

D86 *Defining Excellence* FORWARD

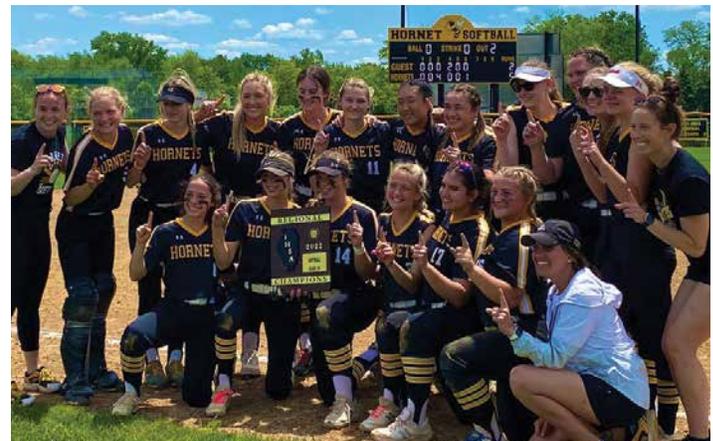


Fall 2022



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LETTER FROM THE SUPERINTENDENT

Dear District 86 Community,



This year, our district is embarking on an important journey that is focused on helping our students and each other learn, grow and lead. While I am excited about the promise and potential that lie ahead for us, there are several things I believe we must keep in mind and commit ourselves to if this journey is going to be successful.

Celebrate the past, but focus on the future.

There are countless accomplishments and accolades that make up our district's proud tradition of excellence. However, it is the hard work of our students, the dedication of our faculty and staff, and the steadfast support of our families and community that define the true greatness of our schools. These attributes serve as a bridge between our storied past and preferred future. In this future, we will continue to revere and embrace our traditions while simultaneously finding more ways for every student to contribute to them.

With this in mind, we have implemented an earned honors credit pilot that is providing the 750 students who are taking part in it the chance to experience honors-level rigor, demonstrate sophisticated skills acquisition and enjoy access to more curricular choices outside of traditional, stand-alone honors courses. We are exploring ways to increase the opportunities that exist for students to lend their voice to and help lead the work of the district. We are also developing a portrait of a graduate that will feature the qualities and characteristics we want our students to possess when they leave our district.

We will keep you updated on the status of these efforts, as well as ways you can support them.

Be open to change and the possibilities it may bring.

Our district was built on a strong academic foundation that provides students with a well-rounded education and prepares them for whatever path they choose to take following high school. That focus and those goals have not changed. Making sure our students leave our district with the knowledge and skills they need to pursue their ideal future is still our primary objective. With that said, the knowledge and skills they need, much like the world in which they will need them, have evolved. Therefore, the way we educate and prepare our students must also evolve.

It is this belief that is inspiring our work to align our curriculum and grading practices, develop and implement more inclusive and responsive instructional practices, and improve the learning environment in our schools. It is the need to evolve that is driving our efforts to increase the diversity of the courses we offer, better leverage our use of technology, dedicate more time to social and emotional growth and development, and identify ways for our students, particularly our students of color, to see more of themselves in their learning. And it is our desire to strengthen our foundation that is fueling our pursuit of proven strategies and solutions that will enable every student we serve to collaborate, create and connect with an ever-changing world.

Support the people who are leading the work.

During the first few months of the school year, I have been reminded time and time again of how talented our team is here in District 86. Our teachers, support staff, and administrators are highly skilled, highly qualified, and passionately committed to education. They also care deeply about our students, our schools and our community.

Given everything they do for us, it is my sincere hope that we will all continue to treat our employees with respect; trust in the knowledge, experience, and expertise of our teachers, department chairs and administrators; and celebrate the critical role our support staff plays in ensuring that our district is run efficiently and effectively on a day-to-day basis.



Continue to engage in sound fiscal practices.

Last year, District 86 received a pair of awards from the Association of School Business Officials (ASBO) International—a Certificate of Excellence in Financial Reporting and a Meritorious Budget Award—that reflect our district’s “high standards for financial reporting and transparency” and “commitment to sound fiscal management and budgetary policies.”

I am sharing this information for a couple reasons. The first is to highlight the outstanding work of our business office. The second is to assure you that we will continue to engage in sound fiscal practices that meet the current needs of our schools and promote the long-term financial sustainability of our district.

We, like many of our fellow districts across the country, are navigating the challenges created by the rise in inflation and supply chain issues. However, we have and will continue to take the necessary steps (e.g., using value engineering to help control the costs of our remaining construction projects, executing new natural gas and electricity contracts in response to the current conditions in the energy market, etc.) to strike a balance between meeting the needs of our students and staff and fulfilling our responsibilities as fiscal stewards for the community.



Amplify the voices of more stakeholders.

One of our areas of emphasis this year is to find ways to get more people involved in advancing the work of our district. We have already made progress toward achieving this goal by increasing the number of current and future parents/guardians who serve on our Parent-Teacher Advisory Committee, and organizing Community Conversations that are providing our stakeholders with the chance to learn about and discuss topics such as curriculum alignment, schedules, multi-tiered system of supports (MTSS), early release Wednesdays and our portrait of a graduate. We are also administering surveys again this year that students, staff and parents/guardians can use to offer feedback on a variety of topics.

While our community’s interest and engagement in our schools remain vital to our success, I understand and appreciate that time has become an increasingly valuable commodity. With this in mind, we will continue to offer myriad opportunities for people to make meaningful contributions to our work that will have a lasting impact on the lives of our students.

In closing, I encourage those of you who have questions or need information about our district to please contact us directly. I know that social media offers a platform and space for people to come together to discuss issues, share concerns or connect over similar experiences. However, when having conversations about what is happening in our schools, it is always best to start with the individuals who are leading the work. We are available to assist you in any way that we can, and are committed to ensuring that the school year is positive, productive and fulfilling for our entire community from the first day to the last.

I hope you enjoy this edition of our newsletter, and thank you for your continued support of our schools and the students we serve.

Sincerely,

Tammy Prentiss, Ed.S.
Superintendent of Schools



EARNED HONORS CREDIT PILOT

As part of the work that is being done in conjunction with Goal 1 (Student Growth and Achievement) of the strategic plan, District 86 is providing students with more opportunities to challenge what they know, test what they can do and contribute to the tradition of excellence that is the hallmark of our schools. One such opportunity is the earned honors credit pilot that was implemented at the start of the 2022-23 school year.

There are 750 students from across the district who are enrolled in the four classes (Exploring Visual Arts, Introduction to Business, Creative Non-Fiction and Psychology in Literature) that are part of the pilot. While all of these classes were built upon grade-level college/career preparatory standards, they were also designed so that every student taking them would have the chance to demonstrate honors-level work.

Below is additional information about what earned honors credit is and how it benefits students.

What is earned honors credit?

Earned honors credit gives every student the chance to experience honors-level rigor, demonstrate sophisticated skills acquisition and enjoy access to more curricular choices outside of traditional, stand-alone honors courses. With that said, there are a few key things to note about the district's pilot.

- ▶ As mentioned above, the four courses that are part of the pilot are regular classes that were built on grade-level college/career preparatory standards. Therefore, the expected outcomes for these courses will not change despite the opportunity that exists for students to earn honors credit.
- ▶ The implementation of the pilot did not result in the replacement or elimination of any honors or AP courses. It also did not result in courses being stacked, or in honors and regular-level classes being mixed.

What separates the honors activities/assessments from the regular curriculum?

The honors opportunities are giving students the chance to demonstrate complexity in their mental processing and/or how they complete designated assignments. Below is Webb’s “Depth of Knowledge” Chart, which instructors are using as a guide to scaffold skills for students. Assignments that fall under the Extended Thinking section of the chart (Level 4) are considered honors level work.

WEBB'S DEPTH OF KNOWLEDGE CHART			
Level 1: Recall (memorize)	Level 2: Skills & Concepts	Level 3: Strategic Thinking	Level 4: Extended Thinking
<i>Basic recall of information like a fact, definition, term or procedure</i>	<i>Complete multiple steps in order to find a solution</i>	<i>Reasoning, planning, using evidence or a higher level of thinking</i>	<i>Complex reasoning, developing or thinking over a period of time</i>
Requires a student to follow a formula or recipe	Requires students to make informed decisions about problem-solving and procedures	Requires students to draw conclusions from observations	Requires students to design and conduct an experiment
KEYWORDS: Identify, Recall	KEYWORDS: Classify, Organize, Estimate, Collect and display data	KEYWORDS: Justify, Explain, Draw Conclusions	KEYWORDS: Relate, Make Connections

> Table Adapted From: Strader, M. (2021, December 6). *Webb's Depth of Knowledge Framework: The Basics*. Edmentum Blog. Retrieved August 4, 2022, from <https://blog.edmentum.com/webb's-depth-knowledge-framework-basics>

Some of the ways in which students can earn honors credit include, but are not limited to:

- ▶ Demonstrating a higher level of skill within a given assignment (e.g. connecting a skill from a previous unit to a new concept or skill).
- ▶ Earning the additional “sophistication point” on the rubric that is used to evaluate a writing assessment. Receiving this point demonstrates a higher depth of knowledge in argument, evidence, preparation, etc. This is the same model that is used by the College Board to award Advanced Placement scores.
- ▶ Demonstrating a mastery of higher level concepts by performing well on the additional section of a test that is designed to assess a student’s depth of knowledge. For example, if this section includes 10 questions, a student would need to answer at least eight of them correctly to earn honors credit for the test.

How do students who are participating in the pilot earn honors credit?

There are performance criteria for honors activities/assessments that students must meet in order to be eligible for earned honors credit. These criteria, which were communicated to students at the beginning of first semester via the course syllabi, include meeting a requisite number of checkpoints and demonstrating the sophistication of thought and product required for each honors activity/assessment. Progress toward earning credit is being tracked and communicated to students and their families through the use of a separate gradebook category for honors assignments/checkpoints.

It is important to note, however, that students are not required to participate in the honors opportunities or complete the honors work being offered in conjunction with the pilot. Furthermore, students who decide to forgo the honors opportunities will not be penalized. While the courses that are part of the pilot were designed to give all students the chance to engage in more challenging work and possibly earn honors credit, the additional assignments and assessments described above are completely optional.

How can the community stay updated on what is happening with the pilot?

The district is hosting monthly Community Conversations that are aligned with the work of our Parent-Teacher Advisory Committee (PTAC), and are providing people with the chance to learn about, discuss and provide feedback on topics that are critical to the success of our students, staff and schools. The earned honors credit pilot is currently scheduled to be the featured topic for the Community Conversation that will be held on March 8, 2023, at Hinsdale Central. The event will be recorded for people who are unable to attend.

PTAC will review and discuss the feedback from the Community Conversation during its meeting about the pilot on March 23, 2023, which will also be held at Hinsdale Central. Since PTAC is a standing committee of the board of education, all of its meetings are open to the public.



PORTRAIT OF A GRADUATE & SECONDARY INSTRUCTIONAL SCHEDULES COMMITTEES

On Jan. 13, 2022, Superintendent Prentiss announced the formation of two steering committees—Portrait of a Graduate and Secondary Instructional Schedules—that are composed of students, staff, parents/guardians and board members, and are focused on advancing the work of the district’s strategic plan. Below is additional information about each committee.

Portrait of a Graduate

The Portrait of a Graduate committee is charged with developing a profile that features the qualities and characteristics we want our students to possess when they leave the district. This profile will also be used to guide the efforts that are being undertaken to ensure that all students have the knowledge and skills they need to successfully pursue their ideal future.

The committee, which has 38 members (students, parents/guardians, teachers, support staff, administrators and board members), started meeting on a monthly basis in February 2022.

During the past eight months, the group has:

- ▶ Reviewed local and national research.
- ▶ Sent a survey to approximately 10,000 people (students, staff, current and future District 86 parents/guardians, community members and alumni) that gave them the opportunity to share the attributes they would like our graduates to embody as they leave the district.
- ▶ Conducted focus groups to give stakeholders (students, parents/guardians, community members, business leaders, college representatives and the board) a chance to contribute to the creation of the profile.

On May 18, 2022, the committee used the 115 characteristics and traits that were identified through the survey and focus groups to create the following draft profile.

In addition to being a scholar who strives to achieve academic success, a District 86 graduate is:

- ▶ An effective communicator
- ▶ A collaborative
- ▶ A self-advocate
- ▶ A critical thinker
- ▶ Resilient
- ▶ Dependable (strong work ethic)
- ▶ Endlessly (or fearlessly) curious
- ▶ Empathetic

This year, the committee will be collecting stakeholder feedback on the draft profile, and using that feedback to develop attribute descriptors. The committee will also present the final draft of the profile to the board of education.



Secondary Instructional Schedules

The Secondary Instructional Schedules committee is charged with exploring different secondary instructional models and frameworks in order to determine if changes to schedules, practices, etc. can improve or enhance the delivery of instruction, foster the professional growth and development of faculty and staff, and support student learning.

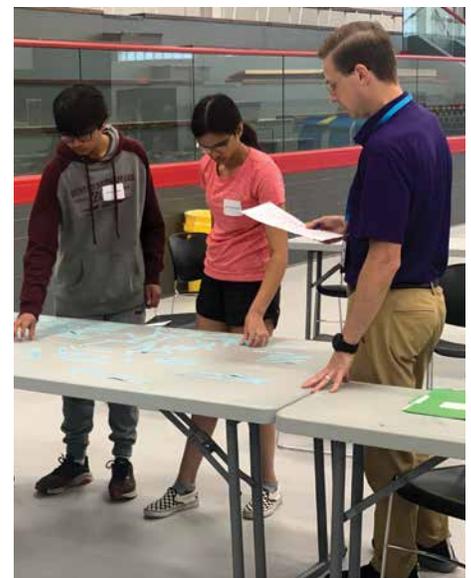
Similar to the Portrait of a Graduate committee, this group, which has 46 members (students, parents/guardians, teachers, support staff, administrators and board members), started meeting on a monthly basis in February 2022.

During the past eight months, the group has:

- ▶ Performed a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the district’s current schedule that was informed, in part, by the way school days were structured during the pandemic.
- ▶ Conducted local and national research on instructional schedules.
- ▶ Collaborated with the individuals working on Goal 2 (Learning Environment) of the strategic plan in order to learn from their experiences.
- ▶ Drafted the priorities for the committee.
- ▶ Reviewed a variety of instructional model options.
- ▶ Identified the key characteristics that are inherent to various schedules/models, and determined which ones they view as most important. The top three for the committee were flexible time to study, get help/support, etc., the number of classes per day and staff collaboration time.

Based on the research they did and work they completed, there was strong consensus among the committee members to gather more information about a modified block schedule option for the district. They also identified a few needs that included getting feedback from and communicating with stakeholders, reviewing examples of the theoretical model and discussing the professional development that will be necessary for supporting any instructional shifts.

This year, the committee will be holding community meetings, collecting stakeholder feedback, performing benchmarking and determining the potential impact that changes to the schedule might have on the district’s collective bargaining agreements with its employee groups. Please note that the 2024-25 school year is the earliest that any significant changes would be made to the district’s instructional schedule.





PTAC AND COMMUNITY CONVERSATIONS

As Superintendent Prentiss shared in her letter, one of the ways in which we are seeking to amplify the voices of our stakeholders is by identifying opportunities to get more people involved in advancing the work of our district. With this in mind, we want to share the progress we have made toward this goal through changes to our Parent-Teacher Advisory Committee and the launch of our Community Conversations.

Parent-Teacher Advisory Committee (PTAC)

In 2016, the District 86 Board of Education, in accordance with board policy and state law, established the Parent-Teacher Advisory Committee (PTAC) as a standing committee of the board that was charged with helping to develop student behavior policy and procedure. The committee was also charged with providing the board with information and recommendations as needed.

In 2020, the district expanded PTAC's scope to include giving the board feedback on key initiatives such as the efforts being undertaken to advance the district's strategic plan. The committee also participates in the review of proposals related to curriculum adoption.

This year, PTAC's composition was changed to increase the representation from the parent/guardian community and further amplify its voice in guiding the work of the district. In previous years, the committee was made up of two board members, 12 students, 12 staff members and 12 parents/guardians. Now it features three board members, 12 staff members and 20 parents/guardians.

While students no longer serve on PTAC, their feedback, which is being coordinated/collected through the Principal-Student Advisory Committees (PSAC) at both high schools, will continue to have a profound influence and impact on the topics that are being discussed and initiatives that are being led by the committee. Those topics and initiatives include, but are not limited to:

- ▶ The academic health of the district
- ▶ Curriculum alignment
- ▶ The work of the Portrait of a Graduate and Secondary Instructional Schedules committees
- ▶ Multi-tiered system of supports (MTSS)
- ▶ Early release Wednesdays
- ▶ Grading practices
- ▶ Final exams
- ▶ Earned honors credit
- ▶ Student discipline
- ▶ Updates to the student handbook
- ▶ College and career readiness

Additional information about the work being done by PTAC will be shared during board of education meetings and included in communications issued by the district.

Community Conversations

This year, District 86 is hosting a series of Community Conversations. These events, which are aligned with the work of our Parent-Teacher Advisory Committee (PTAC), are providing families and community members with the chance to learn about, discuss and provide feedback on topics that are critical to the success of our students, staff and schools.

The first two Community Conversations were held at Hinsdale Central on Sept. 13 and at Hinsdale South on Oct. 19. The session at Central was focused on the district's curriculum alignment work and featured updates about our special education program. Meanwhile, the session at South was focused on the work of our Secondary Instructional Schedules committee and featured updates about the efforts we are undertaking to determine if

changes to our schedules, practices, etc. can improve or enhance the way we deliver instruction, foster the professional growth and development of our faculty and staff, and support student learning.

The additional Community Conversations, which will take place on a monthly basis through May 2023, will focus on the same topics that are being reviewed/discussed by PTAC - i.e., MTSS, early release Wednesdays, grading practices, final exams, earned honors credit, etc. The dates, times and locations for these events will be communicated via resources such as email and social media. We are also recording each session for people who are unable to attend, and sharing them via the district's website, update emails, social media accounts and YouTube channel.



FUTURE READY FACILITIES

District 86 is nearing the final phase of our Future Ready Facilities plan, which has featured upgrades to our learning and recreational spaces, improvements to the accessibility in our buildings, and enhancements to safety and security across the district.

Below is a summary of the work that has been completed in the past year, and a list of the projects that are ongoing or will begin in the final phase.

Projects that have been completed since the fall of 2021:

- ▶ Addition of a fine arts space at both schools
- ▶ Addition and renovation of the student services area at Hinsdale Central
- ▶ Conversion of the old student services space at Hinsdale Central into new classrooms and a community room
- ▶ Renovation of the student services space at Hinsdale South
- ▶ Renovation of the pool at Hinsdale South
- ▶ Demolition and infill of the old pool at Hinsdale Central
- ▶ Renovation of the library at Hinsdale Central
- ▶ Renovation of the auditorium at Hinsdale South
- ▶ Renovation of the cafeteria/kitchen at Hinsdale Central
- ▶ Renovation of classrooms at Hinsdale South
- ▶ Replacement of roofs at both schools
- ▶ Renovation of the career and technical education space at both schools
- ▶ Renovation of the photo lab at both schools
- ▶ Replacement of unit ventilators at Hinsdale South
- ▶ New staircase handrails at Hinsdale South

Projects that are ongoing:

- ▶ Coffee bar at both schools

Final phase projects to begin during the summer of 2023:

- ▶ Classroom renovations at Hinsdale Central
- ▶ Unit ventilator replacements at Hinsdale Central



People 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 (<https://www.hinsdale86.org/our-district/future-ready-facilities>). It includes:



Video updates and written reports about the progress of the construction.



A list of the projects being completed in conjunction with the Future Ready Facilities plan.



Reports and presentations about the status of the projects.





DISTRICT 86 ACCOMPLISHMENTS

Below are some of the honors, awards and accomplishments our students, staff, schools and district have earned in the time that has elapsed since the publication of our last newsletter.

DISTRICT 86 STAFF

- ▶ Social studies teachers **John Naisbitt** and **Arpan Chokshi** from Hinsdale Central and English teacher **Stephen Moore** from Hinsdale South earned the Outstanding Educator Award from the University of Chicago. They were among the educators who were recognized for the significant role they play in their students' education, and the positive impact they have on the lives of those they teach.
- ▶ **Mary Zaleski**, who teaches Spanish at Hinsdale South, was named a Claes Nobel Educator of Distinction by the National Society of High School Scholars (NSHSS).
- ▶ **Jared Friebel**, who teaches English at Hinsdale Central, was selected for the Chicago Area Writing Project's Civic Engagement Fellowship for 2022-23.
- ▶ **Lexi Miuccio** from Hinsdale South was named an Outstanding Activity Advisor by the Illinois Directors of Student Activities (IDSA).
- ▶ **Tony Madonia**, who is a special education teacher in the district's HAVEN program and soccer coach at Hinsdale Central, was accepted into the United Soccer Coaches' 30 Under 30 Program.
- ▶ Hinsdale South head baseball coach **Paul Hoel** earned his 500th career victory and Hinsdale Central boys soccer coach Mike Wiggins earned his 400th career victory.
- ▶ The Illinois Athletic Directors Association named Hinsdale Central's **Kelly Watson** the assistant athletic director of the year and Hinsdale Central's **Wanda Swik** the administrative assistant of the year.
- ▶ Hinsdale Central's **Dan Jones** was named a finalist for National Athletic Director of the Year by the National High School Athletic Coaches Association
- ▶ Hinsdale Central's **Bob Barber** was named the coach of the year for boys and girls swimming by the Illinois Swimming and Diving Association (ISDA).
- ▶ **Sally Phillip**, who is the activities director at Hinsdale Central, was named the District Administrator of the Year by the Illinois District of the National Speech and Debate Association.
- ▶ **Emily Polacek**, who is a social studies teacher at Hinsdale South, was selected to serve as a member-at-large on the American Psychological Association Teachers of Psychology in Secondary Schools (TOPSS) Committee.

INDIVIDUAL STUDENTS

- ▶ **Jui Khankari** from Hinsdale Central was among the five students from Illinois and 161 students from across the country who were named 2022 U.S. Presidential Scholars based on their accomplishments in academics, the arts, and career and technical education fields.
- ▶ **Mitchell Hanson**, **Elijah John** and **Eva Maria Louis** from Hinsdale South earned a perfect composite score of 36 on the ACT.
- ▶ **Meghna Mitra** from Hinsdale Central was recognized by the United Nations Association of the USA (UNA-USA) and InnerView Technologies in conjunction with their 5th Annual National Community Service Awards. She earned an Ambassador Award, a Zero Hero Green Award and a Zero Hero Gold Award.
- ▶ **Fouzaan Amjad** and **Jenny Pantoni** from Hinsdale South and **Elizabeth Grieve** and **Annette Ciupek** from Hinsdale Central were recognized for their outstanding leadership as school citizens at the annual Student Recognition Breakfast hosted by the Illinois Principals Association.
- ▶ **Mara Severts** from Hinsdale Central was one of four students to earn a scholarship during the 2022 Alliance of Fine Art (AFA) Student Scholarship Competition.
- ▶ Hinsdale South's **Jay Yang** and his sister Judy, who is an alum of the school, were members of the first badminton team that the United States sent to compete at the Deaflympics in Brazil.
- ▶ Hinsdale South's **Charlie Nilles** took second place in the 500-yard freestyle and third place in the 200-yard individual medley and 4x50-yard medley relay at the 2022 Special Olympics USA Games.
- ▶ **Sahan Sahgal** from Hinsdale Central was among the five people from the Chicago area and 300 individuals from across the country who were selected by Bank of America for its Student Leaders program.
- ▶ **Sophia Yen** from Hinsdale South was among the 40 finalists from 19 states who were selected to participate in the Songbook Academy's summer intensive, which is a youth music program that is focused on the standards of jazz, pop, Broadway and Hollywood.

- ▶ **Cayleigh O'Hare** from Hinsdale Central was invited to present her research at the Biomedical Engineering Society's (BMES) annual meeting in San Antonio, Texas Oct. 12-15. The title of her presentation was "3D-Biofabrication of a Novel Peripheral Nerve Conduit Using PLG and Graphite."
- ▶ **Arjun Shah** from Hinsdale Central was selected for the cast of the All-State Production of "Shrek the Musical," which will be performed during the 2023 Illinois High School Theatre Festival.



SCHOOLS & DISTRICTS

- ▶ For the second straight year, **Solstice**, which is the art and literary magazine produced by students and staff from Hinsdale Central, was awarded a Gold Crown by the Columbia Scholastic Press Association (CSPA). It was one of 20 print literary magazines in the country, and the only one from Illinois, to earn this honor.
- ▶ **Vespa**, which is Hinsdale South's yearbook, earned a rating of All-American from the National Scholastic Press Association (NSPA). This means that NSPA ranked the publication among the top 5% in the nation.
- ▶ More than 30 seniors from District 86 were among the 16,000 individuals from across the country who were named **semifinalists in the 68th annual National Merit Scholarship Program**.
- ▶ Twenty-one students from District 86 were among the 62,000 individuals from across the country who earned academic honors (National African American Recognition Award or National Hispanic Recognition Award) from the **College Board's National Recognition Program**.
- ▶ Seventeen students from Hinsdale Central earned the AP Capstone Diploma award. The **College Board** grants this award to students who earn a score of three or higher on the AP Seminar and AP Research exams, as well as on four additional AP exams of the student's choosing.
- ▶ Students from District 86 earned 26 gold medals, 51 silver medals and 41 bronze medals for the scores they received on the **world language national exams**.
- ▶ More than 120 students from District 86 earned the **Seal of Biliteracy** for scoring a 4 or 5 on their Advanced Placement exam or performing well on a qualifying language proficiency test.
- ▶ District 86 students earned 12 Gold Keys, 22 Silver Keys and 29 Honorable Mentions in conjunction with the Alliance for Young Artists & Writers' **Scholastic Art & Writing Awards**.
- ▶ Nearly 60 students from District 86 earned All District selections for band, chorus, jazz band and orchestra from the **Illinois Music Education Association**.

- ▶ District 86 students earned a total of 36 first place finishes in their individual events during the regional (27 first place finishes), state (seven first place finishes) and national (two first place finishes) competitions hosted by the **Business Professionals of America (BPA)**.
- ▶ District 86 academic and athletic teams won a number of championships, including state titles in **speech, JETS (Junior Engineering and Technical Society), girls tennis, boys tennis and girls golf**.
- ▶ Fourteen swimmers from District 86 earned All-American honors from the **National Interscholastic Swim Coaches Association (NISCA)** for their accomplishments during the 2021-22 school year.
- ▶ District 86 received a pair of awards from the **Association of School Business Officials (ASBO) International**—a Certificate of Excellence in Financial Reporting and a Meritorious Budget Award—in recognition of the district's "high standards for financial reporting and transparency" and "commitment to sound fiscal management and budgetary policies."





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86 FORWARD



Board of Education Erik Held, President Kathleen Hirsman, Vice President Terri Walker, Secretary Cynthia Hanson Peggy James Debbie Levinthal Jeff Waters

Tammy Prentiss Superintendent of Schools

> D86 Forward Defining Excellence

To receive the best possible mailing rate, this official Hinsdale Township High School District 86 publication was sent via U.S. Postal Service mail carrier routes. Receipt does not ensure residency within District 86.

Website

During the spring/summer of 2022, the district redesigned its websites in order to improve their overall look and functionality and make them a more effective resource for stakeholders. The work on the sites was aligned to Goal 4 (Family and Community Connections) of the strategic plan, and guided, in large part, by the feedback students, staff and parents/guardians provided via surveys and focus groups. This feedback played an integral role in developing sites that are cleaner, better organized and more user-friendly.



People can access the district's new websites by visiting <https://www.hinsdale86.org/>.



Mobile app

More than 1,000 people have downloaded and are using the district's free mobile app, which provides quick and easy access to important school and district information such as:

- News and announcements
Details about athletics and activities
Calendars
Links to resources such as attendance lines, Infinite Campus, Canvas and the Tip Line
Staff directories
Bell schedules

The decision about what items to feature was based on feedback provided by students and parents/guardians during website focus groups.

The app is available for download from Google Play and the Apple App Store. It can be accessed on either platform by performing a search for Hinsdale District 86.

Stay Connected

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