



TIPPECANOE VALLEY HIGH SCHOOL



Viking News

August/September Newsletter 2016



Parents are cordially invited to participate in the TVHS School Improvement Team

September 23, 2016 @ 7:35am

April 14, 2017 @ 3:50pm

Meetings will be held at TVHS in room 117.

This is a great opportunity to learn about school operations, meet with teachers and administrators, make constructive comments, and ask important questions. Student Council members will also be present at these meetings.

Parents are always encouraged to ask questions of TVHS Staff. Please visit our website for contact information.



Parents and Students are invited to 'like' and 'share' the Tippecanoe Valley High School Facebook page!

-Keep up with student life, events, announcements, scholarship opportunities, and Everything Viking!



Driver Education

Forms are available in front of the main office that list driving times and procedures to getting a driving permit.



Community Open Weight Room

Hours: Tuesday & Thursday from 5-7 PM our weight room will be open to the public

Viking Strong for Students will be Mon & Wed at 7:00 AM and Tue & Thurs at 4:00 PM

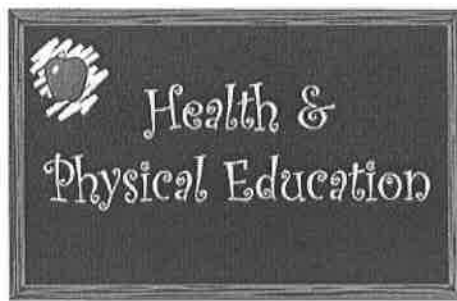
**All out of season athletes are strongly encouraged to attend!

A big Thank You to the following Viking Guard Members for representing their school and serving their community: Paige Hodge, Amanda Heltzel, Tristen Grubbs, Jeremiah Thompson, Jarvis Mort, Alivia Taylor, Brendon Grubbs, Victoria Biddle, America Baca, Dakota Prater, Jessy Weitzel, Tayler Grubbs, Alex Kromkowski, Jack Johnson, Nathaniel Banghart, and Jacob McDonald. They performed the National Anthem at the Rotors Over Mentone program on Saturday, August 27th.

The Lilly Endowment Community Scholarship application is now open for **Fulton County residents**. The application will be available via a link on the Northern Indiana Community foundation website until September 2. This is a full-tuition scholarship to any college or University in Indiana, so if you are interested in applying, start your application today! If you have any questions please see Miss Tillman in the guidance office.

Safe School Hotline

As the school year begins, Tippecanoe Valley High School would like to remind students, parents, and staff of a valuable resource, the Safe Schools Hotline. This hotline can be used to report threats of violence, bullying, suicide, theft, gang activity, drug use, vandalism or any other concern at any TVSC school by calling (547)387-3825. When you place a call to the hotline, you will be asked to leave a message including any relevant information to the situation. Your message will start a chain reaction that will immediately reach all building administrators and our school resource officer by phone and email. You may also text the Safe Schools Hotline with your report; message and data rates may apply if choose to text your concern to the hotline. If you have first-hand knowledge of a potentially harmful situation, please call or text the TVSC Safe Schools Hotline at (574) 387-3825



Health Class

In September, the Health class will have a guest speaker from the Heartline Center presenting the "I decide" program.

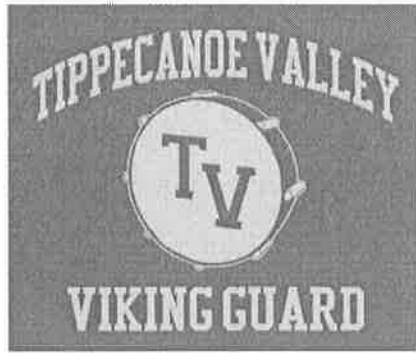
In October the class will have a Hunter Education course presented to them. Also, they will have a speaker from the Tobacco Free Coalition coming in October.



The Kosciusko County application for the 2017 Lilly Endowment Community Scholarship will be available starting Monday, August 15. This prestigious award is for full tuition, required fees, and a special allocation of up to \$900 per year for required books and equipment. The scholarship is to be used for four years of full-time undergraduate study at any Indiana public or private college/university accredited by the North Central Association of Colleges and Schools. Students who are eligible to apply for this scholarship include any senior in the top 20% of his or her graduating class who resides in Kosciusko County and is planning to pursue a Bachelor's degree. Students may access the application via the Kosciusko Community Foundation website until 4:30 p.m. September 15. Any questions can be directed to Miss Tillman in the guidance office.

PE Class

Blending the new with the old, TVHS physical education classes offer all students a challenging, yet fun, way to improve their overall fitness. Through a variety of individual and team activities, students can still depend on such "old school" activities such as basketball, volleyball, flag football, and tennis. While "new" activities like high intensity interval training, archery, kettlebell and sled pulls, diversify the student experience. With the addition of new fitness equipment, including weights, ropes, treadmills, elliptical, and recumbent bikes, physical education students have up to date tools to pursue their individual and team goals. Adding reading and writing on various nutrition and fitness topics rounds out the student learning experience in physical education.



The members of the TVHS Band served the communities of Mentone and Akron this summer by marching in the Egg Festival and Akron 4th of July parades.



The Viking Guard hits the streets of Mentone.



Senior cornet player Audrey Jackson.



Sophomore flute player Jeremiah Thompson.



The Viking Guard pounds the pavement at Akron.



Sophomore clarinet player Haley Lewis.



Drummers J. McDonald and D. Shepard.

News in Sports



Opening kick-off at the first home game Friday, August 19th game with new Press Box in Memory of Scott Bibler.

The first goal scored in TVHS history made by Manuel Dominguez.

Photo Creds: Mike Deak,
The Paper



TVHS GUIDANCE NEWS

TVHS Guidance Office
Student Success Through Character Education, Leadership, & Literacy

FALL 2016

COLLEGE GO WEEK 2016



SEPTEMBER 26-30 2016

Get College Ready!

Visit :

www.collegegoweeek.org for college ready information!

- Grade level checklist for college prep
- **FREE** college applications to participating Indiana colleges
- Grad plan & college application webinars
- Map of all Indiana colleges, tuition lists, & college profiles
- Admissions tips

SAT & ACT TESTING

Seniors: Here is your opportunity to take the SAT/ACT for the first time if you have not had a chance, or re-take to improve your scores for scholarship opportunities! **Juniors** register for the fall if you have completed algebra II. Register online:

SAT: [SAT Registration](#)

ACT: [ACT Registration](#)

WANT TO PREPARE FOR SAT?

PSAT OCT 19:

All Sophomores will take the PSAT. JR/SR Sign up in the Guidance Office by Sept. 16.

FULTON COUNTY COLLEGE & CAREER FAIR

WHO: TVHS, CASTON, & ROCHESTER

Jr. & Sr. students.

WHERE: Fulton County Fair Grounds

WHEN: September 30, 2016

- Meet with local businesses, local colleges, universities, and military branches.
- Seek out admissions requirements.
- Schedule college visits
- Learn more about local scholarship opportunities
- Discover local career options
- Connect with future internship

Sophomore College Visit Day

Friday September 30, 2016

Ivy Tech, Grace College, Manchester University, & Ancilla College Campus Visit Day: All sophomores will have the opportunity to attend!

SAT FALL DATES/REGISTRATION DEADLINES

October 1 September 1

November 5 October 7

December 3 November 3

ACT FALL DATES/REGISTRATION DEADLINES

October 22 September 16

December 10 November 4

Free Test Prep Resources:

- <http://www.actstudent.org/testprep/>
- <http://sat.collegeboard.org/practice/>
- <http://askrose.org/index.php/students/resources/sat>

In this issue:

College Go Week 1

College & Career Fair 1

SAT/ACT Registration 1

Fall Scholarships 2

Transcript Requests 2

Early College Planning Kickoff Event 3

Guidance Dept. Updates 4

Parent Letter 5

PSAT OCTOBER 19

FOR ALL

SOPHOMORES!

WHAT TO BRING:

- Sharpened number 2 pencils
- Pen

FREE PSAT PRACTICE!



Get Ahead!

Scholarship season starts in the spring, but there are opportunities to jump start your financial aid opportunities.

Check out the guidance office for these scholarship opportunities:

Visit online resources:

- www.indianacollegecosts.org
- www.fastweb.com
- www.collegeboard.com

FREE scholarship searches available!

Additional Scholarship Information is available on the guidance website under the TVHS News &

Announcement tabs.

Scholarship	Field	Due Date
• Fulton County Lilly Scholarship		Sept 2
• Kosciukso County Lilly Scholarship		Sept 15
• Check out College Go Week 2016 for contests to win a scholarship for a 529 savings plan for college!		
College Go Week		Sept 29-30
• Wendy's High School Heisman	Student Athletes	October 3
• Horatio Alger	All Students	October 25
• DAR	Historical Essay Contest	November 1
• Aspirations in Computing Award	Women in Technology	November 7
• NASSP	Leadership/Volunteerism	November 10
• Elks National Foundation	All Students	November 30
• PC's for Youth (free computer for students who qualify)		All year

COLLEGE APPLICATION PRIORITY DATE: November 1, 2016

TRANSCRIPT REQUEST

Electronic transcript requests are now available to all TVHS students!

- Create your student account at [Parchment](#)
- Click on get started
- Provide Identifying information so that your school can locate your transcript
- Select the colleges you are applying to
- Confirm your selections
- Read & accept the user agreement
- Review your request
- Check your email to receive confirmation that your transcripts have been delivered
- Relax. You're done.

Receive instant updates from the guidance office sent straight to your email. See your school counselor in the guidance office today to sign up. Follow TVHS Guidance on twitter [@TVHS_Guidance](#).

Student Success Through Character Education, Leadership, & Literacy

TVHS GUIDANCE DEPARTMENT

It's our privilege to welcome your student to another year at TVHS!
Students are assigned to their School Counselor by grade level cohort.
The cohort division will allow counselors to follow their students through
four years of high school to better serve students and families with
student four year planning and student individualized supports. Below are
contacts for the Guidance Department:

Phone: 574.598.2100

Fax: 574.598.2177

Mary Lu Owens
Guidance & Attendance Secretary
owensm@tvsc.k12.in.us

Sarah Tillman
School Counselor
Class of 2017 & Class of 2019
tillmans@tvsc.k12.in.us

Stephanie Anglin
School Counselor
Class of 2018 & Class of 2020
anglins@tvsc.k12.in.us





Tippecanoe Valley High School

8345 South State Road 19

Akron, IN 46910

Phone: 574.353.7031

Fax: 574.353.1016

Dr. Michael Bendicson
Principal

Jon Hutton
Assistant Principal

Dear Parents,

Friday, September 30th TVHS will be hosting activities to support student development in each grade level.

We will be taking juniors and seniors to a college & career fair on September 30, 2016 hosted at the Fulton County Fair Grounds. There will be colleges and universities on hand to help your student explore options for furthering their education after high school. Local and area businesses will also be represented at the career fair to explain career options and educational needs for students who might be interested in a local industry or business. Our sophomore students will have transportation provided to have a campus visit day at Ivy Tech and Grace College in Warsaw. Students will receive a free campus tour and will have the opportunity to experience the classrooms and campus. Students attending the college and career fair and the college visit day should dress business casual. Our freshmen academy will be having a volunteer day based in various locations throughout the community and will have the opportunity to build meaningful connections serving in our community.

Students will report to their SRT class in the morning on September 30th . Buses will transport students at 8:30 a.m. from Tippecanoe Valley High School to their grade level activities. All students will be back at school by 11:30AM. The majority of time missed will be from your student's SRT (Student Resource Time) so they will not miss direct instruction.

The week of the college & career fair also coincides with **College Go Week (Sept 26-30)**, a statewide initiative to encourage college admissions and career exploration for Indiana students. **Many universities and colleges waive their application fees during this week;** we encourage all our students and their parents to visit www.indianacollegegoweek.org for information regarding college admissions tips, campus visit days, and financial aid opportunities. We look forward to sharing this time with your student at the career fair. Students grades 9-12 and their families are invited to a presentation on early college planning awareness with ISM College Planning Tuesday, September 20 at 7:00PM in the Lecture Room. Join us for tips on college planning and the financial aid process. Please do not hesitate to contact the Guidance Department if you have questions about these events.

Sincerely,

TVHS Guidance Department
Sarah Tillman & Stephanie Anglin
School Counselors
8345 S. State Road 19
Akron, IN 46910
(574) 598-2100

TVHS COLLEGE PLANNING KICKOFF

TVHS TO HOST ISM COLLEGE PLANNING



Parents, students, & community members are invited to attend this free event! TVHS is privileged to host an early college awareness presentation from *ISM College Planning*.

ISM College Planning promotes educated decision making for higher education choices to students & families. Strong choices before college are the best way to limit debt after college. For over 30 years, the goal of *ISM* has been to provide students and their parents with solutions to help put higher education within reach.

Students and parents of all ages are encouraged to attend this evening presentation to discuss the college planning and financial aid processes. *ISM College Planning* Team Members will be on hand to present topics including picking the right major and college, searching for scholarships, the FAFSA, and more. Please feel free to join us for this event and bring your college planning and financial aid questions.

Event Details

WHAT: College Planning Kickoff

WHEN: Tuesday September 20, 7:00PM

WHERE: TVHS Lecture Room

Refreshments will be served; we look forward to sharing this presentation with your family!

Special points of interest:

- **College Admissions**
- **Financial Planning**
- **Free College & Career Resources**

College Students and Parents: What You Need to Know About the 2017–18 FAFSA®

What's changing for 2017–18?

Starting with the 2017–18 *Free Application for Federal Student Aid* (FAFSA®), these changes will be in effect:

- **You'll be able to submit your FAFSA® earlier.** You can file your 2017–18 FAFSA as early as Oct. 1, 2016, rather than beginning on Jan. 1, 2017. The earlier submission date will be a permanent change, enabling you to complete and submit a FAFSA as early as October 1 every year.
- **You'll use earlier income and tax information.** Beginning with the 2017–18 FAFSA, students will be required to report income and tax information from an earlier tax year. For example, on the 2017–18 FAFSA, you—and your parent(s), as appropriate—will report your 2015 income and tax information, rather than your 2016 income and tax information.

The following table provides a summary of key dates as we transition to using the early FAFSA submission timeframe and earlier tax information.

When a Student Is Attending College (School Year)	When a Student Can Submit a FAFSA	Which Year's Income and Tax Information Is Required
July 1, 2015–June 30, 2016	January 1, 2015–June 30, 2016	2014
July 1, 2016–June 30, 2017	January 1, 2016–June 30, 2017	2015
July 1, 2017–June 30, 2018	October 1, 2016–June 30, 2018	2015
July 1, 2018–June 30, 2019	October 1, 2017–June 30, 2019	2016

How will the changes benefit me?

We expect that you'll benefit in these ways:

- Because the FAFSA will ask for older income and tax information, you will already have done your taxes by the time you fill out your FAFSA, and you won't need to estimate your tax information and then go back into the FAFSA later to update it.
- Because you'll already have done your taxes by the time you fill out your FAFSA, you may be able to use the IRS Data Retrieval Tool (IRS DRT) to automatically import your tax information into your FAFSA. (Learn about the IRS DRT at StudentAid.gov/irsdrt.)
- Because the FAFSA is available earlier, you may feel less pressure due to having more time to explore and understand your financial aid options and apply for aid before your state's and school's deadlines.

Will FAFSA deadlines be earlier since the application is launching earlier?

We expect that most state and school deadlines will remain approximately the same as in 2016–17. However, several states that offer first come, first served financial aid will change their deadlines from "as soon as

possible after January 1" to "as soon as possible after October 1." So, as always, it's important that you check your state and school deadlines so that you don't miss out on any aid. State deadlines are on fafsa.gov; school deadlines are on schools' websites.

Since the 2017–18 FAFSA asks for the same tax and income information as the 2016–17 FAFSA, will my 2016–17 FAFSA information automatically be carried over into my 2017–18 renewal FAFSA?

No; too much could have changed since you filed your last FAFSA, and there's no way to predict what might be different, so you'll need to enter the information again. However, keep in mind that many people are eligible to use the IRS Data Retrieval Tool to automatically import their tax information into the FAFSA, making the process of reporting tax information quick and easy.

Can I choose to report 2016 information if my family's financial situation has changed since our 2015 taxes were filed?

You must report the information the FAFSA asks for. If your family's income has changed substantially since the 2015 tax year, talk to the financial aid office at your school about the family's situation.

Note: The FAFSA asks for marital status as of the day you fill it out. So if you're married now but weren't in 2015 (and therefore didn't file taxes as married), you'll need to add your spouse's income to your FAFSA. Similarly, if you filed your 2015 taxes as married but you're no longer married when you fill out the FAFSA, you'll need to subtract your spouse's income.

Will I receive aid offers earlier if I apply earlier?

Not necessarily; some schools will make offers earlier while others won't. If you're thinking of transferring to another school, you might want to look at the College Scorecard at collegescorecard.ed.gov to compare costs at different schools while you wait for your aid offers to arrive. Note: You should be aware that the maximum Federal Pell Grant for 2017–18 won't be known until early 2017, so keep in mind that even if you do receive an aid offer early, it could change due to various factors.

How will I know what schools to list on the FAFSA if I haven't decided which schools I'll be applying to?

List any schools you're considering applying to, and we'll send your FAFSA information to them. Later, if you decide to apply to additional schools that you didn't list on the FAFSA, you can log back in at fafsa.gov and add those schools.

Where can I get more information about—and help with—the FAFSA?

Visit StudentAid.gov/fafsa; and remember, as you fill out your FAFSA at fafsa.gov, you can refer to help text for every question and (during certain times of day) chat online with a customer service representative.

April 2016

Page 2 of 2

WHAT is federal student aid?

Federal student aid comes from the federal government—specifically, the U.S. Department of Education. It's money that helps a student pay for higher education expenses (i.e., college, career school, or graduate school expenses).

Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation.

There are three main categories of federal student aid: grants, work-study, and loans. Check with your school's financial aid office to find out which programs the school participates in.

WHO gets federal student aid?

Every student who meets certain eligibility requirements can get some type of federal student aid, regardless of age or family income. Some of the most basic eligibility requirements are that you must

- demonstrate financial need (for most programs—to learn more, visit StudentAid.gov/how-calculated);
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number;
- register (if you haven't already) with Selective Service, if you're a male between the ages of 18 and 25;
- maintain satisfactory academic progress in college or career school; and
- show you're qualified to obtain a college or career school education by
 - having a high school diploma or a General Educational Development (GED) certificate or a state-recognized equivalent; or
 - completing a high school education in a home-school setting approved under state law; or
 - enrolling in an eligible career pathways program.

Find more details about eligibility criteria at StudentAid.gov/eligibility.

HOW do you apply for federal student aid?

1. **Create an FSA ID.** Students, parents, and borrowers should create an FSA ID, made up of a username and password, to submit their *Free Application for Federal Student Aid* (FAFSA®) online and to access U.S. Department of Education websites. Your FSA ID is used to confirm your identity and electronically sign your federal student aid documents. To create an FSA ID, visit StudentAid.gov/fsaid.

2. **Complete the *Free Application for Federal Student Aid* (FAFSA®) at fafsa.gov.** If you plan to attend college from July 1, 2017–June 30, 2018, you'll be able to submit a 2017–18 FAFSA beginning on Oct. 1, 2016. You'll be required to report income and tax information from 2015. Schools and states often use FAFSA information to award nonfederal aid, but their deadlines vary. Check with the schools that you're interested in for their deadlines, and find state deadlines at fafsa.gov.

NOTE: In the past, you couldn't submit the FAFSA until January 1 of the year you planned to attend college. The change to October 1 is a permanent change, and you'll be able to complete and submit your FAFSA as early as October 1 every year.

3. **Review your *Student Aid Report*.** After you apply, you'll receive a *Student Aid Report*, or SAR. Your SAR contains the information reported on your FAFSA and usually includes your Expected Family Contribution (EFC). The EFC is a number (not a dollar amount) used to determine your eligibility for federal student aid. Review your SAR information to make sure it's correct. The school(s) you list on your FAFSA will get your SAR data electronically.

4. **Contact the school(s) you might attend.** Make sure the financial aid office at each school you're interested in has all the information needed to determine your eligibility. If you're eligible, each school's financial aid office will send you an aid offer showing the amount and types of aid (from all sources) the school will offer you. You can compare the aid offers you received and see which school is the most affordable once financial aid is taken into account.

Federal
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HAVE QUESTIONS?

Contact or visit the following:

- StudentAid.gov
- a college financial aid office
- studentaid@ed.gov
- 1-800-4-FED-AID (1-800-433-3243) toll-free
- 1-800-730-8913 (toll-free TTY for the hearing impaired)

Program and Type of Aid	Program Information	Annual Award Amount (subject to change)
Federal Pell Grant Grant: does not have to be repaid	For undergraduates with exceptional financial need who have not earned bachelor's or professional degrees.	Amounts can change annually. For 2016-17 (July 1, 2016 to June 30, 2017), the award amount is up to \$5,815. Visit StudentAid.gov/pell-grant for more information.
Federal Supplemental Educational Opportunity Grant (FSEOG) Grant: does not have to be repaid	For undergraduates with exceptional financial need.	Up to \$4,000. Visit StudentAid.gov/fseog for more information.
Teacher Education Assistance for College and Higher Education (TEACH) Grant Grant: does not have to be repaid unless student fails to carry out service obligation	For undergraduate, postbaccalaureate, and graduate students who are completing or plan to complete course work needed to begin a career in teaching. As a condition for receiving this grant, student must sign a TEACH Grant Agreement to Serve in which the student agrees to perform four years of qualifying teaching service and meet other requirements.	Up to \$4,000. Visit StudentAid.gov/teach for more information.
Iraq and Afghanistan Service Grant Grant: does not have to be repaid	For students who are not Pell-eligible due only to having less financial need than is required to receive Pell funds; whose parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11.	The grant award can be equal to the maximum Federal Pell Grant amount (see above), but cannot exceed your cost of attending school. Visit StudentAid.gov/iraq-Afghanistan for more information.
Federal Work-Study Work-Study: money is earned; does not have to be repaid	For undergraduate and graduate students; part-time jobs can be on campus or off campus. Money is earned while attending school.	No annual minimum or maximum amounts. Visit StudentAid.gov/workstudy for more information.
Direct Subsidized Loan Loan: must be repaid with interest	For undergraduate students who have financial need; U.S. Department of Education generally pays interest while the student is in school and during certain other periods; student must be at least half-time. Interest rate is 3.76% for loans first disbursed on or after July 1, 2016 and before July 1, 2017, and fixed for the life of the loan. Visit StudentAid.gov/interest for more information.	Up to \$5,500 depending on grade level and dependency status. Visit StudentAid.gov/sub-unsusb for more information.
Direct Unsubsidized Loan Loan: must be repaid with interest	For undergraduate and graduate or professional students; borrower is responsible for all interest; student must be at least half-time; financial need is not required. Interest rate is 3.76% (undergraduate) and 5.31% (graduate or professional) for loans first disbursed on or after July 1, 2016 and before July 1, 2017, and fixed for the life of the loan. Visit StudentAid.gov/interest for more information.	Up to \$20,500 (less any subsidized amounts received for same period), depending on grade level and dependency status. Visit StudentAid.gov/sub-unsusb for more information.
Direct PLUS Loan Loan: must be repaid with interest	For parents of dependent undergraduate students and for graduate or professional students; borrower is responsible for all interest; student must be enrolled at least half-time; financial need is not required; borrower must not have an adverse credit history. Interest rate is 6.31% for loans first disbursed on or after July 1, 2016 and before July 1, 2017, and fixed for the life of loan. Visit StudentAid.gov/interest for more information.	Maximum amount is cost of attendance minus any other financial aid received. Visit StudentAid.gov/plus for more information.
Federal Perkins Loan Loan: must be repaid with interest	For undergraduate and graduate students with exceptional financial need. Eligibility depends on the student's financial need and availability of funds at the school. For questions on Perkins Loan eligibility, students must contact the school's financial aid office. Interest rate is 5% and fixed for the life of the loan.	Undergraduate students: up to \$5,500; graduate and professional students: up to \$8,000. Visit StudentAid.gov/perkins for more information.

Note: The information in this document was compiled in spring 2016. For updates or additional information, visit StudentAid.gov.

LOOKING FOR MORE SOURCES FOR FREE MONEY?

Try StudentAid.gov/scholarships for tips on where to look and for a link to a free online scholarship search.

Federal Student Aid

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Kosciusko Celebrates

INDIANA'S BICENTENNIAL

Sept 29 – Oct 1



DECADES OF CHANGE - Three days of family friendly events to celebrate this once in a lifetime event

~~ Free Admission To All Events ~~

Thursday, September 29:

Bicentennial Torch Relay travels through Kosciusko County from 10:00am to 12:30pm. Look for signs marking the route and come out to see it!!

Decades of Music program at Grace College MOCC 7:00 featuring area bands and choirs



Indiana Bicentennial
TORCH RELAY
KOSCIUSKO COUNTY

Friday, September 30

Music and food vendors downtown Warsaw
AND
Homecoming celebration events in Syracuse

Saturday, October 1

All events at Fairgrounds

7:00am – Pancake Breakfast begins*
7:30am – Registration for Family Bicycle Ride
8:30am – Registration for Motorcycle Ride
9:00am – Quilt Show opens
9:00am – Parade line up (West Center St)
10:00am – Parade
11:00am – Food Vendors open
11:00am – Classic Car Cruise In registration
11:00am – Antique Tractor Show/Displays start
11:00am – Kids Activities open
12:30pm – Bingo starts*
12:30pm – Corn Hole Tournament starts
1:00pm – Beard Contest judging
1:30pm – Egg Toss
2:00pm – Pie and Ice Cream*
2:00pm – Vintage Base Ball Game
4:00pm – NASA “The Journey to Mars Begins Here”
Dusk – Balloon Glow

*minimum charge applies

Live entertainment starts at 1:00pm

Around the fairgrounds

Grandstand gates open at 6:30pm for
Janice Ann and Miss Kitty’s Revenge at 7:15pm
Jason Michael Carroll at 8:00pm

Visit Our Website For More Information: www.2016kosciuskocelebrates.com

Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

It's up to you!



FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

DESIRE	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATIONS	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
CHALLENGES	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
EFFORT	Why bother? It's not going to change anything.	Growth and learning require effort.
CRITICISM	Ignore constructive criticism.	Learn from criticism. How can I improve?
SUCCESS OF OTHERS	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
RESULT...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

All educators care deeply about their students' motivation. They want them to love learning, and to be resourceful and persistent in the face of learning challenges. They don't want their students to lose heart when they get stuck, make mistakes, or receive disappointing grades. In this context, the growth mindset entered the scene.

A growth mindset is the belief that you can develop your talents and abilities through hard work, good strategies, and help from others. It stands in opposition to a fixed mindset, which is the belief that talents and abilities are unalterable traits, ones that can never be improved. Research has shown (and continues to show) that a growth mindset can have a profound effect on students' motivation, enabling them to focus on learning, persist more, learn more, and do better in school. Significantly, when students are taught a growth mindset, they begin to show more of these qualities.

We typically teach students a growth mindset through online programs that demonstrate how the brain changes with learning (how the neurons grow stronger connections when students work on hard things and stick with them) and how to apply this to their schoolwork. These programs also contain testimonials from other students about how they've used a growth mindset to approach their schoolwork and to work toward meaningful goals in their lives.

In the wake of the many exciting research results, educators became increasingly interested in promoting a growth mindset among their students. This was extremely gratifying. To see some of the great successes was even more gratifying. However, I slowly became aware that not all educators understood the concept fully.

Identifying a False Growth Mindset

It all started when my Australian colleague Susan Mackie informed me that she was seeing more and more false growth mindset. This is when educators think and do all sorts of things that they simply call growth mindset. And then I started noticing it, too. Here's what I saw.

Praising Effort Alone

In many quarters, growth mindset was boiled down to praising effort. Yes, our work had shown that praising students' process (their hard work, strategies, focus, and persistence) and tying it to their performance, learning, or progress could promote a growth mindset. But in many teachers' practice,

it had become divorced from any learning or progress. "Great effort" became the consolation prize for children who weren't learning. So the very students who most needed to learn about developing their abilities were instead receiving praise for their ineffective effort.

Teachers need to tell the truth. They can acknowledge laudable effort, but they also need to acknowledge when students are not learning effectively, and then work with them to find new learning strategies. (By the way, exhorting students to try hard is another ineffective practice that does not teach a growth mindset.)

Telling Students "You Can Do Anything"

In the name of a growth mindset, students were also being assured that they were capable of anything. While this may be true, simply asserting it does not make it so, particularly when students don't yet have the knowledge, skills, strategies, or resources to bring this about. Skilled educators set high standards for students but then help them understand how to embark on the path to meeting those standards. It's not a hollow promise.

Blaming the Student's Mindset

Perhaps the most discouraging thing that I've heard is how some educators are blaming children's mindsets for their failure to learn. A parent recently wrote me a heartrending letter. Her daughter had been in a wonderful school that, using growth mindset principles, made her feel like an effective learner, even when learning came slowly and with difficulty. She then went to a different school, where children were scolded and shamed -- in the name of a growth mindset -- for not persevering and learning effectively.

It is the educator's task to create a growth mindset classroom. In the safety of these classrooms, students can begin to leave behind their fixed mindset and try out the idea that they can develop their abilities. We see this happening when teachers give students:

Meaningful work

Honest and helpful feedback

Advice on future learning strategies

Opportunities to revise their work and show their learning

Overcoming Perceived Threats

But something else was happening, too. Educators were declaring themselves to have a growth mindset without actually taking that long journey -- perhaps a lifetime journey.

We have come to realize that every one of us is a mixture of both mindsets: sometimes we're in a growth mindset, and sometimes we're triggered into a fixed mindset by what we perceive as threats. These can be challenges, mistakes, failures, or criticisms that threaten our sense of our abilities -- for example, venturing into unknown territory with a new teaching method, confronting a student who is not learning, or comparing ourselves to a more accomplished educator. Are we inspired to try new things, or are we anxious or defensive?

In order to work toward more of a growth mindset, we need to observe ourselves and find our triggers. Just spend several weeks noticing when you enter a more threatened, defensive state. Don't judge yourself. Don't fight it. Just observe. Then, as Susan Mackie advises, give your fixed mindset persona a name. Talk to it, calling it by name, when it shows up. Over time, try to recruit it to collaborate on your challenging goals instead of letting it undermine you with doubts and fears.

In closing, research has revealed a tool that can enhance students' motivation. It is one of the few tools that has been repeatedly validated by rigorous research, but for this tool to be effective, it has to be understood and used properly. Our research is now devoted to finding out how educators can instill a growth mindset more effectively, because this is our highest priority.

CAROL DWECK

Growth Mindset: A Driving Philosophy, Not Just a Tool



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STUDENT & STAFF ANNOUNCEMENT

August 6, 2016

TIPPECANOE VALLEY TO HOST DISTINGUISHED ALUMNI DINNER

Tippecanoe Valley will host the Tippecanoe Valley High School Distinguished Alumni Dinner on Thursday, September 15, at 6:30 p.m., in the Tippecanoe Valley Middle School Commons to honor the TVHS Distinguished Alumni Class of 2016 and the recipients of the Tippecanoe Valley Legacy Award. The public is invited.

The menu for the formal TVHS Distinguished Alumni Dinner features baked chicken breast, mashed potatoes & gravy, green beans, salad, dinner roll, cheese cake, and drink. The cost is \$6 per adult and \$3 for students. Children five years of age and under eat free. Starting Wednesday, August 17th, tickets may be purchased from any Tippecanoe Valley school or the Tippecanoe Valley Administration Office. Tickets should be purchased by no later than Wednesday, August 31st.

Following the dinner local radio personality Rita Price will conduct a personal interview with each honoree.

The five-member Class of 2016 includes the late Scott Bibler ('82), Tim Doud ('88), Lisa (Harger) Fear ('96), Greg Gibble ('78), and Mindy (Creighton) Trues ('83).

The recipients of the Tippecanoe Valley Legacy Award are the late Ann Allen (Akron High School Class of 1952), Tim Harman (Mentone High School Class of 1972), Lee Norris (Beaver Dam High School Class of 1947), and Norman Wagoner (Talma High School Class of 1955).

DISTINGUISHED ALUMNI DINNER – STUDENT AND STAFF ANNOUNCEMENT

High School YEARS

Working Together for Lifelong Success



Short Clips

Dangers of e-cigs

Although e-cigarettes may be marketed as a safer way to smoke, they're not. E-cigs, vapors, or "vapes" as they're sometimes called, are simply a different way to put nicotine into the bloodstream. And they are illegal for anyone under 18 years old. Let your teen know these facts, especially if you suspect that her friends might be "vaping."

Mixed-age classes

Your freshman may be surprised to find himself in class with older students. Remind him that not long ago these upperclassmen were freshmen just like him. If your teen is older, encourage him to be welcoming by talking to younger students and offering help. Remind him that in college or on the job, he'll be the "new kid" again one day.

Bonding time

Getting "together time" with your teenager can be challenging. Try using your time in the car. Start friendly conversations—and be sure she turns off cell phones and video games. Also, create "no argument" zones—specific places in your house or certain times of the day when everyone is only allowed to say positive things.

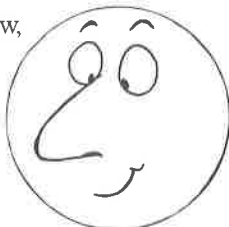
Worth quoting

"Kindness is always fashionable."
Amelia Barr

Just for fun

Q: What did one eye say to the other?

A: Don't look now, but between us, something smells.



Routines for a successful year

Developing just a few good habits can help your teenager get off to a strong start this school year. Suggest these three routines.

1. First things first

Writing to-do lists lets your high schooler focus on what needs to be done right away and shows him what can wait. Suggest that he write a to-do list when he gets home every day. As he accomplishes each task, he'll find it satisfying to cross an item off—and even more satisfying to see all the items crossed off!



2. Everything in its place

Your teenager will save time and reduce stress if he establishes daily routines for packing and unpacking his backpack. He could put homework in a set location on a desk or table (not the middle of the floor!). Then, when he finishes, he should return assignments, books, and materials to his backpack and replenish supplies like pens, pencils, and paper. *Tip:* Ask him to set up an

"inbox" and "outbox" for papers you need to sign.

3. Set a bedtime

This is something teens naturally resist, but sleep is crucial to successful school days. Students who arrive tired simply don't do as well as those who get a good night's rest. Establish a lights-out time that allows 8–10 hours of sleep. To help your teen fall asleep, have him shut off all electronic devices and leave them outside his room. Also, suggest that he avoid coffee or other caffeinated drinks in the afternoon and evening. 👍

Know your child's school

When you are familiar with your child's school, it shows you care about her education and encourages her to care as well.

Attend open houses and back-to-school events to meet her teachers. Where possible, go to after-school and weekend events like concerts, plays, or football games.

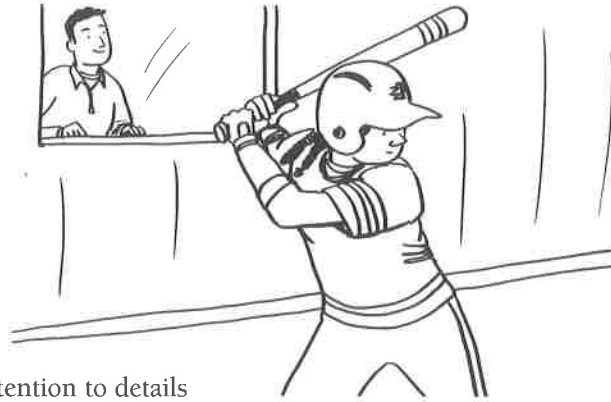
Also, read flyers and other materials that come home, and check the school's website regularly. *Idea:* Help school secretaries and other staff get to know you *and* your high schooler better by stopping in the office and introducing yourself. 👍



The nitty-gritty on grit

Grit—the ability to stick to something even when faced with difficulties—is considered a cornerstone for success in school and on the job. Consider these strategies for developing grit in your child.

Practice with purpose. Breaking tasks into smaller chunks will let your teen pay attention to details in ways she might not otherwise. A softball player could practice her stride one week and her swing the next. Or a musician might play parts of a song out of order, even backward, until she gets the notes right.



Do what you love. It is much easier to persevere when your teen enjoys what she's doing. Have her cultivate grit-related traits, such as maintaining focus and finishing what she starts, by pursuing the things she's interested in. Then, show interest in *her* interests.

Ask questions, praise her effort (not her talent), and offer help where possible. Once she understands what it means to “give her all” in the things she loves, that effort can carry over into other areas of her life. 👍



Get ready to vote

Your teenager is getting close to voting age, or he may even be old enough this fall. Prepare him for this important responsibility with these tips.

Learn about the nominees

Encourage your teen to read about the candidates' positions on key issues and to watch their speeches. Spark discussions by listening to news radio together in the car.

Be involved

Suggest that your high schooler volunteer in the campaign of a local or national candidate he supports. He'll learn how elections work, how campaigns attract voters, and how he can have an impact.



Follow the results

As a family, view the results on election night. How did his candidates do? *Idea:* Watch the results on multiple channels, read online in real time, and follow up with next-day stories in the newspaper. He'll see how different sources provide the information. 👍

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Parent to Parent

Great expectations

Our daughter Dominique significantly improved her grades last year, and I'm convinced that the expectations we set for her at home made a difference.

Rather than telling her to “do well” or “get all As,” we came up with specific expectations that we thought were high, but reasonable. For example, we said we expected her grades to trend up throughout the school year. That way, if she got off to a rough start, she knew what she had to do. We sat down in September to explain our expectations, and we kept the conversation going as the year went on.

This school year we've begun with a new set of expectations—and Dominique even said that knowing what we expect helps her to work toward it. When I think about it, that's how I feel at work, too: It certainly helps to know what my boss expects of me! 👍



Q & A

Fitting in extracurriculars

Q I know extracurricular activities are important, but last year my son went overboard and wound up way too busy. What do you suggest for this year?

A It's great that your son wants to be involved. Extracurriculars help teens form connections to school and stay safe. Plus, they provide skills for the workplace and a boost on college applications.

You can nudge him toward a realistic

number of activities with this idea. Have him list his favorites and then order them from first choice to last. Next, he could write down his expected hours of homework and any hours for a part-time job.

Make sure he also pencils in time for hanging with friends, reading and relaxing on his own, and being with family.

Finally, help him consider the time commitments for the extracurriculars—and decide on the best fits. 👍



High School YEARS

Working Together for Lifelong Success



Short Clips

Attendance is key

Send your teen the message that attending school every day is crucial. Schedule doctor appointments and other commitments after school hours. Take family vacations during school breaks or over the summer. And don't allow him to stay home just because he's tired or says he needs a break.

True friendship

Help your teenager understand that being "popular" and having friends aren't the same thing. Ask what she thinks a true friend really is. How do friends treat each other? What are strong friendships based on? Your discussion can show her that having true friends—and being a true friend—is more important than being popular.

In praise of praise

Take time to notice when your teen does something good—you will encourage him to repeat the behavior. For instance, if he does chores without a reminder, helps a sibling with a problem, or gets a good grade on an assignment, let him know you're proud of him. That tells him, "This is what I want you to do"—without nagging or lecturing.

Worth quoting

"Either write something worth reading or do something worth writing."
Benjamin Franklin

Just for fun

Q: Why did the music teacher need a ladder?

A: To reach the high notes.



Get more out of homework

Your high schooler can learn more from the homework she does each night with these ideas for extending the learning.

Discuss reading

It's your student's job to do her reading, but you could make it more engaging by asking about the books she's assigned. If she's reading a novel for English class, let her tell you the story, describe the characters, and explain the main conflict. For a biography, discuss the events in the person's life. What problems did the person face? How were they solved?

Find out more

Encourage your high schooler to go beyond the textbooks she brings home. She could add to her learning by exploring math websites related to her assignments or checking out historical fiction from the library. Reading newspaper and magazine articles about the subjects she is studying is another way to make the material more relevant.



Take field trips

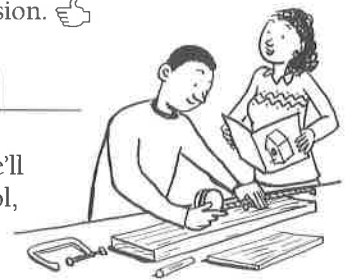
Why not use the work your child is doing as a reason for visiting local museums or other sites? She might learn more about an author whose home is open to the public or deepen her science knowledge with a trip to an arboretum or a botanical garden. These outings can be a lot of fun—and make learning come alive. *Tip:* Call ahead to find out about days with free or discounted admission. 👍

Why do I need to learn this?

"I'll never use this!"

Sound familiar? If your teen complains that he'll never need the information he's learning in school, show him how learning is useful by actually using it! You might:

- Make a game of incorporating his English, social studies, or foreign language vocabulary words into your daily conversations. Keep score of who can work in the most words.
- Cook or bake together, and ask your teen to double, quadruple, or halve fractions to adjust quantities in recipes. Or involve him in building projects that require measuring dimensions. 👍



Prevent distracted driving

Help your young driver avoid the dangers of distracted driving by sharing these facts and setting important rules.



Put away phones

Your teen may be surprised to hear that it takes 4.5 seconds on average to read a text. Tell him that looking at his phone for that long is the same as driving the entire length of a football field at 55 miles per hour—with his eyes closed. Make an “engine on/phone off” rule: He can’t start the car until his phone is off and can’t turn the phone back on until the engine is off.

Focus on driving

The risk of an accident increases when a driver does *any* secondary task. This includes not only using a cell phone, but also eating, drinking, changing the radio station, and talking with passengers. Make sure your teen is aware of this. Then, consider rules like “No eating while driving” or “No passengers besides parents.”

Beware of other drivers

Point out to your teenager that he’s not the only one who can be distracted. Tell him to watch for erratic behavior by other drivers, such as weaving, sitting too long at a stop sign or green light, or slowing down and speeding up. Driving “defensively” will heighten his awareness and help him compensate for others’ mistakes. 👍

Be resourceful

Does your teenager know how to tackle and solve problems for herself? Try these steps for helping her become more resourceful.

1. Suggest that your teen make a list of issues she faces and solves each day, such as conflicts in her schedule. She should also list resources to handle these issues, whether physical tools like calendars and calculators or mental ones like patience and compromise. This will help her see the tools already at her disposal.



2. Resourceful people are able to deal with unexpected situations. Encourage your high schooler to join a new group at school, try a different hobby, or even play a game she’s not familiar with. Facing challenges like these can give her practice in talking to people who have different interests, stepping outside her comfort zone, and adapting to new situations. 👍



Q & A Managing money

Q My daughter is starting to make money at a part-time job. How can I teach her to be financially responsible?

A Great question! This is a topic many parents worry about because developing bad money habits now can lead to real problems down the road. First, talk with your teenager about saving a portion of her earnings and not spending more than she makes.

Then, consider showing her your family budget, as well as bills for things like mortgage, rent, utilities, or insurance. That will help her better understand where money will go when she grows up—and how money is used responsibly.

Finally, encourage her to draw up her own budget listing how much she will bring in, where she plans to spend money, and how much she will save. Making and using a budget now will give her a leg up for when she’s on her own. 👍



Parent to Parent The power of proofing

Recently, our son Justin’s writing assignments were coming home with sloppy mistakes and points taken off. “Spell-check should fix it,” Justin said. But spell-check can’t catch everything.

Since I do a lot of writing for my job, I suggested this idea that works for me. After finishing a writing assignment, I put it away for an hour. Then, I come back and reread it with “fresh eyes.” When Justin tried this, he was

surprised at how often he caught an error that he hadn’t seen before.

We also made it a family activity to look for mistakes when we read newspapers, magazines, books, store signs, billboards, and websites. It’s always more fun to find someone else’s errors than to see your own!

And seeing these mistakes printed for the whole world to see made Justin understand how important it is to double-check your work. After all, no one wants to mess up in front of everyone. 👍



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Get Organized!

When it comes to being a successful student, being organized can make all the difference! Research shows that students who are organized do better in school and don't get as frustrated during daily routines. These tips on organization and time management will help your teen stay on top of schoolwork and homework.

Prepare the night before

Have your teenager establish nighttime routines that make mornings go smoothly. She can choose her clothes and set out her backpack, coat, and other items she'll need. *Tip:* Hang wall pegs or place a basket by the door to hold her things. Your teen can even get her breakfast ready by putting a bowl, cereal box, banana, and spoon on the kitchen table. Remind her that the more she does the night before, the easier her mornings will be.

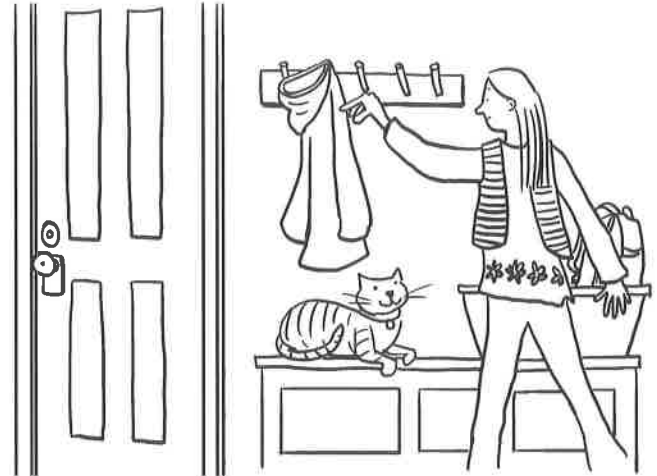
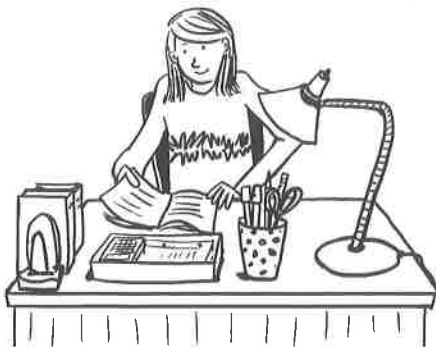
Plan for short term and long term

Talk about the upcoming month with your high schooler. What assignments are due? When will he do homework, chores, and extracurriculars? Let him write everything in a planner or on a calendar. Then, schedule Sunday meetings to review the week ahead together. Arrange rides for activities, check on games and school events, go over after-school appointments, and get commitments for family meals. Also, tell your child if you'll be out any evenings. Discussing the week keeps teens on track and parents informed.

Create a homework spot

Help your high schooler choose a quiet place with plenty of light, such as her bedroom desk or the dining room table. Make sure she turns off her phone or keeps it in another room to avoid distractions. She might stock a cardboard box or plastic tote with school supplies like pens, highlighters, a calculator, and reference books

(dictionary, thesaurus). It's also a good idea to include a stapler and paper clips for holding papers together.



Ready, set, declutter!

For an organization activity the whole family can try, make a game out of "decluttering" your house. Set a timer for 10 minutes, and see who finds the most things to throw away before it rings. Check easily cluttered spaces like counters and backpacks.

Maintain a clean locker

An organized locker will let your high schooler locate supplies quickly between classes. For instance, he could store books and folders for morning classes on the top shelf and afternoon materials on the bottom. Also, suggest putting extra pens, pencils, and calculator batteries in a pouch inside his locker.



continued



Stay ahead

By doing a little at a time, your child can stay on top of her tasks. For example, she could start her reading for English class while waiting for a ride after STEM club. Or she might take 15 minutes a day to review her class notes. Even if she doesn't have homework for a certain subject, she will keep what she learned fresh in her mind.

Set priorities

Suggest that your teen keep a to-do list and rank items in order of urgency. Tasks that he labels with an "A" must be done immediately (homework due tomorrow). He should take care of "B" items as soon as possible (wash uniform for

this weekend's game). And he can do those marked "C" when it's convenient (organize his photographs). This method will teach him to focus on what matters most.

Keep track of papers

Encourage your teenager to choose a different-colored notebook and matching folder for each subject. She can use notebooks to take class notes and folders to store returned assignments, quizzes, and tests. When it's time for class or homework, she'll know at a glance which folders and notebooks to grab. *Tip:* It's a good idea to have a new folder on her computer for each school year, along with a subfolder for each subject. Make sure she backs up her files regularly.

Don't get sidetracked

With so much going on in your teen's life, he may be tempted by activities that aren't on his list. Encourage him to take care of obligations first so he's not crunched for time later. You might help him practice what to say to friends who ask him to hang out when he has work to do.

Example: "No, I'm heading to the library. How about doing something Saturday instead?"



Project planning

Organization is an important key to success when your teen works on a group project. Suggest these ideas for getting started:

- Get everyone's phone number and email address. Group members might put the numbers in their cell phones or write email addresses in their assignment books. Or one person can start a group email chain to share contact information.
- Create a shared folder using a free program (for example, Dropbox or Google Drive). Everyone in the group will have access to the files they need.
- At the first meeting, go over the project. Discuss ideas for



the format (poster, video, debate), and decide on one that everybody thinks will work best.

- Have each team member volunteer for a task (research a section, design a brochure, write a script). Agree on due dates for each job. *Idea:* Set up an online calendar that will notify everyone about upcoming deadlines, or put someone in charge of sending out reminders.
- Decide where and when the group will meet (say, at the library, Thursdays after school). Or if they will have video conferences or group calls, decide on a time and a meeting leader.

High School Years

Avoiding Risky Behaviors

The high school years give you a glimpse of the young adult your child is becoming. They also bring new challenges in keeping him safe. Here are ways you can help your teen avoid dangerous substances, be a safe driver, and have healthy dating relationships.



Prevent drug use

One of the best ways to prevent your children from experimenting with alcohol and other drugs is to talk about the subject.



■ **Risks.** Ask what they know about drugs, and make it clear you don't want them trying any. Point out that using drugs at this age is especially harmful because their brains and bodies are still growing.

Also, focus on risks that will matter to *them*. For example, your teen could be kicked off a sports team or get a bad reputation.

■ **Parties.** If there's a party, check with the parents ahead of time. Make sure the teens will be supervised and that alcohol won't be served. If you're uncertain whether a party will be safe, say no and offer an alternative, like letting your child have friends over.

■ **Saying no.** Go over ways to turn down alcohol or drugs. Your teen might simply say "No, thanks," use humor ("I don't look good in handcuffs"), or use you or school as an excuse ("My parents would ground me forever" or "I have a paper to write").

Be aware of drugs

Different drugs are popular in different places. To learn what's common where you live, ask local police or school administrators what they see. Watch for substances like these.

■ **Alcohol.** People who start drinking at a younger age have a greater chance of becoming addicted. Keep an eye on alcohol if you have it at home (for instance, check the levels in liquor bottles). Better yet, lock it up.

■ **Nicotine.** While smoking is on the decline among young people, e-cigarettes are gaining popularity. And using e-cigs to inhale nicotine-based vapor can get young people hooked. Let your high schooler know these devices are off-limits.

■ **Marijuana.** Surveys show that adolescents don't see as much of a risk in using "weed" as they used to. Explain to your teen that marijuana carries special risks for adolescent brains. For instance, it's been shown to damage attention and memory, making it harder to learn.

■ Prescription drugs.

Teenagers might use medications like painkillers, tranquilizers, antidepressants, sleeping pills, or stimulants (like ADHD medicines), thinking they aren't as dangerous as "regular" drugs. Tell your child it's illegal to use someone else's prescription and that doing so can be addictive and deadly. Get rid of unused medications, or lock them in cabinets.



■ **Heroin.** Adolescents who become addicted to prescription drugs may turn to heroin because it's cheaper and easier to get. Explain to your teen that using heroin is extremely dangerous, and it's a vicious cycle. Withdrawal symptoms are severe, leading the user to seek more heroin to feel better.

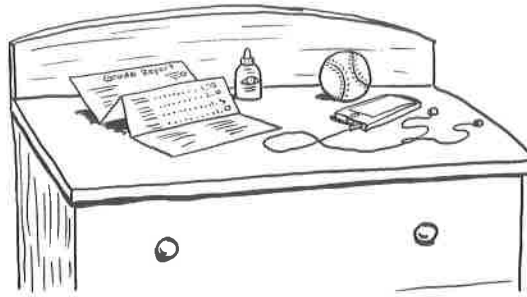
Note: Become familiar with drug-related slang by checking sites like noslang.com/drugs. Keep an eye on your child's texts and social media posts for drug terms.

continued

Drugs: Warning signs

Symptoms vary by drug, but below are common ones. Since some are typical teen behaviors, you'll need to consider whether they continue longer than normal or whether two or more are happening together. Look for:

- Withdrawing from family, friends, and activities
- Significant drop in grades
- Unusual tiredness or energy
- Unexplained nausea or vomiting
- Red or flushed face
- Skin irritations or bruises
- Frequent nosebleeds or runny nose
- Excessive thirst
- Increased use of eyedrops (to reduce redness)



- Sudden use of air fresheners, scented candles, or incense (to cover up drug, cigarette, or alcohol odor)
- Unusual activity regarding money (frequently asking for money, selling personal belongings, stealing)

If you suspect your child is using drugs, check with teachers to see if they've noticed anything unusual. Ask your teen directly, and let her know you care about her safety and want to get her help. If she denies using them but symptoms continue, take her to the doctor for a medical opinion. You can also call the Partnership for Drug-Free Kids helpline (855-378-4373).

Encourage safe driving

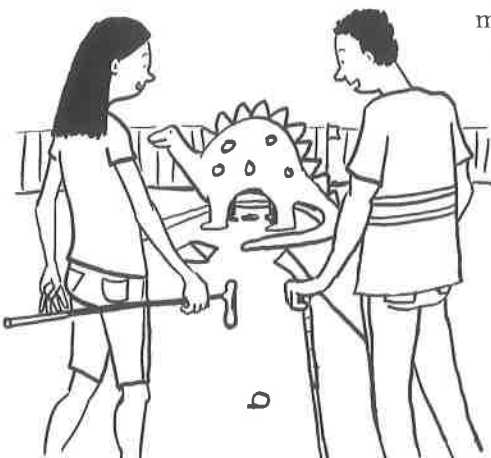
Teen drivers are more likely than other age groups to get into accidents. Make your child safer behind the wheel by practicing in different conditions at different times (rain, snow, dawn, dusk) and in different places (side streets, highways, parking lots). Point out strategies that work for each situation. For instance, bright sun can blind your sight temporarily, so wear sunglasses and keep the visor down. In rain or snow, drive more slowly and leave extra room between cars.

Start your teen out slowly once he gets his license. You might allow him to drive only to school and work at first. Over time, perhaps he could drive farther away. Also, even if state law doesn't limit passengers for teen drivers, consider not allowing friends in the car—they can be distracting and may encourage showing off.

Let your teenager know that driving provides freedom but comes with responsibility. That means following ground rules like wearing a seat belt on every trip (no matter how short), never texting while driving, and obeying the speed limit and other laws. Consider putting teeth into those responsibilities, too. You might require your teen to pay for any tickets he gets, damage from any accidents he causes, and additional insurance costs.



Promote healthy dating



Your high schooler may or may not be dating yet—either way, talk about healthy relationships. Discuss how one should be treated and should treat a partner. For instance, partners should respect each other and give

each other time with family and friends. They should also share decision making or be willing to compromise. If partners try to change each other, limit one another's time for outside interests, or insist on making all the decisions, the relationship is out of balance.

Sadly, teen dating violence is all too common. Explain that under no circumstances should your child or a date hurt each other physically, call one another names, or force sexual activity. Let your teens know they can come to you or another trusted adult if they ever think a partner is abusive.

Talking to your teenagers about sex will also help protect them. Explain your views, and listen to theirs. Tell them you're willing to answer questions and that you plan to bring up the subject again.

High School Years

Real-Life Advice from Real Grads

Should I apply to college? What's it like being away from home? What should I expect at my first job? Teenagers face many questions about their future. So who better to answer those questions than recent high school graduates? Share the following Q&As with your teen to help him prepare for this important time.



Q *I'm getting ready to apply to college. What are some things you wish you had known before starting the process?*

A Start early, and know yourself! Even before you see your first application, you know what your accomplishments are and what makes you special, so begin writing those items down in a file now. It will be valuable to have them already collected when it comes time to communicate



your strengths to colleges. And knowing yourself also means being realistic about where you apply. Think carefully about your application list early, and you'll save time and reduce stress later.

Q *I have no idea what I want to study, so should I even go to college yet?*

A Knowing what you want to study is not a requirement for going to college, and you're definitely not alone. The good news is you probably don't have to declare a major right away. Almost every school has a program for undecided freshmen, and taking introductory courses and exploring different fields can help you discover your true interests. You'll be assigned a college adviser who will help, too. And here's a little secret: Many freshmen who enter college with a major actually end up switching anyway.

Q *What were the biggest lessons you learned from your first semester in college?*

A All those naggy lessons your parents taught you turn out to be true! Get enough sleep, eat well, clean up after yourself, don't blow off your studies, and *do* hang out with the right people. Also, you don't have to be best friends with your roommate, so don't feel pressured. But you do have to be friendly. I think that really just means: Treat her how you would want to be treated, and try to be patient with her weird habits—you have yours, too. Then, get to know your professors. Go to office hours. They want to help you, and you may make valuable connections for internship and job references.



continued

Q *I'm afraid my first-choice major won't lead to a job. Did you choose your major based on making your college investment pay off, or based on what you liked?*

A It's obviously better to do something you love, and that you're good at, than to do something you don't like just so it "pays off." At the same time, you need to go into college with your eyes wide open about the job market. The key is not just in choosing your major, but in finding a way to make yourself marketable when you graduate. If you love history or music, consider pursuing an education degree so you could teach those subjects. If you have a passion for math, look into engineering programs. Then, no matter what you major in, take advantage of internships and other opportunities to make yourself an experienced job applicant when the time comes. Whether you're going into a field with more or fewer opportunities, having already worked in that field will give you a leg up.

Q *I'm starting college in the fall, and I need to work part-time. How can I balance school, work, and fun?*



A First of all, school, work, and fun don't have to be separate. Some on-campus jobs will be all three at once. For example, dorm mailroom positions let you meet

everyone, work with fellow students, and perhaps have downtime for studying. The same may be true for dining hall or rec center jobs. But as a working student, time management will be key. Work morning shifts on days you don't have class, or work weekends. Set up official homework times for yourself, and study in the library where there are fewer distractions. If you do those things, you'll be more relaxed when it's time for fun.

Q *I'm going right into the workforce. What surprised you about your first job?*

A A few things. At the top of the list: You have to learn to work with all different personalities, and you have to get along with everyone, whether or not you like them. That's something you could prepare for now by



digging into group projects in school, participating in sports, joining clubs, and volunteering. Also, you'll see that you're expected to get your work done on time—there aren't a lot of extensions or excuses. And you'll have to get used to the fact that work goes year-round—no more spring break or summer vacation. Sometimes the day feels long, but I've been surprised by how much I get done in an eight-hour day and how good that feeling of accomplishment can be.

Q *My finances will be tight. How did you keep expenses down and make your money go further while living independently?*

A Number one: Create a budget.

You have to know how much is coming in and where it's going. Then, watch your spending. Stick to your meal plan—eating out can really add up.



Textbooks are often a huge line item, so make sure you research alternatives. You might rent books, buy used ones, or check out neighborhood or online bookstores. Next, see if your school or community offers a student discount card to use at local shops. And for free entertainment, watch for on-campus events like movies, plays, concerts, and talks.

Q *I have to cook my own meals next year, and I've never made anything in my whole life! What tips do you have for preparing easy meals in a small kitchen?*

A Ask a parent or family friend for help while you're still living at home. You might cook alongside them and learn basic kitchen skills like chopping, slicing, and sauteing. And finding recipes couldn't be easier these days—you can search online for recipes-for-one, browse your favorite dishes on Pinterest, or get a "dorm room" cookbook. Don't worry about the size of the kitchen. Unless you're planning to throw lavish dinner parties (which you're not), any kitchen with a refrigerator, a stove, and an oven will meet your needs. Above all, enjoy it. Pick ingredients you like, be creative, and have fun.

High School Years