



Bobcat Bulletin

Green High School

Volume 1, Issue 3

November 1, 2014

PRINCIPAL'S MESSAGE

**BEFORE YOU POST...
THINK!**
T - is it true?
H - is it hurtful?
I - is it illegal?
N - is it necessary?
K - is it kind?

The above graphic is very simple, but how many of us really do this every time we post on social media. If I am honest I don't stop and ask myself these questions very often. If we as adults don't take the time to follow the above advice we can't assume our sons and daughters are either. I want to encourage you to take

some time and have a conversation with your children just like I am going to do with mine around pausing before you post. I included the graphic in my weekly update to our staff and encouraged them to share with our students as well. I don't think we can talk enough to our children about being good "digital

citizens". On average there are 58 million tweets per day that is 2.4 million an hour which is 40,277 tweets per minute resulting in 671 tweets per second with this much activity on twitter alone not including all the other social media sites our children need some guidance and advice concerning how they are interacting through social media. As parents we can no longer say "I am not good at that" or "I don't know how that works" as an excuse not to monitor how our children operate on social media. Our sons and daughters are being positively and negatively influenced by digital media every day. My wife and I have found ourselves

learning about new social media types so we can talk with our children about them. I have even begun using Twitter if you would like to follow me you can @JDEmnett. So my message to you is if I can do it anybody can do it. LOL!

BOBCAT COURAGE

...pass it on!

Promote healthy and responsible choices



CATS UPDATE

On November 11, 2014 a team of students will present the CATS program at the OSBA Student Achievement Fair. The students will present to superintendents and school board members from across the state. Over the next month students will be meeting with their CATS team/teacher leaders and Mrs. Gibson and Mrs. Kuehne's teams will be in charge of leading a CATS Program at the end of the month.

SERVICE LEARNING



The Service Learning class is teaming up with Green Local PTO and High School Yearbook to host a community fall festival on November 1, 2014 from 5-9pm in the high school gym. There will be games, vendor booths, hay rides and much more! A haunted hallway will be available for



those wanting to have a "frightening" good time.

There will also be an American Red Cross blood drive on Wednesday, November 19, 2014 from 8am-2pm in the high school gym. You can schedule an appointment to donate online or by calling Mrs. Large at 740-

354-9150 at the high school.



Service Learning will again be selling Christmas ornaments. They are \$10 each. For more details, please contact Megan Large or ask a Service Learning member.



TEACHER'S NOTE

Junior High Teachers Go Standards-Based

The junior high teachers are making the transition to standards-based grading this year in order to better serve their students. Standards-based grading means that each grade in the grade book closely aligns to one of the Common Core State Standards or to a specific learning target that underpins that standard. Teachers track each student's level of mastery on each standard or skill and provide corrective feedback as a means to increase student achievement. In effect, standards-based grading promotes a better match between grades in the classroom and standardized test results. The focus is on the demonstration of mastery rather than the simple completion of the work.

What does this new type of grading look like in the classroom? Some teachers have created computerized color-coded charts that track student progress, skill by skill, complete with notes about individual student needs. These teachers code their grades on Progress Book according to the Common Core State Standards, and students track their progress in individual data folders. Most teachers allow for retesting on certain skills until the student achieves mastery, and they delete the old grades and replace them with the highest score. They also allow extended testing time so that students may check answers and proofread carefully. Many teachers are taking fewer grades because they are spending time re-teaching and re-testing

the essential skills that students need to know. Finally, teachers utilize performance rubrics to determine the level of student mastery for each learning target.

The shift to standards-based grading is entirely teacher-directed, and teachers share their ideas and collaborate in teacher-based-teams. No matter how each teacher approaches standards-based grading, however, the focus is on students. Meeting the rigor of the Common Core State Standards is quite a challenge, and students need to take ownership of their learning more than ever before. If students do not master a particular skill the first time, they must redo their work to demonstrate growth. This approach reflects the workplace in which employees are held accountable, and they must redo their work if necessary in order to meet job requirements.

The chart to the right shows the difference between traditional grading and standards-based grading. If, over a nine-week grading period, three students took four tests that measured a particular skill, the first two students would have failed under the old system. The teacher would have simply averaged their scores. Notice, however, that all students showed progress. If the old scores are deleted, each student receives a passing grade. It doesn't matter that it took student number one four tries to demonstrate mastery. The point is that he mastered

the skill. Student three might need to work a little harder to demonstrate growth.

If you have questions about standards-based grading, the new PARCC assessment, or anything at all, please feel free to contact your child's teacher. Your junior high teachers are here to help you in any way possible. Core teacher emails are listed below:

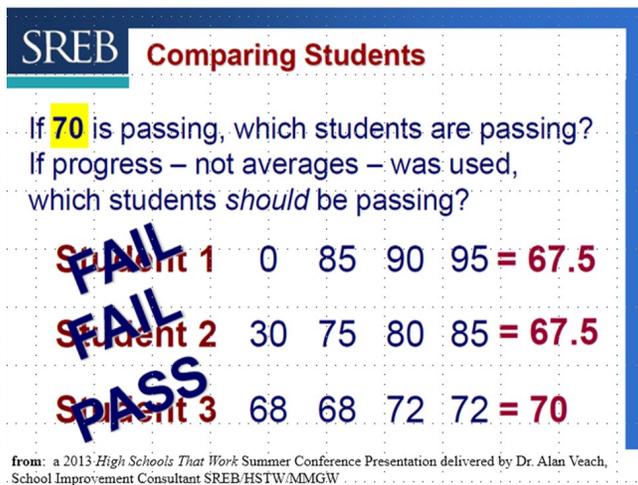
Jeff.dixon@green.k12.oh.us (social studies)

Leighann.henry@green.k12.oh.us (math)

Evan.keslar@green.k12.oh.us (science)

Michelle.singleton@green.k12.oh.us
(7th grade grammar & composition)
(8th grade reading)

Kelly.skipworth@green.k12.oh.us
(7th grade reading)
(8th grade grammar & composition)



COUNSELOR'S CORNER



5 Strategies for Effectively Communicating with Your Teen

Here are 5 strategies for creating more opportunities for authentic communication in your relationship:

1. Start with a clean slate

I don't know of a parent who hasn't engaged in "accidental parenting," i.e., going down a road they had no intention of going down only to find themselves stuck in dynamic that's not working. Beating yourself up for choices you've already made is a waste of energy. There's no going back, so instead, give

yourself permission to wipe the slate clean and commit to making a conscious shift going forward.

2. Drop the expectations

Often the thing that hurts or disappoints us most in our relationships is when other people don't meet our expectations about how they should behave. The more tightly held our expectations, the more hurt and disappointed we become. The problem? We have zero control over other

people's behavior — a fact that's never truer than it is with our own children. Yet because they're "ours," we often cling to our expectations even more tightly. By letting go of your ideas about how and when you and your child communicate, you'll be more likely to find peace with what is, instead of dwelling on what should be. Then you'll open the door for new, healthier communication patterns to emerge.

continued on page 3

COUNSELOR'S CORNER CON'T.

3. Respectful listening

In order to keep the lines of communication open, teens need to feel emotionally "safe" in coming to you with their issues. Teens crave being heard, not lectured. They don't want their every experience turned into a "teachable moment." Respectful listening means tuning in to what our teens have to say and, more importantly, to what they are feeling. When you do respond, start with empathy, not answers. Repeat back what your teen said to you; verbatim is fine: "You're feeling really stressed out about that test tomorrow." By repeating their words back to them, you're showing that you hear and acknowledge how they are feeling.

4. Stay calm

The ability to stay calm, no matter what your teen shares with you, is critical if you want him/her to keep coming back

to you. And unless they do, you may not find out about the really important stuff, the kind of stuff that makes parents look back and ask themselves, "How did I miss this?" Helping your teen feel safe enough to share may mean biting your tongue or going to your happy place to stave off an emotional reaction in the moment. But it's crucial, even when (or perhaps especially when) he/ she comes to you with a situation that makes your internal alarm go off. Resist the urge to jump in — "You and your friends did what?" — and instead, stay calm, nod and thank them for sharing. If it's the kind of information that requires action on your part, take time to regroup, so that when you do bring it up, you can do it in a non-threatening way.

5. Share your stories

Teens love hearing about other teens who went through difficult situations

and lived to tell about it; there's something comforting in knowing they're not the first person to feel isolated or misunderstood. So it only makes sense that they'd want to hear your stories, too (yes, even the uncomfortable ones). There is no quicker way to break down the barriers and give your teen a chance to see you for who you are than to let them know about the challenges you went through as a teen and how they impacted you then, as well as how they influence the person you are today. Take time to be vulnerable and share, and chances are your teen will see you in a whole new light.

*Summarized from :
<https://www.parentmap.com/article/5-strategies-for-effectively-communicating-with-your-teen>*

ACTIVITIES SCHEDULE



Oct. 31	HS Football vs OAK HILL at home, 7:30p SENIOR NIGHT
Nov. 13	Quiz Bowl
Nov. 20	Quiz Bowl
Nov. 21	HS Girls Basketball Previews @ Clay Green vs Valley, 5:00pm
Nov. 28	HS Boys Basketball Previews @ Clay Green vs Valley, 5:00pm
Nov. 29	HS Girls Basketball @ Rock Hill, 6:00p

DATES TO REMEMBER



Nov. 1.....	Fall Festival, High School Gym 5-9pm
Nov. 3-7	OGT
Nov. 6.....	11th Grade ASVAB Test
Nov. 7.....	12th Grade ASVAB Test
Nov. 13.....	12th Grade College Visit, Ohio University
Nov. 14.....	Waiver Day, Students NO SCHOOL
Nov. 19.....	American Red Cross Blood Drive
Nov. 21.....	10th Grade, SCCTC Hands-On Day
Nov. 26-28	Thanksgiving Break — NO SCHOOL
Dec. 13.....	ACT test — (test site GREEN)
Dec. 19.....	End of 2nd Quarter
Dec. 22.....	Begin Christmas Break — NO SCHOOL
Jan. 5	Students Back to School

Green High School

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Bobcats **BELIEVE!**

Do you know someone who would be interested in receiving the *Bobcat Bulletin*? If so, please send (or have them send) their email address to christi.gaffney@green.k12.oh.us.