



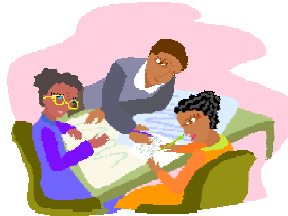
**PRINCIPAL'S  
NEWSLETTER**

Recently we have had several incidents that have strong roots from conversations students are having over the internet on a social networking website called **FACEBOOK**. Access to **FACEBOOK** and others like **MYSACE** or **TWITTER** are blocked at school however we know students know how to get around it. Many students spend their evenings sending messages to each other from home. These postings can be seen by everyone on their "friends list" which can grow into the hundreds and even thousands of people. As a responsible parent, you must monitor this activity. The best way to do this is to become one of your child's "friends" on their **FACEBOOK** account. On March 17<sup>th</sup> and 19<sup>th</sup>, at Parent-Teacher Conferences, we will show parents how to set up a **FACEBOOK** Page and become a friend to your child. It is important that you know who your child's friends are in real life and in the digital world.

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*Third Quarter Parent-Teacher Conferences*

**Thursday, March 19<sup>th</sup>  
Half-Day Dismissal at  
11:50 a.m.**



**Friday, March 20<sup>th</sup>  
NO SCHOOL FOR  
STUDENTS**

Tuesday, March 17, 2009 4:30 p.m. – 7:30 p.m.

**(Last Name A-L)**

Thursday, March 19, 2009 4:30 p.m. – 7:30 p.m.

**(Last Name M-Z)**

Thursday, March 19, 2009 12:30 p.m. – 3:00 p.m.

**(Last Name A-Z)**

**NEW AFTER-SCHOOL POLICY**

Over the years, we have provided free latchkey services for students who are not picked up by 5:00 p.m. Many nights, staff remain here until well after 7:00 p.m. waiting for students to be picked up. This has come to an end. Students who are still on campus after 5:30 p.m. will be charged \$5.00 for every ten-minute interval thereafter. An invoice at the end of each quarter will be sent to parents for latchkey services.

**Preparing Students for College, Career, and the Global Community**

## **JUNIORS**

CLASS OF 2010

MICHIGAN MERIT EXAM (MME)

7:45 AM – 12:30 PM

March 10, 2009

MME Testing Days 1 - ACT Plus Writing

7:45 AM – Noon

March 11, 2009

MME Testing Day 2 - ACT Work Keys & Applied Math

7:45 AM – Noon

March 12, 2009

MME Testing Day 3 - Michigan Science & Soc Studies

Breakfast will be provided by the Parent Organization. Students will be dismissed for home following testing.

Students must bring the following materials each day:

- Bring (2) No. 2 pencils
- All students must have a calculator. Students can rent a calculator on 3/9/2009 for \$10 from Ms. Cherian. The rental fee will be refunded upon return of the calculator. **If** the calculator is not returned, students will be responsible for paying the \$80 remaining balance.
- Acceptable ID (School, Drivers License, State ID)
- No CELL PHONES will be allowed. Please leave them at home.
- Students will be allowed to wear Friday dress code.

### **HOMEWORK LAB EXPANDED TO MORNINGS!**

**Tuesday, Wednesday, Thursday, Friday**

**Museum 7:30 a.m. – 8:30 a.m.**

**Village 8:05 a.m. – 8:35 a.m.**

### **IMPORTANT DATES**

03/10-03/12	Michigan Merit Exam for all Juniors
03/17	Parent Teacher Conferences 4:30 – 7:30
03/19	Parent Teacher Conferences 12:30 – 3:00 & 4:30 – 7:30
03/20	Staff Development – NO SCHOOL
04/02-04/03	Final Assessments – Quarter 3 (Half Days)
04/06	Fourth Quarter Begins
04/10-04/17	Spring Break – NO SCHOOL

*Learn to Love ~ Love to Learn*

# PARENTS STILL MAKE THE DIFFERENCE

## HELPFUL TIPS FOR HIGH SCHOOL PARENTS

As part of our Parents-As-Partners initiative, each month you will receive tips on what the research says works best for teens.

### Experts say teen brains may be wired for power struggles

You are determined that your teen will do his homework right now. He is equally determined to spend another 30 minutes on the computer.

Sound familiar? Teens and parents regularly find themselves locked in power struggles. Recent brain research suggests that these power struggles may actually be the result of the way teens' brains develop.

An area of the brain known as the prefrontal cortex acts as the brain's CEO. It is the area of the brain that helps adults regulate their behavior. An adult would think, "If I say that to my boss, I'm likely to get fired. Maybe I'd better keep that thought to myself." But this area of the brain develops late--so most teens lack that ability to regulate their behavior.

Researcher David Walsh, author of *Why Do They Act That Way: A Guide to the Adolescent Brain for You and Your Teen*, says, "The fact is that the teenage brain is built for power struggles."

So what does that mean for you? Avoid power struggles when you can. You don't have to give in on everything, of course. But look for ways to involve your teen in decisions. For example, asking, "When can you do your homework so we can go to Grandma's tonight?" may eliminate a fight--and still get the homework finished

### Encourage your teen to use values when making decisions

These are the years when your teen is starting to think about the values she'll use to guide her through her life. That means she's going to do some questioning--including questioning you. The way you respond to questions can help your teen through this important decision-making process.

You can help your teen clarify her values as she makes decisions if you:

- Are available. Let your teen know that she can always come to you to talk about her thoughts and ask questions.
- Ask questions. Teens often aren't sure what they think. Try to ask questions without coming across as a prosecuting attorney! "What makes you say that?" "Can you see the other side of that issue?"
- Expect your teen to point out inconsistencies in your own actions. If you talk about healthy living, but still smoke, your teen is going to point it out!
- Decide which values are too important for compromise. You shouldn't compromise on issues of safety and health. However, try to worry less about other issues where you don't feel so strongly. (Can you live with her decision to become a vegetarian? Could you tolerate a pierced nose?)

### **Are you helping your teen avoid the senior slump?**

Ask any teacher and you'll learn that "senior slump" affects most seniors. They don't want to study. They don't want to come to class on time. In fact, they don't want to come to class at all!

Answer yes or no to the questions below to find out if you are helping your teen avoid the senior slump:

\_\_\_1. Have you talked with your teen about why his grades can't drop too much? Colleges can (and do) take back their offers of admission!

\_\_\_2. Are you making sure your child's attendance doesn't slip?

\_\_\_3. Have you planned some fun senior activities with other parents that will give your child a reason to want to stay active?

\_\_\_4. Are you giving your child a chance to have adult experiences--interning in an office, volunteering?

\_\_\_5. Are you trying to relax and enjoy your teen? In a few months, he may not be living with you.

### **How well are you doing?**

Each yes means you're helping your teen stay focused his senior year. For each no answer, try that idea.

### **Bring back family dinners to reconnect with your teenager**

Between your teen's homework, sports practices and work and your work, chores and errands, it may seem like there's no way you can fit in time to spend with your teen. But no matter how busy you are, both you and your teen still have to eat!

Designate at least one night a week "Family Dinner Night." Family dinners help strengthen parent-teen relationships, teach teens good eating habits, and are instrumental in preventing substance abuse.

To make the most of dinner with your teen:

- Turn off the phones. That's what voicemail is for. Use this as an opportunity to focus on your teen without any distractions.
- Ask your teen specific questions. Show her that you're interested in what she has to say. Don't interrupt her when she's speaking.
- Talk about your own day. Ask your teen for her opinion.
- Keep it fun. Try to avoid topics that could lead to arguing. Consider letting your teen choose what to eat. Or have her help you cook the meal--she'll learn an important life skill, and you'll squeeze in some extra time together.

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