



Talent Development Program

High School District 214

Magazine

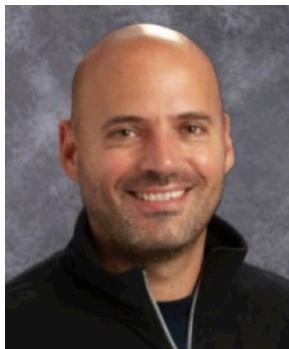
Fall 2023

Volume 11, Issue 1

**TDP Summer
Experience Classes:**
National Security
Council

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Anthony Miocic



Laura Shepin

Welcome to the fall edition of the TDP Magazine!

In this issue, we will be introducing a lot of new faces. Among them are the recently added members of our Talent Development Program Leadership Committee. These outstanding juniors were nominated by the administration of the high schools they represent; they will be joining more experienced seniors on the committee to provide insight and guidance to TDP programming. At a leadership retreat this August we had the opportunity to meet these great kids in person and we are very excited for the future of District 214!

Another new face in this issue is that of our recently appointed Superintendent, Dr. Scott Rowe; inside you can read an interview of him that was conducted by our student leaders.

Also in this issue is a recap of the great TDP courses that were offered last summer as a part of District 214's Summer Experience. These four-day courses ranged in scope from yoga to storytelling to Hawaiian cooking, and provided students with engaging opportunities to explore interests, make friends, interact with faculty, and develop valuable skills outside of the traditional school year.

Best regards,

Anthony Miocic and Laura Shepin

D214 Talent Development Program Coordinators

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TDP Student Leadership Committee



The TDP Leadership Committee is a student-led board that is composed of one junior and one senior class member from each of the District 214 high schools. Students meet four times per year in order to provide a student perspective on TDP programming. Each member was selected to serve on this committee. Students were identified by building administration for their success in various advanced classes and demonstrated leadership skills.

Mission Statement:
“To communicate to students and families the rigor of advanced education while assisting students in their pursuit of success.”



Please help us welcome them to their leadership role this year!

2023-24 Committee Members

-  **Buffalo Grove High School**
Emily Hanson – Senior
Alina Hussain – Junior
-  **Elk Grove High School**
Joey Coveliers – Senior
Olivia Britto – Junior
-  **John Hersey High School**
Celedonna Scala – Senior

-  **Prospect High School**
Kelly Robinson – Senior
Tirth Patel– Junior
-  **Rolling Meadows High School**
Nathan Georg – Senior
Rupsa Mitra – Junior
-  **Wheeling High School**
Katelyn Ruelos Reyes – Senior
Ayana Solaka – Junior

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2023-24 TDP Student Leadership Committee

Question: Why are you excited to serve on the 2023-24 District 214 TDP Student Leadership Committee?



Buffalo Grove High School

EMILY HANSON, BGHS '24

Co-curricular Activities: Science Olympiad (Captain), Robot Rumble, Chamber Choir, National Honor Society, Golf, Caroling Party

Answer: *I am excited to help other students like me to succeed and thrive in high school. I appreciate the opportunity and I am looking forward to a great year.*



Buffalo Grove High School

ALINA HUSSAIN, BGHS '25

Co-curricular Activities: Model UN (Executive Board), DECA, Mock Trial, Intern (law firm), Class Council (past President), Village of Buffalo Grove Peer Jury

Answer: *I'm excited to serve on the TDP Student Leadership Committee to network, serve, and accelerate opportunity and enrichment for all members in the D214 community. Being on this committee will give me the opportunity to serve as a voice on behalf of my local community.*



Elk Grove High School

JOEY COVELIERS, EGHS '24

Co-curricular Activities: Football (Captain), Track and Field

Answer: *I'm excited to serve on the 2023-24 District 214 TDP Student Leadership Committee because it's an opportunity to actively contribute to positive changes in our school district. It's a chance for personal growth, allowing me to develop important leadership skills such as communication and teamwork. Moreover, working together with fellow students who share my passion for improving our educational community is inspiring and motivating.*



Elk Grove High School

OLIVIA BRITTO, EGHS '25

Co-curricular Activities: Orchestra, Asian Student Association, Speech Team, Cross Country, Track and Field, Impulse Dance Ensemble

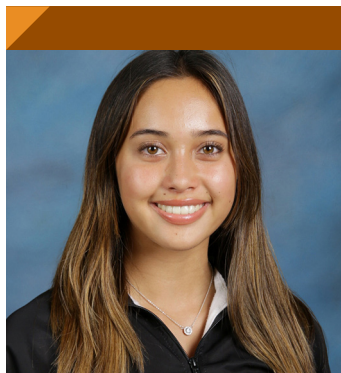
Answer: *I'm excited to be even more involved in the community and the district. I'm also happy that I can give input on behalf of my peers and improve the TDP!*

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2023-24 TDP Student Leadership Committee (cont.)

Question: Why are you excited to serve on the 2023-24 District 214 TDP Student Leadership Committee?



John Hersey High School

CELEDONNA SCALA, JHHS '24

Co-curricular Activities: Varsity Poms, Varsity Competitive Dance, SOS, National Honor Society, World Language Honor Society, Law Internship, French Club

Answer: *This year, I am very excited to serve on TDP. As a senior, I believe that everyone leaves an impact on the school they go to, and I am determined to leave a positive one. TDP is here to do anything we can to support the student population in all possible aspects. I am excited to work on the emotional side of things like aiding students in managing stress.*



Prospect High School

KELLY ROBINSON, PHS '24

Co-curricular Activities: Marching Band (Drum Major), Associated Study Body (Executive Board) and Service Club (Executive Board), Blood Drive (Coordinator), National Honor Society, World Language National Honor Society.

Answer: *I am excited to serve on the TDP committee to be a voice for high achieving students and to help improve our district as much as I can!*



Prospect High School

TIRTH PATEL, PHS '25

Co-curricular Activities: "UTogether" (Founder), Leadership Initiative, Advocacy Initiative (Founder), J.V. Wrestling, Varsity Debate, Intern (Argonne National Lab), Mount Prospect Police Dept Jury, Tutor, HSHACKS (Ambassador), Internship (National Inventors Hall of Fame), Mount Prospect Police Academy, App Showcase for Apple (Forest View Academy), Computer Science Club

Answer: *By being a part of the TDP Student Leadership Committee, I am able to use my voice and input my personal ideas and suggestions for District 214. Also, I can use my leadership skills to promote AP classes to incoming freshmen.*

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2023-24 TDP Student Leadership Committee (cont.)

Question: Why are you excited to serve on the 2023-24 District 214 TDP Student Leadership Committee?



Rolling Meadows High School

NATHAN GEORG, RMHS '24

Co-curricular Activities: Marching Band (Drum Major), Symphonic Band, Jazz Ensemble, Orchestra Winds, District Honors Orchestra, District Honors Band, Madrigal Brass, DECA (Chapter President), Debate (Captain), Model United Nations, Mock Trial, Arlington Heights Youth Commission, National Honor Society, National English Honor Society, Spanish Honor Society

Answer: *I'm looking forward to collaborating with students from other D214 schools to improve the educational experience of all TDP members. We'll work to offer an engaging curriculum for the upcoming summer sessions.*

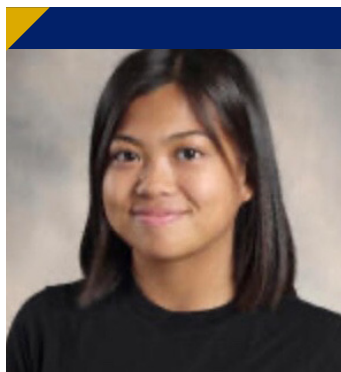


Rolling Meadows High School

RUPSA MITRA, RMHS '25

Co-curricular Activities: Intern (Northwest Community Hospital), Bookbinders Initiative (Co-Founder & Illinois Lead), ENGIN (Tutor), Creative Writing Club (President), Class Council (Vice President), National French Honor Society, National English Honor Society

Answer: *I want to make a change in the community, and I'm passionate about helping others.*



Wheeling High School

KATELYN RUELOS REYES, WHS '24

Co-curricular Activities: National Honor Society, Marching Band/Drumline, NJROTC (Operations Officer/LTJG), Marksmanship (Captain), Chess Club (President/Re-founder), Foundations (Senior Leader), Softball, Drill, Philosophy, Asian Club, Cat Pack, Rocketry, Hubbard's Cupboard (Principal Board)

Answer: *I am excited to serve on the 2023-24 District 214 TDP because it is my last year to represent Wheeling High School. I really enjoy having the honor of working with other high achieving students and having a voice in my district.*



Wheeling High School

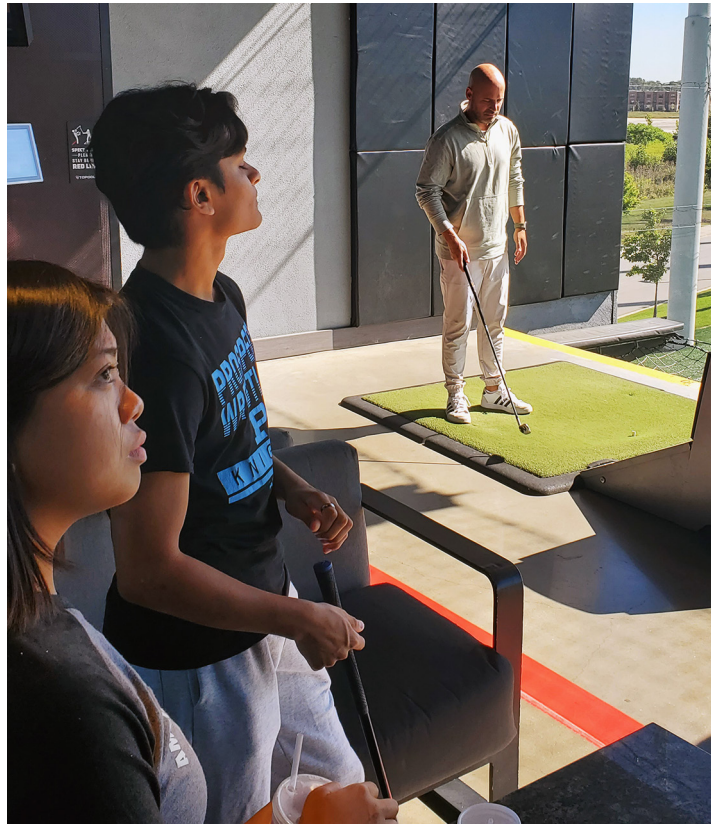
AYANA SOLAKA, WHS '25

Co-curricular Activities: Student Council (Co-President), National Honor Society, Speech Team, Musical Theater, MOZAIK/Gospel Choir, Math Team, Cat Pack (Leader), Assyrian Youth Member of ACOE

Answer: *I am excited about being able to serve as a voice for Wheeling High School; seeing changes being made by students for students is something I am looking forward to. I am especially excited to get to know the TDP leaders from other schools in our district and to gather and share ideas between each other!*

TDP Student Leadership Retreat

To get to know one another, our TDP Student Leadership Committee took a break from their many academic and extracurricular activities and spent a day together. In the morning, they enjoyed an outing to TopGolf; those that wanted a few tips to improve got them from the better golfers in the group, including BGHS Golf Team member, Emily Hanson. In the afternoon, the group met at Forest View Educational Center to learn more about their roles and responsibilities as TDP Student Leadership Committee members and to brainstorm ideas for the upcoming year.





TDP Student Leadership Committee Meets with Dr. Rowe

The TDP Student Leadership Committee recently had the unique opportunity to engage District 214 Superintendent Scott Rowe in a meaningful exchange of ideas. Students first formulated questions that touched on areas of interest and/or concern to them. After answering these questions in writing, Dr. Rowe joined a Zoom meeting in which students provided additional input and participated in a meaningful dialogue about their experiences, observations, and suggestions for making D214 even better.

Here are some excerpts from this exchange of ideas.

TDP: *What has been your biggest challenge running seven schools that all compete but also work with each other in one district?*

SR: I think you've hit the nail on the head with this question. I was Superintendent in Huntley 158 prior to this role and that is a Pre-K - 12th grade district, which means we had one high school that all elementary and middle schools fed into. In District 214, each school has its own identity and community it serves. The schools are wonderfully diverse and have very different needs. I am seeking to find the balance of where we will move together as a district while still allowing them to preserve the independence they value, and move forward based on community need. That is not a negative challenge, I think it will become a strength of ours very soon.

TDP: *How will you promote equity throughout all schools in terms of academics?*

SR: I am passionate about educational equity because I feel it is really about belonging, and I want every D214 student to feel connected and that they belong and matter to us. I believe that our path forward with equity and really any initiative is to set strong strategic goals that are public and then build systems in the schools to collectively work toward achieving them. Our DEI division has been working on something called, "The Guideposts for Equity." My goal is to take this detailed vision for how we will grow as a district in support of opportunity and a strong sense of belonging in the district to set annual goals to move us forward.

TDP: *What core value is lacking within school systems? How do you plan on instilling that value?*

SR: This is not a District 214 issue, but a national issue that we control too much in schools in terms of the learning process. We need to build in flexibility to get students off of the perceived conveyor belt of learning that requires the teacher to drive it all. Flexibility contributes to positive mental health behaviors as well as student ownership of learning. I believe we can tear down the walls of time while supporting students to become owners and drivers of their learning and shift the value of the teacher from master of content to master of instructional engagement and a supportive partner to guide. Our state and national governments need to reduce the restrictions on schools and focus on how to support the public school system becoming more flexible and allow us to innovate. With flexibility comes true innovation and change.

TDP: *How can the community and the district more effectively engage with each other?*

SR: This falls into that category of listening and learning and it is an area of particular interest to me to ensure we have deep engagement in support of our schools and student learning. I anticipate we will take some major steps forward during the 2024-2025 school year when we navigate through a strategic planning process. The development of a strategic plan will invite families into the conversation about the state of the district and how we can not only improve but gauge areas of focus our families and future families want for us. Through this process I will be able to develop stronger community relationships. Additionally, I intend to be active in the schools and community to build strong relationships and be a good listener focused on the why.

TDP Summer Recap

Many students participated in the varied TDP Summer Experience classes. Here is a recap of a few of the unique and fun classes that were offered.

Yoga for Relaxation

Caitlyn Walsh, RMHS

Throughout the week, students practiced a variety of active and restorative yoga styles as well as different forms of meditation. Students also learned about the history of yoga and journaled about the benefits of their own personal practice as it relates to their overall physical and mental well-being. Each student applied their knowledge and skills by creating a “mini” yoga sequence that they can use themselves and/or share with others. As a bonus, they learned about the seven chakras (energy centers along the spine) and created their very own chakra bracelets!



Becoming a Multimedia Storyteller

Jason Block, PHS

The students in “Becoming a Multimedia Storyteller” spent a week getting a taste of what it means to work in the professional media. They created a podcast, a photo story, a print news story, and a broadcast story — all in four days! They learned about interviewing, finding an angle for a story, writing a great lede, picking emotional quotes and soundbites, and so much more. They walked out with a foundation of knowledge and experience that would put them ahead of their peers if/when they want to explore the Multimedia Communication Pathway during their future in D214.

Learn about the Human Body and Medical Innovations

Steve Gordon, EGHS

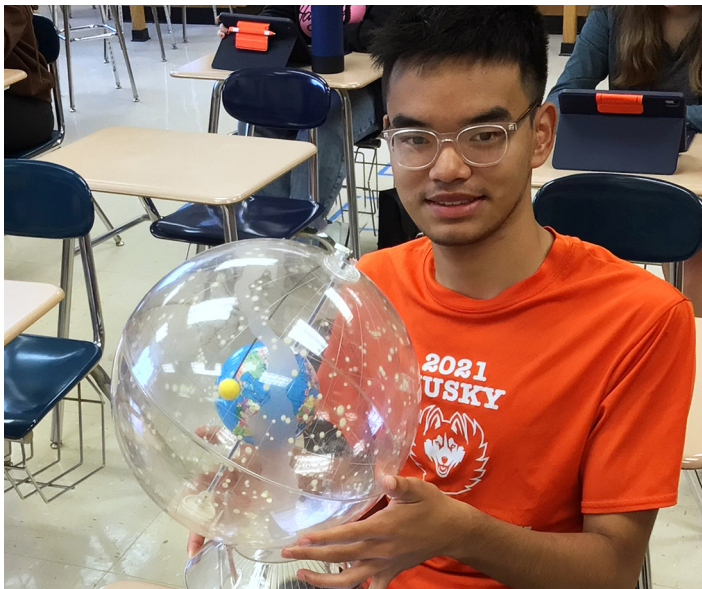
In this class, students learned that humans are an electrical being with sodium, potassium, and calcium ions flowing through us constantly, that humans are a being of light that emit a form of light we call heat (infrared light), and that humans have more bacterial cells in them than human cells. They also learned about revolutionary treatments for mental health, overdose, cancer, diabetes, and heart disease, and were given long-term access to a Schoology site with resources to study anatomy, physiology, and medical terminology. Lastly, students were advised on classes to take in high school to prepare them for college pre-health majors.



TDP Summer Recap (continued)

Space Science

Jeff Baker, JHHS



Students were surveyed and requested to learn about Constellations; Earth, Sun, and Moon System; Spectroscopy; Stellar Evolution; and Cosmology. Each day students were able to experience either a hands-on laboratory or modeling activity. The use of spectroscopes, spectral tubes, celestial spheres, a phases of the moon modeling kit, a sunspot detector, and star wheels enhanced student's interest and understanding of the topics covered. Students were also able to watch a live spacewalk from the International Space Station that helped install two new solar energy panels. Students also discovered the new evidence from the James Webb Telescope that is helping to rewrite our understanding of the formation of the universe.

My Fantasy College

Christopher Chiakulas, JHHS

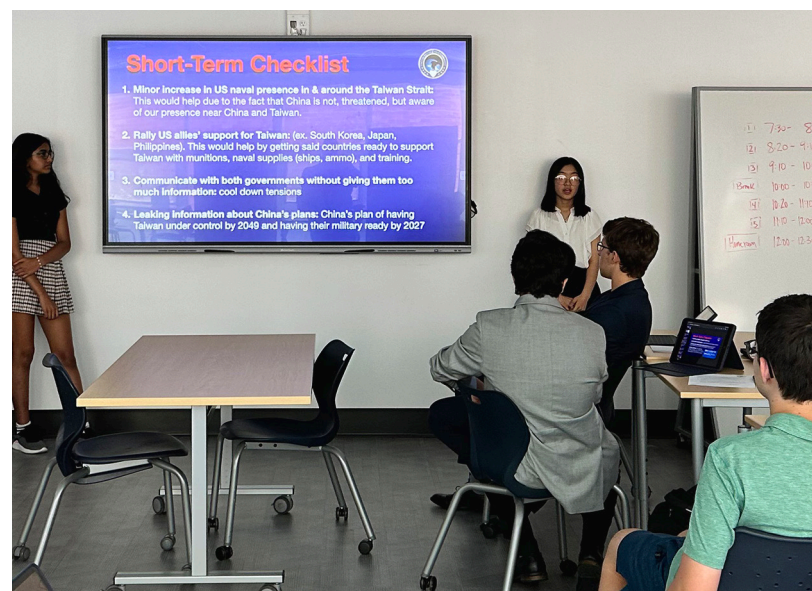
Students learned about the basics of what makes up the roughly 4,000 colleges in the United States through a variety of activities, including hearing from five guest speakers who all work directly in college admissions. Some topics included: college size and setting, admission requirements, application components, majors/minors, athletics and activities, and costs and financial aid. In addition to discussing these topics with their own real-life college journey in mind, students teamed up in pairs to create their own "Fantasy College." Groups create a Google site for their "Fantasy College" to come up with their own unique names, mascots, majors, activities,

scholarships, and more! After presenting their sites to the class, "New York Folds University" was voted on as the Fantasy College most students in the course would want to actually attend.

National Security Council

Sean Radcliff, RMHS

This past summer, students had the opportunity to simulate a role on the National Security Council during an international crisis. This year, students focused on Taiwan's plan to announce its independence from China. Students had to learn about and consider balancing the U.S./China/Taiwan relationship, understand economic implications in the IndoPacific region, and learn about recent military demonstrations in the area. One of the fascinating sub-topics was control of the South China Sea as many different countries dispute who controls different parts of the sea. Every day brought new stories that would alter our understanding of the situation; while we were exploring the case study, Vietnam announced that it would not allow showings of the movie *Barbie* because of a map in the background of one scene that looked too similar to the Chinese version of the South China Sea map. While some students entered the simulation with a wealth of knowledge on this geopolitical context, many students were able to build their knowledge up from scratch and still make meaningful contributions to the group effort.



2024 AP Exam Dates: May 6-17

Week 1

Test Date	Morning Session 8:00 AM (local time)	Afternoon Session 12:00 PM (local time)
Mon, May 6, 2024	<ul style="list-style-type: none"> • United States Government and Politics 	<ul style="list-style-type: none"> • Art History • Chemistry
Tue, May 7, 2024	<ul style="list-style-type: none"> • Human Geography • Microeconomics 	<ul style="list-style-type: none"> • Seminar • Statistics
Wed, May 8, 2024	<ul style="list-style-type: none"> • English Literature and Composition 	<ul style="list-style-type: none"> • Comparative Government and Politics • Computer Science A
Thurs, May 9, 2024	<ul style="list-style-type: none"> • Chinese Language and Culture • Environmental Science 	<ul style="list-style-type: none"> • Psychology
Fri, May 10, 2024	<ul style="list-style-type: none"> • European History • United States History 	<ul style="list-style-type: none"> • Macroeconomics • Spanish Literature and Culture

Art and Design

Friday, May 10, 2024 (8 p.m. ET), is the deadline for AP Art and Design students to submit their three portfolio components as final in the AP Digital Portfolio.

Week 2

Test Date	Morning Session 8:00 AM (local time)	Afternoon Session 12:00 PM (local time)	Afternoon Session 2:00 PM (local time)
Mon, May 13, 2024	<ul style="list-style-type: none"> • Calculus AB • Calculus BC 	<ul style="list-style-type: none"> • Italian Language and Culture • Precalculus 	
Tue, May 14, 2024	<ul style="list-style-type: none"> • English Language and Composition 	<ul style="list-style-type: none"> • African American Studies • Physics C: Mechanics 	<ul style="list-style-type: none"> • Physics C: Electricity and Magnetism
Wed, May 15, 2024	<ul style="list-style-type: none"> • French Language and Culture • World History: Modern 	<ul style="list-style-type: none"> • Computer Science Principles • Music Theory 	
Th, May 16, 2024	<ul style="list-style-type: none"> • Spanish Language and Culture 	<ul style="list-style-type: none"> • Biology • Japanese Language and Culture 	
Fri, May 17, 2024	<ul style="list-style-type: none"> • German Language and Culture • Physics 1: Algebra-Based 	<ul style="list-style-type: none"> • Latin • Physics 2: Algebra Based 	