

Community Consolidated School District 181
Administration Center
115 West 55th Street, Clarendon Hills, IL 60514
630.861.4900 • www.d181.org

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Community Consolidated School District 181	
Website.....	www.d181.org
Phone.....	630.861.4900
Twitter.....	@CCSD181
Boundary Map.....	www.d181.org > Our District
D181 Foundation.....	www.d181foundation.org
E-Newsletter Sign-Up.....	E-mail bmcguiggan@d181.org
Aug. 26.....	First Day of School (Full Day)
Sept. 7.....	Labor Day*
Oct. 12.....	Columbus Day*
Oct. 23.....	End of 1st Quarter, Middle School
Oct. 30.....	End of 1st Trimester, Elementary
Nov. 2.....	Institute Day*
Nov. 23-24.....	Parent-Teacher Conferences*
Nov. 25-27.....	Thanksgiving Break*
Dec. 21-Jan. 1.....	Winter Break*
Jan. 4.....	School Reopens
Jan. 15.....	End of 2nd Quarter, Middle School
Jan. 18.....	Dr. Martin Luther King, Jr. Day*
Feb. 15.....	Presidents' Day*
Feb. 19.....	End of 2nd Trimester, Elementary
Mar. 4.....	Institute Day*
Mar. 24.....	End of 3rd Quarter, Middle School
Mar. 28-Apr. 1.....	Spring Break*
April 4.....	School Resumes
May 20.....	Institute Day*
May 30.....	Memorial Day*
June 6.....	Grading Day*
June 7.....	Last Day for A.M. Kindergarten Only
June 8.....	Early Dismissal - Last Day (if no emergency days)
	End of 3rd Trimester & End of 4th Quarter
*No school for students	

Community Survey on D181 Facilities

August 24 through September 10

All D181 residents are invited to complete a brief survey about the District, our school facilities, and options for the long-term future of Hinsdale Middle School. To access the online survey, please visit: www.d181.org > Our District > Facilities Master Plan. We look forward to your feedback!

A Vision for the Future of Hinsdale Middle School

Tuesday, September 8
Hinsdale Middle School

- OR -

Thursday, September 10
Clarendon Hills Middle School

As the D181 Board of Education prepares to make a decision about the long-term future of the Hinsdale Middle School building, please join us on either September 8 or September 10 for presentations by architectural firms that created designs showing two options we are considering: a new HMS and a renovated HMS. We invite all community members to see the designs, share feedback, review costs, and talk with us about the future of D181 schools. Your input is appreciated. For more information, please visit: www.d181.org > Our District > Facilities Master Plan.

181

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Clarendon Hills Middle School
301 Chicago Ave., Clarendon Hills



Hinsdale Middle School
100 S. Garfield Ave., Hinsdale



Elm School
15 W. 201 60th St., Burr Ridge



Madison School
611 S. Madison St., Hinsdale



Monroe School
210 N. Madison St., Hinsdale



Oak School
950 S. Oak St., Hinsdale



Prospect School
100 N. Prospect Ave., Clarendon Hills



The Lane School
500 N. Elm St., Hinsdale



Walker School
120 Walker Ave., Clarendon Hills



Administration Center
115 West 55th Street, Clarendon Hills

Our Vision

To be a school district where all children experience success and grow in excellence.

Our Mission

To educate each child in an environment of excellence that provides a foundation for contributing to a complex global society.

www.d181.org • On Twitter @CCSD181 • 630.861.4900



The National Blue Ribbon Schools Award program honors public and private schools that are either academically superior or show dramatic gains in student achievement.

Leadership

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Academics

News from the Department of Learning Pages 6-7

Finance & Facilities

News from the Department of Business & Operations Pages 8-11

School Snapshots

News from the Department of Communications & Our D181 Schools Pages 12-15

Featured on the cover: Hootie the Owl is shown with Oak School students during a celebration in the fall recognizing Oak as a 2014 National Blue Ribbon School. This esteemed award is given by the U.S. Department of Education to select schools for academic excellence. Oak is the fifth of nine schools in District 181 to earn the Blue Ribbon Award, joining Clarendon Hills Middle School (2009), Hinsdale Middle School (2009), Madison School (2009) and The Lane School (2011).

Leadership • News from the Board of Education & Superintendent

Our Board of Education is committed to collaboratively supporting students and staff while representing the community and being responsible fiscal stewards.

Board of Education members lead a variety of Committees, including Finance, Facilities, Learning, Policy, and Strategic Planning. Many of these committees include parents and staff members who contribute ideas and feedback as recommendations and next steps are considered. Committee meeting agendas and minutes are made available online, and committee reports are presented at regular Board meetings.

Dear District 181 Community,

Thank you for reading this year's Annual Report. It's hard for me to believe a year has already passed since I first wrote to our community in the 2014 edition. As I shared then, our hope is that you find the information here not only educational, but also engaging and exciting because these pages showcase your neighbors, your schools, and the exceptional education provided in this community.

In my first year as Superintendent, I knew it would be especially important to listen to and learn from all stakeholders so that I could truly understand our strengths as a District as well as areas for improvement. What I heard about District 181 before I came has certainly proven true. We have outstanding teachers and staff, committed families, talented students, a supportive community, and excellent resources. We know our mission and our vision, and we have the desire to be a leader among schools across the nation. We have carried out many successful initiatives and much good work continues to happen throughout the District. Now, it is time to fold those efforts into a comprehensive strategic plan.

Together with the Board of Education, we have selected a partner firm that will help lead us in a journey to develop the plan. The process is designed to effectively and authentically engage parents, staff, and community members. This will be exciting work!

Some have heard me say, "We can do anything, but we can't do everything." A strategic plan identifies exactly what we are focused on and outlines future priorities. We can be more proactive with a clear plan in place, while still being agile and responsive to the unexpected. Additionally, we will be better able to align our multi-year budget with year-by-year goals. With a strategic plan complete, we hope to create improvements in efficiency, and therefore, generate cost savings. The strategic plan we envision is a living document that we will reference often and maintain through a public, online dashboard. We will include the plan components in the dashboard and show our progress in achieving each action step. By creating this level of transparency in how we operate, you can feel more confident in our direction, better see tax dollars at work, and stay informed as we put the plan in motion.

We look forward to sharing news about the many opportunities to get involved in this process during the 2015-16 school year. More information about this work will be posted on our website (www.d181.org > Board > Strategic Planning).

On behalf of the Board of Education and the staff of Community Consolidated School District 181, thank you for your support.



Our Board of Education and Superintendent: Board of Education member Marty Turek, Vice President Rich Giltner, Secretary Jill Vorobiev, member Gary Clarin, Superintendent Dr. Don White, member Leslie Gray, President Mridu Garg, and member Jennifer Burns. • Gary Clarin and Jennifer Burns congratulate former Madison School Principal Mindy McMahon on her retirement at a recognition event in May. • Dr. White speaks with former Board President Mike Woerner and former Board member Glenn Yeager at an event celebrating the 90th anniversary of Madison School. • Dr. White and Mridu Garg congratulate a student who earned a D181 Foundation KIDS Grant. • Leslie Gray engages with staff and community members during a Digital Learning Initiative presentation. • Past Board members Glenn Yeager, Brendan Heneghan, and Michael Nelson pose together following their last Board meeting in April. • Leslie Gray and Rich Giltner participate in their first Board meeting. • Dr. White talks with student members of the Digital Learning Initiative Committee.

Connect with Your School Board

BoardDocs: Our electronic Board packet provides convenient public access to Board meeting agendas, presentations, reports, and minutes. To access BoardDocs, visit www.d181.org > Board of Education.

Board Meetings: For a schedule of upcoming meetings, visit www.d181.org > Board of Education > Meetings. Community members are invited to attend and participate during the public comment portion of each Board meeting. On our website, you can find live Board meeting audio and past meeting recordings, as well as a summary outlining action and key discussion following each meeting.

Email: The Board of Education has a group e-mail address (boe@d181.org) and individual email addresses. Their contact information and procedures for Freedom of Information Act requests are listed on our website at www.d181.org > Board of Education > Members.



Sincerely,

Don White

Dr. Don White, Superintendent
dwhite@d181.org • 630.861.4922

Academics • News from the Department of Learning

We believe that a successful school system nurtures the potential in each student and strengthens the classroom experience to ensure that every child learns and grows every day.

2015-16 marks the third year of our Learning for All Family Education Series, a collection of events and programs that provide support and resources to community members. Planning for the series is a collaboration between the Family Resource Network, SELAS Committee, D181 Foundation, Hinsdale Township High School District 86, and The Community House. Event topics have ranged from fostering resilience in children to understanding the teenage brain.

PARCC Assessments Successfully Administered

During the 2014-15 school year, students in Grades 3-8 in all Illinois schools completed the first ever administration of PARCC Assessments in English language arts and math. The PARCC exams replaced the Illinois Standards Achievement Test (ISAT), which was based on the 1997 Illinois Standards. The PARCC Assessments were created to assess how well students are achieving under the new, more rigorous and internationally benchmarked Common Core learning standards. Implementation in District 181 was an overall success thanks to students' hard work, parent support, and strong staff preparation. Districts have not yet received results; when available, we will post our data on the District website.

Learning for All Plan Continues for 2015-16; Student Data Shows Positive Trends

The Learning for All Plan is the name we have given to the collection of strategies and practices that represent our best thinking in the areas of curriculum, assessment, and instruction. It identifies the structural supports needed to most effectively implement those strategies and practices, and it acknowledges the vital role of parent and community support for student success. The Learning for All Plan highlights the need to provide all students with opportunities to be academically challenged and also addresses the social and emotional learning (SEL) instruction that is coordinated across District 181 schools.

The 56-page Learning for All Plan document includes a high-level summary, historical background information, key terms, an overview of the plan's six components, and the impact on various content areas (i.e. math, social studies). It concludes with reflections and future considerations, as well as a list of referenced sources. You can download this document from our website at www.d181.org > Learning.

We continue to review both quantitative and qualitative data at the District level, school level, and individual level to inform our decision making and ensure we are being effective in meeting students' needs. It is important that we balance test results with teacher feedback, and that we use data to be constructive. Student data from 2014-15 has been very encouraging and continues the positive trend we have been seeing over the past three years in reading and math. Growth is happening across the grade levels, and while there will always be opportunities for improvement, our schools continue to perform extremely well. Further, a 2014 survey of our middle school students shows that the school climate is very positive. Our 2015 Spring Survey shows 86% of parents are "satisfied" or "very satisfied" with the education their children are receiving, and 87% of staff are "satisfied" or "very satisfied" working in the District.

Education is an ever-evolving field that requires continuous learning for true improvement. That is why the Learning for All Plan is designed with gradual implementation over many years. That is why we must use data, research, professional collaboration, and open communication with stakeholders to ensure we are moving forward and appropriately adapting the way we operate to achieve our vision of being a school district where all children experience success and grow in excellence.

Digital Learning Initiative Puts the Focus on Teaching and Learning

In the winter, we launched the Digital Learning Initiative, a multi-year project that focuses on modern teaching and learning and effectively incorporating technology so that District 181 students are prepared for success in their

future. We want to improve consistency and equity in our students' technology access and establish a clear understanding of how technology can be used to support the classroom. This will allow us to better align key curricular and instructional needs such as professional development, staffing, and resources.

We've begun this journey by first better understanding what the future holds for today's learners. In partnership with the D181 Foundation, we welcomed Ian Jukes to the District. An internationally recognized expert in the area of technology integration, Jukes talked with staff and community members about emerging practices in instruction, the changing nature of society, and the impact of those changes on education. A committee of parents, staff, and students used that information and the community feedback we received to begin drafting related District goals, which will be shared with the Board of Education. The formation of those goals marks the end of Phase I of the Digital Learning Initiative.

Phase II focuses on the development of an action plan, while Phase III moves to the devices, platform, and deployment steps needed to implement the action plan. We anticipate that Phases II and III will take all of the 2015-16 school year to complete. Throughout the coming months, our focus will continue to be first on students and staff and supporting high quality teaching. We encourage you to visit our District website to learn more about this work and follow our progress (www.d181.org > Learning).

Math Pilot Results in New K-8 Materials

In the fall of 2013, we embarked on a five-year curriculum renewal cycle for mathematics. In year one (2013-14 school year), the D181 Math Committee worked to research best practices, gain a deep understanding of the Common Core standards, develop a philosophy statement, and write curriculum. In the spring of 2014, the Math Committee recommended materials to be piloted for the first semester of the 2014-15 school year. This past fall, our schools piloted those materials, and in February 2015, the following materials were approved for adoption: "Math in Focus" (Grades K-5) and "Big Ideas" (Grades 6-8). Years three, four, and five of the curriculum renewal cycle focus on implementation and ongoing professional development for staff. Our next curriculum renewal cycle is about science, as Illinois has adopted the Next Generation Science Standards. The new Illinois Learning Standards - Science are designed to help students acquire a deep understanding of core science and engineering content and ideas, as well as experience applying that knowledge in any context.



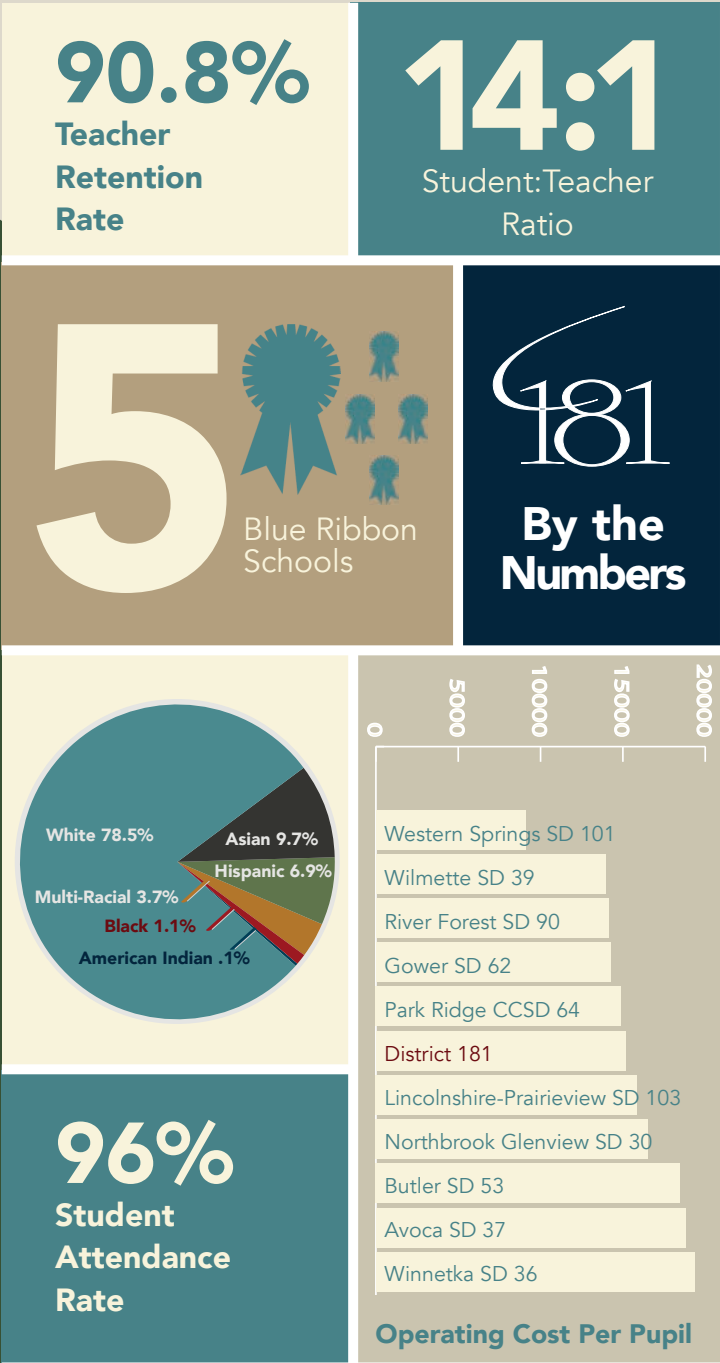
In District 181, we offer a comprehensive curriculum for language arts, mathematics, science, social studies, physical education, health, art, music, foreign language, and social emotional learning. The middle schools also have elective and exploratory offerings ranging from Family and Consumer Science to Applied Technology.

In addition to our K-8 educational program, District 181 is home to a high quality Preschool / Early Childhood Education program for three to five year-old students with and without disabilities. The Early Childhood program, which is housed at Oak School, incorporates research-based practices by using a play-based model that includes active learning, exploration, and student-initiated learning. To prepare students for kindergarten, an emphasis is also placed on self-regulation, independence, language development, and interpersonal skills. Registration for ECE is accepted on a first-come, first-serve basis; please call Oak School for further information at 630.861.4302.

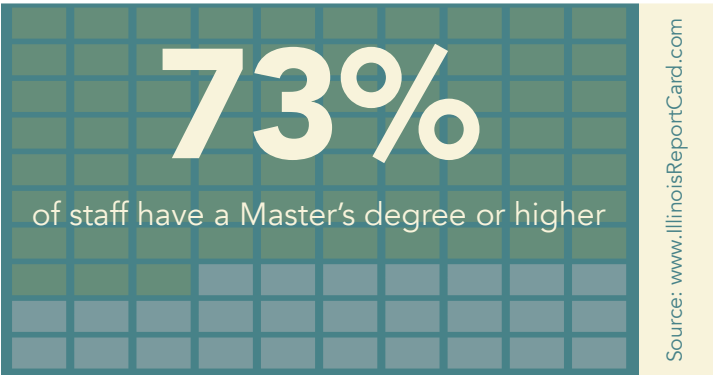
Finance & Facilities • News from the Department of Business & Operations

We understand and value the support needed from our community to sustain a high quality school district and strive to maximize the impact of our resources.

We earned the Association of School Business Officials International's 2014-15 Certificate of Excellence in Financial Reporting award for having met the program's high standards for financial reporting and accountability. We have been recognized with this award 11 of the past 13 years. This distinction can help strengthen a district's presentation for bond issuance statements and promotes a high level of financial reporting.



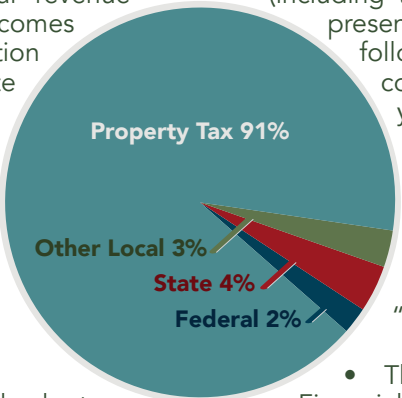
4,000 represents the approximate number of students who attend D181 schools. 2% of D181 students have limited English proficiency. 4% of D181 students are considered low income. 12% of D181 students have an Individualized Education Plan (IEP). We have 335 full-time equivalent (FTE) staff. Our teachers have an average of 14.5 years of teaching experience.



\$ 15,135 is our operating cost per student and \$ 8,844 is our instructional cost per student. Our annual operating budget is \$ 65,000,000.

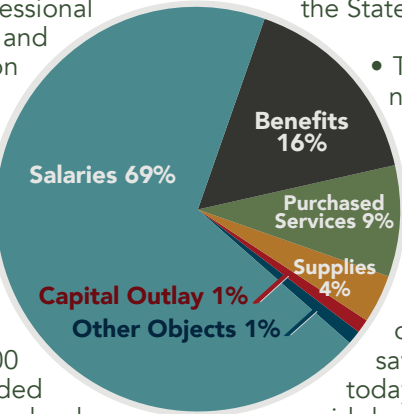
2015-16 Fiscal Year Revenues

As shown in the top chart at right, 91% of our revenue in District 181 comes from property taxes. Of that total (approximately \$56.2 million), 94% comes from residents; the remainder is provided through commercial and industrial sources. In regard to additional revenue sources in our Operating funds, 2.8% comes from restricted state aid (i.e. special education grants), 1.3% comes from unrestricted state aid (flat amount per student), and 1.8% comes from federal aid (i.e. reading/math support grants for qualifying low-income students). "Other Local" in the chart refers to income sources such as registration fees, donations, and rebates (i.e. federal E-Rate for telecommunications).



2015-16 Fiscal Year Expenditures

As shown in the bottom chart, 85% of our budget is allocated for staff salaries (69%) and benefits (16%). The other 15% of our expenditures cover a wide array of needs, including utilities, curriculum materials, transportation, facility repairs and improvements, staff professional development, contracted services, and technology purchases. Our D181 Foundation and school Parent-Teacher Organizations (PTOs) play a critical role in providing materials, experiences, and services for our students and staff that create opportunities for enrichment, innovation, and also excitement. The Foundation, for example, helped to fund our key speaker for the Digital Learning Initiative, co-sponsored the Family Education Series, and awarded ten grants to D181 staff valued at over \$24,000 in 2014-15 alone. The PTOs have provided playground equipment, student technology, school assembly speakers, and staff appreciation events, among many other activities and services. Both organizations also help to connect us with our community, and provide feedback and new ideas throughout the year.



District 181 Budget Basics

- We anticipate a budget surplus of \$470,566 for 2015-16, with approximately \$62.0 million in revenues and \$61.5 million in expenditures (including transfers and leases). The budget will be presented for Board approval in September following a public hearing to welcome any community comments. We work from a multi-year budget to align the District's projected financials with long-term planning.
- In December 2014, the Board of Education approved a tax levy that followed the Consumer Price Index (.8%) plus new construction (.9%), electing not to "levy to the max."
- The District has earned a 3.45 out of 4.0 Financial Profile Score from the Illinois State Board of Education. The Financial Profile is one measure of a district's performance and provides a snapshot of the district's condition as assessed on indicators selected by the State.
- The District's annual financial audit showed no "material weaknesses" in 2014 and all results were presented fairly. The five most recent audit reports are available for download on our website.
- We have continued to maintain a bond rating of AAA, the highest rating given by Standards & Poor's. Bond refunding over the last several years has generated a savings equivalent to more than \$9 million in today's dollars. It is anticipated that we will have paid down all long-term debt by June 2024.
- Low short-term interest rates have reduced investment income substantially, from \$743,690 in 2008-09 to \$31,245 in the 2015-16 budget.

The Impact of Potential State Legislation on D181

A major financial discussion has been occurring throughout the state over the last year regarding school funding. Illinois legislators want to make state aid more equitable by increasing funding to districts demonstrating greater need. However, proposals such as Senate Bill 1 (School Funding Reform Act) provide these dollars by taking them from wealthier districts. If enacted, this legislation would result in a significant loss to District 181, equating to a reduction of \$1.6 million every year. We continue to monitor this and other proposals being considered to determine how they may affect our District budget.

On our website, we have created a page dedicated to the Facilities Master Plan development and the work we have done to prepare for a long-term decision on the future of Hinsdale Middle School. Community members are encouraged to visit the page to access a variety of reports and presentations, a 30-minute podcast, and an online comment form to submit questions and ideas. www.d181.org > Our District

Creating a Long-Term Facilities Master Plan and Determining the Future of Hinsdale Middle School

Together with our Facilities Committee, we have been preparing for the creation of a long-term Facilities Master Plan that provides an overview of each District 181 school, identifies building needs, outlines upcoming maintenance schedules, and shows expense projections, among other components. To initially develop this plan, we have been working for over a year to gather data from multiple sources, identified on Page 11.

The Facilities Master Plan will not be simply a project plan or a wish list. It is a guide to align our needs and desires with next steps, creating better focus on our priorities over a ten-year period. Just like the District-wide strategic plan referenced on Page 5, we will need to be flexible to address unexpected issues, but we believe that District 181 will operate in a more efficient and proactive manner with this tool in place. The Facilities Master Plan is also a means to easily identify for all stakeholders what we are doing now and what we will be doing next in the way of facility maintenance and improvements to create true transparency in this area. It is further a tool that establishes minimum adequacy standards for overall performance and new construction. The Facilities Master Plan will be used as we schedule building projects, budget for capital expenses, and engage in daily, monthly, and annual maintenance work. Additionally, the Plan serves to outline the tools used to monitor and maintain our facilities. The development of this Plan is an essential step in building clearer systems and processes that create consistency across our nine schools.

The Challenges of the HMS Facility

Hinsdale Middle School (HMS) opened as a junior high for Grades 7-8 in 1976 and became a middle school for Grades 6-8 in 1992. A U.S. Department of Education Blue Ribbon School, HMS is the largest school in the District, with more than 800 students and 100 teachers and staff. It is important that all of our facilities support an equitable experience across the schools. Unfortunately, HMS stands apart in the level of need for improvements and repairs.

In last year’s edition of the Annual Report, we reported on the events of January 2014, when during the extreme cold weather, the building experienced a series of major water intrusion issues related to roof leaks, ice damming, burst pipes and other factors that resulted in flooding on all three floors of the school. Work was subsequently completed that included mold remediation, drywall repair and replacement, baseboard replacement, floor tiling, painting, and extensive deep cleaning. A new control system was installed on the HVAC air handlers to better monitor temperature and fresh air exchange. Additionally, temporary and permanent downspouts were added to the building’s exterior. In April 2014, the Board of Education approved roof work to address immediate issues as a temporary, short-term solution of 1-5 years.

The facility issues with HMS did not begin with those events of January 2014, and the building needs weren’t resolved when the immediate challenges were addressed. The efforts to make the building work since its construction 40 years ago still have not yielded a space that meets our needs.

We do not have capacity to meet the current enrollment. One four-classroom mobile has been in place at HMS since April 2009, and this summer, we installed a second mobile due to over-crowding. A mobile should be a temporary solution to address a short-term issue, but long-term

projections show enrollment will be fairly steady for the next several years, and we don’t know what the future will bring. In addition to needing more classrooms, HMS lacks space for professional development, student testing, small group work, and parent meetings, among many other demands for area. Clarendon Hills Middle School is shared with park district property, so our options for growth there are very limited.

HMS classrooms are inconsistent in size, many room layouts have unusable, awkward space, and hallways are narrow. The school’s gym is on the third floor with no public restrooms on that level, and the Media Resource Center (or library) is surrounded by busy classrooms. These issues and others make it challenging for staff to collaborate and for students to find their teachers at any given moment in the day. This also creates limitations in class scheduling. The quality of some learning spaces, inadequate parking, and the outdated roof are just some additional building concerns.

Engaging the Community in HMS Decision-Making and Facilities Planning

We are interested in a long-term solution for HMS that will truly address the issues of space, design, and quality described above, and we believe that can best be accomplished through either a major addition and renovation, or a rebuild of the school. Over the course of the last year, while gathering data for the development of the Facilities Master Plan, we have also been talking with staff, students, families, and community members about HMS and listening to their desires for the school to help determine if a renovation or rebuild is the right solution. We have led a variety of engagement and research efforts to that end, including interviews, focus groups, staff meetings, and community events. We have created a podcast, sent

updates in our newsletters, provided information to local media, and posted reports and presentations on our website, including a comprehensive FAQ with an online form to welcome new questions.

Throughout this process, we have also been talking about the potential expansion of public uses for Hinsdale Middle School. As a community building located in the heart of Hinsdale, we have had many conversations with residents about what HMS could provide for its neighbors - perhaps an energy efficient building with unique greenhouse space that community members and students jointly maintain, a fitness center and walking track available to use before and after school, or a parking solution that could relieve some of the main street congestion.

These are critical issues that affect the entire community, and we want to ensure the information we know is presented clearly, with many opportunities for those interested to share their views.

Next Steps and Timeline

Below is a timeline highlighting some of the key next steps in this process, including the launch of a community-wide survey that is open August 24 through September 10. On September 8 and September 10, we are inviting all community members to come and view architectural renderings of HMS showing two options: renovation / addition and rebuild. (Event details are provided on the back cover of this Annual Report.) At these events, we’ll also talk about the cost of the options that the architects have prepared and the potential

impact on homeowners.

In September and October, we’ll be wrapping up the key components of this work with final reports on the engagement and research we have conducted and a presentation of the Facilities Master Plan. If the funding to complete the work at HMS and/or to complete other major building needs in the District is beyond what the budget can support through reserves or through bond refunding, the Board may propose an increase to property taxes, in which case the Board would need to put a referendum question on the ballot for the community. Should the Board determine that a referendum is needed, that decision would likely be made in October, with the question presented during the March 2016 election.

We hear time and again that people move here for the schools, and we know that high quality schools are a key ingredient to home values and a strong community. It is imperative, though, that we balance our needs and desires with what is fair and respectful of residents and businesses. As noted previously, these are critical decisions that impact the entire community. We hope you will complete the survey and attend one of the upcoming events. The Board of Education wants their decision making to reflect the desires of the community while supporting current and future students of the District for many years to come.

August 24 - Sept. 10 Community-wide Survey Opens to All Residents	September 8 & 10 Community Viewing of Architectural Renderings	September 28 Presentation of Community Engagement and Research Data	October 19 Presentation of the Facilities Master Plan
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- Components of the Facilities Master Plan
- Data & Reports: www.d181.org > Our District > Facilities Master Plan
- Architectural firm Wight & Co. completed a 350-page Facility Condition Assessment Report (FCAR) for our D181 schools. The FCAR is a comprehensive audit on the condition of all District facilities for the purpose of determining annual capital renewal needs and proactively addressing facility needs.
 - Healy Bender Architects have partnered with staff and community members to create an Educational Adequacy Analysis for the District. Through planning meetings, interviews, and building reviews, the team has worked to determine if building spaces and designs meet the needs of current and future educational programs.
 - The Regional Office of Education completes Health and Life Safety Surveys for all Illinois schools in ten-year cycles.
 - All D181 staff members were asked to complete facility surveys in the spring of 2014. Results were reviewed by the Facilities Committee, administration, and principals, and are being incorporated into the Facilities Master Plan.
 - The gathering of anecdotal feedback from staff, Board of Education members, Facilities Committee members, and others will continue throughout the development and ongoing use of the Facilities Master Plan.

School Snapshots • News from the Department of Communications & Our D181 Schools

Our students participate in projects, programs, and activities that put learning in action. Their educational experience is rich with engagement, collaboration, and critical thinking that challenges and inspires.



Student Learning in Action

(1) Walker School 2nd grade teacher Louise Perkowski is shown reading to students in the Book Cook Club. Each week, she and fellow teacher Sherri Lee read a story, or students read to themselves, and together they created a snack following the theme of the book. ● (2) In May, three students represented Madison School at the “TECH 2015 Students for the Information Age” event at the Illinois State Capitol Building. More than 60 schools demonstrated how technology is used in the classroom to increase engagement and improve achievement. ● (3) The Hinsdale Middle School Parent-Teacher Organization sponsored a visit from Neal Shusterman, author of the 8th graders’ class novel “Unwind.” After answering questions and signing books, he led a small group writing workshop. ● (4) In the spring, Monroe School third graders had expressed an interest to their teachers in wanting to do “something to help” after they read a “Time for Kids” article about the scarcity of clean water in the world. Teachers organized a Google-Hangout for them to talk with Christoph Gorder

of the non-profit organization Charity Water. The students then led a fundraising campaign to support Charity Water by donating the proceeds of a friendship bracelet sale. The Monroe staff integrated the effort in nearly every school subject, ranging from discussing business models in math to researching water-based parasites in science. ● (5) Five Clarendon Hills Middle School students were recognized this past year for reading every book on a 24-title reading list as part of a local book award program. ● (6) Oak School 4th graders presented research on historical figures like Jackie Robinson through a museum-style experience for classmates and parents, complete with fact-filled signage, students dressed as their research subjects, and an audio tour accessible via QR Code and an iPad. ● (7) Thanks to a grant from the D181 Foundation, The Lane School was able to purchase a 3D printer and filament in support of Science Technology Engineering Art and Math (STEAM) projects. For a lesson in volume and perimeter, third graders used the application Blokify to create a virtual model of a unique

shape. Staff used the 3D printer to make physical replicas of those shapes, which students then explored to better understand the mathematical concepts. ● (8) For the last 15 years, 8th graders at Clarendon Hills Middle School have participated in a daylong celebration of the 1960s. Activities are cross-curricular, incorporating social studies, art, and science with a rocket design and launch. Vietnam War veterans told students about their experiences, and teacher Mary Sprengnether shared her memories as a “typical kid” of the 1960s. The day ended with the school’s version of a Woodstock concert, as current and former students performed songs of the sixties. ● (9) A student from The Lane School is shown working on an art piece. ● (10) Students in the Monroe School Green Club dressed in custom-made costumes to tell the story of “The Great Kapok Tree: A Tale of the Amazon Rain Forest” written by Lynne Cherry as part of the school’s Earth Day celebration. The costumes were later sent to The O’Brien School for the Maasai in Tanzania, which was founded by area

resident Kellie O’Brien. The O’Brien School students will be re-creating the production for their community. ● (11) Prospect School kindergartners performed an end-of-year concert for parents and guests. The songs demonstrated the lessons they had mastered during the year, particularly in the area of phonics. ● (12) Members of the Madison School Broadcast Club participated in a new daily announcements show called “Paws for the News.” Students led the Pledge of Allegiance, provided event reminders, highlighted school news, and shared segments like “Flashback Friday” (historical facts). ● (13) Elm School third graders read the biographies of famous artists, musicians, scientists, and inventors, and then dressed as the individuals for the school’s annual Living Wax Museum event. Students posed statue-like until a visitor pressed a circular sticker on their hand, allowing them to come to life and highlight their key accomplishments. Pictured is “John Lennon.”

School Snapshots • News from the Department of Communications & Our D181 Schools

We are a District that brings together staff, parents, residents, business leaders, and community representatives who are partners in providing our students with all they need to excel.



Parent and Community Engagement in Action

(1) Many District staff and families participated in the ALS Ice Bucket Challenge in the fall, welcoming a cold pour of water over their heads in support of the Amyotrophic Lateral Sclerosis (ALS) Association. Pictured is CHMS teacher Milton Harris. ● (2) The D181 Foundation awarded 18 KIDS (Kids Initiating a Difference in Society) Grants to 56 District 181 students this year. Any student is eligible to apply for up to \$150 to implement a service project that benefits the local or global community. Grant recipients are honored at a ceremony in May. ● (3) "Harry Potter Potions" was a new extra-curricular activity at Madison School this year. The Parent-Teacher Organization partnered with the Whole Child Learning Company in offering the program, which featured hands-on experiments and simulations designed to showcase the magic of chemistry and develop skill in using the scientific method. ● (4) As part of our Family Education Series, we host an annual Summer Camp Expo to help connect families with organizations that offer overnight camps, recreational activities, sports camps, fine

arts camps, and services for students with special needs and advanced learners. ● (5) A Prospect School student is pictured with a parent volunteer and Clarendon Hills Police Sergeant Wendy Porter at the Bike Rodeo, an annual event at D181 elementary schools to ensure students are safe and registered bicycle riders. Event leaders check the students' helmets, bike chains, and air pressure, monitor a test ride, and assign each bike a number to aid in theft and loss recovery. ● (6) Each D181 school is enhanced by a strong and supportive Parent-Teacher Organization. The Presidents from each PTO meet together monthly with the Superintendent, a Board of Education liaison, and District administrators. Pictured are the 2014-15 Presidents: Mary Henneman, Karin Rohn, Catherine Dietrich, Judy Johns Schloegel, Katie Krasnewich, Diana Bilenko, Dayna Larson, Susan Charlier, Tracy Korbus, Elizabeth Veaser-Sharer (2015-16), Annabella Walsh, Lena Theotikos, Tara Burns, Board President Mridu Garg, Rawea Schwalb, Anne Deis, and Lisa Read. Not pictured: Deborah Kloubec. ● (7) Students at

Hinsdale Middle School participated in a classroom door decorating contest during Red Ribbon Week to show their support for being drug free. The contest was won by teacher Kelly Sledz's 8th grade advisory. The event helped to raise more than \$300 for the local D.A.R.E. Program. Pictured is Hinsdale Police Officer Mike Coughlin, who was on hand at a school assembly to accept the check from two members of the HMS Peer Leadership Club. ● (8) Monroe 1st graders worked together with their teachers and families to construct replicas of key buildings in Washington D.C. Pictured is a parent helping to put the finishing touches on the Washington Monument. ● (9) An Elm School parent is shown celebrating the last day of the 2014-15 school year with her daughter. On the last day, Elm staff, students, and families lead a "clap out" for fifth graders and retiring staff. ● (10) 4th graders at The Lane School participated in an Author Celebration in January. Parents were invited to attend as students shared their writing and talked about the writing process. ● (11) Walker School led two service

projects at the end of the school year to benefit the local community. The Student Leadership Team worked with parents to gather items for "baskets of basics" that were provided to area families in need. Pictured is the Girls on the Run group, which led a collection of items for Hinsdale Family Services. Girls on the Run teaches life skills through fun, engaging lessons that celebrate the joy of movement. ● (12) Nearly 200 Clarendon Hills Middle School students, staff, and family members came together in March to prepare and package 12,240 meals for the non-profit organization Feeding Children Worldwide. The school's PTO arranged the event and raised enough funds to purchase the necessary food supplies and donate an additional \$750 to Feeding Children Worldwide. Members of the Hinsdale Rotary Club were on hand to support the event as well, helping to organize packing stations and assist the event volunteers. ● (13) An Oak school parent walks his daughter to the front door on the first day of school.