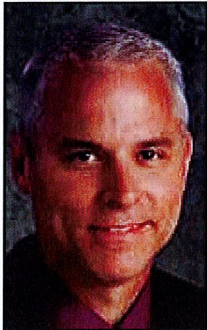


Tigerhawk Talk



December 2020

Hello, Tigerhawks!



Erik Anderson
Superintendent

Tigerhawk Family,

We are so excited, thankful and appreciative of our community support for our school and students! Our students, parents/guardians, and staff have adjusted impressively to the necessary COVID-related changes to our learning models. Thank you for your continued support for our students!

December's learning model is planned to stay with our elementary students all on site while our second-

ary students are in hybrid. What could impact that model is any spike in positivity rates in our county, significant student COVID-related absences, or significant staff absences. We continue to ask that you consider following health and safety protocols when in the community so that our kids can continue to be in school as much as possible.

Finally, we are entering a time of the school year that has a range of emotions for our students, staff, and families. Anytime there is a holiday celebrated, traditional family gatherings are often a focus. That is a point of celebration for many and for others, a time of stress, especially this year. We often see a spike in attendance and behavior

concerns with our students in November and December for this reason. As we celebrate families, holidays, and each other, please keep in mind that for members of our extended Colfax-Mingo family, this season could cause additional stress. As Martin Luther King, Jr. so eloquently stated, "Life's most persistent and urgent question is, 'What are you doing for others?'" This is one of many great questions MLK provided for us all to consider.

Should you have any questions or concerns, please do not hesitate to contact me.

Go Tigerhawks!!

Take care,

Erik Anderson Superintendent

WINTER BREAK — DEC. 23 through JAN. 3

School resumes Jan. 4

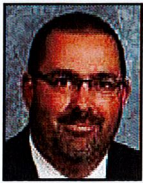
LATE STARTS IN DECEMBER FOR TEACHERS PROFESSIONAL DEVELOPMENT

Late starts will be on Wednesdays for the 2020-21 school year.

There will be a 3 hour late school start December 2, 9 and 16



Elementary School News



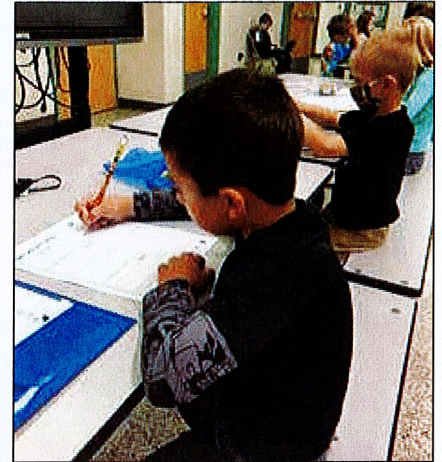
Brian Summy
Elementary
Principal

I would like to take this opportunity to thank everyone for their flexibility, creativity and teamwork as the elementary implemented hybrid and distance learning models.. It was certainly a learning experience for everyone.

There were many successes and some opportunities for growth in the future. I would like to give a special thank you to the classified staff that help supervise the day care for students during distance learning. They did a great job working

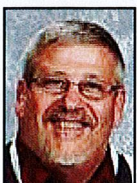
together and being creative. Approximately 30 students participated in the day care over the two weeks.

December will be different than in previous years. We will not be having any in person programs this year. We are trying to be creative and find ways to do some things virtually. The elementary Student Leadership Team will continue to participate in the annual Adopt-A-Family program. This is a great opportunity for the elementary school to give back to the community. The elementary will also participate in a Food Drive during the month of December.



Jr/Sr High School News

Principal's Corner



Todd Jones
Jr/Sr High
School Principal

Distance Learners ~ Second Semester

We have learned so much over the first part of this school year. We started this school year with the majority of our students in attendance on-site while about one-third of our students chose to stay home and participate in our distance learning program. For three days at the beginning of November, we moved to our first hybrid model for learning. Shortly after the hybrid started, we changed to an all-virtual model of learning. We are now back to our hybrid model for the remainder of November and all of December.

We have learned a great deal about

how to mitigate, clean, move through the halls, and how to wear masks properly. We have also learned different ways in which we can deliver our curriculum to our students. We had to teach our students while they were in the classroom, by different online computer platforms, and through virtual live online classes. There have never been so many different opportunities to teach a secondary class as there are today.

Another item we learned this year is that a stand-alone computer program such as what we are currently using for our distance learners is good. However, this type of learning requires self-motivation, a space designed for learning, a very specific routine, and support from people at home. Not having these things

in place, for some of our students, made distance learning a little difficult.

After learning all we have this year, we are constantly looking for ways to improve our overall learning model, adapt to, and accommodate as many different learning styles as possible. We have learned that human contact is important for most students' success. We have learned that students at home prefer to have routines and personal contact with their teachers through a virtual setting. As we have gained this knowledge we are continually looking to modify how we work with our distance learners.

The secondary, grades 7-12, will

JONES • CONT. TO PAGE 3

7th Graders Learn About the World!

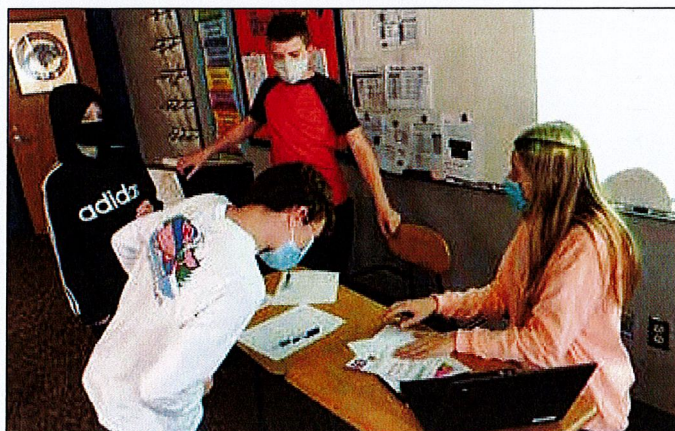
Sydney McLaughlin
Colfax-Mingo 7th grade
English

The 7th graders have been busy this year! We started with writing memoirs, suspenseful stories, and now students have just completed an expository writing unit. My goal with every unit is to make it engaging and enjoyable for all students.

For the expository writing unit, students completed the "World Traveler" project. For this project, each student chose a country he or she wanted to know more about and conducted research on that country's historical background. Then, they had to write an essay that covered the main events of the

country in chronological order. First, though, students created a passport that included information about them; however, they had to create the passport as if they were a resident of their assigned country.

After writing the essay, students made a visual through Google Slides that highlighted these events, as well as a brochure that included main attractions, traditions, food and beverage, and trivia questions over that country. When ALL of that work was completed, students got to present their hard work through a World Gallery Hop! Students set up a "booth" about their country and each student had the chance to visit the various countries. It was



so fun to watch the students share the interesting information they found with all of their classmates. From the very beginning, students were eager to learn about the cultures of other countries. Learning about these other countries and their cul-

tures allows us to have a better understanding for who a person is and where they come from.

To stay up to date with what we are learning in 7th grade English, search the following on Facebook and hit the "Like" button.

Secondary Physical Education & Weightlifting

Zach Tomas
Secondary Physical Education

Much like everything else in 2020, our Physical Education and Weightlifting classes have had to change how they operate. While we are not able to do certain activities or had to make significant variations to the activities we have previously done, it has still been a successful start to the school year. Some activities that we have done in PE thus far include volleyball, fitness testing, Eclipse ball, human foosball, and the ever popular rack-it smack-it world series. In weightlifting there has also been changes including fewer students in class, constant sanitizing, and using creative ways to spot each other. Despite all of these changes, weightlifters have still seen tremendous improvements.

Now that we are coming off of two weeks of virtual education, we have yet again had to make adjustments. Being physically active is very important, and students are encouraged to be active every day. Students are sent suggested daily workouts and also must fill out a daily fitness log while they are in a virtual learning setting. In addition, optional live workouts have been offered so students could join a virtual session to work out together. Thanks to senior, AJ Gibson, for helping to lead these workouts.

As we move towards the end of the semester, physical education students will have an opportunity to participate in a beanbag toss tournament, the basketball Olympics, pickle ball, and badminton. While this year has been far from "normal", students have done a great job adjusting and making the most of the situation.

JONES • CONT. FROM PAGE 2

be working through December to try to bring our current distance learners who are behind to the same standard in their curricular learning as their on-site peers. Once we bring all of our groups into alignment our goal is to have our distance learners, if they choose, transition to a virtual setting where they can synchronously learn with their peers.

Synchronous learning refers to a

learning event in which a group of students is engaged in learning at the same time. Before learning technology allowed for synchronous learning environments, most online education took place through asynchronous learning methods.

This would mean our distance learners will be on their computers at home while seeing what their classmates are learning in-person. This would help ensure that all of our students are moving forward learning their curriculum and help them continue to earn credits that

would keep them on pace to graduate with their peers.

As we head into December, the secondary, grades 7-12, will be working to close any gaps between our distance learners and our on-site students. We are currently working on our virtual inclusion of students at home during our hybrid model. By continuing to improve how we work with our students in our hybrid format, we will ensure that we bring our distance learners back to being able to work and learn with their peers.

The Value of Independent Reading

Matt Murley

There has been a lot of research focused on the impact of reading on a student's learning. I am not just talking about the reading that a student may do in an English class. I am talking about the reading that students do on their own. Student selected independent reading is one of the most powerful tools to increase a child's ability to read and their overall engagement with learning. One reading researcher and practicing teacher, Kelly Gallagher, recommends that as much as 80% of all reading that a child does should be selected by that child. In an effort to get closer to that number, I have devoted the first fifteen to twenty minutes of my literature classes to students reading books that they select themselves. The improvement I have seen in engagement with reading has been profound. There are some days I have to cancel independent reading due to time constraints or because of all the schedule changes that we have had to deal with this year. When that happens many students will audibly groan that they are missing out on their reading time. That is music to an English teacher's ears. So far this year, students have read almost 27,000 pages and finished 58 books.

This reading shouldn't stop in the classroom, though. Getting books into the hands of students is the first step in this process. Making sure that there is reading material available in your house can build upon that. This could be books, magazines, newspapers - anything that a reader can engage with. If you don't have these things, take your child to the library or ask their teacher to be sure to send reading material home. Another key aspect of building a love of reading is to model it to your child. Don't just tell them to read. Read yourself. Even better, read something together. Then you can not only check to see if your child is reading, but you can also have a meaningful conversation with them about the reading.

Because a key aspect of getting students to read is having a wide variety of books for them to select from, I am always looking for donations to my classroom library. If you have any books around your house that you will like to donate, please bring them to the high school office and let them know they are for the English department. I am especially interested in any young adult books that would appeal to a teenage audience.

What's so special about Special Education?

Tina Ross

**Director of Special Programs
Secondary Instructional Coach**

THE PEOPLE!!!!!! As we continue through this unprecedented school year, I continue to be amazed by this department and all who serve the students, in grades preschool through senior year. I can't shout out enough positives how dedicated they are to our students with disabilities, whether it be academic, behavioral, communication, or physical. Kudos to all of you.

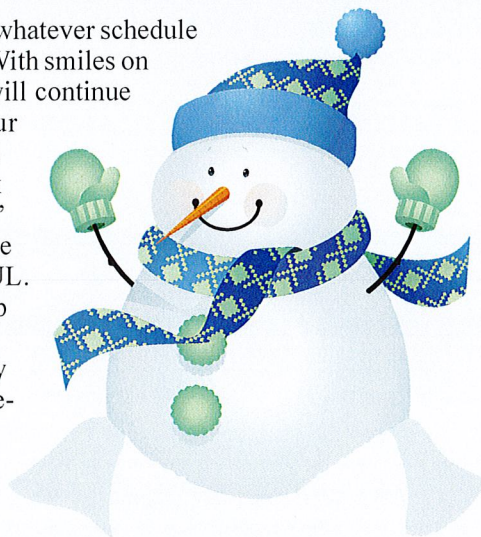
And, to our students! You have had one heck of a year, and yet you persevere! You reach out when you need help, and you continue to grow into fabulous young adults.

For the rest of you, especially parents of students with an IEP, let me describe a little bit about how this group of people have supported students in ways we never thought we would ever have to!

- For each student with an IEP, a total of 3 delivery plans are written, for each goal area.
 - One for what services look like in the school building (as we started the year).
 - Another for what services will look like in a HYBRID setting.
 - And the final one what services look like in a VIRTUAL setting.
- Teachers must communicate those plans with the general education teachers, and ensure that they are implemented.
- Then, they amend those plans when we find a better way to deliver services.
- Teachers are providing services online. (to kids with disabilities, including behavioral!)
- Elementary associates provided services to kids during virtual learning, through the day care program. But don't be fooled- there was plenty of learning going on!
- At the secondary building, associates "attended" class with students virtually. THEN, they also held "homework help sessions" for students with support minutes written into their IEPs.

They ADAPTED to whatever schedule was thrown their way. With smiles on their faces. And, they will continue to do so, because your kids are THEIR kids! Their goal is to "work themselves out of a job," because that means the kids are SUCCESSFUL. And, then they can help the next set of kids.

If you ever have any questions about the Special Education services at Colfax-Mingo Schools, please reach out to me.



Congratulations to our fall athletes on their athletic and academic success!

Volleyball

- **SICL All-Conference**

- o Kyra Lester (1st team)
- o Morgan VanDyke (2nd team)
- o Honorable Mention - Chelsey Temple & Kira Warrick

- **Academic All-Conference**

- o Elizabeth Collins
- o Caylee Cunningham
- o Kyra Lester
- o Danica Linn
- o Abigayle Rawlins
- o McKayla Smith
- o Carley Underwood
- o Morgan VanDyke
- o Melany Vry
- o Kira Warrick
- o Felicity Woods

Football

- **All-District**

- o Zach Steenhoek (1st team WR)
- o Cole Bracewell (2nd team QB)
- o Jayden Horrach (2nd team RB)
- o Grant Alexander (2nd team OL)
- o Nate Jones (2nd team LB)
- o Honorable Mention - Colton Lind - utility player
- o Andrew Gorman - OL,
- o Trey Hockemeir - DB

- **Academic All-District**

- o Andrew Gorman
- o Grant Alexander
- o Justin Meyers
- o Carter Gibson
- o AJ Gibson
- o Zach Steenhoek

Cross Country

- **All-Conference**

- o Noah Strohmeyer (1st Team)
- o Carter Gibson (Honorable Mention)

- **Academic All-Conference**

- o Joslyn Chadwick
- o Coleman Craig
- o Elayna Creech
- o Kirsten Frier
- o Alistair Gibson
- o Carter Gibson
- o Avery Lees
- o Miranda McGill
- o Brennan Rhone
- o Maggie Schroeder
- o Maxwell VanDusseldorp
- o Felicity Woods

By Erin Hume
Activities Director

Children may have their choice of the breakfast menu, cereal & toast, fruit, juice & milk everyday.
Breakfast served 7:45 am to 8:10 am daily.

Colfax-Mingo CSD December 2020 Menu

Monday	Tuesday	Wednesday	Thursday	Friday
	1 B - Biscuit & Gravy Pork Chopette Potatoes & Gravy Green Beans Sliced Bread (7-12) Mixed Fruit Milk	2 B - Grab n Go Chicken Patty/WG Bun Potato Smiles Cucumber Slices Banana Milk	3 B - Waffles Chili Cinnamon Roll Fresh Vegetables Applesauce Milk	4 B - Cinnamon Roll Hotdog/WG Bun Tater Tots Vegetable Choice Pears Banana Bar (HS) Milk
7 B - Sausage & Pancake on a Stick Italian Chicken Sandwich Mixed Greens Salad Sweet Potato Fries Peaches Milk	8 B - Muffin & Yogurt Chicken Wrap Garden Salad Mini Carrots Pasta Salad (7-12) Pineapple Milk	9 B - Grab n Go Cheeseburger/WG Bun Waffle Fries Broccoli Salad Mixed Fruit Milk	10 B - Breakfast Pizza Super Nachos Bean/Cheese/Salsa Corn Rosy Applesauce Milk	11 B - Long John Cheese Steak Sandwich Seasoned Wedges Mixed Vegetables Mandarin Oranges Milk
14 B - French Toast Sticks Corndog Curly Fries Baked Beans Apple Milk	15 B - Coffee Cake Popcorn Chicken Mashed Potatoes Green Beans Biscuit Pears Milk	16 B - Grab n Go Garlic Cheese Bread w/ Marinara Mixed Greens Salad Corn Grapes Milk	17 B - Breakfast Sandwich Mr. Rib Sandwich French Fries Creamy Coleslaw Orange Wedges Milk	18 B - Mini Pancakes Grilled Cheese Tomato Soup Fresh Vegetables Peaches Dessert Milk
21 B - Cereal/Toast Pizza Tossed Salad Vegetable Choice Fruit Choice Milk	22 B - Breakfast Choice Cooks' Choice	23 Winter Break No School	24 Winter Break No School	25 Christmas Winter Break No School
28 Winter Break No School	29 Winter Break No School	30 New Year's Eve Winter Break No School		
*Additional fruit choice is offered daily *Milk (skim, choc skim & 1%) *Menu is subject to change * Breakfast includes entrée, fruit/fruit juice & milk. Additional options at the MS/HS. <i>This institution is an equal opportunity provider.</i>				

It is the policy of the Colfax-Mingo Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socio-economic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Erik Anderson, Superintendent, 1000 North Walnut, Colfax, IA 50054. Telephone: 515-674-3646; Email: erik.anderson@colfaxmingo.org

Colfax-Mingo Community School District Newsletter

Tigerhawk Talk



Deadline for copy and photos is the 20th of each month. Newsletter Designer • Dana J. King School Facilitator • Bert Deaton

Iowa Nondiscrimination Statement

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