

Colfax School District



NEWSLETTER

February / March /

April 2018

From the Desk of the District Administrator

Dear Colfax School District Residents:

Welcome to the 2018 calendar year. As we move into the second half of the school year there are many activities and events taking place in our school. Also, please read the attached article: *The Impact of Technology and the Developing Child* which follows directly behind my newsletter update.

Winter Weather

Inclement weather is taken very seriously and student safety is our main focus. We make decisions as timely as possible with student safety first and foremost in mind. As most families already know, we have implemented “**School Messenger**” which serves as a telephonic and email communication device to notify families of school closings and other important information which may need to be shared with families in our school district. If you are receiving this message in error, please contact the school at 715-962-3155. Wisconsin winters can be unpredictable and we will continue to post school closings on TV13 and TV18 as well as major local radio stations. Please encourage your children to slow down and drive safely to and from school. As a parent, you must make the final decision whether you feel it is safe enough for your child to attend school during inclement weather. If you have questions regarding snow removal or icy conditions, please contact your township or the county in which you live.

Positives for Tax Payers

On behalf of the Board of Education, we would like to say “**Thank You**” for supporting our students and your school. The strong support for our school, with a 70% referendum pass rate, is something to be proud of. We have accomplished this and our projects while still maintaining a low mill rate. The School District of Colfax mill rate remains one of the lowest in our conference and region. For the past six years the school district taxes have maintained a steady and consistent level while still balancing a budget with significantly reduced state aid.

GOOD NEWS: Our mill rate remains one of the lowest at **8.41**, post referendum. This is great news for our tax payers and school district.

Again, thank you for your support!

We will continue to use visionary leadership in making the best decisions for our students and school. We will do everything we can to continue to make the School District of Colfax the best it can possibly be. The school board and administration are utilizing our resources in a fiscally responsible manner to accomplish our mission of helping our children acquire the knowledge, skills, and curricular preparation necessary to be college and career ready, as well as successful and responsible citizens.

Continue to Support Public Schools

Public education continues to face some challenges. Support public schools by being involved in your children’s activities and if you don’t have children in school, re-connect with us by attending some of our many events and activities. Also, contact your local legislators and let them know you support your local public schools and to fund our school to move it forward, not backward. Education is the escalator out of poverty.

“There is a place in America to take a stand: it is public education. It is the underpinning of our cultural and political system. It is the great common ground. Public education after all is the engine that moves us as a society toward a common destiny...It is in public education that the American dream begins to take shape.”

Tom Brokaw

Thank You – Programs & Concerts

Each year we are treated to special events that highlight the talents of our youth. In December we had a series of wonderful concerts. The Junior Kindergarten and Early Childhood programs combined to perform for the families and friends of these youngsters. Our high school, middle school, and elementary schools presented wonderful holiday programs. A special thanks to Mrs. Christensen, Mr. Westholm, and Mr. Woodford, the teachers, the

community and parents for their attendance and support, to all the custodians, and the “behind-the-scenes” helpers who assisted in setting up and taking down.

I would like to invite each of you to stop by a basketball game, have a bag of popcorn, and support our students in the many activities in which they represent our school and community. We continue to strive to meet the needs of our students to ensure they remain competitive in the world in which they will live to be college and career ready.

As your Superintendent my goals remain clear: *To provide and maintain our high level of educational programming and excellence, and to be fiscally responsible to the tax payers of this great school district.* The school board, myself, and the administrative team continue to review the best options for our school district to succeed in these challenging economic times in public education. We will continue to provide the high level of excellence in education that the School District of Colfax has been known for throughout our history.

We are Colfax and we are Proud!

William C. Yingst Jr.
Superintendent
School District of Colfax

“It is highly interesting to our country, and it is the duty of its functionaries, to provide that every citizen in it should receive an education proportioned to the condition and pursuits of his life.” --Thomas Jefferson to Peter Carr, 1814

The Impact of Technology on the Developing Child

By Cris Rowan: Pediatric occupational therapist, biologist, speaker, author

Reminiscing about the good old days when we were growing up is a memory trip well worth taking when trying to understand the issues facing the children of today. A mere 20 years ago, children used to play outside all day, riding bikes, playing sports and building forts. Masters of imaginary games, children of the past created their own form of play that didn't require costly equipment or parental supervision. Children of the past moved... a lot, and their sensory world was nature based and simple. In the past, family time was often spent doing chores, and children had expectations to meet on a daily basis. The dining room table was a central place where families came together to eat and talk about their day, and after dinner became the center for baking, crafts and homework.

Today's families are different. Technology's impact on the 21st century family is fracturing its very foundation, and causing a disintegration of core values that long ago were the fabric that held families together. Juggling school, work, home, and community lives, parents now rely heavily on communication, information, and transportation technology to make their lives faster and more efficient. Entertainment technology (TV, Internet, video games, iPads, cell phones) has advanced so rapidly, that families have scarcely noticed the significant impact and changes to their family structure and lifestyles. A 2010 Kaiser Foundation study showed that elementary aged children use on average 7.5 hours per day of entertainment technology, 75 percent of these children have TV's in their bedrooms, and 50 percent of North American homes have the TV on all day. Gone is dining room table conversation, replaced by the "big screen" and take out.

Children now rely on technology for the majority of their play, grossly limiting challenges to their creativity and imaginations, as well as limiting necessary challenges to their bodies to achieve optimal sensory and motor development. Sedentary bodies bombarded with chaotic sensory stimulation are resulting in delays in attaining child developmental milestones, with subsequent negative impact on basic foundation skills for achieving literacy. Hard-wired for high speed, today's young are entering school struggling with self-regulation and attention skills necessary for learning, eventually becoming significant behavior management problems for teachers in the classroom.

So what is the impact of technology on the developing child? Children's developing sensory, motor, and attachment systems have biologically not evolved to accommodate this sedentary, yet frenzied and chaotic nature of today's technology. The impact of rapidly advancing technology on the developing child has seen an increase of physical, psychological and behavior disorders that the health and education systems are just beginning to detect, much less understand. Child obesity and diabetes are now national epidemics in both Canada and the U.S., causally related to technology overuse. Diagnoses of ADHD, autism, coordination disorder, developmental delays, unintelligible speech, learning difficulties, sensory processing disorder, anxiety, depression, and sleep disorders can be associated with technology overuse, and are increasing at an alarming rate. An urgent closer look at the critical factors for meeting developmental milestones, and the subsequent impact of technology on those factors, would assist parents, teachers and health professionals to better understand the complexities of this issue, and help create effective strategies to reduce technology use.

ELEMENTARY SCHOOL NEWS

Minute-To-Win-It-Olympics at Colfax Elementary PBIS

We celebrated our refresher Positive Behavioral Intervention Supports (PBIS) celebration the week of January 23rd-26th. Students completed filling in the Viking Ship for good behavior. Students were broken into three groups balancing abilities of students in their classroom and had a tournament with each other on the “Minute to Win It Olympics”. On Friday, January 26th, top teams from each classroom by grade level competed for the “Minute-To-Win-It” traveling trophy. We have taken time as we returned to school from “Winter Break” to remind students of appropriate behavior in school. The areas that we reinforced for PBIS behavior were: 1) classroom, 2) playground, 3) hallway, 4) bathroom, 5) cafeteria, 6) office, and 7) bus. Our students did a fantastic job of showing good sportsmanship and cheering each other on. Congratulations to all of our students who are being safe, responsible, respectful, and leading by example.

Colfax Fire Department Poster Grade Level Winners 2017-18



The Colfax Fire Department has announced the winners of their poster contest (Every Second Counts Plan 2 Ways Out). Students in grade 1st-5th were eligible to complete a poster and had an opportunity to be selected for 1st-3rd place at each grade level. First place was awarded \$15.00, second place \$10.00 and third place was awarded \$5.00. Congratulations to all of our winners. The Colfax Fire Department had a difficult time narrowing down our winners because of the effort put forth by our elementary artists. Congratulations to all of our participants! First place winners will be sent to the State Fire Convention in Middleton, Wisconsin for a chance to win the grand prize of \$50.00.

1st Grade

1st Place Kendyl Acker
2nd Place Ezra St. Aubin
3rd Place Bentley Prochnow

2nd Grade

1st Place Talen Stewart
2nd Place Rachel Rose
3rd Place Austyn Pederson

3rd Grade

1st Place Leah Walbrandt
2nd Place Sydney Henricks
3rd Place Veronika Leavens

4th Grade

1st Place Jessa Rundle
2nd Place Elizabeth Schmitt
3rd Place Olivia Steinbach

5th Grade

1st Place Conner Berthiaume
2nd Place Aubrey Rihn
3rd Place Brady Elmer



Honorable Mention winners from our Colfax Fire Department Poster contest!
These are students from 1st-5th Grade.

Returning from winter break, our teachers have spent the last couple of weeks monitoring the progress of our students' reading levels and identifying children who need extra support in reading. Along with that, we continue using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) progress monitoring materials with students in grades 3rd through 6th Grade. Teachers work with students who may be struggling on an individual or small group basis and then test the students weekly on the skills they are working on. This data is then entered into a computer system through the University of Oregon and reports are created that show student growth. Grade-level team meetings are scheduled the next couple of weeks to look at data and plan instruction to meet the needs of individual students.

Reading Wonders, My Math/Glencoe and Perspectives

We are continuing to implement our Reading Wonders and My Math/Glencoe curriculum by McGraw Hill and Perspectives by Pearson in 6th Grade. Teachers have been working hard to implement the curriculum with fidelity. Keep in mind that this has been a transition for students, parents, and teachers. Teachers will have an opportunity to meet with you at conference time and answer any questions you may have. Also, if you have questions or concerns contact your child's teacher. Lastly, encourage your child to try their best even when the curriculum gets difficult. Part of growing is learning from our mistakes and growing from those mistakes.

Forward Exam

The FORWARD Exam window opens Monday, March 19th and closes Friday, May 4th, 2018. This is the DPI state mandated testing that takes place for 3rd-6th grade students in our elementary school. Students in 3rd, 5th, and 6th grade are tested in their Reading/English Language Arts and Math while 4th grade is tested in Reading/English Language Arts, Math, Science, and Social Studies. We would appreciate if you could schedule routine appointments outside of the testing window.

How can Parents help with Reading?

Reading is one of the most important skills students need to be successful in school. Reading practice should be occurring daily in school and at home. Taking time to read with your child is important to their academic success. I would encourage parents to continue to set aside 20-30 minutes a night to have your child read to you. Reading with your child is the best way to ensure that they are reading regularly and are thinking about their reading. Asking questions and having your child predict can continue to help them grow in their reading ability. I really enjoy that time at night listening to our children read.

Accelerated Reading

It is hard to believe that the 2017-2018 school year is half over. Accelerated Reader has been an integral part of the reading program at Colfax Elementary School. Students have taken the Star Reading again in January 2018. This is a benchmark test that tells teachers where each student is with their reading level. Star Reading also sets a student's Zone of Proximal Development (ZPD) which is the level of books we want them to read. The goal of AR is to increase students' reading practice time and to evaluate their comprehension based upon their quiz scores. Research has shown that if a student reads within their ZPD and scores 90% or higher on their quizzes, they may gain 2 years of reading growth. While a child is reading, we want them to focus on accuracy and understanding. Students have scheduled time each day at school to read and take AR quizzes. Students are also able to take quizzes at the Colfax Public Library as well as check out books there. You can check if a book has an AR quiz by going to www.arbookfind.com and searching by title, author, or ISBN number.

To date, there are 404 students in grades kindergarten through sixth who are using the AR program. They have passed 14,195 quizzes so far this year. Students have earned 12,165.8 points that can use to earn incentives. The average score for all students is 89.7%. Students have read a combined total of 54,964,436 words this year in AR. Six students have read over 1 million words and 1 student has read over 2 million words.

Parents can access information about AR on a special website at <https://hosted378.renlearn.cocm/324621>. Use your child's AR username and password to see what they have been doing. Check out the AR program and encourage your child to read!

Title I

Title I is a federally funded program designed to support students in reading and math who are struggling with grade level work. Through this extra help they receive at school and with parent support, students have the opportunity to focus on skills they struggle with and make greater gains in their subjects. Colfax Elementary School is identified as a school wide program and all teachers are considered Title I staff. This allows staff to work with all students who may need additional support. Talk to your child's teacher if you have any questions about this.

The Colfax National Geography Bee:

The National Geography Bee was held on Tuesday, January 9, 2018 for students in grades 4th-8th. Two finalists from each grade level 4th-8th competed. We narrowed the final competition to our top three finalists. Mark Sonnetag (7th Grade) took 1st place, Mason Yarrington (6th Grade) took 2nd place, and Alex Swanson (8th Grade) took 3rd place. Mark will complete the written exam and may be eligible for the State Geography Bee depending on his results from the exam. The breakdown of each student by grade level is listed below:



Congratulations to our 2018 National Geography Bee grade level winners!

4th Grade

Orion Nichols
Elizabeth Schmitt

5th Grade

David Paulson
Amanda Lemler

6th Grade

Mason Yarrington
Jeanette Hydukovich

7th Grade

David Lyrek
Mark Sonnetag

8th Grade

Dustin Niggemann
Alex Swanson



Our 5th Grade Norwegian Dancers kicking up their heels!



January 22-26th was Adult School Crossing Guard Recognition Week, an opportunity to thank our crossing guard Wendy Lausted for her willingness to bravely cross our students, day-in and day-out, regardless of the weather. I extended an invitation to students to write notes of appreciation to Wendy Lausted. We are fortunate to have Wendy willing to serve our students in this capacity.

Parent/Teacher Conferences

In planning ahead, parent/teacher conferences will take place on Monday, February 19th from 4:00-8:00 p.m. and Thursday, February 22nd from 4:00-8:00 p.m. **THERE IS NO SCHOOL FOR STUDENTS ON FRIDAY, FEBRUARY 23rd, and MONDAY, FEBRUARY 26th, 2018.** Conferences will be scheduled for students in the elementary Kindergarten-Sixth Grade. Information regarding conferences will be sent home as to the exact dates and times.

Early Childhood Screening

Early Childhood Screening is important for your child’s continued learning and readiness for future school success. If you have ANY concerns with your child’s development, Early Childhood Screening is the first step. If your child is 3 years old or will be 3 by June 2018, you can call and schedule a free early childhood screening.

Please call the school at 715-962-3676 ext. 2335 to set up an appointment. Ask for Andrea, the Early Childhood Teacher.



Junior Kindergarten Registration

All parents who have a child that will be 4 years of age by September 1, 2018 should register their child for the Colfax Junior Kindergarten Program for the 2018-2019 school year.

Registration will be held on Friday, April 13, 2018 at the Colfax Elementary School.

Families may register for one of the following 45-minute time slots: 8:30 – 10:00 – 12:30 – 2:00

Children will spend some classroom time with teachers while parents fill out necessary paperwork. At the end of the session there will be time to ask any questions you may have.

Please bring the following:

- Original birth certificate
- Vaccination records

Please call the Colfax Elementary Office at 715-962-3676 to schedule your time!

There will be NO JK CLASSES ON FRIDAY, APRIL 13, 2018



Kindergarten Registration and Screening

Registration and screening for children who are eligible to enroll in the kindergarten program this coming fall will take place the week of April 3-6, 2018. Students who are currently enrolled in our Junior Kindergarten Program do not need to register or be screened for next fall. Promotion from Junior Kindergarten to Kindergarten will be discussed with parents during parent/teacher conferences in February. Please call the elementary office at 715-962-3676 to make an appointment for kindergarten screening. If you or someone you know has a child that is eligible to register for Kindergarten please contact our office for an appointment.

Lost and Found

We have numerous articles of clothing left at school including: jackets, sweatshirts, hats, mittens/gloves, etc. Please stop in at the elementary school office to claim any lost articles of clothing. Any unclaimed clothing will be donated to Good Will at a later date.



Trevor Hovde
Elementary Principal

Summer Ball Registration!

Registration for summer Baseball (Grades 3-8), Softball (Grades 3-8), T-ball (JK-K), and Pitchball (Grades 1-2) will be held in the elementary cafeteria from 4:00-7:30 on the nights of parent-teacher conferences (February 19 and February 22). Parents who attend differently scheduled conferences can register by contacting Kristen Hiitola at 715-308-4954.

CALENDAR OF UPCOMING EVENTS:

February 13, 2018	School Spelling Bee 1:00 PM	
February 14, 2018	Valentine's Day	
February 16, 2018	3 rd Quarter Midterms	
February 19, 2018	Parent/Teacher Conferences 4-8:00 PM	
February 22, 2018	Parent/Teacher Conferences 4-8:00 PM	
February 23, 2018	NO SCHOOL FOR STUDENTS	
February 26, 2018	NO SCHOOL FOR STUDENTS	
March 8, 2018	In-Service Day EARLY RELEASE 12:30 P.M. NO JR. KINDERGARTEN A.M. OR P.M.	
March 9, 2018	NO SCHOOL – STAFF RECESS	
March 16, 2018	NO SCHOOL – STAFF RECESS	
March 29, 2018	End of 3 rd Quarter	
March 30, 2018	NO SCHOOL – HOLIDAY BREAK	
April 2, 2018	NO SCHOOL – HOLIDAY BREAK	
April 3-6, 2018	Kindergarten screening & registration (call the elementary office for an appt.)	
April 6, 2018	Report Cards will go home with students	
April 13, 2018	Jr. Kindergarten Registration (call the elementary office for an appt.) 715-962-3676 NO SCHOOL FOR JUNIOR KINDERGARTEN A.M. OR P.M.	
April 27, 2018	4 th Quarter Midterms	
May 10, 2018	Kindergarten Graduation 12:30 PM 1-6 Spring Concert 1:30 PM	
May 28, 2018	NO SCHOOL – Memorial Day	
May 31, 2018	Last Day of School-release at 1:00 PM	
June 4-15, 2018	Summer Swimming Lessons	
June 18-29, 2018	Summer School	

Counseling Updates

What Is PBIS?

Positive behavioral interventions and supports (**PBIS**) is a way for schools to encourage good behavior. With **PBIS**, kids learn about behavior, just as they learn other subjects like math or science. The key to **PBIS** is prevention, not punishment.

Viking Pride Certificates:

Over 200 students have been nominated for displaying outstanding behavior. Each student who is nominated receives a certificate and is entered into a weekly drawing to receive an additional prize. Each and everyday staff members are looking for students to nominate and there are plenty more elementary students to recognize!

PBIS Acknowledgements & Celebrations:

The students at Colfax Elementary School work together to fill our school Viking Ship. **Safe, respectful and responsible** behaviors are acknowledged with wristband and tickets. Each classroom works towards collectively earning 100 positive acknowledgements. Then classrooms receive a VIKING SHIP to place on our large Viking Ship display. There are 100 spots to fill on the Viking Ship. When we work together and the classrooms earn 100 Viking Ships we CELEBRATE! First quarter we had a fall festival. Students enjoyed face painting, pumpkin bowling, a giant twister game and many more fun activities! It's great to see so many students "SAILing" to success in our classrooms and hallways!

Tips For Families:

We have been working on keeping our volume down in the lunchroom. Practicing good table manners during your meal time will help make lunch more pleasant for all. Here are some suggestions: *wash your hands before you eat, place your napkin on your lap, chew with your mouth closed, don't talk with your mouth full, wipe your mouth with a napkin, use the right utensils, and say please and thank you.* -www.thirtyhandmadedays.com

Coming Soon...

Students may be acknowledged for RESPECTFUL behaviors by earning a stamp. These washable stamps will be stamped on students hands. If your child comes home with a stamp on his/her hand be sure to congratulate them! If you have any questions or concerns with the use of stamps, please talk to your child's teacher.

On-Site Mental Health Counseling

We are working with Northwest Direction and Callier Clinic to provide on-site mental health counseling services to students in our district. This is an opportunity to receive counseling services with the ease of transportation and scheduling. If you would like more information about this service, please contact Amy Bowe or Kelly Haskamp at 715-962-3155.

District Assessment Update

The state required assessments for students will soon begin. Wisconsin students are required to take the WI Forward Exam (grade 3-8 and 10) and ACT Aspire/ACT (grades 9-11). These exams measure our student achievement and data gathered is used for the Accountability Report Card. Please encourage your child to work hard and take the exams serious. We want an accurate picture of our student's abilities to reflect the great things going on in our district.

WI Forward Exam-The testing window is set for March 19-May 4. .

ACT- All Juniors will take the ACT plus writing at school Tuesday, February 27 followed by the WorkKeys on Wednesday, February 28. The make-up day for these exams is scheduled March 20 and 21

ACT Aspire- The testing window is scheduled for April 9-May 11th.

***More information regarding exact testing days and times will be sent home in the coming weeks, please watch for this information.**

Looking for ways to help your child prepare, check out these links below for specific exams

ACT and ACT Aspire-- <https://dpi.wi.gov/assessment/act/practice-test>

WI Forward- <https://dpi.wi.gov/assessment/forward/sample-items>

Here is a great article published by the U.S. Department of Education

<https://www2.ed.gov/parents/academic/help/succeed/part9.html>

Helping Your Child with Test-Taking -- Helping Your Child Succeed in School

You can be a great help to your child if you will observe these do's and don'ts about tests and testing:

- Do talk to your child about testing. It's helpful for children to understand why schools give tests and to know the different kinds of tests they will take.
- Explain that tests are yardsticks that teachers, schools, school districts and even states use to measure what and how they teach and how well students are learning what is taught. Most tests are designed and given by teachers to measure students' progress in a course. These tests are associated with the grades on report cards. The results tell the teacher and students whether they are keeping up with the class, need extra help or are ahead of other students.
- The results of some tests tell schools that they need to strengthen courses or change teaching methods. Still other tests compare students by schools, school districts or cities. All tests determine how well a child is doing in the areas measured by the tests.
- Tell your child that occasionally, he will take "standardized" tests. Explain that these tests use the same standards to measure student performance across the state or even across the country. Every student takes the same test according to the same rules. This makes it possible to measure each student's performance against that of others.
- Do encourage your child. Praise her for the things that she does well. If your child feels good about herself, she will do her best on a test. Children who are afraid of failing are more likely to become anxious when taking tests and more likely to make mistakes.
- Do meet with your child's teacher as often as possible to discuss his progress. Ask the teacher to suggest activities for you and your child to do at home to help prepare for tests and to improve your child's understanding of schoolwork.

- Do make sure that your child attends school regularly. Remember, tests reflect children's overall achievement. The more effort and energy your child puts into learning, the more likely it is that he will do well on tests.
- Do provide a quiet, comfortable place for studying at home and make sure that your child is well rested on school days and especially on the day of a test. Children who are tired are less able to pay attention in class or to handle the demands of a test.
- Do provide books and magazines for your child to read at home. By reading new materials, a child will learn new words that might appear on a test. Ask your child's teacher for lists of books for outside reading or get suggestions from your local library.
- Don't get upset because of a single test score. Many things can influence how your child does on a test. She might not have felt well on test day or she might have been too nervous to concentrate. She might have had an argument with a friend before the test or she might have been late to school because the school bus got caught in traffic. Remember, one test is simply one test.
- Don't place so much emphasis on your child's test scores that you lose sight of her well being. Too much pressure can affect her test performance. In addition, she may come to think that you will only love her if she does well on tests.
- Do help your child avoid test anxiety. It's good for your child to be concerned about taking a test. It's not good for him to develop "test anxiety." Test anxiety is worrying too much about doing well on a test. It can mean disaster for your child. Students with test anxiety can worry about success in school and about their future success. They can become very self-critical and lose confidence in their abilities. Instead of feeling challenged by the prospect of success, they become afraid of failure. If your child worries too much about taking tests, you can help to reduce the anxiety by encouraging the child to do the following things.
 - Plan ahead. Start studying for the test well in advance. Make sure that you understand what material the test will cover. Try to make connections about what will be on the test and what you already know. Review the material more than once.
 - Don't "cram" the night before. This will likely increase your anxiety, which will interfere with clear thinking. Get a good night's sleep.
 - When you get the test, read the directions carefully before you begin work. If you don't understand how to do something, ask the teacher to explain.
 - Look quickly at the entire text to see what types of questions are on it (multiple choice, matching, true/false, essay). See if different questions are worth different numbers of points. This will help you to determine how much time to spend on each part of the test.
 - If you don't know the answer to a question, skip it and go on. Don't waste time worrying about one question. Mark it and, if you have time at the end of the test, return to it and try again.

After the Test

Your child can learn a great deal from reviewing a graded exam paper. Reviewing will show him where he had difficulty and, perhaps, why. This is especially important for classes in which the material builds from one section to the next, as in math. Students who have not mastered the basics of math are not likely to be able to work with fractions, square roots, beginning algebra and so on.

Discuss the wrong answers with your child and find out why he chose the answers. Sometimes a child didn't understand or misread a question. Or, he may have known the correct answer but failed to make his answer clear.

You and your child should read and discuss all comments that the teacher writes on a returned test. If any comments aren't clear, tell your child to ask the teacher to explain them.

Nurse's Notes

GUIDELINES FOR WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL

Attendance in school fosters social, emotional and academic development, but children need to be healthy in order to learn and to be safe. School success is promoted when children are ready and able to learn. Children who are not feeling well are at greater risk for accidents and injury. Effective prevention of illness-adequate rest, nutrition, hydration and reinforcement of good hand hygiene, is essential for good health. Sometimes it can be difficult for a parent to decide whether to send their child to school when he or she wakes up with symptoms of an illness, or complaints that they do not feel well. The following guidelines are offered to help you make decisions about when to keep your child home.

FEVER: Elevated temperature is an indication that a child is ill and could be contagious. A fever is defined as an elevated temperature of 100.0 degrees or higher. A child with a fever needs rest and hydration and must stay home. Children should not return to school until they are fever free (without fever reducing medication) for 24 hours.

VOMITING: A child who is vomiting needs to remain home. They may return once tolerating a normal diet and remaining symptom free for 24 hours.

DIARRHEA: If your child has loose or watery stools, they need to stay home. They may return once tolerating a normal diet and remaining symptom free for 24 hours.

RASH: A child with a skin rash of unknown origin or a rash accompanied by a fever needs to remain home. Contacting a physician is recommended with rash illnesses as they may be a symptom of a communicable disease.

PINK EYE: Children with crusty, weepy, red eyes that may be signs of bacterial conjunctivitis (pink eye) need to stay home and see their medical provider.

SORE THROAT/COUGHS: Sore throats with fevers and swollen glands need medical evaluation. Fever is not necessary for strep throat, and often strep throat is accompanied by any combination of sore throat, headache, stomachache, and "strawberry tongue". A child with a persistent cough that is disruptive to the classroom and learning process should stay home. A persistent cough should be evaluated by a medical provider. Cough in asthmatic children must be evaluated by a medical provider before returning to school.

GUIDELINES TO KEEP IN MIND:

- When antibiotics are prescribed your child must complete a full 24 hours of doses before returning to school. They must also be fever free and well enough to participate in class.
- If there are signs of breathing difficulty or wheezing the child needs to remain home until symptom free.
- Persistent abdominal pain (continuing over 2 hours) or intermittent pain associated with a fever requires a medical evaluation and rest at home.
- Always call the school nurse when your child has been diagnosed with a communicable disease, has had an injury or requires accommodations due to health concerns.
- Routine head lice checks are the responsibility of the parents and should be done at regular intervals (weekly) to assure that your child comes to school free of lice.

Thank you for supporting our school community by helping to create a healthy and safe environment that promotes student success and assures that our children are ready and able to learn. You may reach me 715-962-3155 ext. 2418 or ruff@colfax.k12.wi.us with any questions or concerns.

Sincerely,

Terri Ruff, RN
School Nurse

DENTAL HYGIENE & ORAL HEALTH

February is dental health month so let's talk about dental hygiene and oral health. Good dental hygiene leads to good oral health. Good oral health is a huge part of our overall physical health! Poor oral health is linked to heart disease, diabetes, and stroke along with other chronic conditions.

Here are some of the basics for keeping your mouth healthy.

- Brush twice a day and take your time!
- Use toothpaste with fluoride and a soft-bristled brush.
- Keep your toothbrush clean- rinse it after use and store it upright. Don't keep it covered- let it air dry to prevent growth of bacteria and molds.
- Replace your toothbrush every 3-4 months
- Floss daily! It doesn't matter if you floss before or after your brush. If you struggle with string floss, try the floss picks or interdental brushes.
- Using mouthwash can help with killing germs in the mouth, keeping teeth protected from the acids caused by bacteria feasting on sugars. Mouthwash also helps keep your breath fresh and pleasant! Some mouthwashes also contain fluoride. Ask your dentist if that is something you should be using.
- Avoid sugary drinks like soda and sports drinks. They are one of the biggest culprits in formation of cavities (sugar=food for bacteria=acid production=HOLES in teeth!).
- GO SEE your dentist if you have any of these issues arise:
 - ✓ Red, tender or swollen gums
 - ✓ Gums that bleed when you brush or floss
 - ✓ Gums that begin pulling away from your teeth
 - ✓ Loose permanent teeth
 - ✓ Changes in the way your top and bottom teeth align with each other
 - ✓ Unusual sensitivity to hot and cold
 - ✓ Persistent bad breath or an unusual taste in your mouth
 - ✓ Difficulty swallowing
 - ✓ Mouth ulcers or sores that don't heal

Taken from the American Dental Association. For more info go to <http://www.mouthhealthy.org/en/teens/healthy-habits>.



MIDDLE/HIGH SCHOOL NEWS

FBLA

- The Regional Leadership Conference will be held on Saturday, February 3 at St. Croix Central High School.
- The State Leadership Conference will be held on Monday, April 9 and Tuesday, April 10 in LaCrosse.

Report Cards

- The second quarter/first semester ended on Friday, January 19.
- Report cards have been sent home with students on Friday, January 26.

Music Activities

- High School Solo Ensemble Monday, March 5 @ Glenwood City High School
- Middle School Large Group Choir/Band Wednesday, March 7 @ Mondovi
- The School Musical "The Music Man" will be performed:
 - Friday, March 23 at 7:00 p.m.
 - Saturday, March 24 at 7:00 p.m.
 - Sunday, March 25 at 2:00 p.m.
- Spotlight Night Variety Show – Friday, April 6 @ 7:00 p.m.
- Tuesday, May 1 Spring Concert (7-12) @ 7:30 p.m.

Winter Carnival Week

Winter Carnival activities will take place the week of February 5-9. Activities will be scheduled throughout the week for students to participate in. Friday, February 9 at 3:00 p.m. the King and Queen will be crowned to complete Winter Carnival Week during the school day.

Scheduling Classes for 2018-19 school year

Registration for high school classes for the 2018-19 school year will take place in March. Mr. Dachel and Mrs. Bowe will meet with each upcoming high school class to share scheduling information. Students and parents will need to review the course selection, and then enter their classes on the computer.

Youth Options

Applications are due for fall enrollment on Thursday, March 1, 2018 to the Guidance Office. Students and parents should contact the guidance department if there are questions.

Career Cruising (ACP)

ACP (Academic and Career Planning) Students have been working in Career Cruising as well as having career opportunities in their classrooms. The login for your student to access Career Cruising is available on our school website. Career Cruising is an internet-based career and planning tool to explore career and college options. Features of the program include:

ASSESSMENTS World-renowned assessment tools to help your child identify his or her career interests, skills, abilities, and learning styles

CAREER PROFILES Thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs

MULTIMEDIA INTERVIEWS with real people in each occupation, which add depth and realism to career profiles

COLLEGE AND FINANCIAL AID INFORMATION Comprehensive college and financial aid information, with a number of useful search tools to help your child find the right college and the right scholarships

EMPLOYMENT GUIDE Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job

MY PLAN An online portfolio where your child can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future

RESUME BUILDER Integrated with the My Plan tool to help your child create, format, and print professional-looking resumes quickly and easily

PARENT ACCESS Allows you to view the information your child has stored in his or her plan, learn more about the careers and schools that your child is interested in. Ask your student to login and share their plan with you by entering your email.

Parent involvement is crucial for the success of our students with their academic and career plan (ACP). Please take some time to review your student's plan. Feel free to contact Mrs. Bowe or Mrs. Haskamp if you have questions or concerns about planning for your student's future.

The Colfax FFA Toy Show

The Toy Show will take place on Sunday, February 25 from 9:00-3:00 p.m. in the HS gymnasiums.

The FFA Banquet Is scheduled for Tuesday, April 3 at 7:00 p.m. in the HS Cafeteria.

Athletic Banquet Is on Wednesday, April 25 @ 6:30 p.m.

NHS Banquet Is on Wednesday, March 28 @ 7:00 p.m. Banquet will be held in the Martin Anderson Gym.

MIDDLE SCHOOL GIRL'S BASKETBALL

Date	Opponent	H/A	Time
2/01/18	Glenwood City	A	5:00pm
2/05/18	Boyceville	H	5:00pm
2/06/18	St. Paul's	H	5:00pm
2/15/18	St. Croix Central	A	4:30pm

Girls Basketball:

PLAY-OFFS (Seedings, times, and places to be announced)

- Tuesday, February 20 First game Regional
- Friday, February 23 Regional Semi-finals
- Saturday, February 24 Regional Finals
- Thursday, March 1 Sectional Semi-finals
- Saturday, March 3 Sectional Finals
- Thursday, March 8 State

Boys Basketball:

PLAY-OFFS (Seedings, times, and places to be announced)

- Tuesday, February 27 First Game Regional
- Friday, March 2 Regional Semi-finals
- Saturday, March 3 Regional Finals
- Thursday, March 8 Sectional Semi-finals
- Saturday, March 10 Sectional Finals
- Thursday, March 15 State

Spring Sports

The following dates are the earliest starting dates for spring 2017 Sports:

- TRACK Monday, March 5
- SOFTBALL Monday, March 12
- BASEBALL Monday, March 19
- GOLF Monday, March 26

Spring Sports Calendars

A reminder that April/May spring sports calendars may be subject to change due to weather. Please contact the high school with questions.

Spring Sports Photos

Sports photos are scheduled for after school on Wednesday, April 4. Students are reminded to have their full uniform, completed order form and payment with them.

Middle School Track - Begins Tuesday, April 3, 2017

All students must have a current physical or alternate year card as well as a signed Athletic Code.

MS Track Schedule

4/27/18	Elk Mound Invite	4:00pm
5/1/18	Colfax Invite (Home)	4:00pm
5/7/18	Colfax Invite (Home)	4:00pm

Driver's Education Class

Students who have not already picked up their driver's education schedule for summer 2018 are encouraged to do so. Any student who will be 14 years and 8 months old by October 1, 2018 will be allowed to take driver's education this summer. The two offered summer sessions are: June 5–25, 2018 and July 30- August 17, 2018. All classes are conducted and scheduled through Safety & Respect Driving School.

If you need additional information regarding Drivers Education contact: Safety & Respect at (715)834-8625 between 9:00 a.m. – 3:00 p.m. Monday-Friday or visit their website at: www.safetyandrespect.com.

District Calendar Dates for 2018

Monday, February 19-----	Parent/Teacher Conf
Thursday, February 22-----	Parent/Teacher Conf
Friday, February 23-----	No School
Monday, February 26-----	No School
Friday, March 9-----	No School – In-Service Day
Friday, March 16-----	No School – In-Service Day
Friday, March 29-----	End of 3 rd Quarter
Friday, March 30-----	No School – Holiday Break
Monday, April 2 -----	No School – Holiday Break
Friday, May 18-----	Graduation - 7:15 P.M.
Monday, May 28 -----	Memorial Day-No School
Thursday, May 31-----	Last day of school for students

Memo to Seniors -&- their Parents/Guardians

As we head into the final months of school, it is an important time for seniors to make sure that they continue to work hard until graduation. If your child is a senior, and if he/she received a failing grade this past quarter, please be sure to contact the teacher and see what needs to be done to pass for the semester. A letter will also be sent out to the parents to inform them of a senior's failing grade(s). A reminder, that if a student does not have the appropriate number of credits for graduation, he/she will not receive his/her high school diploma. Also it is important for all seniors to be in attendance throughout the remainder of the school year. If there are any questions in regard to graduation, you may contact Mr. Dachel at 715-962-3155.

John Dachel, 7-12 Principal

SPECIAL EDUCATION/PUPIL SERVICES

Hello! I hope this letter finds you well! As winter blankets us in snow it is typical for all of us to begin to feel the stress of the daily grind of work, school, and other commitments. As a result, it is not unusual for me to start getting calls from parents wondering how they can “get their child an IEP” because they are finding that their child is beginning to struggle academically or is failing classes.

To qualify for an IEP (Individualized Educational Plan) a child must first be identified as having a disability that negatively affects their educational performance. An educational disability may be found in one of the following categories: autism, cognitive disability, deaf-blind, hearing impairment, significant learning disability, health impairment, orthopedic impairment, significant development disability, speech and language, traumatic brain injury, vision, or emotional behavioral disability. In essence the child must have a condition that handicaps their ability to perform at the same ability level as their non-disabled classmate. Every school district has a legal responsibility to identify and evaluate children who are in need of special education services. It is important to note that an educational disability is not the same as a disability diagnosed by a doctor, in the fact that a child must have a disability AND that disability must have a direct relationship to the student’s educational performance. A doctor’s note does not automatically qualify a child for an educational disability.

An IEP is a document that outlines how the school will assist a child with an identified disability to help even the academic playing field. Accommodations or modifications are frequently made within the IEP to help the child perform better in school. Accommodations are changes to the way your child is expected to learn or test. Modifications are changes to the actual academic content your child will receive.

It is important to understand that special education teachers serve as many as 30 children of different grade levels, abilities, and disabilities all at the same time. Special education services focus on what skills each child is missing or needs to improve upon to be able to participate in the regular education environment. Students with IEPs typically receive additional reading and math support in a different curriculum, that focuses specifically on areas of delay. Accommodations may include homework support, but homework completion is not the primary goal of special education. Teaching students with disabilities through specialized instruction, on how to organize their assignments, prioritize needs, and learn new ways to cope with disabilities such as ADHD is the priority. The goal of special education is to help a student learn the skills and strategies necessary to be involved in regular education. In essence, special education is not a place or a resource room; it is individualized instruction provided by a special education teacher in addition to a student’s regular education coursework. Children with severe disabilities may find they require more intense and modified instruction out of the regular education environment; however, these cases are typically few.

I hope this very brief explanation will help clear up some confusion regarding IEPs and special education services. As always, I encourage you to call or email me if you have any questions or concerns!

I hope you have a super winter season!

Polly Rudi
Director of Special Education

Open Enrollment for 2018-19 School Year:

The Wisconsin public school open enrollment application period:

- Begins at midnight on Monday, February 5, 2018, and
- Ends at Monday, April 30, 2018 at 4:00 PM.

How to Apply

Please try during that time period by going to <https://apps4.dpi.wi.gov/Opal2012> in order to submit your open enrollment application. It is recommended that you submit your application as early as possible during the application period. Late applications will **not** be accepted for any reason.



Questions?

If you have questions about the open enrollment program, please call an open enrollment consultant at (888) 245-2732.

PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY

The Colfax School District is committed to equal employment opportunity and equal educational opportunity in the district. It is the policy of the Colfax School District, pursuant to a.118.13, Wis. Stats., and PI 9, that no person may be denied admission to any public school in this district, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program activity because of the person's sex, race, COLOR, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap.

This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI and VII of the Civil Rights Act of 1964 (race, COLOR, and national origin), Section 504 of the Rehabilitation Act 1973 and the Americans With Disabilities Act of 1990.

Requests for learning or employment accommodations, or any questions concerning s. 118.13 Wis. Stats. Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act should be directed to the designated Equity Coordinators':

Mr. William C. Yingst, Jr., Superintendent
School District of Colfax
601 University Avenue
Colfax, WI 54730
(715)962-3155