

Cat Chat

Cashion High School

February 2011

Words for Wildcats

By: Mrs. Oard

I would like for us to begin examining what fundamentals are needed for a student's academic success. This is a shared responsibility between the student, the family, the school and policymakers/voters. I believe Heather Wolpert Gawron summed it up best in the December edition of Edutopia, a publication from the George Lucas Foundation. Over the next four editions of the Cat Chat I would like to review the responsibilities of each subgroup in Ms. Wolpert's equation:

$$\text{Family} + \text{Student} + \text{Policymakers/Voters} = \text{Student Success.}$$

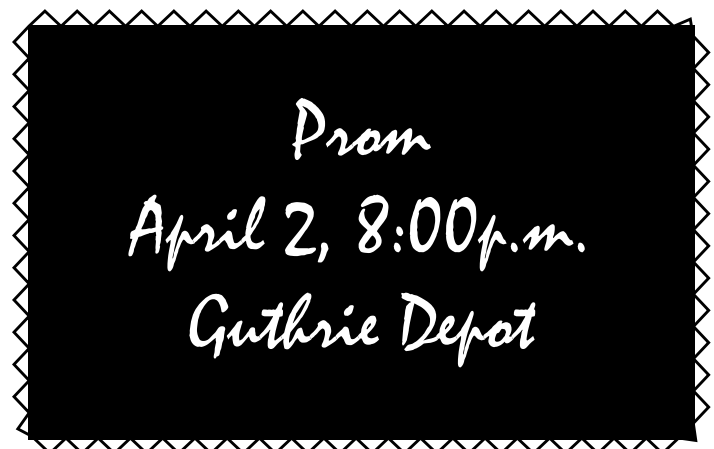
As we review these responsibilities, I will attempt to share with you some innovations and programs the district has or will put into place to support the student.

This month let's consider the responsibility of the family. The following are Ms. Gawron's top ten foundational rules that add to the success of any student.

1. Get the student to school... on time.
2. Make certain the student receives adequate nutrition.
3. Provide appropriate medical care.
4. Communicate with the school – attend parent conferences, contact the teacher with concerns or kudos, etc.
5. Be accessible. Please make certain the school has valid contact phone numbers.
6. Know where your child goes after school.
7. Provide a routine time and place for your child to complete homework.
8. Follow the homework to its destination. Students of all ages may need monitoring to make certain the homework is completed, returned to the backpack, and taken to school.
9. Learn how children change from year to year. Students are constantly trying to redefine themselves and this may be reflected in grades, demeanor, or dress.

10. Be honest with school personnel about a student's tendencies academically, socially, and behaviorally. The more information a teacher has concerning your child the greater the impact on your child's education.

Not every home is set up to follow all of these rules. Jobs, relocations, and other family influences can throw a monkey wrench into the consistency of family life. But without parents or guardians to help live up to these responsibilities, the potential for educational success is reduced. Fortunately in Cashion, our students receive many of these supports; however, it never hurts to reexamine our responsibility to children. We'll continue to do this when we review expectations of teachers next month.



Valentines Day

Order your Valentine a sucker (\$1.00)
Give some "Hugs and Kisses" or a
"Crush" for your friend or valentine
(\$2.00)

Orders to be taken
January 18 through February 4
See Mrs. Chandler

Secondary News

By: Mr. Vandruff
H.S. Principal

School is off and running and, hopefully, we will continue to run without another interruption from Mother Nature. The ice storm of January 20th necessitated our closing the school, so that makeup day will be on February 18, 2011. This day was built into our school calendar for just this type of occurrence. Therefore, February 18th will be a regular school day. Students will not be in school on February 21st, however, because this is a Professional Day for our teachers and staff. Hopefully the weather will be nice so no more days will be affected. If the weather does cooperate, students and staff will enjoy some breaks in April and May. If you don't have a copy of the instructional calendar, please visit www.cashion.k12.ok.us and click on Instructional Calendar. The calendar is in a pdf format and will allow you to print to your home printer.

For important announcements from the school, we currently use a system to call, email or text, called School Messenger. If you are not getting these important announcements, please call the elementary office and talk to Cindy Seaton (433-2614) or call the high school office and visit with Susan Banks (433-2575). These two wonderful secretaries can update phone numbers and email addresses. We don't have as many email addresses as we would like, so please help us communicate with you all more effectively by updating your records.

We recently had our second Annual County Line Tournament here at the school. The weather delayed our start on Thursday but we were able to push everything back and begin the tournament on Friday and complete the tournament on Monday. The administration and coaches would like to thank everyone who donated their time to make this a successful tournament! This could not have been the success it was without everyone's help. It is nice to be able to host a tournament and show the facilities we have for our students and our student-athletes. We did receive rave reviews from visiting schools about our gym and school.

I would also like to encourage students who are struggling in their classes to attend tutoring. It is free of charge, and our teachers are willing and able to help

with all subjects. Here is our schedule for tutoring:

Mr. Eaton Monday 7:45 a.m. to 8:15 a.m.
Tuesday 3:15 p.m. to 3:45 p.m.
Mr. Wilson Tuesday 7:45 a.m. to 8:15 a.m.
Thursday 3:15 p.m. to 3:45 p.m.

If students are struggling, the first step is to contact their teacher. Parents, if you are not sure if your student is in need of this additional help, you can come to the high school and request a parent password and username to view your student's grades in a parent-portal online. . This is an effective way with your busy day-to-day schedules to see your student's progress in the classroom.

Cashion High School is committed to improving instruction each and every day. If you have questions, concerns or ideas of ways to make your student's school experience more enjoyable, please email or call me. Communicating and working as a team will make our school better and more productive, but more importantly, will result in a much more enjoyable experience for your student.

Kyle Vandruff

High Expectations...High Achievement

Cashion Academic Team News

The Cashion High School Academic Team split a two-game set with Fairview on Thursday January 13th. Cashion lost the first game 240-80 but won the second game 190-160. Evan Bird was the high-scorer of the evening for Cashion followed by Austen Evans, Austin Hoffman, and Caleb Kimberling. Others playing for Cashion were Jay Nail, Tyler Persechino, Staci May, and Nicolas Rollins.

The team played in the Regional Science Bowl at the University of Oklahoma on Saturday January 22nd. Out of a field of 12, the team finished 6th. Austin Hoffman was the high-scorer as Cashion got key wins over 2 teams from Wewoka High School.

The team will now concentrate on preparing to compete in the NAQT State Tournament in March at OSU.

Yearbooks for Sale

\$35 until May 20

(\$40 after)

See Mrs. Gruntmeir

Where the WILD Things Are!

Cashion Elementary School

Principal Lisa Crosslin

At Cashion Elementary School, we are welcoming 2011 with some exciting changes. Some are beginning this spring, while others will be implemented during the 2011-2012 school year. However, I am certain that ALL the proposed changes will benefit Cashion Elementary School students and their families.

The wildest news from the jungles of Cashion Elementary School is our move next year to *all-day* kindergarten and *all-day* pre-k! The research is rich with evidence about the benefits of all-day early childhood programs, and we are thrilled to offer these next year. If you know parents of 4 year-old and 5 year-old children, pass the word around. We'll be scheduling a "Rookie Roundup" for this spring to begin the enrollment process. Stay tuned for more details.

Another exciting venture is the expansion of our special education program in 2011-2012 to include services for the severe and profoundly disabled. This expansion allows us to serve all Cashion students *locally* rather than participating in a cooperative program located in Kingfisher. We are proud of our Cashion schools and the quality of education we provide, and serving all of our patrons in Cashion facilities brings us an even greater sense of community and local pride.

I am pleased to announce the beginning of a new assessment program starting this month. We have partnered with Northwest Evaluation Association to begin using Measures of Academic Progress (MAP) tests this year to track student achievement and growth on Oklahoma's Priority Academic Student Standards (PASS). The benefit of computerized MAP tests is that we receive immediate feedback as soon as students complete the assessment, which allows for early identification and intervention when students struggle. The MAP assessments are designed to be given 3 times per academic year (fall, winter, and spring), which allows us to measure student growth continuously throughout the year. Additionally, MAP assessments are available for all students in kindergarten through 6th grade, whereas OCCT state assessments only include students in grades 3 and above. I have used MAP for several years and can't underestimate the benefit of having accurate, timely data for helping students achieve.

There are many factors involved in implementing new programs and school improvements, so if you have any questions about these initiatives, I'd be happy to discuss them in more detail with you. Feel free to contact me anytime!

FCCLA News

FCCLA is busy this new year preparing for FCCLA Week which is February 6 through the 13. We are planning Dress up Days, Guess the Candy Contest, and prizes for Hide the FCCLA Emblem.

The FCCLA Stuco Fundraiser is being organized. Every FACS student and Stuco student is to bring one six-pack of Crush Pop (preferably orange or grape flavors), one bag of Hershey's Kisses or Hugs too! Students will be able to purchase a pop, or candy bag or both for their Valentine to be delivered on Valentine's Day the 14. Crush pop orders are \$2.00 per order and Candy Kiss or Hugs orders are \$1.00 per order. Order forms can be picked up at the elementary office, high school office or from Mrs. Chandler or Mrs. Radford.

STUCO prepares for Valentine's Day

February 14 is Valentine's Day, the day known to all as the day of love. So, in honor of this lovable day, Cashion STUCO will be selling suckers, Crush soda, and hugs and kisses to raise money for STUCO. Some of the money will be used to send students to leadership camp.

Also on Saturday, February 12, the Winter Formal will be held. So come on out and have a good time!!!

HS and JR Cheer

We are looking forward to trying to have cheer try outs in March. There are pending details so be on the look out for some major dates for the following: mandatory parent meeting, clinic, and tryouts.

Thanks,

HS and JH Cheer Sponsors

Cashion Honor Roll 1st Semester 2010-2011

First Name	Last Name	Grade	First Name	Last Name	Grade
SIDNEY	BARKER	7	SARAH	ARMS	10
TAYLOR	BLAIR	7	EVAN	BIRD	10
BREANNA	BRANCH	7	BAYLEE	BROADBENT	10
JAYDEN	CROW	7	LYNDON	CHRISTENSEN	10
MELISSA	EMERSON	7	TREVOR	CRAIG	10
ASHTEN	EVANS	7	HALEY	HEDGES	10
CASSIDY	GRIMMETT	7	BRITTANY	MAYFIELD	10
RYAN	HARREL	7	JAY	NAIL	10
LUKE	JENKINS	7	TY	REASNOR	10
JEREMIAH	MAYES	7	MITCHELL	YEAROUT	10
JESSICA	SHOWALTER	7	CODY	ALLEN	11
AUSTIN	TEMPLE	7	BRITT	BASLER	11
JERRY	WEST	7	TAYLOR	COCHRAN	11
CORBIN	WILSON	7	AUSTEN	EVANS	11
MEGAN	ARMS	8	CALEB	KIMBERLING	11
GRETCHEN	CHRISTENSEN	8	HUNTER	MASON	11
KELSEY	DANIEL	8	TYLER	PITTMAN	11
EMILEE	EVANS	8	LANE	WELCH	11
KALEB	GEORGE	8	MELISSA	BARRY	12
TAYLOR	GREENWOOD	8	CADE	BROADBENT	12
LESLEY	HERNANDEZ	8	AYDAN	GILLIAM	12
TAYLOR	MIRES	8	KELLEY	MARLOW	12
MADISON	REASNOR	8	LAUREN	NEECE	12
ALIX	ROBINSON	8	COURTNEY	QUAST	12
ERIN	SMITH	8	JUSTIN	ROBINSON	12
QUINTON	THORP	8	BAILEY	RUSH	12
MARIAH	TUCSON	8	JEREMY	SEATON	12
BRETT	WILSON	8	SHELBY	SEXTON	12
EMILY	BUCHALLA	9	TAYLOR	SEXTON	12
LAUREN	BUCHALLA	9	SIERRA	THORP	12
CALEB	COGBURN	9			
BRIANNA	KURTZ	9			
CORTNEY	MARONEY	9			
CYLEIGH	MARONEY	9			
CELINA	MARTINEZ	9			
BRADEN	MASON	9			
JAYCI	ROBISON	9			
HUNTER	SUNTKEN	9			

All students in grades 7-12 that earn a 3.50 weighted grade point average or higher and no semester grade below a C are recognized as a member of the Cashion High School Honor Roll.



Sample Newsletter Article: *Bullying Among Children and Youth*

What is bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Bullying can take many forms, such as hitting, kicking, threatening others, teasing, name-calling, excluding from a group, or sending mean notes or e-mails. A child who is being bullied has a hard time defending himself or herself. Often, children are bullied not just once or twice but over and over (Olweus, 1993; Roland, 1989; Smith & Sharp, 1994).

How much of a problem is bullying?

Unfortunately, bullying is very common during the elementary and middle school years. In one study of fourth through sixth graders, 25 percent of students admitted to bullying another student several times or more often during the school term (Melton et al., 1998). Another study found that 80 percent of middle school students reported engaging in some form of bullying during the past 30 days, with 15 percent doing so frequently (Bosworth et al., 1999). In a national study of more than 15,000 students in grades 6 through 10, 17 percent reported having been bullied "sometimes" or more often during the school term, and 19 percent reported bullying others "sometimes" or more often (Nansel et al., 2001).

Isn't bullying just part of growing up?

Perhaps this attitude is why bullying is still common in American schools. There is a lot of research that shows that being a victim of a bully can affect students' self-esteem and how they approach school (Juvonen & Graham, 2001). Students who are often bullied by other students may have serious levels of depression and anxiety, and they are more likely

than other students to think about suicide (Austin & Joseph, 1996; Grills & Ollendick, 2002).

Victims of bullying also are more likely than other students to report that they do not want to go to school because of fear of being bullied (Slee, 1995). Some children who are bullied decide, in turn, to bully others. For all of these reasons, it is important that schools address the bullying problem in their school.

Where does bullying happen?

Most bullying happens at school and on the school bus to and from school (Hoover, Oliver, & Hazler, 1992). Bullying also can take place when kids walk to and from school, but this is not quite as common. Bullying is more likely to happen when large groups of students are supervised by a small number of adults, including during lunchtime, recess, physical education, and when kids change classes (Espelage & Asidao, 2001; Olweus, 1993). Students also report being bullied in the classroom when their teacher's attention is diverted (e.g., when the teacher turns around to write on the board or is distracted helping other students).

Do boys and girls bully in the same ways?

Both boys and girls bully, but there are some interesting differences in how they bully. Boys tend to be bullied by other boys, whereas girls are bullied both by boys and girls (Melton et al., 1998; Olweus, 1993). The most common form of bullying for both boys and girls is verbal bullying (teasing or name-calling). Boys are more likely to say that they are physically bullied. Girls are more likely to report being targets of rumor-spreading and sexual comments (Nansel et al., 2001). Both boys and girls

engage in what is called *relational aggression* (Knight et al., 2000). Individuals who use relational aggression tend to exclude students from a group activity (e.g., a game on the playground or a party) or they might threaten to not be someone's friend unless he or she does what they say. Girls are somewhat more likely than boys to bully each other through social isolation (Olweus, 2002).

Who takes part in bullying?

Bullying often involves groups of students picking on another student (Craig & Pepler, 1997; Espelage & Asidao, 2001). Within these groups, there often is a "ring leader" and a number of followers. In addition, many students observe bullying but do not necessarily take any action—they neither engage in the bullying nor help stop the bullying. Children and youth are often reluctant to try to stop bullying because they are afraid of being bullied themselves, because they want to be part of a popular group, or because they simply are not sure how to help.

Who is bullied?

Any child can be bullied. It is important not to blame or look for faults in children who are bullied, because *nobody* deserves to be abused by their peers. However, understanding some common characteristics of children who are bullied may help adults identify children who are likely targets of bullying and help protect them from abuse. Research indicates that children who are bullied tend to be more socially isolated than other children (Espelage & Asidao, 2001, Nansel et al., 2001). These children may seem to be easy targets for bullying because they have few friends to help protect them. They also may be shy, sensitive, or insecure children (Olweus, 1993). Boys who are bullied are often (though not always) physically

weaker than their peers. Educators, parents, and others should be especially watchful for bullying of children with disabilities, as these children are often bullied by their peers.

What causes a student to start bullying?

There is no one single cause of bullying among children and youth. Rather, there are many factors in a child's environment (his or her family, peer group, classroom, school, neighborhood, and society) that can contribute to bullying behavior. Students who bully are more likely to witness violence in their home, have little parental supervision, and lack warmth and involvement from their parents (Olweus, 1993). Children who bully also are likely to "hang out" with others who bully and feel that they gain their popularity or "coolness" by teasing other students (Pellegrini et al., 1999). Bullying thrives in schools where faculty and staff do not address bullying, where there is no policy against bullying, and where there is little supervision of students—especially during lunch, bathroom breaks, and recess. Negative models of bullying behavior are also prevalent throughout society—especially in television, movies, and video games.

What can be done to reduce bullying in school?

The good news is that much can be done to stop bullying in our schools. A single school assembly, PTA meeting, or social studies lesson on bullying won't solve the problem, however. What is needed is a team effort by students, teachers, administrators, parents, and other staff to change the culture or climate of schools. Many schools are meeting this challenge. To learn more about bullying and what your school or community can do to address bullying, visit www.stopbullyingnow.hrsa.gov.

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