

Small Schools, Big Futures

LANCER *&* LETTER

AMESVILLE & COOLVILLE ELEMENTARIES • FEDERAL HOCKING MIDDLE & HIGH SCHOOL



Teaching Our Children Resiliency

re•sil•ien•cy: the ability to recover from or adjust easily to misfortune or change.

“One of the things we can teach our students is how to be resilient. Just like we can teach them to do math or to read, we can teach them how to develop personal strengths that help them overcome challenges and to learn.” Cathe Blower, principal at Amesville Elementary summed up the importance of **Social and Emotional Learning** at the recent district-wide professional development day at Federal Hocking.

Many studies have pointed out the power of developing resiliency in young people. More resilient students do better in school, are more active in school experiences such as sports and clubs, are optimistic about and plan for their futures, and are successful in endeavors after school.

As part of the District’s Student Success Plan adopted by the FH Board of Education, all of our staff is focusing this year on

developing a district wide approach to Social and Emotional Learning. The goal is to help all students develop the personal skills that not only help them be engaged learners, but also to develop the skills it takes to be successful in life after school.

“These skills can be taught, and we need to be thoughtful about integrating them into all of our work,” notes Superintendent George Wood.

This issue of the Lancer Letter features the work the district has launched this year for Social and Emotional Learning. But to help students develop resiliency we also need to attend to other needs young people have. In the following pages you will read about and see many of the ways we do this, including our summer food and book bus, fun activities in all our schools, and a report on our fall sports teams and our new field house.

What do you want to see in future Lancer Letters?

We would love to hear your feedback and ideas. Feel free to email them to Superintendent Wood at gwood@fhlanders.com.



All District Employees Trained on Social and Emotional Learning

The Federal Hocking Local School District is taking steps to better support students' social and emotional health, an objective laid out in our Student Success Plan. All district employees spent two days (Nov. 5 and 6) devoted to professional development in Social and Emotional Learning, or SEL.

A team from the PEAR Institute: Partnerships in Education and Resilience introduced our staff to the Clover Model of social and emotional learning. The Clover Model is designed to provide understanding of the complexities of human development, allowing us to support development at all stages of life and help students thrive. The PEAR Institute believes that social-emotional learning is an integral part of a dynamic, engaging, developmentally-responsive classroom. The Clover Model was designed by Dr. Gil G. Noam and the PEAR Institute, which is located at McLean Hospital, a Harvard Medical School affiliate.

PEAR's Clover model has four leaves and students who demonstrate resilience are strong in all four areas. "The research this model is based on was looking at students who were successful in school and life despite significant life challenges," according to Cliff Bonner, secondary school principal. "And that is something

we, as a district, are focused on—success in school and life after school."

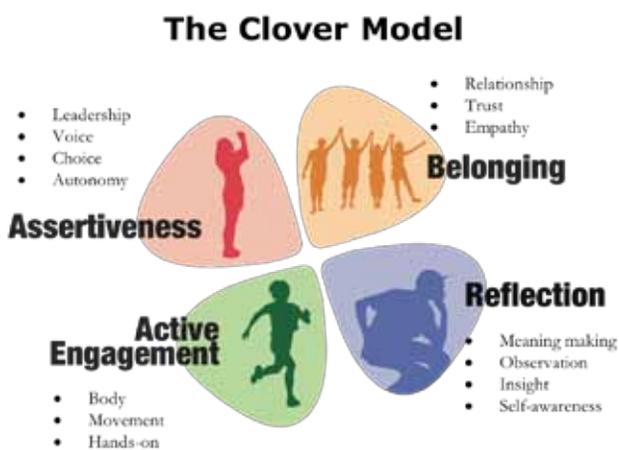
"The exciting thing about PEAR and the Clover model is that it is based on a student's strengths," noted Coolville principal Mary Mitchell. "We find an area a student is strong in to help them develop an area where they have some weaknesses." For example, if a student has a strong 'active engagement' leaf and sometimes acts out, the focus is not on punishment for being active but rather helping them reflect (see the 'reflection' leaf) and when it is appropriate to be active and giving him/her the opportunity to be active.

To ensure that students have the support they need, every district employee will continue to receive training on the Clover Model. This not only includes teachers and administrators, but also aides, secretaries, bus drivers, cooks and all staff that interact with our students. We anticipate that this model will take a few years to fully implement, however staff are already using the skills they learned at the recent training in the classroom.

"Our effort is to be intentional about helping kids develop the full array of social and emotional skills so that they are a complete being," said Supt. George Wood. "Further, this will also assist with academic achievement." Wood noted that working with the Clover model and PEAR will be a four to five year effort. The work is funded through state and federal dollars that are targeted to social emotional learning.

Each of our campuses chose one 'leaf' of the Clover model to focus on this year. To do this they used results for the Holistic Student Assessment that students in grades four through ten filled out this fall.

The **Holistic Student Assessment (HSA)** is an in depth survey where students report how they feel and what their strengths and struggles are from a social-emotional lens. The survey was designed to help schools and programs better understand the social-emotional strengths and struggles of the youth they work with.



For information about the PEAR Institute's Clover Model, visit: www.thepearinstitute.org/clover-model-overview

Each Campus Takes on a CLOVER Leaf

As part of the SEL program in the district, this year each school is going to focus on doing one thing around one of the CLOVER leaves. Over the next few years schools will expand their efforts to all leaves of the model. If you would like to know more about what is going on in your school, please contact the principal.

Coolville Elementary Focus: Assertiveness

Mary Mitchell, Principal
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Assertiveness showed up as one of the biggest challenges for our building in the HSA. We agreed as a team to focus on this leaf throughout the building this year, as we develop opportunities for students to have “voice and choice.”

Teams across the building met during the PEAR professional development to identify strategies that are currently used in our building that allow for “Voice and Choice”. At the same time, they determined how those strategies could be tweaked to make them better and what new strategies could be added.

The building SEL team is meeting to find commonality in what is being advanced for “Voice and Choice” in the building and will share our thoughts with the staff at the next staff meeting. Staff will also have the opportunity to share out strategies they have tried and how students have responded.



Amesville Elementary Focus: Reflection

Cathe Blower, Principal
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Amesville’s leaf of choice is Reflection. We chose this leaf because areas like Learning Interest and Academic Motivation in the HSA survey were low for a large portion of our students. We are hoping that by giving students various strategies to be more reflective they will notice more positive experiences here at school. We want them to reflect on their successes and not spend as much time worrying about negative experiences such as testing.

Several strategies for our Reflection focus include recorded reflections with iPads or Chromebooks, student-chosen portfolios, student-led conferences featuring student chosen works to share with their families, and closing circles (daily for younger students or weekly for older students). The idea is to give students multiple ways to reflect on their accomplishments and plan for future success.

Strategies to implement these tools will be developed at each grade level so they are developmentally appropriate for learners of all ages.



FH Middle and High School Focus: Reflection

Cliff Bonner, Principal
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The Secondary School will be focusing on the Reflective leaf of Clover. The HSA provided us with data that suggests that reflection is a challenge for our students. Reflective skills include ‘making sense of one’s own experiences, emotions and thoughts to create a sense of personal identity.’ Specifically, for those students in middle school the focus is on ‘what it means to connect to others and how to build deep and significant relationships with others. It can also be expressed through reflecting on conflict in relationships.’ For high school students the focus would be more about ‘how one might have a voice in this world, and belonging is updated to a focus on deeper and more meaningful connections to others.’ Basically, Reflection encompasses the analysis of internal ideas, better described as critical thinking and self-awareness.

As a secondary school, we take pride in creating opportunities for student reflection. A strong predictor of student success is a student’s ability to think about, analyze, and discuss their own learning. For both the 9/10 and 11/12 grade portfolios, reflections are major pieces to those assessments. In many of our courses, journaling is part of the curriculum and routines in the course. However, we also see room for improvement. As a secondary school we will spend time analyzing the HSA data related to reflection and developing thoughtful strategies to help students address and improve those skills.



FOCUS ON HIGH SCHOOL
SCIENCE



PHOTOS BY CARRIE (RUNSER) TURNER FH '94

From Hope Drive to Hockingport, The **FOOD BUS** Rolls Through!

Last summer, while the rest of the FH bus fleet was wrapping up its duties for the school year, one special bus was remodeled by the men and women of the transportation department and students from Mr. Pfeiffer's Ag Metals class. Student seats were swapped for steel shelving, and the bus made a lane change from moving students to hauling groceries.

This is our latest innovation to serve the children of our district—the Federal Hocking Summertime Food Bus.

In coordination with the Rural Action, HAPCAP, AmeriCorps, Community Food Initiatives, and the Childhood Hunger Alliance, the district was able to offer a variety of both shelf-stable foods and fresh produce to any interested family in the district. Parents were able to choose staple grocery items, and children were offered meals at each delivery site. By stocking the newly installed shelves with a variety of foods, families were able to make their own decisions about which foods they preferred. Children who came and ate lunch were even able to take weekend bags home that included enough food for six more meals to help with hunger over the weekend. When families were unable to make it to the designated delivery sites, volunteers drove boxes of food right to their homes.

Although the primary mission of the bus was to connect families with healthy local food, like produce from the Chesterhill Produce Auction and yogurt donated by Snowville Creamery, the bus also served other meaningful roles. A librarian from the Athens County Public Library rode along to lend books and share creative activities to inspire the district's readers. The Little Lancer Welcome Wagon* provided activities for youngest children. And all three of our district principals took turns riding the bus to check in on some of their favorite kids!

Over the course of the 11 weeks of deliveries, 254 children in 96 families, from Hope Drive to Hockingport received ingredients for 962 meals. Children ate hundreds more pre-packaged meals at the delivery sites and from the weekend bags. By the time school started, the bus had even received a new maroon and gold paint job, proudly waiting to start deliveries again this June.

Want the Food Bus to stop by your neck of the woods?

Are you able to donate supplies for our local families?

Please call Jake Amlin at (740) 662-2123,
he'd love to talk to you about the Food Bus!

* Little Lancer Welcome Wagon is a year-round outreach program that offers activities and support for our future Lancers, from birth to age 5, and their parents. For more information call April Fields at 740-662-6691 or email afields@fhlancers.com



Delivering ingredients for 962 meals
to 254 children in 96 families





Another Lancer Volleyball Sectional Championship

...making it 5 sectional titles in the last 6 years!

There is something to be said about a team who graduated an entire starting lineup, then came out the very next year and won over 13 matches on their way to the title.

The team had an overall record of 12-12 and 9-7 in the TVC. This is a team that graduated 6 seniors—remember, volleyball only has 6 players on the court at one time. The team was led by senior hitter Jaylen Rogers, senior Lyndsey Parsons, and senior Kendra Tabler. This team's resiliency was displayed in a 5-set victory over rival Trimble. The Lady Lancers were down by 6 points in a set played to only 15. With a boost of enthusiasm from the seniors, the team came back to win the set 17-15 and take home the victory for the match.

At the sectional title match the Lancers bested Miller in dominating fashion (3-0) beating a team that had beat the Lancers during the regular season. The team fell to Portsmouth Clay in the district semi-final with Clay going on to make a final four appearance.

With a successful JV team and this year's middle school team making the post season tournament championship game, the future is very bright for our young ladies and the volleyball program.



This information is brought to you from

OhioHealth

Keep Your Children Safe In The Cold

Bundle up with these cold-weather tips to keep kiddos warm and healthy

For kids in our area, cold weather approaching means getting ready for sledding and the hoped-for snow day. For parents it means taking the right precautions to keep children safe and help them adjust to winter temperatures. Keep these four tips in mind so your kids can have fun and stay safe in the cold.

1. Dress Your Child Appropriately

Even if you feel warm enough when outside, that doesn't necessarily mean it will feel warm to your child. In fact, babies and young children should wear at least one additional layer than you would wear. By dressing them in layers, it's easy to adjust to changing temperatures by simply adding or removing one.

TIP: Always make sure that their hands, neck and head are completely covered.

2. Be Proactive and Check Often

Many kids will continue to play outside even if they are cold or wet. They're having fun, after all! Be sure to check on them regularly to ensure they are staying warm and dry.

TIP: The sun can reflect off the snow and cause sunburn, so apply sunscreen to their faces.

3. Keep Them Hydrated

Because it's cold, dehydration might not be foremost on your mind (and certainly not on your kids!). However, dry winter air causes children to lose more water through their breath. Make sure they are drinking enough water to counteract this. If they are cold, give them warm tea or soup.

TIP: Inside the house, use a humidifier in their bedrooms if you notice their skin is dry or if they start suffering from nosebleeds.

4. Know What to Look for

By knowing the warning signs of common cold-weather issues like frostbite or hypothermia, you can identify and treat the problem more quickly. Symptoms of frostbite include pale, gray or blistered skin on toes, nose, ears and fingers. If you notice these, bring your child inside immediately and soak the necessary areas in warm water. Hypothermia signs include slurred speech, clumsiness and shivering.

TIP: If you think your child may be suffering from frostbite or hypothermia, call 911 right away.

Danny and Pat Hall Celebrated During Field House Dedication

On Oct. 5, the Federal Hocking community celebrated the opening of the new field house which is now available for use by all of our high school athletes. The new facility is dedicated to longtime Federal Hocking employees Danny and Pat Hall, who were honored by former students, elected officials, school administration and community members.



Danny taught physical education, health and drivers education at Federal Hocking High School from 1967 until his retirement in 1988. He retired with 32 years of service to the district, both before and after consolidation. During Danny's tenure, he served as head football coach for six years and head baseball coach for 16 years. He also served as the Lancers Athletic Director from 1980-1991.

Pat was the first superintendent's secretary for the Federal Hocking School District. She then became the business education instructor at the high school until she retired after 25 years of service in 1993.

The new facility is located behind the high school gym, adjacent to the football field. The field house features space for weight training, custom built oak lockers built by Paul Tabler Carpentry and a locker room with showers. Training space is something that our athletes have been lacking in the past.

Special thanks to Pat Tabler for all of his hard work in making this project happen and to everyone who contributed to and supported the new field house. We're proud to provide the Danny and Pat Hall Field House for our student athletes. We encourage the community to stop by to see the facility in person!



2018 FALL SPORTS ROUND UP

CHEERLEADING: The student cost for cheerleading has now been cut by more than half because a team set of uniforms has been purchased with the help of the FH School Board and the FH Athletic Boosters. (In the past cheerleaders bought their own uniforms at a significant cost.) This season, there were 14 athletes cheering for the football team and we look forward to an even bigger squad this winter.

GOLF: Coach Eric Tabler lead our second-year golf team to 13 victories this season. Team medalist was Mitchell Roush and he was named to the All-TVC team. The team will have a number of returning golfers next year who have already made plans for spring and summer practices.

FOOTBALL: For a team plagued with injury and inexperience, these boys never gave up. Throughout this season, opposing coaches and officials noted that our team never stopped playing hard and they never lost their poise. We are looking forward to higher numbers and success on the gridiron in the coming years.

CROSS COUNTRY: This year's XC team was made up of 31 runners, more than five times the number of participants from years past! The high school team consistently saw athletes breaking their personal records because of how hard they worked throughout the season. One of our harriers, Ashlynn Jarvis, made it out of the district meet and qualified for the regional championships. Rain or shine, these athletes were out on our campus running through grass, mud, water, or whatever obstacle stood in their way. Our middle school team brought home multiple 1st and 2nd place trophies. Coach Miller is continuing to bring more and more excitement to the XC program!



Why Focus on Social Emotional Learning?

In this issue of the Lancer Letter we have provided information on the launch of our efforts around Social Emotional Learning. One response to this focus might be, simply, why? Aren't schools just there to teach reading, writing, and arithmetic? Not really.

Think about it, if our only focus was academic instruction why would we have sports, clubs, dances, food service, community events, and so much more? Yes, we are about helping young people learn the academic skills that will help them be active citizens and successful community members. But academic skills are only part of it.

We also work to provide students with the social emotional skills that help them best utilize the academic skills. It makes no difference if you know how to write or speak if you cannot control your emotions and lose your temper every time you lose an argument, or someone tells you 'no'. You can know calculus backwards and forwards but if you cannot work in a group to utilize these skills in problem solving you will never keep a job. And you may know all the history and social studies there is to know and keep up on current events, but if you don't feel that you belong to a community you probably will not vote.

Our school system does a lot to help young people develop social emotional skills. Some call it developing 'executive function'; the ability to make choices and manage your time and behavior so you do the right things for yourself and others. Young people learn these skills in clubs and sports teams, in academic competitions with FFA and BPA, in their internships and on the playground. They can also learn them in the classroom.

The work we are undertaking this year will be a focus of the district for many years to come. We want to look for ways for our students to develop fully as human beings so that they are successful both in school and after school. In all of our classrooms and schools we are going to find ways to help students develop active engagement, assertiveness, belonging, and reflection. And all staff, teachers and aides, secretaries and janitors, cooks and bus drivers, will be working together in this effort.

We will always include some part of this work in each Lancer Letter so you can see how we are progressing in these efforts. We know parents and community members are focusing on helping all the children of our district develop these skills, and we are excited to be sharing this task with you.



Dr. George Wood, Superintendent
Federal Hocking Local | Small Schools, Big Futures



LANCERS

2019 SPORTS SCHEDULE

See up to date schedules on our website:
www.fedhock.com/athletics

FEDERAL HOCKING LOCAL SCHOOLS 2019 Student Calendar

Friday, January 11

2 Hour Delay*

Monday, January 21

No School, Martin Luther King, Jr. Day

Friday, February 8

2 Hour Delay*

Monday, February 18

No School, Presidents' Day

Note: Feb. 18 will be used as a make-up day if eight or more school days have been missed for calamity days at this point.

Monday, March 11 – Friday, March 15

Spring Break

Friday, April 12

2 Hour Delay*

*Tri-County Career Center students will be on the regular schedule.