



TIPPECANOE VALLEY HIGH SCHOOL



Viking News

December/January Newsletter 2015-2016



New Phone System Coming Soon!

We are pleased to announce that over our Christmas Break, TVSC will be transitioning to a new Voice over IP phone system. Our goal is to have the new system operational by the first of January. The new phone system will replace an aging phone system that can no longer be updated or in many cases repaired due to failure. The new phone system will allow our schools to maintain the highest level of service to our patrons.

Please note that all phone numbers throughout the district will be changing. Staff phone extensions will also change. The new phone numbers will all have a '598' prefix, making calls to any school a local call for most patrons. The new numbers will be available on our website, as well as the district and school social media sites.



Choir Christmas Concert will be Monday, December 14th at 7pm in the High School Commons.



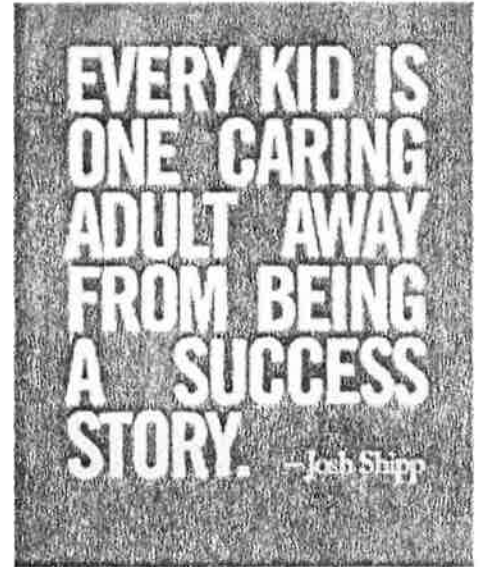
IHSAA Student-Athlete Tip of the Week (10-26-15)

"Promoting education based athletics in Indiana"

Everyone that plays athletics at any level will suffer a tough loss from time to time. If you are a Michigan football player, last week's loss to rival Michigan State is as tough as they come.

Michigan's punter fumbled the snap and MSU scored with no time left to win the game. Was it the punter's fault? Was it a bad snap? Was it a coaching decision? In the long run, it doesn't really matter. But one thing I do know is this: never let a play or game, good or bad, define you as a person. What really defines you is what you learn from your sport's experience. Hopefully it makes you a better person and helps prepare you for future challenges in life!

All content property of Billy Shepherd Sports Inc.



The Following Athletes will soon sign Scholarships in Athletics to further their education and athletic careers:



Lexi O'Connell– Will attend IPFW Fort Wayne for Track. She plans on majoring in Early Childhood Education.



Eric Hammer– Will attend Northern Illinois for Baseball. He plans on majoring in Structural Engineering.

Current NHS Members

Class of 2016

Cassandra Abalos	Braxton Behny	Morgan Brazo
Cassidy Cave	Erika Craft	Brooke Danner
Jesse Floor	Katelyn Gunter	Madison Henninger
Andres Herrera	Brittany Holloway	Karly Kitch
Ashlee Marshall	Amber Mikel	Madison Miller
Robert Morehouse	Rebecca Murphy	Jay Myers
Austin Nickerson	Lexi O'Connell	Kaitlyn Ott
Julia Pomeroy	Emily Shepherd	Ben Slone
Isaac Sponseller	Karis Tucker	Kyle VanDiepenbos



This Year's Inductees

Class of 2016

Whitney Haneline	Shay Merley	Dhyey Patel
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Class of 2017

Victoria Biddle	Meredith Brouyette	Hannah Brower
LauraAnne Davis	Lexi Durkes	Hunter Early
Johnathan Engle	Katelin Gagnon	Amanda Heltzel
Audrey Jackson	Jeremy Julian	Guadalupe Hernandez
Baylee Kolesiak	Alex Kromkowski	Breanna Kruger
Dylan Manwaring	Jared Mikel	Abbi Miller
Tori Miller	Lucas Mills	Kennedy Niedbalski
Noah Prater	Katie Prater	Sydney Schaeffer
Gracie Schwenger	Anne Secrest	Chris Secrist
Aerin Shewman	Yarley Smalley	Tom Solano
Dylan Warner	Riley Weitzel	Chris Wilhite



A Look into our Classrooms



Miss Chenoweth's Classes

English 9: Is working with the This I Believe project. They will be doing an essay and presentation then moving into critical responses to non-fiction.

English 10A: Is exploring Human Nature and other themes in Lord of the Flies and criterion writing prompts.

Mrs. Engle's English Classes!

By Mrs. Shelly Engle

I truly love being a teacher, particularly an English teacher. Working with students, talking about books, helping students perfect an essay, and so much more are a few of the things that I love! This year has been an exceptional one as my 10th graders gear up to take ECA and ISTEP later this year, and my freshman have begun learning the ropes of a high school English class and what the expectations are for being a successful reader and writer at Tippecanoe Valley High School. Our classroom was just gifted with a KEYS grant that allowed me to purchase about 200 new books for my classroom and my students! We are really excited to read now more than ever!

Here is a snippet of what has been going on in all of my classes. Feel free to contact me anytime with comments, questions or concerns about happenings in these classes! Thanks for all you do for students!

English 10

English 10 has been working diligently on how to write and format a five paragraph essay. This particular persuasive essay was similar to an ECA or ISTEP writing prompt. Students needed to present an argument on whether or not art and music classes should be eliminated due to budget cuts. The formation of this essay included creating a lead or introduction into the topic as well as crafting a thorough thesis statement for the essay. This constituted paragraph one. Subsequent paragraphs two, three, and four were main reasons that students were using to construct their arguments along with supporting sentences to accompany those main idea statements. Paragraph five or the conclusion restated the question at hand, restated the thesis, summarized the reasons supporting the argument, and left the reader with something to consider introduced by their argument. We spent weeks crafting this essay and most were quite good! We were pleased with our outcomes.

English 10 has also been working on reading and annotating pieces of text. Annotating text means interacting with the text by recording all of your thinking on the piece while you are reading. It requires multiple readings to record questions, predictions, inferences, summaries, and synthesis of what the piece has to offer. Students are reading not just to answer questions but to actually think about what a text has to offer. This interaction is critical to comprehension of any selected piece. We have been calling attention to what we need to be doing as readers before we actually read any piece of text and are now working on what we do while we reading with annotation. We will then transition into what we need to be doing after we read a piece and how to best show we understand what a piece says. This reflection is a last crucial step in completing the reading process.

English 9A

English 9A just finished reading the novel, A Separate Peace, by John Knowles. This book was intended to get students thinking about their own human nature. We preemptively read shorter pieces of literature designed to spark thoughts and conversations about why humans do what human do. All of the pieces concerning human nature culminated for an essay written by students about their own human nature. This has sparked some great, deep thinking on the part of my students. I loved reading these essays! Students will take this essay and refine it with some proper essay etiquette to make it a publishable piece. It will be a nice piece to end the semester with.

American Studies



American Studies class is a junior level class that combines English 11 (American Literature) and US History into one class. American Studies also the only class in which students can earn six history credits through Grace College. This class focuses on US History from European exploration to current times and utilizes a college level textbook as well as a multitude of primary documents. Students learn a variety of reading and note taking strategies to help them navigate through these difficult texts. Students also learn how to analyze and interpret historical documents and their impact on American culture just as professional historians.

Another important aspect of this class is its partnership with Prill School Museum Association. Prill School is an 1850's school house which was one of the predecessors to Tippecanoe Valley School Corporation. American Studies students actively support the preservation of this local historical landmark through fundraising as well as hosting a "Pioneer Day" for fourth grade students from Akron and Mentone Elementary Schools. Students must research the history of Prill School as well as the history of one-room school houses during the time period the school was open and provide a day long series of experiences so the elementary students to learn about local Indiana History. Past activities have included: making funnel cakes, taffy, candles, horn books, rope, apple butter, bead necklaces, penny rugs, playing games, washing clothes, watching wool being spun into yarn, shelling corn and participating as a student in a one-room school house lesson.

In order to raise money to facilitate the Prill School Pioneer day, students have created fundraisers. As a class, students held a "Chill for Prill" chili dinner fundraiser during the football game against Wabash. They created advertising posters, newspaper and radio ads as well as a Facebook post. Students coordinated with Mrs. Holloway in the cafeteria to order and help prepare the food. Students created

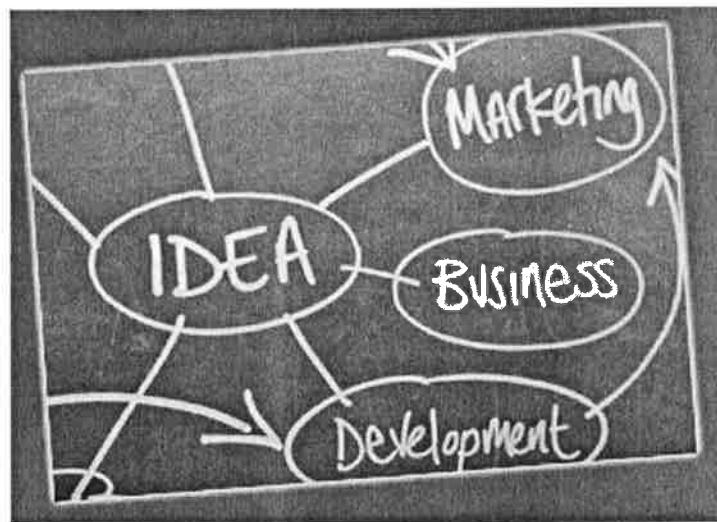
brochures on Prill School and Pioneer Day to inform the public what funds would be used for. Finally, they set-up, served and cleaned up the dinner. Another Chili Dinner is in the works for Jan 15th during the Boys' Basketball game with Rochester.

Students have been working hard combining both history and English skills into meaningful local projects!

Political and Economic Studies

Political and Economic Studies (PES) is a class which combines Government, Econ and English for seniors. PES is also a dual credit class in which students earn three Grace College Credits in Business. As in the American Studies class, students participate in the community to learn government and economic principles.

This semester of Political and Economic Studies focuses on Economics. We are fortunate to have partnered with Grace College and Warsaw Chamber of Commerce to offer unique opportunities for our kids. Professor Grossnickle teaches class once a week giving students advanced insight into a college course as well as the opportunity to earn three business credits through Grace. The Warsaw Chamber of Commerce facilitates the Young Entrepreneurs Academy program, which allows students to start their own business, write a detailed business plan, and present their business ideas "Shark Tank" style to area business owners in a bid for funding. One of our student businesses will win a trip to New York in May to pitch their idea at the Northwest Regional for scholarships. More about the national Young Entrepreneurs program can be found here: <http://www.yeausa.org/introduction.php>



Along with the YEA program, the Warsaw Chamber of commerce provides additional opportunities for this class. Students hear presentations from area business leaders (Brook Hamstra from Thorne Insurance, Rick Helm Attorney,), go on field trips (Mud Love, The Jerkey Shop, Warsaw Taste and Trade Show, Grace College Executive Forum), and are assigned area business mentors to help students develop their own business plans.

It has been a busy, but enjoyable year!

English 12 Classes

Students in English 12 classes have been busy preparing for their futures! Students started the year by researching possible careers and the different possible paths to get there. They had the opportunity to fill out job, tech school as well as college applications. All students filled out the Kosciusko County Standard Application form which is the first step to receiving scholarships awarded to Tippecanoe Valley High School students. They also had the opportunity to look over scholarships that were available to last year's seniors, so they could keep an eye out for scholarships that will be beneficial to apply for. Hopefully, by going through this process early in the year, students will get a head start on what they will need to be successful after graduation.

The second half of this semester has focused on early British literature and looking at the concept of leadership. Students read Beowulf which is an Anglo Saxon epic from 600AD, Sir Gawain and the Green Knight which is part of the King Arthur legend and they are now reading Macbeth by Shakespeare. Each of these literature selections focuses on a hero with various leadership qualities. Comparing and contrasting their leadership characteristics with our ideas of what makes a good leader today has led to many interesting discussions. Students have also been able to practice their writing skills, correctly citing evidence from the text using quotations and paraphrasing information from the stories. Next semester, we will expand on writing skills through research.

The SAT

Attention Juniors and Sophomores. The SAT test is undergoing some changes. The new SAT, which debuts in March 2016, will have only two sections: Math and Evidence-Based Reading and Writing. The essay component will be optional. Emphasis will be on evidence-based interpretations of texts, and vocabulary and used in college and careers, as well as math skills/ Students will not be receive additional deductions for incorrect responses as in the past. The English Department feels our curriculum will prepared TVHS students for the new test, college and beyond. For more information about the test, read the following New York Times article:

http://mobile.nytimes.com/2015/11/01/education/edlife/everything-you-need-to-know-about-the-new-sat.html?mabReward=CTM&action=click&pgtype=Homepage@ion=CColumn&module=Recommendation&src=rechp&WT.nav=RecEngine&referrer=https://t.co/4MfOs001H2&_r=0

To sign up for the SAT please go to <https://www.collegeboard.org/>

Mr. Heinold's Classes

TVHS has many classes that use *Autodesk* computer drafting software. Those classes include Introduction to Design Processes (IDP), Computers in Design and Production Systems (CID), and a pair of Project Lead the Way classes that includes Introduction to Engineering Design (IED) and Civil Engineering and Architecture (CEA). The software we use from *Autodesk* includes *AutoCAD Mechanical and Architecture, Inventor, and Revit*.

IDP is a basic CAD drafting class and uses *AutoCAD Mechanical* to create 2D patterns and some basic 3D products associated with mechanical drawing, which is a fundamental type of drawing for industrial use. Currently these students are using 2D CAD techniques to create pictorials that would be used for presentation purposes.

CID is the advanced drafting-like class and uses *Autodesk Inventor* for 3D modeling. The students in this class just completed using an assortment of 3D tools and techniques to create mechanical drawings that were much more advanced than those created in IDP. Currently these students are developing an advertisement poster - using Microsoft Publisher - that will contain products designed and personalized by each student themselves using *Inventor*. The final project for the students in the second semester will be a set of house plans using *AutoCAD Architecture*.

IED is a pre-engineering program and is a dual credit class that uses *Inventor* more from the engineering perspective. An engineer would use a 3D CAD tool like *Inventor* to create solutions to a problem. Many of the creations in this class are student created products that would either improve on fill a gap for a need in our society. The current IED students have completed the development of a cell-phone cover that would protect their individual phones. They had to measure their cell-phones and were restricted to a certain volume and mass that they had to measure. The next step will be to create the product using a 3D printer and test it to see if it fits their phone.

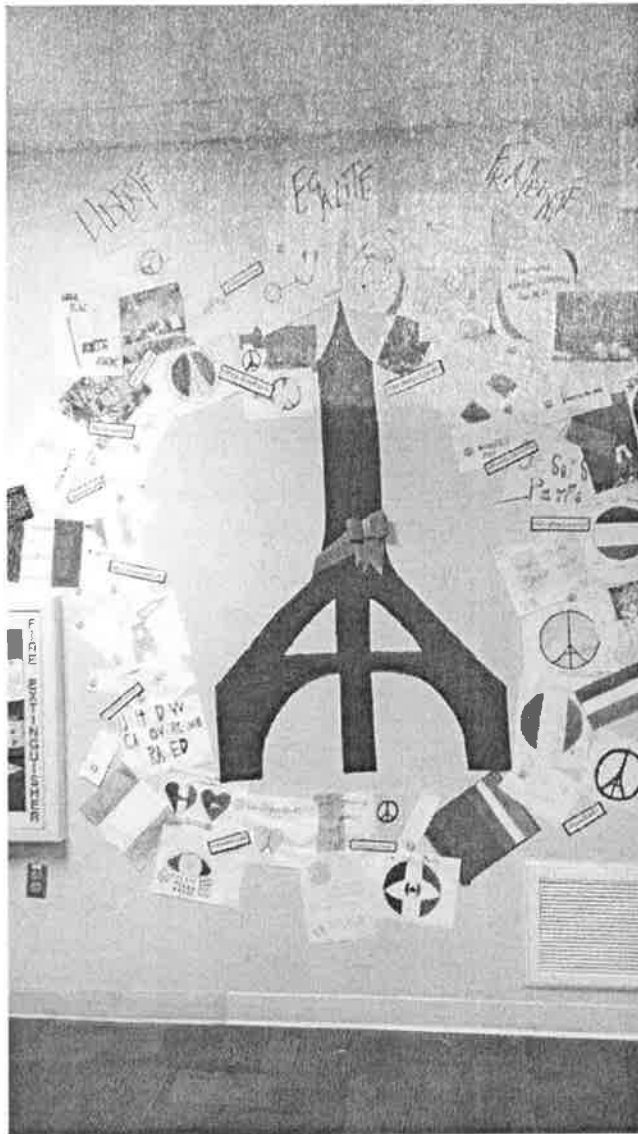
CEA is also a pre-engineering dual credit class that uses a 3D architecture program called *Revit*. This class uses the program to develop building structures and create sets of plans that could be used in the construction and presentation of them. Currently these students are developing a set of plans for a house using the building codes that "Habitat for Humanity" would have to abide by. The plans include anything from simple floor plans and elevations to electrical, plumbing and site plans. Schedules and 3D renderings are also required for this project.

Everything that is made by a human being is first drawn. As you can see TVHS has a variety of classes that can provide a variety of skills for not only drawing, but 3D modeling. Students taking these classes gain employability skills that could be expanded at a college or technical school or could lead to an occupation obtained straight from their high school experiences.

PEACE FOR PARIS

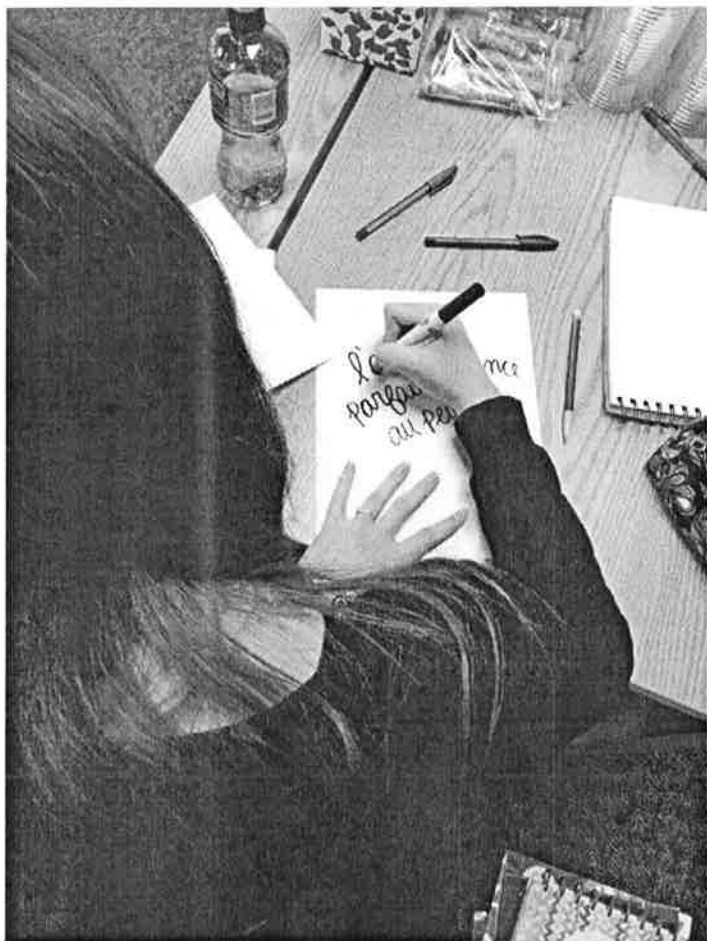
November 2015

French Classes at TVHS have been grieving the loss and violence of recent terrorist attacks in Paris and around the world. On November 16, our first school day after the Paris attacks, we made a peace wall for Paris, writing words of prayers, loss, hope, strength, and solidarity. Below is a picture of the wall which we then sent to the people of Paris and of all France through our French Embassy with a message of condolences in French. <http://franceintheus.org/spip.php?article7170>



TVHS peace for Paris designed by French students.

#memepaspeur #jesuisparis #le13novembre #Bataclan



French student Jessica (Colette) Demske creates a message for the peace wall in French I class.

Student Council News

IASC STATE CONVENTION

Students from Tippecanoe Valley High School attended the Indiana Association of Student Councils (IASC) High School Division State Convention- *"The Magic of Leadership- We All Have Magic Inside Us"* on November 7 & 8, 2015 in Indianapolis. TVHS students who attended the State Convention are Madison Miller, Karly Kitch, Whitney Haneline, Dwight Conley, Travis Shull, Shayleigh Shriver, Olivia Ellenwood, Hannah Jansma, Yarley Smalley, Shayla Hoffman, Victoria Biddle, Alexia Durkes, McKenzie Murphy, Carissa Ziemek and Baylee Kolesiak. Students were accompanied by their advisors; Crystal Heckaman and Cami Shriver.

The IASC High School State Convention annually offers a program of leadership learning activities presented by nationally known speakers and IASC personnel, with the intent that students will be empowered to impact their schools and communities in many new, exciting and positive ways. This year's keynote speakers were Scott Greenburg and Scott Backovich.

While at the convention, the TVHS Student Council was recognized as an IASC Honor Council (for their dedication and determination in completing all the requirements determined by the IASC and creating a scrapbook showcasing those requirements) and a Riley Miracle School (which means we raised at least \$1/student in our building through our Riley week activities).

Student Council Gives Back

In November, the students decided they wanted to assist families within the corporation by helping them have a more enjoyable Thanksgiving. The Student Council members donated a complete Thanksgiving meal to a family from each school within our corporation. (Akron, Mentone, TVHS, TVMS & BEC) We provided all the food for a wonderful meal. (Turkey, stuffing, potatoes, gravy, green beans, cream of mushroom soup, French fried onions, rolls, pumpkin pie and cool whip).

SHOP program and Holiday House

The month of December is dedicated to the planning of SHOP. Through SHOP or Students Helping Other People, we sponsor at least eight disadvantaged students, from both Akron and Mentone Elementary Schools. These elementary students are paired with a middle school and/or high school Student Council member who helps them shop for all of the members of their family. We provide each student with a \$100.00 Meijer gift card. After our shopping experience, we return to the school and help the young students wrap all of their gifts. During December we also assist at both Akron and Mentone Elementary with their Holiday House Programs. Student Council members help before the events by sorting donated items. The day of the event they assist families with their shopping.



TIPPECANOE VALLEY SCHOOL CORPORATION

Attention!

**New Phone Numbers
Starting January 5, 2016**

**Akron Elementary School
(574) 598-2367**

**Burket Educational Center
(574) 598-2600**

**Mentone Elementary School
(574) 598-2590**

**Tippecanoe Valley Middle School (TVMS)
(574) 598-2200**

**Tippecanoe Valley High School (TVHS)
(574) 598-2100**

**Tippecanoe Valley Bus Garage
(574) 598-2490**

**Tippecanoe Valley Administration Office
(574) 598-2759**

TVHS GUIDANCE NEWS

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

EARLY WINTER 2015



FINANCIAL AID WORKSHOP

When: Monday December 7, 7:00 p.m.

Where: TVHS Lecture Room

Who: Senior students and parents are welcome to attend our annual financial aid meeting. Learn more about scholarship tips and financial aid resources for college!

Featured Presentations:

Local Community Foundation Scholarships

Questa Foundation for Education

FAFSA Overview

SAT & ACT

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** will begin testing in January 2016 or prior if you have taken Alg 2. Register online:

SAT: <http://sat.collegeboard.org/register/>

SAT REDESIGN: <https://collegereadiness.collegeboard.org/>

ACT: <http://www.actstudent.org/register/>

SAT DATES/REGISTRATION DEADLINES

January 23	December 28
March 5	February 5
May 7	April 8
June 4	May 5

ACT DATES/REGISTRATION DEADLINES

February 6	January 8
April 9	March 4
June 11	May 6

Free Test Prep Resources:

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

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Check out the Guidance Website tab @ tvhs.tvsc.k12.in.us!

- College Admissions
- Financial Aid
- JR/SR Newsletters
- Tutoring Opportunities
- Graduation Requirements
- Course Description Guide
- 21st Century Scholars
- Testing Info
- Transcript Request Link
- Counselor Contact



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:

Scholarship	Field	Due Date
• 529 Savings Plan	All Students	Available Online
• Elks National Foundation	All Students	December 4
• NFIB Young Entrepreneur Award	Entrepreneurship	December 18
• Dr. Martin Luther King Jr.	Community Service	December 20
• Lilly Endowment Community Scholarship: Full Tuition		January
• PC's for Youth (free computer for students who qualify)		All year

Visit online resources:

- www.indianacollegecosts.org
- www.fastweb.com
- www.collegeboard.com
- www.collegegoalsunday.org
- <http://nces.ed.gov/collegenavigator/>
- <https://studentaid.ed.gov/>
- <http://ismcollegeplanning.org/>

STUDENTS PLEASE SEE THE RESOURCE TAB ON MY BIG CAMPUS (CLASS OF 2016) FOR LOCAL SCHOLARSHIP LINKS & APPLICATIONS

CHECK MY BIG CAMPUS ANNOUNCEMENTS FOR SCHOLARSHIP UPDATES!

SUBMIT YOUR TECHNICAL TRADE SCHOOL APPLICATIONS BY DECEMBER 31ST!

- <http://www.topnotch.org/>
- <http://www.indianaplan.org/trades.html>

Twenty-First Century Scholars:

All senior scholars must submit their Affirmation Forms & FAFSA by **March 10th** to remain eligible for their scholarship. Visit the scholar website for important requirements and details:

<http://www.in.gov/21stcenturyscholars/2516.htm>

Need Your Transcript sent to your College?

Select the link below to create your transcript request account. You can track your transcript request and receive confirmation when your transcript has been sent and received by your college of choice!

[TVHS Transcript Request Link](#)

Follow us on Twitter for instant updates on Financial Aid &

College & Career Opportunities!



TVHS_GUIDANCE

LET'S CELEBRATE!

Tweet us a pic of your #college acceptance letters @TVHS_GUIDANCE!

2015-2016 Testing Schedule

*The following schedule lists all of the state tests that will be given at the high school throughout the 2015-2016 school year. Any questions can be directed to Miss Tillman or Mrs. Anglin by using the contact information listed below the schedule.

Month	Assessment	Testing Window	
October	PSAT	October 14	All sophomores will be tested along with 7 juniors who have signed up. All will be taking the test in the auxiliary gym. Testing will begin first thing and will last most of the morning.
	Accuplacer – Part 1 (This is a test required for juniors who do not meet criteria set by the state. It helps to determine where remediation is needed.)	October 5 – November 25	Mrs/. Anglin will be pulling students who are required to test from study halls, Viking success and SRT.
November	Accuplacer – Part 1, continued (This is a test required for juniors who do not meet criteria set by the state. It helps to determine where remediation is needed.)	October 5 – November 25	Mrs. Anglin will be pulling students who are required to test from study halls, Viking success and SRT.
	Acuity – Test 1 (This test helps predict how students will do on the ECA.)	November 2 – November 20	Testing will occur in English and math classrooms
December	Algebra I & English 10 ECA (retesters)	December 7 – December 11	Most students will be retesters; though, there is a group of Algebra I students who will be taking it for the first time.
January	Acuity – Test 2	January 25 –	Testing will occur in

	(This test helps predict how students will do on the ECA.)	February 12	English and math classrooms.
February	Acuity – Test 2, continued (This test helps predict how students will do on the ECA.)	January 25 – February 12	Testing will occur in English and math classrooms
	Accuplacer – Part 2 (This part of the accuplacer is taken by juniors who want to take dual credit courses next year who did not score high enough on the test during Part 1).	February 15 – April 1	Mrs. Anglin will be pulling students who are required to test from study halls, Viking success and SRT.
	ISTEP+ - Part 1	February 29 – March 11	All sophomores will be taking the English and math components of the ISTEP+. Starting next year, this will be the graduation examination. Students enrolled in biology (regardless of what grade they are in) will be taking the science portion of the ISTEP+
March	Accuplacer – Part 2, continued (This part of the accuplacer is taken by juniors who want to take dual credit courses next year who did not score high enough on the test during Part 1).	February 15 – April 1	Mrs. Anglin will be pulling students who are required to test from study halls, Viking success and SRT.
	ISTEP+ - Part 1, continued	February 29 – March 11	All sophomores will be taking the English and math components of the ISTEP+. Starting next year, this will be the graduation

			examination. Students enrolled in biology (regardless of what grade they are in) will be taking the science portion of the ISTEP+
	Acuity – Test 3 (This test helps predict how students will do on the ECA.)	March 21 – April 8	Testing will occur in English and math classrooms
April	Accuplacer – Part 2, continued (This part of the accuplacer is taken by juniors who want to take dual credit courses next year who did not score high enough on the test during Part 1).	February 15 – April 1	Mrs. Anglin will be pulling students who are required to test from study halls, Viking success and SRT.
	Acuity – Test 3, continued (This test helps predict how students will do on the ECA.)	March 21 – April 8	Testing will occur in English and math classrooms
	ISTEP+ - Part 2	April 18 – May 6	All sophomores will be taking the English and math components of the ISTEP+. Starting next year, this will be the graduation examination. Students enrolled in biology (regardless of what grade they are in) will be taking the science portion of the ISTEP+
	Algebra 1 & English 10 ECA	April 25 – May 11	Sophomores enrolled in Algebra I and English 10 as well as students who have taken and not passed the ECA will be tested during this window. Freshmen

			taking Algebra I will NOT test. They will take the ISTEP+ as sophomores as their graduation examination.
May	ISTEP+ - Part 2, continued	April 18 – May 6	All sophomores will be taking the English and math components of the ISTEP+. Starting next year, this will be the graduation examination. Students enrolled in biology (regardless of what grade they are in) will be taking the science portion of the ISTEP+
	Algebra I & English 10 ECA, continued	April 25 – May 11	Sophomores enrolled in Algebra I and English 10 as well as students who have taken and not passed the ECA will be tested during this window. Freshmen taking Algebra I will NOT test. They will take the ISTEP+ as sophomores as their graduation examination.
	AP Calculus	May 5	Testing will begin at 7:45 a.m.
	AP World Civilization	May 12	Testing will begin at 7:45 a.m.

Miss Tillman:
Class of 2017 & Class of 2019
574-353-7031, ext. 2430
tillmans@tvsc.k12.in.us

Mrs. Anglin:
Class of 2016 & Class of 2018
574-353-7031, ext. 2440
anglins@tvsc.k12.in.us

Parents are cordially invited to participate in the

Tippecanoe Valley High School

School Improvement Team

September 29, 2015 @ 7:30 AM

January 14, 2016 @ 4:00 PM

April 14, 2016 @ 7:30 AM

TVHS 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.

Kurt Miller was a country boy through and through. He spent all of his growing up years in rural Kosciusko County, just east of Mentone. He enjoyed Notre Dame and Indianapolis Colts football, camping with his family, showing calves for 4-H, Ford trucks and John Deere tractors.

His friends recall him as many things: kind, understanding, joyful – but above all, loyal. It's fair to say that Kurt wasn't a fair weather fan. From sports teams to brands, Kurt stuck by his favorites whether or not they were popular with others. He was the same way with people. Once a friend, always a friend.

On April 17, 2015, 17-year-old Kurt passed away following an accident while working on a garden tractor at his home. At the time of his death, he was a Junior at Tippecanoe Valley High School. Kurt was very involved in 4-H, Tippecanoe Valley FFA, and was an active member of the First Baptist Church of Warsaw. He was also a Junior Firefighter for the Burket Volunteer Fire Department.

His parents, with the help of friends and family, are constructing a Memorial Garden at the site of the tractor accident. The main focal point of the Memorial Garden is a planter that belonged to the Miller Family that Kurt was working on as his 10-year project for 4-H. The planter is made from an old farm implement. They hope that a place marked by tragedy can become a sanctuary for friends to gather, remember, fellowship and celebrate life.

Another way the Millers are celebrating their son's life is through the establishment of the Kurt Miller Memorial Fund at the Kosciusko County Community Foundation. Once fully funded, the endowment will support organizations that were important to Kurt, including: Tippecanoe Valley Future Farmers of America, Kosciusko County 4-H Council, Seward Township Volunteer Fire Department and Echoes of the Past. The Millers hope that others who knew Kurt will support the fund. Donations to the fund can be made to Kosciusko County Community Foundation and designated to the Kurt Miller Memorial Fund. Online credit card gifts are also accepted at www.KCFoundation.org/donate.



Dec. 21 6:30 p.m.

LONGEST NIGHT OF THE YEAR

“BLUE CHRISTMAS” SERVICE

MENTONE UNITED METHODIST CHURCH

This is a special service for those of us who are grieving and hurting. For many people, the holidays are the happiest time of the year. For others, this can be the toughest time of the year. It can be a time of loneliness, depression, and wishing there was more to give. We want to acknowledge that it is okay to feel however we might feel. Our time together will be a special time to remember and honor our loved ones and/or for anyone who may be struggling emotionally this time of year. Anyone from the community is invited to attend. The Spirit of Christmas is a multi-dimensional Spirit. The Christmas Spirit includes a spirit of healing and a spirit of acceptance. The service will be peaceful with a hope that anyone feeling the “blues” will feel right at home. We will light candles, have music to fit the mood, and have Holy Scripture readings that reflect the personal pain we all feel. Please feel free to share this special invitation to anyone who may benefit from a special time of remembrance, understanding, and/or healing.

Grief Support Group



304 N. Walnut Street, Room 19, Plymouth, IN 46563

November 30th - January 11th

Mondays 7:00 - 8:30pm

Cost: Free

Registration is Required:

260-249-5030

E-mail: melanie@mylifesjourneycounselingcenter.com

www.mylifesjourneycounselingcenter.com

Weekly Message from Superintendent Ritz November 9, 2015

As many of you are aware, the Higher Learning Commission recently issued guidelines for educators who teach college courses, including those who teach dual credit. It is my belief that these more burdensome requirements will needlessly limit Hoosier students' access to quality, college level coursework while in high school.

Indiana has long been a leader in dual credit education. Currently, more than 3,400 dual credit courses are offered across the state and it is imperative that we continue to give students access to this rigorous coursework. Families count on dual credit courses to prepare students for success after graduation by offering them both the benefit of earning college credits as high school students while also providing substantial savings to parents and guardians.

Every day, our educators deliver high-quality instruction to our students, and our dual credit teachers are no exception. That is why I am committed to finding a solution to these new requirements.

Currently, I am working with members of the Dual Credit Advisory Council, as well as Indiana's Commission for Higher Education and Lt. Governor Sue Ellspermann to find ways to continue to offer these courses to our

students. Additionally, later this month I will meet with other statewide education leaders from around the nation at the Council of Chief State School Officers meeting so that the 19 states impacted by these new regulations can discuss our concerns and develop a plan to collectively advocate for changes to these guidelines.

Please stay tuned for updates on this very important conversation. If you have any ideas or input that you would like to send to me on this topic, please contact Eric Ogle at eogle@doe.in.gov.

Have a great week!

Sincerely,

Glenda Ritz, Superintendent of Public Instruction



Grief during the Holidays

Coping Skills and Guidelines

During the holidays, many people are dealing with loss and are often caught in a dilemma between the need to grieve and the pressure to get into the spirit of the season. Holidays or not, it is important for those grieving to find ways to take care of themselves. **The following guidelines may be helpful:**

Plan ahead: as to where and how you will spend your time during the holidays. Let yourself scale back on activities if you want. Redefine your holiday expectations. This can be a transition year to begin new traditions and let others go. Allow yourself the space and freedom to decide.

Select a memorial candle: Place it in a special area of your home and light it at a significant time throughout the holidays.

Give yourself permission to express your feelings: If you feel an urge to cry, let the tears flow. Tears are healing. Scientists have found that certain brain chemicals in our tears are natural pain relievers.

Share your memories: When you are especially missing the deceased, call family members or dear friends and *share your feelings*. If they knew him or her, consider asking them to share some memories of their own. An effective way to grieve is to celebrate the life of the deceased by memory sharing.

Decorating the site yourself: If you live within driving distance of the cemetery, decorate the memorial site with a holiday theme. This could include flowers, garlands, ribbons, bows, evergreen-branches, packages, pinecones or a miniature Christmas tree.

Self soothe: Play music that is comforting and meaningful to you. Take a few moments to close your eyes and feel the music within the center of your being. Many people feel guilty about caring for themselves. Remember that guilt can be a reminder that we cared for someone, not that we shouldn't care for ourselves as well. Journaling, even briefly, can provide space, distance, and perspective in grief.

Giving: Give money you would have spent for gifts for your absent loved one to *a charity in your family member's name*. Consider donating money to the public library to buy a particular book. Have the book dedicated to your loved one's memory. Cope with grief by giving meaning to these moments of caring.

Remember the reality that the *anticipation* of the holidays without the person is often harder than the actual holidays themselves. By using skills and supports you can have a plan of action to help cope.



Still struggling? Remember you have free private and confidential sessions through your Bowen Center Employee Assistance Program Call today to schedule: 1-800-342-5652

Provided as a service of Bowen Center Employee Assistance Plans. Adapted from "Ten Ways to Cope with Holiday Grief" By L. B. Schultz, Carmel, Indiana. Reprinted with permission from Bereavement Magazine 5125 North Union Blvd., Suite #4, Colorado Springs, Colorado 80918-2056.



What Not to Say

Take-Home Message

Many school professionals worry they may say the wrong thing to grieving students and make matters worse. Understanding what not to say will help you be more confident and effective when you reach out to students. The suggestions can help you support grieving children.

How to Act

Here are some behaviors that will increase children's comfort, sense of safety, and ability to express themselves.

- *Be present and authentic.* Keep the focus on the student. Offer supportive statements that honestly reflect both your relationship with the deceased and your sense of the student's response.
- *Listen more, talk less.* Keep your own comments brief. Ask open-ended questions to help students discuss their experiences, thoughts, and feelings.
- *Avoid trying to "cheer up" students or their families.* Grief is painful. Attempts to cheer people up or bring focus to the good things in their lives are likely to communicate that you don't want to hear students or their families talk about their pain.
- *Accept expressions of emotion.* Expressions of sadness, anger, selfishness, or confusion are common in grieving children. These are an important part of the process. When children hear they should "toughen up" or "be strong for their families" they are less likely to fully express their feelings of grief.
- *Show empathy.* Reflect back what you hear students say and the actions you observe. Use compassion. Avoid judgment.
- *Step in to stop harmful actions when safety is a concern.*



It's important to let children express their feelings of grief. Sometimes these can be quite dramatic—shouting, crying, kicking the floor. It's also appropriate to stop behaviors that may be harmful to the children, to others, or to property.

What Not to Say

Many common and well-intentioned statements are not helpful to grieving children and their families. Here are some comments to avoid, and suggestions for what to say instead.

Don't worry if you've used these statements in the past. Children are very forgiving as long as they feel valued and supported. They hear our concern more than our exact words.

Don't Say This	Say This Instead
<i>"I know just what you're going through."</i> You cannot know this. Everyone's experience of grief is unique.	"Can you tell me more about what this has been like for you?"
<i>"You must be incredibly angry."</i> It is not helpful to tell people how they are feeling or ought to feel. It is better to ask. People in grief often feel many different things at different times.	"Most people have strong feelings when something like this happens to them. What has this been like for you?"
<i>"This is hard. But it's important to remember the good things in life, too."</i> This kind of statement is likely to quiet down true expressions of grief. When people are grieving, it's important they be allowed to experience and express whatever feelings, memories, or wishes they're having.	"What kinds of memories do you have about the person who died?"
<i>"At least he's no longer in pain."</i> Efforts to "focus on the good things" are more likely to minimize the student or family's experience (see above). Any statement that begins with the words "at least" should probably be reconsidered.	"What sorts of things have you been thinking about since your loved one died?"

(Continued)



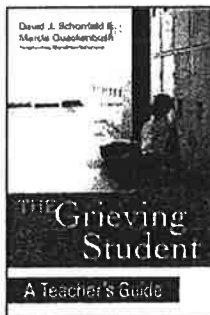
What Not to Say

<p><i>"I lost both my parents when I was your age."</i> Avoid comparing your losses with those of students or their families. These types of statements may leave children feeling that their loss is not as profound or important.</p>	<p>"Tell me more about what this has been like for you."</p>
<p><i>"You'll need to be strong now for your family. It's important to get a grip on your feelings."</i> Grieving children are often told they shouldn't express their feelings. This holds children back from expressing their grief and learning to cope with these difficult feelings.</p>	<p>"How is your family doing? What kinds of concerns do you have about them?"</p>
<p><i>"My dog died last week. I know how you must be feeling."</i> It is not useful to compare losses. Keep the focus on grieving children and their families.</p>	<p>"I know how I've felt when someone I loved died, but I don't really know how you're feeling. Can you tell me something about what this has been like for you?"</p>

Expect a Range of Responses

The most important thing you can do is simply be with students while they are grieving. Witness their distress. Listen to what they have to say. Tolerate silence when they're not ready to speak.

Suspend judgment about how students "should" cope with their situations and stay open to the wide range of responses children may have. Let them experience their grief in their own way. Let them know you will be there with them. While it's important to intervene when you think children may hurt themselves or others, most of the time children are able to express intense feelings without danger.

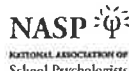


For more information on supporting grieving students, refer to *The Grieving Student: A Teacher's Guide* by David Schonfeld and Marcia Quackenbush.

LEAD FOUNDING MEMBERS



FOUNDING MEMBERS



Family Consultation

Through a series of coordinated steps, we will develop options on how to go from where you are as a family today to where you would like to be in the future.

Initial Visit

Family member will be interviewed as a whole, in small groups or individually. Your family will complete the Family Assets Survey to define key areas, including your strengths and conflicts, to determine your family's road to success.

Recommendations

Our comprehensive report will give you recommendations specific to your family's needs. It is our goal to provide the direction that you need to overcome the issues that you are currently facing.

How Healthy Is Your Family?

According to the Search Institutes Family Assets Study, healthy families exhibit core traits. Crosswinds Family Coaching program allows families to see their score in each area and provides tools to increase healthy traits that result in healthier families!

Family Coaching

The concept of coaching to help us run farther, shoot better or even to be a better leader is an everyday occurrence. Wouldn't it be nice to have a coach to help you be a better parent, spouse, or family? Crosswinds uses the Family Assets Index to strengthen core areas, including:

- Developing healthy relationships
- Establishing boundaries and routines
- Creating and maintaining family expectations
- Learning to adjust and adapt to family challenges
- Learning to have fun as a family

NURTURING RELATIONSHIPS

- Positive communication
- Affection & emotional openness
- Conflict assistance

ESTABLISHING ROUTINES

- Family meals & shared activities
- Meaningful traditions
- Dependability

MAINTAINING EXPECTATIONS

- Open to tough topics
- Defined boundaries & fair rules
- Clear expectations

ADAPTING TO CHALLENGES

- Adaptability & problem solving
- Democratic decision making
- Management of daily commitments

CONNECTING TO COMMUNITY

- Neighborhood cohesion & support
- Relationships with others
- Enriching activities

Family Counseling

Family Counseling helps families struggling with different challenges. Our staff excels at identifying problems, developing a plan, and partnering with you to transform and strengthen your family. We work with families seeking help for:

- Troubled teenagers
- Suffering marriages
- Communication problems
- Trauma and grief
- Adoption issues
- Emotional/mental health issues

Our services are home-based, which means one of our staff will come to your house. This offers comfort and privacy for members of the family while providing us with a better understanding of your household.





Why Crosswinds

Services In Your Home

Our services take place in your home. No carting your family to a counseling center and no sitting in a waiting room. The nature of our services allows you to maintain privacy.

Your Schedule

We work with your schedule. Morning, afternoon or evening appointments are available to accommodate your busy schedule.

24-Hour Crisis Intervention

Have a sudden crisis? We offer 24-hour crisis intervention to any family enrolled in our program.

Faith Based

We are faith-based. When clients are open, we utilize prayer, scripture, and spiritual formation as part of treatment.

Plan & Specific Goals

We work together on a plan and specific goals. You will always know the goals we are striving to meet with each member of your family.

Family

We focus on family. Our counseling approach seeks lasting change which we believe can **only** be accomplished with family involvement.

Affordable

As a nonprofit with the mission of helping families, we provide excellent services at affordable rates.

E Care

Are you looking for an alternative to traditional counseling and therapy? A growing client segment now prefers the option and flexibility to engage through email, instant messaging, telephone and video chat via home computer, tablet or mobile device. Due to the explosion of technology, Crosswinds is able to meet the demands of your busy lifestyle.

Crosswinds understands the challenges associated with mental health: time constraints of traveling, the embarrassment of waiting in a lobby. These often serve as a deterrent to families seeking help and getting the services they need.

Now, in the comfort of your own home, there's hope. Crosswinds staff are sympathetic to your apprehension and look forward to working with you, on your terms, by offering flexible service delivery methods.

cwfamily.org

855-927-7963

cwfamily.org

855-927-7963

cwfamily.org

855-927-7963

CROSSWINDS





Suicide Prevention Begins With Awareness and Education

Youth Suicide is a major health problem facing the youth in our nation, state and communities. Yet, most people are unaware of the danger suicide presents for our young people. The Parent Resource Program (PRP) is a web-based program designed specifically for parents; however, the information provided is an excellent resource for educators, coaches, youth workers, other adults, and young people.

The Jason Foundation (JFI) believes that awareness and education are key elements to preventing youth suicide. The main focus of the PRP is to provide information that will assist parents to recognize changes in behaviors that may indicate suicidal thoughts and know what to do to help an at-risk child. The PRP provides:

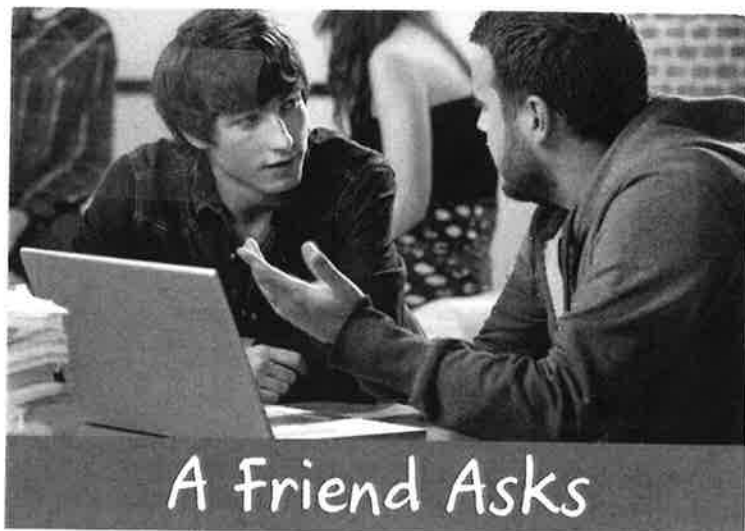
- Youth Suicide Statistics
- Common Suicide Myths
- Signs of Concern
- Higher Risk Groups
- Risk Factors & Elevated Risk Factors
- What A Parent Can Do
- Do's and Don'ts
- Resources for Assistance

For more information, please visit the Parent Resource Program website:

www.jasonfoundation.com/prp

This website is to be used for educational and information purposes only. It is NOT a crisis intervention service.

if The Jason Foundation



- **Suicide is the 3rd leading cause of death for youth ages 10 - 24.**
- **Suicide is the 2nd leading cause of death for college-aged youth.**
- **Each week in our nation, we lose approximately 100 young people.**

"A Friend Asks" is a smart-phone app to help provide the information, tools, and resources to help a friend (or yourself) who may be struggling with thoughts of suicide.

Would you know how to help a friend who is contemplating suicide?

The "A Friend Asks" App contains the following information:

- Warning signs of suicidal ideation
- How to help a friend
- Resources for help
- How to get help now
- What to do and what not to do
- The B1 program

If in an immediate crisis, call 911. If you, or a friend, need to talk with a counselor for help or resources available in your area, call the National Suicide Prevention Lifeline (anytime 24/7 at **1-800-273-8255**) or use the **Get Help Now** Button on the app.

if The Jason Foundation
www.jasonfoundation.com



SAP: Student Assistance Program free, professional counseling

Your school has provided each student with prepaid counseling sessions. Call this number to schedule your confidential appointment at any Bowen Center location!



Better Counseling... Better Life

1-800-342-5653



What is counseling like at The Bowen Center?

Counseling at The Bowen Center is a chance for you to share your problems with someone who cares about you—someone who is qualified to give advice to help you feel better. Whether you face problems like family issues, drugs or alcohol, peer pressure, eating disorders, dating, depression, or more, we can help.

We can't help until you pick up the phone!
Call us at **1-800-342-5653**. It's free and confidential.



Better Counseling... Better Life

Jami Davis, BS
Rehabilitation Coordinator

850 North Harrison Street • Warsaw, IN. 46580
574-267-7169 ext. 3745 • 800-342-5653 • Fax: 574-269-3995
jami.davis@bowencenter.org • www.bowencenter.org

The sessions are free, private and confidential and can be held at school. Please contact Jaime Davis (above) or one of the guidance counselors at TVHS:

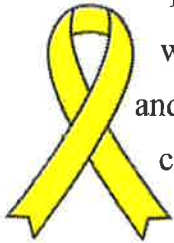
Mrs. Stephanie Anglin- 574-353-7031/ 2440

anglins@tvsc.k12.in.us

Ms. Sarah Tillman- 574-353-7031/ 2430

tillmans@tvsc.k12.in.us

THIS RIBBON IS A LIFELINE!©



It carries the message that there are those who care and will help! If you are in need and don't know how to ask for help, take this card to a counselor, teacher, clergy, doctor, parent, or friend and say:

"I NEED TO USE MY YELLOW RIBBON"

The Yellow Ribbon Program is in loving memory of Michael Emme

BE-A-LINK! - SAVE A LIFE!

If you have received this Card, it is a Cry for help:

- **Stay** with the person - you are their *lifeline!*
- **Listen**, *really listen*. **Take them seriously!**
- **Get**, or call, **help immediately!**

It's OK to Ask4Help!

800-273-TALK (8255) or 800-SUICIDE (784.2433)

High School YEARS

Working Together for Lifelong Success



Short Clips

Check the school website

A great way to keep up-to-date with your teen's school is by checking the website regularly. You'll find information on upcoming events, testing schedules, links to school counselors, teachers' email addresses, and more. Make sure to bookmark the site and sign up for email announcements.

Concussion facts

Did you know that reported concussions among high school athletes have more than doubled in the last decade? Whether from sports or other accidents, concussions are serious and can affect your child's health and his academic performance. If your teen has a blow to his head, see a doctor right away, and closely follow advice for rest and recovery.

Learning with games

Board games are fun at any age. Suggest that your teenager play games with you in the evenings, with children if she babysits, or with friends at the library or coffee shops. She can build skills like strategic thinking (Othello, Mastermind), teamwork (Catch Phrase, Cranium), and vocabulary (Bananagrams, Boggle).

Worth quoting

"Reading is to the mind what exercise is to the body." *Joseph Addison*

Just for fun

Q: Six kids and two dogs were walking under one umbrella. Why didn't they get wet?

A: It wasn't raining.



Set goals for the year

When your teen looks back on this school year, what will she have accomplished? A lot—if she sets goals now. Planning ahead can boost her self-esteem and motivation and help her do her best in school. Here's how.

Think spring

Ask your high schooler to picture herself on the last day of school. Is she satisfied with how she did on her final exams? Can she hold up her end of a French conversation? Does she have a summer job or a college spot lined up? By imagining where she'd like to be in the spring, she'll know what goals to shoot for now. Suggest that she write down her goals and put the list where she will see it regularly (on her bulletin board, in her binder).

Find role models

Talk with your teen about people she knows or admires who have met goals. For example, maybe a cousin got a short story published in a local magazine. Or perhaps an athlete raised a target amount



of money for a charity. Discuss how they might have worked to meet their goals. Then, have your child list steps for achieving each of her goals.

Celebrate progress

Be sure to recognize your teen's success with a heartfelt "Good job" or "I knew you could do it!" Tell her to celebrate her accomplishments, too. She could have a French movie night with a classmate after finishing a French unit. Or when she mails her last college application, she can visit a nearby college for a concert or play. 👍

Well rested and well fed

School has begun again. For some teens, it might be hard to adjust after a long break. Consider these tips for getting your high schooler back into the routine and ready to do his best.

Sleep for success. Teenagers need a lot of sleep—an average of 8–10 hours each night. Encourage your child to keep a regular bedtime, which will help him wake up to an energetic start the next day.

Fill up the tank. Kids who eat breakfast pay attention and absorb new information better than those who skip a morning meal. Have your teen fuel up each morning with nutritious, brain-boosting breakfast choices like fruit and yogurt or oatmeal with fat-free milk and berries. 👍



Being kind

Kindness never goes out of style. Encourage your high schooler to be kind every day with these ideas.

Look for ways to make a difference.

Your high schooler might babysit a sibling (for free) or mow the next-door neighbor's lawn while he's mowing yours. Or he could put coins in a parking meter or give up his place in line to someone with small children.

Send thank-you notes. When a teacher, a coach, or another parent goes out of her way for him, encourage your child to put his thanks in writing (on paper or in an email).



Ask about others.

Explain to your teen that questions such as "How was work today?" or "What's new in your family?" let people know that he cares about them. Set an example by asking your spouse and your high schooler about their days.

Find ways to help friends. He could listen to a friend's problem and suggest solutions. Or he might share class notes with a student who was out sick. 👍

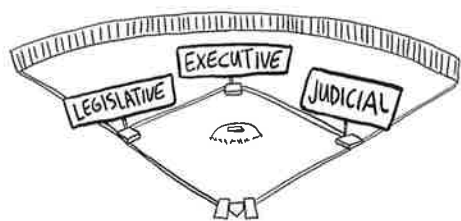


Memory magic

Students need to be able to recall what they've learned. Share these strategies to help your teenager boost her memory:

■ When you learn something new, connect it to something you already know. For instance, if you're learning about atoms in science, think about how they're similar to or different from a concept you've learned before like molecules.

■ Create a word that will help you recall a set of facts. *Example:* HOMES stands for the first letters of the Great Lakes (Huron, Ontario, Michigan, Erie, and Superior).



■ Think of a familiar place, such as a baseball field, and picture several locations within it (first, second, and third base). Mentally assign facts to each spot (judicial, executive, and legislative branches of government). During a test, you can "run the bases" to jog your memory. 👍

OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

Resources for Educators,
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128 N. Royal Avenue • Front Royal, VA 22630
540-636-4280 • rfeustomer@wolterskluwer.com
www.rfeonline.com
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Parent to Parent

Too cool for extracurriculars?

My daughter likes school and is a talented girl. But she'd rather do anything than join an organized activity like a club or a team. She told me that extracurricular activities weren't "cool" and she didn't have any interest in them.

I thought about how I had the same mindset when I was a sophomore in high school. But once I found the right extracurricular—for me, it was the newspaper—everything changed. I went from taking part in no school activities to going to many of them to cover them for the newspaper. And to my surprise, I ended up having more fun than ever.

I wanted to help my daughter get over her "too cool" mentality and find an activity she likes, so I shared my experience. She agreed to attend her school's activity fair. I'm hoping she'll open her mind to a new activity and find something that makes high school special for her, too. 👍



Q & A Disconnect to connect

Q My son is always chatting with friends using Facebook, Twitter, and WhatsApp. Should I worry that he does so little talking in person?

A It's reported that 92 percent of teens go online daily, and more than 70 percent use more than one social media site. So it's no wonder your son seems to be constantly connected.

And while kids love instant communication, there are drawbacks. For one thing, typed words might be misinterpreted. In person, you can often tell someone is kidding by his

tone of voice or body language. Also, teens may type hurtful things without thinking—it's easier to be harsh when the person isn't standing in front of you.

Encourage your child to have more conversations in person, especially to discuss anything serious. He'll strengthen

his current relationships, and he'll build social skills that he'll need for personal relationships and the workplace in the future. 👍



High School YEARS

Working Together for Lifelong Success



Short Clips

Still involved

Parent involvement may look different in high school, but it still helps students do their best. The most important way to stay involved is to show interest in your child's schoolwork. Also, attend school events like curriculum nights or parent meetings, and volunteer if you can. You could work in the snack bar during football games or join an after-prom committee, for example.

A+ style

Your teen might need to use a style guide for school writing assignments. These standards show how to format papers and document sources—and make work consistent and professional. Encourage him to review the style assigned (perhaps MLA, APA, or Chicago Manual of Style) and refer to it as he writes. This is good practice for the workplace, too.

Together time

Squeeze in one-on-one time with your high schooler by doing simple things together at home. Try making a breakfast date, and meet for waffles in the kitchen. Team up to change the oil in the car. Or browse through old family pictures, and share memories of when she was little.

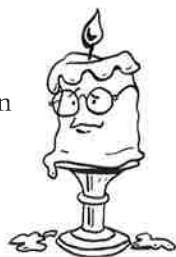
Worth quoting

"Our business in life is not to get ahead of others, but to get ahead of ourselves." *E. Joseph Cossman*

Just for fun

Q: I'm tall when I'm young and short when I'm old. What am I?

A: A candle.



Rules for teenagers

You want your high schooler to become responsible and independent. That means your rules need to change as he grows. But how do you go about adjusting them so he is both successful and safe? Consider these ideas.

Take a trial run

Gradually give your teen more freedom so you can see what he's ready for. Explain that if he succeeds with a new freedom, such as a later curfew, you will stick with it unless he gives you a reason not to. But if he doesn't abide by it, you'll go back to the old rule.

Handle new situations

New developments may crop up that require new responses. Say your teen wants to get a ride with his friend to school instead of taking the bus. Share your concerns (safety, getting to school on time), and discuss ways to overcome them. If you decide to say yes, set rules that address the concerns (wearing a seat belt at all times, no tardies at school).



Avoid the comparison game

Rules reflect your family's personal values. So if your child complains that his best friend can do something he can't, remind him that every family is different. Be willing to consider his viewpoint, and try a new rule if you think it's warranted. But help him understand your reasoning and realize that you have the final say.

Note: It's important to get your teenager's input, but make sure he knows that rules protecting his well-being are not negotiable. Those might include rules on alcohol, drugs, driving, Internet use, or dating, for example. 👍

About my day

"What did you do at school today, Carly?"

"Nothing, Mom."

Sound familiar? Try these creative questions to get the conversation going—and find out more about your teenager's life:

- If you wrote a story about your day, what would the title be?
- Which part of your day did you enjoy the most? The least?
- What was the funniest thing that happened?

■ Which of your classes would you teach if you could? Why?

■ What inspired you to pick that topic for your project?



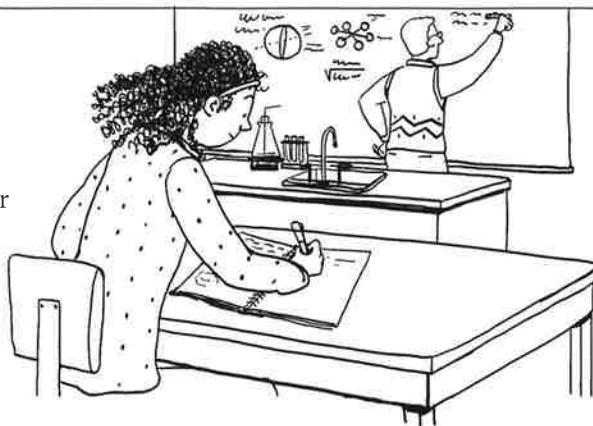
■ What do you think you'll be doing in October 2025?

■ What super-power would have been great to have today? 👍

Noteworthy matters

Being a good note-taker will help your high schooler stay on task in class and get more from her textbook when she studies. Share these tips.

Make a system. Organize your notes by putting a date at the top and keeping notes for each subject separate. Use symbols and abbreviations to make note taking faster (vs for *versus* or ∴ for *therefore*). Also, write only the first few letters of long words (*eval* for *evaluate*).



Pick out what's important.

Focus on main points, such as information the teacher repeats, writes on the board, or sets apart with phrases like "Here are three reasons." Note taking will go more quickly if you list keywords and dates instead of writing complete sentences.

Add to notes. Review new notes daily at home, and

add details that help you understand the information better. *Idea:* Write questions in the margins, and then when you study, you can cover up your notes and use the questions for review. 👍



Parent to Parent Speak up for yourself

My son Tyler has a friend who always borrowed money but never paid it back. The boy often asked Tyler for a few dollars when they shopped together. Or he would promise to pay for half of something if Tyler would cover it up front.

My son was upset about this, but he refused to talk to his friend.



He said he thought Kyle would get annoyed and it would be "awkward." I explained that returning what you borrow is part of respecting your friends—and simply the right thing to do. Tyler reluctantly agreed to text Kyle about the amount he owed, and after a few days, Kyle finally gave him part of it.

Next time Kyle asks for a loan, Tyler plans to say, "I can't lend you anything because you don't pay me back." I hope my son is learning to speak up for himself, even when it's hard. 👍

Be a frequent reader

Nearly half of 17-year-olds report reading for fun only once or twice a year. Here are ways to change that trend with your teen.



■ **Be a reader yourself.** Parents who read regularly influence their children to read, too. Let your teenager see you browsing magazines or relaxing with a novel.

■ **Keep reading material on hand.** Put books, magazines, and comics in the car and in various rooms around the house. Change up the mix with finds from yard sales and used-book stores. And make regular trips to the library together—seeing all the choices can inspire your teen to pick out books he'll enjoy.

■ **Subscribe to a newspaper.** Leave the paper on the kitchen table. As your child gets used to reading at breakfast or after school, he'll develop his own go-to sections. Whether it's the front page, the sports section, or the arts column, reading a daily paper is a great way to develop a reading habit. 👍

"I wonder..."

Q I've heard that the best learners are kids who are curious. Is there a way to foster curiosity in my daughter?

A Having a strong desire to know something does motivate people to learn. So a good place to start is by encouraging your child to dig into topics she's already interested in.

If she enjoys country music, for example, she might look into how it got started and how it has changed.

That can lead to discovering older songs and singers she didn't know about. Or maybe she'll want to find out how country music stars write their songs—and try her hand at writing her own music.

Also, show your daughter that it's okay not to know everything. Admit when you don't have an answer, and look up the information together. She'll see that it's interesting to be curious about something and find out more. 👍



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 128 N. Royal Avenue • Front Royal, VA 22630
 540-636-4280 • rfeustomer@wolterskluwer.com
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High School YEARS

Working Together for Lifelong Success



Short Clips

Good morning, music!

With mornings growing darker, your teenager may find it harder to wake up for school. Suggest that he make a playlist of energizing tunes to help him get going. He could wake up to the first song, brush his teeth to the next selection, and get dressed during another one.

Grateful for you

The holidays are a perfect time to think about what you're grateful for. Why not tell your child what things you appreciate about her? You might say, "I really enjoy your company" or "I admire how dedicated you are." She may not show it, but she'll enjoy hearing the ways she's appreciated.

Dating etiquette

When your teen goes on dates, encourage him to display good manners. He should go to his date's door, greet her parents, and let them know the plans for the evening. This shows respect—to the date and to her parents—and helps him make a good impression.

Worth quoting

"It takes courage to grow up and become who you really are."

E.E. Cummings

Just for fun

Q: Why can't you tell a joke while standing on ice?

A: Because it might crack up!



Winning homework habits

Good grades are built on a foundation that includes solid homework habits. Encourage your teen to establish routines like these so she stays on top of her homework all year long.

Schedule time daily

Your high schooler should plan to spend 1–3 hours a day on homework and carve out specific times for it. She might make a dent in it during study hall or free time (while waiting for a ride after volleyball practice, for instance). Then, she could settle in for more homework time before or after dinner. *Hint:* She'll concentrate best if she avoids social media and works away from distractions like the TV or siblings playing video games.

Set priorities

Knowing what to focus on will make your teenager feel more organized and help her get more done. Before she starts, she should look over assignments and make a to-do list, in order of importance. Suggest that she start with things that have to be done immediately. When



those assignments are finished, she can move onto the items due later in the week or the month.

Focus on quality

Let your child know you expect her to do her best work. Have her review directions to make sure she understands the assignment. If she's unsure of something, she might check with classmates or try other resources like links listed on class websites. Finally, she should be sure her work is readable and neat—and safely tucked away to turn in on time. 👍

Trimming college tuition

You're happy your child wants to go to college—but concerned about how to finance it. These tips can help:

- Earning college credits now can shave off a little college tuition. See if colleges on your teen's list accept AP or dual-enrollment credits. For example, a child who wants to go out of state may be better off taking AP courses if dual-enrollment credits only apply in-state.
- Ask college financial aid offices about special circumstances. If other siblings will be in college at the same time or a parent is unemployed, your teen may qualify for additional aid. He could also look for targeted scholarships for students who have done community service or who have certain illnesses, for instance.
- Compare tuition, fees, and living expenses *after* he receives financial aid packages. That way, he'll know the bottom line for each school. More expensive schools may offer more aid. 👍



Show empathy

Can your teen walk a mile in another person's shoes? Having the ability to empathize with others will make your high schooler less likely to take part in bullying and more likely to respond if a classmate is bullied. Here are ways to develop empathy.



Use news to talk about feelings. Current events can help him practice putting himself in someone else's place. If tornadoes destroy homes elsewhere in the country, discuss how it would feel to lose your home in the blink of an eye. If he were in that situation, what would he want others to do?

Use feelings to solve problems. When conflicts occur, have your teen focus on the feelings behind them. If he and his sister argue, they could take turns using "I statements" to explain how they feel. ("I get frustrated when you close the tabs I had open on the computer.") He'll learn to see things from someone else's point of view.

Use names for feelings. Talk about emotions so it's easier for him to recognize them. ("I bet you were *disappointed*." "Do you think you may be *jealous*?") Being aware of his feelings—and naming them—will help him be more sensitive to others' emotions. 👍

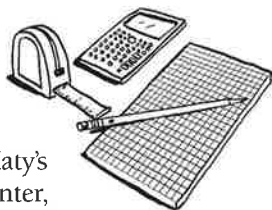


Parent to Parent

Numbers: Part of the job

The other day, my daughter Katy got frustrated with an algebra problem and said, "I'm never going to use this anyway!" I didn't want her to stop applying herself because she didn't see the point of what she was learning.

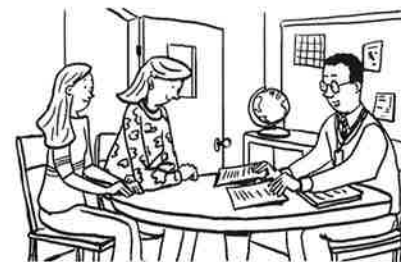
I thought it might help her to see that adults use math in all kinds of jobs. Katy's uncle is a carpenter, and I asked him to talk to her about his experience. He explained that he needs a good grasp of math to measure materials, calculate dimensions, and estimate costs.



I also looked online for how people in other careers use math. Katy and I were both surprised that cartoon animators rely on trigonometry to help them make characters move and that computer programmers use fractions and equations for coding. Now Katy knows that no matter what career she pursues, she may end up using math more than she thought. 👍

Conference know-how

Parent-teacher conferences are an important way to find out more about your teen's performance, and daily life, at school. Get the most from your conference with these steps.



1. Consider the format

Will the conference include your child? Will you meet with all of her teachers or just one? Knowing what to expect will help you prepare.

2. Discuss strengths and weaknesses

Listen as teachers describe what your high schooler is doing well and areas where she needs to improve. Share any concerns, and talk about how to handle them.

3. Get insight into behavior

Ask teachers how your child acts in class, including how much she participates and how she gets along with others.

4. Plan next steps

Your teen's teachers can give you ideas for supporting her learning. Seek advice about how you could help—they will be happy to have you as their partner. 👍

Q & A

"I deserve it!"

Q Lately, my son seems to think he should get what he wants. I don't want to raise an entitled teen. Help!

A When someone feels entitled, he believes he has a right to something even if he hasn't earned it. To combat this attitude, help your son understand that life is about give and take. You can point out that an employer

wouldn't give a worker a raise for doing nothing. That person has to work for a promotion by doing a good job.

Try to get the point across by how you respond to your son's requests. Say he asks for more privileges, a bump in allowance, or an expensive pair of sneakers. Avoid giving in just to make him happy. Instead, talk it over, and say yes or no depending on what you think is best. He may not like your answer, but he'll learn that he won't always get his way. 👍



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Short Clips

Bite-sized learning

Students learn better if they focus on small amounts of information. Why? Working memory can hold only so much at once. Encourage your high schooler to break material into chunks, such as memorizing periodic table elements a few at a time. Then, he should review the previous group when he starts a new one.

Holidays in harmony

If you're separated or divorced, your teenager may be spending part of her holiday season in her other parent's home. When making arrangements, try to work together and come up with plans that suit both families. Your child will enjoy her time more with each of you if everyone gets along.

How courts work

Your teen can see how the judicial system works by watching a trial. You might attend one together at a nearby courthouse. For more hands-on experience, he could join a local peer jury program. After training, he would sit on a teen jury that hears cases of other teens (for nonviolent offenses) and assigns community service hours or other sentences.

Worth quoting

"Yesterday's the past, tomorrow's the future, but today is a gift. That's why it's called the present." *Bil Keane*

Just for fun

Q: When does a polar bear say "moo"?

A: When it's learning a new language!



Resilience empowers me

Derrick learns his dad has lost his job and his family may have to move. It's hard, but he finds a way to cope. Mark finds out he didn't get an internship he really wanted. He stays upset and can't seem to move on.

Derrick demonstrates resilience, which helps him overcome tough times. Use these strategies to help your teen be resilient, too.



Talk it out

Bottling up emotions keeps your child from dealing with his feelings. He's more likely to stay stuck instead of moving past what's bothering him. Encourage him to reach out to people he trusts, whether it's you, a teacher, a coach, a clergy member, or an uncle. Getting the feelings out may be enough to help him feel better. By talking it through, he might realize there's a solution or that things aren't as bad as they seemed.

Take action

When challenging situations come his way, it might be harder for your teen to get things done—making his life feel more out of control. Suggest he check

just one thing off his to-do list (complete a missing assignment, apply for a part-time position). It will give him a sense of accomplishment and could help him get on a roll. That way, things won't feel so overwhelming.

Focus outward

Getting his mind off himself and onto helping others may make his own problems seem smaller. Have him look around for people he might help. He could assist a younger neighbor with a school project or sort donations for a local nonprofit group, for instance. 🍌

Let's communicate

Being a good communicator will help your teenager both in and out of school. She can practice with these everyday ideas:

- Call and make her own doctor, dentist, or hair appointments. She will learn to be brief, get to the point, and speak clearly—all skills good communicators use.
- Introduce herself when meeting someone like a friend's parent or a distant cousin at a family reunion. Encourage her to make eye contact, smile, and make a nice comment or ask a question ("My mom says you write your own music. What kind do you write?").
- Work out disagreements with friends or siblings. Have her focus on listening to the other person's point of view and repeat back what she thinks he said. 🍌



Explore STEM fields

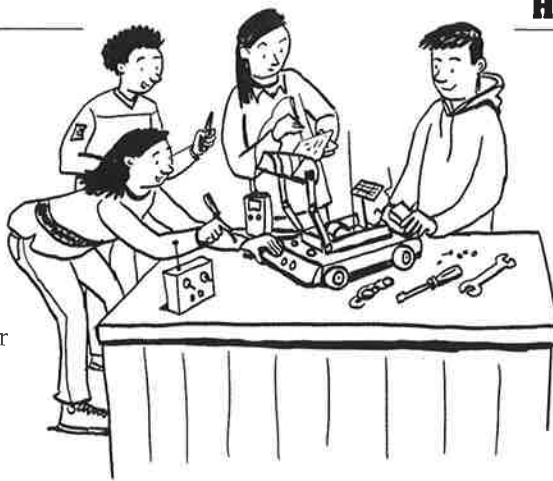
Does your child want a career in a fast-growing field? Jobs in science, technology, engineering, and math (STEM) are on the rise. Here are ways for her to explore these areas and see if they might be a good fit.

Courses

Taking STEM classes will help make it clear whether she enjoys the subjects. Plus, she'll get to know teachers who can pinpoint college programs, contests, and scholarships. Have your teen check the course catalog and talk to her school counselor for possibilities like computer science, statistics, calculus, biology, chemistry, environmental science, and physics.

Clubs

If her high school has a STEM club, encourage her to join it. She will meet like-minded peers and do hands-on activities.



Some clubs even enter team-based competitions in robotics, video-game design, or rocket building, for example. *Hint:* If her school doesn't have a STEM club, she could start one to gain both leadership and STEM experience.

Projects

Doing STEM activities on her own will help your high schooler investigate the fields, too. Suggest she turn to teachers and the Internet for ideas, from testing friction to making her own wind turbine. She might even pick an in-depth project to use for the science fair. 👍

Scenarios for new drivers

So your teenager has his driver's license. Before he sits behind the wheel on his own, go over "what ifs" like these.

What if he gets a text while he's driving?

Tell him not to read or respond—even if he thinks it might be from you. Since hearing an alert might tempt him to look, have him silence his phone or use an app that disables texting while driving. He could also put his phone out of reach (say, in the glove compartment or trunk).



What if he has a fender bender?

He should pull over to the right shoulder or into a parking lot, put his hazard lights on, and call 911. Police may or may not be sent, but either way, he will need to exchange insurance information with the other driver. Also, tell him to take photos and get names and phone numbers of witnesses. Finally, he should call you and the insurance company. 👍



Parent to Parent

Priceless presents

Last fall, my 17-year-old son found a bag of old VHS tapes in a closet. He asked what they were, and I explained they were videos of family events like his third-grade play and his grandparents' 50th anniversary party. I said we couldn't watch them since we didn't have a VCR anymore. But Josh said he could probably find a way to transfer them to DVD.

He looked into it and discovered how to put them onto our computer and burn them to DVDs. He just borrowed a neighbor's old VCR and got an adapter. He had fun figuring it out, and once he got going, he even decided to make copies for relatives as gifts this holiday season.

The two of us enjoyed watching the videos together later, and family members appreciated his thoughtfulness. Best of all, Josh learned he can do something if he puts his mind to it—and he gained a few skills along the way. 👍



Q&A

Ways to reduce test anxiety

Q My daughter gets very nervous about taking tests. How can I help her get past the anxiety?

A Let her know that a little nervousness is perfectly normal. But she doesn't want it to keep her from thinking clearly while she takes tests.

Your daughter may be putting pressure on herself that is causing anxiety. Encourage her to replace thoughts like "I have to do well on this!"

with ones that take the pressure off ("All that matters is that I do my best").

Also, having a plan will make your child feel calmer. For instance, starting her studying ahead of time will boost her confidence that she knows the material.

And avoiding caffeine leading up to a test can keep her from being jittery. Let her know, too, that getting enough sleep the night before will make her more rested and alert. 👍



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PARENTING

Through the Teen Years

"I'm taking the car now. See you later."

High school students love their independence! Here are tips to foster that independence in your teen, while still setting limits and helping him grow into a responsible adult.



Allow options

Let your teen make his own decisions, within boundaries. For example, rather than assigning chores, you can post a job board on the refrigerator and ask him to sign up for at least two a week. Instead of dictating homework time, have him decide whether after school or after dinner works best for him. Allowing him to make his own choices will build his confidence and teach him responsibility, too.



Know her friends

You may know your child's schedule, but not all her friends. Let her invite several to dinner, or suggest that she throw a pizza party over the weekend. You'll get to see who your teen is hanging out with and also how she interacts with other kids.

Choose your battles

Try to focus on the major issues that are important to your high schooler's well-being. Before getting into a fight with him, ask yourself, "Is there a good reason to be upset about this?" While his wild new haircut may surprise you, you probably want to concentrate more on his overall behavior and attitude toward school.

Attend events

They may not always show it, but teens still want you by their side at important events. Add your high schooler's activities (band concerts, theater performances, games, award ceremonies) to your calendar, and attend when you can. These events provide the chance for you to take pride in his accomplishments and let him know you care.

Communicate creatively

Think about new ways to talk with your teenager. Consider going on a day trip to a favorite place or setting aside weekend time to plan a summer vacation together. Take extra time to chat at the dinner table, after a game, or on the way to activities. Through casual conversations, you'll learn about your child's interests and goals—and perhaps get an opportunity to help with her daily challenges.



Set limits

Teenagers need limits to balance against their increasing freedoms. You'll want to set guidelines for curfew,

driving privileges, and dating. Discuss your rules, and lay out consequences ahead of time for breaking them. Try to make the consequence fit the rule. *Example:* Your teen loses use of the car for bringing it home late.

Encourage safe dating

Your high schooler seems to be spending all her free time with her boyfriend. You're concerned that they're spending too much time together. Instead of a lecture, try a different approach.

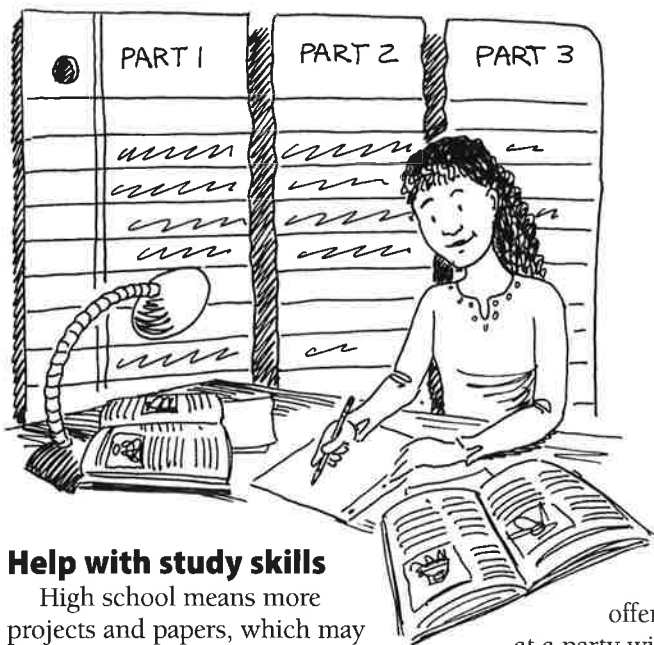
Encourage your teenager to include her boyfriend in family events, such as game night. She'll see that having a boyfriend doesn't mean she can't also enjoy family—and you'll be providing a safe way for them to be together.

Listen carefully

If your teen opens up about school or friends, try not to cast judgment or react negatively. Be glad he's talking to you! As he speaks, make eye contact, and avoid distractions like the phone, computer, or kitchen chores. Focus on listening to his words and following up on what he says, rather than using his talk time to plan what you want to say next.

continued

High School Years



Help with study skills

High school means more projects and papers, which may be overwhelming to your teenager. Show her how to break down a long-term project into smaller parts. Let her practice making an oral presentation in front of you at home. You might look for a study skills course at your local library or community center to help her improve her work.

Watch the web

Although the Internet has wonderful resources, it raises a potential red flag for teenagers. Teach your child to protect his privacy if he uses social networking sites such as Twitter or Facebook. Check on sites he's visiting, and make sure he doesn't give out any identifying information (name, age, school, address, city). Consider purchasing an inexpensive software program, such as CyberPatrol or Safe Eyes, that can block your teen's access to inappropriate websites.

And make rules about the amount of time your child is allowed to spend on the Internet.



Discuss risky behavior

Talk to your high schooler regularly about alcohol and drugs. Together, look up information (a good place to start is <http://teens.drugabuse.gov>). Discuss the peer pressure she may face ("Oh, come on. Just try it!"), and brainstorm ways to respond (say, "No, thanks," and walk away). Let your child know she can talk to you about this anytime. Also, consider offering her a way out: If she's

at a party with drugs or alcohol, tell her she can call you for a ride home at any time, no questions asked.

Give guidance

Disagreements between parents and adolescents are normal, but when conflicts arise, it's a good idea to stay calm and think before you speak. Ask your child specific questions about his friends or his weekend plans, and express concern about unsupervised events. Teens are developing their own identities, but they still need your guidance.

Lessen stress

Sports, rigorous classes, jobs, and social activities make for a busy schedule for most teens. Look for signs of too much stress (headaches, irritability), and offer to help your teenager balance her schedule. Encourage her to leave time for fun activities or just relaxing. Have her chart her time for a week and see where she can make changes.

DECLARING INDEPENDENCE

Teens may act as if they're ready to take on the world, but you still have lots to teach them. Here are strategies that will help your child with the transition from high school to life on her own:

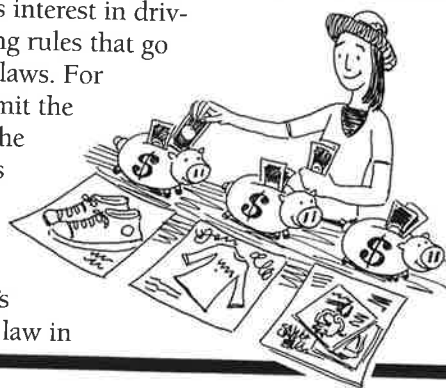
- Pass along money-management skills, such as how to balance a checkbook, pay bills, and start a savings account. Also, with credit cards being offered to more young adults, teens need to know the benefits as well as the consequences of establishing credit.
- Support your child's interest in driving, but consider setting rules that go beyond motor vehicle laws. For example, you might limit the number of passengers he can take or place limits on night driving. Let him know that he can't talk on his cell phone or text while he's driving (it's against the law in

some states). Also, you can teach responsibility and safety by having your teen fill the tank regularly, take the car for tune-ups, and learn to change a tire.

- Suggest that your teenager get a part-time job. Working will improve her self-esteem and give her experience for the future. Help her find a good match, and make sure the job does not take away from schoolwork and time with friends.

- Encourage your teen to stay involved in sports, volunteer work, and after-

school clubs. These activities can keep him interested in school and the community, build good character traits, and help him maintain healthy behaviors.



High School Years

Planning My Future



As graduation approaches, your high schooler is faced with decisions. “Should I go to college... get a job... enter the military... take a year ‘off’?” Share these suggestions to help your teen explore options for life after high school.

College

Maybe you want to attend college, but you don't have a major or a career in mind. Or you know that getting a degree will help you get a better job, but you're not sure you want to go to school for four more years. Before you make up your mind, ask yourself questions like these.

What will I study?

Start by listing your interests. What school subjects do you like best? What are your strengths? What hobbies do you enjoy? What kind of work sounds interesting? You can compare your list to hundreds of college majors by looking in a bookstore or the library for a book like *The College Board Book of Majors*. Another resource to help you choose a major is online at the Princeton Review website (princetonreview.com/majors.aspx).



Also, remember many students don't decide on a major until after they have started college, and others change their major after a semester or two. Professors, academic advisers, catalogs, and career centers are all valuable sources that can help you make a decision.

What type of school should I go to?

Explore your options. Local two-year colleges are a terrific low-cost alternative to four-year schools, and they usually are open to anyone with a high school diploma or GED. After two years, you will have a degree and be able to transfer to a four-year college. Many community colleges offer two-year programs in fields like nursing and computer science.



Or you might prefer to go straight to a four-year university. Consider what fits your personality and interests: a small or large college, a location close to or farther away from home, or a school with or without fraternities and sororities. If you have an idea of what you want to study, look for schools with programs to match. Your high school counselor can help you get started in your search for the right college. Then, look up schools online, talk to friends' older siblings who go to college, and visit if you can.

How can I pay for a college education?

Every year the majority of college students receive some type of financial aid. There are many kinds of aid available, including grants, government and private scholarships, and student loans. You can learn more about your options from your school counselor or at finaid.org and fafsa.ed.gov. Or try a book such as *The College Solution* by Lynn O'Shaughnessy.

Career

College isn't in the plans of all high schoolers. Thinking about hitting the job market? Joining the military? Consider these questions.



What if I don't have any prior job experience?

Build a resume of volunteer work. True, you won't earn any money when you volunteer, but answering phones at the animal shelter translates into job experience and references. School-to-work programs are another option. In these setups, a school combines class studies with hands-on

work experience in fields like health care and technology. As a bonus, students may earn a salary, too. Check with your counselor to find out what programs your school offers.

Where should I look for a job?

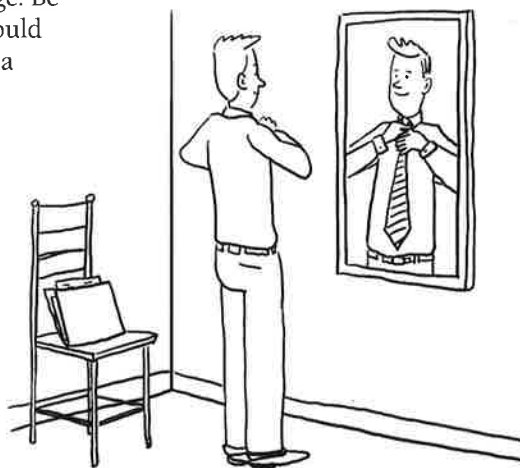
Browse online job listings, and read the classified ads in your local newspapers. Try college.monster.com for entry-level jobs, usajobs.gov for federal government employment, or careerbuilder.com or linkedin.com for general jobs. Talk to your school counselor, family, friends, coaches, and neighbors—word of mouth is a powerful tool when looking for a job.

How do I write a resume?

A resume is a description of your work and education history. In addition, it should include your skills, volunteer projects, awards, and honors. Typically, a resume for a high school graduate is brief and fits on one page. Be sure to proofread your resume carefully—it should be neat and error-free. For tips on how to write a resume, try *Knock 'em Dead Resumes* by Martin Yate. You can also search online for sample resumes and cover letters.

What do I need to know before I go to my first job interview?

An interview is your opportunity to make a good first impression. Here are some basic rules to follow: dress appropriately, arrive on time, make eye contact with the interviewer, and be polite to everyone you meet. Before going to the interview, research the company online, or in person if it's a store, for example. You can prepare a few good questions to



Thinking about a gap year

Is taking a year off before starting college or a career right for you? It could be. You might still be trying to decide what you want to do, or maybe you need to earn money before enrolling in college.

Set a goal for what you want to accomplish during the off year (gain independence, explore a career interest). Then, consider the wide variety of volunteer programs, internships, and travel opportunities available:

- Look online at gapyear.com and takingoff.net for options in the United States and abroad. Teens who are interested in traveling can also explore programs at Global Crossroad (globalcrossroad.com).

- Volunteering with AmeriCorps (americorps.gov) can give you training and experience in many areas, including disaster relief and literacy. *Note:* Some AmeriCorps programs require a bachelor's degree.



- Teens looking for internships can search all 50 states at internships.wetfeet.com or idealist.org.

Tip: Consider working for six months to earn money to cover travel or volunteer time for the second half of your gap year.

ask, and you'll show your interest by having a little background knowledge. For more interview tips, read *Job Interviews for Dummies* (Joyce Lain Kennedy), or explore quintcareers.com/teen_job_strategies.html.

What about the military?

Joining the armed forces is a time-honored tradition for many. Speak to recruiters who come to your high school, or visit local recruiting offices of the different military branches. You can research this option online at todaysmilitary.com. *Note:* Completing a tour of duty in the military will entitle you to college tuition assistance from the government.

High School Years