

New State Law Concerning Attendance

We wanted to update families on a recent change in legislation surrounding attendance-Iowa's new Compulsory Attendance and Truancy Law. This law is one of the most impactful changes for the coming year.

This change comes because the state will be using student attendance as part of compliance with (ESSA) Every Student Succeeds Act. This will hold districts accountable as part of the Iowa School Performance Profile designation.

This change to the law will require strict legal responsibilities by the school district as follows. By law, chronic absenteeism is defined as ANY absence from school for more than 10% of the total hours in a grading period (semester). When a student meets the threshold to be considered chronically absent (10%), the school official will send notice by mail or e-mail to the county attorney where the district's central office is located.

When a student is absent 15% of the hours in a semester, then the district is required to schedule an engagement meeting with the parent/guardian and student to create an absenteeism prevention plan. Parents/Guardians and students are required to attend this meeting and the district will be required to contact the family once per week for the remainder of the school year to monitor the performance of the student under the plan. If the student and/or parent/guardian do not attend or enter a plan or violate the terms of the plan, the district is required to notify the county attorney. Truancy means a child who is absent from school for ANY reason for at least 20% of the hours in a grading period (semester).

Please note that there are NO longer any excused absences for purposes of calculating whether a student is chronically absent and/or truant. When a student is absent for 20% of the hours in a semester, the district is required to contact the county attorney.

If you have questions concerning this law, please contact a member of administration.

Welcome New Staff



Jared Diers-Industrial Technology

My name is Jared Diers and I am the new Industrial Technology teacher here at Ed-Co. I grew up in Colesburg and graduated from Ed-Co in 2000. After graduation I ended up at UNI and graduated with a degree in Industrial

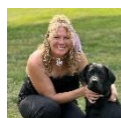
Technology education with a minor in Technology Management. I have since earned my masters degree in Curriculum and Instruction. My first teaching job was at Allamakee Community Schools in Waukon. I was there for a year and made the move to Western Dubuque Community Schools as the industrial Technology teacher in Farley at Drexler Middle School. I was there for 17 years before this opportunity at Ed-Co came about. I am thrilled to be back in the district where I started my education. I am super excited to work with the kids and help get them better prepared for life after Ed-Co. This year I will be teaching eight different Industrial Technology courses. I will also be coaching Junior High boys and girls basketball.

I have been married to my wonderful wife Amanda for 16 years. We have two children. Josie is an 8th grader here at the high school. Will is a 6th grader in his last year at the elementary. We live in Colesburg with our Golden Retriever, Graham. In my free time I enjoy watching my kids in the many activities they are involved in. I also enjoy all kinds of sports, hunting, fishing, woodworking, the Iowa Hawkeyes and being on the river.



Kendra Miller-Para Professional(Elem)

My name is Kendra Miller and I am starting as a Para Professional in the Elementary this year. I am a Ed-Co graduate class of 2009. I have 3 kids, 2 girls and a boy. I live in Edgewood. I love to be outdoors as much as I can. In my extra time I love to spend time with family and friends. I am excited to see where this new journey take me.



Kristie Battin-Nutrition

Kristie and her family live above Motor Mill with her family which includes her husband Sam Battin and two kids Carter and Bella Battin both go to ED -Co and involved in many sports events. She also has many 4 legged family members and runs small business raising Labradors for service dog organizations. I work with organizations that help children in need,veterans,hearing impaired,vision and mobility issues. I graduated from Central Elkader and Kirkwood community college as a vet assistant after words I did work at the Elkader vet clinic for 12 years.

Elementary News

CONGRATULATIONS STUDENT COUNCIL!



News from Mrs. Megan Bonert

Hello from the Title 1 Reading room! We would like to take this opportunity to give you some important information about the Title 1 reading program.

This program serves Kindergarten through 4th grade students. We look at specific criteria when deciding which students qualify for this program. We look at FAST data, phonemic awareness skills, as well as phonics skills. Depending on how students do in these areas, they are given a certain amount of points. The students with the most points are those that qualify for this extra support. We look at this information two times a year, in the fall and again in the winter. If your child meets the criteria for Title 1 services, he/she will come to our classroom to work in a small group on various reading skills. Qualifying for Title 1 does not mean that your student will always need this extra support. Some students will need consistent support with reading, some will need support for a short time, and others might move in and out of the program several times depending on his/her scores and needs as a reader.

We believe that every child can be a reader and gain the skills that they need to read proficiently! IF your child qualifies for this program, you will receive a letter explaining that process after the beginning of the year assessments are completed. We look forward to getting to work with many of you and your students this year!



6th Grade News from Mrs. Mather

We are off to a great start in 6th grade. We have a super group of students this year! They have adjusted to 6th grade very well, as we have been taking the first eight days to learn about the 7 Habits of being a leader.

6th grade social studies students will be reviewing map skills, latitude, and longitude. Then they will be taking many trips into the past to visit ancient civilizations of the eastern hemisphere this year.

In our 6th grade literacy class we are all learning a new reading curriculum, and we are very excited to see what happens next in 6th grade.



News from Mrs. Anderegg

Welcome back! The students, teachers, and associates are starting to get comfortable with their new classrooms, schedules, and routines this year. The special education team has begun progress monitoring and has attended trainings to start the year off strong!

Have you ever wondered what Special Education Teachers do and what Special Education is? Unlike other teachers who focus primarily on academics, the special education teacher serves both as an educator and as an advocate for students with special needs. His or her schedule is divided among planning, instruction, assessing students and managing their individualized education programs (IEPs). The job includes scheduling, attending and following up after IEP meetings, writing IEPs with attainable and measurable goals, tracking and reporting student progress on IEP goals, providing guidance to general education teachers who wish to accommodate students, administering assessments, planning and instructing for individual students, managing and evaluating instructional assistants and other paraprofessionals, developing behavior management plans and more.

Special Education teachers can also teach Alternate Assessment if they have the required endorsement. DLM (Dynamic Learning Maps) alternate assessments are for students with the most significant cognitive disabilities whose academic performance is judged against alternate achievement standards. Content areas include English Language Arts, Math, and Science. Students who participate in Iowa's Alternate Assessments will not participate in Iowa Assessments. Students are eligible to be on Alternate Assessment if: The student has a significant cognitive disability, receives instruction on the Iowa Core Essential Elements which are aligned to the Iowa Core Standards but are of reduced breadth, depth, and complexity, and requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age appropriate curriculum. For more information on alternate assessment, visit <https://educateiowa.gov/pk-12/special->

education/assessment-testing/iowa-alternate-assessment-1-iaa.

Special Education means that students with disabilities are educated with their non-disabled peers, receiving the instructional programs and services available to our general education population, therefore enforcing our mission in assisting and ensuring that each student achieves his or her level of educational excellence.



News from Mr. Heying

Hello Everyone and welcome back to another wonderful school year here at Edgewood-Colesburg Elementary! We are so excited to have all of our students back

in the building and we are enjoying the new A/C with all of the hot weather we've been experiencing this week! As the year is getting started we are going through our Leader in Me first 8 days to help show students how we can, be proactive, think with the end in mind, put first things first, think win-win, seek first to understand, synergize, sharpen the saw and lastly find our voice. After these first 8 days are complete I will be joining each classroom once every other week to work on our SEL lessons to help with the emotional growth and development of our students through out the school year!



News from Mrs. Askeland

We are excited to welcome 18 Preschoolers into our classroom this year! Preschool started on Wednesday, August 28th. Prior to

the beginning of Preschool, we conduct Home Visits with each family. This is a great opportunity to get to know the families better before the first day. The children love that we come to their house and talk about it the whole school year!

The beginning of the school year is busy in Preschool learning school rules, routines and expectations. We provide many opportunities for playing and working with our new friends! We also do many activities that promote social skills, such as taking turns, following directions, teamwork and problem solving.

We're so excited for a new school year and watching the Preschoolers play, work and grow each day!



News from Mrs. Brady & Mrs. Bonert

Welcome back to school! We are so excited to be here and to have met our new students!



We were so fortunate to have studied the "First 8 Days" to start our school year. Each day of the first 8 days of school, we learn about a different habit from "Leader in Me." The eight habits will be incorporated into all parts of the day throughout the school year. We will also have "Lead Time" to start our day on Monday, Wednesday, and Friday. During this time, we will work on our habits and build our community. This will give students tools to help them get along with others and become the best version of themselves. Here are the 8 habits and what they mean:

Habit 1- Be Proactive: thinking ahead instead of being reactive

Habit 2- Begin with the end in mind: picture the steps that you need to take to achieve your goal

Habit 3- Put first things first: doing what is important first before doing fun things

Habit 4- Think Win Win: working together to find the best solution for each person

Habit 5- Seek first to understand, then to be understood: listening to others

Habit 6- Synergize: working together

Habit 7- Sharpen the Saw: balance is best

Habit 8- Find Your Voice: figuring out your talents

After the first eight days, the students will jump into our curriculum. In reading, we will learn about the difference between nonfiction and fiction, and we will learn about making connections to what we read. In writing, we will review what makes a sentence, capitalization, and punctuation. In math, we start the year by learning about place value and estimation. In science, we will begin by learning about forces and magnetism. In social studies, we start by learning about the different regions of the United States.

ANNUAL NOTICE OF NONDISCRIMINATION

(Board Policy 102.E2)

It is the policy of the Edgewood-Colesburg Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and 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: Karla Trenkamp, District Equity Coordinator, ktrenkamp@edge-cole.k12.ia.us, 563-928-6412. Inquiries may also be directed in writing to Karla Trenkamp, Edgewood Colesburg Community Schools, P.O. Box 316, Edgewood, Iowa 52042.



News from Mrs. Kruse & Mr. Beatty



Fourth grade is off to a great start! We are super proud of our students who worked hard on their math facts and reading over summer break. Mrs. Kruse and Mr. Beatty are excited to get to know our new classes. To make the transition into fourth grade easier, we highly recommend students practice their math facts 5 times a week on top of reading every night. Soon we will be doing 2 digit by 2 digit multiplication as well as long division. Knowing all their math facts up to 12 x12 will make it easier to learn those skills. Mrs. Kruse and Mr. Beatty look forward to seeing our students everyday and encourage everyone to bring a water bottle. It is going to be a great year!

District News

Superintendent Kim Huckstadt was able to meet some 7th grade students on the 1st day of classes.



ANNUAL NOTICES TO PARENTS/GUARDIANS

HOMELESS CHILDREN AND YOUTH

(Board Policy 501.16)

The Edgewood Colesburg Community School District believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth.

The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled up”);
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - Living in emergency or transitional shelters; or
 - Abandoned in hospitals.

- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

To help ensure that homeless children and youth have a full opportunity to enroll, attend, and succeed at school, the board shall:

- Designate the School Counselor as the local homeless children and youth liaison;
- Provide training opportunities for staff so staff may help identify and meet the needs of homeless children and youth;
- Remove barriers, including those associated with fees, fines, and absences, to the identification, enrollment, retention, attendance and/or success in school for homeless children and youth;
- Ensure collaboration and coordination with other service providers;
- Ensure transportation is provided in accordance with legal requirements;
- Provide school stability in school assignment according to the child’s best interests;
- Ensure the privacy of student records, as provided by applicable law, including information about a homeless child or youth’s living situation;
- Engage in the dispute resolution process for decisions relating to the educational placement of homeless children and youth as provided by applicable law; and
- Prohibit the segregation of a homeless child or youth from other students enrolled in the district.

The superintendent may develop an administrative process or procedures to implement this policy.

ANTI-BULLYING/HARASSMENT

(Board Policy 104)

The Edgewood-Colesburg Community School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and

respect. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed.

Bullying and/or harassment of or by students, employees, and volunteers is against federal, state, and local policy and is not tolerated by the board.

Accordingly, school employees, volunteers, and students shall not engage in bullying or harassing behavior while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

Complaints may be filed with the superintendent or superintendent's designee pursuant to the regulation accompanying this policy. The superintendent is responsible for implementation of this policy and all accompanying procedures. Complaints will be investigated within a reasonable time frame. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and/or harassment, the district will notify the parent or guardian of the student.

If as a result of viewing surveillance system data or based on a report from a school district employee, the district determines that a student has suffered bullying or harassment by another student enrolled in the district; a parent or guardian of the student may enroll the student in another attendance center within the district that offers classes at the student's grade level, subject to the requirements and limitations established in Iowa law related to this topic.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the regulation, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Retaliation Prohibited

Individuals who knowingly file false bullying or harassment complaints and any person who gives

false statements in an investigation may be subject to discipline by appropriate measures.

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to
- communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging. "Harassment" and "bullying" mean any repeated or potentially repeated electronic, written, verbal, or physical act or other ongoing conduct toward an individual based on any trait or characteristic of the individual which creates an objectively hostile school environment that meets one or more of the following conditions:
 - 1.Places the individual in reasonable fear of harm to the individual's person or property.
 - 2.Has a substantial detrimental effect on the individual's physical or mental health.
 - 3.Has the effect of substantially interfering with the individual's academic or career performance. Has the effect of substantially interfering with the individual's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Trait or characteristic of the individual" includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

- “Volunteer” means an individual who has regular, significant contact with students.

Publication of Policy

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district’s web site

CHILD ABUSE REPORTING

(Board Policy 402.2)

In compliance with state law and to provide protection to victims of child abuse, the board believes incidents of alleged child abuse should be reported to the proper authorities. All licensed school employees, teachers, coaches and paraeducators and all school employees 18 years of age or older are mandatory reporters as provided by law and are to report alleged incidents of child abuse they become aware of within the scope of their professional duties.

When a mandatory reporter suspects a student is the victim of child abuse, the mandatory reporter shall make an oral report of the suspected child abuse to the Iowa Department of Human Services within 24 hours of becoming aware of the abusive incident and shall make a written report to the Iowa Department of Human Services within 48 hours following the oral report. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency will also be notified.

Within six months of their initial employment, mandatory reporters will take a two-hour training course involving the identification and reporting of child abuse and dependent adult abuse or submit evidence they’ve taken the course within the previous three years. After July 1, 2019, employees who have previously taken mandatory reporter training will be required to take the two-hour training course before the expiration of their current training certificate. Once the training course has been taken, the certificate will remain valid for three years. Employees who have taken the post-July 1, 2019, two-hour training course will take the one-hour follow up training course every three years and prior to the expiration of their certificate.

STUDENT DIRECTORY

(Board Policy 506.2)

Directory information is information contained in the education records of a student that would

not generally be considered harmful or an invasion of privacy if disclosed. The district may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information." The district has designated the following as "directory information":

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)

Student is defined as an enrolled individual, PK-12 including children in school district sponsored child care programs.

Prior to developing a student directory or to giving general information to the public, parents (including parents of students open enrolled out of the school district and parents of children homeschooled in the school district) will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.

It is the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parent

SAFE AND EFFECTIVE USE OF SECLUSION AND RESTRAINT

(Board Policy 503.6)

It is the goal of the district that all students can learn and grow in a safe and peaceful environment that nurtures the student and models respect for oneself and others. On occasion, trained district employees and others may have to use behavior management interventions, physical restraint and/or seclusion of students. The goal of these interventions is to promote the dignity, care, safety, welfare and security of each child and the school community. With this objective in mind, the district will prioritize the use of the least restrictive behavioral interventions appropriate for the situation.

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, body, or head freely. Physical restraint does not mean a technique used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which the technique was designed and, if applicable, prescribed. Physical restraint does not include instructional strategies, such as physically guiding a student during an educational task, hand-shaking, hugging, or other non-disciplinary physical contact.

Seclusion means the involuntary confinement of a child in a seclusion room or area from which the child is prevented or prohibited from leaving; however, preventing a child from leaving a classroom or school building are not considered seclusion. Seclusion does not include instances when a school employee is present within the room and providing services to the child, such as crisis intervention or instruction. Physical restraint or seclusion is reasonable or necessary only:

- To prevent or terminate an imminent threat of bodily injury to the student or others; or
- To prevent serious damage to property of significant monetary value or significant nonmonetary value or importance; or
- When the student's actions seriously disrupt the learning environment or when physical restraint or seclusion is necessary to ensure the safety of the student or others; and
- When less restrictive alternatives to seclusion or physical restraint would not be effective, would not be feasible under the circumstances, or have failed in preventing or terminating the imminent threat or behavior; and

- When the physical restraint or seclusion complies with all applicable laws.

Prior to using physical restraint or seclusion, employees must receive training in accordance with the law. Any individual who is not employed by the district but whose duties could require the individual to use or be present during the use of physical restraint or seclusion on a student will be invited to participate in the same training offered to employees on this topic.

When required by law, the superintendent or the superintendent's designee will ensure a post-occurrence debriefing meeting is held, maintain documentation and fulfill all reporting requirements for each occurrence of physical restraint or seclusion as required by law.

COURTESY AT EXTRA-CURRICULAR EVENTS

We are looking forward to excellent extra-curricular events at Edgewood-Colesburg. We share the responsibility for appropriate behavior at the activities. For the safety of all spectators and support of the participants, the following are Ed-Co's expectations.

1. Be respectful and quiet during the national anthem. Hold your right hand over your heart.
2. Watch the game.
3. Visit with your friends.
4. Demonstrate good sportsmanship, be respectful and courteous to others; Support the teams, cheer and clap.
5. Be a positive credit to your family, school and community.
6. Leave your seat only between quarters, at half time and between games.



September 2024 Calendar of Events

*Events are subject to change. For the most up to date information go to www.edge-cole.k12.ia.us

Sept. 2

Labor Day - No School

Sept. 3

4:00pm-JH/HS B/G Cross Country @ Oelwein

6:00pm: 9th Grade VB @ East Buchanan

Sept. 5

5:15pm-Freshman/Sophomore VB @ Easton Valley

6:15pm-JV/V VB @ Easton Valley

Sept. 6

7:00pm-V FB @ Easton Valley

Sept. 7

9:00am-V VB @ Anamosa

Sept. 9

4:30pm-JH/JV FB vs. Easton Valley @ Edgewood

Sept. 12

FFA District Dairy Judging @ Calmar

4:00pm-JH VB @ Starmont

4:30pm-JH/HS B/G Cross Country @ La Porte City Golf

5:15pm -Freshman/Sophomore VB vs. Cal-Wheat @Edgewood

6:15pm-JV/V VB vs. Cal Wheat @ Edgewood

Sept. 13

FFA State Dairy Judging @ Manchester

7:00pm V FB vs. Central City @ Edgewood

Sept. 16

4:30pm-Freshman/Sophomore/JV VB @ MFL MarMac

4:30pm-JH/JV FB @ Central City

Sept. 17

4:00pm-JH VB @ Maquoketa Valley

4:00pm-JH/HS B/G Cross Country @ Starmont

Sept. 18

Jr/Sr High School Pictures

Sept. 19

Elementary-School Pictures

4:00pm-JH VB @ North Linn

4:15pm-JH/HS B/G Cross Country @ Independence

5:15pm-Freshman/Sophomore VB @ North Linn

6:15pm-JV/V VB @ North Linn

Sept. 20

7:00pm-V FB vs. Midland @ Wyoming Fairgrounds

Sept. 23

No School - Teacher Learning

4:30pm-JH/HS B/G Cross Country @ Bellevue Golf Club

4:30pm-JH/JV FB vs. Midland @ Edgewood

Sept. 24

3:30pm-JH VB vs. Maquoketa Valley @ Edgewood

5:15pm-Freshman/Sophomore VB Maquoketa Valley @ Edgewood

6:15-JV/V VB vs. Maquoketa Valley @ Edgewood

Sept. 26

4:00pm-JH VB @ Alburnett

5:15pm-Freshman/Sophomore VB @ Alburnett

6:15pm-JV/V VB @ Alburnett

Sept. 27-HOMECOMING

1:30pm-Homecoming Pep Rally

7:00pm-V FB vs. Lone Tree @ Edgewood

Sept. 28

9:00am-V VB @ North Cedar

Sept. 30

4:30pm-JH/JV FB vs. Central @ Edgewood

Respiratory Virus Guidance Snapshot



Core prevention strategies

<p>Immunizations</p>	<p>Hygiene</p>	<p>Steps for Cleaner Air</p>	<p>Treatment</p>	<p>Stay Home and Prevent Spread*</p>
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Additional prevention strategies

<p>Masks</p>	<p>Distancing</p>	<p>Tests</p>
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Layering prevention strategies can be especially helpful when:

- ✓ Respiratory viruses are causing a lot of illness in your community
- ✓ You or those around you have risk factors for severe illness
- ✓ You or those around you were recently exposed, are sick, or are recovering

*Stay home and away from others until, for 24 hours BOTH:



Your symptoms are getting better



You are fever-free (without meds)



Then take added precaution for the next 5 days

September 2024 Menu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 No School	3 Pancakes K-6 Poptart & Yogurt 7-12	4 Glazed Donut K-12	5 Breakfast Bar & Toast K-6 Bagel 7-12	6 Sausage & Toast K-6 PBJ 7-12
9 Blueberry Donuts K-12	10 Waffles K-6 Cereal & String Cheese 7-12	11 Long John & Yogurt K-12	12 Breakfast Bites & Toast K-6 Bagel 7-12	13 Omelet & Toast K-6 PBJ 7-12
16 French Toast K-6 Cereal & Yogurt 7-12	17 Biscuits & Gravy K-6 Long John & Yogurt 7-12	18 Sausage, Egg, Cheese Croissant K-12	19 Breakfast Pizza K-12	20 Fruit & Yogurt Parfait K-12 Toast K-6
23 No School	24 Mini Cinnis K-6 Long John & Yogurt 7-12	25 Muffin K-12	26 Little Smokies & Toast K-6 Bagel 7-12	27 Pop tart, Yogurt & Toast K-6 Pop tart & Yogurt 7-12
30 Pancake Stick K-6 Cereal & String Cheese 7-12				
2 No School	3 Super Nachos Corn Apple Slices Alternative Main Dish: Rib Patty WG Bun	4 Mini Corn Dogs Baked Beans/Carrots Watermelon Alternative Main Dish: Mini Cheese Bites	5 Ham Patty WG Bun Augratin Potatoes/Cucumbers Pears Alternative Main Dish: Boneless Chicken Wings WG Biscuit	6 Mandarin Orange Chicken WG Rice Broccoli Mandarin Oranges Alternative Main Dish: Hotdog WG Bun
9 Pork Fritter WG Bun Broccoli/Carrots Peaches Alternative Main Dish: Grilled Cheese	10 Chicken Wrap WG Tortilla Corn Frozen Fruit Cup NO Alternative Main Dish:	11 Spaghetti WG Breadstick Romaine Lettuce Cherry Tomatoes Banana Alternative Main Dish: Popcorn Chicken WG Butter Sandwich	12 Ham & Turkey Croissant Baked Beans Applesauce Alternative Main Dish: Pizza Crunchers	13 Chicken Nuggets WG Dinner Roll Mashed Potatoes/Gravy Green Beans Mandarin Oranges Alternative Main Dish: Hamburger/WG Bun
16 Walking Taco's Corn Strawberries Alternative Main Dish: Chicken Patty WG Bun	17 Cheese Filled Breadsticks Romaine Lettuce Cucumbers Applesauce Alternative Main Dish: Meatball Sub	18 Fish Shapes K-6 WG Butter Sandwich K-6 Fish Sandwich 7-12 Peas Banana Alternative Main Dish: Sausage, Egg, Cheese Croissant	19 Hotdog WG Bun Baked Beans Watermelon Alternative Main Dish: Taco Bites	20 French Toast Sausage Tri Tators Oranges Applesauce 9-12 Alternative Main Dish: Cheddarwurst/ WG Hotdog Bun
23 No School	24 Sloppy Joe's WG Bun Tater Tots/Carrots Pears Alternative Main Dish: Stuffed Crust Pizza	25 Chicken & Noodles WG Dinner Roll Peas Peaches Alternative Main Dish: Brat/WG Bun	26 French Bread Pizza Romaine Lettuce Cucumbers Mandarin Oranges No Alternative Main Dish	27 Hoagie Baked Beans Applesauce Alternative Main Dish: Rib Patty WG Bun
30 Hamburger WG Bun Savory Carrots Pears Alternative Main Dish: Chicken Strips WG Butter Sandwich	PBJ offered daily Grades 5-12 can choose a Chef Salad, Garden Salad with crackers or Hoagie	Meal Prices: Breakfast PK-12 \$1.60 Breakfast Adult \$2.10 Lunch PK-6 \$2.50 Lunch 7-12 \$2.70 Lunch Adult \$4.85	Fresh Fruits and vegetables offered daily Alternative Main Dish Includes a fruit and vegetable.	Menu Subject to change Milk served daily

The institution is an equal opportunity provider. Menu subject to change.