

H-D CAL



COMMUNITY SCHOOL DISTRICT

JANUARY / FEBRUARY
2020
NEWSLETTER EDITION

From the Superintendent

Todd Lettow, H-D CAL Superintendent

The Spirit of Giving: Clarifying School Fundraising

The Christmas Season certainly heightens the spirit of giving, but for the students of Hampton-Dumont-CAL, local businesses and members of the community give all year long. Without a doubt, our extra-curricular activities and scholarship fund for post-secondary education benefit greatly from this generosity. Thank you to all that give in some way to our students, whether it is through scholarships, foundations, our newly formed Hall of Fame and Bulldog TV, booster clubs, or golf tournaments.

Over the past several months the district and activity booster clubs have gone through some philosophical changes. This article is an effort to help clarify what some of the funds and organizations can and do spend their donations on. These changes are a response to guidance from the State and school auditors, which has restricted what school activity account funds can be spent on. This clarifying guidance was centered around two issues. First, all funds receipted by the school, including fundraising dollars collected at the school, are considered public funds. The second issue involves the use of the phrase "public purpose" as it refers to the activity accounts. Simply put, no school funds may be used for the benefit of individual students. Due to these clarifications, our booster clubs are now more important than ever in providing for our students in athletics, fine arts, as well as clubs and organizations where the school district cannot.

During this same time, our long-standing overall booster club was about to disband, as no one was willing to take it over. This booster club traditionally divided the money

raised between all the individual booster clubs or partnered with the individual booster clubs in supporting larger projects. Donors to this booster club were recognized on the back of the athletic programs. In an effort to streamline fundraising activities, the board and administration explored the idea of consolidating our many booster clubs into one. This was in no way meant to be unappreciative of all that our booster clubs do to support our students, but merely to create one stronger organization. It became clear, however, that our booster clubs prefer to continue operating independently, which is how we will move forward.

As of January 1st the overall booster club will be operated by the school and called The Bulldog Club. Participants in The Bulldog Club will continue to be recognized on our programs but members will also have the opportunity to be recognized in other ways according to the level of contribution. These include the yearbook, posters, the video board in the gym, the marquee in front of the high school, on our web sites and Bulldog TV. These funds will be used to help purchase standard operating equipment and uniforms. With the transition to the Bulldog Club, it is our hope that the school district will no longer ask the individual booster clubs for these basic expenses, allowing them to support our students in ways that the school is not permitted; i.e., camps, clinics, meals before and after games, scholarships, non-mandatory equipment.

Hopefully, this article has helped highlight and clarify the roles of the newly-formed Bulldog Club, as well as those of the individual booster clubs. Thank you for your continued support of the Bulldogs in whichever way you choose.

EXCELLENCE EVERY DAY

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CAL News

Abby Meyer, Principal

New Hopes, Dreams & Resolutions

Happy New Year! I hope that you all had an opportunity to enjoy time with family and friends during the holiday season. As we embark on 2020, many of us are thinking about our hopes and dreams for 2020, as well as our resolutions. With the new year brings a time of excitement and great growth for our students. As we reach the halfway point of the 2019-2020 school year, our students are reaching for the hopes and dreams that they identified for themselves in the classroom, back in August.

Students who were struggling with their addition, subtraction, multiplication and division facts are suddenly finding that their hard work is paying off as their facts have finally started to “click.” Students who have struggled learning to read are suddenly reading everything in sight and beaming with pride as they discover that their hopes and dreams of becoming a reader are quickly becoming a reality! Students who have been working on reading fluently suddenly sound like pros when reading a book!

As we near the third quarter of school it is important to remember that our teachers still have many hopes and dreams for your students this year! Much of the most complex material is taught during the third and fourth quarters of the school year. It is critical that your student is at school each day rested and ready to learn! Working together we can make sure that all of our CAL students reach their hopes and dreams this school year!

As adults, we are less likely to focus on our hopes and dreams for the new year, and focus on our resolutions of things we want to do, or do not want to do as we start 2020. Our teachers are constantly working hard to make sure that they give each student the individualized instruction that they need each day so that they are able to learn and grow as a student and as a “good human”. Helping each child in our school reach their greatest

potential is the hope and dream of every staff member at CAL Elementary!

Wishing you all a 2020 that is filled with hopes and dreams for your best year yet!



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Molly Johansen

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The CAL Community School provides a nurturing educational environment with an engaging curriculum which fosters good character and instills the desire for life-long learning in a global society.

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The mission of Hampton-Dumont Community School District is to create a safe, caring culture of high expectations where all reach their greatest potential.

South Side & North Side News

Jarod Haselhuhn, Principal

Sensory paths, what are those?! A sensory path is a bright, creative, and playful way for our students to learn and build upon their sensory pathways. These are connections in the brain that assist with your five senses and allow students to complete daily tasks along with complex tasks that occur throughout the day. A sensory path can also assist students with developing their fine motor skills, develop hand-eye coordination, and assist with developing spatial awareness. As an adult, I always find myself needing stretch breaks, “brain breaks”, needing to take a walk, and to find ways to regain my focus throughout the day. Our students need these same things throughout the day and a sensory path is another way to provide our students with a break or an outlet to refocus themselves and their brains.

A path is generally made up of decals, stickers, or even paintings. Each sensory path can have different ‘paths’ or routes for students to follow. For example, our North Side building has just installed their path in a low traffic hallway and it consists of decals and stickers that have been applied to the floor and walls. The decals are of hand prints, foot prints, crayons, and pencils. These shapes are placed into different ‘paths’ or laid out so that students can follow them as they walk in the hallway. The path allows students to hop, skip, jump, and walk in a way that requires them to think and regroup. Once students have completed a path, they can return to class or continue on with their day, in a refreshed and renewed way.

Our North Side building has their path freshly installed and our South Side school looks to add one to their hallways coming in 2020! We’re excited to see the positive impact that these have for all of our students. I know that I’ve already found myself taking a brain break on the path at North Side!

As the seasons have changed and the weather gets colder and colder, I want to say thank you to everyone who has donated and volunteered over the past few months. Your time and generosity amaze me and you have added so much value to the education and well-being of our students. I want to wish everyone a happy and healthy 2020!

A few reminders...

- Don’t forget to visit our classroom pages on Schoology, our Facebook page, and the District website for regular updates with your students’ education!
- Students will return to school on January 2nd.
- With winter weather upon us, remember to send winter gear with your students!

Family Fun Night!



Middle School Cafeteria & Gym

Friday, February 28
5:00-7:30 pm

- Play Games & Win Prizes•
 - Face Painting•
 - Pizza & Cotton Candy•
 - Popcorn & Hot Dogs•
 - Bake Sale•
 - Silent Auction•

All children through
8th grade are welcome.

Tickets for the night
are \$5 per child.



Sponsored by the
Hampton-Dumont
Parent Teacher Organization!

Middle School News

Anthony K. Spradlin, Principal

I have been talking to many parents over the past couple months and you have asked for ideas to help encourage your children to read outside of school. I am running this article again as it has some awesome ideas to assist with encouraging your children to read outside of school.

Over the past few years, I have been fortunate to observe some incredibly influential people. These people have altered my way of thinking in regards to how we learn, what drives us to be successful, and why people respond positively to one person but not another. I have been able to follow up my learning by reading the books these people have written enhancing my learning ten fold. Throughout the past few years, I have written articles that focus around how children need positive adults in their lives, how positivity can change who you are every day, how we need to focus on our children as children instead of just test scores, and many other topics. In this article, I would like to focus on seven tricks to get your child to read more. All of these tricks were presented to me by Danny Brassel who has been an educational advisor for the past twenty years to students ranging from pre-school to rocket scientists. He has given me permission to share these seven tricks, and the great thing is, they work just as well for you as the parents. They are so simple that it's almost scary; enjoy...

Trick #1- Read aloud to your child before bed. This creates “bonding time” allowing you to focus on nothing but each other. This allows for no screens, no distractions, and it provides you with great insight into your child’s interests. This trick also serves as a modeling strategy for you so your child can see what good reading looks like, and serves as a language builder throughout the reading. This strategy creates big results with statistics saying, if you read aloud for fifteen minutes each night to your child, that’s 5,475 minutes a year of extra reading you have just fit into you and your child’s schedule.

Trick #2- Read aloud to your child at breakfast. Turn on your computer and go to this free website called www.storylineonline.net. This site hosts dozens of great children’s books read aloud by celebrities. The best thing is that each read aloud is closed captioned. There are many other ways to read to your child at breakfast ranging from going online and looking up podcasts that feature storytellers reading aloud, listening to a book on tape, creating your own recorded books, Leap Frog, good old-fashioned read aloud by you, having siblings read aloud to one another, and turning on the Siri Application and asking it to read aloud whatever text you want. Again, if you expose your child to an extra read aloud at breakfast for ten minutes every morning adds an extra 3,650 minutes of reading every year.

Trick #3- Listen to books on tape in the car. Your driving time should be your learning time. Think about it, if your commute to school is ten minutes each way, over the course of 180 school days, that’s an extra 3,600 minutes for your child. That is over 700,000 extra words your child will be hearing each year. The following are fifteen recommendations for books on tape to enjoy in your car. The Chronicles of Narnia, Harry Potter Series, The Adventures of Huckelberry Finn, Charlotte’s Web, The Bad Beginnings from a Series of Unfortunate Events series, Treasure Island, The Lightning Thief from Percy Jackson and the Olympians series, Hatchet, Alice’s Adventures in Wonderland, To Kill a Mockingbird, The Tale of Despereaux, The Wonderful Wizard of Oz, Around the World in 80 Days, Matilda, and Winnie the Pooh.

Trick #4- Create a bathroom library. Keep magazines by the toilet, create bathtub books by supplementing water toys with books that are laminated, newspaper clippings can be taped to the mirror, bluetooth shower speakers for audiobooks. Utilizing these strategies and fitting in an extra ten minutes of reading a day in the bathroom may sound silly, but over the course of a year, that’s an additional 3,650 minutes your child is reading. Also, remember the difference between children who rank in the 20th percentile in their class and those that rank in the 70th percentile is only 10 extra minutes of reading at home each day.

Trick #5- Read aloud special items to your child. Have your child bring you the mail, and read aloud letters from friends, relatives, junk mail, etc. When waiting for doctor/dentist appointments. When traveling to other towns or locations, one can play license plate games to find other states, play “I spy” by using letters. If watching game shows on T.V. children can predict words and read aloud the words that are being shown. Conduct a family game night by playing board games and staying away from the computer. Get in the kitchen and cook together. Have children read the recipes out loud as someone is cooking. All of these are powerful by modeling how many times in the day, one has to read in order to conduct every day functions. If you would spend an extra five minutes a day reading aloud during these special times and if you read around 200 words per minute, that’s an extra 400,000 words your child is hearing in just one year. You can significantly assist your child’s language development by reading aloud items throughout the day to and with your child.

Trick #6- Use the concept “No book, no TV.” Television is a fabric of most of our lives, don’t fight it. Embrace it and let it serve you. Children need to get the message from you that watching television is a privilege, not a right. The price of admission is a book. Have the child present a book to you before turning on the TV and spend five to ten minutes reading the book before turning on the TV. So, this equals out to ten minutes more reading your child will get daily if they only watch TV one time a day. This again, equals out to 3,650 extra minutes of reading in a year.

Trick #7- Turn on the closed captioning. Television is not the enemy. When used properly it can be a remarkably helpful tool in helping your child read better. Research shows that captions on television can provide struggling and reluctant readers with much-needed additional print exposure. Many struggling and reluctant readers avoid text but avidly watch television. Now think about this because it will blow your mind. The average six to eleven year old child in America watches 28 hours of television every week. That’s 1,680 minutes a week. Over the course of a full year, that’s 87,360 minutes. If your child spent that much time reading each day, he or she would be reading nearly four times more than children ranking in the 98th percentile of readers.

I hope you were able to take at least one trick to heart and are able to implement it with your children or with yourself. As always, thank you for letting us educate your children here at the middle school every day and if you have any concerns regarding your child’s education, please call me or any of your child’s teachers at 641-456-4735.



High School News

Steve G. Madson, Principal

Failures and mistakes are part of the road to achievement and success

It's December. Another semester has come and nearly gone, and with it another calendar year! This year has been exceptional in many ways, and it is my hope that we can continue to make it exceptional to the very end. With the close of the semester nearing, staff and students again are working on making the most of the time that is left to build on learning before the end of the semester. The cumulative semester grade is the one that everyone should be concerned about, as it is the grade that determines whether or not a student will receive credit toward graduation. Simply put, it is the result of the summative (counts toward grade) assessments given over two quarters of instruction including the semester test.

Key instructional adjustments made over the past years include the use of formative assessment strategies and grading practices. Within this practice, a student is encouraged to complete the assigned practice work, pay attention in class, read the assigned text, do the research, and complete the project - all so they will have the best opportunity possible to gain as much knowledge and skill in that content area prior to the final assessment of what they have learned.

Learning requires time, information and experiences. It takes both success and failure. It requires taking chances and making mistakes (practice), each of which should be free from the kind of academic punishment that typically accompanies them in the form of grades. It is only through practice (trial and error) that learning happens and the knowledge and skill base grows. Success in academic learning and skill building is a lot like learning to ride a bike. The more you practice, the better you get; and in the end what matters most is how well you ride the bike - not how many times you fell learning how to ride. I am proud of our students and staff for their achievements!

On another note for the season, I just want to encourage everyone to take account of his or her fortune. It is easy for us to see the things we wish weren't ours to face, but if we could just take some time to look at what our neighbor is going through, maybe we wouldn't be so quick to wish for something different. We have all been blessed in some way or another. It has been an incredible blessing for me to be the principal of HDHS for almost 10 years, and for my family and I to be part of this wonderful community!

Wishing a blessed season to all of you... Go Bulldogs!

BAND HONORS

by Carl Kurth, HD-CAL Instrumental Teacher

As members of the Hampton-Dumont-CAL band program, students get to take part in many different exciting and educational opportunities to grow as musicians. One such example is the opportunity for students to attend different honor bands throughout North Central Iowa. Each year, students either audition for or are nominated for these different opportunities. A typical honor band consists of an audition, a day (or more) of rehearsals, and a final performance. Each of these festivals gives students the opportunity to rehearse and perform with different students from throughout Iowa and different directors from Iowa, the country, or even the world.



NCIBA Middle School Honor Band – November 16th 2019
Pictured L-R – Zoe Erdman, Ellianna Ragsdale, Isaac Sauke, Ava Abernathy

Karl King Honor Band – January 18th, 2020

Accepted (No Picture Available) – Ava Abernathy, Esmeralda Castro, Meg Dunnwald, Isaac Sauke, Isaac Vosburg

NCIBA High School Honor Band – January 11th, 2020

Pictured L-R – Brenna Vallery, Courtney Ringleb, Jonah Bollhagen, Benjamin Sauke, Kale Folkerts, James Minardi, Lauren Kurth, Paige Magner, Avery Moore. (Not Pictured – Aviana Nolte, Jennifer Valenzuela)



University of Northern Iowa Festival of Bands – February 13th-15th, 2020

Pictured L-R – Erin Galindo, Courtney Ringleb, Jonah Bollhagen, Avery Moore (Not Pictured – Aviana Nolte, Jennifer Valenzuela)



Library Update

by *Christine Jacobs*,
Hampton-Dumont and CAL
District Librarian

Students in grades K-2 have been learning about various award winning books, and various fiction and non-fiction library vocabulary. Grades 3 through 5 have been learning about encyclopedias, copyright and citations. Fifth graders have spent some time using Noodle Tools, an online



bibliography website. Students have been able to use Seesaw to share what they have learned. We are transitioning into research for all K-5 students after the holiday break.

Students in Mrs. Ohloff's 8th grade writing class are preparing for a research project. These students received library instruction on various search strategies using the Gale database. They also learned about a popular reference book, Newsmakers. They were introduced to primary sources and understand why some newspapers and magazines may contain bias.

Library Donations:

We welcome new or gently used books, preferably hardcover, and suitable for our collections. Not all donations will be acceptable as we have specific material selection criteria that the books must follow. Special thanks to the following

individuals for donating books and/or supplies to our school libraries:

H-D North Side/South Side Elementary:
Christine Jacobs
Mary Jane Rodemeyer
William Vosburg
Michelle Johnson
Franklin County Farm Bureau
Maci Pralle
James Conlon
Victor Vela
Hampton-Dumont Achievement
Foundation (Library Grant)

CAL Elementary:
Franklin County Farm Bureau



Eureka Math

Submitted by *Krista State*, CAL Interventionist/Title 1

Here at CAL, we use Eureka math from kindergarten through sixth grade. It is different from other math curricula because the focus is staying with a skill until it is mastered at each grade level. It also helps children use strategies, or new ways to work through the problems, and then they can explain how they got their answers with the understanding of what happened in the process. These strategies are used in some form in each grade level. One of the strategies is the number bond. This helps children break numbers into a workable parts for adding and subtracting. Using a place value chart is another strategy that helps students see the value of the numbers they are working with, understand regrouping, breaking numbers down, and help with aligning decimals. One more strategy students are shown is to use totals below. This strategy can be used in addition. It allows children to break numbers into their place values in order to add a like value, such as hundreds and hundreds. These strategies are helpful to students who don't understand what happens to numbers as we work through number operations.

$$465 - 198 = 267$$

$$\begin{array}{r} 465 \\ - 198 \\ \hline 267 \end{array}$$

$$\begin{array}{r} 265 \\ 200 \end{array}$$

$$200 - 198 = 2$$

$$2 + 265 = 267$$

Number Bond

millions through thousandths
PLACE VALUE CHART

100,000	10,000	1,000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
hundreds	thousands	ten thousands	hundreds	tens	ones	tenths	hundredths	thousandths

Place Value Chart

$$\begin{array}{r} 56 \\ + 27 \\ \hline 70 \\ 13 \\ \hline 83 \end{array}$$

Totals Below

Crayfish in the Classroom!

by Molly Krukow, HD Third Grade Teacher

Over the last several weeks, my third-grade students have been observing and caring for live crayfish as part of our Science unit, Structures of Life. The students have loved learning about these animals!

We started out by learning about aquatic animals and their habitats. The students were in charge of researching and setting up the proper habitats to prepare for the crayfish. Once students were comfortable with the idea of the particular habitats, the students were divided into different groups that they would be working with to observe and care for the crayfish in the classroom. The students designed a habitat for their crayfish using materials that were supplied to us including tubs, habitat homes, gravel, and plants. Each science group was in charge of their own crayfish habitat.



To care for the crayfish, students were in charge of both cleaning the habitats and feeding the crayfish each day. The crayfish were fed one piece of dry cat food daily as well as fish food flakes as needed. It was also very important to make sure the crayfish had clean water everyday so the students were in charge of changing out the water in the habitats for fresh, clean water.

Crayfish are shy creatures by nature. Loud noises and sudden movements would often scare them. When they would sense movement or danger, they would raise their pincers and arch their backs. Sometimes they would curl their tails and shoot backwards in the water. This was a warning to anyone that came near them to stay away! *"The crayfish would move really fast in the water sometimes because they wanted to get away from us very fast. It would scare me!"*, said Samuel Chipahua, third grade student.



However, crayfish are a safe animal for students to work with as long as they follow safety rules for

holding the crayfish so that they don't get pinched. The students practiced this to make sure we were always safe when handling the crayfish. Third grade student, Maddie Pralle enjoyed being able to handle the crayfish, *"Once I got used to holding them and I figured out how to pick them up, I wasn't nervous to do it anymore. It was pretty neat to be able to actually pick them up ourselves. As long as you don't touch their pincers, it was fine. If they did pinch you, it*

just felt like a little poke and it didn't even hurt." Of course, students would always wash their hands before and after handling the crayfish.

Throughout the unit students got to take time to just observe the crayfish and study their various structures. Students used different resources such as internet research and text references to learn the crayfish structure's names and functions. The students soon were able to correctly label the different structures on the crayfish.



Students also observed another adaptation, crayfish molting! We were lucky to be able to see this happen right here in our classroom! In order to grow, crayfish need to shed their hard exoskeleton and expose a soft exoskeleton underneath. It took about three days for the exoskeleton to become hard again. Joseph Conlon described the day we found the exoskeleton in the habitat, *"At first we thought our big crayfish had died because we just saw its body floating upside down! But then, there he was, hiding in his home, still alive. It was actually his shell that was just floating in the water. It was so cool!"*

7th & 8th Grade Choir

Submitted by *Katelyn Elscott*, Vocal Music Teacher

On November 4th, fifteen 7th and 8th grade students were selected to participate in North Central ICDA District Honor Choir. They all prepared three songs outside of choir time and was ready to sing with over 250 other students from the area. They enjoyed a fun afternoon of singing and finished the evening with a wonderful performance.

Benjamin Baird, Tate Murray, Madison Lindaman, Chloe Craighton, Jaliyah Ivey, Shakira Vela, Alexis Sosa, Alexander Sosa, Natalie Dohlman, Brianna Walker, Gabriella Kramer, Jackson Rew, Elian Trevino, Gerardo Flores, Samuel VanHorn



Rising to the Top

High Definition Show Choir is getting ready for their competition season and nothing is stopping them! The past several weeks students have been rehearsing early in morning before school. Their first competition is just around the corner on Saturday, January 25th at Dallas-Center-Grimes followed by their performance at North Polk on Saturday, February 15th.

Play in Preschool

by Robin Maas

HD 4-Year-Old Preschool,
ECSE Teacher

Preschool children learn through play. What appears to outsiders as simple play is a very important learning opportunity for children. Play helps students develop social skills and executive functioning.

There are three types of brain function that are needed. Working memory focuses on retaining information for a short amount of time. Mental flexibility is the ability to sustain attention with demands and transferring to different settings. Lastly, self-control, which is the ability to resist impulsive actions.

Children are not born with the skills needed to make decisions, be persistent and multi task. However, children are born with the potential to learn these skills.

Executive functioning/self-control can be integrated into every aspect of the day. Examples could include: playing a board game which requires sustained attention to play the game as well as social skills, imaginary play, storytelling, imaginary play, lunch time and many others

Another very important skill for executive functioning is self-sufficiency. This can include zipping their own jacket, tying their own shoes and personal care such as washing hands, going to the bathroom, eating without assistance.

Additional resources for parents of children toddler through adolescence can be found through the Center for Developing Child through Harvard University, CSEFEL through Vanderbilt University and the Iowa State Extension office.

7th Grade Writing

Submitted by Melissa Bliss

7th Grade

English Language Arts Teacher

7th graders have been very busy in language arts class. In grammar, we are currently working on the six rules for proper comma placement and practicing those rules within our writing.

In writing, students picked an animal and then conducted research on that particular animal. They were looking for information regarding the animal's habitat, adaptations and survival, and human impact (both negative and positive). Students practiced taking notes from credible websites, books, and magazines. From there, they constructed paragraphs around those notes to avoid plagiarism. Each paragraph was required to have a topic sentence, five or more sentences to support the topic sentence, and a concluding sentence. Numerous times, students realized that they did not have enough initial information, so additional research was required. Another skill new to students was how to create a bibliography of sources used. Consequently, one of the lessons taken away from this was to keep a running list of ALL sources used, so it is easier to create when the time comes.

After the students turned in their animal research paper, the next task was to present the information they learned to the rest of the class. Mrs. Bliss, the writing teacher, had the idea for students to answer questions about their animals in an interview format. The students were given the questions beforehand and had several days to prepare for their interview. The tricky part was the students had to respond to the questions as if they were the animal.

Looking ahead, students will be introduced to an argumentative style of writing and will practice with some compare/contrast writing as well.

Middle School

P.E.

by Tyler Heiden

HDMS Physical Education

Hello from the Physical Education Department! My name is Tyler Heiden, I am the full-time Middle School Physical Education Teacher. This is my second year of teaching P.E. in the district, with last year being split between the Hampton-Dumont High School and the CAL Elementary. Before teaching in the H-D District, my first seven years were at CAL. This year at the Middle School we have already played a wide variety of games including Alaskan Kickball, Gatorball, Soccer, Hunger Games, and Trench. We begin each class period with a warm-up that includes a timed jog followed by 2 more warm-up activities that vary from day to day. Some examples of warm-up activities would be push-



ups, sit-ups, planks and wall-sits. Along with our daily games we also work on the students' Fitness Testing. The testing includes 1 minute sit-ups, the 800-yard run, a 50-yard dash, the standing long jump, and the shuttle run. I am truly enjoying my time here at the Middle School and want to thank the Hampton-Dumont School District and Community for being so welcoming.

What's the Word?

by Sarah Wennes
CAL 3rd Grade Teacher

Well, in 3rd grade at CAL Elementary it is all about vocabulary acquisition. As I entered my 25th year of teaching this year, I was inspired by THE CAFE BOOK, Engaging All Students in Daily Literacy and Instruction, written by “the sisters” Gail Boushy and Joan Moser.

One of the areas of focus in this book was titled, “Expanding Vocabulary.” Which always sounds great in theory, but how do we get students to **ACTUALLY** “know, find, and use interesting words” in their daily work, as outlined in this book?

After further reading, I decided to try one of their suggested strategies. (I have used many different vocabulary methods in the past, however always felt they were very teacher or test driven, and were not coming from the student’s daily reading and writing work.)

So, this year we created a vocabulary wall (in alphabetical order) which is nothing new to most of us in education. However, I did not have any preconceived plans for what words would find their place on the wall. Which is different than in the past, when I would post the science words, math words, or words from our stories ahead of time.

Then, I modeled for the students, how I might be reading my own book, and I may “tune-in” to an interesting word. I would especially want to make note of that word if I wasn’t quite sure what it meant, and/or if I wanted to share this word with the class. I wrote the word on a sticky note, and let the note mark my page so that I could continue reading.

Then, I modeled how later, either during small group time, or together as a whole group, the word could be shared, written on our vocabulary board, and as a group (small or whole) we would work together to define the word (dictionary work), use the word in a sentence about ourselves, use the word in a question, and finally use the word in an opinion.

So far, I have been extremely pleased with the results, as the words that have found their place on our wall, have all been from student texts during their own daily work time. Students are motivated to pay attention to words and to share with each other. As a class, it has been a fun, spontaneous progression towards building “voracious readers.” Seeing this internal motivation towards vocabulary acquisition, has been a breath of fresh air. I never know who will be bringing me the next word, or when, but we all look forward to it.

This year we are “collecting words” for our classroom board. However, next year, I may use the expanded strategy (especially for advanced readers) and allow them to also have a “personal word collector” notebook!!

HD 5th Grade Food Pantry

Submitted by Liz Carr
HDMS Special Education Teacher

This month, the 5th graders have been talking about helping others and different ways we can be of service to others. We also discussed food pantries and how they help the community we live in. The idea to bring food for our own community food banks was brought up and the 5th graders decided to run with the idea. They made posters to encourage middle school students and staff to contribute to the food pantry. They also brainstormed



what they considered “kid-friendly” food. All the food brought in was placed under the Christmas “Food” tree in the cafeteria. Students then completed some different activities with the donations. They checked the expiration dates because food pantries are not allowed to accept expired food. They also sorted the items into different categories, checked the weight of the food, and finally packed up the food to deliver to the local food pantries. The students and staff were happy to help provide assistance to the community with this service project.

Nondiscrimination Policy Statement:

It is the policy of the Hampton-Dumont and CAL Community School Districts 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 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 district's Equity Coordinator, Jen Koenen, Curriculum Director, H-D: 601 12th Ave. NE, Hampton, Iowa, 50441, (641) 456-2175, jkoenen@hdcasd.org or CAL: 1441 Gull Ave., Latimer, Iowa, 50452, (641)579-6087, koenenj@cal.k12.ia.us.

Póliza No-discriminación:

Es la póliza del Distrito Escolar Comunitario de Hampton-Dumont y CAL de no discriminar basados en la raza, color, nacionalidad original, sexo, discapacidad, religión, credo, edad (para el empleo), estado civil (para programas), orientación sexual, identidad de género y el nivel socioeconómico (para programas) en sus programas educativos y sus prácticas de empleo. Existe un procedimiento de quejas para procesar las quejas de discriminación. Si usted tiene preguntas o una queja relacionada con esta póliza, por favor comuníquese con el Coordinador de Equidad del distrito, Jen Koenen, Directora de Currículum, H-D: 601 12th Ave. NE, Hampton, Iowa, (641) 456-2175, jkoenen@hdcasd.org or CAL: 1441 Gull Ave., Latimer, Iowa, 50452, (641)579-6087, koenenj@cal.k12.ia.us.

Kinders Getting Techy!

by Heather Koenen
CAL Kindergarten Teacher

At CAL, our Kindergarteners use technology throughout the day in a variety of ways. They start off with signing-in in the morning by circling how they are feeling. The feelings correlate with our Zones of Regulation which

is taught in Guidance. This is a quick way for me to know how they are coming in to school today and if they need to talk to a trusted adult before our day begins to potentially alleviate any stress they might be having. This is done through an app called SeeSaw. I use SeeSaw to communicate to parents and complete quick formative assessments. Students can record themselves or take pictures of their work and it “posts” it to their “page” and then parents are notified that their student “posted.”

Another tech “tool” we use in Kindergarten is an “add-on” to Google Slides, called Peardeck. Peardeck makes Google Slides interactive for students. I use this a lot in math for quick formative assessments. The students can manipulate the slides to answer questions by dragging an icon, drawing, typing, or selecting from multiple choice.

The Kindergarteners were also able to experience VR (Virtual Reality) Goggles in TAG. They explored habitats for animals they were studying in science. It was very entertaining to watch them explore and be so engaged. Other apps used in Kindergarten are Epic, Imagine Learning, and ABC Mouse.



While kids are very engaged when using technology, we recognize that it is important to have a balance. They use the iPads for specific activities that are first taught and then assessed or completed on the iPad. This gives children the

opportunity to gain technology skills that are necessary for their future in the work force but also “unplugged” time to develop other important skills such as speaking and listening.

Middle School Health

*Submitted by Shonda Tranel
6th-8th Grade Health Teacher*

Sixth grade health is learning about basic hygiene, showering every day, brushing & flossing teeth, using deodorant (everyday), & wearing clean clothes. Next, we will move on to safety, fire safety at home like not overloading electrical outlets and not charging cell phones under your pillow at night. Recreational safety, like thinking before you act, pay attention to your surroundings, knowing your limits, using safety equipment, & practicing refusal skills.

Seventh grade health has been learning about the health consequences of alcohol use. The emphasis of this unit has been on alcohol poisoning, what it is and how to recognize the signs. Most young people don’t realize that getting alcohol poisoning is much easier than they think and that the signs of alcohol poisoning are often overlooked as “they’ve just had too much to drink, they’ll sleep it off”. In reality, if someone

is vomiting or passes out, they have alcohol poisoning and their breathing or heart could stop as a result of alcohol poisoning.

Eighth grade health is learning about human growth and development. In this unit, they learn about the male & female reproductive system and how pregnancy occurs. The emphasis of this unit is on abstinence as the healthiest choice for teens, because of the risks of sexually transmitted diseases and health risks associated with teen pregnancy.

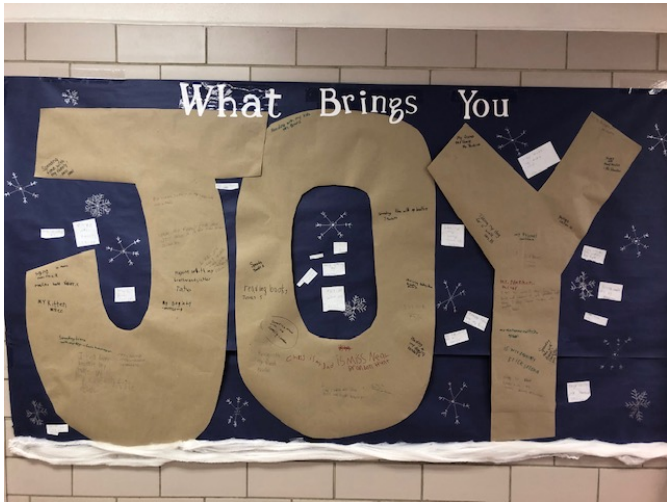
Science Rocks... Literally!

Submitted by
HD 4th Grade Team

The 4th grade students at South Side have been busy ‘digging’ deep into what makes up our soil. With help from the FOSS kits, our students have examined four different types of soil. The students came to the conclusion that all soil comes from weathered rocks and the decay of plants and animals. The 4th grade students also learned how rocks become part of the soil, how landforms change rapidly, and how to draw and use topographic maps. When asked, “Is all soil equal?” the students learned that not all soil is the same nor has the same purpose around the world. Top soil is the best for planting, because of its nutritious humus. This connected to the Corn Farming unit the students were exploring in Social Studies, which helped them understand why planting is so popular in the Midwest. We love that the students are making connections between the fields we see outside our window and what we know about soils, rocks, and landforms from our science unit.

What Brings You Joy?

Submitted by Traci Bruns
Elementary Lead Teacher



While this time of year can be very exciting and special for some, for others it is one of the most difficult times of year to get through. Teachers at South Side wanted to help ease some of this stress with our students by focusing on people, places and activities that bring them JOY, rather than *things*.

During the month of December, as part of our morning meeting, staff and students at South Side spent time discussing "joy". The purpose of morning meetings in classrooms are to spend time welcoming each other, sharing out with peers, building a sense of community, and learning about our social and emotional health.

Some of the questions classes discussed were:

- What is something that you enjoy doing?
- How does it make you feel when you get to do that?
- When do you usually do those things?
- Are there other people involved when you do the things you enjoy?
- Are they the reason you feel the way you do when you do them?
- What is joy?

Some of the things students wrote on the board were:

- Spending time with family (younger siblings and parents) and pets
- Being at school
- Special teachers
- Getting notes from friends
- Talking on the phone with people

From the staff and students at South Side, we hope that you too can find the JOY in the season!

MIDDLE SCHOOL LIFE SKILLS

by Deanna Perkins, Life Skills Teacher

In Middle School Life Skills, we are always doing something new that will help us pack our "tool box" for life. The 6th grade are currently role-playing working as a cashier to perfect their skills at making change. They are given a real-life scenario of a place they are working. The students then have to make the correct change and practice counting it back without the use of any calculators or paper and pencil.



The 7th grade Life Skills class is packing their "tool box" with new textile skills of learning how to sew buttons on shirts and repair



holes or tears in clothing. They are also learning how to read and make shopping lists from recipes and of course how to prepare those recipes.

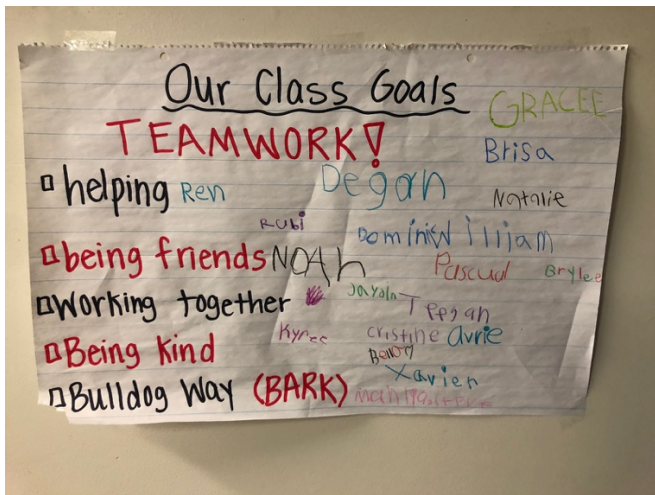
The 8th grade Life Skills class is taking on a big Life Skill task of learning how to apply for a job. We learn the basics of filling out a job application and general etiquette of applying for a job. We start at the beginning from asking for the application to going through a mock interview with Mr. Bliss or Mr. Spradlin. Each student creates an interview folder with samples of a job application, and potential interview questions they have filled out. They then take this into their interview. The student's role play going into the interviews by practicing their handshakes, making good eye contact and clear communication to help them be prepared for the real thing.



The Bulldog Way

Submitted by Cassidy Bilharz, HD 1st Grade Teacher

First graders have been discussing the Bulldog Way, teamwork, and classroom community at South Side. The Bulldog Way is: Being Safe, Acting Responsible, Respecting Others, and Keep Working Hard. Students decided together that teamwork means -- helping others, being friends, working together, being kind, and showing the Bulldog Way. Students talked about how important it is for them as a classroom community to show teamwork in these ways, not only at school, but also at home and in the larger community that they live in, whether that be Hampton, Dumont, etc. Students learned that a community is a place where people live, work, and play. Students brainstormed ways that they can show the Bulldog Way in their community. Some ideas for Being Safe were-- following traffic signs, looking both ways before crossing the street, and listening to and staying with an adult. Some ideas for Acting Responsible were-- picking up trash and following your parent's directions. Respecting Others-- giving a smile, being polite, and using kind words and actions. And finally, for Keep Working Hard-- always keeping your room picked up and always trying your very best. We encourage you to have a discussion with your student(s) about showing the Bulldog Way outside of their school community and in the larger community that they live in! We came to the conclusion that if we all do our very best to show teamwork and the Bulldog Way in each community that we're part of-- there isn't anything that we can't do!



Am I Unique?

Submitted by The HD Kindergarten Team

For the past month, the kindergarteners have been working on a social studies unit on how we are alike and different. First, we discussed and answered the question, "Who am I?" Some responses were:

- "I am a boy."
- "I am a daughter."
- "I am a friend."
- "I am a You-tuber."

Then we made self-portraits and discussed ways we are the same and how we are unique or different. Here are some responses of how we are alike:

- "We all have hair."
- "We are all humans."
- "We all have eyes."

And some answers of how we are unique:

- "I have blue eyes and some people don't."
- "My hair is curly."
- "I am taller than some of my friends."



The kindergartners enjoyed learning about each other and what makes us alike and unique!



GRIT

by Joan Philgreen

5th & 6th Instrumental Music Teacher

Bringing the World to Our Classrooms

by Kelsey Enslin, CAL 6th Grade

Psychologist Angela Duckworth defines Grit as “perseverance and passion for long-term goals”. She and her colleagues observed that individuals high in Grit were able to maintain their determination and motivation over long periods despite experiences with failure and adversity (*Grit*, by Angela Duckworth). I see Grit being a high need for the fifth and sixth grade band students.

As the students begin their instrumental music journey in fifth grade, they have to learn to multitask at a new level. The students learn many new things: how to hold their new-to-them instrument; how to make a good sound out of the instrument; what to do to make the various notes on that instrument; how to read the notes on the page (realizing they’re the same notes they’ve learned in past years); and how to count the notes/rests on the page (again, that they’re the same that they had learned before). They start multitasking those things at their very first lesson. All of this can seem overwhelming to a student who is just beginning to play an instrument. Learning to play an instrument isn’t something that “just happens” for the students. It does take work and effort beyond the time I have with them in a lesson. As they’re possibly struggling to begin with, having the perseverance and “stick-to-itiveness” is crucial. What I mean by this is not giving up if things begin to get difficult. By having the perseverance to practice and work through the tough spots, the students will improve and realize they are now accomplishing what they once thought was difficult.

The sixth grade band students are still learning the power of the word “YET”. When presented with something that is difficult for them at the time, they are learning that instead of saying “I can’t play this – I give up!”, they are now saying “I can’t play this YET, but if I work on it, I will figure it out and be able to play it eventually.” Having a strong sense of Grit is setting the students up on a successful and enjoyable path as they continue to learn and improve on their instrument.

Last year HD and CAL Elementaries received a grant that helped purchase two sets of virtual reality goggles for our classrooms that would be shared between the two districts. What are virtual reality goggles? Virtual reality goggles are goggles that allow the viewer to see various images or videos that are sent out through the computer. Viewers can also interact with these images. For example, the viewer can move their head around to see a 3D model of the human heart or experience a deep sea dive with Great White Sharks where the sharks are moving around you.

At CAL the goggles have been a huge success. Kindergarten-sixth grade students have used the goggles in various ways. The first implementation was related to science. Each grade level had the opportunity to view different habitats and ecosystems that related to their life science units. For example, the kindergarten students viewed various habitats and had to decide if a habitat would be a good habitat for a snail or not and explain why because they had explored and interacted with snails in their unit. The fifth grade students viewed various ocean environments and created a food web with the organisms in these environments that related back to the sun. They also found various systems and subsystems within these environments.

The goggles can be used in other subjects as well. For example, students can travel to a soccer stadium in Europe and use estimation strategies to determine about how many people could fit into the stadium. There are different units such as winter holidays around the world where students can evaluate and learn about how holidays are celebrated differently in different places. In a stem unit, students can explore engineering techniques and view how different bridges or buildings around the world have been crafted successfully.

The experiences with the virtual reality goggles are so neat for people of all ages (just ask the CAL board members or the parents from Literacy Night), but the best part is watching the students see the images and discover the amazing places around the world. It is so fun listening to their excitement. Having virtual reality goggles to use is truly bringing the world into our classrooms.



Robots Invade South Side

by Steve Waage, Technology Teacher

In October, I attended the ITEC (Iowa Technology & Education Connection) Conference in Des Moines. I love going to this conference because I ALWAYS bring back new ideas to use in my classes. This year I learned about programmable robots. These robots are spherical in shape and can be programmed by students using an iPad with the accompanying software. The nice thing is that I didn't have to buy the robots to use them in my classes, I simply checked them out from the Central Rivers AEA and they were shipped directly to South Side for me to use. Needless to



say, once the students were instructed on how to use the robots, they loved them. I had three kinds of robots, Mini, Spark+, and Bolt. All three robots can be

programmed in three ways, drawing, blocks, and finally with text. My students have been taught how to use block coding in the past, so it was pretty easy for them to understand and start using the robots immediately. Using the robots also allows students to apply their coding skills to a physical object in addition to animated software objects on the iPads.

So why use robots to teach computer skills? For one thing, it's FUN, and another is that the students become so engaged in learning when they are controlling the robot. When using the robots, elementary-aged students are grasping early concepts of programming while fostering 21st-century skills through activities. Students are exposed to teacher-created problems and the 4C's (collaboration, communication, creativity, and critical



thinking). It's fun as a teacher, to give them a problem and then turn them loose to work together to solve it.

8th Grade Writing & Reading

by Chelsea Ohloff, 8th Grade English Language Arts

8th grade Writing

Eighth graders began the year with a large narrative writing unit. Throughout the unit, students created two six-word memoirs, a memoir essay, and finished with an autobiography project. Students enjoyed having their six-word memoir projects and then their favorite line of their memoir essay displayed in the hall. It was eye-opening for staff and students to view the six-word memoirs that students came up with, as many students created honest, thought-provoking, serious messages, while others created inspirational, funny, or light-hearted messages. This was a good lesson for all in that there is always more to someone's story than what appears on the outside. In turn, we should be kind to everyone we meet.

The autobiography project concluded it all, including several reflective and descriptive chapters about themselves, as well as the narrative projects from earlier in the year. The autobiography project finished in a binder with a creative component and is one that students can keep for years to come. Throughout these different writing projects, students were challenged to use the grammar skills from each week in their writing.

Next up, eighth graders will dive into informational writing with a research paper unit. Students can choose one of two "routes": researching an influential person or choosing the challenge route of researching a topic of their choice. Many are taking the challenge, researching a wide variety of topics such as notorious asylums, the history of the gaming console, the Joplin tornado, and more! Throughout this unit, students will work on writing formally, paraphrasing text, create thesis statements, along with many, many other skills and standards.

8th grade Reading

The 8th grade students will be wrapping up their last unit using the book "The Giver" to cover standards RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision, RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices and tone, and wrapping up with RL.8.7 Analyze how a filmed or live production of a story is faithful to the text.

To fulfil the last standard, the students were able to go to the Windsor Theater and watch the movie "The Giver" and eat popcorn and drink pop in order to compare the book to the movie. The Windsor Theater viewing of "The Giver" was also a part of our PBIS quarterly incentives. Students were able to get popcorn and a pop with PBIS funds. The students will be writing their reflections on the similarities and differences on December 2nd to wrap up the unit.

The next unit that the 8th grade reading students will be working on is focused on summarizing.

8th grade Interventions

Progress monitoring has been occurring for the past month using the Fastbridge website. The Fastbridge website is the site that is also used as our universal screener for math and reading. Parents, students, and staff know this as aReading and aMath scores. W.I.N. (What I Need) time is available to students during 1st hour, as well as throughout the school day, to ensure that each child is getting what they need.

Choir Room Notes

Submitted by Katelyn Elscott, Vocal Music Teacher

Fifteen H-D-CAL students prepared for hours working towards IHSMA All-State auditions on October 26th. These same students were also selected to be a part of the North Central ICDA District Honor Choir on November 4th. They enjoyed a fun afternoon of rehearsals and finished off the night performing with over 250 other students from the area.



Front Row (left to right):

Katherine Hilton, Salma El Hamdouni, Riviera Nelson

2nd Row:

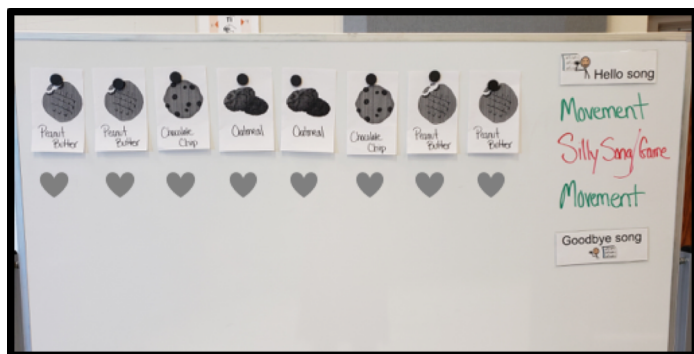
Emersyn Priske, Mykayla Kapp, Isabelle Schwab, Marina Guererro

Back Row:

*Briana Grover, Cole Walker, Carson Ries, Landon Schwendinger,
Jonah Bollhagen, Margaret Wicks*

Not Pictured:

Destiny Evans, Macole Niccum



There are so many voices to be heard in the choir room! Other than our two performing ensembles (Concert Choir and Chamber Choir), we also have Adaptive Music designed for our level three students. This class acts as a form of music therapy to help students with motor, social, communication, sensory,

cognitive, and emotional skills. Some activities that we've done this year including Cookie Composition, Heart of Music, The Dog Song, holiday-themed hiding songs, and two all-time favorites, "Baby Shark" and "The Chicken Dance."

Upcoming High School Choir Dates:

Thursday, February 6 – High School Vocal Pops Concert

Saturday, March 7 – Young Performing Artists Concert

Monday, March 16 – Solo & Ensemble Vocal Recital

Saturday, March 28 – IHSMA Solo & Small Ensemble Contest

6th Grade Language Arts

Submitted by Brittany Stevens
HD 6th Grade Teacher

6th Grade Happenings

Currently our 6th graders are working on making inferences and being able to support them with evidence through a variety of texts both fiction and nonfiction. Next, we will embark on a journey with a novel study, Freak the Mighty by Rodman Philbrick. This novel is about an unusual friendship that teaches students the importance of understanding the differences among each other. Our learning target for sixth graders during this novel study is that each student is able to read and comprehend text using a variety of reading strategies which include; questioning text, connecting to the text, making inferences while reading text, visualizing while reading text, and picking out important vocabulary words within their text.



During writing time, our 6th graders are working on writing a fiction story. The 6th grade language arts teachers have been sharing many different types of fiction with the students that are written by different authors. Each fiction story has a focus whether it is learning how to write using story elements, dialogue, suspense, or using your imagination. Soon they will be publishing their own fiction stories. The 6th graders have also improved their grammar skills through the use of mentor sentences. They have worked on parts of speech, figurative language, sentence types, and more. During this time, we analyze a sentence from a popular middle school book and learn from it, we even make it better.

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H-D CAL NEWSLETTER

The H-D CAL Community Schools' Newsletter is published bi-monthly and is distributed to every household with an Alexander, Coulter, Dumont, Hampton or Latimer mailing address. Newsletters are also sent to families with students in our school with addresses other than Alexander, Coulter, Dumont, Hampton or Latimer. Call the Superintendent's office to place any additional names on our mailing list.

Mary Ann Fulton, Editor

Visit the Hampton-Dumont and CAL websites for information on any of the following:



School News, District Information, Administration, Staff, School Buildings, Calendars, Lunch and Breakfast Menus, Parent Information, Links, Communities, and Alumni.

www.hdcsd.org and www.cal.k12.ia.us

Hampton-Dumont Community School District
601 12th Ave NE
Hampton, IA 50441-0336

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POSTAL PATRON


Hampton-Dumont CAL Schools January 2020 – Activity Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 NO SCHOOL	2 CLASSES RESUME	3 JV/V Girls'/Boys' B-Ball 3:45/5:00/6:15/7:45 HERE (HS) vs. Iowa Falls-Alden	4 V Wrestling – 10:00 Tournament - HERE (HS)
5	6 MS Girls' B-Ball – 4:15 7 th @ Riverbend (MS) 8 th – HERE (MS) 9 th Boys' B-Ball – 7:00 @ Iowa Falls-Alden (HS)	7 MS Boys' B-Ball – 4:15 7 th @ Webster City (MS) 8 th – HERE (MS) JV/V Girls' B-Ball – 6:00/7:30 HERE (HS) vs. Grandview Christian	8 School Dismisses 90 Minutes Early Professional Development	9 MS Boys' B-Ball – 4:15 7 th @ Riverbend (MS) 8 th – HERE (MS) JV/V Wrestling – 6:30/7:30 HERE vs. Webster City	10 JV/V Girls'/Boys' B-Ball 4:30/5:00/6:15/7:45 @ Algona (JV @ MS / V @ HS)	11 NCIBA HS Honor Band @ NIACC V Wrestling – 10:00 Tournament – HERE JV Wrestling Tournament - TBA
12	13 MS Girls' B-Ball – 4:15 7 th – HERE (MS) 8 th @ Clarion-Goldfield (MS) 9 th Boys' B-Ball – 7:45 @ Algona (MS) JV/V Boys' B-Ball – 6:15/7:45 HERE (HS) vs. Osage	14 MS Wrestling – 4:15 @ Webster City (MS) JV/V Girls' B-Ball – 6:00/7:30 @ Nevada (HS) JV/V Wrestling – 6:00 Triangular – HERE (HS)	15 School Dismisses 90 Minutes Early Professional Development	16 MS Boys' B-Ball – 4:15 7 th – HERE (MS) 8 th @ Clarion-Goldfield JV/V Wrestling – 6:00 Triangular @ Clear Lake (HS) 9 th Boys' B-Ball – 6:30 HERE (HS) vs. Humboldt	17 JV/V Girls'/Boys' B-Ball 3:45/5:00/6:15/7:45 HERE (HS) vs. Clear Lake	18 Karl King Honor Band Grades 6-7 @ Saint Edmond JV/V Wrestling – 10:00 JV @ Independence (HS) V @ South Hardin (HS) 9 th Boys' B-Ball – 8:30 Tournament - HERE (HS) JV/V Girls' B-Ball – 1:30/3:00 HERE (HS) vs. Waverly-Shell Rock
19	20 MS Girls' B-Ball – 4:15 7 th – HERE (MS) 8 th @ St. Edmond (Phillips Gym) 9/10 Boys' B-Ball – 6:30/7:45 @ Clear Lake (Clear Creek & MS)	21 MS Boys' B-Ball – 4:15 7 th – HERE (MS) 8 th @ Clear Lake (MS) MS Wrestling – 4:15 @ Riverbend (MS) JV/V Girls'/Boys' B-Ball 3:45/5:00/6:15/7:45 HERE vs. Saint Edmond	22 END 1 ST SEMESTER School Dismisses 90 Minutes Early Professional Development	23 MS Boys' B-Ball – 4:15 7 th – HERE (MS) 8 th @ St. Edmond (Phillips Gym)	24 JV/V Girls'/Boys' B-Ball 3:45/5:00/6:15/7:45 HERE (HS) vs. Clarion-Goldfield-Dows	25 IHSS District Large Group Speech Contest – HERE (MS) Show Choir Invitational Grades 7-8 @ Dallas Center-Grimes (HS) JV/V Wrestling – 10:00 @ Iowa Falls-Alden (HS) 9 th /JV/V Girls'/Boys' B-Ball 11:00/12:15/1:30/3:00/4:30 @ West Fork (HS)
26	27 IHMSA Jazz Band Festival – TBA MS Girls' B-Ball – 4:15 7 th @ Clear Lake 8 th – HERE (MS) 9/10 Boys' B-Ball – 6:30/7:45 9 th @ Clarion-Goldfield-Dows 9/10 – HERE (MS)	28 MS Wrestling – 4:15 @ Humboldt (MS) JV/V Girls'/Boys' B-Ball 3:45/5:00/6:15/7:45 @ Humboldt (HS)	29 School Dismisses 90 Minutes Early Professional Development	30 MS Boys' B-Ball – 4:15 7 th @ Clear Lake (MS) 8 th – HERE (MS)	31 JV/V Girls'/Boys' B-Ball 4:30/4:30/6:15/7:45 @ Webster City (HS)	

PLEASE NOTE: ALL DATES AND TIMES ARE SUBJECT TO CHANGE




Hampton-Dumont CAL Schools

January 2020 – Breakfast & Lunch Menu

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<div style="border: 1px solid black; padding: 5px; background-color: #e0f7fa;"> <p>ALL MEALS INCLUDE MILK AND ARE SUBJECT TO CHANGE.</p> <p><i>PLEASE NOTE: Seconds ONLY available for grades 5-12. There is a \$1.25 charge for lunch seconds.</i></p> </div>		1 NO SCHOOL	2 Long John & Yogurt (K-12) Cereal & Toast (HdS) <u>Pears</u> Shrimp Poppers Peas Buttered Sandwich Cottage Cheese / Peaches	3 Scrambled Eggs – Toast <u>Fruit Cocktail</u> Pig in a Blanket (K-12) Hamburger / Bun (HdS) Roasted Potatoes Broccoli Applesauce	4 <div style="background-color: #2e7d32; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);"> NOTE: Fresh fruits & vegetables, whole grain breads & pastas are used whenever possible. </div>
5	6	7	8	9	10	11
	French Toast Sticks – Applesauce Lil Smokies (K-12) <u>Sausage Patty (HdS)</u> Chicken & Noodles Steamed Carrots Wheat Roll (9-12) Cottage Cheese / Mandarin Oranges	Pancake on a Stick (K-12) Pancake / Sausage (HdS) <u>Mandarin Oranges</u> Corn Dog (K-12) Popcorn Chicken (HdS) Peas Pears	Omelets – Toast <u>Banana</u> Hamburger / Bun Baked Beans Tri Tater Fruit Cocktail	Sausage / Cheese Biscuit <u>Pineapple</u> Mandarin Orange Chicken Stir Fry Vegetables (9-12) Broccoli (HdS, K-8) Brown Rice Peaches	Mini Bagel & Yogurt (K-12) Cereal & Toast (HdS) <u>Fruit Cocktail</u> Pizza Corn Pineapple	
12	13	14	15	16	17	18
	Biscuit & Gravy (5-12) Cereal & Toast (HdS) <u>Peaches</u> Chicken Drumsticks (5-12) Chicken Nuggets (HdS, K-4) Mashed Potatoes - Broccoli Sandwich (5-12) Applesauce	Flatbread Breakfast (egg, sausage, bacon) <u>Orange Wheels</u> Spaghetti / Meat Sauce French Bread Salas Green Beans Peaches	Pancakes Sausage Patty <u>Pears</u> Chicken Strips Green Bean Casserole Apple Wedges	Cinnamon Roll & Yogurt (K-12) Cereal & Toast (HdS) <u>Applesauce</u> White Chicken Chili Cornbread Muffin Baby Carrots Banana	Breakfast Bar – Toast <u>Mandarin Oranges</u> Taco Salad Corn Wheat Roll Pineapple	
19	20	21	22	23	24	25
	Waffles – Sausage Patty <u>Peaches</u> Popcorn Chicken Broccoli Normandy Jelly Sandwich Fruit Cocktail	Long John & String Cheese (K-12) Cereal & Toast (HdS) <u>Pears</u> Breaded Chicken Patty / Bun Mixed Vegetables Tater Tots Apple Wedge	Yogurt Parfait (5-12) Yogurt Cup (HdS, K-4) <u>Toast – Apple Wedges</u> Breaded Fish Patty / Bun Peas Cheese Slice Pineapple	Sausage / Pancake Wrap (K-12) Cereal & Toast (HdS) <u>Orange Wheels</u> Chili Crispito Refried Beans Mexican Rice Pears	Pizza Breakfast Slider <u>Fruit Cocktail</u> Flying Saucer (ham, potato, cheese sauce) Asparagus Wheat Roll Rosy Applesauce	
26	27	28	29	30	31	<div style="border: 2px solid black; padding: 5px;"> <p>MUST TAKE 3 ITEMS ONE BEING FRUIT OR VEGETABLE</p> </div>
	Scrambled Eggs – Toast <u>Pears</u> Creamed Chicken / Biscuit Peas & Carrots Cottage Cheese Orange Wheels	French Toast Sticks & Applesauce Lil Smokies (K-12) <u>Sausage Patty (HdS)</u> BBQ Rib / Bun Tri Tater Baked Beans Pineapple	Mini Cinnis & Yogurt (K-12) Cereal & Toast (HdS) <u>Peaches</u> Pizza Boat Corn Pears	Breakfast Pizza <u>Pineapple</u> Chicken Nuggets Jelly Sandwich Broccoli Mandarin Oranges	Mini Pancakes <u>Yogurt - Apple Wedges</u> Cowboy Cavatini Green Beans Wheat Roll Peaches	

Hampton-Dumont CAL Schools

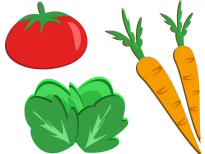
February 2020 – Activity Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 JV/V Wrestling – 11:00/10:00 JV - HERE (HS) vs. Fort Dodge V @ Roland-Story (HS)
2	3 IHSMA Show Choir Festival – TBA MS Girls' B-Ball – 4:15 7 th - HERE / 8 th @ Humboldt 9/10 Boys' B-Ball – 7:45 @ Webster City (HS)	4 JV/V Girls'/Boys' B-Ball 4:30/4:30/6:15/7:45 @ Iowa Falls-Alden (HS)	5 School Dismisses 90 Minutes Early Professional Development	6 HS Vocal Pops Concert – 7:00 Grades 9-12 @ Auditorium MS Boys' B-Ball – 4:15 7 th – HERE (MS) 8 th @ Humboldt (MS)	7 MS Wrestling – 4:15 @ AGWSR (MS) JV/V Girls'/Boys' B-Ball 3:45/5:00/6:15/7:45 HERE (HS) vs. Algona	8 IHSSA State Large Group Speech Contest @ Dubuque V Wrestling – 12:00 @ Clear Lake (HS)
9	10 IHSMA Jazz Choir Festival – TBA 9/10 Boys' B-Ball – 6:30/7:45 HERE (HS & MS) vs. Iowa Falls- Alden	11 JV/V Girls'/Boys' B-Ball 4:30/5:00/6:15/7:45 @ Clear Lake (HS)	12 School Dismisses 90 Minutes Early Professional Development	13 NCIBA MS Jazz Band Clinic @ Clear Lake (MS) JV/V Boys' B-Ball – 6:15/7:45 HERE (HS) vs. North Butler	14 9 th /JV/V Boys' B-Ball 5:00/6:15/7:30 @ Bishop Garrigan (HS)	15 North Polk Show Choir Invitational – Grades 7-8
16	17 NCIBA HS Jazz Band Contest @ Clear Lake (HS)	18 HS Instrumental Pops Concert 7:00 @ Auditorium (Grades 9-12)	19 School Dismisses 90 Minutes Early Professional Development	20 JV/V Boys' B-Ball – 5:45/7:15 @ Perry (HS)	21 	22 IHSSA All-State Large Group Speech Festival @ Ames (Iowa State Center)
23	24 	25 MS Instrumental Pops Concert 7:00 @ Auditorium (Grades 5-8)	26 School Dismisses 90 Minutes Early Professional Development	27 NC District Honor Choir @ Algona PAC (Grades 5-6) March 5 – Snow Date	28 PTO Family Fun Night 5:00-7:30 @ HDMS	29 IHSSA District Individual Events Speech Contest -TBA

PLEASE NOTE: ALL DATES AND TIMES ARE SUBJECT TO CHANGE

Hampton-Dumont CAL Schools

February 2020 – Breakfast & Lunch Menu

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
NOTE: HdS (Headstart)	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> MUST TAKE 3 ITEMS ONE BEING FRUIT OR VEGETABLE </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> ALL MEALS INCLUDE MILK AND ARE SUBJECT TO CHANGE. <i>PLEASE NOTE: Seconds ONLY available for grades 5-12. There is a \$1.25 charge for lunch seconds.</i> </div>				1
2	3	4	5	6	7	8
	Omelets – Toast <u>Fruit Cocktail</u> Mini Corn Dogs Baked Beans Peaches	Long Johns & Yogurt (K-12) Cereal & Toast (HdS) <u>Pears</u> Chicken Drumsticks (5-12) Popcorn Chicken (HdS-4) Mashed Potatoes Wheat Roll Fruit Cup	Sausage & Cheese Muffin <u>Applesauce</u> Hamburger / Bun Potato Wedges Green Beans Pears	Pancake on a Stick <u>Mandarin Oranges</u> Tenderloin / Bun Mixed Vegetables Pineapple	Biscuit & Gravy (5-12) Cereal & Toast (HdS, K-4) <u>Pineapple</u> Chili Cinnamon Roll (K-12) Crackers Celery & Baby Carrots Applesauce	
9	10	11	12	13	14	15
	Breakfast Pizza <u>Peaches</u> Creamed Chicken / Biscuit Peas Cottage Cheese Mandarin Oranges	Mini Waffles <u>Sausage Patty – Pears</u> Hot Ham & Cheese Baked Beans Baked Chips Fruit Cocktail	French Toast Sticks & Banana <u>Lil Smokies (K-12)</u> Chili Hot Dogs / Bun Green Beans Peaches	Cinnamon Roll & Yogurt Cup (K-12) Cereal & Toast (HdS) <u>Fruit Cocktail</u> Walking Taco Tomato & Lettuce Corn Apple Wedges	Breakfast Bar – Toast <u>Applesauce</u> Chicken Fettuccini Broccoli Bread Stick Peaches	
16	17	18	19	20	21	22
NOTE: Fresh fruits & vegetables, whole grain breads & pastas are used whenever possible.	Mini Pancakes – Sausage Patty <u>Mandarin Oranges</u> BBQ Rib Patty / Bun Baked Beans Pineapple	Scrambled Eggs <u>Toast – Pears</u> Spaghetti / Meat Sauce Green Beans French Bread Pears	Waffle – Sausage Patty <u>Peaches – Fruit Cocktail</u> Turkey / Ham Sub (HdS, K-4) Meatball Sub (5-12) Baby Carrots Baked Chips Applesauce	Sausage & Pancake Wrap (K-12) Cereal & Toast (HdS) <u>Banana</u> Flying Saucers (ham, potato, cheese sauce) Corn Wheat Roll Applesauce	Breakfast Pizza <u>Apple Wedges</u> Roasted Chicken (5-12) Chicken Strips (HdS, K-4) Broccoli Normandy Buttered Sandwich Pineapple	
23	24	25	26	27	28	29
	Pizza Breakfast Slider <u>Apple Wedges</u> Chicken Nuggets Broccoli Cheesy Potatoes Pineapple	Pancake on a Stick (K-12) Cereal & Toast (HdS) <u>Pineapple</u> Hot Pork Sandwich Mashed Potatoes / Gravy Corn Peaches	Yogurt Parfaits (5-12) Yogurt Cup (HdS, K-4) <u>Toast - Peaches</u> Fish Sticks Peas – Cottage Cheese Buttered Sandwich Mandarin Oranges	French Toast Sticks & Applesauce <u>Lil Smokies (K-12)</u> Corn Dog Hamburger / Bun (HdS) Green Beans – Tater Tots Fruit Cup Snickerdoodle	Long Johns & String Cheese (K-12) Cereal & Toast (HdS) <u>Fruit Cocktail</u> Macaroni & Cheese Asparagus Wheat Roll (5-12) Rosy Applesauce	