

Bobcat Bits

Hemingford Public Schools

January, 2007

Newsletter

Thayer's Thoughts



Yikes!! Where did the semester go? Along the way, I have witnessed some student growth in areas of academics, responsibility and organization. The new 9 weeks class for 7th graders called Read, Write, and Study has seemed to help the 7th grade population make a smoother transition to the high school. Note-taking skills, comprehension strategies, and time for reading are some of the items that Mrs. Fastnacht has incorporated into this course.

Hopefully students as well as you will have a restful holiday because once we are back-off we go. There are many activities throughout the week. Students have to juggle many schedules and still find time to eat and sleep as well as homework.

No Activities

NSAA has placed a 5-day moratorium on students in sports starting Friday, December 22nd running through Tuesday December 26th. No practicing or coaching is allowed in the facility during this time.

Honor Roll

The honor roll will be forthcoming mid January to include grades 4-12 for the 1st Quarter, 2nd Quarter and 1st Semester. It will be published in the newspaper as well as the next newsletter. The Distinguished List will include the names of those students who have earned all "A's". The Honor List will include the names of those students who have all "A's" and "B's" and have earned an average of 90% and above.

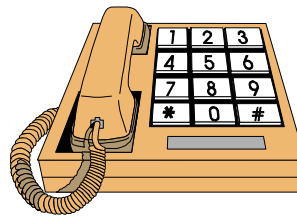
School Wide Events

A system-wide event is the Statewide Writing Day. **The date is set for January 30th and 31st. Please mark your calendar—we need all students present at that time. The first day is set for students to do pre-writing. Students will have 40 minutes to develop ideas with a specific prompt. The second day is used to finalize writing. Again students will have 40 minutes. All grades will participate, however; grades 4, 8, 11 writing tests will be submitted to the state and will be scored by an independent group while the other grades plus grades 4, 8, 11 will be scored by the Hemingford faculty on the next assessment day in March.** It is great to com-

pare how the state scoring against faculty scoring.

Looking Forward On the Calendar

Look for progress report to be coming out around February 1. In between time check out the website for an update on grades (You must have signed up for K12 planet)



Messages about Student being Absent

Again thank you for leaving the messages about an absence on the answering machine or calling in. For the safety of your son or daughter, we want to be able to account for all students within the first 30 minutes on school beginning.



Upcoming Events

January 19 – Teacher Inservice—Students dismissed at 1:00

January 22~ Open Meeting to Discuss Activity Policy 7pm HS Library

Wade's World

It is an exciting trip and the year goes quickly. When we come back from Christmas, we are into January and that final deposit is due FEBRUARY 1. Students were given a balance sheet the last week of November so should have a general idea of cost. Also, please caution your student to adhere to the contract as the money is now in DC and NONRE-FUNDABLE. We have 20 students and 3 sponsors leaving in March – which will be here before we know it!!!

MWade

Fostering Education

HEADING INTO JANUARY

We will finish the second quarter of school on December 21st. Christmas time is upon us which brings a time for each of us to reflect. The kids are striving to reach their potential. We have very hard working kids that I'm pleased to be around each day. **GOOD JOB KIDS**. I feel extremely lucky to be a part of such a **GREAT SCHOOL SYSTEM**. I'm blessed to be surrounded by **wonderful and dedicated teachers**. Your children are getting the best! Please be safe if you are planning any travel over this holiday break.

MERRY CHRISTMAS!

STATE WRITING

Grades 4, 8, and 11 will be participating in the state writing. This will take place on Tuesday, January 30th and Wednesday, January 31st. It will be extremely important that you mark these days on the calendar. Please help us make sure that your child is in attendance these days.

We can make up the writing, but from prior experience you don't get as good of results as when they are in attendance the same days everyone else is writing. Let's show everyone what great writers we have!

UPCOMING DATES OF INTEREST

Jan. 3rd - School Resumes, Welcome Back

Jan. 19th - 1:00 p.m. early dismissal

Jan. 30th and 31st - Grades 4, 8, and 11 State writing

5th - 6th DIME CARNIVAL

The middle school students held a dime carnival on December 1st to raise money for their spring field trip. The students did an excellent job of running the games and all of the children who attended had a great time. **Parents, I would like to thank you for supporting our students.**

BOX TOPS FOR EDUCATION

Please remember to save the box tops that are found on many different food items. They allow us to earn money for our

school. This is another great way to help our school.

COATS

Please make sure your child has the appropriate clothing for the weather as we will go out for recesses if at all possible. **Also, please label their jackets with their name.** We don't want anyone to lose their jackets.

COMMUNICATION

Remember there's no "I" in team. It takes all of us working together to make a difference. Call us with any questions at 487-3330.

Happy New

Year!



January FCCLA News:

January 8: Monthly meeting at 7 pm. Members: Bring your STAR projects to work on.

January 10: Big brother/sister during 7th period.

January 22: STAR practice night. Present projects to other teachers/parents to help them prepare for **STAR**. Any parents/teachers are invited to attend.

January 24: STAR COMPETITION

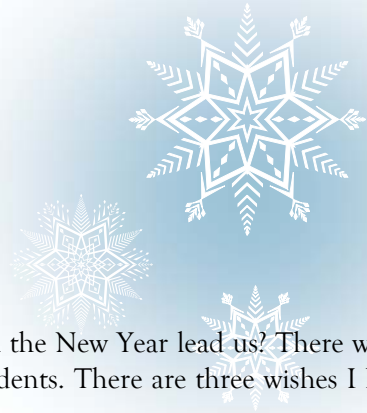
FCCLA members have been getting ready for STAR events. STAR (Students Taking Action with Recognition with Action) will be on January 24th in Sidney. Students are able to do a project or a presentation and compete at a district level.



Cat Scratches—

January, 2007

Mr. Ningen, Superintendent



Three Wishes for 2007

Another year is coming to a close in our community and school system! Where will the New Year lead us? There will be countless opportunities to do an even better job as school staff, parents, friends, and students. There are three wishes I have for our students, staff, and parents.

First I would ask all of us to do a better job when it comes to personal educational growth by reading at least one book each month *in addition* to what we are reading or studying at present.

Where will the time come from to do that one might ask? Well as someone said to me as a child, “there are only so many hours in a day,” and “a person can only be in one place at a time”.

The time to read more will need to come from time we are spending watching television perhaps. A person can still watch their favorite program or sports events, but I know that in my case, there are times when I click the control for the greater part of an hour at night, just trying to find that “really good show”, while never really accomplishing anything – at least not what reading a good book would do.

A second wish or suggestion to everyone would be to *either help someone in greater need* than we are, or to assist some very good people in our town and surrounding area that are already helping, but need some extra help.

Shoveling off the neighbor’s sidewalk because they’re out of town; bringing a plate of cookies to a friend for no reason; going through the closet and taking all those clothes that we don’t wear anymore to Alliance or Chadron to donate them to others; helping out at home with supper or the dishes a few times each week; maybe even sharing a hug now and then with a spouse or a family member; the list could be much longer.....use your imagination!

Lastly, the New Year will start on a brighter, higher note if *students will resolve to get assignments done on time* and in good shape from the first day of class. It is simpler to maintain a good record and good feelings with teachers by keeping your work at a high level than “digging a hole” the first few weeks in January. Nobody feels like making up so many assignments or grades once they have fallen far behind – so don’t let yourself fall behind at all!

Each year Teachers help students out by giving them a “fresh start” or “clean slate” at the beginning of the school year – (we all hope they do anyway), so perhaps as teachers we could all try to do that for our students at the beginning of the second semester as well. Let’s give it a try.

Our *additional work at reading* (the libraries downtown, here at school, and in Alliance hold many treasures for us to discover), our *additional efforts to help out even before we’re asked*, and *our efforts to get off to a GREAT start* second semester will make 2007 a superlative year.

2006 had some wonderful highlights, as well as some low spots. While it is human nature to be less than perfect, it is also in our nature to want to improve – *to want to do our best*. I am certain that we can all do just that!

Happy 2006, happier 2007!

7th Grade Switching

Mr. Chatelain will be losing the seventh grade class at the end of semester one. These fine students will be working with Ms. White during the second semester. This class will be sorely missed by Mr. Chatelain who has enjoyed their enthusiasm as they acclimate to life in the high school. One of the classes last efforts for Mr. Chatelain was to decorate his classroom for the Christmas Season. Many upper classmen and teachers have commented on this decorative accomplishment.

2nd Grade—Protecting You, Protecting Me

Our second grade class has been doing lessons on Protecting You Protecting Me. We have learned that our body and brain are partners. Our brain is the most important part of your body. The brain needs to be protected by always wearing a helmet when riding a bike, a motorcycle, a skateboard, and a scooter. We learned that you always wear a seatbelt in a car and the safest place is in the back seat.

A person's brain does not stop growing until about the age of 25. Alcohol and drugs cause parts of your brain to stop growing. This is why we need to protect our brain.

We are looking forward to learning more about protecting ourselves.

By Natalie and Austin

CONCERNING ATHLETICS

As activities director at HHS, I am going to try to put something in each newsletter regarding sportsmanship and/or positive behaviors towards extra-curricular activities. Hopefully everyone who takes the time to read these messages can gain some insight or just take something with them to help make all extra-curricular activities a positive experience for all students, coaches, and fans. Thank you for your positive support.
Gene "Mo" Hanks - AD

Fostering Good Sportsmanship by Steve Sanders, PhD.

Remember the saying "Actions speak louder than words"? That's especially true when it comes to teaching your kids the basics of good sportsmanship. Your behavior during the season will influence them more than any pep talk or lecture you give them.

Here are some suggestions on how to build sportsmanship in your kids:

- Unless you're coaching your child's team, you need to remember that you're the parent. Shout words of encouragement, not directions, from the sidelines (there is a difference!).
- If you are your kid's coach, don't expect too much out of your own child. Don't be harder on him or her than on anyone else on the team, but don't play favorites either.
- Keep your comments positive. Don't bad-mouth coaches, players, or game officials. If you have a serious concern about the way that games or practices are being conducted, or if you're upset about other parents' behavior, discuss it privately with the coach or with a school official.
- After a competition, it's important not to dwell on who won or lost. Instead, try asking, "How did you feel you did during the game?" If your child feels weak at a particular skill, like throwing or catching, offer to work on it together before the next game.
- Applaud good plays no matter who makes them.
- Set a good example with your courteous behavior toward the fans of the other team. Congratulate them when their kids win.
- Remember that it's your kids, not you, who are playing. Don't push them into a sport because it's what you enjoyed. As kids get older, let them choose what sports they want to play and decide the level of commitment they want to make.
- Keep your perspective. It's just a game. Even if the team loses every game of the season, it's unlikely to ruin your child's life or chances of success.
- Look for examples of good sportsmanship in professional athletes and point them out to your kids. Talk about the bad examples, too, and why they upset you.

Finally, don't forget to have fun. Even if your child isn't the star, enjoy the game while you're thinking of all the benefits your child is gaining — new skills, new friends, and attitudes that can help all through life.

Steve Sanders is the director of Physical Education, Wellness, and Sport Studies at the University of South Florida in Tampa, FL

COUNSELOR'S

ORNER

FAFSA: Step by Step

What is it? FAFSA stands for Free Application for Federal Student Aid. The federal government uses this form to determine your eligibility for financial aid, which includes: grants, scholarships, work-study and loans.

Fill out the FAFSA as soon as possible after January 1, and each successive year once you are in college.

PIN: Your Key to Online Identification

The Personal Identification Number (PIN) is the code that the U.S. Department of Education uses to identify you online.

To obtain a PIN, eligible students AND parents can visit www.pin.ed.gov (students and parents should each receive their own PINs). Click on "Apply for PIN" near the top of the page. Allow four hours for instructions to be sent via e-mail.



GIORGI'S GYM

Skip'n Cats Start: Level 1 Skip'n Cats will be starting on January 10, 2007, at 7:45 am in the Elementary Gym. Please see Mrs. Giorgi for a medical release form and a handbook if you are interested.

Do you like treasure hunts? Do you like to spend time with your family? Do you like to visit new places? Do you like to get some exercise? Do you have a GPS? If you answered "yes" to any of these questions, geocaching could be your new sport!

The following is an excerpt from the Geocaching Website: www.geocaching.com

What is Geocaching? (pronounced "geocashing", like cashing a check)

Geocaching is an entertaining adventure game for gps users. Participating in a cache hunt is a good way to take advantage of

the wonderful features and capability of a gps unit. The basic idea is to have individuals and organizations set up caches all over the world and share the locations of these caches on the internet. GPS users can then use the location coordinates to find the caches. Once found, a cache may provide the visitor with a wide variety of rewards. All the visitor is asked to do is if they get something they should try to leave something for the cache.

What is a GPS device?

A GPS unit is an electronic device that can determine your approximate location (within around 6-20 feet) on the planet. Coordinates are normally given in Longitude and Latitude. You can use the unit to navigate from your current location to another location. Some units have their own maps, built-in electronic compasses, voice navigation, depending on the complexity of the device.

You don't need to know all the technical mumbo jumbo about GPS units to play Geocaching. All you need to do is be able to enter what is called a "waypoint" where the geocache is hidden.

Sound interesting? Go to www.geocaching.com, sign up for a free account, load up the family and go have some fun! If you have any questions feel free to email me: ngiorgi@panesu.org

Mrs. Giorgi

Speech and Language of the 2 ½ -year old

At age 2 ½ years, your child...

- uses about 450 words
- gives first name
- uses past tense and plurals and combines nouns and verbs
- understands simple time concepts, such as “last night” and “tomorrow”
- refers to self as “me” rather than by name
- tries to get adult attention (for example, by saying “watch me”)
- likes to hear same story repeated
- uses “no” or “not” in speech and may say “no” when he/she means “yes”
- builds tower of 8 blocks
- talks to other children as well as adults
- begins to control behavior verbally rather than just physically
- answers “where” questions
- can name common pictures and things he or she comes in contact with regularly
- uses short sentences to announce what he or she has done or will like – (for example, “Me do it,” or “Me want to jump”)
- matches 3 to 4 colors
- knows the words big and little
- holds up fingers to tell age



You can stimulate your 2 ½ -year-old child’s speech and language if you...

- let your child tell you answers to simple questions
- read books every day, perhaps as part of a bedtime ritual
- listen attentively as your child talks to you
- talk to your child a little beyond his/her level of language production
- describe what you are doing, planning, thinking
- provide your child with many new experiences and talk about them before, during, and after the event
- help your child learn new words in a meaningful way by experiencing objects in variety of ways (seeing, touching, tasting, smelling, hearing)
- have the child deliver simple messages for you (for example, “Tell Daddy that dinner is ready.”)
- carry on conversations with the child, preferably when the two of you have some quiet time together
- ask questions to stimulate additional thought and language
- show the child you understand what he or she says by answering, smiling, and nodding your head
- talk about “how many” in daily life (for example, “two shoes,” “one nose,” “three cookies,” “four buttons,” “five] toes”)
- expand what the child says (for example, if he says, “More juice,” you say, “Adam wants more juice? Okay, here is more orange juice.”)
- encourage your child to watch your face as you talk with each other play and sing songs
- introduce new vocabulary and concepts to your child
- encourage your child to talk; give them the time they need to share and answer

20 HEALTHY NEW YEAR'S RESOLUTIONS FOR KIDS

Preschoolers

- I will clean up my toys.
- I will brush my teeth twice a day, and wash my hands after going to the bathroom and before eating.
- I won't tease dogs - even friendly ones. I will avoid being bitten by keeping my fingers and face away from their mouths.

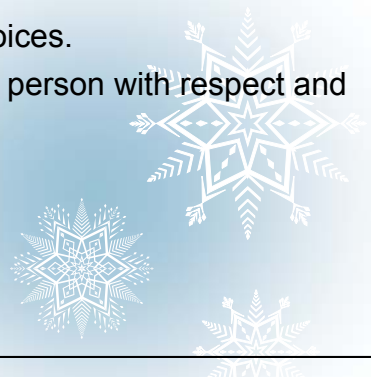
Kids, 5- to 12-years-old

- I will drink milk and water, and limit soda and fruit drinks.
- I will apply sunscreen before I go outdoors. I will try to stay in the shade whenever possible and wear a hat and sunglasses, especially when I'm playing sports.
- I will try to find a sport (like basketball or soccer) or an activity (like playing tag, jumping rope, dancing or riding my bike) that I like and do it at least three times a week!
- I will always wear a helmet when bicycling.
- I will wear my seat belt every time I get in a car. I'll sit in the back seat and use a booster seat until I am tall enough to use a lap/shoulder seat belt.
- I'll be nice to other kids. I'll be friendly to kids who need friends - like someone who is shy, or is new to my school
- I'll never give out personal information such as my name, home address, school name or telephone number on the Internet. Also, I'll never send a picture of myself to someone I chat with on the computer without my parent's permission.

Kids, 13-years-old and up

- I will eat at least one fruit and one vegetable every day, and I will limit the amount of soda I drink.
- I will take care of my body through physical activity and nutrition.
- I will choose non-violent television shows and video games, and I will spend only one to two hours each day - at the most - on these activities.
- I will help out in my community - through volunteering, working with community groups or by joining a group that helps people in need.
- I will wipe negative "self talk" (i.e. "I can't do it" or "I'm so dumb") out of my vocabulary.
- When I feel angry or stressed out, I will take a break and find constructive ways to deal with the stress, such as exercising, reading, writing in a journal or discussing my problem with a parent or friend.
- When faced with a difficult decision, I will talk with an adult about my choices.
- I will be careful about whom I choose to date, and always treat the other person with respect and without coercion or violence.
- I will resist peer pressure to try drugs and alcohol.

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AMA report on alcohol's adverse effects on the brains of children, adolescents and college students

What is the summary report?

[*Harmful Consequences of Alcohol Use on the Brains of Children, Adolescents, and College Students*](#) (PDF 69KB) is a compilation and summary of two decades of comprehensive research on how alcohol affects the brains of youth. The report's aggregation of extensive scientific and medical information reveals just how harmful drinking is to the developing brain and serves as a wakeup call to parents, physicians, elected officials, law enforcement, purveyors of alcohol – including the alcohol industry – and young drinkers themselves.

Why is this report important?

The average age of a child's first drink is now 12, and nearly 20 percent of 12 to 20 year-olds are considered binge drinkers. While many believe that underage drinking is an inevitable "rite of passage" that adolescents can easily recover from because their bodies are more resilient, the opposite is true.

The adolescent brain

The brain goes through dynamic change during adolescence, and alcohol can seriously damage long- and short-term growth processes. Frontal lobe development and the refinement of pathways and connections continue until age 16, and a high rate of energy is used as the brain matures until age 20. Damage from alcohol at this time can be long-term and irreversible. In addition, short-term or moderate drinking impairs learning and memory far more in youth than adults. Adolescents need only drink half as much to suffer the same negative effects.

Adverse effects of alcohol on the brain: research findings

Youth who drink can have a significant reduction in learning and memory, and teen alcohol users are most susceptible to damaging two key brain areas that are undergoing dramatic changes in adolescence:

The hippocampus handles many types of memory and learning and suffers from the worst alcohol-related brain damage in teens. Those who had been drinking more and for longer had significantly smaller hippocampi (10 percent).

The prefrontal area (behind the forehead) undergoes the most change during adolescence. Researchers found that adolescent drinking could cause severe changes in this area and others, which play an important role in forming adult personality and behavior and is often called the CEO of the brain.

Lasting implications

Compared to students who drink moderately or not at all, frequent drinkers may never be able to catch up in adulthood, since alcohol inhibits systems crucial for storing new information as long-term memories and makes it difficult to immediately remember what was just learned.

Additionally, those who binge once a week or increase their drinking from age 18 to 24 may have problems attaining the goals of young adulthood—marriage, educational attainment, employment, and financial independence. And rather than "outgrowing" alcohol use, young abusers are significantly more likely to have drinking problems as adults.

What can be done to stop this epidemic?

The AMA advocates numerous ways to combat this growing epidemic, including:

- Reducing access to alcohol for children and youth
- Reducing sales and provision of alcohol to children and youth
- Increasing enforcement of underage drinking laws
- Providing more education about the harmful effects of alcohol abuse
- Reducing the demand for alcohol and the normalization of alcohol use by children and youth

Hemingford Public Schools
Calendar Events January 2007



Sun	Mon	Tue	Wed	Thr	Fri	Sat
	1	2	3 School Resumes Red Day	4 WTC Wrestling @ WNCC White Day 6:00 PM Fros BB Bayard @ home	5 Varsity BB B'port Tourn Red Day	6 Varsity BB B'port Tourn
7	8 National Western Stock Show-Denver White Day 3:30 PM Junior Girl Scout Troop #145 Meeting 6:00 PM Fr BB @ Crawford 7:00 PM School Board Meeting 7:00 PM FCCLA meeting	9 National Western Stock Show-Denver Red Day 5:00 PM JH BBB Crawford @ Home	10 White Day 2:30 PM BigBrother/BigSister	11 Red Day 5:00 PM Var Wr Tri @ Home w/Bayard & Morrill 5:30 PM JV BB @ Gordon 6:00 PM Var BB @ Gordon	12 White Day 2:30 PM JV-V BB Bayard @Home 4:00 PM Methodist Ladies Soup Supper	13 Var Wrest @ Dunning
14	15 Var BB PC Tourn Red Day	16 Var BB PC Tourn Wrest Best In West @ S'bluff White Day 4:00 PM JH BBB @ Alliance "B" 4:00 PM Financial Aid Night by Education Quest	17 FFA Career Day @ S'bluff Red Day	18 Varsity BB PC Tourn @ Harrison White Day	19 Varsity BB PC Tourn @ Harrison VW @Chardron Invite Red Day 1:00 PM Early Dismissal	20 Varsity BB PC Tourn @ Harrison VW @Chardron Invite
21	22 Fr-So BB Tourn @ B'port White Day 3:00 PM JH BBB @ Morrill 3:30 PM Junior Girl Scout Troop #145 Meeting	23 Red Day 6:00 PM FFA Meeting @ Ag Shop	24 FCCLA STARS Competition @ Sidney White Day	25 Fr-So BB Tourn @ B'port Red Day 5:00 PM JH BBB Hay Springs @ Home	26 White Day	27 Var WR @ Mitchell 2:00 PM JV-V BB @ Harrison
28	29 JH BBB -PC Tourn @ Home Red Day Progress Reports Going Home 5:30 PM Fr BB @B'port	30 White Day Statewide Writing 3:00 PM JV V GBB/BBB Minatare at Home	31 Red Day Statewide Writing			

Hemingford Public Schools

January 2007

Breakfast Menu

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3 French Toast Fruit or Juice	4 Assorted Cereal Muffin Fruit or Juice	5 Breakfast Pizza Fruit or Juice
8 Assorted Cereal Granola Bar Fruit or Juice	9 Scrambled Eggs & Toast Fruit or Juice	10 Pancake & Sausage on a Stick Fruit or Juice	11 Assorted Cereal Muffin Fruit or Juice	12 Cinnamon Roll Fruit or Juice
15 Assorted Cereal Granola Bar Fruit or Juice	16 Pancakes Fruit or Juice	17 French Toast Fruit or Juice	18 Assorted Cereal Muffin Fruit or Juice	19 Breakfast Burrito Fruit or Juice
22 Assorted Cereal Granola Bar Fruit or Juice	23 Sausage Gravy / Biscuits Fruit or Juice	24 Pancake & Sausage on a Stick Fruit or Juice	25 Assorted Cereal Muffin Fruit or Juice	26 Breakfast Pizza Fruit or Juice
29 Assorted Cereal Granola Bar Fruit or Juice	30 Waffles Fruit or Juice	31 Breakfast Burrito Fruit or Juice		

Menus are subject to change

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K - 6 Breakfast - \$1.00 7 - 12 Breakfast - \$1.00 Adult Breakfast - \$1.25

Milk is served with all meals