

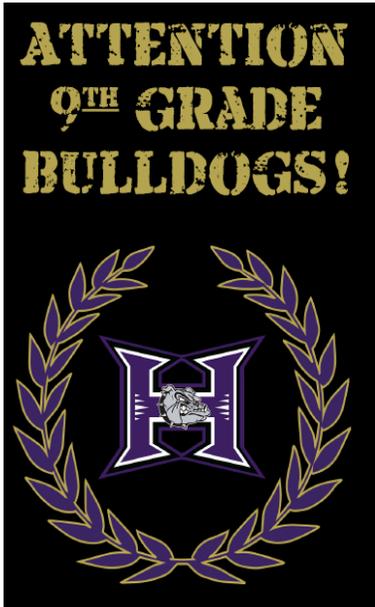


Hermiston High School

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Principal: Tom Spoo, Assistant Principals: Blaine Braithwaite, Michael Thomas, Ericka Keefauver, District Athletic Director: Larry Usher

From the Doghouse to your House

UPCOMING DATES



Operation Bulldog

On 8.21.19, from 12:30-3:30 p.m., Hermiston High School staff be out in the community to start off the day with **Operation Bulldog**. Similar to the Welcome Wagon concepts of the past, the intent here in Hermiston is to help incoming 9th grade students feel welcome as they get ready to enter high school. Staff members will partner up and **visit every home of incoming freshmen**. All students will receive a backpack with items that are school related.

9th Grade Orientation

Ninth grade families, watch for information coming about 9th Grade Orientation on Aug. 23 from 8:30 to 1:00. See you then!

Point of Interest: School climate and culture

In the past, climate and culture have been defined in many ways—and often interchangeably. But they are separate terms with separate meanings. **Climate** is what you and students feel. **Culture** is what gives you and students that feeling. Culture is the beliefs, attitudes, and behaviors of your school—such as how people feel about one another and treat one another, the extent to which people feel included and appreciated, and the rituals and traditions reflecting collaboration and collegiality. Culture includes what things are done and how they are done.

A close look will reveal that student learning is “hit and miss” without a high functioning climate and culture for learning in the classroom and in schools. To be highly successful, we need to create and nurture both. Climate and culture are related, linked, and at the center of high-quality learning.

For a classroom or school to have a healthy climate for student learning, four conditions are required: First, a **physical environment** that is welcoming, inclusive, and conducive to learning. Second, a **social environment** that promotes communication and interaction. Third, an environment that promotes a **sense of belonging and self-esteem**. Fourth, an environment that promotes **learning and self-fulfillment**.

As we begin this year, you need to know that school climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments are vital to both students and teacher success. Research and classroom experience reveal these four aspects can increase achievement levels and reduce maladaptive behavior. These outcomes cannot be ensured when any of the four basics are missing.

We also need to know that there are three major indicators that a strong culture for learning exists: Collaboration, collegiality, and efficacy. **Collaboration** is the degree to which students and faculty work together, share information and instructional strategies, and are encouraged to have constructive discussions and debates. **Collegiality** includes a sense of belonging, emotional support, and inclusion as a valued member of the class and school. **Efficacy** focuses on how all the stakeholders view themselves. We strive to create a positive and supportive culture here at HHS.

8.22.19: HHS Open House—7:00-8:30

8.23.19: 9th Grade Orientation

8.26.19: First Day of School

8.28.19: Welcome Back Assembly

9.1.19: No School, Labor Day

9.9.19: Picture Day



New to Hermiston High School—Read 180

Despite decades of attention to adolescent literacy, the achievement gap between advantaged and disadvantaged students persists. Too many students still struggle to read complex texts with comprehension. We must continue to help all students progress toward reading complex texts while accelerating our most struggling readers to grade level proficiency.

READ 180 Universal was designed to achieve this goal by providing the supports that students, teachers, leaders, and families need to accelerate reading achievement. The program focuses on years of research regarding the difficulties that struggling readers face and the instructional practices that are most effective in overcoming those difficulties.

New to Hermiston High School—Math 180

MATH 180 is a mathematics intervention program designed for struggling students in Grades 5–12. MATH 180 rebuilds the foundational skills that struggling students need to prepare for Algebra readiness. Students rotate between teacher-led group instruction and personalized software that adapts to their individual needs. Essential to the program is rebuilding the belief in every student that they can be a mathematics learner. This is accomplished through the program’s emphasis on developing a growth mindset.

Counseling Department

All teens experience some amount of anxiety. **Anxiety is actually a normal reaction to stress**, and sometimes it helps teens deal with tense or overwhelming situations. For many teens, things like public speaking, final exams, important athletic competitions, or even being around large groups of people can cause feelings of apprehension and uneasiness. They may also experience an increase in heartbeat or excessive sweating. That’s how the brain responds to anxious feelings. Anxiety is a normal part of childhood, and many teens experience fears and worries at times. In these cases, anxious feelings can actually help students learn to process and cope with the world around them.



All teens are capable of working through challenges and coping with stress. **Resilience** is the ability to bounce back from stress, adversity, failure, challenges, or even trauma. It’s not something that teens either have or don’t have; it’s a skill that teens develop as they grow. When situations that cause anxiety are repeatedly avoided, teens are not able to develop the skills to handle anxiety and those feelings can increase rather than decrease.

Resilient teens are more likely to **take healthy risks** because they don’t fear falling short of expectations. They are curious, brave, and trusting of their instincts. They know their limits and they push themselves to step outside of their comfort zones. This helps them reach for their long-term goals and it helps them solve problems independently.

Resilience helps teens navigate through stressful situations. When teens have the **skills** and the **confidence** to confront and work through their problems, they learn that they have what it takes to confront difficult issues. The more they bounce back on their own, the more they internalize the message that they are strong and capable.

If you have concerns about your teen being anxious, please discuss your concerns with their school counselor, who can help create a plan for your teen to develop stronger skills in resiliency.

Open House: 8.22.19

Please stop by our annual Open House and take the opportunity to meet your students’ teachers. Copies of your child’s schedule will be available at the main entrance.

Parents may attend two optional information sessions in the auditorium.

7:00 to 7:30—9th Grade & Students
NEW to HHS

7:45 to 8:15—Seniors

Maggie Hughes-Boyd
Class of 2020

Cristina Cuevas
Class of 2021

Kristine Martin
Class of 2022

Melody Bustillos
Class of 2023

Omar Medina
Graduation Coach