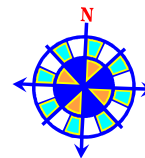


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# “The Navigator”

## Principal’s Newsletter



**St. Charles North High School**

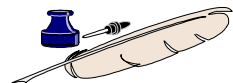
**Vol. III No. 3**

**December 2001**

255 Red Gate Road / St. Charles, Illinois 60175 / Phone 630/443-5700

We value feedback from the District 303 community. Write or call us. Your response is always appreciated.

Mr. Frank Kesman, Principal  
e-mail: [mringsby@d303.org](mailto:mringsby@d303.org)



## “From the Pen of the Principal”

As the December and New Year holidays approach, I often take a moment to reflect on how rapidly another year has gone by. While each of us will be grateful for different reasons, it is my hope that each of you is able to say that you are grateful for a year of health, happiness, and success. As principal of a high school with an emerging identity, I continue to be impressed by our students. A large portion of this emerging identity is reflected in our students’ awareness of their obligation to be active participants in our local community. This holiday, I am grateful for who they are as evidenced by their responsibility toward others. While the following is not a complete list, it provides some sense of the character of your children.

Our New Student Club is now known as the Student Outreach Society. These students share their time by welcoming new students. They have also donated \$500 toward landscaping our courtyard. Plans are being made to visit our middle schools to welcome incoming 9<sup>th</sup> grade students. In addition, they are writing letters of invitation and information to prospective students from area private schools.

The National Art Honor Society is sponsoring a Giving Tree called “Frosty Friends”. These students have created hand-made ornaments that will be traded for toys, which will then be donated to the Tri-Cities Toys for Tots Program.

The Class of 2004 is participating in an ongoing program at a local animal shelter to help staff the center and care for the animals housed there.

The Class of 2003 sponsored *Operation Holiday Child*. During this activity, our juniors collected a variety of items including toys and school supplies and shipped 65 boxes of items to children in Pakistan, India, and other areas of Southeast Asia in time for the holidays.

Our Student Council sponsored a major food drive during the Thanksgiving holiday. This food was collected and distributed to needy families through the Salvation Army.

Key Club, a national high school service organization, has participated and continues to participate in a number of activities including a food drive on national *Make a Difference Day* and volunteering their time at Lazarus House every Monday night. These students raised money for local charities through the Kiwanis Peanut sale and they are currently sponsoring the “Angel Tree” to provide Christmas gifts for needy children. They participated in the Batavia Mental Health Walkathon, supported the St. Charles Scarecrow Festival and they assisted the Boy Scouts in implementing their “Haunted Hike”.

Our student athletes also participate in service projects. Boy’s basketball works with the Salvation Army while the Drill Team is supporting a Giving Tree, coordinated the Kick-a-Thon for the American Cancer Society, and implemented a Walk-a-thon for the New York relief fund. Our football team is helping the Drill Team with the Angel Giving Tree and Girl’s volleyball sponsors the “Wrap by the Stars” Christmas wrapping project to raise funds for underprivileged girls to play basketball. The Cheerleaders are hosting a Christmas party for underprivileged youth in Elgin and the Athletic Department has made a donation to the Post Prom Committee.

Your children and their sense of volunteerism is a wonderful reason to be grateful this holiday season. Whichever of the season’s great holidays you celebrate, I wish each of you and your families a holiday marked with blessings, peace, joy, and a new year filled with contentment and optimism.

*Frank A. Kesman*  
Principal

## **Brief Notes from P. P. S**

Pupil Personnel Services wishes you, your family, and your friends the very best of the season! It is hard to believe that it is already December and that before long we will be talking about the end of the first semester of school.

In the last month, P.P.S. has been busy providing support to students, parents, and staff. Presentations on "Basic College Planning" and "How to be Successful in School" have been made to students and parents and have been placed on the Guidance website. This edition of *Brief Notes from P.P.S* contains information on test preparation and how to help students learn from practice tests. It also gives notice of new programs for college representatives and career planning. Included in this edition is also a brief overview of the Registration process for parents. P.P.S. welcomes and encourages active parent involvement in the course selection process. The date of the Consumer Education Test is provided as well. And finally, our school social workers have provided some brief tips for dealing with the stress that sometimes accompanies this joyful holiday season.

As always, we encourage you to suggest questions or topics you would like us to include in our "Brief Notes" and other communications. Feel free to call us at 443- 5716 or e-mail us at [blane@d303.org](mailto:blane@d303.org) to ask questions or suggest future topics.

We are excited to have the opportunity to serve you and wish you the very best of the holidays!

*Dr. Bruce A. Lane*  
*Assistant Principal for PPS*

## **CAREER AND COLLEGE CORNER**

### **REMEMBER JUNIORS Sign Up for ACT Preparation Course Now**

Designed for college-bound juniors, ACT 36 is a test preparation program that will be offered at St. Charles North High School this coming winter-spring. The classes will allow students to develop confidence about the ACT by helping students analyze this pre-college test, practice with test questions, and master the pacing required to complete the exam. The eight-week, 18-hour course will be offered on Thursday evenings from 7:00 to 9:00. The classes will begin on January 31 and will end on March 21. St. Charles North High School juniors may take the ACT on April 6. They will take it again as part of the Prairie State Achievement Exam on April 24.

ACT 36 has been created by ExcelEdge, Inc., a private test preparation company that has worked with many top Illinois high schools for almost two decades. The Excel course will cover all four ACT content areas: English, Math, Reading and Science Reasoning. The course will conclude with a full-length practice test and test review.

ACT 36 registration packets were mailed to St. Charles North juniors in November. Students may enroll in ACT 36 by completing the ExcelEdge registration packet, including a check for \$152, and bringing the registration form and attached check to the Guidance Office by December 14. All students who register on time are guaranteed a spot in the program, and class lists with room assignments will be posted in the Guidance Office the week before classes begin. Dr. Bruce Lane, Assistant Principal for Pupil Personnel Services, or Mrs. Kim Munro-Krusz, Counselor, will handle any question on registration or test preparation.

Please consider this important opportunity!



## **January 8<sup>th</sup> Counselor Coffee focuses on NCAA Clearinghouse Applications**

If your son or daughter plans to participate in NCAA athletics at Division I or II schools, the information shared at the January Counselor Coffee should be very helpful. Ms. Bobbie Cesarek, the NCAA Compliance Officer at Northern Illinois University, will be at St. Charles North High School's auditorium at 7:00 p.m. on January 8<sup>th</sup> to discuss the NCAA Clearinghouse Application process.

Students who will be participating in sports at NCAA Division I or Division II schools must complete a NCAA Clearinghouse form in the spring of their junior year or the fall of their senior year. This application provides the NCAA with the information needed to determine if an incoming student meets the initial eligibility requirements. These requirements must be met if a student is to practice, compete, or receive scholarships at NCAA Division I & II schools.

The initial eligibility requirements include: 1) graduate from high school; 2) successfully complete a core curriculum of at least 13 academic course units including 4 years of English, 2 years of mathematics at or above Algebra I, 2 years of natural or physical science including at least one laboratory course, 2 years in social science, 1 year of additional courses English, mathematics, or natural or physical sciences, and 2 years of additional academic courses in the above areas or foreign language, computer science, philosophy or non-doctrinal religion; and, 3) have a core-course grade-point average (based on a maximum of 4.0) and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale.

## **PSAT and PLAN Test Interpretation Meetings**

Earlier this fall students entering the Saturday PSAT and PLAN test sessions seemed to express two basic feelings: "I'm confident I will do well" and "I'm a little nervous about this test." When leaving the tests their feelings fell into three categories: "I nailed this test!" "Boy did I blow that one!" and "I'm really not sure how I did?" Regardless of their feelings going into and coming out of these tests, it is very important that we help students reflect on their experiences in a way that is helpful.

With the exception of juniors who were taking the PSAT/NMSQT to enter the National Merit Scholarship Corporation Competition for scholarships and recognition, the PSAT and PLAN tests are designed to help students to get practice in taking the SAT and ACT, two "high-stakes" college entrance exams. Because the PSAT and PLAN are practice tests, a helpful discussion of the test experience should begin not with the question, "How well did you do?" The discussion should begin with the question, "What did you learn that will help you the next time?"

The St. Charles North High School counselors will provide opportunities for students to better understand their test experience for both the PSAT and the PLAN. *The PSAT Interpretation Program for Students will be held on Wednesday December 19 during 8<sup>th</sup> period.* Students will receive their score reports and will be walked through the process of interpreting the scores by their counselors. Because the PSAT score reports are generally self-explanatory, no special interpretation meeting is planned for parents. However, a helpful beginning point is offered in another section of this newsletter. Further, parents who have questions after reviewing the report with their student may call their student's counselor.

*The PLAN Parent & Student Interpretation Program is scheduled for the North HS Auditorium on January 10<sup>th</sup> at 6:30 p.m.* The Plan Student Report provides information in six areas: 1) Scores for each of the four academic tests (i.e., English, Mathematics, Reading, and Science Reasoning) and a Composite score; 2) an estimated ACT Assessment Composite Score Range; 3) an Item Response that shows which particular items were answered correctly; 4) the amount of help your student reported needing in various academic areas; 5) your student's reported educational plans; and, 6) a Preferred Career Area. On January 10<sup>th</sup> Counselors will review with students and parents how to interpret their Student Reports. In addition, they will make helpful suggestions regarding how to use that information to improve future ACT scores and how to use Career Planning information to help guide the students educational planning.

## **PSAT and PLAN Test Interpretation Meetings (Continued from Page 3)**

Regardless of their performance, all students should be encouraged to look beyond their scores in order to think about their total test experience. Asking a series of simple questions like those that follow can help students reflect upon their experience:

- Did I review the test bulletin and complete the sample test or test questions?
- Did I understand and feel comfortable with the directions of the test?
- Did I have an idea about what the test would cover?
- Did I have an idea about how the test would ask its questions?
- Did I know whether it was to my advantage to guess?
- Did I get enough rest the night before?
- Did I come to the test relaxed and focused on only the test?
- Did I take time to review basic information in each subject area in the weeks before the tests?
- Did I listen closely to all directions?
- Did I organize myself and the test materials efficiently during the test?
- Did I pace myself throughout the test?
- Did I take time to review my work if I had extra time?
- Did I make sure changed answers were erased completely?
- Did certain types of questions challenge me?
- Did certain types of content challenge me?
- Did the experience suggest that I need to learn additional test taking strategies?
- Did the results indicate that I need to work harder in certain classes or on certain skills?
- Did the results suggest that I need to take tougher, core academic courses?
- Did the results suggest that I need to read or write or engage in Math and Science related problem-solving activities as often as I can to improve my scores in these areas?
- Did the results suggest that I might benefit from a "test prep course" for the ACT or SAT?
- Did the results suggest that I might benefit from other informal ways of preparing for the ACT or SAT?
- Did the result suggest that I should visit the SAT Prep Center at [www.collegeboard.com](http://www.collegeboard.com) or the ACT website at [www.act.org](http://www.act.org) to get more ideas about preparing for the test?

The key is to help students think about their total experience and to develop plans that will help improve their confidence and performance. Whether the plans are short term and simple (e.g. getting more rest or taking the available practice tests) or longer term and comprehensive (e.g. learning test taking strategies through a test-prep program or taking tougher, core academic courses) every student can take steps to improve their performance on high stakes tests like the ACT, SAT, and PSAT.

### **What to do with the PSAT?**

Now that your child has taken the PSAT, it is important to review the score report. The PSAT/NMSQT scores indicate how ready you are for college-level work. In addition to your students test scores, the score report gives personalized feedback on academic skills and is full of information on how to get ready for college and the SAT. Review the results with your child including their scores, percentile, predicted SAT scores, their answers, and the "improve your skills" section. Please remember that the average junior score is about 146 and the average sophomore score is about 137. It is important to note that the PSAT percentiles compare a student's performance with other college bound students.

The most valuable section to review is the "improve your skills". Here a student gets personalized feedback on his/her academic skills, based on their test performance. For each

section of the test, Verbal, Math, and Writing Skills, a person is directed to two or three skills that need some improvement, as indicated by his/her answers to questions on the PSAT. Under each skill that needs work, a student is given suggestions for how to improve that particular skill. A student can also benefit greatly by reviewing his/her answers with the test booklet and the score report together.

If you have additional questions about the test, please contact your child's guidance counselor or go to the college board's website [www.collegeboard.org/psat](http://www.collegeboard.org/psat). The St. Charles North web page also includes information about test preparation programs and upcoming ACT and SAT test dates that may be helpful [www.d303.org/schools/scn/scn.htm](http://www.d303.org/schools/scn/scn.htm).



### College Representatives to Begin Visits Second Semester

Beginning second semester representatives from a variety of colleges and universities will be stopping by the Learning Resource Center to give interested students information about their schools. The schedule of visiting college representatives will be listed in *The North Star*, the weekly student bulletin. It will also be posted on the Guidance website at [www.d303.org/schools/scn/scn.htm](http://www.d303.org/schools/scn/scn.htm). (To access the Guidance website click first on "Administration," then on "PPS," and finally on "Guidance." The schedule will be posted under "Visiting College Representatives.") Students interested in visiting particular college representatives will be required to get a pass from the Pupil Personnel Services office before the day of the visit.

### Career Specialist Grant Approved for North

Pupil Personnel Services has received a grant from the Elgin Area Education-To-Careers Partnership to support the activities and services of a Career Specialist. This part-time consultant will team closely with the counselors to help develop career exploration information, resources, and opportunities for North High School students. The objective of the Career Specialist's is:

To assist all students, including students with disabilities, explore career awareness opportunities, provide short term real world work-based learning experiences, develop work-based sites and databases of community resources, educate worksite mentors, and assist classroom teachers to integrate career awareness and workplace skills into the classroom via speakers, trips and activities.

During the initial phase of the program, emphasis will be placed on developing components of a sound career component to the school's overall developmental guidance program. The Career Specialist will begin laying the groundwork necessary for becoming a career awareness resource for staff in all Learning Areas. It is hoped that the program will be able to provide at least a few students with work-based learning experiences related to their core curricular courses. An important component of this initiative will be establishing meaningful connections real world work sites in the local community and to developing volunteers who can provide additional support to these kinds of activities.

#### Ways to Show Kids You Care

- ♥ Follow them when they lead.
- ♥ Give them space when they need it.
- ♥ Contribute to their collections.
- ♥ Tell them how terrific they are.
- ♥ Learn what they have to teach.

### **Illinois Consumer Education Proficiency Test**

The Illinois Consumer Education Proficiency Test (ICEPT) has been scheduled for January 30, 2002 from 2:45 p.m. to 4:45 p.m. This 140 item, multiple-choice test is available to any student grades 9 through 12 who are not currently enrolled in Economics or any other St. Charles North courses that meet the State Consumer Education requirement. The ICEPT's sole purpose is to allow students to show that they have met the State consumer education requirement. Passing the test allows students to not take coursework in consumer education to meet this state requirement. Students interested in taking the ICEPT should sign up in the Guidance Office between December 17<sup>th</sup> and January 18<sup>th</sup>.

#### FINAL EXAM SCHEDULE

##### **1<sup>st</sup> Semester**

**Jan 22 – Jan 24**

#### Tuesday, January 22<sup>nd</sup>:

Period 1 7:30am-8:20am (Regular Class)  
Period 2 8:30am-9:20am (Regular Class)  
Period 7 9:30am-11:10am  
Period 6 11:20am-1:00pm

#### Wednesday, January 23<sup>rd</sup>:

Period 2 7:30am-9:10am  
Period 3 9:20am-11:00am  
Period 4 11:10am-12:50pm

#### Thursday, January 24<sup>th</sup>:

Period 1 7:30am-9:10am  
Period 5 9:20am-11:00am  
Period 8 11:10am-12:50pm



## REGISTRATION FOR 2002-2003 Courses

Winter break marks the beginning of the annual registration process. An important North Star Pupil Personnel Services goal is to provide North Star parents with the information they need to be appropriately involved in their student's four-year plan. The annual course selection and registration process represents a critical part of this planning process.

Below is a brief description of important registration dates and activities. As always, if you have questions, suggestions, or additional needs, please feel free to contact the Pupil Personnel Services office at 443-5716.

**Reviewing Your Students Four-Year Plan.** The real beginning point of the course selection and registration process begins with an honest review of the four-year plan that you and your student have developed. Upon entering St. Charles North High School parents and their students should take the time to develop a tentative four-year plan. This plan begins with a general career goal. While it may not be possible or desirable for a student to know the exact career they would like when they exit high school, it is important that they think about the range of career possibilities they would like available to them. Using this as a starting point, their plan should identify the kind of education or training these career options require after high school. From these two factors, a general career goal and an understanding of the kinds of post-high school education needed, the four-year high school plan should outline the sequence of courses that will meet the basic St. Charles North High School graduation requirements and allow them access to the necessary post-high school education. Each year, this plan should be reviewed and revised as the student learns more about their career options, interests, and abilities.

**Curriculum Overview Day.** Curriculum Overview Day will occur on Monday, January 28<sup>th</sup>. The purpose of Curriculum Day is to provide students with information and guidance regarding the courses they should take next year. On this day all students will follow their first semester schedule. Students will be given the Course Offerings Booklet and a Curriculum Day Worksheet. In each class students will list their current course on the Curriculum Day Worksheet. Their teachers will then give them a detailed description of the next course in the sequence including pre-requisite skills, course expectations, types of assignments and other information to help them make a good decision. Elective teachers will describe for the students the range of electives that are offered. Students then select the course they want to take for the following year. The teacher then checks the student's choice and either approve it or make a different recommendation. The students will turn in their sheets during their last hour and take their Course Offerings Booklets home to share with their parents. It is strongly recommended that parents discuss with their student the courses selected by the student and any recommendations that the teachers may have made.

**Completing the Registration Form.** During February the counselors will work with students to complete the official registration form in large guidance groups. The counselors will take the groups through the registration form step-by-step. Students should come to those meetings prepared to ask any final questions and to make the course choices for next year that they have discussed with their parents.

While students need to take an active, central role in the course selection process, it is strongly recommended that parents be actively engaged in this process. This year students will be asked to bring a copy of the registration form they complete home, review it with their parents, have their parents sign it, and return it to their counselors.

Care should be taken to complete the form very accurately. *Students must list alternative courses on their registration form.* Alternative courses will be put into their schedule in the case that a course selected is not offered due to low enrollment or if there is a scheduling conflict that cannot be resolved. Students should take great care to check and double-check the course numbers that they list. If a course number is off by one digit you may be scheduled for the wrong course. The counselors collect, review, and enter the requested courses into the computer.

**Course Verification.** On March 15<sup>th</sup> letters that verify the courses for which the student has registered will be mailed to all students and their parents. Students and parents have until April 5<sup>th</sup> to request course changes for the 2002-2003 school year. *It is extremely important that parents and students carefully review the courses listed on this verification letter to be absolutely sure they are the courses wanted for the following year.* If there is an error or a change is desired, the student's counselor should be contacted immediately. **After April 5<sup>th</sup> requests for course changes will not be made unless a clerical error has been made by the school.**

**Resolving Conflicts.** Once course selections are verified a master schedule of courses that can be offered is developed. The master schedule building process is a complex and challenging task. During this process students may be notified that they will have to select alternative courses because the courses requested did not have sufficient enrollment to be offered or they could not be fit into their schedule. It is highly recommended that students identify a number of alternative elective courses that would fit their four-year plan so that they can make quick selections should their first choices not be available.



## *Dealing with the Joy and Stress of the Holidays*

The holiday season is viewed as a time for good feelings and close relationships. But, it is also a time when many people also experience the "holiday blues." They are an intense reality check about the nature and substance of our present and past experiences with family, both good or bad. A holiday can potentially create a crisis for us. Perhaps you are separated from those who are dear to you, or you have experienced a personal loss. Perhaps the holidays remind you of your "lack of connection with friends, family", and even ourselves. At the same time, we tend to have unreasonable expectations about how our holidays should be and what roles we should play. As parents, we might feel pressure to make our children happy, equal to or beyond what we ourselves experienced.

"Expectations are much like anticipations. We can be judgmental about them- the best Christmas, the loveliest Thanksgiving with the perfectly cooked turkey. We tend to think in absolutes and create fantasies about events" (Graves and Williams, 1985). We may expect that everyone will get along and that old family issues will disappear. Expectations increase stress during an already busy and demanding season.

We may also have expectations for our children. They may be expected to attend events they might not choose to attend or be in contact with immediate and/or extended family members not seen throughout the year. Good behavior and a grateful heart are expected since we often feel pressure for them to be a reflection of our "good parenting." Even the gift-giving experience can be seen as an evaluation of others' value for us. Whatever the expectations, they need to be recognized.

To make our holidays less stressful and meaningful for ourselves and our children the experts suggest:

- Be aware of how you and your children are feeling during the holiday season.
- Understand that disappointment and the blues can also be part of the season.
- Take time during calmer moments to discuss the expectations of the season and figure out which ones are reasonable.
- Be gentle on yourself.
- Review the rituals of the past and decide if revising them would bring more comfort to the season.
- Keep your mind open to new ways to do things that fit better with who you and your family are today.
- Be careful in your festivities to make time for healthy food, exercise, rest and peace and quiet.
- Be open to the unexpected.
- Recognize and celebrate the simple joys of the season.
- Take time for yourself, slow down, take a deep breath and enjoy life.



## The Greater St. Charles Education Foundation

Each spring The Greater St. Charles Education Foundation extends an invitation to all staff in District 303 to participate in the annual Grant Award Program. Through an application and blind award process, the Foundation supports innovative instruction in our schools by providing financial support to those applications that receive approval. The students of St. Charles North were the fortunate recipients of four awards last spring for implementation during the 2001-02 school year. Outlined below are brief descriptions of how these awards are reaching out to our students:

- ❖ Sharon Soper, French Instructor, received \$4000 from the Greater St. Charles Education Foundation to help fund an Electronic Sister School Program. A PC System with monitor, printer, and scanner; a zoom digital camera, and software attached to a mobile cart allows Global Studies students to be matched to other schools around the world in an attempt to provide a means for them to communicate with each other on a daily basis.
- ❖ The band requested instruments to balance instrumentation in our concert bands. We currently have a need for students to play instruments such as French Horn, and Tuba. We have asked students to switch from popular instruments such as flute and saxophone where there is an overabundance. Kids are willing to switch if there is an instrument for them to play. Enter the Education Foundation, who graciously supplied us with funds to purchase two French Horns. They are being used daily and enhance the sound of our bands benefiting many students.
- ❖ The Greater St. Charles Education Foundation has enriched the Visual Arts Program at North High through their continued funding of an Imaging Station. This computer station is designed to have everything necessary for students and staff to capture and manipulate images, create visual presentations, and design electronic portfolios. The funding has come in stages

with a grant last year to purchase the G4 computer station, and the present funding will make this station mobile and ready to be used throughout the school, by the purchase of a computer cart, digital camera, and negative scanner. These tools provide North students with advanced technological means for extending their creative expression through the visual and performing arts. Students have already used the Imaging Station for burning electronic portfolios, creating electronic presentations, and designing web art galleries.

- ❖ The Power of the Web Grant offers St. Charles East and North High School students web concept development opportunities. Two math teachers from St. Charles East High School and two from North High School have been busy examining Math and Science Standards and writing questions that test concepts revolving around those concepts. We are currently in the process of identifying the best database to interface with as the district creates a global web address to serve our Math and Physics concept developments via the web. These concept developments will be available from any computer accessing the Internet at any time and will provide instant feedback to students as they test their comprehension of concepts. St. Charles East and North High School teachers will be able to track individual student progress as they utilize class results that direct student-learning opportunities.

We would like to express our appreciation to the volunteers of the Foundation and to our community members for their generous support. The countless hours of effort and the *time, talent, and treasure* support have a direct, positive impact on our students and our instructional programs. The Foundation is yet another expression of the strong community support for our schools. Thank you to all those involved!



## PTO NEWS

Happy holidays from your North PTO!

We have many things to be thankful for and some thank-you's that are overdue...

- To Maryann Perez who is always ready to make many phone calls when volunteers are needed...
- To Maryann Pelizza, Carolyn Albers, Carolyn Schowe and Marci Speare who were drenched in chocolate after dipping 1000 pretzels for the Autumn Ball...
- To Jan Stark who took it upon herself to get the Parent Resource Network off the ground and turned into reality...
- To Liza Elliott and her Parent/Teacher Committee, many hours of starting from scratch to blend all of our talents together...
- To Mary Hughes who thought the Hospitality Committee disappeared after Back to School Night...ha!
- To Mary Fremgren, Christine Krog, and Jean Cole who are pounding the streets, trying to raise money for our very cool Post Prom...
- There are many parents working hard behind the scenes, making great things happen for your children. We truly thank you for taking the time to be a part of the growing process here at North High School.

Merry Christmas,  
Karen Porter & Kim Manny  
PTO Co-Presidents



### SPECIAL EDUCATION HOSTS WWII VETERAN IN OBSERVANCE OF VETERAN'S DAY

On November 12th the Special Education Learning Area brought in a guest speaker as part of the observance of Veteran's Day. World War II veteran Mort Hartman of Highland Park, IL addressed 5 different groups at North H.S. during the day (in addition to 1 period at East H.S.).

As an infantryman at the battle of the Hertzgen Forest during the fall of 1944, Mr. Hartman experienced the realities and hardships of war. Mort used clips from the HBO film "When Trumpets Fade" to illustrate the realistic impact war has on individuals and their human reactions and emotions. Hartman also graphically described his own experiences of fear, courage, and death in combat.

Students were interested to see some of the remnants of Mr. Hartman's experiences: his army uniform, Purple Heart medal, and piece of shrapnel that caused him to finish out the war in a French hospital. Our students interest and curiosity was exhibited at the end of each presentation as they peppered Mr. Hartman with a variety of history and war related questions.

Mr. Hartman's presentations were a clear reminder of sacrifices made that allows our freedoms today. Yet his message was not an advertisement for the glory of war, but a testament to the desire for peace. Mort pointed out a feeling of "glory" never occurred to him, but rather a feeling of hope for peace and to be with family was the overriding urge throughout his battle experiences.

In the 5 periods Mr. Hartman appeared at North, it was estimated that he addressed approximately 150 students. A variety of English and History classes made up the bulk of the audiences. This was Mort's 3rd year addressing STC HS students, and he hopes to continue as his health allows.



# "Between the Lines"



## COACH – ATHLETE – PARENT COMMUNICATION

Over the years it has become very apparent that the long-term success of a program is directly related to the longevity of the coaching staff in any given sport. Although we are only 1.5 years old, the North Star Athletic Program is striving to establish both quality coaching staffs and coaching staffs who will guide the program for the foreseeable future. This being the case, it becomes increasingly important for both parents and athletes to be able to approach "their" coach and have some healthy dialog about any concerns they may have. As a program, we encourage both athletes and parents to talk to the coach.

### Some Suggestions:

Always let your athlete make the first contact. Part of being a team member is acquiring the ability to communicate with the coach. This is a learned ability. Let your athlete make the first contact. Don't subvert the athlete/coach communication process by skipping this step. Coaches all too often hear, "My son/daughter doesn't know I'm here and would be upset if they knew so don't tell them, but . . ." By doing this you are asking the coach to violate any trust or rapport which has been developed with your child over the season.

As a parent, sometimes you will be unhappy with the outcome of the coach/athlete meeting. It is well within your prerogative to ask for a meeting with the level coach. At that meeting, (as unimpassioned as possible), tell the coach what your concerns are. Be prepared to listen as well. This is the time to communicate and get the cards on the table. "A meeting of the minds" does not necessarily mean agreement. You may have to "agree to disagree."

Should you still feel your concerns are not being properly addressed, schedule an appointment with the sport's Head Coach and ultimately the Athletic Director. Once again, you may reach consensus, or you may agree to disagree.

### Try To Remember:

- The absolute worst time to "drop in" is during a practice or after a contest. Try to schedule an appointment with the coach.
- Coaches are people who take great pride in their profession and are exceptionally dedicated to their teams. Athletics has evolved into a highly technical profession. Offenses and defenses look nothing like what they did 10 – 15 – 20 years ago when most of us played. Past experience as a player does not guarantee understanding of today's strategies. We eat 3 meals a day but that doesn't make us good cooks.
- As long as there is one more player on the roster than the number of starters on a team, some athletes will not be starters. Coaches' play who they believe to be the best players. They do not care what club or traveling team they played with previously or what their age is, only what they can "bring to the table" in the current season. Team attitude, chemistry, and individual ability are all weighed in these decisions. If your child is not a starter, it is understandable to feel a myriad of emotions – disappointment, frustration, even anger. Help your athlete find what their role is within the program. Not everyone can be a starter but by knowing their role and playing it to the best of their ability, they not only contribute to the team's success but may evolve into an impact player.
- Anonymous letters are thrown away. If you have a concern, please express it by phone, letter, or in person. This way some healthy dialog can take place. The concern that your issue may affect your son/daughters playing time is unwarranted. Coaches realize as a parent you are doing your job, taking care of your child. They do not hold athletes accountable for the opinions of a concerned parent.

We're all in this together; if we remember that, we all can provide the best experience possible for all the athletes.

## OUTDOOR PAVILION

The SCN Central Boosters Club is undertaking an enormous project. They are trying to obtain funds to support the building of a pavilion on the southwest corner of the football stadium. It will house a concession stand, team room, public bathrooms, and a small room for the individual Boosters to sell their spirit items. The concession stand will be used by all the outdoor sports, and funds will be directly distributed back to the individual clubs. A team of Booster parents have been calling local businesses for donations. Due to the events of September 11 and the recent economic downturn, financial support is difficult to obtain. We have a general contractor, Andy Jones (MTI Construction), who has been very active in getting donations of time and/or materials from local businesses.

The project is well under way, and we would appreciate any support regarding further donations or volunteers to host fundraisers. Please call Michele Fey (513-1344), Central Boosters President.

## LEARNING AREA NEWS

### SCIENCE & TECHNOLOGY

The Science and Technology Learning Area continue to engage students in exciting and meaningful learning opportunities.

- Physics students are in the process of studying concepts of Physics as they apply to the lunar landing Apollo missions. Last year, the Fox Network played a program calling into question the authenticity of the US claim of landing on the moon. Physics classes will apply physics to the actual clips of astronauts on the moon to come to their own conclusion.
- Biology classes studied the health of the Fox River and Ferson Creak. Please find student summaries posted on the Internet at [www.scnriver.cjb.net](http://www.scnriver.cjb.net).
- SCN's Product Design students are currently designing products for SCN's restaurant management class. Mrs. Scully and Mrs. Fasbender have been playing the parts of consultants for Mr. Brown's Product Design students whose presentations "blew him away" with their professionalism and thoroughness.
- A St. Charles East and St. Charles North auto programs continue to make positive strides as they house both programs at St. Charles North H.S. this year. St. Charles East and St. Charles North autos teachers Mr. Mahoney and Mr. Straiker have secured two cars for their combined autos program this year. We wish to thank Zimmerman Ford and Mr. and Mrs. Piette for their generous donations. Students will now be able to work on these cars in an extended fashion as a result of these generous donations.

Mr. Geist's Pre-Engineering class continues to expand their engineering skills as they get their balloons to fly in a competition of hang time and height. Several students have had balloons reach the top of the foyer and the gym. Congratulations engineers!

### BUSINESS & MATH

#### School Store

The school store is a student-run small business in which students are involved in all facets of a business: sales, accounting, employee management, inventory, and marketing promotions to name a few. Each student, if interested, may apply for a position in the school store, and they will be interviewed for a position as if they were looking for a job in the community. School employee Steve Rehak – Class of '04 states, "You can get a really good idea about how a business is run and how involved it can be."

The store sells numerous retail items: school supplies (pens, pencils, folders, paper, foreign language dictionaries, etc.), clothing (hats, sweat shirts, t-shirts, polo shirts, athletic/school bags, fleece, windbreakers, spring jackets), candy, and custom letterman jackets. The school store invests its profits back into the store, the school and more importantly to the students in the form of scholarships.

The store is open for students and parents during all lunch hours, and in an effort to reach students and parents the school store has begun work on a web site. Check the school's web site in the near future.

**BUSINESS & MATH (Cont'd)****VICA Students Gain Valuable Skills**

The Skills-USA VICA Club recently attended the Fall Leadership Conference on November 9<sup>th</sup> and 10<sup>th</sup>. Over 200 students from the area attended the conference. Throughout the weekend the students took part in a variety of teambuilding and leadership activities. The students were also asked to compete among the other schools in a number of contests. The following students attended the conference: *Sam Smith, Phil Przeski, Elijah Rotramel, Sam Nottingham, Trisha Driskill, Rachel Roberts.*

The North Star students received awards in the Bulletin Board, Quiz Bowl, Team Cheer, and Opening/Closing Ceremonies Contests.

**What Does Your Son/Daughter Want To Do After High School?**

If a student is unsure as to what he/she wants to do after high school, St. Charles North has a semester program called **Internship**. This program provides students with an opportunity to job shadow and gain hands on experience in a career of their choice.

This past semester, Rebecca Basile has been interning with Mr. Tom Chang in the Radiology Department at Delnor Community Hospital.



**Rebecca Basile, Intern Student**

Rebecca states, "I decided to enroll in the Internship class because I think I would like to become a Radiologist. It turns out that there is a lot more to the job than I thought. But after having this Internship opportunity, I know for sure this is the right job for me. I have met a lot of great people in this field who have been happy to answer all of my questions. Radiologist, Dr. Nasaralla, has also been very helpful in assisting me as I consider a college right for this career. I would definitely recommend this program to anyone who is still questioning what he/she wants to do after high school. This is really a great program."

If your son/daughter is still searching for what they want to do after high school, check out the Internship Program at school. Contact your student's counselor or call Mrs. Barb Schmit at 443-5700.

**GLOBAL STUDIES****National French Contest**

On Saturday, March 9, 2002, from 10:00 - 11:00, SCNHS will be hosting the National French Contest sponsored by the American Association of Teachers of French/Chicago/Northern Illinois Chapter. STC East and North High School French students in levels 1-5 are invited to participate. The cost is \$7.00 per participant. Students must register with payment by January 11, 2002, with their French teachers at East and North High Schools. This exam is for each student's personal challenge and achievement. It is a great way to assess his/her ability and progress over the years. This French exam is great practice for college placement tests, SAT II, and the AP Exam. If any parents are interested in being proctors and assistants on March 9<sup>th</sup>, 9:30-11:00, please call John and Tammy DiFulvio (630-584-5988) or Dr. Sharon Soper (630-443-5674) at North High School or Kathy Bruening (630-377-4743) at East High School.

**UNITED STATES HISTORY**  
**American Revolution Battle Simulation**

When studying history it is often difficult to understand why armies fought in straight lines on open fields. This fall in US History, we took a more in-depth look at the battle tactics of the Revolutionary War period. The lesson began the day before with the students looking at the advantages and disadvantages of the two sides fighting. Next, the students were divided into two teams, the British and the Colonists. The British side had a large number of "soldiers" to represent the larger British Army. Finally we discussed the simulations the students would participate in.

During the simulation, "soldiers" from each side were given a Nerf Ball to simulate a musket ball. Soldiers had to "fire" their musket balls from one knee while keeping their battle formations. Student soldiers had to fire their single shot then fall to the back of the line while the regiment advanced. Each simulation ended when the ranks of the regiment broke.

To conclude the activity students were given questions to reflect upon: Which tactic worked best for the British and why? Which tactic worked best for the Colonists and why? Why did armies of the time period fight in straight lines on open fields? (consider the flight



### **UNITED STATES HISTORY** **American Revolution Battle Simulations (Cont'd)**

of your musket ball) How hard was it for untrained soldiers to keep battle formation in the face of fire? After the students had time to write a class discussion, generated from the questions, followed. We arrived at these conclusions:

- ❑ The British were better trained, more disciplined, had more men, and therefore benefited from traditional fighting styles.
- ❑ The Colonists were undermanned, less trained and disciplined for typical battle, and benefited from hiding and ambush attacks.
- ❑ Armies fought in straight lines because the weapons of the time were inaccurate, it was tradition (and they wouldn't change), and it took a long time to reload and fire a second shot (rotating lines helped that part).
- ❑ The students had a tough time keeping formation while facing the opposing armies, it didn't take long for a regiment to break rank if the other side was aggressive, and it took too much discipline to stand in the line of fire.

This activity provided a hands-on lesson for the students. They came away with a better understanding of how war was fought and gained some insight to how technology influences war. Following the simulations, we looked at the specific battles of the Revolutionary War and how the Colonists won. A majority of Colonial victories came with unorthodox fighting tactics.

### **"Stars" are Born**

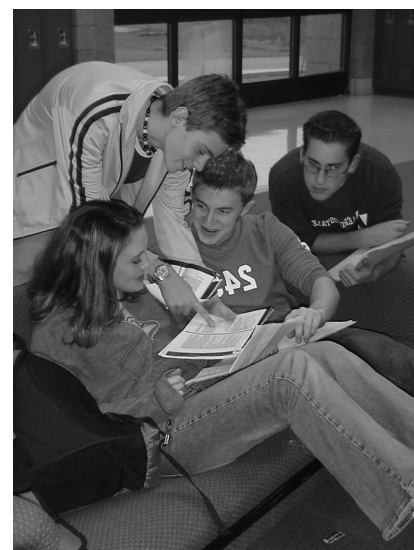
Let's focus on some Extra Curriculars where "Stars" are born. Do you have a potential attorney at your dinner table? *Mock Trial* is a rewarding extracurricular activity where students meet together as a team of lawyers. The Illinois Bar Association sends each competitive high school a case. Working together as a team of lawyers, students meet after school and spend time preparing arguments for both sides of the case. They cover direct examinations, cross-examinations, and opening and closing statements. The State Tournament is held annually in March where the case is argued in front of real lawyers who judge the team on its performance. This is a great activity for students who are interested in a law career and for students who want to understand the legal system on a deeper level. Encourage your young attorney to come on board for the *Mock Trial* team experience. Contact Mr. Mike Alther for further details.

*Speech Team* is an extracurricular activity that competes in thirteen different speaking events. Three coaches work with students after school to prepare our North Stars for competition in the Chicagoland area at regional and state levels. Events include Humorous Duet Acting, Dramatic Duet Acting, Dramatic Interpretation, Humorous Interpretation, Prose, Verse, Special Occasion Speaking, Radio Speaking, Oratorical Declamation, Original Oratory, Impromptu Speaking, and Extemporaneous Speaking. Competitions are held on Saturdays between

### **A "Star" is Born (cont'd)**

November through February. Students are welcome to join at any time.

Spanish tutoring is available after school through our *Spanish National Honor Society*. Honor students meet every Tuesday after school to help anyone who needs extra attention or even if students just want to practice their Spanish. Everyone, of all ability levels, is welcome to attend. Students meet to help every Tuesday from 2:30 - 3:15 in Room 211. Did you know that if your student wants personal attention, the *SNHS* students are available to tutor on an individual basis? For more information, please email the club advisor, Linda Feiza at [lfeiza@d303.org](mailto:lfeiza@d303.org) for this valuable opportunity.



**A few members of NHS Speech Team discuss strategy.**

(Left to Right: Megan O'Brien, Chris Gekas, John Carrell, and Ian Custer)

## Curriculum Corner

### North High School Parent-Teacher

**Conferences:** Thank you to all of the parents who were able to attend conferences on Thursday, November 15. We hope that each conference was productive and that you received the following information:

#### Information about individual students -

teachers used sensitivity to share information with parents on both positive and negative aspects of student progress.

#### Information about the instructional program -

teachers shared information regarding upcoming events, class procedures, and grading systems.

**Conference Attendance** - Once again, North Star parents shine as they attend conferences in record numbers! The data below shows the breakdown of the number of conferences held throughout the day.

1pm – 2pm	326
2pm -- 3pm	289
3pm – 4 pm	234
4pm – 5pm	253
5pm – 6pm	187
6pm – 7pm	190
7pm – 8pm	177
8pm – 9pm	84
Conf. w/o times	97
TOTAL	1837

### Using Visual Tools to Enhance Learning:

*"Give students a worksheet and they will learn for today; teach students how to use a visual tools and they will learn for a lifetime"*

This quote by David Hyerle is grounded in recent brain research that shows that learning increases if one creates a document that captures the 'mental model' (Senge) of the concept or process that each person builds in the brain as we learn. Many of us adults used primitive forms of visual tools in our schooling when we outlined a text or used a flow diagram in computer programming.

Many teacher at STC North use visual tools to help students:

- to challenge one's assumptions
- to recognize new patterns
- to make new connections
- to visualize the unknown

Visual tools maybe created using paper and pencil/marker or by using technology such as the software program Inspiration.

How can students and parents use visual tools at home to strengthen learning and to prepare for assessments? There are three basic types of visual tools that can be helpful.

**Brainstorming Webs:** brainstorming fosters individual and group creativity (mind mapping, webbing, clustering).

**Task-Specific Organizers:** organizers foster basic skills and deep content learning (life cycle: science, text structures: reading, decision tress: math).

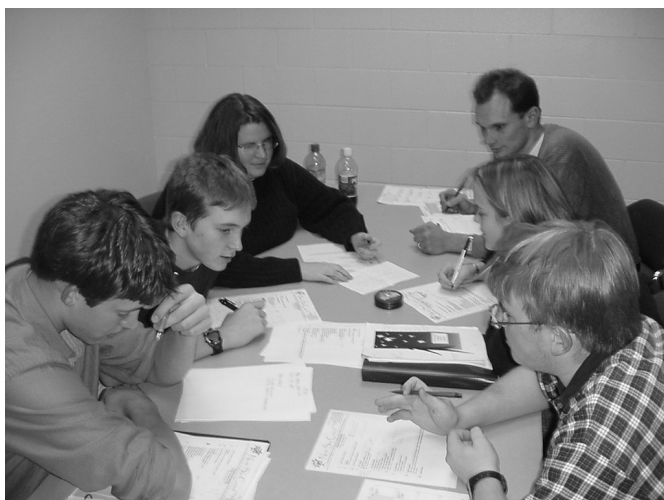
**Thinking Process Maps:** thinking-process maps foster cognitive development and critical thinking (concept mapping, systems analysis, thinking maps).

## **SUPER STAFF STARS**

Do you know a *Super Staff Star*? Is there a staff member you want to recognize for an outstanding contribution or just lending a helping hand to your student? Write a letter of recommendation and send it to the high school c/o *Super Staff Star*. We will be awarding *Super Staff Star Mugs* periodically throughout the remainder of this year. We know we are blessed with an energetic and enthusiastic staff. Let's recognize them!

### **What's up with Student Council?**

The Executive Board of the North Star Council is a team of six officers and two advisors that guide the work of the entire council. The Executive Board meets weekly to plan and discuss the current projects that the Student Council is working on. The Executive Board outlines the agenda for the weekly Student Council meeting. Committee Chairs work closely with E-Board to discuss the progress and status of committee. The E-Board also works closely with each Class Council to communicate future projects for the school to undertake. From School Beautification to the Autumn Ball Dance, to Food Service, the E-Board maintains communication between council members, students, staff and the community. The Corresponding Secretary on the Executive Board also reports to our School Board keeping them abreast of current happenings in North Star Country.



**Student Council Executive Board Members & Advisors**

(Bottom Left Clockwise: Matt Kling, Matt Cameron, Natalie Nelson-Advisor, Dave Krodel-Advisor, Alissa DePue, Todd Hewell)

## **New Wall Kiosk**

Parents! Encourage your student to stop by our new Club and Organization wall kiosk centrally located in the main hallway just off the front foyer. As a matter of fact, stop by yourself and pick up some flyers to encourage your student's involvement in our Extracurricular Program.



### **Breakfast with the Stars**

*The following students were chosen as Stars for the month of December, 2001:*

- Π **Rebecca Basile** – nominated by Gregg Mundt.
- Π **Jaclyn Bober** - nominated by Matthew Kirby.
- Π **Shawn Joy** – nominated by Bob Dobbertin.
- Π **Lauren Johnson** – nominated by Kevin Harrington.
- Π **John Kaduk** – nominated by Mark Krusz.
- Π **Daniel Postlewaite** – nominated by Carolyn Roys.
- Π **Rick Rubicz** – nominated by Steve Lamberti.
- Π **Angela Salemi** – nominated by Kevin Scotellaro.

***Congratulations to all these "Stars" who have earned this recognition. Keep up the good work!***

## There's Still Time To....

# Help the Yearbook Shatter Expectations

The *Polaris* staff is working hard to develop the second edition of the yearbook. The theme for this year's edition is "Shattering Expectations." In order to do just that, we need help from parents and other community members.

The yearbook is a vital publication for our school. It is a record of the traditions, memories, and culture we are creating here at St. Charles North. However, the price of the yearbook only covers part of the printing costs. Therefore, we need your help in making our yearbook reflect the wonderful school we are all creating.

In lieu of business ads, we would like to personalize *Polaris* by allowing you to sponsor your student's favorite page or for your business to support a specific club, sport, or fine art. Page sponsorships will not only help us print our spectacular second issue, but they will also help support an educational program that teaches students valuable skills in writing, design, photography, computer use, and business.

The minimum purchase price for a patron page is \$20. Of course, we would appreciate any further donation. In exchange for your kind donation, your name will appear on the page you have selected (on a first come, first serve basis) or on the list of *Polaris Patrons*. **Please return the following form along with your donation by January 7, 2001.**

Thank you in advance for helping us *Shatter Expectations*.

-----  
Patron's Name (print) \_\_\_\_\_

Phone \_\_\_\_\_ Patron's Student/Business (print) \_\_\_\_\_

I would like to sponsor this page: \_\_\_\_\_

(Please list the specific club, sport, fine art, activity, or student photo page that you would like to sponsor. Patrons will be chosen on a first come, first serve basis. All other patrons will be placed on the list of *Polaris Patrons*.)

Amount \_\_\_\_\_ Please make check payable to St. Charles North High School.

Patron's Signature \_\_\_\_\_

Please send form and donation to:

*St. Charles North High School  
Attn: Kristin Williams/Polaris  
255 Red Gate Road  
St. Charles, IL 60175*

**Deadline Extended...Form and Donation Due by January 7, 2002.**



### National Honor Society

Fifty students were inducted into membership of the National Honor Society in a ceremony held at the school on Tuesday, December 4th.

Members were selected by a faculty council for meeting high standards of scholarship, service, leadership, and character.

Students inducted were:

Jessica Baldonieri	Rebecca Basile
Katrina Bone	John Brackman
Matthew Cameron	Alex Carges
Kenneth Chakour	Susan Cholewa
Lindsay Cole	Kevin Conrad
Jamie Cucci	Morgan Darrah
Abbey Delgadillo	Alissa DePue
Amy Ducharme	Morgan Fogarty
Jessica Folk	Lisa Forster
Christina Frum	Natalie Gurga
Katherine Gwozdz	Lauren Hawthorne
Todd Hewell	Patrick Hutter
Grant Jacobsen	Brett Jacoby
Kirk Joss	Daniel Krywaruczenko
Tara Leitner	Jenna Link
Charlee Lowery	Christopher Miceika
Jerrilyn O'Brien	Megan O'Brien
Jenna Pakosta	Lynae Polanin
Brent Simerson	Randi Streng
David Studer	Allison Tegge
Bradley Urhausen	Lynette Waters
Amanda Watson	James Webb
Stephanie Welander	Timothy Wickes
Jacquelyn Yoder	Amanda Zaferopulos
Lisa Zavala	Rudolph Zucker

"National Honor Society members are chosen for and then expected to continue their exemplary contributions to the school and community," said Virginia Wright, chapter adviser.

The National Honor Society ranks as one of the oldest and most prestigious national organizations for high school students. Chapters exist in more than 60 percent of the nation's high schools and since 1921, millions of students have been selected for membership. Millions of dollars in scholarships have been awarded to senior members since 1945 by the sponsoring organization, the National Association of Secondary School Principals (NASSP).



### MACHOWICZ BECOMES NATIONAL BOARD CERTIFIED TEACHER

Michele Machowicz, a reading teacher and teacher/coordinator of the Applied Study Resource Program at St. Charles North High School, became a National Board Certified Teacher this November. Sponsored by the Illinois Business Roundtable and working through

a mentoring program developed by the State of Illinois, Ms. Machowicz is now certified in the field of Adolescence and Young

Adulthood / English and Language Arts. She is one of 252 certified teachers in the State of Illinois. The cumulative total of National Board Certified Teachers nationwide since 1993 is 16,035.

National Board Certification is a symbol of professional teaching excellence. A National Board certificate will attest that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' best interests, and acts effectively on those judgments. Offered on a voluntary basis, National Board Certification establishes advanced standards for experienced teachers.

National Board Certification also represents an opportunity for professional growth unlike any other now available to teachers. Teachers across the nation are able to gauge their skills and knowledge against objective, peer-developed standards of advanced practice. As teachers hone their professional skills, their students reap the greatest rewards.

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

- Teachers are committed to students and their learning;
- Teachers know the subjects they teach, and how to teach those subjects to students;
- Teachers are responsible for managing and monitoring student learning;
- Teachers think systematically about their practice and learn from experience;
- Teachers are members of learning communities.

The National Board Certification process that Ms. Machowicz completed is an extensive yearlong assessment of actual teaching practice. The performance-based assessments require teaching portfolios that include student work samples, videotapes, and thoughtful, written analyses of the candidates' classroom teaching and of student learning. Candidates also complete a number of timed, written exercises designed to probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students. National Board Certification assesses not only the knowledge teachers possess, but the actual use of their skills and professional judgment in the classroom as they work to improve student learning.

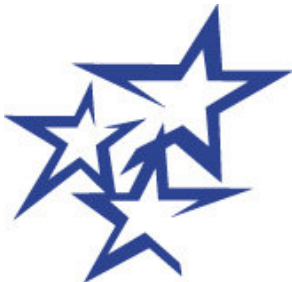
Teaching is often portrayed as an activity that conserves valued knowledge and skills by transmitting them to succeeding generations. It is that and more. Teachers also have the responsibility to question settled structures, practices, and definitions of knowledge; to invent and test new approaches; and, where necessary, to pursue change of organizational arrangements that support instruction. As agents of the public interest in a democracy, teachers through their work contribute to the dialogue about preserving and improving society, and they initiate future citizens into this ongoing public discourse. In the development of its assessment procedures and certification standards, the National Board has sought to represent these ideals faithfully and comprehensively. The National Board Certified Teacher is the embodiment of these living ideals, the lifelong learner.

**DATES TO REMEMBER**

- II **Winter Vacation:** Monday, December 24, 2001 - Wednesday, January 2, 2002
- II **School Resumes:** Thursday, January 3, 2002
- II **Plan Parent/Student Interpretation Program:** Thursday, January 10; 6:30-8:30 PM; Auditorium
- II **Breakfast w/the Stars:** Thursday, January 10; 6:45-7:15 AM; LRC
- II **Board of Education Meeting:** Monday, January 14; 7:30 PM; Administration Building
- II **PTO Meeting:** Monday, January 21; 7:00-9:00 PM; LRC
- II **School Closed for Martin Luther King's Birthday:** Monday, January 21
- II **No school for Students - Teacher's Work Day:** Friday, January 25
- II **Board of Education Meeting:** Monday, January 28; 7:30 PM; Richmond Elementary School
- II **Central Boosters Meeting:** Monday, February 4; 7:00 - 9:00 PM; Team Room
- II **Breakfast w/the Stars:** Thursday, February 7; 6:45-7:15AM; LRC
- II **Valentine Dance:** Saturday, February 9; 8:00-11:00 PM
- II **Board of Education Meeting:** Monday, February 11; 7:30 PM; Administration Building
- II **Winter Play:** Thursday, February 14 - Saturday, February 16; 7:30 PM; Auditorium
- II **Blood Center Draw:** Friday, February 15; 7:00 AM-3:00 PM; Rm 233/234
- II **PTO Meeting:** Monday, February 18; 7:00-9:00 PM; LRC
- II **School Closed for President's Day:** Monday, February 18
- II **Wind Ensemble & Eighth Grades Concert:** Tuesday, February 19; 7:30 PM; Auditorium
- II **Band Concert:** Thursday, February 21; 7:30 PM; Auditorium
- II **Board of Education Meeting:** Monday, February 25; 7:30 PM; Haines Middle School
- II **PTO Post Prom Meeting:** Monday, February 25; 7:00 PM; LRC
- II **Jazz Band & Jazz Choral Concert:** Tuesday, February 26; 7:30 PM; Auditorium

**DISTRICT WEBSITE**  
[www.d303.org](http://www.d303.org)

**St. Charles North High School**  
255 Red Gate Road  
St. Charles, IL 60175



The mission of Community Unit School District 303 is to educate  
students who will have the competence and character  
to excel in the global community as responsible citizens and life-long learners

