

LANCER & LETTER

AMESVILLE & COOLVILLE ELEMENTARIES • FEDERAL HOCKING MIDDLE & HIGH SCHOOL



HIGH SCHOOL STUDENTS WITH KINDERGARTEN AUTHORS



KIDS SHARING PROJECTS

Working Together for Student Success

Teachers and students combine learning projects that span grade levels

"The teachers in our building see every child here as his or her child. We don't just focus on the kids in our class, we think about and watch out for every child in the building." This was a Federal Hocking teacher at a recent meeting where a discussion of the cafeteria was going on. It captures something special about our district—the amount of teacher collaboration that goes on so every student can experience success.

Even though our schools are miles apart, teachers combine learning projects that span the grade levels. Within schools teachers work with colleagues to design learning experiences that have younger and older students working together. The goal of this work is to provide new ways for students to understand content and concepts.

When high school students create books for elementary students they have to think about language, story line, plot, characters, and all the elements that go into writing. Our youngest learners engage in art projects with older students and have one-on-one experiences with multiple artistic forms and media. Older students tutor or conduct learning activities with younger ones, requiring the expert student to better know the material and giving the novice more practice with new skills.

Another benefit of this cross-grade collaboration is that teachers get to share and hone their skills. Through discussing ways to have students work together they share teaching strategies and approaches. All of the educational research points out that when teachers collaborate they get better at their craft.

In this issue of the Lancer Letter we are featuring some of the ways teachers work together to support student learning. We work together because it takes a whole district to educate our children.



Ways Students Learn by Teaching

Developing skills, growing confidence, and creating positive relationships.

Students in Mauvee O'Callahan's class at Coolville collaborate with other students and teachers in their language arts and social studies curriculum. "There are so many ways to help a student learn, through the arts, through teaching other students, through looking at the work of other students. It just naturally goes on every day!" according to Ms. O'Callahan.

When it comes to writing, these Coolville sixth graders are super stars for the fourth and fifth grade students. Taking their more advanced writing with them, they sat with the younger students and explained how they structured their paragraphs and how they developed a good lead or hook sentence. They also taught technology skills, teaching the younger students how to create

"They felt like experts and it gave them a better understanding of their own work when they had to explain it to a younger student."

and save their work as a Google Doc so they could access their work from any school computer.

"They felt like experts," Principal Mary Mitchell noted. "And it gave them a better understanding of their own work when they

had to explain it to a younger student. I think they also were more careful in their work as they knew they would be sharing it, flaws and all."

Fourth and sixth grade students and teachers at Coolville teamed up to master their multiplication and division. They are doing this through a program called Multiplication Buddies. At the start of the year, each sixth grade student chose one or two fourth graders to mentor twice each week. Fourth grade teacher Anna

Young says that there are many benefits to this program including developing better math skills, growing confidence, and creating positive relationships. The sixth graders have been excellent role models and are developing great leadership and teamwork skills in particular.

Over at Amesville, a bus unloads students from Zach Ballew's creative writing class. These high schoolers have taken on the challenge of writing and illustrating a children's book to share. Just as importantly, they are here to listen to the kindergarten students read the books they have written, providing a grown up audience for these young authors.

"The kids take this work very seriously, way more seriously than if they are just writing for me," says Ballew. "They want to get it right, and they love hearing the little ones read to them."

Using sticky notes the high school students gave feedback to the kindergartners, which teacher Ashley Sechkar then used to help our five year olds begin the difficult process of revision. "But they don't mind doing it," notes Sechkar, "because someone they want to impress told them this would make their work better."

Jadey Gilmore's middle school students were looking for an audience for the posters they were creating on Internet safety. As part of their unit on informative writing they were creating public service announcements on the topic, but for whom? The students decided they wanted to target younger students, who often fall prey to scams on the Internet so they designed their posters for sixth grade students and sent them over to Coolville.

At Coolville students did a 'gallery walk' reading each poster and leaving comments on how they could be improved. "Middle





school students received valuable feedback and elementary students important information, it was a win-win," according to Gilmore.

The arts continue to provide plenty of places for student to work together. The secondary school band annually performs at the elementary schools, with elementary musicians sitting in with their older peers on several numbers. "It gets our younger musicians excited about playing in middle and high school," points out band director Julia Olsen.

A special collaboration went on this year between first graders in elementary art and the MS/HS art program. Elementary students in both schools created two-dimensional images of themselves as garden creatures. These were sent to the high school where advanced art students turned the images into three-dimensional clay structures. "After being displayed in the secondary school, these statues are being sent back to the elementary school to be placed in the elementary school gardens," explained Ellen Hadley, secondary school art teacher.

In social studies Ms. O'Callahan's sixth graders collaborate with art teacher Sharon Phillips and music teacher Conner Hartwick. When



the sixth graders were studying Ancient Egypt they illustrated their name in hieroglyphs, creating a personalized cartouche. For a music and history mash-up, Jazz Self Portraits were created for Black History Month. This project continued into the music class where kids learned about types of jazz and did a biographical study of Louis Armstrong.

These are just a few ways our teachers collaborate in order to provide enhanced learning experiences for all of our children. There are so many more! We have high school students assisting in exploratory classes with middle school kids. At Amesville Elementary we have the older students reading to the young ones on a regular basis, and fifth grade "astronomy experts" teaching second grade students about the planets. (Do you know why planets circle the sun at different speeds? Ask a local fifth grader.)

Beyond academic achievement, collaboration has one other important benefit—it helps build a sense of community. "It's important that everyone knows every student well," says Amesville Principal Cathe Blower. "Collaborating across grade levels and between schools is just one more way to make sure every teacher knows every student."



New Start Times for Middle and High School

SCHOOL DAYS 2018-19

Amesville and Coolville Elementaries	9:00 a.m. to 4:00 p.m.
FH Middle and High School	8:00 a.m. to 3:00 p.m.

After a year of study the District will be moving back start times for the Middle and High School. Starting with a district committee report a year ago May, meetings were held throughout the school year to discuss recommendations that school start later for adolescent students.

"The committee based its recommendations on research around the need for more sleep for middle and high school students," reported Cliff Bonner, MS/HS principal. "Initially the committee wanted to have the district 'flip' start times, with elementary

starting first, but we found that too many of our parents rely on older students to provide after school care to do that."

"We are also going to add two bus routes," notes Superintendent George Wood. "When we add the routes we shorten all bus times with no student riding longer than one hour, and we can get our TriCounty Career Center students there for a full day." Wood also noted that there would be no change to elementary times for next year.

Children have a special relationship with sleep



OhioHealth

This information is brought to you from OhioHealth

It's common to everyone, a bit mysterious, and many physicians would tell you it's one of our most underrated health factors: we sleep. Yet in our current culture, sleep time is shrinking, despite a near-universal craving for more of it. And children, especially, need proper sleep for optimal mental and physical well-being.

How much sleep do we need?

Studies show adults should get at least 7 hours of sleep every night, but children need a lot more. Preschoolers need 11–13 hours every day, and elementary school age children need 10–11 hours. Teenagers also need more sleep than adults—more like 8.5 hours each night—and Yunpeng Wu, MD, a sleep specialist at OhioHealth, recommends 9 hours.

What happens when we don't get enough?

"A National Sleep Foundation study shows that 15 percent of teenagers fall asleep at school," says Dr. Wu. "Daytime sleepiness is a common problem." However, it is not the only problem.

When children and teens get insufficient sleep, they can sometimes have paradoxically high proactivity. This is often mistaken for attention deficit hyperactivity disorder (ADHD) because they are hyperactive and cannot concentrate as well. "We get many referrals from family doctors because students appear to have ADHD," says Dr. Wu. "Kids react to sleep deprivation differently—adults will just feel sleepy."

A lack of proper sleep contributes to poor memory and performance issues such as sliding grades. It can also cause mood disorders such as anxiety and depression. Additionally, it can trigger physical and metabolic issues such as cardiovascular dysfunction, high blood pressure, and obesity. The long-term effects can negatively influence their development into adulthood.

What can we do about it?

Dr. Wu says that only 2 to 4 percent of children have true sleep issues like sleep apnea or narcolepsy. Most of the time, it's a matter of poor sleep hygiene. "I always promote a good sleep environment, and good sleep habits," he says.

Developing positive sleep habits involves two crucial components:

Environment: You need a quiet, dark bedroom and a good mattress. Dr. Wu says having a dark room at night, and a bright room in the morning help with the body's circadian rhythm (our 24-hour internal clock that cycles between sleepiness and alertness).

Time: Set up a consistent time to go to bed each evening (e.g. for teens, setting a bedtime of 10 p.m. if they need to get up at 7 a.m.)

One last step: Go offline at night

The Internet is full of sleep-related memes—commonly-shared photos with funny captions we can all relate to. Ironically, the Internet is part of the problem. "You should minimize exposure to electronic devices, especially cell phones and tablets—get rid of these at bedtime," says Dr. Wu. "If you set up a good routine and remove electronic gadgets at night, kids can do very well."

Greetings, from the Lancer Care Clinic!

Hopewell Health Centers, Inc. is quickly approaching a one-year milestone of care within the Federal Hocking community. During the past year, we have established a multitude of valuable relationships with students, faculty, families, neighbors, and community members. The staff extends our sincere thank you for the warm welcome and acceptance. For those who may not be aware, the Lancer Care Clinic is located on the far side of the Federal Hocking Middle School and is open to the public. Please find specific clinic hours listed below.

The Lancer Care Clinic offers a convenient location for many students and families. We function similarly to many other primary care clinics, offering long-term health supervision for chronic diseases and disorders such as hypertension and diabetes, as well as treatment of acute illnesses such as flu, strep throat, and bronchitis. We keep a variety of routine medications on hand at the clinic including antibiotics, steroids, and anti-inflammatory medications, in order to reduce the need to go out of town to obtain prescriptions. Under most circumstances, medications that are not stocked at the clinic are quickly prescribed electronically to the pharmacy of choice.

Well-child visits and scheduled vaccinations are also offered at the Lancer Care Clinic. Children are required to meet age-specific vaccination guidelines according to a government-issued schedule. We keep these vaccinations on hand at the clinic for easy access to all children in need of immunization. Lancer Care Clinic staff has access to a state-wide immunization database to assure appropriate dosing and schedules specific to the needs of each child.



Becky Smart, LPN (left) with
Mindy Durst, FNP-BC, CNP (right)

Spring sports are upon us and the 2018-2019 athletic season will soon follow. With parental permission, students may come to the clinic during a free class period to complete their sports physicals at their convenience. Parents and guardians may call ahead to schedule such appointments. Walk-in visits are also welcome.

For more information, please contact the Lancer Care Clinic.

CLINIC HOURS & CONTACT

Open to the Public Year Round
Located on the far side of the Federal Hocking Middle School
8461 State Route 144, Stewart, OH 45778

Open Monday thru Friday
7:45 AM - 3:30 PM

Office Phone: 740.662.0541
Site Manager: 740.846.0008

THANK YOU

We would like to thank the Federal Hocking School Administration and local community members for their support. As we continue to strive to serve your needs, please feel free to share feedback with our staff or administration so that we may continue to improve upon our services.

Mindy Durst, MSN, FNP-BC, CNP
Becky Smart, LPN
Terrie Russell, LPN, Site Manager

**Most private and public insurances are accepted in addition to Medicaid, Medicare, or by a sliding fee scale (for qualifying patients).*

2018 Senior Project Showcase

Once again seniors at Federal Hocking put on a grand display of the work they have done in preparing a Senior Project.

The project is a graduation requirement that students start in the junior year. Just a few of this year's projects were: creating a video game, learning taxidermy, throwing pots, photography, building guitars and building a house!

"The key to the senior project is a student's passion," points out Cliff Bonner, FHHS/MS principal. "It is a lot of work, and students

need to find an outside mentor to teach and coach them. They complain a lot about it, but in the end they are very proud of their work."

A visiting professor from Boston University, Larry Myatt, attended this year's Showcase and interviewed several students about their experiences creating their projects. "I would recommend them to any college or employer, these kids know how to get things done."

We hope to see you next spring at the 2019 edition of the Senior Project Showcase!

"The key to the senior project is a student's passion."



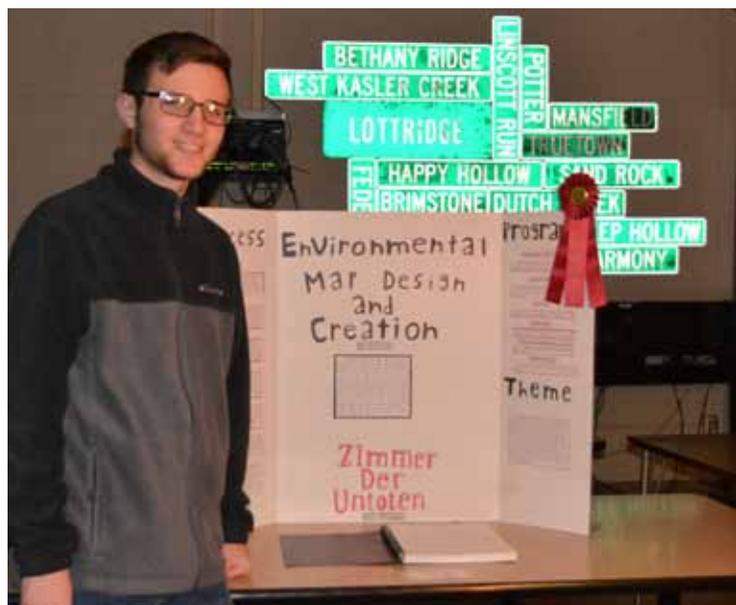
2018 SENIORS





Best of Show is an award given to projects that went above and beyond requirements or exhibited outstanding craftsmanship. This year's Best of Show winners are pictured, clockwise from top left:

Hannah Dunfee, Canning & Preserving;
 Austin Pullins, Spring Development;
 Sara Davis, Ceramics;
 Jackson Tate, Digital Environmental Map Design & Creation;
 Brittne Jackson, Taxidermy.



Lancer Girls Basketball— A Team Full of Surprises

Talented, but too young to win a lot of games. Athletic, but too small to battle with good teams. Hard workers, but not enough varsity experience to compete down the stretch. These were pre-season thoughts and words used to describe the Federal Hocking girls basketball team this year.

The good news, the team was not listening! A group with a combined total of only three juniors and seniors accomplished a 16-8 final record on their way to earning another S.E. Ohio Sectional Championship. This team also finished 2nd in the TVC with a 13-3 record.



Hannah Dunfee, Paige Tolson, and Emily Beha each earned All-TVC honors for their play this season. In addition, Tolson earned 1st Team All-District honor while Dunfee and Beha respectfully earned district special and honorable mention. Paige Tolson also collected the high honor of being named to the All-Ohio Honorable Mention team.

"I could not be more proud of this team. Their accomplishments this season have exceeded many expectations. This team has a lot to look forward to," said veteran head coach Jeremy Tolson.

You will not want to miss these girls back in action next winter. Remember to check the "Athletics" tab on our website for sports schedules and updates.



Girls Basketball Team Honors

16-8 Final Record
2nd in the TVC 13-3 League record
Sectional Champions
JV only lost 4 games all season
7th grade team: Post-Season
Tournament Champions

Girls Basketball Individual Honors

ALL TVC:

Hannah Dunfee
Emma Beha
Paige Tolson

AP All District Teams:

Paige Tolson - 2nd Team
Hannah Dunfee - 3rd Team
Emma Beha - Special Mention

District 13 All District-Team:

Paige Tolson - 1st Team
Hannah Dunfee - Honorable Mention

All-Ohio Teams:

Paige Tolson - Honorable Mention

District 13 All-Star Game:

Hannah Dunfee

Hardwood Heros All-Future Team:

Kylie Tabler

Ohio High School Basketball Coaches

Association Top 100 Showcase:

Kylie Tabler
Paige Tolson
Emma Beha
Tamika Mayle

Boys Basketball Individual Honors

All TVC: Nathaniel Massie

AP All District Honorable Mention:

Nathaniel Massie

MAD CITY MONEY

High school students learn about budgets, loans, saving money

"It's funny," says Assistant Principal Kirby Seeger, "the program actually encourage them to spend like mad, and then they see the results. I think they learn a pretty good lesson."

In each ninth and tenth grade advisory, students are prepped for the Mad Money simulation. "We teach them how to write a check, what a savings account and credit cards are, the basic stuff," notes teacher Renee Ripple. "But then they get turned loose and often learn the hard way."

In the simulation, run by our partners at the Ohio University Credit Union, students draw a role. It could be a single person just starting out, a family, any one of a dozen scenarios. They are also given an income. Then they start to spend it.

Booths are set up where Credit Union employees offer them various types of housing, explain food budgets and savings plans. But they also tempt them with fancy cars, big mortgages, and



expensive vacations. And more than one student has madly spent all his money on a car and vacation only to find out that there is nothing left for food, diapers, or insurance.

"I liked Mad City Money because it helped me understand how expensive life actually is!"

The simulation takes place in the middle school commons and the room is abuzz for over two hours. Afterwards a debriefing takes place where the importance of budgeting and financial planning is discussed—and taken a bit more seriously now that the students have found out the consequences of their spending habits.

"I liked this program because it showed you how to use money wisely, write checks and when to splurge on wants instead of needs."

"I liked everything about it. It was a way to show us how to use our money wisely."

"Mad City Money is a valuable life lesson for our young adults," Ripple who coordinates the program, adds. "They get to make decisions regarding purchases and have control over their budgets and see the real consequences and/or benefits. This is all encompassed in one fun interactive game of life. We are so fortunate that the OUCU manages this event for our sophomores every year. It has become a rite of passage for our kids!"



Elementary Spring Activities

As always, spring brings not only flowers, but also the blooming of all sorts of fun activities at Coolville and Amesville Elementary Schools. Coolville celebrated Science Night with children and families as well as a visit from COSI. At Amesville it was the annual Carnival, with something for everyone, young and old.



Little Lancers Celebrate Family Fun

This spring the FH Little Lancers program had a family fun day in cooperation with the Federal Hocking Art Department. Children ages birth to four came to the Middle School to play in a wide range of art activities with their parents.



Little Lancers Summer Food & Book Program

A school bus will be traveling throughout the district on a weekly basis offering free food (including fresh produce) and books from the Athens County Public Libraries. There is no charge for this service and it is open to all district families with children ages birth to eighteen.

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Would you like to get on the summer food and book bus route? Please call 740-662-2141 and ask to speak with Assistant Superintendent Jake Amlin or Early Childhood Outreach Teacher April Fields.
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Federal Hocking Preschools “Step Up To Quality”

Both of the district’s preschool programs have been given the highest rating possible from the Ohio Step Up To Quality evaluation. Every year our preschools submit information on everything from curriculum to facilities, teacher and aide certifications to school meals. Then a team from the Ohio Department of Education visits and evaluates the program on site.



We are pleased that both Coolville and Amesville preschool programs received a rating of “5”, the highest rating possible.

Open Enrollment: If your child is four years old this summer, consider enrolling them in one of our public preschool programs! Please call to schedule your visit:

Amesville: 740-448-2501 **Coolville:** 740-667-3121

Keeping Kids Safe

The events in Parkland, Florida and other schools have drawn renewed attention to school safety. It's important to note that children are safer in school than at any other time of the day. Regardless, we pay close attention to what keeps children safe in school.

One thing we think about when it comes to safety is access to our buildings. While we do not share all the details of what we do to prevent inappropriate access to our schools, rest assured that the district has taken appropriate steps in this area and continues to improve these safety measures.

But just as important when it comes to school safety is the social and emotional health of our children.

When we look at incidents of violence in schools committed by students or former students three trends emerge:

- Perpetrators of violent acts experienced isolation and exclusion in school;
- Perpetrators have experienced dysfunctional family lives;
- Adults did not pick up the signals that these children needed help.

Wellness programs at Federal Hocking Local Schools are designed to make sure every student is included in school, that they all experience a family atmosphere, and that the adults in the district know all our students well.

When it comes to inclusion, we have expanded extracurricular opportunities for students and have full-time guidance counselors in each building to make sure children are connected. We ensure no child is excluded from any program due to income, gender, or condition. It's another reason we don't charge school or participation fees and allow everyone to benefit from free lunch and breakfast—we want all kids to feel a part of the school.

We work to have every student feel that school is also their home through advisory, class meetings, whole school meetings, peer counseling and more. Our outreach with the Little Lancers program to families with children not yet in school is designed to give parents resources and support as they start the journey of parenthood.

Our teachers and administrators know our children well and know when they need extra support. This is why we have kept our elementary schools small, reduced class sizes when we can, and keep teacher to student ratios at the middle and high school well below the national average.

School safety starts and ends with our students. Knowing them well, having them know they can come to us when they have concerns, and having every student involved makes for a safe and successful learning environment. We believe that social and emotional wellness is both an academic achievement and school safety agenda.

George Wood
Superintendent

FEDERAL HOCKING LOCAL SCHOOLS 2018-19 Student Calendar

Open House at All Schools, 5–7p.m.
Monday, August 20

First Day for Students
Wednesday, August 22

No School, Labor Day
Monday, September 3

No School for Students
Monday, November 5 and Tuesday Nov 6

Thanksgiving Break
Wednesday, Nov. 21 – Monday, Nov. 26

Christmas/New Year Break
Friday, Dec. 21 – Wednesday, Jan. 2, 2019

No School, Martin Luther King, Jr. Day
Monday, January 21

No School, Presidents' Day
Monday, February 18

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.

Spring Break
Monday, March 11 – Friday, March 15

Last Day for Students
Thursday, May 23

Notes about make-up days:
The Board will "forgive" the first four calamity days. Other calamity days will be made up as follows: Days 5-9 will be added as student attendance days. Days 10-13 will be added as staff workdays.