

WestWord



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West blocks access to social networking websites

W Zoe Ljubic
Editor in Chief

As of April 21, Facebook™ is now filtered in the Niles West internet network. Students entering the site via any wireless device will also experience a filter. According to Principal Kaine Osburn, this initiative was enforced due to a number of concerns.

Over the last few months, “there have been numerous concerns, raised by teachers, that students were not using the computers in the computer lab, instructional resource center (IRC) and study halls for any academic purpose,” Osburn said. “Students were using [computers] for social networking,” he added.

Ofentimes, according to Osburn, those students who want to use the computers for academic purposes, particularly in the IRC, could not because they were filled up by students on Facebook™.

A second concern was a recent conversation in a student government meeting.

“The notion of students using social networking during the school day was discussed as a distraction,” he added.

Finally, a recent incident at Evanston Township High School added the final touch to the administration’s decision to filter Facebook™.

“[In early April], there was a site run by former and current Evanston students that was outing students personal behavior with name calling and intimidating,” Osburn said.

According to www.chicagobreakingnews.com, the posts “inspired a letter of condemnation from the Evanston superintendent and a police crackdown.” The article also said that Evanston’s superintendent posted a letter on the school’s district website, warning students that they “could be disciplined or prosecuted if they post malicious comments on the site.”

Despite the efforts to eliminate the Facebook™ page, school personnel noticed students continued the “embarrassment, humiliation and harm to many people.” The following week, Evanston school officials had filed a police report, according to www.chicagobreakingnews.com. In response, police contacted

several Evanston students “who appeared to post comments attacking other students.”

These students denied posting the comments and “suggested someone had used their photos without their knowledge.” Facebook™’ couldn’t provide information about deleted posts, but did cite the company’s anti-bullying policy.

“We are concerned about any abusive behavior and ... encourage those who notice bullying to immediately report it to us,” a Facebook™ spokesperson said.

As for West, Osburn said the “deans have been told, but not confirmed, that there is a similar site run out of Skokie.”

Providing open access to social networking sites such as Facebook™ during the school day could potentially accelerate conflict, Osburn added.

Faculty and students share similar opinions.

According to physics teacher Joseph Serpico, if there is any type of bullying via Facebook™, “the district could be liable and it will cost our taxpayers money.”

Serpico expressed sympathy for those students who use Facebook™ safely.

“It is unfortunate that the uses of a few people are ruining things for the general population,” Serpico added. “[However], the district needs to protect its taxpayers.”

Social studies teacher Dana Kanwischer concurs. “[Facebooks™] are personal things that should be done outside of school,” she said. “[By filtering Facebook], the district will eliminate the liability for the school in case anything negative, such as cyber bullying, happens.”

Science teacher Thomas Jodelka sees the benefit to Facebook™ use in general but believes the site should be viewed at home.

Junior Dabin Chen disagrees.

“A lot of school clubs, including Dance Marathon, organize [benefits/events via Facebook™],” Chen said.

Because of this, junior Fiona Mohan thinks “students should be able to check their Facebooks™ during homeroom, study hall

or lunch.”

Senior Mariam Ethezaz agrees. She believes students should be able to check their Facebooks™ when they have down time.

Ethezaz doesn’t see the harm in Facebook™.

“I never see bullying going on at all on Facebook™,” Ethezaz



said. “For me, Facebook™ is a connection to make more friends. If I don’t have Facebook™, I feel friendless,” she added.

Sophomore Julia Zasso echoed Ethezaz’s comments.

“Facebook™ is a social networking site, so if we do not use [Facebook™] during class, I do not see why it is a distractor,” Zasso said.

Some students, including junior Roy Cases and senior Summer Samano, believe the site distracts students from learning. Samano believes the steps the district has taken are for the better, because “it is for our safety.”

According to sophomore Pawel Dabek, it is “not our fault that some people posted bad things on the Internet.”

“They spoke for themselves, not the whole school,” Dabek said.

Jodelka wants students to realize the consequences of what you post. One of Jodelka’s friends was “let go from work because of what she posted on her [Facebook™] page.”

“People need to realize that they are not anonymous and it is really easy to type and say something about someone, but are [people] ready to take responsibility [for what they say?]” Jodelka said.

Athletic construction to create new gymnastics and training facilities

W Rexly Penaflorida II
Editor in Chief

In what seems to be an annual occurrence, heavy machinery will once again occupy space on campus as West undergoes yet another transformation, as athletic facilities are constructed or revamped.

According to athletic director David Rosengard, construction has already begun and will continue throughout the summer in order for the new facilities to be opened at the start of the next school year.

A new gymnastics facility will be located at the west wing of the school near the art classrooms, according to boys gymnastics head coach Steve Foerch.

“The gymnastics area will be state of the art and will be approximately 12,000 square feet,” Rosengard said.

The biggest addition to the gymnastics area will be the pit fall area. According to Foerch this area is designed for gymnasts to fall into safely in the event that they lose their grip. The pit is full of foam so there is no risk of injury.

However, the pit is not only for gymnasts.

“Cheerleading, poms and track and field athletes, specifically long jumpers, can use the pit as a safety net to fall into so that they will not be injured,” Foerch said.

Another addition is the new training facility. According to Rosengard, the area will be 4,000 square feet. Athletic trainer

Laura Gorski expressed her excitement for the upcoming facility.

“We are pretty excited to have the new training room because it would mean more space and more tables because it can get really crazy in here,” she said.

According to Gorski, the new facility will be three times larger than the current training facility. A large portion of the area will be used for equipment storage, but the rest of the area will still be big enough to accommodate more athletes. As for the equipment storage closet in close proximity, Gorski does not mind it since all the equipment can be accessed instantly and will not involve traveling to other areas of the school for supplies.

The gymnastics and training facility are not the only additions to the school. Other renovations include:

- new floor for basketball in the fieldhouse;
- new floor in the strength and conditioning room;
- new track in the fieldhouse, converted to have the same material as the track on Basrak Field;
- repainting of the wrestling and Contest Gym, with a new logo on the main basketball court in the Contest Gym;
- conversion of the former boys gymnastics practice area to batting cages and additional space for physical education classes;
- conversion of the former girls gymnastics practice area to a “spinning” room with 60 stationary bicycles that can be used by staff and students;
- renovation of the balcony in the Contest Gym into a two-three-lane running track for physical education classes.

Rosengard expressed his eager anticipation of the additional facilities and equipment.

“It is very exciting and it will transform the way athletes train,” he said.

Foerch agreed with Rosengard and also expressed his thanks.

“We are very grateful to the administration at West, at district and also to the school board for allowing us to upgrade,” he said. “We are the last team in the state that has to move its equipment around for gymnastics competitions, and ever since the fieldhouse was built, I have always wanted a facility for gymnasts. [My wish] has finally come true.”



The construction is scheduled to finish in time for the fall athletic season. Photo by Rexly Penaflorida II

WESTWIRE



Engineering classes offer enriching project

Uzma Ahmad
News/Wire Editor

Starting last week, West's introduction to engineering classes began their final assignment—a design project in which students must collaborate with other engineering students from another high school. Facilitated through University of Illinois' Project Lead The Way (PLTW), this project is proving to be a positive step for the engineering students here at West.

Although the school has run the project once before, this is the first time West's students have worked with a high school outside of our district. This year, West's students are partnered with students from Barrington High School.

Students have the choice of designing either a desktop organizer or a locker organizer. Each organizer has certain constraints, such as dimensions, part types, etc. The goal is for students to communicate online with their designated partners to brainstorm sketches and designs, agree on a final design and then actually construct the product. Students are using Skype™—administered by teachers—to transfer data back and forth between schools.

This project proves to be very beneficial for students, as they learn how to work with people with whom they normally have no experience collaborating. Because students are interacting daily with their interschool partners—exchanging ideas and discussing designs—the project helps build and develop important communication skills.

More importantly, the project simulates a real world situation in which two design firms—despite their distance and differences—come together to solve a common problem or innovate a new device. In the real world, engineering (as well as countless other professions) requires much collaboration between different departments and even other companies. No project or device is created singlehandedly, and thus students will really benefit from developing collaboration and communication skills early on in their life.

Somewhat similar to this project, West's chemistry classes—under advisory of Michael Heinz—also worked in collaboration with students from Proviso East High School earlier on this year. The program served as an enlightening experience for students from both schools.

Collaborative projects often prove to be a great way for students to excel academically and in terms of communication skills. Students learn the values of teamwork and they gain insight on professional work scenarios.

The engineering and chemistry classes' collaborative projects have proven to be a vital enterprise for our students and should be continued in the future. In fact, other departments and classes would also benefit from participating in such projects as well.

A Day in the Life... **Perez motivates athletes to reach their highest potential**

Naomi Prale
Sports Editor

Athletic trainer Fernando Perez is not well known by students who are not athletes or whose physical education courses don't include weight training. However, those who do frequent the weight room have benefited from his expertise and tireless energy.

Perez typically begins his day at 7 a.m. and often stays well beyond the end of the school day. He is a mentor to the athletes and a friend to all with whom he comes into contact.

West Word's day with Perez began exactly at 8 a.m. when Perez arrived shortly before first period. It was a Monday morning, and Perez immediately took out a picture of a family reunion that had taken place over the weekend and taped it to the wall.

"The family doesn't get together that often," Perez said as

designing workouts] for each gender."

Another project in which Perez is heavily involved is the furnishing of new athletic facilities set to open next fall.

"I have to order all of the new equipment that we are ordering next year, as we are expanding the weight room," Perez said. "I also have to work on the removal of all of this equipment once we make changes. Because some things are under warranty, we want to prevent any accidents."

As he finished drafting a memo regarding the athletic facility budget at noon, Perez walked down to the study hall located in the Oakton Lobby to talk to math teacher and basketball coach Bob Williams. Walking through the halls, Perez said hello to almost everyone he met in the halls, from security guards to students.

He brought his memo to be proofread by Williams.

"I am not that good with words," Perez said, "so I get writing checked over by teachers."

Williams worked with Perez on his letter, after which Perez broke for lunch. This reporter's visit resumed at the beginning



Perez shares close bonds with many of West's athletes. Photo by Naomi Prale

he sat down in his chair, ready to check his email and work on developing different workout programs.

An 8:30 a.m. meeting interrupted his day but provided him the opportunity to consult with with Niles North strength and conditioning coordinator Mark Feldner and West gym teacher Matt Hampton.

As he worked on the various workout programs for the different sports, Perez described the process of creating off-season work out programs.

"I have to make all of the drills, tests and descriptions of the programs. I also include where the work is done and each set and repetition per activity," he said.

A six-year veteran of the U.S. Marine Corps who served in both Afghanistan and Iraq, Perez brings elements of his military training to his current position.

He cites "having a strong sense of structure, combined with repetition" as the key to successful training, a lesson he learned during his stint in the Corps.

Perez also must create different workout programs for male and female athletics.

"[The training] may look the same, but once you pay close attention to it, you see that there are a lot of differences [in

of eighth period as Perez prepared to plan workouts for the school's sports teams, an activity from which he expected to be interrupted.

"I probably won't be able to work much now," Perez admitted. "Usually, students come in and I work with them."

Sure enough, senior soccer player Danya Snowsky came in during the middle of eighth period to stretch out before a game that afternoon. Snowsky admitted that the stretching "is always tough, but in the end [the work] helps."

Senior soccer player Allie Guiang came ninth period for a directed workout from Perez, while senior softball player Julie Schwenk came in as well just to talk.

Schwenk's visit and the letters and thank you notes posted on the walls of Perez's office clearly illustrate his impact as a mentor.

As this reporter departed at 3:23 p.m., Perez's day was far from over. He would direct workouts after school and eventually spend time planning off-season workouts.

"I usually leave around 5 or 6 p.m.," he said.

As athletes and physical education students can attest, Perez's hard work and long hours pay off in stronger bodies and successful teams.

Students to be recognized for achievements at Accolades

Zoe Ljubic
Editor in Chief

This year's annual Accolades ceremony will be held Monday, May 17, at 7:30 p.m. in the Robert L. Johnson Auditorium.

Each year, students, faculty and staff gather to honor students' academic achievements and to celebrate scholarship recipients.

One student from each department is bestowed the department awards, except for fine arts, applied science and technology (AS&T) and physical welfare, which present multiple awards. Each department uses different criteria to pick the students who receive the awards.

According to a 2009 West Word article by former staff writer Nikki George, these criteria include:

The English department chooses a student who is currently enrolled in an Advanced Placement literature class.

"The English Department Award goes to a senior student who has demonstrated excellence in the most rigorous courses in English. The teachers, as a group, take into consideration the

following: scope of English classes, grades, AP scores, English extracurricular activities, overall GPA, and impressions that the candidate has made on his/her teachers, as well as other teachers in the department," English director Sanlida Cheng said.

The mathematics department decides which senior "has consistently demonstrated interest, ability and leadership both in the classroom and in after-school activities," former mathematics director Lisa Stone said.

The science department "generally looks at what AP classes the senior has taken or is taking, [his or her] grades for the year and if [(s)he has] taken any extra science activities or classes," science teacher Martha Lietz said.

As for the foreign language department, according to foreign language teacher Steven Beaver, the foreign language department "teachers get together and look at which student has taken more than one foreign language and has shown an interest in foreign language," he said.

The social studies department is similar to both the foreign language and science departments in its criteria. It looks for the senior that has "excelled in our highest level classes," social studies director Scott Dahlberg said.

"We are looking for academic excellence, a love of social studies, a student who has taken more than just the required

number of courses, a student who has taken at least three AP classes and classroom leadership," he added.

In addition to the scholarships and individual department award winners, Principal Kaine Osburn also presents an award to 35 students in honor of their leadership at their time at West.

To what executive secretary Patricia Moir calls the "cream of the crop of the senior class," the Principal's Medallion is given to those students who "demonstrate exemplary leadership in three distinctly different activities."

"We looked for well-rounded students who have shown leadership in different areas around the school," she said. "We also look at good attendance and no disciplinary referrals."

According to student activities executive secretary Peggy Berg, many academic teams and clubs are invited to attend. The Literacy Center's Outstanding Tutor award is also presented at Accolades.

"The Outstanding Tutor award goes a student that is recognized by the staff as an outstanding leader and tutor, and someone who has essentially never said, 'No,'" Literacy Center coordinator Andrew Jeter said.

The diversity of programs in fine arts and AS&T accounts for the multiple department awards, while physical welfare awards separate recognition to each gender.

WestWord

Local authors present notable works at West

W Rexly Penaflorida II
Editor in Chief

As part of the IRC's annual celebration of National Library Week, two local authors visited the library on Thursday, April 16, to talk about their new books. The two authors come from different points on the experience spectrum, one at the beginning of his career and the other with a few books under his belt already.

The former, J. Adams Oaks, recently published his first book, *Why I Fight*, which is a story about a boy named Wyatt and his experiences as a boxer. With the help of his uncle, Wyatt evolves from an unknown amateur to one of the sport's most feared pugilists. Along the way, he experiences epiphanies about himself and the world around him that change his perspective on his own life.

Asked about how he created the character of Wyatt for the novel, Oaks said that it came from his experiences at YMCA camps, where he met a camper who was a fighter and whose uncle rewarded him with trips to the camp. As the boy was not outgoing with the other kids and spent most of his his time with the adults, Oaks got to know him well.

In order to make the book as realistic as possible, Oaks spent days in boxing clubs, watching his friends compete. Apparently, the research paid dividends.

"I did a reading a couple of months ago for some Golden Glove boxers, and I thought that they were going to call me out on the fiction, but they said, 'You have never been in a fight?' I thought that that was awesome; I tricked them," he said.

Oaks supports his writing activities by working in a Lincoln Square restaurant, writing during the day, then tending bar at the French bistro 4 p.m.-close.

While it might seem tough to juggle both jobs, Oaks said that it is entirely the opposite.

"[Bartending] ended up to be the best way for me to write, I work at the bar so I [can] write, and I feel that is the job that allows me to do my career."

West alumnus Arnie Bernstein has published four books, the most recent of which is *The Bath Massacre*, which takes a look at the worst school killing in American history. In 1927, a deranged man wired 600 pounds of explosives at a school. Although only 100 pounds exploded, they resulted in the deaths of 38 children and 6 adults including the bomber and his wife. For Bernstein, the challenge was to make a piece of history come alive. He said that he looked at other stories before coming upon the massacre and none of them interested him. "I stumbled upon this and it was a 'Eureka!' moment because it was so compelling; it spoke to me, and I had to write this."

According to Bernstein, the process took four years to complete due to the significant amount of research and multiple drafts. Some of the challenges he had to overcome included further research, writing from a narrative point of view and the fact that since the incident occurred in 1927, some parts of the story had to be recreated. However, he said that his biggest challenge was writing the beginning and end of the book.

"For a while, I didn't know how to pull in the reader, and then I figured it out. As for the ending, I wanted a dramatic ending, and I couldn't find one for a while, but then I heard about a woman who leaves flowers on her little brother's grave every year on the anniversary. As soon I heard [that], I knew that was my ending."

A 1979 graduate, Bernstein credits West as an inspiration in his ongoing writing career and sees his visit as "all about sharing and giving back to the community." He expressed joy that students from his alma mater are reading his book and recounted memories of his high school days, including the teacher who

gave him the confidence to write.

"My creative writing teacher, Faith Shapiro, was the one teacher who believed in me," he said. "She saw things in me that other teacher did not see, and without her, none of my books would have been possible."

With four books in his catalog, Bernstein offered advice to both Oaks and students writers.

"Do not give up; ignore the people that say that you cannot do it," he said. "There will always be people [who] say that you cannot do it, and you have to ignore [them] and do something that you love."



J. Adams Oaks reads a selection from his first novel. Photo by Rexly Penaflorida II

Improv show to benefit thespian trip to Scotland

W Morgan Quilici
Copy Editor

The theatre department will perform its annual Improv Show Friday, May 21, at 4 and 7:30 p.m. All proceeds will go to the thespians' trip to the Edinburgh Fringe festival in Scotland in August.

Seniors Fiona Stephens and David Fisch are spearheading the event; however, Fisch explained that the show will be a group effort.

"[The show] is really an ensemble effort with everyone

involved," Fisch said."

Stephens agreed.

"I love that [the show] is entirely student run. It is a good feeling of accomplishment," Stephens said.

The show will include a variety of improv games as well as a few planned skits.

"[The actors] go in hoping that the audience gives [them] something because that all you really have to go off of. It is really cool to see what comes out of it," Stephens said.

Fisch echoed her sentiments.

"There is no pressure to memorize lines, songs or dances. It is really free-form, which is one of the best things about improv,"

Fisch said. "You can take it in any direction that you want," he added.

Auditions for the show will be held on Wednesday, May 5, in the Black Box Theater.

Fisch encourages "everyone to audition," adding that students do not need to be previously adept of improvisation.

Stephens concurred.

"You can really see people come alive during the show," Stephens said.

Those interested in more information about the Improv Show, as well as other Theatre Department events, can access the theatre callboard near rooms 1750 and 1755.



1. What MLB team has won the most World Series Championships?

- A. I don't know
- B. New York Yankees
- C. New York Yankees
- D. I don't know
- E. New York Yankees

2. What do April showers bring?

- A. May flowers
- B. May flowers
- C. May flowers
- D. May flowers
- E. May flowers

3. For what is "prom" an abbreviation?

- A. I don't know
- B. Promotion
- C. I don't know
- D. I don't know
- E. Promenade

4. What is the birthstone of April?

- A. I don't know
- B. Lakers
- C. Diamond
- D. Dragons
- E. Diamond

5. Who played a major role in passing health care reforms?

- A. Nancy Pelosi
- B. I don't know
- C. Harrison Ford
- D. I don't know
- E. Nancy Pelosi

6. Where is the volcano that recently disrupted air travel in Europe located?

- A. Iceland
- B. Iceland
- C. Iceland
- D. I don't know
- E. Iceland



A. Freshman - Shawn Mustafa



B. Sophomore - Richard Eom



C. Junior - Samuel Stein



D. Senior - Suniel Kallumkal



E. Faculty - Howard Swider

WESTWIRE

Solo recital to feature students' musical abilities

W Sadia Ansari
Staff Writer

The annual orchestra solo recital will be held Monday, May 24, at 6 p.m. in the music wing. Symphony and philharmonic orchestra students will participate in the judged event.

Over 100 students will perform for the judges, four students at a time, on the Robert L. Johnson Auditorium stage and in the orchestra room, the band room and the choir room, respectively.

Two of the judges, Jennifer Lee and Lauren Kim, are alumni of Niles West, who currently teach orchestra in the Palatine school district.

"[It] is exciting to see our alumni come back, working with our students," orchestra director Steven Katz said.

According to Katz, the solo recital is open to all musicians.

The event is not a competition. Rather, it is an opportunity for students to experience solo performance and critique. On the day of the recital, each student will perform a solo for a judge, who will then score the performance and provide feedback on how to improve. This solo, however, does count for a part of each orchestra student's grade.

By participating, students learn how to become better individual musicians as well as more confident performers, Katz said.

"It is really important that students learn to play by themselves, not just in a big orchestra [but as a] individual musicians, [for a] stronger musical experience," he added.

Katz expressed the belief that students should have the opportunity to play and experience all types of music, not just one type.

"I think that it is important that students from our orchestra program [should] play with wooden, brass, string and percussion,

which is orchestra music, and ensemble music like quartets and solo music, so they have experience of doing all kinds of music," Katz said.

Most of the students who will perform solo are playing classical pieces, Katz said, but others will perform songs of different styles. The students may choose their own pieces with the help and advice of Katz and an accompanying pianist.

Katz said that participant often have mixed emotions about the recital.

"I think that some students are looking forward to it and some are nervous because it may be their first time playing by themselves," he continued.

Katz asserted that the recital should be a good experience for students.

"When they have [performed in front of an audience] and they have accomplished it and [have done] a good job at it, it feels good," he said.

Teachers collaborate to reassess teaching methods

W Morgan Quilici
Copy Editor

One of the byproducts of District 219 "restructuring" efforts mandated by the No Child Left Behind Act is a re-examination of curriculum and instruction methodology. To that end, a group of district administrators and teachers began meeting two years ago to explore new research in teaching and assessing.

Armed with their study and research, mathematics director James Krzeminski, English teacher David Klingenberg, science teacher Cameron Slife and Niles North English director (and former West Principal) Roger Stein have been commissioned by the district to spread the gospel of Assessment for Learning (AFL).

In what the four hope will be an ongoing series, the AFL team recently completed teaching its first course with a group of 30 teachers from both West and North. From January-April, district educators met every Wednesday, 4-7 p.m. at the Point (North's Literacy Center) to encourage teachers to rethink their previously held ideas about assessing students.

Slife describes Assessment for Learning as, "an approach to teaching and learning where both teachers and students work together collaboratively."

The ultimate goal is "to help students reach a learning target," he added.

According to the AFL team, the first step in absorbing the notion of Assessment for Learning is to distinguish the concept from assessment of learning. To do so, the AFL class spent considerable time making distinctions between "summative" and "formative" assessments.

The difference is articulated in one of the course text, James Popham's Transformative Assessment. He defines formative assessment as a "planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning-

tactics." In layman's terms, formative assessments (for learning) are those tasks that increase a student's knowledge and measure his/her understanding of a concept. Course instructors compared these ungraded/unweighted assessments to sports practices or music rehearsals, exercises that prepare athletes or musicians for performances but which are not individually assessed. Homework, group discussion, in-class essays and other tasks designed to prepare students for a unit test or final examination fall into this category.

Summative assessments (of learning) are the graded, culminating evaluations of what students have acquired through performing formative tasks.

All assessments are designed to reinforce "learning targets," through clearly defined subtargets and "learning progressions," that Popham defines as "a sequenced set of building blocks students must master en route to mastering a more remote, target curricular aim."

Slife further clarified a learning target as, "[information] that teachers believe is important for students to learn in their classrooms."

Krzeminski explained the importance of Assessment for Learning.

"Assessment for Learning helps teachers and students focus their

efforts on what is most important in their day to day and long term lessons," Krzeminski said. "The entire process really allows teachers and students to have meaningful conversations or exchanges about the learning," Krzeminski added.

Slife described the process in which teachers and students work together.

"They work together through using assessments," Slife said.

"The assessments become the evidence that the teacher and student use in order to reach the ultimate goal of learning," Slife added.

Klingenberg agrees with the idea that teachers and students need to work together, adding that one of the aspects that Assessment for Learning focuses on is the teacher as a "coach helping students learn" rather than "being a judge and grading students," Klingenberg said.

Krzeminski subscribes to that philosophy as well. "The focus becomes all the great stuff that is being learned and less about the grades that students are earning," Krzeminski said.

Another important facet of the course is on "fixing" assessments, employing Ken O'Connor's A Repair Kit for

Please see **Assessment**, page 8



Krzeminski



Slife



Stein



Klingenberg

Variety show to display student talent

W Sofiya Pershteyn
Staff Writer

The annual Variety Show will be held Friday, May 14, at 7:30 p.m. in the Robert L. Johnson auditorium.

According to student activities director Jessica Ogulnik, the auditions held in April drew a wide variety of performers from singers and dancers to band acts and yo-yo performances. Due to the number of auditions, Ogulnik predicts a successful show with an even higher quality than in past years.

"I think it will be more packed and of higher caliber [than past years] simply because we had so many acts try out," she said. "The quality of the show will be higher."

Co-organizer George Bravos agrees.

"Students should expect a fantastic show of singing, dancing, comedy skits, classical music, rock songs and a whole lot of fun," Bravos said. "My hope is that the show will sell out."

While Ogulnik shares Bravos' sentiments, she said that her biggest goal for the show is to give student performers an output to demonstrate their unique talents to the school community.

"My goals for the show are to showcase our really talented students and maybe to get more kids to see the show because I think a lot of people don't realize whom they sit next to in class," she said.

Tickets are \$5 at the auditorium box office. All proceeds will benefit Dance Marathon.

Past performances have included extracurricular groups such as the Hip Hop Club, Color Guard, Echo Effect, Guys and Dolls and a faculty faux rock band, The Twisted Helix.

Pasta and Pops to raise funds for fine arts department

W Adriana Zalloni
World Editor

The 30th Annual Pasta and Pops Dinner Concert will take place Saturday, May 15, in the Contest Gym.

Hosted by the Niles West Music Parents Association as a fund raiser for choir, band and orchestra to help fund projects and scholarships not covered by the art department's budget, Pasta and Pops will include a silent auction that will begin at 5:30 p.m. followed by a dinner buffet at 6 p.m. and musical performances at 6:15 p.m.

According to the Music Parents' Association president Susan Phillips, various activities to honor the 30th anniversary will take

place at this year's event, including an acknowledgment of all alumni in attendance.

Band director William Koch reports that the band will perform the Star Wars marches, by John Williams; a Jersey Boys medley, featuring song by Frankie Valli and the Four Seasons; "Under the Sea"—the theme from the film by the same name, composed by Maribeth Solomon, Mickey Erbe and Osvaldo Farres—and a tribute to jazz trumpeter Harry James.

The choir will sing "Bohemian Rhapsody," by Queen; "Fireflies," by Owl City; "Somebody to Love," from the television program Glee and a medley of "I Want You Back" and "ABC" by the Jackson 5. Choir director Amy Brahnal called Pasta and Pops "an amazing music tradition here at West and something that our students always look forward to."

According to orchestra director Steven Katz, his group will

perform music from the films Slumdog Millionaire and Mary Poppins, selections from The Lord of the Dance and a medley of songs from James Bond films. Katz added that the performance will feature "the string orchestras strolling throughout the gym, serenading the audience at their seats."

Gloria Camilli, a 1983 West alumna, provided a history of the annual program. She writes that the first Pasta and Pops dinner was held in the spring of 1981 to raise money to provide "marching Band uniforms, sheet music and private music lessons for needy students," adding that the idea was adapted from the famed Boston Pops, with dinner, music and sing-alongs. At the first event, the dinner included food from Monastero's Ristaurante on Devon St.

Tickets for this year's event are available by reservation for 15\$. For ticket information, call (847) 677-7301 by May 1.

WestWord

DM expands lives through charity fundraiser

W Sadia Ansari
Staff Writer

The annual Dance Marathon (DM) will be held Saturday, May 8, 5 p.m.-midnight in the Contest Gym.

Participants will have the opportunity to dance, eat, play video games and basketball, all in support of Expanding Lives, this year's charity, which benefits Nigerian women.

Co-sponsors Dena Lichterman and Jessica Ogulnik will welcome hundreds of students from both West and Niles North, who have raised at least \$100 to participate. Other students may attend and may pay by the hour. A system of multicolored wrist bands will identify who has paid for what period of time.

The culmination of the evening is the announcement at

midnight of the grand total raised. According to Ogulnik, at midnight, "everybody jumps and screams and it is really exciting."

Last year's DM raised over \$70,000 for Camp One Step at a Time.

DM is the only student-run club in Niles West according to Ogulnik. DM executive council members plan the dance and many other fundraising events throughout the school year—including sponsoring the recently completed T-Bay auction of faculty donations, selling candy and soliciting donations—and choose a charity from a list of student and faculty suggestions.

According to an article in the May 2009 issue of *West Word*, written by then-World, current Viewpoints editor Suhail Ansari, this year's charity, Expanding Lives, invites several young women from Niger to an all-expenses-paid summer in the U.S. for various leadership and academic courses.

As an official organization founded by English language learners teacher Leslie Natzke in February 2008, Expanding Lives welcomed three young women from Niger to the U.S. in July 2008. They stayed with three host families, including with math teacher Amy Kaye, English teacher Michele Hettinger, a friend of Hettinger's and a friend of U.S. history teacher Janet Kelsey.

While here, the girls undertook several different courses, many of them developed by West teachers.



DM displays charity news. Photo by Kathryn Booker

invites several young women from Niger to an all-expenses-paid summer in the U.S. for various leadership and academic courses.



Participants line up to enter DM 08-09. Photo by Kathryn Booker



DM members present amount raised at DM 08-09. Photo by Kathryn Booker

Kelsey piloted a course on democracy and how to help develop it; English language learner students helped the young women learn computer skills one-on-one. The Nigeriens also appeared on special education assistant Doug Williams' online radio show, where they talked of their experiences.

Ogulnik, whose affection for DM induced her to continue her sponsorship this year, despite taking on her new role as student activities director, said of the program: "I think students learn a few important things: they learn how to work together; I think they learn that there are students beyond themselves; and I think they gain an appreciation of what they have, regardless of what charity we choose."

Through their contact with Nigerian women, "this year [students] are learning that they are really fortunate because they have computers, they have cell phones and they have running water and air conditioning and all these things that these women from Niger have never seen before," Ogulnik said.

Poetry meets art at Ink Meets Paint showcase

W Sadia Ansari
Staff Writer

Ink Meets Paint, a combination exhibition of the written work of Images magazine contributors and the renderings of AP Studio Art, Advance Studio Art and Photography 2 classes will be held Thursday, May 13, at 6:30 p.m. in the art gallery above the Robert L. Johnson Auditorium.

"I think [Ink Meets Paint] is a great way to collaborate between the departments. It gets the language arts involved with the visual arts," fine arts teacher Barbara Wismer said. "I think often that there is disconnect between those two, but they really are similar. It is all about self expression—expressing yourself, just in a different way, using a different medium. I like the idea of bringing that together."

Images contributors submit a poem or a short story to the AP Studio Art, Advance Studio Art and Photography 2 students, who

draw, paint, or photograph an image to accompany the written composition.

It takes two weeks to create the artwork. After that, Wismer and fellow fine arts teacher John Zilewicz mat the artwork, placing the literature and visual image side by side and then framing it.

Participation in the project is mandatory in Zilewicz's classes; for the students in Wismer's classes, it is optional.

"I also think it is a challenge for our art students; they have to take the ideas of another student and represent that, which isn't always easy to do," Wismer said. "It does represent a very good challenge for students, so they can think a little bit more critically and deeply about how they are going to put their visual images together and express someone else's ideas and their ideas together."

In addition to the exhibit, the evening will include a launch party for the Images, which will include many of the same works displayed during Inked Meets Paint. Students who wrote the poems and short stories will be able to go onstage to recite their pieces for the audience.

Zilewicz expressed excitement about the upcoming event.

"The show is great. There [was] always a great turnout [for the exhibition's predecessor, Artapalooza], but this year it is kind of unique to see the two different areas to combine as one. I think it is a great idea for the person who wrote stuff to see the illustration of it; their parents come out and sometimes are interested in purchasing the piece," Zilewicz said.

Images sponsor Lisa Denapoli agrees.

"[Ink Meets Paint] is a celebration of student creativity," Denapoli said. "The Images club [the group that contributes pieces and reads and selects student submissions] has been excited about the event since the beginning of the year. They look forward to seeing their writing published and to seeing their peers' artistic interpretations of their writing. It is a celebration of a year-long effort."

While admitting that Ink Meets Paint may be a one-time event (Artapalooza will return next year), Zilewicz recognizes its value for his students.

"It is kind of like a job scenario. Obviously, they are interested in art, and they get to see how it is like to be an illustrator. They got a submission and they illustrated it," Zilewicz said. "I do like the show, I think it is a great concept."

West awaits annual film festival

W Sofiya Pershteyn
Staff Writer

The fifth Annual Dennis Duffy Student Film Festival will be held on Friday, May 7, at p.m. in the Robert L. Johnson auditorium.

"The film fest was created to showcase student films, to promote the study of film and to have fun," said Literacy Center coordinator Andrew Jeter, one of the organizers of event.

The festival, named after former Niles West film teacher Dennis Duffy, provides an opportunity for aspiring filmmakers to preview their work in front of an audience.

According to Jeter, Duffy brought a sense of adventure along with his love of film to his students.

"Dennis Duffy was an English teacher here who originally started the film fest. He did outrageous things. One of the things it is told that he did is take all his kids to the auditorium in a class and show films on the big screen," Jeter said.

Duffy will join principal Kaine Osburn, English teacher Kristen Jackson, Social Studies instructor Dana Kanwischer and AV technician Lance Soltys in the judging of the student films.

Joining Jeter in organizing the even are English teachers David Klingenberg and Paul Wack.

Senior Jeremy Berman, who won second place in 2007 for a

humorous Yellow Bus music video he made with his brother, is looking forward to attending this year's event and seeing new, talented student film makers.

"I want to see if we can come up with some good stuff at Niles West now that we are missing Andreas Nicholas and Stephen Small, who were the best two [student] film makers," Berman said.

Awards, often comical, are conferred after an intermission. Memorable awards from last year included: "Gone With the Wind Award," for videos with inaudible dialect, "Film Most Likely to Actually Become a Film" and "Film Most Likely to Cause Mr. Jeter to Call Your Counselor."

Humorous awards from 2008 included: "Longest Toilet Joke in a Genre Film," "Best Fantasy Action Adventure Musical to Advocate Cheating on a Standardized Test," "Best Music Video Featuring an Actor Likely to be Mauled by Women," "Film Most Likely to Scar a Younger Brother" and "Am I Supposed to Watch This or Read This?"

Although the awards add a dash of comedy to the evening, Jeter was quick to mention that these student-made videos exhibit the artistic quality and creative power of the participating students.

"The films show the wide and deep creativity of Niles West students," he said.

The audience members will also have a chance to vote for their favorite film after all the initial viewing of all films. The winner will be presented with a special Viewers' Choice award.

WESTWIRE

Williams to replace current math director

w Hillary Lindwall
Managing Editor

At its monthly meeting on April 19, the Niles Township High School District 219 Board of Education approved several changes to administrative positions, including the appointment of current Niles West mathematics teacher Bob Williams to the position of director of mathematics at Niles West for the 2010-2011 school year.

"I am very excited," Williams said. "The faculty of the mathematics department is an incredible group of people, so I get the chance to work with them to help the students at Niles West."

Williams has taught for 30 years, having spent 18 years at Schaumburg High School and 11 at Palatine High School.

While some might find it odd that Williams would ascend to the post after only one year in the district, he holds both a Type 75 administrative certificate and National Board Certification. Williams is also a published textbook author.

Williams succeeds outgoing director James Krzeminski, who returns to the classroom after one year at the helm of the math departments at both West and North. Krzeminski cited a desire to return to the classroom as his rationale for the switch.

With Krzeminski's reassignment, the District 219 Board of Education decided to follow the English department's lead by hiring a mathematics director for each school.

In an article on the district website, both Superintendent Nanciann Gatta and Assistant Superintendent Anne Roloff for Curriculum and Instruction provided their rationale for the decision

"As part of our first two Board of Education goals, to advance and integrate science, technology, engineering and mathematics (STEM) and literacy into our curriculum (Goal #1) and to guarantee a rigorous curriculum and common final exam (Goal #2), our board has agreed to appoint a director of mathematics for each school," Gatta said.

According to Roloff, we are in the process of conducting a full analysis of course sequencing as it relates to student achievement in mathematics, courses and course sequencing,

and the placement of students. Special attention is being paid to entry level course selections and student access to higher level curriculum. Having a director at each school will help us gather and analyze data specific to each school and come up with a strategy for increasing student achievement at both schools while ensuring a rigorous curriculum and common final exam district-wide."

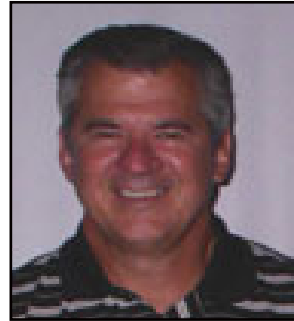
Evanston Township math teacher David Wartowski was appointed North mathematics director at the same board meeting.

Williams, who also is head boys basketball coach, expressed excitement about his new role.

"I feel like I have found a home, and I have only been here for a year," Williams said. "For someone who is as experienced as

I am, [a year] is a really short time, [but] I really enjoy the school atmosphere on all levels."

Williams said that he embraces the challenges of the job. "For me this is an exciting time to be a part of [the administration] and hopefully I can contribute in some way toward our success," Williams said.



Williams

New Frisbee™ club attracts ultimate competition

w Daniel Friedman
Staff Writer

Under the leadership of senior Ned McElfresh, the Ultimate Frisbee™ club has been resurrected and will compete against local ultimate clubs throughout the spring.

The team is part of the competitive division of the Ultimate Chicago Youth League (CUJO), a league specifically for high schools in Chicagoland. Currently, the team sports a record of 2-2, with wins against Lake Forest and Notre Dame, dropping contests to Lake Park and Wheaton Warrenville South.

The team consists of McElfresh, seniors Ben Rosen, Michael

Bahrmassel, Brian Janiak, Jose Castillo, David Schwartz, Eric Ronning, Andrew Alsterda, Zack Warso and junior Jessin Joseph.

The team is coached by Luke Joyner who is a freelance designer, part-time chef and graduate student. His ultimate expertise comes playing for a team in Europe.

McElfresh said that he feels that Joyner can help the team develop their skills and that with some conditioning the team can become the best team in the league.

"By the end of the year, we should be able to get first place in the end-of-season tournament," McElfresh said.

Ultimate clubs must play in independent leagues such as CUJO because as of right now, ultimate is not a sport sanctioned by the Illinois High School Association (IHSA). According to McElfresh, CUJO does not hire referees for games and score

reporting is regulated by the team captains. Yet, he believes that leagues such as CUJO are a "step in the right direction." McElfresh also expressed hope that ultimate will become an IHSA sanctioned sport within the next couple of years.

Schwartz agrees with McElfresh, but is curious to see how it plays out.

"CUJO is awesome and it is a great way to start out. I think that ultimate should become an IHSA sport and is fully capable of becoming one. At the same time, ultimate is a really unique sport, so I do not know if it would be the same," Schwartz said.

One of the potential complications is that ultimate is a game governed not by referees, but what is referred to as "the Spirit of the Game." Players are encouraged to call their own fouls and compete with the highest regard for sportsmanship. However, most IHSA sports require referees to officiate competitions and some players fear that referees might contradict the underlying values shared by ultimate players around the world.

Rosen prefers the legitimacy of IHSA-sanctioned events, but not if it means ruining the Spirit of the Game with referees.

"I would love to have the chance to hold up a state championship trophy, but I would never want to sacrifice the spirit of the game. I would never play IHSA ultimate with a referee because that is not how it should be," Rosen said.

Whether or not the games are regulated by CUJO or IHSA, most of the players are simply happy to be playing.

"I love playing ultimate so it is very nice to be able to go out and improve daily and then compete on Sundays," Warso said.

For Schwartz, the best part of playing for the team is being able to play with some of his best friends.

"Playing competitively with my friends is something I never really had the opportunity to do until now."

The team next plays this Sunday in the St. Paul Woods area of the Cook County Forest Preserve in Morton Grove at 4 and 5:30 p.m.

Prom to be 'time of students' lives'

w Dan Machalinski
Staff Writer

Registration ends today for this year's prom will be held Saturday, May 22, 7-11:55 p.m. Tickets may be reserved by going to <http://register.niles-hs.k12.il.us/danceregistration>. Tickets for the prom and all related events are \$80 single and \$160 per couple.

Included in the cost of the ticket are:

- optional bus transportation to and from the prom;
- express access to the event;
- entry in a raffle that could garner free limousine service for up to 10 people;

- admission into post-prom festivities.

The post-prom event this year will be held at ESPN Zone, across the street from the hotel at 43 E. Ohio St. and runs midnight-4 a.m. with an earlier bus at 1:30 a.m. for people who need to leave early.

Although post-prom activities participants may leave at any time, no one will be readmitted, and parents will be informed regarding early departure, according to Principal Kaine Osburn, who will supervise the evening's events with along with student activities director Jessica Ogulnik.

First-time prom organizer Ogulnik feels that "ESPN zone was a good choice because we could rent out the whole place [and because of] its grownup atmosphere and its proximity to prom."

Music will be provided by Boom Entertainment, the same group that provided entertainment for the Homecoming dance.

Model U.N. sponsor hopes to increase club membership

w Kathryn Booker
Staff Writer

Senior Max Vikhter garnered an honorable mention at the Northwestern University Model United Nations conference (NUMUN) on April 8-10.

Vikhter represented the minister of trade and industry of Serbia in the Balance of Power competition.

According to Model U.N. sponsor Matthew Wiemer, the three-day conference involved various high schools from the Midwest area. The event was a mock United Nations conference, and Niles West was assigned to three countries: Tunisia, China and Jamaica.

"There are also several students [including Vikhter] who are on select, smaller committees that are on different topics," Wiemer explained. "For instance, one student [portrayed former U.S. President] Lyndon B. Johnson on an American Security Council in the 1960s."

Wiemer added that last year, Niles West brought home three awards, including two from current Model U.N. members Suhail Ansari and Zoe Ljubic. Although this year there was only one

award winner, Wiemer believes the conference was a success.

"The students seemed to enjoy the committees that they were on," he said. "Any time you can take home an award, it is a big deal. I think the students enjoyed the weekend and they enjoyed the conference."

Wiemer emphasized that he invites students who are interested in other countries to join the Model U.N. team for next year.

"We have a strong group of seniors who have attended many conferences in the past few years, some since they were freshmen. [Next year], we will probably have smaller numbers, but we are probably just going to have to recruit early on."

Despite the loss of several team members, Wiemer expressed high hopes for next year, adding that the team is "actually building a strong group of current juniors that are going to be seniors that will stick with Model U.N. next year.

Wiemer encourages underclassmen who would like to participate in Model U.N. next year, to contact him in the social studies department office or to attend a meeting in the 2010-11 school year in room 3115 on Wednesdays after school.

On a final note, Wiemer congratulates and commends the 2010 team for their hard work this year.

"I am sad to see this group of students go, but I wish them well as they go on to bigger and better places," he said



Max Vikhter was awarded an honorable mention at the NUMUN conference. Photo by Zoe Ljubic

WestWord

Retiring staff members leave behind legacies

Mary Basic
Business Manager

Every year, staff members leave Niles West to enter the retirement phase of their lives. This year, seven staff members will complete their careers in District 219.

Physical welfare teacher and former department director Steve Heurman has been with District 219 for nine years and has taught for a total of 33 years. He said that his most memorable moments were when students came to him with issues or problem they had.

"It is going to be very sad [to leave]. I do not look forward to it," Heurman said. "I love the school and the kids, and it is going to be sad walking out of here the last day. [I will miss] standing in the hallways, having fun and looking at the smiles of the students as they come into class because they enjoy the class. I will miss the interaction."



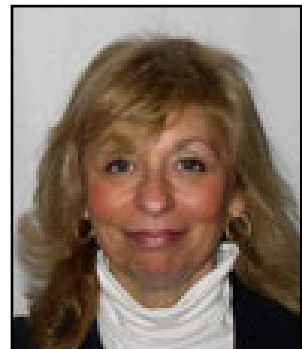
Heurman

He plans to reside in his home in Florida but also plans to spend time in Skokie. He also plans to give back to the school.

"Maybe I will do some substituting to stay close to all my favorite students here at West, and I will go to athletic events," Heurman said.

Heurman said that he plans to spend the rest of his life enjoying the simple pleasures.

AAC teacher Anna Moscovitch will retire as well.



Moscovitch

She has been with the district since the 1980s. Moscovitch agrees with Heurman that it will be bittersweet when she retires.

"It will be nice not to have to get up at 5:30 in morning every day, but on the same end, it will be difficult not to be in school every day," Moscovitch said. "There are so many things I will miss, and the big part is the day-to-day experiences of seeing and knowing what is going on in students' lives."

During her retirement, she plans start her own tutoring business.

"I love high school kids, so you cannot go wrong when you work with high school kids every day," Moscovitch said. "I think it will be fun and exciting to continue to work with high school kids because they are my favorite students."

Another retiree is Shelley Chipkin, administrative assistant for the math and science department directors, who has worked with the district for 20 years.

Chipkin said that she feels blessed to work at West.

"I have worked with great people, and I have learned a lot," Chipkin said. "It has been a challenge because of the new technology [that has come] along the way."

Chipkin said that her most memorable moment was when she came to school the day after Christmas and could not figure out as to why no one was at school.

Chipkin plans to take a few weeks to relax. After that, she would like to get a part-time job, either at Trader Joe's or in an animal hospital. She also would like to pursue old hobbies, such as water color painting.

"Part of me we will feel so lost not working," Chipkin admitted.

Chipkin said that she will miss her colleagues.

"I am going to miss the people the most," Chipkin said. "It is not a bad thing to get up in the morning knowing you have a good job with people who treat you nicely."

Head librarian Penny Swartz will leave the district after 15 years and many more in the profession.

"I feel like I have the best job as a librarian in that we get to

work with the entire staff and the whole student body," Swartz said. "We are in a service industry [in which] we help the staff and students all the time to be lifelong learners themselves."

Swartz will supervise the library science student teachers. She plans to reside in California but also will spend time in Skokie.

"I also plan to do some volunteer work," Swartz said. "I have been investigating many avenues and I look forward it."

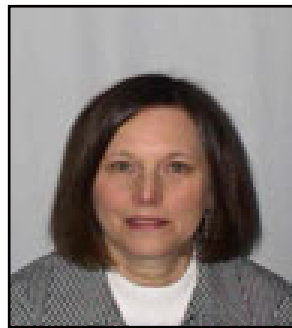
Swartz shared her opinion about District 219.

"I think that Niles Township is a wonderful place to teach,"

Swartz said. "The libraries are well respected, supported and appreciated as being helpful for the school. The student body could not be better because it is so diverse, and they respect and appreciate the IRC. I have been very lucky to work most of my career here at District 219."

Swartz said she leaves with mixed emotions.

"I leave with loving what I do, and I feel that being positive about my job is best way to leave," Swartz said. "I am also going to miss it a lot because I love being with the students that I am with all the time, every day."



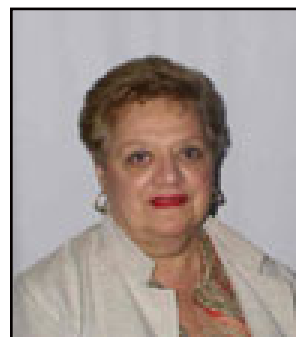
Swartz

Swartz hopes that the Information Resource Center (IRC) staff will keep the IRC a positive place as it is right now.

"I will miss the people the most; the students and the teachers, no question," Swartz said.

Pupil personnel services secretary, Bev Sporina, will retire as well. She has been with District for 15 years.

Sporina says that her experiences at Niles West have



Sporina

been overwhelmingly positive.

"I work for the greatest department in the school. Everyone here is the [best]," Sporina said. "It is enjoyable to be here with all the students, teachers and support staff."

Sporina said that plans to take the summer off to rest and relax. Then, she plans to look for a part-time job.

As for retirement, "It is a big thing, retirement; some days I

think I cannot wait, and some days, I think why did I do this?" Sporina said.

Sporina hopes for health, happiness and maybe to come back as a substitute.

"I am going to miss the students and the friends I made throughout the years," Sporina said.

A major void will be left by the retirement of substitute clerk Annette Mei, who has held the same post for each of her 17 years in the district.

"I will miss my job.

Seventeen years of doing the same job everyday will be a big transformation," Mei said. "I love being here, and I truly am going to miss West and the people."

As her job requires her to be the earliest riser among staff, Mei looks forward to getting some much-needed rest.

"I want to try to sleep past 4 a.m, but I do not know how that will go because i have woken up that early for so many years," Mei said.



Mei

Mei added that she would like to do volunteer work at Lutheran General Hospital.

Like the other retirees, Mei will miss the people she has met at West.

"All the teachers, bosses and friends have always made me feel special and thanked me [for the work i have done]," Mei said. "I enjoyed the feeling of being needed and enjoyed getting the job done. I think that is was the niceness of all the people that kept me here."



Spreitzer

According to Mei, retirement came more quickly than she imagined.

Duplicating services clerk, Joe Spreitzer, will retire as well. He has been with the district for 13 years.

"I have mixed feelings about leaving," Spreitzer said. "I like my job, but due to health issues, I am leaving."

Spreitzer plans to relax and spend time with family during his retirement.

Spreitzer said his most memorable moment happened two years ago, when every staff member signed his Cheer Award.

All retirees will be honored at the annual end-of-school faculty luncheon.

Brown and Robinson take North administrative posts

Mary Basic
Staff Writer

The District 219 Board of Education appointed two West staff members to administrative positions at Niles North at its April 19 meeting. School psychologist Henry Brown and dean Keith Robinson will transfer within the district for the 2010-11 school year.

Brown will leave West to become a dean at Niles North. He has been with West for nine years and said that he leaves with mixed emotions.

"I do not want to leave," Brown said. "I would be much happier to stay here, but I understand the reasons that I have to go. Niles North needs more people there to focus on the students and to help the staff."

Brown said that he looks forward to being a dean and hopes the best for his students.

"My hope is that, eventually I could come back to Niles

West and that my students will do well," Brown said. "I can comfortably walk away from West because I know that the students will be taken care of by the staff."

Brown says he will miss his current job and that the hardest part of his departure will be leaving behind the students, especially those whom he has counseled. Apparently, the feeling is mutual, for when he told some of his students of his decision, they began to cry, Brown said.

Robinson will assume the position of Assistant Principal of Operations at North. He has been with the District for five years after 10 years of teaching in Indiana and at Evanston Township.

Of his new position, Robinson said, "It is an opportunity to serve the school community in a different manner. I look forward to meeting new people and working with different kids."

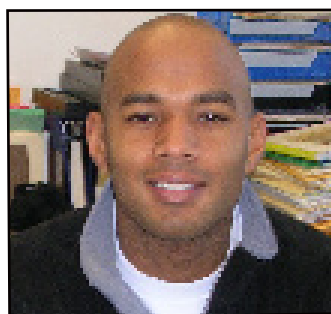
Robinson added that in his new role, he hopes to help and support teachers and create a safe place for students.

Leaving West won't be easy, however, Robinson said.

"I will miss my students, the deans, the teachers and just being in this building," Robinson said. "This was my first place as an administrator."



Robinson



Brown

WESTWIRE

West donates used textbooks to underprivileged schools

By Sarah Espinosa
Photo Editor

Niles West will donate hundreds of books to schools in Guatemala, East Africa and Pittsfield, IL, according to bookstore manager Sandra Weinketz.

West received permission from District 219 Board of Education and in some cases, the Illinois Textbook Loan Program (ITLP) to dispose of the books. Sets of 100 plus books were delivered from the dock on April 23 to their new homes.

According to Weinketz, the process of donation is not easy. Once books are replaced, if the books are unable to be sold or are no longer used in courses, donation is sought for our books. If the books were received through ITLP, they must be listed for 30 days in their Online Relocation List, which is where Pittsfield High School Principal, Angie Greger, found West's old driver education books.

Weinketz organized the books, and she, bookstore assistant Harriet Poulos and student workers Rita Chiu, Maridsa Choute,

Sithara Vincent and Jennifer Dimaano packaged all the books for dispersal to organizations such as Bookfriends International (BI) that facilitate shipping and donation. Weinketz worked closely with Assistant Principal of Operations Ryan McTague and West dock manager Mike Detty to make this happen. Principal Kaine Osburn facilitated connections for the books going to Guatemala by forwarding an email he received from Radu Cret, a Northwestern University student, asking for obsolete books for a service project.

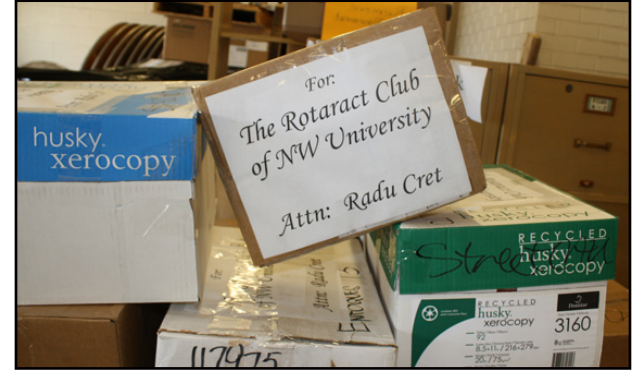
"To be able to provide books no longer used here to someone who can use them is just wonderful," Weinketz said.

Along with BI, Rotaract, a subsidiary of the Rotary Club, is assisting with the process, Weinketz said. Rotaract arranged for Benito Juarez School, a high school in Guatemala City, to receive old English, Spanish and Social Studies texts. Cret is a Rotaract member.

Weinketz expressed excitement as she talked about her experience.

"The ITLP Online Relocation List is a wonderful opportunity

for Illinois schools to supplement their current books, by selecting a few for replacement or an entire course set like Pittsfield High has done with our driver ed books. The fact that the list is now online and updated regularly is really great," Weinketz said.



West donated hundreds of books to needy schools. Photo by Sarah Espinosa

Assessment, from page 4

Grading, which presents 15 faulty assessment methods in need of alteration, including assessing grade penalties for late work, accepting extra credit, giving group grades, curving scores and weighting formative assessments.

According to Slife, AFL is an ongoing process.

"[Throughout the course] teachers and students work together to monitor where students are in terms of mastering their learning target," Slife said.

Not only do teachers use the evidence (assignments, homework, tests etc.) from the assessments but students use the results as well. Teachers use the evidence to alter their methods so that students process the information more clearly and the students use the evidence to make changes in strategies.

Slife added that even though he does give homework and class assignments, he does not give students points for them.

"The way that I look at it, [students'] grades should be a reflection of what [they] have learned," Slife said. "Because [students are] in the process of learning, I do not think [they] should be penalized for not [knowing something] at a certain

time," Slife said.

Instead, Slife said, he gives constructive feedback on his students' assignments and gives a final assessment of learning when students have reached their learning target.

Students whose teachers employ these methods might notice a few changes in their classes. They might have fewer graded assignments in a semester, and they might have more "checks for understanding," Slife said.

Such changes are necessary to ensure authenticity of assessment, Slife feels.

"If [teachers] want the grade to be a true and accurate reflection of what [students] have learned, [teachers should only] put points in if those points come from an assessment that truly measured what was learned," Slife said.

The 30 teachers who took the course, some from every department, were assigned weekly readings from the course textbook, a collection of readings on the subject, and on the Popham and O'Connor texts. Each week they were assigned a written reading response based on what they read. The final project for the course involved creating or revamping a unit employing Assessment for Learning techniques.

Krzeminski encourages other colleagues to become involved with Assessment for Learning.

"Much of what I have learned about Assessment for Learning has reenergized my thinking about education," Krzeminski said. "It has made me believe more in my students' potential and in my ability to help them achieve that potential," Krzeminski added.

Klingenberg agrees.

"It has changed so much of what I do as a teacher, and I think it has that potential for other teachers too," Klingenberg said.

A class member, English teacher and Literacy Center coordinator Ellen Foley concurs.

"AFL was one of the most valuable professional development experiences I have had," she said. "The readings, the instructors and the conversations with colleagues have helped me rethink what I do in my classroom and, more importantly, why I do it. From creating learning targets and progressions to learning ways of providing meaningful feedback, AFL has focused my instruction on how to effectively assess and support student learning."

The course, which awards graduate credit, will be offered again over the summer.

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