



Hermiston High School

600 South First Street Hermiston, OR 97838 Phone: 541-667-6100
Principal: Tom Spoo, Assistant Principals: Scott Depew, Michael Thomas, Ericka Keefauver,
District Athletic Director: Larry Usher

From the Dawhouse to your House

2019-2020 Forecasting

Forecasting can be overwhelming and confusing. Academic planning is an important part of your student’s education and an important step towards the future and we often compare it to climbing a ladder; it is much easier with the rungs in place. Planning out the next year (or years) makes getting to graduation easier and more manageable. In addition, it allows you to look beyond high school and work towards meeting future goals.

It is extremely important students and their families review all the



information and choose classes that will help students reach their post high school goals. At times, your student’s teachers will make the appropriate recommendations, but at other times it will be up to you and your student to decide which classes to take.

Each year our course offerings and ultimately our staffing are based on what students forecast. Therefore, our expectation is that once you turn in your forecasting form, you have reviewed it and are satisfied with your course selections. To assist you in this process, we recommend reviewing our Course Catalog, which is a reference to academic policies, graduation requirements, college information, academic programing, descriptions of courses and our Programs of Study. Due to a variety of factors, including student course requests, not all classes in the Course Catalog are offered every year.

By making sound decisions now, students will put themselves in the best possible position to be successful upon completion of high school. For our students, choosing carefully where to spend their time and education will indicate to potential employers, trade schools, and universities that they have put thought into their next steps.

Point of Interest: Don’t even think, “It’s too little, too late”

Students can quit on themselves, but we do not have the right to quit on them

There are at least three parts to a class or course and all three are important—but each part has a different challenge. There is the start, the middle, and the end. Some students get off to a great start; some do not. In fact, some do not seem to start at all. In the middle, some student keep their beginning pace, some catch fire, and some lose their beginning advantage. Then come the last weeks of school with the end in sight. We are in it now. Our objective should be a strong finish for every student. Any other stance on our part can be a costly performance mistake for us and our students. That is why we need to check ourselves out. Make no mistake: If we are not prepared and up for a strong finish, it will not happen.

"There are 3 things in life you need: Fortitude, Tenacity and Guts. Fortitude to stand, no matter what, Tenacity to stick with it and Guts to deal with whatever is in front of you."

-Kamari aka Lyrikal



UPCOMING DATES

4.10.19: Junior Class Meeting

4.11.19: District Music Festival

4.13.19: Saturday Support

4.17.19: HS Forecasting Begins

4.17.19: Senior Class Meeting

4.18.19: Breakfast of Champions

4.20.19: Saturday Support

4.30.19: VIP Day

This is why it is not wise to draw any conclusion about students, their learning, or make any negative predictions about student performance the last weeks of school. The truth is students sill have several weeks left until the end

of the year—and the beginning of the rest of their young lives. Therefore, what we can get students to choose to do and achieve may turn out to be “a whole lot of value” for the rest of their lives.

From the HHS Agricultural Department

Preparing students for their next learning experiences, is what the HHS Agriculture Department strives for each day. Agricultural education teaches students about plants, animals, food, natural resources, welding, and other agriculture fields. Through these subjects, agricultural educators at HHS teach



students a wide variety of skills, including science, math, communication, leadership, management and technology. HHS students enjoy the hands-on learning activities and career-related experiences they receive from taking an agriculture class. Animal Science classes practice breeding, pregnancy checking, and vaccinating animals using



Breeding Betsy and the animal chute we have at HHS. Plant Science students learn what it takes to operate a greenhouse by caring for over 3,000 plants in the greenhouse. Plant Science 2 takes it to the next level by designing floral arrangements and improving the landscape here at HHS. In our welding classes students build metal projects for the community, such as creating a water feature for the HHS outdoor breezeway. Agriculture education at HHS continues out of the classroom and into our student organization, FFA. The Hermiston FFA Chapter is very successful with state wins in our Agricultural Literacy Program, Vet Science, Milk Quality, Meat Judging, and Food Science teams. The Agriculture Department is excited to expand next year by adding a Wildlife Management class in addition to the current Plant, Animal, and Welding classes.



Understanding the Teenage Brain

Even though your teens are becoming young adults and gaining more independence, it does not mean that they don't need parental guidance to help them make good choices - good kids can make bad decisions. It doesn't matter how smart teens are, good judgment isn't something they can excel in, at least not yet. The rational part of a teen's brain isn't fully developed and won't be until age 25 or so. In fact, recent research has found that adult and teen brains work differently. Adults think with the prefrontal cortex, the brain's rational part. This is the part of the brain that responds to situations with good judgment and an awareness of long-term consequences. Teens process information with the amygdala. This is the emotional part. That's why when teens have overwhelming emotional input, they can't explain later what they were thinking. They weren't thinking as much as they were feeling.

So, what's a parent to do? You're the most important role model your kids have. Sure, their friends are important to them, but the way you behave and fulfill your responsibilities will have a profound and long-lasting effect on your children.

- Discussing the consequences of their actions can help teens link impulsive thinking with facts. This helps the brain make these connections and wires the brain to make this link more often.
- Remind your teens that they're resilient and competent. Because they're so focused in the moment, adolescents have trouble seeing they can play a part in changing bad situations. It can help to remind them of times in the past they thought would be devastating, but turned out for the best.
- Become familiar with things that are important to your teens. It doesn't mean you have to like hip-hop music, but showing an interest in the things they're involved in shows them they're important to you.
- Ask teens if they want you to respond when they come to you with problems, or if they just want you to listen.

You want to make it emotionally safe and easy for them to come to you, so you can be part of their lives. Try not to jump in with advice or place blame. Your teen needs your guidance, even though they may think they don't. Understanding their development can help you support them in becoming independent, responsible adults. For more information click [HERE](#).