



Northwood-Kensett Community School District VIKING DISPATCH

February, 2015

Creating healthy, educated, ethical and productive citizens.

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FROM THE DESK OF MR. CROZIER

School Start Date

There has been a lot of information in the news about school start dates. As of right now the Governor has said that waivers will not be granted as easily in the past. By looking at the Department of Educations guidelines it will be nearly impossible. Without a waiver the Iowa Code states that school may not start any earlier than the Monday that falls in the same week as the 1st of September. That means the 2015-2016 school year could not start until August 31st. There are some bills being presented in the legislature that would change this law. As for now we are planning on presenting a calendar to the board of education with a start date of August 31st. I believe that this should be a local control decision but we will comply with the Iowa Code. If there is new legislation that is passed allowing an earlier start date we will develop a new calendar.

We will have a calendar for the 2015-2016 school year out to you as soon as we have some answers from the state government on this issue. After we have these answers the board of education can adopt a school calendar.

Hours vs. Days

As you know we are on an hours calendar this year. We must attend 1080 hours for a minimum amount of time in school. Our current calendar is built on 1136.5 hours. This builds in time for late starts and early outs due to weather. It will be up to the board of education weather or not we make up days or hours over the 1080. We should not shortchange our students their education just because we have met the minimum number of hours. The administration will have a recommendation on the number of hours we believe should be made up and we will take that to the board.



FROM THE DESK OF MR. COSTELLO

Note From Mrs. Nagle, Curriculum Director and Talented and Gifted

This year I've tried to keep you updated on our "School In Need of Assistance" (SINA) designation. I hope you feel informed both about how this designation occurred and our steps to improve as a school. Because of the implications that are tied to data results, I encourage you to have ongoing communication with your child's teacher about their progress.

We are starting to move into the mid-year testing season. One assessment that I touched on in my October article is the FAST assessment. This is administered to our K-3 students and measures early reading skills. Comparing our data to statewide target scores we can determine if students are "on track" to becoming proficient readers. If, over two consecutive testing seasons, your child is not meeting these target scores you will receive a letter from us indicating your child has a "substantial reading deficiency". This is a term used by our Department of Education and simply means a child has shown difficulty in the area of reading. At our school, we are doing the following, as required by Iowa law, to support students who have been identified as having substantial reading difficulties:

Progress Monitoring:

All students who are identified as substantially deficient or at-risk for substantially deficient are required to receive weekly progress monitoring. This allows schools to monitor the improvement students are making toward end-of-year goals (i.e., spring benchmark) given the intervention they receive.

Intensive Interventions:

All students identified as substantially deficient are required to receive intervention to remediate their reading difficulties. This intervention is required to continue until the student meets grade level expectations at the next screening period.

Another test on the horizon is the Iowa Assessments (formerly called the Iowa Test of Basic Skills). We'll administer this assessment in March, so I'll write about it in my next article.

As always, if you have questions, please contact me at school. Thanks for your ongoing support.

2015 N-K Geography Bee

The 2015 Geography Bee was held on 1/8/15. The following students participated:

Allie Carmen
Nathan Cordle
Mackenzie Davis
Lindsey Davidson
Ross DeArmoun
Josie Einertson
Josh Fick
Makaio Hoch
John Johnson
Logan Mix
Peyton Pangburn
Caden Schrage
Destiny Bruce
Brock Nelson



Nathan Cordle took First Place, Second Place went to Logan Mix and Third Place was awarded to Peyton Pangburn.

Nathan will take the qualifying test for the State Geography Bee in the spring.

Go to www.nkvikings.com for the most up-to-date happenings at Northwood-Kensett Community Schools.

FROM THE DESK OF MR. FRITZ

Parents of N-K athletes know that improving our overall sportsmanship at athletic events is a focus for us this year. This is a result of our students and coaches typically earning positive sportsmanship ratings from the state, while our adult fans have not scored so well. I'm pleased to report that I have observed a noticeable improvement at every sporting event I've attended this year.

Recently, school administrators received the following message from Mike Dick, executive director of the Iowa Girls High School Athletic Union. With his permission to reprint, here is what he has to say on the topic.

SPORTSMANSHIP----WHERE HAS IT GONE?

“AIR BALL, AIR BALL, AIR BALL!”

“BOOOOOOOOOOOOOOOOOOO!” “REF, YOU STINK”!

HOLDING UP NEWSPAPERS OR TURNING THEIR BACKS TO THE FLOOR AS THE OPPOSING TEAM IS INTRODUCED.

These are just a few of the examples that can typically be seen or heard at many high school basketball games around the state, and the list could be much longer. State organizations, school administrators, and coaches are placing great emphasis on good sportsmanship during school assemblies, pep rallies, and in-service sessions. So where are we going wrong?

I firmly believe that high school students in Iowa have not invented any of the above negative actions. With the popularity of ESPN and other TV and media outlets, it is now possible to watch multiple college basketball games every night of the week. Take your pick from watching the Cameron Crazies or the Missouri Antlers and notice the behavior. It is commonplace to see hundreds of students bouncing up and down on the bleachers; students sitting directly behind the basket waving during free throws, students chanting “Nuts and Bolts ...” after a perceived missed or controversial call, students holding up various pictures and posters, students chanting “air ball, air ball” every time a player touches the ball after shooting an air ball, etc.

These antics have filtered down into the high school game. For whatever reason, high school students seem to think they need to display similar behaviors, which simply do not fit within the confines of good sportsmanship in high school athletics. So how do we change this culture?

It will take a collaborative effort from many different sources. Kids need to hear what is acceptable and what is not acceptable from their school administrators, teachers, coaches, cheerleaders, parents, and the players themselves, anyone they look up to and respect. Getting the message in front of them every chance possible through PA announcements, video board messages, speeches from the captains or seniors, etc. is essential. We must make fans realize that it is possible to have fun in an enthusiastic manner without being obnoxious, negative, or inappropriate. No one is trying to take the fun out of attending a game, but the expectation must be for fans to conduct themselves in a positive manner and demonstrate good sportsmanship.

The next step is to enforce the expectations. While not fun or easy to do, those who have the authority or power (including parents and student leaders) must be willing to confront inappropriate behavior. Seeing it or hearing it and doing nothing to stop it is enabling it. It sends a message that it must be OK or someone would have said or done something. In cases of extreme or severe poor sportsmanship, there may even need to be consequences assessed such as letters of apology, school detention or suspensions, or even being banned from attending future contests.

So as we head into the conclusion of the season with conference championships and state tournament berths on the line, let's all work together to promote and demand good sportsmanship. Please remind those involved that high school athletics are “educationally based” and an extension of the classroom. Inappropriate behavior is not condoned in a math or science classroom. Why should it be allowed in the gym during a basketball game?

COUNSELORS CORNER BY AMY RENWICK AND ASHLEY SHAW

By: Amy Renwick

Applying for Scholarships

The goal of any college-bound Senior should be to earn a certificate or other degree while keeping his/her college debt as small as possible. There are quite a few grants available this year that I hope our students take advantage of, and working during college can help to minimize debt, too. Scholarships are the last key component to this formula.

Here in Worth County, we are very fortunate to have the WCDA scholarship available to all college-bound Senior residents. It's unlike any other program around, and it allows our students a head start in financing their educations. Other local scholarships further assist our students in funding their education. Oftentimes, though, there is a common belief that scholarships are available just for the top achievers in the class. That is not necessarily true.

There are many scholarships in place in our state and nationwide that are based on the workplace and/or activities of a student's parents. Special interests are another consideration. There are scholarships for both red hair and left-handed people. Still others are based on a family income or other special circumstances that a child may have experienced in his/her life. Don't count out scholarships until you've explored all the options. A quick Google search may yield some interesting results— For example, my brother got the LaVerne Noyes scholarship at Iowa State because our family could prove that my great-grandfather had served overseas in World War I!

We are in the thick of scholarship season here at N-K, and I'm sending scholarship applications to the twelfth grade as I receive them. Try to stay ahead of the ones that you qualify for, and do some extra research for others that might not have been publicized as well. Every year, scholarships across the nation go unrewarded because there were no applicants to award them to. You probably won't get every scholarship you apply for, but it is still likely to be worth your time!

By: Ashley Shaw

Fairness and friendships have been the focus of Guidance lessons in grades K-2 this month. In regards to fairness, we discussed the importance of playing by the rules when the students are with their friends, as well as including all who are playing before changing any rules. We also addressed what to do if someone is left out. The students came up with several ideas including asking them to play, offering to sit with them, and being nice to try and cheer them up.

In grades 3-5, we worked on conflict resolution. Students were given different scenarios of friends in conflict and were able to work in groups to come up with the best solutions to the conflicts. We discussed the importance of communication in conflicts, and how often many times conflicts occur because of miscommunication.

The 6th graders began career exploration. We started this project by the students brainstorming what jobs they find most interesting right now. Students then wrote about why that particular job interested them, and what character traits are involved in that job. Moving forward, we will begin looking at more career opportunities, and students will be able to do research about the career they find most interesting.

Junior Viking Way students have begun working on their chosen projects. The 3rd/4th grade JWV has decided they would like to focus on acts of kindness to spread around the school. The 5th/6th grade JWV has re-implemented the "Bully Tip Box" which is a way that students can report bullying they see or experience. The 5th and 6th grade students are now working on a play involving the character traits to show the elementary students on Character Counts Day in May.

February will focus more on kindness and caring in all grades.

NURSE'S CORNER, BY HEATHER RHEINGANS

It seems like every news channel or website has breaking information on the measles outbreak. More and more cases are being diagnosed everyday for this preventable disease. The media has latched on to the claim that the outbreak started at a Disneyland Park in Anaheim, California in early January. However, they fail to report that in 2014 there were over 644 diagnosed cases in 2014- the highest since 1990. 2015 is set to be a record-breaking year, and not in a good way, as there have already been 104 diagnosed cases. While they have been linked to visits to a Disneyland Park, the correlation ends there.

Measles is an air-borne disease, and is the highest contagious virus that we can vaccinate for. Measles is a highly contagious virus that lives in the nose and throat mucus of an infected person. It can spread to others through coughing and sneezing. Also, measles virus can live for up to two hours on a surface or in an airspace where the infected person coughed or sneezed. If other people breathe the contaminated air or touch the infected surface, then touch their eyes, noses, or mouths, they can become infected. Measles is so contagious that if one person has it, 90% of the people close to that person who are not immune will also become infected. Infected people can spread measles to others from four days before to four days after the rash appears.

Measles typically begins with a high fever, cough, runny nose, and red watery eyes. Two or three days later tiny white spots may appear, and 3-5 days after symptoms starts a rash breaks out. Measles can be a serious in all age groups. However, children younger than 5 years of age and adults older than 20 years of age are more likely to suffer from measles complications. Complications can include ear infections and diarrhea. Studies show that 1 out of every 10 kids will get an infection with measles and could lead to permanent hearing loss. As many as one out of every 20 children with measles gets pneumonia, the most common cause of death from measles in young children. About one child out of every 1,000 who get measles will develop encephalitis (swelling of the brain) that can lead to convulsions and can leave the child deaf or mentally handicapped. For every 1,000 children who get measles, one or two will die from it.

Currently in Iowa we have not had any diagnosed cases but the Iowa Department of Public Health (IDPH) is not taking any chances and feel it is only a matter of time before we start seeing this disease. The good news is that Iowa law already requires all children entering Kindergarten to have the 2 dose series complete, unless medical or religious reasons prevent vaccination. The IDPH has already informed schools across the state that if a confirmed case is present within the school district, those who do not have the vaccination complete, will not be allowed in the school setting for 30 days. I did speak with a representative from Worth County Public Health who states that at this time this ruling would not apply to our Preschool children, however, things may change depending on how widespread the outbreak becomes. Please be assured that I will do my best to communicate with you if any new recommendations are being made in regards to this outbreak and impacts it may have in the school setting.

ELEMENTARY STUDENTS OF CHARACTER



(Left to right): Nicholas Hanson, Damon Reyerson, Brendon Bell, Peyton Shoger



(Left to right): Carly Hengesteg, Isaac Renteria, Brylee Hoepfner, Hannah Alshara



FROM THE PILE ON THE ACTIVITIES DIRECTOR DESK BY MR. HARTMAN

We have been very fortunate this past month to celebrate a couple of milestones here at Northwood-Kensett.

First, we had Hattie Davidson scoring her 1,000th point on January 30th versus Nashua-Plainfield. I can remember coaching Hattie as a seventh grader and I knew then that she was going to be a very good basketball player. Let's wish Hattie and all of her teammates good luck in this postseason and I would also like to say congratulations to the girls on having an outstanding year.

On that same night Coach Daryl Love celebrated his 100th victory as our girls basketball coach. Daryl began coaching girls basketball here at Northwood-Kensett in 2002. In those early years, Daryl and his teams went through some rough times. It is a tribute to Daryl and his girls that they weathered the storms in the early years and have built a strong program. Good luck to Coach Love and the girls' basketball team as they enter postseason play at home Feb 12th vs. Newman Catholic.

I would also like to congratulate Coach Marty Cotter. Coach Cotter celebrated his 100th victory last year on February 6, 2014 versus CAL. Unfortunately this great achievement was not recognized at the time of its accomplishment. I would like to apologize to Coach Cotter for not recognizing him in a timely manner. Coach Cotter has been coaching our boys' basketball team for the past 10 years and has also built a strong program including a third place finish at state and a State Championship in 2007. The boys will begin postseason play on Feb 19th when they play Rockford in Britt. Good luck boys.

Go Vikings

It is the policy of the Northwood-Kensett Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic 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 the Superintendent of Schools, 1200 First Avenue North, Northwood, IA 50459, Phone 641-324-2021, who has been designated as the district's Equity Coordinator and to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the American with Disabilities Act (ADA), Section 504, and Iowa Code Section 280.3.

JR. SR. HIGH STUDENTS OF THE MONTH

Brandon Severson, Julia Quisley, Harley Severson, Brock Nelson, Ashlyn Schaefer, Sarah Yezek, Sierra Pals, Alexis Halbach, Matiya Herring, Kaitlyn Varner, Josie Einertson, Ethan Thofson, Aaron Stoneking, Caden Schrage, Alayna Oleson, Katie Schiltz, Kennedy Eskildsen, Kailey Eskildsen, Tayah Lee, Jasmine Baranthin, Josh Fick, Jordan Wright, MacKenzie Hakes and Trevor Luther Varner.

SECOND GRADE NEWS

By: Mrs. Wagner and Mr. Urbatsch

Reading fluency is a child's ability to read a book or text correctly, quickly, and with expression. A fluent reader doesn't have to stop and "decode" each word. This means that most of the words can be read automatically. Fluency allows the reader to focus his attention on what the story or text means.

Second grade students have been working hard to become more fluent readers. Activities in class have included choral reading with a small group, echo reading with a fluent partner, and most recently classes split into small groups during W.I.N. (What I Need) time to practice Reader's Theatre scripts. This is an effective and fun way for students to build reading fluency. Students really enjoyed being able to perform their script for the class. Some favorites included Rafunzel and Slurping Beauty.

Students have also been incorporating technology into their reading fluency practice. They've used iPads to record a sample of their reading. They are then able to listen back to the recording of their reading to check for fluency, accuracy, and expression.

Parents can help their child increase reading fluency at home with a few easy and simple activities:

- Paired reading: Simply take turns reading aloud with your child.
- Reread favorite books: Repeated readings will help your child build confidence as the books become easier to read with practice.
- Echo read: You read a page and then your child reads the same page, like an echo.
- Be a Model: Model fluent reading by reading aloud to your child everyday.
- Set Aside Practice Time: Even five minutes a day of fluency practice will help your child increase his or her reading skills.