



## FFA News

Wednesday, Sept. 8<sup>th</sup>, members of the Ed-Co FFA Chapter participated in the

Clayton County Soils Judging Contest. FFA members from five local schools judged soil profiles, tested their pacing ability, flagged contour lines and completed a written test.



Ed-Co FFA took home first place as the top soil judging team. Members of this team included: Nathaniel Gaul, Peyton Gaul, Lucas Rezende and Jack Wiskus. Nathaniel placed 2<sup>nd</sup> individually and Lucas placed 3<sup>rd</sup>.

Other Ed-Co FFA members who competed include: Brooke Amling, Aspen Jones, Zoe Walz, Marin Gaul, Jake Schilling, Ava Kerns and Avery Wessel.

Thursday, Sept. 16, FFA members competed at the Tri-State Dairy

Convention in the non-reasons dairy cattle judging event, as well as the milk quality and products



contest. This was a large event with 428 FFA members competing from Iowa and Wisconsin. Ed-Co received first place in non-reasons dairy cattle judging and Konnor Putz placed 3<sup>rd</sup> individually!

Other team members included: Nathaniel Gaul, Avery Wessel and Korey Putz. In milk quality and products, Ed-Co placed 6<sup>th</sup> and Maci Hummel placed 6<sup>th</sup> individually. Other team members included: Luka Schulte, Lucas Rezende and Tracey Schaeffers.

On Friday, Sept. 17, the following students competed at the State Dairy Foods contest in West Union and a Silver rating. The team consisted of Maci Hummel, Luka Schulte, Tracey Schaeffers, Lucas Rezende.

Seven Ed-Co FFA members competed at the NE District Soils Contest Wed. Sept. 22 in Waterloo. Team 1 received third place. Team members include: Nathaniel Gaul, Peyton Gaul, Lucas Rezende and Jack Wiskus. Ed-Co Team 2 received 7<sup>th</sup> place. Team members include: Aspen Jones, Ava Kerns and Avery Wessel. Avery Wessel received 1<sup>st</sup> place individually, Jack Wiskus received 3<sup>rd</sup> place individually and Nathaniel Gaul placed 4<sup>th</sup> place individually.

## Homecoming Court



Elementary Prince and Princess  
Wyatt Gaul and  
Alayna Bailey



7<sup>th</sup> grade Attendants  
Rylan Gaul and  
Abbie Schilling



8<sup>th</sup> grade Attendants  
Allan Schaeffers and  
Imogen Greenlee



9<sup>th</sup> grade Attendants  
Kyler Cole and  
Kaitlyn Thein



10<sup>th</sup> grade Attendants  
Gregory Hansel and  
Audrie Helmrichs



11<sup>th</sup> grade Attendants  
Ian Miller and Emma  
Lange



**Queen Candidates:** Abbie Sullivan, Kelsey Hansel, Reghan Steger, Hailey Rausch & Mikayla Thein

**King Candidates:** Ike Jones, Lance Voss, Mason Ashline, Kiernan Hansel & Landon Billmeyer



**Queen Kelsey Hansel  
King Ike Jones**



Representing Ed-Co is our own Megan Pierschbacher!! She was chosen (by interview) from applicants across the state to serve on the 2021-2022 FBLA State Officer Team as Region 1 Vice President (our NE Iowa Region). CONGRATS and we're looking forward to you serving us at the state level!



## High School News



### News from Mrs. Anderson

Are You Keeping Up With Person-First Language?

Do you notice the difference between speaking about a person who has epilepsy versus an epileptic? A person in a wheelchair vs a wheelchair bound person? Or a student with a reading deficit rather than being learning disabled? If you like to keep up with the times then you may already be using person-first language. Person- first language uses a simple shift of placing the focus on the person, a real human with awareness and feelings, and takes the focus off the disability. Person-first language does just that, respectfully acknowledges the person first, then if it's relevant may include the impairment. If it seems like splitting hairs, pause to consider the dignity and worth of all humans. In person-first language, the person is emphasized, not the individual's disabling or chronic condition. For example, use "a person with paraplegia" and "a youth with epilepsy" rather than "a paraplegic" or "an epileptic". This principle applies to groups of people as well. Such as, use "people with substance use disorders" or "people with intellectual disabilities" rather than "substance abusers" or "the mentally retarded".

In my role as one of the 7th -12th grade special education teachers at Ed-Co high school I can attest that it is still an ongoing battle to eliminate the R-word from the students' taunts. On a weekly basis I overhear students in the hallways, commons and other casual settings throw this insult toward a classmate without a second thought. Hopefully, as adults read this article it may prompt a conversation with your child or cause the reader to have a greater awareness of their own person-first language.

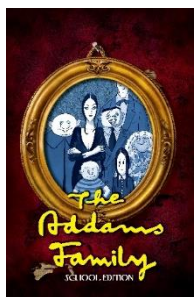
As with most language guidelines there are exceptions. Some groups prefer to claim the identity of the impairment first as it allows the individual to claim the disability and choose their identity rather than permitting others (such as, authors, educators, researchers) to name it or to select terms with negative implications. For instance, some Deaf individuals prefer to be called "Deaf" (with a capital D) rather than "people with hearing loss or impairment". Similarly the Autistic community and blind persons (blind remains in lower case) have chosen to identify the impairment first rather than being a person with autism or a person with a vision impairment. Also note, it is acceptable to use "blind" for people with almost complete vision loss. Many people with vision loss are not considered blind. Both person-first and identity-first approaches to language are designed to respect disabled persons; both are fine choices overall. It is permissible to use either approach or to mix person-first and identity-first language unless or until you know that a group clearly prefers one approach, in which case, you should use the preferred approach. As you become acquainted with the person you might ask them how they prefer to speak about their traits.

Last, here's an update on changes regarding students for whom English is not their first language. The reference of English as a Second Language (ESL) is used less commonly because for many immigrants to the US English may actually be the third or fourth language they are learning. The next reference was English Language Learners (ELL) yet that includes redundancy as it is well known that English is a language. Currently, the federal and state Departments of Education refer to students as English Learners (EL). Yes, it seems to be splitting hairs but as an inclusive language the goal is to recognize and respect the person first. Inclusive language guidelines are continually evolving so if you're a person who likes to keep up with the times please be a leader when speaking about persons with disabilities and don't be afraid to straight out ask a friend about their preferred reference.

Source: <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/disability>



## Fall Musical



The Ed-Co Fine Arts Department presents "The Addams Family" A New Musical on Nov. 12<sup>th</sup> & 13<sup>th</sup> @ 7:30pm and Nov. 14<sup>th</sup> @ 2pm. Reserved seating available. Contact 563-928-6412 or [ccalderwood@edge-cole.k12.ia.us](mailto:ccalderwood@edge-cole.k12.ia.us)

Synopsis: THE ADDAMS FAMILY, a comical feast that embraces the wackiness in every family, features an original story and it's every father's nightmare: Wednesday Addams, the ultimate princess of darkness, has grown up and fallen in love with a sweet, smart young man from a respectable family– a man her parents have never met. And if that wasn't upsetting enough, Wednesday confides in her father and begs him not to tell her mother. Now, Gomez Addams must do something he's never done before– keep a secret from his beloved wife, Morticia. Everything will change for the whole family on the fateful night they host a dinner for Wednesday's "normal" boyfriend and his parents.



*THE ADDAMS FAMILY School Edition*  
A NEW MUSICAL

Book by MARSHALL BRICKMAN and RICK ELICE  
Music and Lyrics by ANDREW LIPPA  
THE ADDAMS FAMILY School Edition A NEW MUSICAL is presented through special arrangement with and all authorized performance materials are supplied by Theatrical Rights Worldwide 1180 Avenue of the Americas, Suite 640, New York, NY 10036. [www.theatricalrights.com](http://www.theatricalrights.com)

## HS Music Dept.

The High School Choir is working towards their Oct. 26<sup>th</sup> @ 7pm and Nov. 11<sup>th</sup> Veterans Day @ 8:30am Performances. For the October concert the Junior High Band will be joining the High School Choir. We hope you can join us either in person or through the [NFHSnetwork.com](http://NFHSnetwork.com).



## Upcoming Dates:

- 10/26, Fall Concert 7<sup>th</sup>/8<sup>th</sup> Band & HS Choir
- 10/21, Tri-Rivers JH Instrumental Festival - Starmont
- 10/23, All State Auditions
- 10/26, Fall Concert (HS Choir, 7<sup>th</sup>/8<sup>th</sup> Band) - 7pm
- 11/11, Veterans Day Assembly - 8:30am
- 11/12-13, Musical - 7:30pm
- 11/14, Musical - 2pm



## News from Mrs. Meyer, Teacher Librarian

What's Happened to the Library!



An exciting thing happened in the Ed-Co Jr. Sr. High School Library over the summer. That exciting thing was a total remodel, a total facelift if you will. The designing of the space centers around a common theme, and that theme is "collaboration". Before we started the designing of the library space, I researched many articles to find out just what a 21<sup>st</sup> century school library should have. My favorite article titled "21<sup>st</sup> Century Libraries: The Learning Commons", written by Beth Holland, gave me great ideas on what kind of space I wanted to design for our students. She said, "Libraries become a different kind of learning destination when schools imagine them as open, transparent spaces that invite communication and collaboration". That is what I wanted for our students at Ed-Co. She also said, "Printed books still play a critical role in supporting learners, but digital technologies offer additional pathways to learning and content acquisition. Students and teachers no longer need a library simply for access. Instead, they require a place that encourages participatory learning and allows for co-construction of understanding from a variety of sources. In other words, instead of being an archive, libraries are becoming a learning commons." I wanted to create a learning hub for our school, a place that encourages



students and teachers to collaborate, communicate, and learn. If you are ever at the high school, please stop in and check out our newly remodeled library. You may find it so inviting, you never want to leave!

Sources Cited: Holland, Beth. "21st-Century Libraries: The Learning Commons." *Edutopia*, George Lucas Educational Foundation, 14 Jan. 2015, [www.edutopia.org/blog/21st-century-libraries-learning-commons-beth-holland](http://www.edutopia.org/blog/21st-century-libraries-learning-commons-beth-holland). Accessed 13 Sept. 2021.

## Student of the Week



### Bailee Ernst-Sept. 27-Oct. 3

Mrs. Ostwinkle chose Baylee Ernst, a freshman, as Student of the Week. Mrs. Ostwinkle said, "I chose Baylee because she is a great helper in my classroom and takes her responsibilities seriously. I love to have Baylee in my classroom-- she brings sunshine to my day! Congratulations, Baylee! Keep up the good work!"

## Elementary News



### News from Mrs. Allen

First grade is off to a great start this year! We have really enjoyed getting to know our students and getting into the swing of things.

Fall is always such a fun time to be in our classrooms, especially during apple week! Our students recently learned about the life cycle of an apple and we celebrated by making applesauce! They really enjoy peeling the apples and our hallway smells delicious as it cooks in the crockpot! YUM! We would like to thank those that donated apples to our classrooms. Knowing our addition facts is important so we have been working hard at those by using our flashcards and playing many addition games. We encourage parents to continue working on them at home! We can't wait to see what the rest of the year brings!



### News from Mrs. Lawrence

Happy October! The school year is off to a great start. Over the past month, I have really enjoyed getting to know the 5<sup>th</sup> and 6<sup>th</sup> graders I have this year.

In 5<sup>th</sup> grade math, students have learned about place value, multiplication, and expressions. Students have learned how to compare and order decimals, round decimals to a given place value, describe place value positions and how to read, write, and represent whole numbers.

In 6<sup>th</sup> grade math, students have learned about whole numbers and decimals. Students have learned how to

multiply and divide multi-digit numbers and decimals and find common factors and multiples. 6<sup>th</sup> graders had been diving deeper in the first habit: Be Proactive in September. They have learned fixed mindset vs growth mindset and how the way they think about their intelligence and talents not only affects the way they feel, it can also affect what they succeed in. I am excited to grow with them on Habit 2: Begin with the end in mind this month!



### Elementary Music Notes

#### From Mrs. Pierschbacher

Music is off to a great start. The 4<sup>th</sup>-6<sup>th</sup> grade students began the year by learning about *The Star Spangled Banner*. They performed our National Anthem at the 911 ceremony on Friday, September 10.

Usually at the beginning of the year, the 3<sup>rd</sup> and 5<sup>th</sup> grade students are do a symphony unit in order to prepare for a field trip to see the Dubuque Symphony. This year, the Dubuque Symphony has decided to hold those concerts in the spring. So, we will do our symphony units at that time.

Concert dates are scheduled for the year, and as of now, we are planning to have them IN PERSON. We are excited to invite everyone back into the building to see our concerts that we work hard to prepare. All concerts will be held at 7:00 p.m. There will be an open dress rehearsal the same day as each concert. JK-2<sup>nd</sup> dress rehearsals will be held at 2:00. 3<sup>rd</sup>-6<sup>th</sup> dress rehearsals will be held at 1:30. Here is the concert schedule. Please mark your calendars!

**\*Tuesday, November 30 - JK-2<sup>nd</sup> Grade**

*note date change*

**\*Tuesday, December 7—3<sup>rd</sup> -6<sup>th</sup> Grade**

*note date change*

**Tuesday, March 15—3<sup>rd</sup>-6<sup>th</sup> Grade**

**Thursday, April 7—JK-2<sup>nd</sup> Grade**



### News from Ms. Wiskus

Junior Kindergarten is off to a great start this school year! During the first month of school, we have had fun getting to know each other and learning classroom routines. We have been busy digging into letters by learning letter names, letter sounds, and practicing writing letters using the Handwriting Without Tears curriculum. In math we are learning all about numbers and counting. During the first week of October, Junior Kindergarten and Kindergarten classes will be learning more about fire safety and we will get to visit the Colesburg Fire Station!



## Viking of the Week



### **Jackston Bradley-Sept. 27-Oct. 3**

Jackston Bradley is the Valuable Viking of the Week. He is a second grade student in Mrs. Priem's class and was nominated by Mrs. Wieneke. Jackston's family includes his mom, Amber; dad, Keith; aunt, Lori; uncle, Randy; brother, Mason; and sister, Jasmine. He also has a bunch of cats and a dog, Frenchie. Jackston really likes to ride his bike, swim, and cut wood. He really enjoys P.E., art, and recess. Jackston was excited to be selected for this honor and always makes sure to be friends with others. Congratulations, Jackston!

### **3<sup>rd</sup> grade to Plagman Barn On Sept. 17**



### **Elementary Art News from Mrs. George**

#### **Why Self-Portraits?**

At the beginning of each school year, Ed-Co Elementary students draw a self-portrait. This year was no exception. In the first 8 days of school, all elementary teachers are asked to find fun ways to get to know your students and have them share information about themselves. Self-Portrait drawing is the perfect assignment in getting to know students of all ages.

Creating a self-portrait has many great benefits for kids, besides just being a fun activity. Self-portraiture is one of the most introspective art forms. Children can express what's important to them, learn about who they are, and how they want to present themselves to the world. Which sounds highly sophisticated, don't you think? New York City-based family therapist Dr. Kathryn Smerling agrees and states, "Very often children's self-portraits are an indicator about how children feel about themselves. Often accompanied by a self-portrait is a one lined

descriptor that the child can dictate to an adult. It can help the child stand back and reflect upon who they are. It is a key part of learning and personal development." Dr. Smerling says that this act of drawing a self-portrait also helps children build their own sense of identity.

One major benefit to this introspective art project is that it allows kids to have the "maximum amount of artistic freedom."

Kids get to use whatever materials they like, or try any style they wish, giving them complete freedom. Dr. Smerling also points out that self-portraiture is a fun intro to art history, which might be a subject misconstrued as boring to some kids. You take it a step further and even help them in the activity by showing them different version of self-portraits from artists throughout history.



### **News From Mrs. Streicher's Kindergarten Class**

We are having a blast in kindergarten!

Students are learning one sound and letter per day, using the Jolly Phonics

program. This is a program that incorporates visual, auditory, and kinesthetic components. In addition to naming the letter and saying the sound, students are also learning proper letter formation. Did you know that all letters can be formed by using a combination of 4 pieces? These pieces are: big curve, little curve, big line, and little line. We are also practicing our kindergarten procedures daily, and are learning about what being in school is all about! We are reading lots of great books, and are focusing on characters and setting.

In math, we are learning numbers 1-10. Students are counting the number in a cluster, counting them on a ten frame, are choosing that number of objects to show the class, and are learning the formation of the number.

We also have Lead Time daily, and are focusing on Habit #1 – Be proactive. Students are learning that we are in charge of what kind of day we are going to have, and that it is best to focus on the positive. Students are doing a great job of demonstrating this habit throughout the building.



### **News from Mrs. McCool**

I was fortunate enough to win the book *Onward: Cultivating Emotional Resilience in Educators* while virtually attending AEA's annual KPEC conference

this past June. The book 's chapters are based on the calendar months, beginning appropriately enough in June, with habits and accompanying dispositions that result in a calendar of learning, along with a resilience manifesto. I'm still not sure if someone at AEA was aware of the changes happening this past summer, or if it was a lucky coincidence, but this book came to me at the right time in my career and life in general.

June's habit Know Yourself and disposition Purposefulness focused on values of what we believe, personality of who we are, sociopolitical identity of social affiliation and group belonging, and aptitudes and skills of doing what we love and are good at. At the time, I was able to reflect on teaching summer school, which I hadn't done full-time in several years. I got to work with the youngest students, which is completely different from the older learners I work with during the regular school year. I had ordered materials related to the themes of space and magic, and then went to the kindergarten level standards and benchmarks to know what to do with the materials. While working with an unfamiliar grade level was a little nerve-wracking, I got to experience the part of teaching that I love most, the challenge of making it all connect and seeing the students find success in the identified skills. June also found me relocating to a new classroom and beginning to organize as I compacted and cleaned things out to have a purposeful workspace.

July's habit Understand Emotions and disposition Acceptance taught me the cycle of an emotion, with the prompting event, interpretation, physical response, urge to act, action, and aftereffects, along with acknowledging emotions are temporary, and how we think about emotions affects how we experience them. Several pages were specifically devoted to anger, emphasizing the danger of anger, know your anger, use it and let it go, and the power of anger. The key is to identify emotional options, accept what can't change, and put our energy towards what we can change to fulfill our purpose. I continued to work in accepting my new workspace and seeing what an opportunity I had, especially as I found materials I hadn't seen in years (or thought I lost in the last move) and imagined other unique possibilities specific to the physical space and needs of the students on my roster.

August's habit Tell Empowering Stories and disposition Optimism stressed be aware of thoughts,

recognize and shift distorted thoughts, uproot problematic core benefits, craft new stories, recognize organizational narratives, and share your stories, as well as cultivating awareness that interpretation is everything and can be interrupted to improve emotional responses to distorted patterns like black-and-white thinking, jumping to conclusions, unrealistic expectations, disqualifying the positive, overgeneralizing, catastrophizing, emotional reasoning, and personalization. Optimism comes individually as new stories are crafted through visualization, affirmations, and intention setting, while collectively by speaking your truth and listening to the truths of others, locating opinion in story, along with what you tell matters and that you tell your story matters, too. As students questioned the new walk to the classroom, I could remind them of the extra steps they would be getting along with me, as well as the increased likelihood of being seen as a role model by the younger students in the hallway. Both definite wins!

September's habit Build Community and disposition Empathy emphasized relational trust by refining communication, learning from body language, focusing on cultural competence, and addressing conflict. While students were able to spend the first eight days almost entirely in the general education setting as part of the Leader in Me program, we also spent time getting to know each other through a variety of surveys and activities. I was able to share some personal stories to encourage the important journey we were about to engage in, as well as recalling the value of group belonging to increase my ability to empathize with the struggles faced by different learners. In September, we began the Zones of Regulation curriculum specifically for those students with behavior goals, but other students are seeing the materials and asking questions. Seeing the students show compassion and empathy for each other, along with myself, is another reason I love my job helping to educate future leaders. I look forward to sharing more monthly habits and dispositions, and how they relate to current classroom activities, in upcoming newsletter articles!



## **District News**



### **From School Nurse, Tangee Sills** **Important Things to Remember** **About Covid-19**

-CDC recommends getting vaccinated if the vaccine is available to you.

- Masking is still highly recommended
- Social distancing of at least three feet is recommended when possible.
- Getting tested when showing symptoms is recommended.
- Quarantining with a positive result is **required**.
- Quarantining due to a close contact being positive is recommended.

#### **Symptoms to Watch For:**

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

These symptoms can range from moderate to severe. We ask that if your student has any of these symptoms, at the very least, keep them home until symptoms resolve. Best practice would be to have them tested for COVID-19 so as not to spread it if they have contracted to virus.

We have now had at least one case in each building and multiple others that quarantined due to positives at home. Thank you to those that are choosing to quarantine in consideration of the health of our students and staff.

Thank you so much for your cooperation.

Tangee Sills, RN

Edgewood-Colesburg School Nurse

563-856-2415

tsills@edge-cole.k12.ia.us



### **News from Superintendent Busch**

A Facilities Committee made up of parents, staff and community members began meeting in early June to evaluate, prioritize and recommend solutions to the Edgewood-Colesburg Community School District's facility needs.

Committee members identified the district's most pressing needs, such as the elementary school's heating, ventilation, and air conditioning (HVAC) systems, updating career and technical education spaces to provide greater opportunities for students to learn skilled trades, as well as building a new competition gym for athletic events, physical education and community use. Additional needs include addressing finding a better storage solution for the district's fleet of buses and school vehicles and continually monitoring and upgrading security mechanisms for student and staff safety.

A petition calling for a bond referendum was circulated, and a resolution was passed calling for an election in November. The Edgewood-Colesburg Community School District will hold several community meetings focused on the November 2 bond issue vote.

The meetings will allow residents to learn more about the district's needs and the solution that will appear on the ballot. Attendees will also be able to ask questions of and provide feedback to School Board members and district leaders.

The two remaining meetings will take place on Tuesday, October 12 in the music room or cafeteria of the Elementary School; and Thursday, October 28 in the Jr./Sr. High music room. Each meeting will begin at 6 p.m.

Your Partner in Education,  
Rob Busch

### **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 halftime and between games.



*October Calendar of Events*

\*Events are subject to change. For the most up to date information go to [www.edge-cole.k12.ia.us](http://www.edge-cole.k12.ia.us)

**October 1**

Advanced Manufacturing Day  
7:00pm-V Football vs. Kee High @ Edgewood

**October 3-4**

FBLA State Fall Conference @ Des Moines

**October 4**

4:00pm-JH Volleyball vs. Starmont @ Edgewood

**October 5**

4:00pm-JH Cross Country @ Delaware County Fairgrounds  
4:15pm-HS Cross Country @ Hart Ridge Golf Course  
5:15pm-HS Volleyball vs. East Buchanan @ Edgewood

**October 7**

6:15pm-HS Volleyball vs. Starmont @ Edgewood  
*Pink Night*

**October 8**

7:00pm-V Football @ Easton Valley

**October 9**

8:30am-HS Cross Country @ North Linn

**October 11**

4:00pm-JH Volleyball vs. Maquoketa Valley @ Edgewood  
4:30pm-JH/JV Football vs. Easton Valley @ Edgewood  
6:00pm-JV Football vs. Easton Valley @Edgewood

**October 12**

6:00pm-Elementary Band Fun Night @ Colesburg

**October 13**

1:30pm-Early Dismissal-Teacher Learning

**October 14**

Delaware County Business & Industry Day  
4:00pm-JH/HS Cross Country @ Bellevue Golf Club  
*TRC Meet*  
4:00pm-HS Volleyball @ TBD

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

**October 15**

7:00pm-V Football vs. Midland @ Edgewood  
*Football, Cheerleading & X Country Senior Night*

**October 16**

8:00am - 5:00pm-Hunters Education Course @ Edgewood  
10:00am-HS Volleyball @ Calamus Wheatland

**October 18**

TBD-HS Regional Volleyball @ TBA

**October 19**

8:30am-Real Life Academy @ Edgewood Jr/Sr Bldg

**October 20**

TBD-HS Volleyball @ TBD

**October 21**

4pm-HS Cross Country @ TBD  
*State Qualifying meet*  
JH Instrumental Festival @ Starmont

**October 22**

7:00pm-V Football @ TBD  
*1<sup>st</sup> round playoff*

**October 23**

All State Band/Vocal Auditions

**October 25**

TBD-HS Regional Volleyball

**October 26**

7:00pm-9-12 Vocal & JH Band Concert

**October 27-30**

National FFA Convention @ Indianapolis

**October 27**

TBD-HS Regional Volleyball

**October 28-End Of 1st Qtr**

1:30pm-Early Dismissal

**October 29**

No School-Teacher Learning

**October 30**

TBD-HS State Cross Country

**October 31**

FFA Awards Banquet

**CONTINUOUS NOTICE OF NONDISCRIMINATION**

**Code No. 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, 409 East Street, Colesburg, IA 52035, 563-856-2415, [ktrenkamp@edge-cole.k12.ia.us](mailto:ktrenkamp@edge-cole.k12.ia.us)



# October Menu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Fruit and milk will be served daily with breakfast</b>				1 Little Smokies & Toast K-6 PBJ 7-12
4 Waffles K-6 Cereal Bar & Yogurt 7-12	5 Cereal Bar & String Cheese K-6 Long John & Yogurt 7-12	6 Muffin K-12	7 Fruit & Yogurt Parfait K-12 Toast K-6	8 Breakfast Wrap & Toast K-6 PB & J
11 Breakfast Bites K-6 Poptart & Yogurt 7-12	12 Long John & Yogurt K-12	13 Breakfast Pizza K-12	14 Breakfast Bar & Toast K-6 Bagel 7-12	15 Eggs & Toast K-6 PBJ 7-12
18 Mini Donuts & Yogurt K-12	19 Poptart & String Cheese K-12	20 Biscuits & Gravy K-6 Muffin 7-12	21 Sausage & Toast K-6 Bagel 7-12	22 Omelet & Toast K-6 PB& 7-12
25 Pancake Stick K-6 Cereal & String Cheese 7-12	26 Pancakes K-6 Long John & Yogurt 7-12	27 Breakfast Nachos K-12	28 French Toast K-6 Cereal Bar & Yogurt 7-12	29 NO SCHOOL
<b>PBJ offered daily Grades 5-12 can choose a Chef Salad, Garden Salad or Hoagie  Fresh Fruit &amp; Vegetables available daily</b>	<b>Meal Prices: Breakfast PK-12 \$1.60 Breakfast Adult \$2.10 Lunch PK-6 \$2.40 Lunch 7-12 \$2.60 Lunch Adult \$3.95</b>			1 Pancakes Sausage Tri Tators Oranges Applesauce 9-12  Alternative Main Dish: Brat WG Bun
4 Pork Fritter WG Bun Green Beans Pears  Alternative Main Dish: Pizza Crunchers	5 Chicken Patty WG Bun Broccoli/Cheese Peaches  Alternative Main Dish: Rib Patty WG Bun	6 Sloppy Joe's WG Bun Tater Tots Applesauce  Alternative Main Dish: Chicken Quesadilla	7 Hamburger WG Bun Baked Beans Watermelon  Alternative Main Dish: Chicken Strips Dinner Roll	8 Breadsticks Romaine Lettuce Cherry Tomatoes Strawberries  Alternative Main Dish: Meatball Sub
11 Chicken Wrap Corn Applesauce  NO Alternative Main Dish:	12 Cheddarwurst WG Bun Baked Beans Peaches & Pears  Alternative Main Dish: Taco Bites	13 Spaghetti Breadstick Romaine Lettuce Cherry Tomatoes Banana  Alternative Main Dish: Chicken Nuggets WG Dinner Roll	14 Ham Patty K-6 WG Bun K-6 French Bread Pizza 7-12 American Cheese WG Bun French Fries Sidekicks  Alternative Main Dish: Pork Fritter WG Bun	15 Meatballs Mozzarella Sticks Green Beans Mandarin Oranges  Alternative Main Dish: Ham Patty WG Bun
18 Walking Taco's Corn Apple Slices  Alternative Main Dish: Chicken Patty WG Bun	19 Rib Patty WG Bun Broccoli/ Cheese Peaches Jello Jigglers  Alternative Main Dish: Pizza	20 Hoagie Carrots Banana  Alternative Main Dish: Rib Patty WG Bun	21 Fish Shapes K-6 WG Butter Sandwich K-6 Fish Sandwich 7-12 Green Beans Pears  Alternative Main Dish: Sausage,Egg,Cheese Biscuit	22 Hotdog WG Bun Baked Beans Chips Grapes  Alternative Main Dish: Pizza Crunchers
25 Pizza Crunchers K-6  Pizza 7-12 Romaine Lettuce Carrots Mandarin Oranges  No Alternative Main Dish	26 Chicken Nuggets WG Dinner Roll Mashed Potatoes/Gravy Green Beans Pears  Alternative Main Dish: Hamburger WG Bun	27 Teriyaki Dippers WG Butter Sandwich Baked Beans Banana  Alternative Main Dish: Meatball Sub	28 Chicken & Noodles WG Dinner Roll WG Biscuit Peas Applesauce  Alternative Main Dish: Hotdog/WG Bun Scooby Snacks	29        NO SCHOOL