

Tigerhawk Talk



March 2021

Tigerhawks!!



**Erik Anderson
Superintendent**

Thank you to our parents, students, and staff for your continued support for the mitigation strategies we have in place this year. Our efforts have been supportive of the safety of our student and staff. We began the vaccination process with our staff on Feb. 10 and look forward to finishing the second round of

vaccinations on March 11.

Our three hour late starts have been utilized by our staff to work with our distance learning students. The additional time was extended through Mar. 10. At the Mar. 8 Board meeting, the Board of Directors will determine if we keep the three hour late starts or return to the 90-minute late starts. No matter what, CMCS D thanks you for your patience and flexibility as we provided necessary time for our teachers to engage with all of our learners!

I welcome you to take the opportunity to share with our Colfax-Mingo staff your appreciation of their enthusiasm for and

commitment to our students. You can send them an email, a letter, tell them in person, give them a call, or send a note through your student to bring to school. These messages mean the world to our staff as they tirelessly work for our students' growth and improvement. Thank you for finding a way to thank your child's educators!

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

Remember, this is Tigerhawk country ... Welcome home!

Take care,
Erik Anderson, Superintendent

From the CM School Board

For each district newsletter in the 2021 calendar year, Directors will have a rotating board member write an article about pertinent Board discussion topics. This is the first of an ongoing series.

By Mary Poulter

Hello Tigerhawks! I'm Mary Poulter & I've been serving on the CM board since 2015. I'm a retired elementary school principal whose children all graduated from CMHS.

I want to share board highlights from the past two months. I encourage you to read the full minutes on our district website and as published in the Jasper County Tribune.

JANUARY

- Reviewed the timeline

for hiring a 7-12 principal

- Reviewed the timeline for construction

• Discussed the purchasing of bricks and pillars with the new stadium by patrons & alumnae

• The nutrition fund was able to pay off the general fund loan

• Voted to continue offering the COVID related leave for staff, funded through relief aid

FEBRUARY

• Hired a secondary science teacher—welcome back Whitney Wickert Kuecker, CMHS 2004!

• Reviewed technology coordinator hiring timeline — Jim Grife will be retiring from this position at the end of the year

• Approved demolition of Mingo 3-story building, while protecting gym and

lobby area. Site will be esthetically pleasing upon completion. Approved replacement of Mingo gym & lobby roof, which was damaged during derecho.

• Reviewed preliminary safe entries for the buildings and upgrading of elementary restrooms — to be completed this summer

• Discussed having a split winter season for grades 7 & 8 in order to increase participation in those activities.

• Discussed busing and transportation

• Reviewed Return to Learn Plan and the continuation of use of masks & safety protocols for indoor and outdoor activities. Approved requiring distance learners to return to in person learning if not being successful.

CM Speech Team Updates

Talbot Hook

Speech is in full swing! (Well, inasmuch as anything can be in full swing given a global pandemic.) We started our recruitment and preparation early this year, not knowing what the season would hold, and after many practice sessions and decisions, we had our first contest late in January, which was held virtually. Our groups recorded their pieces, sent them off to the judges, and awaited results (the waiting was just like in olden times). Of our three groups, two went to state, having received I ratings at districts!

One of these groups was our Freshman Radio, which is comprised of Rachael Uecker, Cassidy Smith, Merritt



REPORT to PARENTS

RP 28:6

Verbal Abuse—Slurs and Name-calling

It is far easier for teachers, parents, and playground supervisors to spot physical harassment than it is for them to notice something that can be just as damaging—slurs and name-calling. In reality, the phrase “Sticks and stones may break my bones, but names will never hurt me” has little merit. Words truly can hit as hard as a fist, and unkind labels can follow children throughout their school years.

Don’t allow labels in your home. Forbidding your children to use curse words is important, but it isn’t enough. You also need to make sure they’re not using ethnic, racial, religious, or sexual orientation slurs. Explain that using labels like these is insensitive and prevents them from seeing the person as an individual.

Talk about the cruelty some words convey. The phrase “That’s so gay” has become a common slur among young children, although many don’t understand the cruelty that is behind these words. Help children understand the pain that slurs and name-calling can cause.

Explain that being “different” isn’t justification for being harassed. Although children have always picked on peers who didn’t seem to fit in, today the abuse has become bolder and, in some cases, led to deadly beatings. Other children, long-term targets of bullies, have turned to violence—or even suicide—in a form of sick revenge. It is simply not acceptable for families or schools to allow the harassment of children for any reason at all.

Talk with them about false impressions. A girl who would rather play sports than play with dolls is not boyish or a lesbian; she’s just a girl who would rather play sports. The same is true for boys who may not enjoy rough-and-tumble activities. Calling children names like “gay boy” or “queer” just because they choose to follow their own interests, is an ignorant choice and cannot be allowed.



Help them understand when words are okay, and when they’re not. Some children may feel that it’s okay to use a slur if they’ve heard it over and over from others. Help them understand the difference between a word that is being used as a put-down and a word that is simply a description.

Use non-judgmental terms. If children are curious about the terms “gay” and “straight,” tell them that some people are gay, or homosexual, which means that they are attracted to people of the same sex, while most other people are straight, or heterosexual, which means that they are attracted to people of the opposite sex. Saying “my uncle is gay” (if he is) is simply a statement of fact. Calling classmates “gay” or “queer” simply to be hurtful is just as unacceptable as those old ethnic and racial slurs that have long been forbidden.

Pay close attention to how your children—and their friends—are behaving toward others and talk with them about how it would feel if they were the targets of name-calling.



INFORME a los PADRES

RP 28:6

El Abuso Verbal—Difamación y Sobre Nombres

Es mucho más fácil para los maestros, padres, y supervisores del patio de recreo detectar el hostigamiento físico que darse cuenta de algo que puede resultar igual de dañino—la difamación y sobre nombres. En realidad la expresión inglesa “Aunque palos y piedras puedan quebrar mis huesos, los nombres nunca podrán herirme” tiene poco mérito. Las palabras pueden dar tan duro como el puño, y las etiquetas pueden seguir a los niños a través de sus años escolares.

No permita el uso de etiquetas en su hogar. Prohibir que sus niños usen palabrotas pueda ser importante, pero no es suficiente. También debe asegurarse de que no usen expresiones que difamen en cuanto a etnicidad, raza, religión, u orientación sexual. Explíqueles que el uso de estas etiquetas es insensible y no les deja ver a la persona como el individuo que es.

Converse con ellos acerca de la crueldad que expresan algunas palabras. A pesar de que la mayoría de los niños no comprende la crueldad detrás de las palabras en inglés “That’s so gay” (homosexual) la frase ha llegado a ser de uso común entre los niños en este país. Dé la ayuda a los niños para entender el dolor que la difamación y sobre nombres pueden causar.

Explíqueles que ser “diferente” no es ninguna justificación para ser hostigado. Aunque los niños siempre se han burlado de sus compañeros que son diferentes a ellos, hoy día, el abuso ha llegado a ser más atrevido y en algunos casos, ha resultado en palizas mortales. Otros niños que han sido intimidados por un largo plazo han vuelto hacia la violencia—o hasta el suicidio—como una forma de venganza perversa. Por ninguna razón es aceptable que las familias o escuelas permitan el hostigamiento de niños.

Converse con ellos acerca de impresiones falsas. Una niña que prefiere hacer deportes en lugar de jugar con muñecas no es como un muchacho o lesbiana; simplemente es una niña que prefiere hacer deportes. Lo mismo se puede decir de los niños que no disfrutan de actividades agitadas. Decirles nombres a los niños tales como “gay boy” o “queer” (homosexual) simplemente porque deciden seguir sus propios intereses, es una actitud ignorante y no puede ser permitida.



Ayúdeles a comprender cuándo las palabras son apropiadas, y cuándo no las son. Algunos niños pueden pensar que es aceptable difamar a una persona ya que han escuchado las expresiones de otros niños. Ayúdeles a entender la diferencia entre una palabra que es usada para difamar y una descripción.

Use términos que no juzgan. Si los niños sienten curiosidad hacia los términos “gay” y “straight,” explíqueles que aunque algunas personas son homosexuales, lo cual significa que se sienten atraídas a las personas del mismo género, y otros son “straight” o heterosexuales, lo cual significa que se sienten atraídas a las personas del género opuesto. Decir “mi tío es ‘gay’” (si lo es) es un hecho. Llamar a los compañeros “gay” o “queer” simplemente para herir es tan inaceptable como aquellos antiguos comentarios étnicos y raciales cuyo propósito era la difamación, y que desde hace mucho tiempo han sido prohibidos.

Ponga atención al comportamiento de sus niños—y sus amigos—hacia los demás y converse con ellos acerca de sus sentimientos si ellos fueran la víctima de sobre nombres.

Elementary School News



Brian Summy
Elementary
Principal

I think I can safely say that we are all looking forward to better weather in March! February was a challenging month thanks to Mother Nature. I would like to thank everyone for their patience and positive attitudes as we learn from our virtual learning days.

This year we moved our conferences from February to March. Parent-Teacher Conferences are scheduled for Thursday, March 4th & Thursday, March 11th at the elementary from

4:00-8:00 pm.

Families will have the option of an in-person or virtual conference. Please use the following link to schedule a conference time — Schoolbookings.com or www.schoolbookings.net and enter the event code `qg3ay`

The elementary just spent valuable time reviewing winter assessment data. The purpose of these data days is to spend time with teachers and AEA support staff to dig into our student data. The conversions focus on the four PLC questions:

1. What is it we want all students

to learn and be able to do? (Priority Standards)

2. How will we know if each student has learned it? (assessment)

3. How will we respond when some students do not learn it? (intervention)

4. How will we extend the learning for some students who have demonstrated proficiency? (extension)

As we reviewed our data, we found areas of celebrations and areas that need improvement. The staff will continue to review classroom data monthly and make sure our adjustments are making a difference.

Jr/Sr High School News

Principal's Corner



Todd Jones
Jr/Sr High
School Principal

Parent Teacher Conferences

The secondary will be having Parent/Teacher Conferences on Thursday, March 4 and Tuesday, March 9. We will hold our conferences virtually as we did in the Fall. We felt this format worked very well for our teachers and parents who may be unable to spend all afternoon or night as they try to get to each of their students' teachers. There are many families who have multiple children in the family and may attend both the elementary and secondary schools. We will be sending out invitations to parents next week for you to sign up for time to meet virtually with teachers.

Spring Break

As I sit here and write this newsletter the weather outside is sunny and much warmer than it has been for the past week. I want to thank you all for your patience as we worked through a tremendous extremes with temperatures. It is important to

note that the days are getting longer. This is important for us to help our spirits. It has been a long and cold winter and I am sure we all would like a little opportunity to start getting outside, and I believe this will help improve our overall social emotional state of being. Spring Break could not come at a better time this year.

PROM

We will be holding PROM this year on April 17th. This is an opportunity for us to allow the students an opportunity to have a little normalcy in their otherwise difficult senior and junior year. Our students will still have to follow our mask policy and wear a mask at all times while they are at the prom except while they are eating. The students will be expected to sanitize their hands as often as possible and we will be taking designated mask breaks throughout the evening event. I can't wait to see how the students show their creativity and get their masks to match their Prom outfits.

SPEECH • CONT. FROM PAGE 1

McConeghey, Ashton Byal, and Lio Winklepleck. They chose to do a radio sketch about the bubonic plague hitting Europe in the mid-fourteenth Century (and what a parallel that is to our current situation!), and, with some expert sound editing by Rachael, created a lively and informative piece. After some re-recording sessions and additional editing, a final piece was sent to State Contest, where the group received an Overall I rating, the highest achievable!

All State will look a bit different this year, and we don't find out about it for a while yet.

Our Varsity speech group, consisting of Sam Pierce, Emma Arndt, Lillie McKee, Tanner Smith, and Rori Wheeler, settled on a celebration of the 19th Amendment (which celebrated its centennial anniversary in 2020), choosing a Reader's Theater piece called "Failure is Impossible", which commemorates the fight for Women's Suffrage. They also received a I rating at districts, and full I-s across the board at state. Mrs. Bartholmey and I are incredibly proud

of these students and their accomplishments. Overall I ratings at State Contest are no small feat!

We're now turning our attention to Individual speech, which is now well underway, and students were practicing, refining, and writing even as we practiced our large group pieces. Here are the dates for the rest of our season:

- District Individuals — February 27th

- State Individuals — March 13th

Although you can't support us in-person, please congratulate the students above on a job well-done!

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 March 2021 Menu

National School Breakfast Week March 8th-12th

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
1 B - French Toast Sticks Quesadilla Refried Beans Corn & Salsa Blueberries Milk	2 B- Coffee Cake Chicken Alfredo Tossed Salad w/ Romaine Seasoned Peas Grapes Milk	3 B – Grab n Go Breaded Pork Sandwich Curly Fries Baked Beans Banana Milk	4 B- Breakfast Sandwich Mr. Rib French Fries Mini Carrots Mixed Fruit Milk	5 B- Mini Pancakes Garlic Cheese Bread w/ Marinara Garden Salad Broccoli Applesauce Dessert Milk
8 B – Breakfast Pizza Chicken Patty/WG Bun Potato Smiles Green Beans Pears Milk	9 B- Biscuit & Gravy Spaghetti Mixed Greens Salad Seasoned Peas Breadstick Peaches Milk	10 B- Grab n Go French Toast Sausage/Egg Potato Triangle Cucumber Slices Orange Wedges Milk	11 B- Breakfast Choice Cooks' Choice	12 No School
15 Spring Break No School	16 Spring Break No School	17 Spring Break No School	18 Spring Break No School	19 Spring Break No School
22 B – Mini Waffles Pizza Tossed Salad w/ Romaine Mini Carrots Mandarin Oranges Milk	23 B-Breakfast Pizza Salisbury Steak Potatoes & Gravy Green Beans Biscuit Peaches Choc Chip Cookie Milk	24 B-Grab n Go Cheeseburger/WG Bun French Fries Baked Beans Apple Milk	25 B-Biscuit & Gravy Crispito w/ Cheese & Lettuce Corn Refried Beans Pineapple Milk	26 B- Donut Shrimp Poppers Mashed Potatoes Mixed Vegetables Wheat Roll Applesauce Milk
29 B - Sausage & Pancake on a Stick Cooks' Choice	30 B-Long John Beef Burger Seasoned Wedges Baked Beans Strawberries Milk	31 B – Grab n Go Hotdog/ WG Bun Tater Tots Mixed Vegetables Pears Snickerdoodle Cookie Milk		

*Milk (skim, choc skim & 1%) *Menu is subject to change
* Breakfast includes entrée, fruit/fruit juice & milk. Additional options at the JH/HS.

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

It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, age, or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.6, 216.7, and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, please contact the Iowa Civil Rights Commission, Grimes State Office Building, 400 E 14th St, Des Moines, IA 50319-1004; phone number 515-281-4121 or 800-457-4416; website: <https://icrc.iowa.gov/>.