

Cat Chat

Cashion High School

March 2011

Words for Wildcats

By: Mrs. Oard

Last month we began to examine the responsibilities families, students, schools and communities have in regard to success of the student. In particular, we reviewed the role of families in the educational process. This month we will review the top ten responsibilities a student has as he reaches for academic success (Wolpert, 2010).

Students, this is for you.

1. Be your own advocate. Make certain your teacher knows who you are and your positive attributes.
2. Ask questions when you need to do so. If you are confused, indicate this appropriately.
3. Communicate with your teachers. Let them know personal and educational studies that affect your work.
4. Think of school as your work place training. Are you someone others want to work with?
5. Dress for success. You don't have to wear a suit to show you are serious about your education.
6. At the very least, complete minimum assignments so you don't build insurmountable gaps later. Better still, do more. It will eventually pay off.
7. School is the workout place for your brain. Exercise it for the load it will have to carry later in life. There are very few occupations that don't require problem solving, organization, or further education.
8. Develop a relationship between your reading and writing. Your original thoughts and ideas will make school assignments come alive for you.
9. Go to class every day. Remember, this is your on-the-job training. Don't risk tomorrow's future for today's silliness.
10. Form a support group with other students. Give good advice to them and listen to their suggestions when offered. Choose students

who will be there to cheer for you, the best of you.

11. Trusts the adults in your life who tell you the time now matters. There are people who would contribute to your struggles but you are the only one who suffers when you fail. You have to fulfill your part of the equation for success to be in your future.

Prom
April 2, 8:00p.m.
Guthrie Depot

CASHION HIGH SCHOOL CLASS OF 2011 HONOR GRADUATES

1. NOLAN REASNOR -** CO-VALEDICTORIAN
2. SIERRA THORP -** CO-VALEDICTORIAN
3. CADE BROADBENT -** CO-VALEDICTORIAN
4. KELLEY MARLOW -** SALUTATORIAN
5. MELISSA BARRY
6. LAUREN NEECE
7. AYDAN GILLIAM
8. SHELBY SEXTON
9. TAYLOR SEXTON

****HONOR GRADUATES MUST HAVE A 3.5 OR ABOVE GPA.**

HONOR GRADUATES GPA IS FIGURED FROM 1ST AND 2ND SEMESTER GRADES FRESHMAN THROUGH JUNIOR YEAR AND THE FIRST SEMESTER OF THE SENIOR YEAR.

Secondary News

By: Mr. Vandruff
H.S. Principal

A lot of things have happened since the last Cat Chat. With the weather pattern in Oklahoma, we have missed quite a few days of instruction. At this time we will not extend the school year. The days on the official calendar should reflect us being in school on February 18th, April 22 and May 13. Since we go to school a little extra time already each day, we won't make up any more days at this time unless we have another unfortunate winter weather storm that forces us to shut down school.

I would like to give a shout out to our basketball teams. They have worked extremely hard this year and deserve some credit for their dedication to the sport of basketball. Our coaches also need to know how much they are appreciated for their efforts with our young men and women here at Cashion High School.

We have some very important dates coming up in March and April. One of the more significant things coming is our state testing dates. If you would like to see when we are testing, please go to the official calendar on the Cashion website. These State tests are very important for our students and our school. Students who are in high school must pass 4 of 7 for graduation. Two of these four must be Algebra I and the English II End of Instruction Tests

We have recently launched our School Messenger system regarding attendance. This system is used to call automatically when a student is absent and a parent has not excused the absence. This is to provide you with more information and helps us to clear absences if we have made a mistake. This is a great tool that will help us improve our attendance. Please be patient with us as this process is established. We have also started sending attendance letters home to parents by the mail. If you notice mistakes or you have questions, please don't hesitate to contact us. As a parent, you also have access to attendance records, grades and lunch room account information through our parent portal. This requires a username and password that can be picked up in the high school office. This is a great tool to keep you informed of your child's progress in school.

I would like to invite all of you to our Parent-

Teacher Conferences on March 8 - 10 from 3:30 to 6:30 p.m. After the March 8 parent conferences we will have a Public Meeting about our school finances. This will start at 6:30 p.m. in the Auditorium.

We will send home Progress Reports on March 7 so you all know where your student stands at that particular time. Also please note that our Junior High will have their 9 weeks test from February 28 to March 4th. To view that schedule you can go www.cashion.k12.ok.us and it is under official calendar.

High Expectations....High Achievement
Kyle Vandruff

BPA Members to Compete

Six Cashion BPA members have placed in the top 20 in online testing, competing against all Oklahoma CareerTech schools and high schools with CareerTech programs. Those placing include Nicolas Rollins, Database Analysis; Sarah Arms, Fundamental Word Processing; and Caleb Kimberling, Randi Lamle, Jay Nail, and Evan Bird all placing in Fundamental Spreadsheet Applications. These members will now travel to Okmulgee on March 8 to compete for a top ten placing.

Cashion BPA members will also have the opportunity to tour Chesapeake Energy on May 23. A recruiter with Chesapeake will discuss career options with a large corporation. They will then tour the headquarters. Following the tour of Chesapeake, the group will have lunch at Ted's in Oklahoma City.

High School CLASS OLYMPICS

**April 25th
6:30 – 9:00 p.m.
T-shirts will be sold March 28th-April 8th for
students and parents
\$12**

Where the WILD Things Are!

Cashion Elementary School
Principal Lisa Crosslin

Cashion Elementary School experienced a wild February. After all the snow this past month, I felt like I was back in Colorado. The exceptionally warm days following the snow, however, made me grateful to be in Cashion. I am certainly hoping the worst of the wild winter weather is behind us.

I am honored to announce that once again Cashion Elementary has been recognized as a Great Expectations Model School! Obtaining model school status is not an easy feat. It requires amazing dedication to the Great Expectations principles and practices, outside evaluation and a commitment to raising the bar, both academically and behaviorally. Great Expectations provides a strong foundation that is vital to the success of our school. Congratulations, staff and students, for this amazing accomplishment!

In last month's Cat Chat, I mentioned the implementation of the NWEA Measures of Academic Progress computerized assessments. I am happy to report that we just finished testing and are using the assessment results to tailor instruction to student needs. Be sure to look for the results of your student's MAP testing at our upcoming parent-teacher conferences.

If you know families with pre-school age students, let them know that we will host our annual "Rookie Roundup" to pre-enroll for next year from 7:30 AM to 12:30 PM on Wednesday, March 30th in the cafeteria annex. More detailed information will be available in the next couple of weeks. In order to pre-enroll, we **must** have current shot records, a state-issued birth certificate and proof of residency (water or electric bill). We are unable to accept incomplete enrollments.

Finally, I'd like to issue a warm "thank you" to all dads who shared breakfast with their children at our "Donuts for Dads" event. It warmed my heart to see fathers taking such a keen interest in what happens with their children at school. Also, be sure to give Mrs. Tori Robison a pat on the back for the tremendous effort she and her student council students put into hosting this special day.

Yearbooks for Sale
\$35 until May 20
(\$40 after)
See Mrs. Gruntmeir

IMPORTANT CHEER DATE REMINDERS

*Mandatory Cheer/Parent Meeting.....Monday, March 7 at 6 p.m. in cafeteria annex. We will go over packets, get class lists and \$12 instructional fee, and answer any questions you or your parents may have.

*Tryout Clinic.....Tuesday, March 22 from 3:30-6:30 in big gym. Remember you and your parent must be at the parent meeting on Monday, March 7 in order to attend clinic and tryout. Friday, March 25 starting at 3:30 are the mock tryouts. Attendance is highly recommended.

*Judged Closed Tryouts.....Monday, March 28 beginning at 4:00 p.m. sharp. These tryouts are closed to the public. Results will be posted on cafeteria doors sometime Monday evening.

*Uniform sizing, shoes, and camp wear purchase.....TBA.

*Cheer Camp payment due April 22.

*Camp will be 6/22/11-6/25/11 in Tulsa at the Renaissance Tulsa Hotel & Convention Center. Cost will range from \$299 to \$379.

Counselor's Corner

BOOK RECOMMENDATION

Tara Hixon the school librarian recommended I preview the book Girls against Girls. I have read and been to several conferences on this same topic but this is one that is definitely worth mentioning. The book is an easy read that I recommend for parents to look over and then share with their daughter.

The book outlines every method and how it works in which girls are mean to each other. But, the part I was impressed with was the practical applications it gives girls and how to handle those very situations.

I previewed the library's copy but I am going to purchase one for myself to add to my personal library because I feel this book is one that I will use numerous times in counseling students.

PARENT MEETING DURING PARENT-TEACHER CONFERENCES

On Thursday, March 10th at 5:15 Kim Curl the OSU Admissions Representative will be here to discuss admissions, scholarships, and all other questions you may have about the college admissions process. Even if your child isn't going to attend OSU all of the information she shares will be beneficial to your student. This meeting is open to any parent.

STUCO Elections Coming

It's almost March and just two weeks ago we had the Winter Formal which was a huge success. Also, STUCO will be attending Districts at Guthrie High School on March 23. On March 31, STUCO will have the Executive Officers election. In the beginning of April, the class officer elections will be held. So vote for your officers for the 2011-2012 school year.

Blood Drive
April 5
2-7 p.m.
Cafeteria annex

FREE COLLEGE TUITION *Oklahoma's Promise* (Formerly OHLAP) ELIGIBILITY REQUIREMENTS

To be eligible to enroll in Oklahoma's Promise, a student must meet the following requirements:

- The student must be a resident of the State of Oklahoma.
- The student must be enrolled in the 8th, 9th, or 10th grade.
[Home school students must be age 13, 14, or 15.]
- Student must be enrolled by June 30th of the 10th grade.
- The income of the student's parent(s) from taxed and untaxed sources for the most recently completed federal tax year must not exceed \$50,000.
- Meet additional qualifications as stated in the Oklahoma Promise application.
- Visit www.okpromise.org to see additional requirements and apply.



Myths About Bullying

1. Bullying is the same thing as conflict.

Wrong. **Bullying** is aggressive behavior that involves an imbalance of power or strength. Often, bullying is repeated over time.

Conflict involves antagonism among two or more people. Whereas any *two people* can have a conflict (or a disagreement or a fight), bullying only occurs where there is a power imbalance—where one child has a hard time defending himself or herself. Why is the difference between bullying and conflict important? Conflict resolution or mediation strategies are sometimes misused to solve bullying problems. These strategies can send the message that both children are “partly right and partly wrong,” or that, “We need to work out the conflict between you.” These messages are not appropriate messages in cases of bullying (or in any situation where someone is being victimized). The appropriate message to the child who is bullied should be, “Bullying is wrong and no one deserves to be bullied. We are going to do everything we can to stop it.”

For more information, see the tip sheet entitled, [“Misdirections in Bullying Prevention and Intervention.”](#)

What does work? Research suggests that the best way to deal with bullying is through comprehensive programs that focus on changing the climate of a school and the social norms of the group. For more information, see the tip sheet entitled, [“Best Practices in Bullying Prevention and Intervention.”](#)

2. Most bullying is physical (involves hitting, shoving, kicking).

Physical bullying may be what first comes to mind when adults think about bullying. However, the most common form of bullying—both for boys and girls—is verbal bullying (e.g., name-calling, rumor-spreading). It is also common for youth to bully each other through social isolation (e.g., shunning or leaving a child out on purpose).

3. Bullying isn’t serious. It’s just a matter of “kids being kids.”

Bullying can be extremely serious. Bullying can affect the mental well being, academic work, and physical health of children who are targeted. Children who are bullied are more likely than other children to have lower self-esteem; and higher rates of depression, loneliness, anxiety, and suicidal thoughts. They also are more likely to want to avoid attending school and have higher school absenteeism rates. Recent research on the health-related effects of bullying indicates that victims of frequent bullying are more likely to experience headaches, sleeping problems, and stomach ailments. Some emotional scars can be long-lasting. Research suggests that adults who were bullied as children are more likely than their non-bullied peers to be depressed and have low self-esteem as adults.

Children who bully are more likely than other children to be engaged in other antisocial, violent, or troubling behaviors. Bullying can negatively affect children who observe bullying going on around them—even if they aren’t targeted themselves. For more information, visit [“Why Should Adults Care About Bullying?”](#)

4. Bullying doesn't happen at my child's school.

Bullying is more common at some schools than others, however it can happen *anywhere* children and youth gather. Studies show that between 15-25% of U.S. students are bullied with some frequency ("sometimes or more often") while 15-20% admit that they bully others with some frequency within a school term. The best way to find out about bullying at your child's school is to ask children and youth, themselves. One good way to do this is by administering an anonymous survey about where bullying occurs, when it occurs, and how often it occurs.

5. Bullying is mostly a problem in urban schools.

Bullying occurs in rural, suburban, and urban communities, and among children of every income level, race, and geographic region.

7. Bullying is more likely to happen on the bus than at school.

Although bullying does happen on the bus, most surveys indicate that bullying is more likely to occur on school grounds. Common locations for bullying include playgrounds, the classroom, the cafeteria, bathrooms, and hallways. A student survey can help determine where the hotspots are in any particular school.

6. Children and youth who are bullied will almost always tell an adult.

Adults are often unaware of bullying—in part because many children and youth don't report it. Most studies find that only 25%-50% of bullied children talk to an adult about the bullying. Boys and older children are less likely than girls and younger children to tell adults about bullying. Why are children reluctant to report bullying? They may fear retaliation by children doing the bullying. They also may fear that adults won't take their concerns seriously or will deal inappropriately with the bullying situation.

8. Children and youth who bully are mostly loners with few social skills.

Children who bully usually do not lack friends. In fact, some research finds that they have larger friendship networks than other children. Importantly, they usually have at least a small group of friends who support and encourage their bullying behavior. Bullies also generally have more leadership skills than victims of bullying or children not involved in bullying.

9. Bullied kids need to learn how to deal with bullying on their own.

Some children have the confidence and skills to stop bullying when it happens, but many do not. Moreover, children shouldn't be expected to deal with bullying on their own. Bullying is a form of victimization or peer abuse. Just as society does not expect victims of other types of abuse (e.g., child maltreatment or domestic abuse) to "deal with it on their own," we should not expect this from victims of bullying. Adults have critical roles to play in helping to stop bullying, as do other children who witness or observe bullying. To learn more about what you can do to help, visit

<http://www.stopbullyingnow.hrsa.gov/adult/indexAdult.asp?Area=teacherscorner>

10. Most children and youth who observe bullying don't want to get involved.

The good news is that most children and youth think that bullying is "not cool" and feel that they should do something if they see it happen. In a recent study of tweens, (Brown, Birch, & Kancherla, 2005), 56% said that they usually either say or do something to try to stop bullying that they observe or tell someone who could help. These children and youth play a critical role in helping stop bullying in schools and communities.

