



# Urbana High School

March 16, 2018

BE RESPECTFUL

BE RESPONSIBLE

BE ENGAGED

## STUDENTS OF THE MONTH

Congratulations to juniors Jadean Frost and Reid Taylor for being nominated and chosen as Students of the Month for March.

## NEW BUILDING

**We are excited to announce that students will begin attending classes in the new building on April 10<sup>th</sup>!**

Students will be visiting the new building to learn their room and locker assignments during the week of March 26-29.

## NEW UHS DEDICATION

On Sunday, April 22, 2018 at 2:00p.m. the Urbana City School District will celebrate the completion of the construction of our new high school by holding a dedication and ribbon cutting ceremony.

This new facility, built behind the current school, will provide our students a modern and flexible learning environment for many years to come. The new Urbana High School replaces the historic structure commonly known as the 'Castle' which has been serving the community since 1897. This facility is a collaboration of the entire Urbana community and is designed to meet the current and future needs of our students.

The ceremony is open to the public and will be followed by building tours and light refreshments. The current high school will also be open after the ceremony for those interested in seeing the building prior to demolition activities.

## URBANA HIGH SCHOOL TESTING SCHEDULE

**March 20, 2018 - ACT Testing**

**March 26, 2018 through March 29, 2018 – State Testing for ELA**

**April 16, 2018 through April 20, 2018 – State Testing for Math, Science, Social Studies**

**Tuesday, March 20, 2018** is a required school day for **JUNIORS ONLY** for the state sponsored and funded **ACT TEST**.

Students must be in their assigned testing location at 7:35 a.m. **Freshmen, Sophomores, and Seniors will NOT report to school on this date.** With signed parent permission form on file, Juniors who are not required to stay by a teacher, will be permitted to be excused when all testing is completed around noon.

**Mon., March 26, 2018\*** English 9 Part I – State End of Course Test

**Tues., March 27, 2018\*** English 9 Part II – State End of Course Test

**Wed., March 28, 2018\*** English 10 Part I – State End of Course Test

**Thurs., March 29, 2018\*** English 10 Part II – State End of Course Test

\*On the four dates above, those students involved in testing must be in their assigned testing location at 7:35 a.m. All other students may arrive on the 2-Hr Delay schedule. Busses will run on the normal time schedule, so those students who are not testing and must ride the bus will report to the HS Auditorium at 7:35 a.m.

Students not testing who arrive on the 2-Hr Delay time must enter the gym doors and wait in the auditorium until the 9:25 a.m. bell.

**Mon., April 16, 2018\*** Algebra I Part I & II – State End of Course Test

**Tues., April 17, 2018\*** Geometry I Part I & II – State End of Course Test

**Wed., April 18, 2018\*** Biology Part I & II – State End of Course Test

**Thurs., April 19, 2018\*** American History Part I & II – State End of Course Test

**Fri., April 20, 2018\*** American Government Part I & II – State End of Course Test

\*On the five dates above, those students involved in testing must be in their assigned testing location at 7:35 a.m. All other students may arrive on the 2-Hr Delay schedule. Busses will run on the normal time schedule, so those students who are not testing and must ride the bus will report to the HS cafeteria at 7:35 a.m.

Students not testing who arrive on the 2-Hr Delay time must enter the main doors and wait in the cafeteria until the 9:25 a.m. bell.

## AP TESTING SCHEDULE

**Report at 7:35am for each test, location TBD.**

**May 9** AP Literature Test

**May 10**

AP Government Test

**May 11** AP US History

**May 15**

AP Calculus Test

## SISTER ACT, THE MUSICAL

The Saturday, March 17<sup>th</sup> 2:30 matinee is our "Community Night". All seats are open to the public at no cost. We will accept donations for that performance, but will not be taking ticket orders ahead of time nor will there be reserved seating. Doors will open at 1:30 for this special performance

**We will still have reserved seating for the Friday night and Saturday night performances. See information below:**

Friday, March 16<sup>th</sup> 7:30 pm Saturday, March 17<sup>th</sup> 7:30 pm \$10 adult tickets \$8 student and senior tickets

ALL tickets purchased at the door are \$10 Doors will open 1 hour before show time

## PROM

**We are pleased to announce that the Junior Class of Urbana High School is hosting its annual prom on *Saturday, April 29<sup>th</sup>* at the Urbana Country Club from 8:00 until 11:00 pm. This year's theme is: Golden Garden.**

**The following rules for this occasion will be in effect for the evening:**

- Students must have junior or senior credits to be eligible to attend prom.
- School fees must be paid in full **BEFORE** purchasing tickets.
- In order to be admitted to the prom, students and approved guests must pre-register at the high school and purchase a prom ticket. UHS students will be notified of the status of their guest application on or before **April 12<sup>th</sup>**. (See the student handbook for further guidelines.)
- Non-UHS guests must have an approved guest form on file. Guest forms are available in the main office and must be returned by **MARCH 29<sup>th</sup>**. No forms will be accepted after the deadline.
- Prom tickets will be sold from **April 18-26**. Students may purchase tickets from Mrs. Ridge after school only. Tickets are \$20 per person if purchased between **April 18 and April 20<sup>st</sup>** and \$25 per person if purchased between **April 23<sup>th</sup> and 26<sup>th</sup>**. **Tickets will not be sold the day before prom or at the door.**

- **Dress Guidelines for the evening will be as follows:**

- **Boy's Formal Dress:** tuxedo, suit or sports blazer with dress slacks including formal dress shirt and tie (vest and cummerbund are optional)
- **Girl's Formal Dress:** Formal dresses or gowns may be strapless or may feature spaghetti straps. Bare or open backs are acceptable as long as they are no lower than the natural waist; however, bare stomachs/midribs are not permitted. Holes or openings down the side of the torso are also not permitted. Garments that are extremely tight, extremely short, or extremely low-cut are also unacceptable.

(See the Behavior and Dress Guidelines for UHS Formal Dances for further information, posted on the UHS website.)

- Parking at the country club is limited; therefore, once a student leaves, he/she may not return. Fathers will park the cars. Car keys will then be placed in an envelope with a map indicating the location of the car. These will be distributed when guests leave the prom.
- The country club has asked that we only use the Grimes Room and living room and refrain from walking on the golf course. Students are not permitted in the Grill Room, including members' children.
- Prom is an official school event; so all policies apply, including those pertaining to smoking, alcohol, and drugs.

## UPCOMING EVENTS

### Friday, March 16

Report Cards mailed home  
7:30pm Sister Act musical in Auditorium

### Saturday, March 17

12:00pm JV Baseball @ Alter HS  
Var. Baseball @ Home  
2:30 & 7:30pm Sister Act musical in Auditorium

### Tuesday, March 20

7:35am ACT Testing (Juniors Only)  
5:00pm Softball @ Fairbanks HS  
Var. Baseball @ Home  
6:00pm Board of Ed. Meeting @ Central Office

### Thursday, March 22

5:00pm Var. Softball @ Mech. HS  
7:00pm Winter Sports Awards in Gym/Auditorium

### Friday, March 23

4:30pm Boys Tennis @ Home

### Saturday, March 24

11:00am Var. Softball @ Riverside HS  
12:00pm JV Baseball @ Home  
Var. Baseball @ Milton-Union HS

### Monday, March 26

7:35 ELA (9<sup>th</sup>) 1 End of Course Test Part 1  
4:30pm Boys Tennis @ Global Impact STEM Academy  
5:00pm Var. Softball @ Springfield HS  
Var. Baseball @ Home

### Tuesday, March 27

7:35am ELA (9<sup>th</sup>) End of Course Test Part II  
4:30pm Boys Tennis @ Home  
5:00pm JV Baseball @ Xenia HS  
Var. Baseball @ Home

### Wednesday, March 28

7:35am ELA II (10<sup>th</sup>) End of Course Test Part I  
5:00pm JV Baseball @ South Charleston  
Var. Baseball @ Home  
Var. Softball @ Home

### Thursday, March 29

7:35am ELA (10<sup>th</sup>) End of Course Test Part II  
4:30pm Track @ London HS  
5:30pm Var. Softball @ Home

**March 30-April 9 – Spring Break – No School**



ADVANCING WELLNESS and RESILIENCE in EDUCATION

# Information Brief

## Youth and Screen Time: Implications for Social-Emotional Well-Being

## RESEARCH FINDINGS

Numerous studies have been conducted to understand the effects of screen time on youth as they develop. While the American Academy of Pediatrics currently recommends youth spend less than **two hours per day** in front of a computer, television or mobile device screen, most youth spend closer to eight hours each day.<sup>3</sup> Increased screen time is associated with several physical health and mental health concerns.

For example, children and teens who spend too much time in front of screens are more likely to be **obese**.<sup>16</sup> The sedentary nature of video games reduces the amount of time children are outside or engaging in more active programs. Research also has found that youth who spend too much time in front of screens **have less energy**, report having a **harder time in school and report more sleeping and eating disorders**.<sup>3</sup> Studies also have found when children play video games with intense violence for long periods of time, they are more likely to display **aggressive behavior**, as it is not uncommon for children to copy what they see.<sup>12</sup> Male teens and young adults who played a video game where their characters were expected to perform violent acts toward women demonstrated **lower empathy scores** toward female victims in other settings compared to those who did not play the game.<sup>10</sup> School-age youth and teens who spend too much time in front of screens also have been found to **engage in risky behaviors** when they get older. It is important to note that studies are NOT stating that video games alone cause youth to be violent or aggressive, but they certainly contribute to these areas, especially when combined with other factors such as negative peer groups, social isolation and a history of impulsive actions.<sup>6</sup> There is clear evidence that the younger the child, the greater the impression violent material has on the developing brains and the future connections to aggressive behaviors in later years.<sup>5</sup> This means **that parental monitoring and control systems** should be in place to ensure preschool and young school-age children are not watching shows or playing games intended for more mature audiences. In addition to the inappropriate content often found in the games or videos, youth also are exposed to commercials and advertisements targeting mature audiences often highlighting products related to excessive alcohol consumption, sex, gambling and violence.<sup>8</sup>

Several video games, even those rated for ages 10 and up, entail opportunities for youth to communicate with other gamers while playing online. Youth with YouTube or other social media accounts frequently comment to one another and position themselves to be at risk for **predatory practices, illicit requests from adults posing to be other children and general cyber-bullying**.<sup>15</sup> While the interactive nature of these games and social media platforms can promote socialization amongst peers, it is important for parents to (a) create rules with their children ensuring they are only communicating with people they have met in face-to-face settings, (b) report inappropriate requests from others, and (c) periodically skim conversations to ensure appropriate language and content is being shared.<sup>7</sup>



Figure 1  
Google images

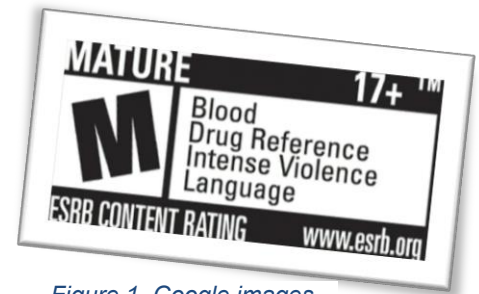


Figure 1. Google images

### TIPS FOR FAMILIES TO MINIMIZE NEGATIVE EFFECTS OF SCREEN TIME

- Designate screen-free zones in the home, especially at the dinner table and children's bedrooms.<sup>4</sup>
- Set viewing times and take a break from the screen at least one hour before bed.
- Engage in community-based initiatives like "Tech-Free Tuesday."<sup>17</sup>
- Model appropriate behaviors such as not texting and driving.
- Utilize parental controls to ensure youth are only exposed to developmentally appropriate content.
- Balance screen time with activities that require movement and exercise.
- Log screen time versus active time on a chart or graph.
- If used, make screen time for toddlers and preschoolers interactive and engaging as they learn best from modeling, scaffolding questions and support from adults.
- Encourage family movie nights and use content as "teachable moments."<sup>9</sup>
- Provide other options for children and teens such as outdoor activities, board games, reading, hobbies, sports, art or engaging with nature.
- Keep screen time a "non-event," don't use it as a reward or punishment.<sup>11</sup>
- Observe your child's behavioral changes, especially if you sense increased aggression, agitation, selfishness or signs of depression. It could be a sign to take a break or seek additional support.<sup>1</sup>

Programs and applications (apps) are available to assist parents in ensuring **Internet safety** for youth of all ages. **Parental controls** on computers can ensure a password is required to access certain content or block specific websites. Parents also can regulate content on tablets and phones to block specific sites and ensure apps rated at certain levels cannot be installed or opened. Following your children on their **social media sites** enables you to view posts and responses as well as assess who is also following and commenting on your child's material. Prevent youth from using apps that delete content immediately with no record of their photos, videos or posts. For even more complex monitoring, there are several programs available for purchase that block questionable contacts and ensure easier access to viewing logged conversations.<sup>12</sup> One of the most effective tools in any home is **open communication**. Talking with children often about the dangers of the Internet, the impacts of cyber-bullying and your concerns for their safety produces open dialogue and leads to youth sharing more with you and hiding less.<sup>7</sup>



Figure 2 – freedigitalphotos.net

The Entertainment Software Rating Board (ESRB) provides consumers objective information about content and age recommendations, so parents and other caregivers can make informed choices considering games and apps appropriate for minors' use. **An interactive elements** category also has been created to understand the game specifications related to **sharing of location, personal information, in-app purchasing requirements and the potential for unrestricted Internet access** through the app or game.<sup>8</sup> Following these guidelines helps ensure youth are not exposed to content related to **violence, sexual activity, drug use or controversial language** often found in games recommended for mature and adult audiences.<sup>1</sup> It also is important for parents to make individual decisions about their children's maturity levels and have a

good understanding of the **specific content** within each game as some teens may be able understand the fantasy nature of destroying aliens in one game rated *mature* but may not be ready to manage the different aspects of other games rated within the same category.

In addition to the ESRB, **additional resources** are available to help parents and consumers know more about the content and potential exposures found within each game. Websites like commonsensemedia.org provide overviews and other perspectives about development impacts within each game (see graphic above). Family conversation topic ideas also are provided to prompt discussions about what the youth might see or question within each game.

#### WHAT PARENTS NEED TO KNOW

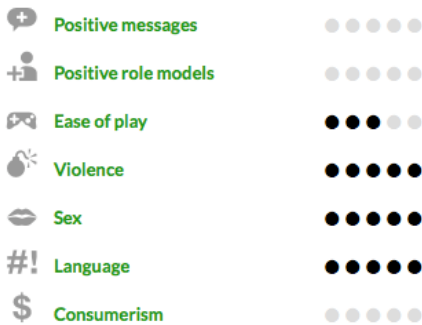


Figure 4. commonsensemedia.org

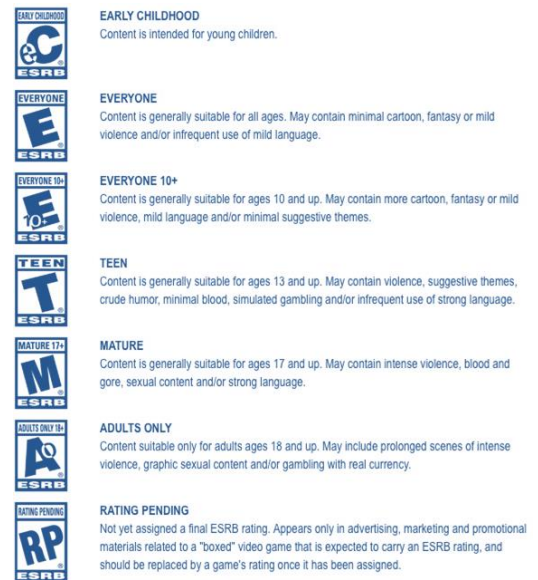


Figure 3. Entertainment Software Rating Board

## REFERENCES

1. 16 Tips for Parents: Video Games and Your Children. (2012). Brown University Child & Adolescent Behavior Letter, 281-2.
2. Alliance for a Healthier Generation (n.d.). Decrease screen time. Retrieved from [https://www.healthiergeneration.org/live\\_healthier/get\\_moving/decrease\\_screen\\_time/](https://www.healthiergeneration.org/live_healthier/get_moving/decrease_screen_time/)
3. American Academy of Pediatrics. (2016). Media and children. Retrieved from <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Pages/Media-and-Children.aspx?rf=32524&nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token>
4. Becker, J. (n.d.) How to limit your child's screen time. Retrieved July 4, 2016 from <http://www.becomingminimalist.com/how-to-limit-your-childs-screen-time/>
5. Christakis, D., & Zimmerman, F. (n.d). Violent television viewing during preschool is associated with antisocial behavior during school age. *Pediatrics*, 120(5), 993-999.
6. DeLisi, M., Vaughn, M. G., Gentile, D. A., Anderson, C. A., & Shook, J. J. (2013). Violent video games, delinquency, and youth violence: New evidence. *Youth Violence & Juvenile Justice*, 11(2), 132-142.
7. Dowdell, E. B. (2013). Use of the Internet by parents of middle school students: Internet rules, risky behaviours and online concerns. *Journal Of Psychiatric & Mental Health Nursing*, 20(1), 9-16 8p.
8. Entertainment Software Rating Board. (n.d.). Ratings guide. Retrieved July 04, 2016, from [http://www.esrb.org/ratings/ratings\\_guide.aspx](http://www.esrb.org/ratings/ratings_guide.aspx).
9. Entertainment Software Rating Board. (2016). Resource for parents. Retrieved from <http://www.esrb.org/about/familyguide.aspx>
10. Gabbiadini, A., Riva, P., Andrighetto, L., Volpato, C., & Bushman, B. J. (2016). Acting like a tough guy: Violent-sexist video games, identification with game characters, masculine beliefs, & empathy for female violence victims. *Plos ONE*, 11(4), 1-14.
11. Great School Staff. (2016). 9 secrets to managing your child's screen time. Retrieved from <http://www.greatschools.org/gk/articles/managing-your-childs-screen-time/>
12. Hollingdale, J., & Greitemeyer, T. (2014). The effect of online violent video games on levels of aggression. *Plos ONE*, 9(11), 1-5.
13. Minor, J. (2016, March 10). The best parental control apps for your phone. PC Mag. Retrieved July 04, 2016, from <http://www.pcmag.com/roundup/342731/the-best-parental-control-apps-for-your-phone>
14. National Institutes of Health. (2013). Tips to reduce screen time. Retrieved July 4, 2016, from <http://www.nhlbi.nih.gov/health/educational/wecan/reduce-screen-time/tips-to-reduce-screen-time.htm>
15. Schulz, A., Bergen, E., Schuhmann, P., Hoyer, J., & Santtila, P. (2016). Online sexual solicitation of minors. *Journal Of Research In Crime & Delinquency*, 53(2), 165-188.
16. Strasburger, V. C., Hogan, M. J., Mulligan, D. A., Ameenuddin, N., Christakis, D. A., Cross, C., ... & Moreno, M. A. (2013). Children, adolescents, and the media. *Pediatrics*, 132(5), 958-961.
17. Tech Free Tuesday (n.d). Retrieved from <http://techfreetuesday.com>.

***This brief was developed [in part] under grant number CFDA 93.243 from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.***

***We also would like to acknowledge the Ohio Department of Education for their support of this work.  
Prepared by Sharon Custer & Amity Noltemeyer  
Miami University***