



Oakland Junior High School- Family Association Newsletter



Volume 40, Issue 4

December 2011

Teachers Honored as Super Eagles!

Teachers are recognized at each month's faculty meeting for going beyond the call of duty to help Oakland Junior High reach excellence. The recipients of the Super Eagle award this month are:

Nawassa Logan: Mrs. Logan was honored for her commitment to helping our students be successful through her "Lunch with Logan" program. Thank you, Mrs. Logan!

Mike Roseman: Mr. Roseman was honored for his leadership and guidance for his staff—thanks for all you do at OJHS!

Jon Mize: Coach Mize was honored for helping Columbia Public Schools raise money for the Honor Flight—thanks for being a good sport for this great cause!

Thanks to all these teachers for making a difference! If you have a teacher/staff member you would like to recognize, please contact Dr. Presko at 214-3220, or e-mail her at kpresko@columbia.k12.mo.us.

Assistance League of Mid-Missouri Links-to-Learning Awards:

Teachers were awarded the following monies from the Assistance League to provide activities and equipment for their students during the 2011-2012 school year.

STEM Enrichment	\$300.00
The Hesitant Reader's Repository:	\$650.00
Forest Ecosystem, Cave and Water:	\$629.00
Saturday Scientist:	\$325.00
Movement in Black and White:	\$650.00
We The People Hearings:	\$424.86

Thank you ALMM! We appreciate you!!

If history repeats itself, we will soon be experiencing snow and ice that may require the district to cancel school. Snow routes are posted on the Columbia Public School website at www.columbia.k12.mo.us under "Hot Topics". Also check with the local media outlets if you suspect the cancellation of school based upon the weather.



Parent Participation Day

On October 27th, a few of our parents were able to join us for Parent Participation Day for a first-hand experience of the school day and the outstanding education received by students at Oakland Junior High. If you were unable to join us on that day and would like to visit, we encourage you to come by, sign in as a visitor in the office, and observe your child for an hour or the whole day.

Kudos for kids!

The art department would like to recognize the hard work and accomplishments of 8th grader **Reagan Meyer**. Reagan was selected as a winner of the Columbia Water and Light Calendar contest. Her work will be published in over 45,000 copies and distributed around Columbia. We would like to recognize the hard work of the 69 Oakland Artists who participated in the contest. Way to represent Oakland!



Oakland Artists will have work on display at the Columbia Public Schools Board office from December 19 - January 23. 8th and 9th grade art students will show off their three-dimensional sculptures in the lobby display case and outside the superintendent's office.

Season's Greetings!



Thank you, Oakland Family Association!!

Teachers had the opportunity to submit grant applications for funds to our Family Association, and approximately \$4400.00 was awarded for the 2011-12 school year! These grants will be used for field trips, books and classroom and athletic resources. We appreciate this commitment by our Family Association to help provide additional resources that we would otherwise not be able to purchase. Thank you for your continual support of OJHS!!

A Gift to Young People With Little Cost...but Tons of Benefits!

By Dr. Kim Presko

In these hard economic times, it is often difficult to purchase all of the items your child has on their "wish list". For young adolescents there are some priceless acts you can do that have long-lasting effects on their development, and will be building blocks to help them grow up healthy, caring and responsible; something we want for all our children.

A few years ago, I was fortunate to hear Becky Market from the Columbia Youth Community Coalition talk about the "40 Developmental Assets" developed by the Search Institute. These items describe the external environment a student is surrounded by and interacts in, as well as the internal assets he/she possesses.

You may wonder what the benefit of these assets are. Statistics show that if a student possesses as few as 25 out of 40 of these assets, they will be less likely to engage in high risk behaviors, such as violence and alcohol and drug use. They will also be more academically successful and civically responsible.

Check out the list of the 40 developmental assets on the next page of the newsletter. Think about doing the following to show adolescents you care, and build relationships with them:

- Notice them
- Ask them about themselves
- Be yourself
- Cheer their accomplishments
- Go places together
- Introduce them to new experiences
- Expect their best; don't expect perfection
- Catch them doing something right
- Laugh at their jokes
- Suggest better behaviors with they act out
- Hug them
- Be curious with them
- Delight in their discoveries
- Be available
- Create a safe, open environment
- Daydream with them
- Make decisions together
- Let them make mistakes
- Inspire their creativity
- Let them deal with consequences
- Believe in them
- Tackle new tasks together
- Listen to their favorite music with them
- Love them, no matter what

In the season of giving, we can give the gift of these assets to our children, our friends' children and our students. It's free and easy—it just takes time. Parents, teachers, friends and neighbors can all help build these assets because it is about relationships. You can make a difference and help a young person be successful!





40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. 			
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood. 			
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well. 			
		Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. 		
			Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week. 	
				Positive Values	<ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
					Social Competencies
		Positive Identity			

From the Career Center:

“Your work is going to fill a large part of your life. And the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven’t found it yet, keep looking, and don’t settle. As with all matters of the heart, you’ll know when you find it. And like any great relationship, it just gets better and better as the years roll on. So keep looking. Don’t settle.” ~Steve Jobs, 2005 Stanford Commencement Address

It is a huge task to prepare your teen for “the real world.” Once your son or daughter leaves the doors of Columbia Public Schools, it’s crucial that post-secondary plans have been complete. To assist your teen with post-secondary planning, let’s consider the end goal: to find a rewarding career that utilizes skills, strengths, allows self-sufficiency, and most importantly, inspires your teen to get up and head to work every day. The resources below help your teen explore interests, talents, and skills – linking the student to a variety of potential careers and post-secondary training opportunities.

To learn more we encourage you and your student to visit the following websites:

www.missouriconnections.org (Contact your student’s school counselor for login information)

www.career-center.org

www.missourieconomy.org/occupations/outlook.2016.html



2011-2012 ENROLLMENT CALENDAR OF EVENTS

8 TH to 9 th grade enrollment:	Materials home week of January 30th, 2012 Enrollment Night February 7th, 6:30—8:00 pm (in gym) Enrollment forms due to Social Studies teachers on Monday, February 13, 2012
7 th to 8 th grade enrollment:	Materials home week of January 30th, 2012 Enrollment Night February 7th, 6:30—8:00 pm (in gym) Enrollment forms due to team teachers on Monday, February 13, 2012
9 th to 10 th grade enrollment:	Materials home January 27, 2012 Course Fairs at each High School February 8th HHS—5:00 pm RBHS—5:30 pm Enrollment forms due to Social Studies teachers on Monday, February 13, 2012

Skills Expo – Thursday, January 19th from 6:30 – 8:00 pm at the Columbia Area Career Center

***Please refer to the Guidance Information page on our website for enrollment process and sample forms.**

**How can your child earn college credit while still in high school?
Join us for information about the AP (Advanced Placement) program at
Hickman High School!**

Hickman High School is hosting an **AP Showcase on Tuesday, January 10th, from 6:30-8:00 pm** in the school commons area. This event is designed to help 8th and 9th grade students and their parents acquire more information about the AP program before signing up for classes next year at Hickman. AP courses prepare students for the rigors of college study, and provide an opportunity to earn college credit while still in high school. The event includes:

- overview by college admission reps, counselors and former AP students-- includes benefits of taking AP classes, eligibility, expectations in the classroom and more
- opportunity to visit with AP instructors about their courses, curriculum, expectations and the AP testing process

Join us on January 10th to learn more about preparing your child for college! Questions? Contact the Guidance Office at Hickman, 214-3008.

Mark your calendars!

Columbia Area Career Center
2012 Skills Expo
Thursday, January 19th 6:00-8:00 p.m.
Start planning your future career!



Secondary Transfer Requests

The following policy represents the present Columbia Public Schools transfer policy. However, the board will be reviewing this policy and may make changes based on final boundary selection for secondary buildings in January or February 2012. If the board modifies or revises this policy, parents will be informed.

In order to be considered for a secondary school transfer for the following fall, a student's parent must file a **written** request using the Secondary Transfer Request form. This request form should be submitted to the Office of the Assistant Superintendent for Secondary Education – 1818 West Worley, Columbia, MO 65203 by the **deadline date of March 1.** Student transfers from one secondary school to another are discouraged but are granted under certain circumstances.

Parents who think they have sufficient reasons for requesting a school transfer should contact their school office to obtain a secondary transfer request form.

The parent must meet with the principal at the assigned attendance area school and with the principal at the requested school. Principals will sign the transfer form as confirmation that they have visited with parents regarding their requests. Forms not properly signed by the principals or parents will be returned to the parent.

Parents will be notified of the decision by mail.

World Languages



German:

History of the Advent Calendar

The origins of the Advent calendar come from German Lutherans who, at least as early as the beginning of the 19th century, would count down from 24 to the days of Advent physically. Often this meant simply drawing a chalk line on the door each day, beginning on December 1. Some families had more elaborate means of marking the days, such as lighting a new candle or hanging a little religious picture on the wall each day. The 24 candles might also be placed on a structure, which was known as an "Advent clock". The first known Advent calendar was handmade in 1851.

Modern calendars

The traditional calendar consists of two pieces of cardboard on top of each other. Twenty four doors are cut out in the top layer, with a number ranging from one to twenty four on each. Beginning on the first day of December, one door is opened each day, counting down the days remaining until Christmas Eve, from twenty four to one. Each compartment displays an image, which can be either a feature of the Nativity story or an image associated with Christmas (e.g., bells or holly). Advent calendars can also consist of cloth sheets with small pockets to be filled with candy or other small items.

Spanish:

A Christmas Tradition in Spain: The Christmas Lottery

On December 22, two important events take place in Spain. Students are released from school for their winter vacations, and perhaps more importantly, they announce the winning number of the famous Christmas Lottery in Spain. This lottery, by far the biggest in Spain, is a tradition practiced by many people who long to win the grand prize, which would make them instantly rich. This tradition is deeply embedded in these holidays, dating back to 1763, when Carlos III initiated it. Since then, not one year has passed without it, and it now is the symbolic moment in which Spaniards begin to celebrate the Christmas holidays.

French:

Joyeux Noël ! French Christmas Traditions

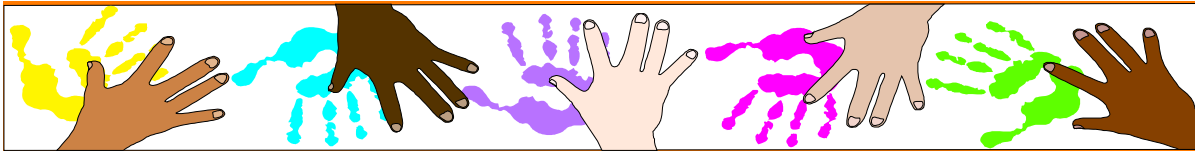
In France, Christmas is a time for family and for generosity, marked by family reunions, gifts and candy for children, gifts for the poor, Midnight Mass, and *le Réveillon*, a huge feast after mass.

French children put their shoes in front of the fireplace, in the hopes that *Père Noël* (aka *Papa Noël*) will fill them with gifts. Candy, fruit, nuts, and small toys will also be hung on the tree overnight. There's also *Père Fouettard* who gives out spankings to bad children (sort of the equivalent of Santa Claus giving coal to the naughty).

In 1962, a law was passed decreeing that all letters written to Santa would be responded to with a postcard. When a class writes a letter, each student gets a response.

The *sapin de Noël* is the main decoration in homes, streets, shops, offices, and factories. The *sapin de Noël* appeared in Alsace in the 14th century. At that time, it was decorated with apples, paper flowers, and ribbons, and was introduced in France in 1837.

The Counselor's Corner



WHAT ARE EATING DISORDERS?

By Dana Harris, LCSW, Outreach Counselor

"We live in a society that has become more about what you see on the outside versus what is real in the inside. We need to teach our children that there is beauty in everyone and that includes them."

I was at the mall the other day when my six-year old niece shared that she needed to exercise more because she was fat. My fifteen-year old niece thinks it is okay to not eat for a day or two. I was raised in the era of the *Clean Plate Club*. I can still hear my mother saying, "think of all the starving children in other parts of the world." It is amazing how much impact food has on our lives and how our life revolves around eating. Food can be your best friend and worst enemy at the same time.

Eating disorders are the third most common chronic illness in adolescent females. Approximately 90 percent of people with eating disorders are adolescents and young women. Eating disorders among males are on the increase. As many as sixty-two percent of adolescent girls diet each year. Obesity among our children is at an all time high. Adolescents are exercising less and are more likely to turn to dieting to control their weight. Anorexia and bulimia afflict 12-13 million Americans, 90% of whom are women, and they have the highest rate of psychiatric disease. Forty-two percent of 1st-3rd grade girls want to be thinner and eighty-one percent of 10 year olds are afraid of being fat.

The definition of an eating disorder is when a person's attitudes about food, weight, and body size lead to very rigid eating and exercise habits that jeopardize their health, happiness and safety. Disordered eating may begin as a way to lose a few pounds or get in shape, but these behaviors can quickly get out of control, become obsessions, and may even turn into an eating disorder. There are different types of eating disorders that can affect your adolescent.

- Anorexia Nervosa is a complex psychological eating disorder characterized by excessive amounts of weight loss due to self-imposed starvation in an endless pursuit of thinness. People with anorexia have an intense fear of body weight, and eat very little, even though they are thin.
- Bulimia Nervosa is a psychological disorder characterized by uncontrollable consumption of large amounts of food. Self-induced vomiting (purging), laxative or diuretic abuse, compulsive exercise or starvation to counter the excess food ingested often follows the binge eating. People with bulimia fear body fat, although their weight is normal.
- Binge eating disorder, also referred to as compulsive overeating, is characterized by eating large amounts of food in a short period of time without being able to stop when full. Bingeing is often accompanied by feeling out of control and followed by guilt or depression.

The cause and influence of certain risk factors will differ from one person to another. Some of these factors can include low self-esteem, feelings of shame, guilt or anger, feeling out of control, having a distorted body image, filling an emotional void or as a way to gain approval from others. If you are concerned about your child or would like more information about eating disorders you can contact the National Eating Disorders Center at 1-800-931-2237 or contact me at 214-3224.

Healthy Recipe to Help Prevent Eating Disorders

(Recipe from the National Assoc. of Anorexia Nervosa and Assoc. Disorders.)

- Provide children with healthy views of food and body image
- Establish regular eating patterns
- Discourage dieting, meal skipping or fasting
- If you must lose weight, don't crash diet
- Don't characterize food as good or bad
- Don't talk negatively about your own body, your child's body or that of anyone else
- Support children with the unconditional love that raises self-esteem
- Be willing to accept mistakes. Eating disorders are more common in families that expect their children to be perfect

December 2011

Phone: 214-3220

Fax: 214-3221

Guidance: 214-3222

Nurse: 214-3223

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<p>1 2:50 pm Art Club 4:00 pm 8th B BB vs. LCMS 6:00 pm 8th G BB</p>	<p>2 Progress Reports 7th Hr Fire Drill</p>	<p>3 11:00 am 9th G BB vs. Sedalia 12:30 pm 9th B BB vs. Sedalia</p>
	9th Gr 'A' Boys BB Tourn @ Mexico HS					
	9th Gr 'A' Girls BB Tourn @ Jefferson City					
4	<p>5 3:00 pm Lang Arts Mtg.</p>	<p>6 3:00 pm Math Dept Mtg. 3:30 pm 8th G BB vs. WJHS 6:00 pm 9th B BB vs. Helias</p>	<p>7 7:00 am SocSt Dept Mtg. 2:50 pm MAC Scholars 6:00 pm 8th G BB vs. JJHS</p>	<p>8 3:30 pm 8th B BB @ WJHS 6:00 pm 9th B BB vs. WJHS 6:00 pm 9th G BB @ WJHS</p>	<p>9</p>	<p>10 10:00 am 8th G BB vs. Rolla 11:30 am 8th B BB vs. Rolla</p>
11	<p>12 6:00 pm 8th B BB @ JJHS</p>	<p>13 4:00 pm 8th B BB vs. California MS 6:00 pm 9th B BB @ Jeff City 6:00 pm 9th G BB vs. Jeff City</p>	<p>14 3:00 Faculty Mtg. 6:00 pm 9th G&B 'A' BB @ SoBoCo</p>	<p>15 6:00 pm 9th G BB @ JJHS 6:00 pm 8th B BB @ Moberly 6:00 pm 9th B BB vs. JJHS</p>	<p>16 Holiday Bazaar</p>	<p>17</p>
	8th Grade Girls BB Tourn @ Lewis & Clark Middle School					
18	<p>19 3:15 pm SpEd Dept Mtg.</p>	<p>20</p>	<p>21 Last Day of 1st Semester</p>	<p>22 NO SCHOOL Winter Recess</p>	<p>23</p>	<p>24</p>
25	NO SCHOOL Winter Recess					

Oakland Junior High

3405 Oakland Place
Columbia, MO 65202

Home of the Eagles!!

January 2012

Phone: 214-3220

Fax: 214-3221

Guidance: 214-3222

Nurse: 214-3223

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 NO SCHOOL Winter Recess	3 NO SCHOOL Teacher Work Day 3:30 pm 8th G B @ JJHS 5:00 pm 9th G BB @ Fr. Tolton 7:15 pm 9th B BB @ Fr. Tolton	4 7:00 am SocSt Dept Mtg. 2:50 pm MAC Scholars	5 2:50 pm Art Club 3:00 pm Math Dept Mtg. 6:00 pm 8th G BB vs. Helias 6:00 pm 8th B BB @ Helias	6	7
8th Grade Boys BB Tourney at Camdenton						
8	9 1st Hr Fire Drill 3:00 pm LangArts Dept Mtg. 6:00 pm 8th B BB vs. Col Cath	10 6:00 pm 9th G BB vs. WJHS 6:00 pm 9th B BB @ WJHS Grade Cards sent home	11 3:00 Faculty Mtg. 7:00 pm Choir	12 6:00 pm 9th B BB vs. Jeff City 6:00 pm 9th G BB @ Jeff City	13	14
8th Grade Girls BB Tourney at Columbia Catholic						
15	16 NO SCHOOL Martin Luther King Day	17	18	19 6:00 pm 9th G&B BB @ Blair Oaks	20	21
8th Grade Girls BB Tourney at Columbia Catholic		8th Grade Boys Oakland Classic BB Tourney				
22	23	24 6:00 pm 9th B BB @ California	25 12:15 Early Dismissal 3:00 pm Dept Chair Mtg.	26 TBA 9th B BB	27	28
9th Grade Girls BB Tourney @ West Junior High						
29	30	31 2nd Hr Fire Drill				
9th Grade Boys BB Tourney at Jefferson Junior						

Columbia Public Schools
Oakland Junior High
3405 Oakland Place
Columbia, MO 65202

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Columbia, MO
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RETURN SERVICE REQUESTED

December 2nd—Progress Reports

December 22nd-January 3rd—Winter Break

January 11th—Choir Concert

January 16th—No School—Martin Luther King Day

January 25th—Early Dismissal at 12:15 pm