This summer, 30 District 214 TDP students participated in the inaugural summer musical, Urinetown.

In this issue:
- TDP Summer Enrichment Program
- Summer Musical
- TDP Academy Programs
- Teacher Spotlight
- Calendar of Upcoming Events
- CDC Technology Tip Sheet
More than 200 TDP students participated in this summer’s inaugural summer enrichment series. The pilot program provided focused student learning opportunities spanning a wide variety of topics—from nanotechnology and the culinary arts to the history of rock and roll, jazz and theater. These teacher-generated courses were offered in one-week installments at the District’s summer school sites, allowing an opportunity to step beyond the typical school day and work collaboratively alongside students from across District 214.

“Looking at really, really small stuff is actually extremely fun!”

Student enrolled in ‘Beauty in the Unseen World’

The program was a result of input from parents, staff and students and an effort to expand opportunities to elevate students’ growth and success.

An expanded slate of classes will be available next summer. More information on courses and enrollment will be available in the spring.

“I now have a much better understanding about how to write my essay when applying to college.”

Student enrolled in ‘Getting a Jump on College Applications for Highly Selective Colleges’
This summer, 30 District 214 students participated in the inaugural summer musical, Urinetown. This production was directed and produced by Jeremy Morton, District 214 Fine Arts Coordinator. Stephen Colella, Choir Director at Wheeling High School, co-directed and vocally directed the production, and Joseph Wolfe, Fine Arts Coordinator at Elk Grove High School, choreographed the show. Students across the District were invited to audition for the production and assist in the development of the set, lighting and sound design.

The production provided a unique opportunity for students District-wide to work together. Plans are underway for another production in summer 2015.

What was most enjoyable about your involvement with this production?

“For me, it was amazing to watch students from across the District who all share the same passion collaborate and work together to create something amazing in such a short period of time. There was no competition or groupings of kids per school, but just a focus of a single group. A group that is representing District 214. This was truly a special experience not only watching students bond, but also watching them shine on the stage together.”

— Jeremy Morton

“Seeing the kids from all over the District work together creatively and support each other was one of the neatest moments I have ever witnessed as an educator. Jeremy and I knew it could be a cool experience bringing all the kids together, but the actual friendships that formed and unending support the kids gave each other during the rehearsal process far exceeded any of our expectations.”

— Stephen Colella
Student Feedback

“The experience allowed me to not only go out of my comfort zone and work with different people throughout the District, but allowed me to learn how much fun and stressful pursuing a career in tech crew would be.”

“Amazing! This was truly an unforgettable experience!”

“I met and bonded with so many new people. It was absolutely incredible to not only be able to expand my horizons looking for new friends outside of my school, but also watching all of our hard work come together so quickly.”

“Exhilarating!”

“The entire rehearsal process was incredibly focused and smooth. To be honest, I was unsure heading into the production, but I was ultimately proud of the show we put on, and I loved forming a bond with other students in the District.”
Education Academy

The Education Academy is available for students who are extremely committed to pursuing a career in the field of education and have the knowledge, skill, dedication and spirit that will be required to engage in a very rigorous, challenging and authentic learning experience. The Education Academy is a two-credit, full-year course open to highly motivated seniors from any District 214 high school.

This program involves students working onsite in a classroom setting at a local school three days per week, from 1:00 p.m. to 3:00 p.m. The remaining two days, students will participate in classroom activities at Rolling Meadows High School. Students will rotate through elementary education, secondary school, special education and bilingual education classes for approximately 10 weeks for each rotation. Students must have excellent attendance and be highly motivated, hardworking, able to participate in group activities and willing to spend two hours daily in this program. Students are required to provide their own transportation to and from their home schools.

Contact your school counselor for an application. The application, letters of recommendation and a personal interview determine admittance to the program. All application materials must be completed and returned to Mrs. Linda Pribyl at Rolling Meadows High School by February 1. She can be contacted at 847-718-5904 or linda.pribyl@d214.org.

View a video about the Education Academy here: www.d214.org/educational_services/career_academies_tdp.aspx

Medical Science Academy

The Medical Science Academy is a two-credit, full-year course open to highly motivated seniors from any District 214 high school who are seriously interested in a career in medicine and ready for college-level academic rigor.

This program involves accompanying medical professionals from 7:30 a.m. to 9:15 a.m. two mornings a week at Glenbrook and Alexian Brothers hospitals and participating in classroom activities at Prospect High School the remaining three mornings. Students rotate through various departments at the hospital, usually for four weeks each. Classroom assessment is based on tests, quizzes, papers, journals, discussions of professional research, lab practicals, PowerPoint presentations and group participations in research activities. Hospital evaluations are based on feedback from the various rotations.

Students must have excellent attendance and be highly motivated, hardworking, able to participate in group activities and willing to spend two hours every morning in the program.

Contact your school counselor for an application. The application, letters of recommendation and a personal interview determine admittance to the program. All application materials must be completed and returned to Mrs. Mollie David at Prospect High School by February 1. She can be contacted at 847-718-5508 or mollie.david@d214.org.
How long have you been teaching?
I have been teaching at Elk Grove High School for 12 years. I also taught two years before that at Driscoll Catholic High School.

Related Experiences
• Leadership Development for Elite Soccer Community Outreach (2013-present)
• Varsity Soccer Coach, EGHS (2004-2012)
• Leadership Council Sponsor, EGHS (2008-present)

What led you to create the Sociology of Service Learning course at Elk Grove High School?
I am drawn to the idea of leadership and growth. I feel like our students need to have a capstone class that springboards them into life after high school. I believe all students want to learn and grow to reach their potential. I created this class after many years of personal reflection and examining my own life. After much reflection, I realized that I wanted to have an impact on my community and the world. The best way to achieve that is to help others find their passion and purpose in life.

What do you enjoy most about preparing to teach this course?
The best part about preparing for this course is that I am continually learning. Leadership is always a current topic. Although some of the principles never change, the application of those principles always does. In order to prepare, I need to continually reflect on my own life and teaching. I have grown exponentially since starting to prepare for this class.

What are the challenges of teaching this course?
The greatest challenge is the ever-changing nature of the course. Each year it is going to be different because the students will be drawn to new service opportunities. For example, this year our focus might be connecting with the elderly, and next year we might spend time in local grade schools. Because we want this to be more than just a service course, it is my job to create units to help students identify issues for each group we work with. I also have to teach students the best way to interact with various people in the community. This may require my yearly units to be different, but definitely is worth the work.

Why should a TDP student enroll in this class?
Everyone can benefit from a class that is focused on leadership, service and growth. Because the goal of this class is to help students grow and develop as better leaders, everyone can learn from these real-life experiences. In addition, this class focuses on the student’s ability to communicate with various people, which can help students learn to succeed in college interviews. I am also trying to focus on helping students match their strengths for potential scholarship opportunities.

What special advice do you have for your students?
My advice would be to come in with an open mind and be willing to step out of your comfort zone. Growth and leadership are only achieved when we are willing to do things that we have not done before. Leadership is never stagnant. If students are open to bettering their community and others, they themselves will be changed for the better.
## D214 College/Career Counseling

### Upcoming Events 2014-2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Audience</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, November 17</strong></td>
<td>Advising the Student Athlete (for students considering college athletics)</td>
<td>7:00 p.m.</td>
<td>FVEC Theater</td>
<td>Grades 9 – 12 Parents and Students</td>
<td>Kathy Fox BGHS</td>
</tr>
<tr>
<td><strong>Tuesday, December 2</strong></td>
<td>“Ask the College” Night</td>
<td>7:00 p.m.</td>
<td>FVEC Theater</td>
<td>Grade 11 Parents and Students</td>
<td>Robert Yerkan RMHS</td>
</tr>
<tr>
<td><strong>Wednesday, December 10</strong></td>
<td>Financial Aid Seminar for Seniors with Mark Anderson, Lake Forest College</td>
<td>7:00 p.m.</td>
<td>FVEC Fieldhouse</td>
<td>Grade 12 Parents and Students</td>
<td>Diane Bourn PHS</td>
</tr>
<tr>
<td><strong>Tuesday, February 3</strong></td>
<td>D214 FAFSA Completion Workshop</td>
<td>6:30 p.m. and 7:45 p.m.</td>
<td>WHS Library</td>
<td>Grade 12 Parents and Students</td>
<td>John Hammond WHS</td>
</tr>
<tr>
<td><strong>Wednesday, March 18</strong></td>
<td>Financial Aid Seminar for Juniors</td>
<td>7:00 p.m.</td>
<td>FVEC Theater</td>
<td>Grades 10 and 11 Parents and Students</td>
<td>John Hammond WHS</td>
</tr>
<tr>
<td><strong>Tuesday, April 7</strong></td>
<td>College Fair</td>
<td>6:00 p.m. to 8:30 p.m.</td>
<td>Harper College Building M</td>
<td>Grade 11 Parents and Students</td>
<td>All College Counselors</td>
</tr>
</tbody>
</table>

### College Counselors Contact Information

- **Diane Bourn**  
  847-718-5279  
  diane.bourn@d214.org

- **Nancy Davis**  
  847-718-4846  
  nancy.davis@d214.org

- **Kathy Fox**  
  847-718-4067  
  kathy.fox@d214.org

- **Paul Genovese**  
  847-718-4441  
  paul.genovese@d214.org

- **John Hammond**  
  847-718-7045  
  john.hammond@d214.org

- **Robert Yerkan**  
  847-718-5660  
  robert.yerkan@d214.org

To contact other D214 College Counselors, please see your individual school Staff Directory.
Technology and youth seem destined for each other. They are both young, fast paced, and ever changing. In the last 20 years there has been an explosion in new technology. This new technology has been eagerly embraced by young people and has led to expanding knowledge, social networks, and vocabulary that includes instant messaging (“IMing”), blogging, and text messaging.

Electronic Aggression is any type of harassment or bullying that occurs through e-mail, a chat room, instant messaging, a website (including blogs), or text messaging.

New technology has many potential benefits for youth. With the help of new technology, young people can interact with others across the United States and throughout the world on a regular basis. Social networking sites like Facebook and MySpace also allow youth to develop new relationships with others, some of whom they have never even met in person. New technology also provides opportunities to make rewarding social connections for those youth who have difficulty developing friendships in traditional social settings or because of limited contact with same-aged peers. In addition, regular Internet access allows teens and pre-teens to quickly increase their knowledge on a wide variety of topics.

However, the recent explosion in technology does not come without possible risks. Youth can use electronic media to embarrass, harass, or threaten their peers. Increasing numbers of adolescents are becoming victims of this new form of violence—electronic aggression. Research suggests that 9% to 35% of young people report being victims of this type of violence. Like traditional forms of youth violence, electronic aggression is associated with emotional distress and conduct problems at school.

Examples of Electronic Aggression

- Disclosing someone else’s personal information in a public area (e.g., website) in order to cause embarrassment.
- Posting rumors or lies about someone in a public area (e.g., discussion board).
- Distributing embarrassing pictures of someone by posting them in a public area (e.g., website) or sending them via e-mail.
- Assuming another person’s electronic identity to post or send messages about others with the intent of causing the other person harm.
- Sending mean, embarrassing, or threatening text messages, instant messages, or e-mails.
Tips for Parents and Caregivers

Talk to your child.
Parents and caregivers often ask children where they are going and who they are going with when they leave the house. You should ask these same questions when your child goes on the Internet. Because children are reluctant to disclose victimization for fear of having their Internet and cellular phone privileges revoked, develop solutions to prevent or address victimization that do not punish the child.

Develop rules.
Together with your child, develop rules about acceptable and safe behaviors for all electronic media. Make plans for what they should do if they become a victim of electronic aggression or know someone who is being victimized. The rules should focus on ways to maximize the benefits of technology and decrease its risks.

Explore the Internet.
Visit the websites your child frequents, and assess the pros and cons. Remember, most websites and online activities are beneficial. They help young people learn new information, interact with others, and connect with people who have similar interests.

Talk with other parents and caregivers.
Talk to other parents and caregivers about how they have discussed technology use with their children. Ask about the rules they have developed and how they stay informed about their child’s technology use.

Connect with the school.
Parents and caregivers are encouraged to work with their child’s school and school district to develop a class for parents and caregivers that educates them about school policies on electronic aggression, recent incidents in the community involving electronic aggression, and resources available to parents and caregivers who have concerns. Work with the school and other partners to develop a collaborative approach to preventing electronic aggression.

Educate yourself.
Stay informed about the new devices and websites your child is using. Technology changes rapidly, and many developers offer information to keep people aware of advances. Continually talk with your child about “where they are going” and explore the technology yourself.

Technology is not going away, and forbidding young people to access electronic media may not be a good long-term solution. Together, parents and children can come up with ways to maximize the benefits of technology and decrease its risks.

For more information, please contact:
Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention and Health Promotion • Division of Adolescent and School Health
National Center for Injury Prevention and Control • Division of Violence Prevention
• Adolescent Health Goal Team
1-800-CDC-INFO • www.cdc.gov • cdcinfo@cdc.gov