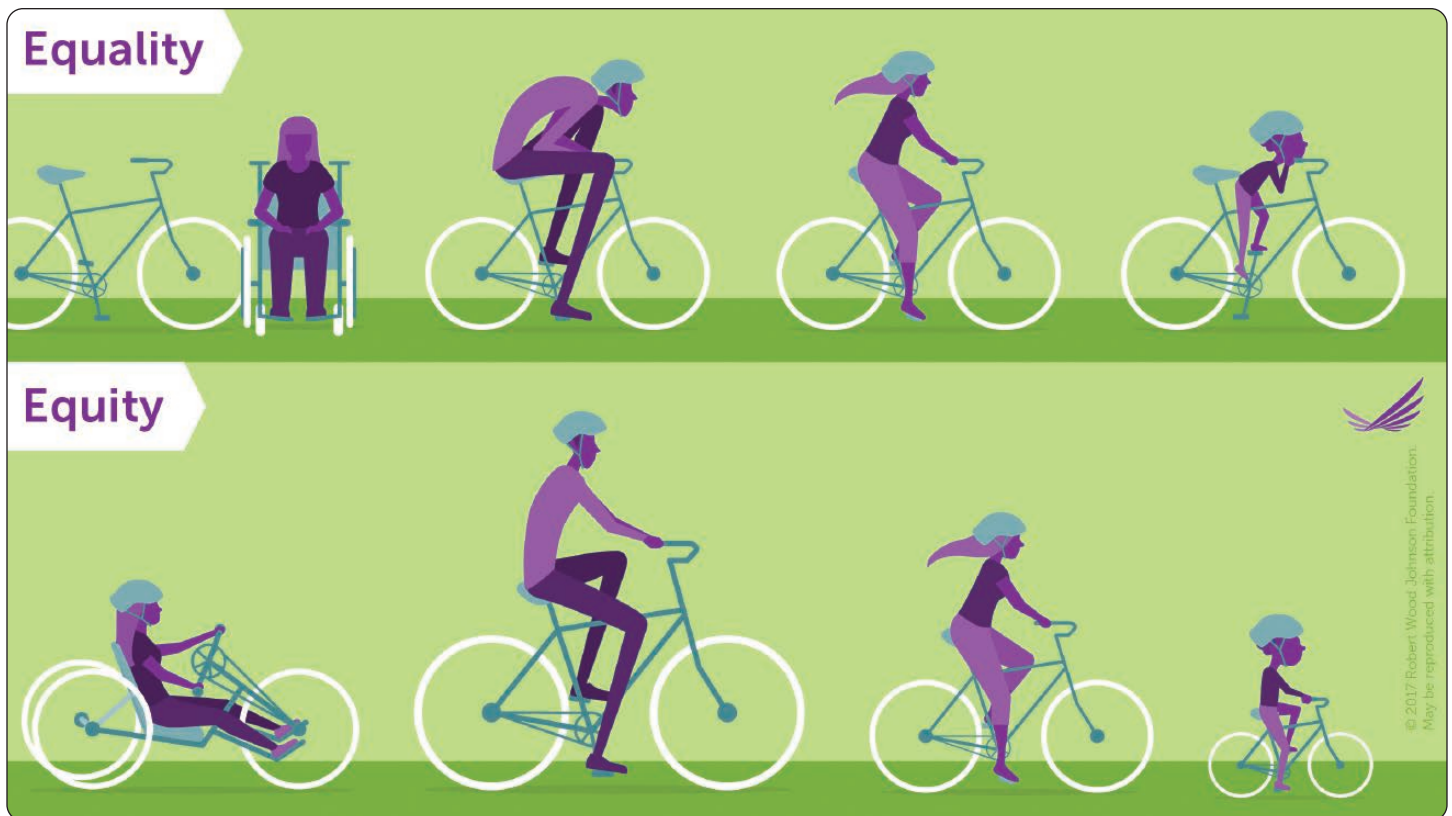
District 86's equity efforts are student-centered and focus on reflection, collaboration and mindfulness. If we remain cognizant of the fact that we serve one student body with a wide array of goals and needs, we will continually ask ourselves:

- » Who is at an advantage and disadvantage under our current programs or practices?
- » What does the data reveal about our programs and practices?
- » How can we better meet the needs of our students?
- » How do we support students when they struggle?

Student feedback will play a pivotal role in our efforts to better their experiences, meet their needs and encourage their development as leaders. It is imperative that we ensure every student is empowered and actively involved in determining the trajectory of their lives.

► How do you define equity?

Equity is about giving students exactly what they need to be successful. This requires us to recognize that we all have different skills, needs and experiences that impact the way we learn. It requires us to acknowledge that there are different pathways for achieving success. It also requires us to provide equitable options for our students and be responsive to their specific needs. If we approach all individuals with an asset-based lens, we can achieve equity and equality for all.



> An image from the Robert Wood Johnson Foundation that conveys the difference between equity and equality.



Community ENGAGEMENT

Strengthening connections with our stakeholders is one of the keys to the success of our strategic plan. Below are some of the ways in which we are striving to achieve this goal, while also giving District 86 community members a voice in the important work we are doing on a daily basis.

► Panorama Surveys

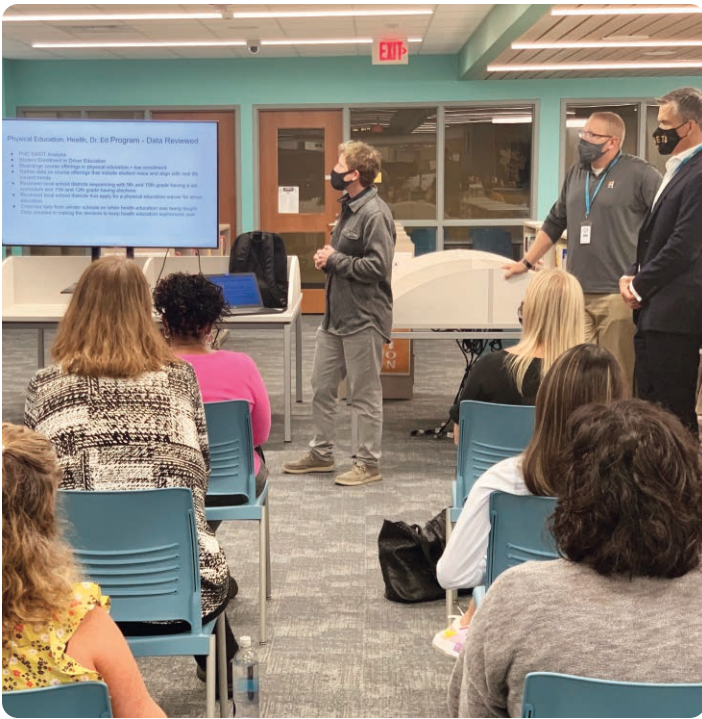
Starting this year, our district will be working with Panorama Education to administer feedback surveys to our students, faculty, staff and families on an annual basis. These surveys will provide us with valuable insights and information that will enable us to identify and build upon our strengths. They will also help us better understand our opportunities for improvement and develop strategies and solutions for addressing them.

Below is information about the surveys being administered this fall and the topics they cover. We will review the results from all of them and use the data we receive to create comprehensive school-and/or district-level action plans that are tied to our strategic plan.

> **Back-to-School Survey for Families** that is administered to all District 86 parents/guardians and focuses on student needs, family-school communication and school public health measures. This survey will be administered one time during the 2021-22 school year.

> **Social-Emotional Learning: Student Competency & Well-Being Measures Survey** that focuses on challenging feelings, emotion regulation, growth mindset, positive feelings, self-efficacy, self-management, social awareness and supportive relationships. The current plan is to administer this survey to all freshmen in the fall and all seniors in the spring so we can assess where our students are from a social and emotional standpoint as they enter and exit our schools/district.

> **School-Level Student Survey** that is administered to all District 86 students and focuses on readiness for learning, school belonging, school climate, school engagement, school mindset, school student-teacher relationships. This survey will be administered one time during the 2021-22 school year.



> Members of the Parent-Teacher Advisory Committee (PTAC) provide department chairs with feedback on the district's curriculum alignment work.

> **Social-Emotional Learning: Adult Measures Survey for Teachers** that is administered to all District 86 teachers and focuses on feedback and coaching, professional learning, professional learning about equity, school leadership, staff-leadership relationships, teaching efficacy and well-being. This survey will be administered twice during the 2021-22 school year—once in the fall and once in the spring.

> **Social-Emotional Learning: Adult Measures Survey for Staff** that is administered to all non-teaching District 86 employees and focuses on feedback and coaching, professional learning, professional learning about equity, school leadership, staff-leadership relationships and well-being. Similar to the teacher survey, this one will be administered twice during the 2021-22 school year—once in the fall and once in the spring.

Learn more about Panorama Education by visiting <https://www.panoramaed.com>.



► Wednesdays Walk-Throughs

Every Wednesday, Superintendent Tammy Prentiss participates in school walk-throughs at Hinsdale South with Principal Arwen Pokorny Lyp and at Hinsdale Central with Principal Bill Walsh. The purpose of these visits is to:

- » Stay updated on what is going on in our buildings.
- » Experience the learning that is happening in our classrooms.
- » Strengthen relationships with our students, faculty and staff.

Below are the classes Superintendent Prentiss and the principals have visited and activities they have engaged in since the start of the 2021-22 school year.

Hinsdale South

- » Participated in the Learning Leadership Team meeting and listened to the conversation staff members had about teaching in a pandemic.
- » Visited math, science and social studies classes.

Hinsdale Central

- » Visited several business classes, including Business Education, Introduction to Business, Investments, Accounting, Business Law and Marketing.
- » Visited several family and consumer science classes, including Culinary 1, Culinary 2, and Fashion Merchandising and Design

They also sat in on discussions our teachers were having about the importance of using an equity lens when grading.

> CONTINUED ON NEXT PAGE

► Board and District Committees

There are a number of committees at the school, district and board levels that enable our stakeholders to have a direct impact on the efforts we are undertaking to meet the needs of our students. Below are a few examples.

- > **Parent-Teacher Advisory Committee** - The Parent-Teacher Advisory Committee (PTAC) is a standing committee of the District 86 Board of Education that is composed of more than 40 students, parents/guardians with children in grades six through 12, faculty, staff, administrators and board members. By law, the work of PTAC has traditionally been focused on topics such as student conduct and behavior, reciprocal reporting agreements between the district and local law enforcement, school bus safety and student health. However, during the past couple of years, the group has also provided guidance and feedback on a variety of important issues and initiatives, including the work being done to advance the district's strategic plan.
- > **Principal-Student Advisory Council** - Hinsdale Central and Hinsdale South both have a Principal-Student Advisory Council (PSAC). The students who are part of this group have an opportunity to engage in a dialogue with the principal about ways to improve the climate, culture and learning environment in our schools. They also provide the building leadership with feedback and guidance on important issues so that decisions are made with the best interest of students in mind.
- > **Equity teams** - There are several groups that are playing an active role in the work that is being done to improve equity across our district and create a more inclusive environment in our schools that is safe and welcoming for all. These groups include the Building Equity Action Teams (BEAT) at Hinsdale South and Hinsdale Central that are made up of teachers and administrators who are exploring and discussing issues such as racial bias and systemic racism in order to better understand them and identify ways to address them in our schools. They also include the Culture and Equity Leadership Team (CELT), which is a district committee composed of more than 60 stakeholders who led the development of the district's equity statement, played a pivotal role in the creation of an award-winning video about the statement, and are helping to ensure that an equity lens is applied to the work of the strategic plan.
- > **Joint Facilities and Special Committee** - The board of education established a special committee regarding community engagement with construction in the fall of 2019. This committee, which is a joint committee with Facilities, leverages the expertise of the community to help support the construction process the district is undertaking in conjunction with our Future Ready Facilities plan. The individuals who serve on this committee represent the Hinsdale Central and Hinsdale South communities, and have backgrounds in architecture, construction, real estate, operations and marketing.
- > **Superintendent's Roundtable** - This group, which was formed in the fall of 2019, is made up of staff from across the district who meet on a regular basis to discuss/address a variety of issues (e.g., overall job satisfaction, the evaluation process, use of technology, navigating the COVID-19 pandemic, etc.) that are helping to improve and enhance the work environment for all employees. Many of the conversations have been centered around or guided by the concepts and principles featured in the book "The Happiness Advantage" by Shawn Achor.
- > **Recovery-Revitalization-Restore Committee** - The Recovery-Revitalization-Restore (R3) Committee, which is composed of teachers, department chairs, school nurses and administrators, has played an instrumental role in the district's efforts to navigate the COVID-19 pandemic. R3 has led the development and implementation of the district's return to school plans to help ensure that we meet the academic, social and emotional needs of our students, while also keeping everyone healthy and safe. The committee has also updated those plans when necessary to make sure they align with the most current guidance at the local, state and national levels.



Future Ready FACILITIES

District 86 has made tremendous progress on our Future Ready Facilities plan, which includes upgrades to our learning and recreational spaces, improvements to the accessibility in our buildings, and enhancements to safety and security across the district. The work we are doing on behalf of our students, staff, families and community continues to be on time (scheduled for completion toward the end of 2023) and on budget.

Below is an update on the status of the projects that are featured in Phases I and II of our plan. At this time, all of the Phase I and many of the Phase II projects have been completed. Below is a summary of the work that was finished during the summer, and a list of the projects that are ongoing.

► Projects completed during summer 2021 included:

- » Renovation of the new space for the Transition Center located in Burr Ridge
- » Addition and renovation of the special education area at Hinsdale Central
- » Renovations to the existing fine arts space at each school
- » Upgrades to classrooms at both schools
- » Renovation of the cafeteria at Hinsdale South
- » Addition of the natatorium at Hinsdale Central
- » Improvements to the baseball and softball fields at Hinsdale Central
- » Improvements to the softball field at Hinsdale South
- » Replacement of the grandstands and track in the stadium at Hinsdale Central
- » Life safety/infrastructure upgrades at both schools
- » Various site paving upgrades at both schools





► Phase II projects that are ongoing during the 2021-22 school year:

- » Additions for the fine arts space at each school
- » Addition and renovation of the student services area at Hinsdale Central
- » Addition and renovation of the pool at Hinsdale South
- » Demolition and infill of the old pool at Hinsdale Central
- » Replacement of roofs at both schools

► Latest information and updates

You can access the latest information and updates regarding the work we are doing to improve our schools by visiting the Future Ready Facilities section of the website (d86.hinsdale86.org/frf).

This section of the website includes:

- » EarthCam footage of the student services addition at Hinsdale Central
- » EarthCam footage of the pool project at Hinsdale South
- » Video updates and written reports about the progress of the construction
- » List of projects that will be completed as part of the district's Future Ready Facilities plan
- » Reports and presentations about the status of the projects





District 86 ACCOMPLISHMENTS

We have enjoyed an incredibly strong start to the 2021-22 school year. These pages feature photos from some of the events, activities, and learning that our students and staff engaged in during the first several weeks of the year, as well as recent honors and awards earned by members of the District 86 community. We look forward to sharing our successes with you throughout the year.

► District 86 Staff

Laura Milas from Hinsdale Central was selected by the Illinois Art Education Association (IAEA) as its Distinguished Service to the IAEA award winner for 2021.

Courtney Gillette from Hinsdale South was named the Illinois Drill Team Association Coach of the Year;

Kim Estoque and **Myles Laffey** from Hinsdale Central were named conference coaches of the year in girls gymnastics; and **John Naisbitt** from Hinsdale Central was named a finalist for national coach of the year in boys tennis by the National High School Athletic Coaches Association.

Julie Baker and **Pat Richards** from Hinsdale Central were named Outstanding Activity Sponsors by the Illinois Directors of Student Activities.

Nancy Betker from Hinsdale South received the Standing Ovation Award from the Illinois Association for Behavioral Health in recognition of her work with the district's Operation Snowball program, which is an alcohol and other drug use prevention program that focuses on leadership development to empower youth to lead drug-free lives.

Superintendent Tammy Prentiss earned an Award of Merit in the Administrator category as part of the 2021 Distinguished Service Awards Program sponsored by the Illinois Chapter of the National School Public Relations Association (INSPRA).

The **District 86 communications department** won three awards in conjunction with the 2021 Illinois Chapter of the National School Public Relations Association's (INSPRA) Communications Contest, including Awards of Excellence for the district's equity statement video and fall and spring print newsletters, and an Award of Merit for a variety of employee recognition social media campaigns.

Kristin Marks Pascavage, who is the director of special education for Hinsdale South, and **Heather Stomberg**, who is the assistant director of special education for Hinsdale South, have been invited to present about culturally responsive practices in IEP meetings during the 2021 TASH Conference being held Dec. 1-4.

► Individual Students



Amy Dong from Hinsdale Central and Sarah Handlawala from Hinsdale South both earned a Silver Key at the national level for the Scholastic Art & Writing Awards.

Zaynab Rehman from Hinsdale South earned third place in the National Institute of Neurological Disorders and Stroke's BRAIN Initiative Challenge for her essay titled "Brain Organoids isn't a 'No-Brainer,'" which addressed the ethical questions associated with using stem cells to engineer brain-like structures to study disease.

Katrina Geiersbach from Hinsdale Central was among the 26 individuals from across Illinois who were named to the Illinois High School Association's (IHSA) 2021 All-State Academic Team.

Joyce Ebikhumi from Hinsdale South won best in state in the World of 7 Billion student video contest for her entry titled "Cleaning up Brownfields."

Derek Pancratz from Hinsdale Central was selected to participate in Carnegie Mellon University's Summer Academy for Math and Science (SAMS), while **Safia Khan** from Hinsdale South was invited to attend the online version of the Summer Academy that is organized and run by The School of The New York Times.

Edward Thomas from Hinsdale South was accepted into the U.S. Department of State's National Security Language Initiative for Youth (NSLI-Y) program, which is part of a U.S. government initiative that seeks to foster international cooperation by ensuring that Americans have the necessary linguistic skills and cultural knowledge to effectively communicate globally.



Alexandra Collins from Hinsdale Central was selected as one of the winners of the 2021 Gloria Barron Prize for Young Heroes. This annual award, which was established by author T. A. Barron in 2001, honors 25 outstanding young leaders ages 8 to 18 who have had a positive impact on people, their communities and the environment.



► Schools & District

Solstice, which is the art and literary magazine produced by students and staff from Hinsdale Central, was one of eight high school print literary magazines in the country to be awarded a Gold Crown from the Columbia Scholastic Press Association (CSPA). This is the highest recognition CSPA gives to a student print or digital medium for overall excellence.

Student journalists from **VESPA**, which is Hinsdale South's yearbook, took second place overall at sectionals. They also had top three finishes in several individual events at the tournament, including championships in Review Writing, Sports Writing, Yearbook Copy Writing and Yearbook Theme Development.

The **Forensics team from Hinsdale Central** accumulated more than 15,000 points for its speech and debate presentations, competition and service. As a result, the school earned a 1st Diamond degree of membership (coaching award) in the National Speech & Debate Association's Honor Society.



The **speech teams from Hinsdale Central and Hinsdale South** took second and third place respectively in the state tournament. Both teams also had top three finishes in several individual events, including two tournament championships by South students **Darrell Mondaine (Original Comedy)** and **Sofia Guerrero (Original Oratory)**.

The **Hinsdale Central Scholastic Bowl team** won its regular season and postseason conference titles, and took first place in its regional and sectional tournaments.

Students from District 86 earned 35 gold medals, 55 silver medals, 52 bronze medals and 50 honorable mentions for the scores they received on the **Spanish, French, German and Latin national world language exams** they took during the 2020-21 school year.

District 86 students took home six first place finishes in their individual events during a competition that was held in conjunction with the **Illinois Business Professionals of America (BPA) State Leadership Conference**.

Hinsdale South's varsity danceline team won the conference championship, took second place at sectionals and took seventh place at state. The team's finish at the state tournament was its best in school history. In addition, the varsity and junior varsity teams both won the championship in their Pom Dance category at the Illinois Drill Team Association state finals.

The **varsity girls badminton teams** from Hinsdale South and Hinsdale Central won their respective conference titles, with South claiming championships at all 15 positions for the first time in school history. Both teams also took first place in their sectional tournaments, and had several student-athletes earn individual accolades.





Hinsdale Township
High School District 86
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Hinsdale, IL 60521
d86.hinsdale86.org

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Kathleen Hirsman, *Vice President*
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> **D86 Forward** *Defining Excellence*

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Sign Up

Go to <https://d86.hinsdale86.org/Page/475> to receive e-news from District 86, including our weekly Updates from 86 email, *First Look*, which offers a preview of upcoming board meetings, and *Board Briefs*, which features a detailed summary from each board meeting. District 86 does not share its mailing list information.



National Blue Ribbon School



Hinsdale Central is among the 325 schools from across the country that were named a 2021 National Blue Ribbon School. The U.S. Department of Education awards this honor on an annual basis to affirm the hard work of educators, families and communities in creating safe and welcoming schools where students master challenging and engaging content.

National Blue Ribbon Schools are recognized in one of two performance categories that are based on all student scores, subgroup student scores and graduation rates. Hinsdale Central was named an Exemplary High Performing School, which denotes that it is among the highest performing schools in Illinois as measured by state assessments or nationally normed tests.

All of the 2021 National Blue Ribbon Schools will be recognized during a ceremony in early November.

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