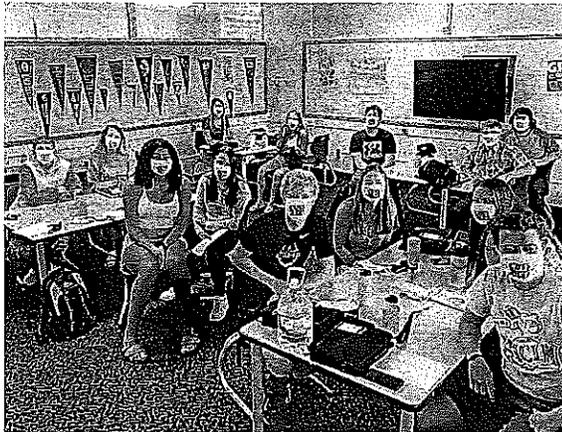


Paton-Churdan School
NEWSLETTER

October, 2020

First Day of School

Some members of the the class of 2021



A Class of COOL CATS

By Alisa Olson

The PC Preschoolers have been rockin' out with Pete the Cat and groovy songs! We compared our school to Pete's school and practiced predicting in *Pete the Cat Rockin' In My School Shoes*. Then we continued our predictions and focused on identifying colors with *Pete the Cat I Love My White Shoes*. We even retold the story using our own feet and paint! Then we practiced identifying numbers and counting using *Pete the Cat and His Four Groovy Buttons*. Our puppet friend Pete has been there to help us learn and play all week. It has been hard work. Did we cry? Goodness NO! We kept learning along and singing our song, "We love our preschool! We love our preschool! We Love our preschool!"



Mrs Hobbs and Mrs. Ludwig took the kindergarten students to sing to community members, Larry & Pat Sims.



Upcoming Events

Parent-Teacher Conferences

Parent-Teacher Conferences will be held the last few weeks of October. Your child's teacher will be contacting you to set up a conference, either by zoom, over the phone, or in person.

Flu Shot Clinic

In partnership with Public Health, Paton Churdan Families will have the opportunity to participate in a drive through shot clinic on two separate dates in October. If these dates do not work, you may fill out a permission form and students can be given these shots here at the school on the chosen date. Please look for more information at a later date.

NHS Induction

October 19, 2020.

School Picture Retakes

October 22, 2020.

Trunk or Treat

October 30, 2020.

FAFSA Filing Day

ICAN will be at the school on Friday, October 23 to help families file the Free Application for Student Aid. All graduating seniors planning on college should file the FAFSA. Contact Mrs. Towers to register. This is a free service compliments of Community State Bank, Paton and United Bank of Iowa, Churdan.



Kindergarten students zooming with Churdan librarian, Marilyn Tilley. Thank you Marilyn for always making time for the students at P-C.

Thank You To:

Olson Iron Works for the new teacher name plates in our school colors.

Rita O'Bryan for the hundreds of handmade masks for our students and staff and supplies for indoor recess bags.

Lois Curtis for the handmade masks for our students.

John Deere for making and donating face shields to our staff.

Peoples Trust & Savings Bank for the donation of several boxes of paper masks for students and staff to use.

Redenius Chiropractic for water bottles for all students and staff.

Whitney & Patrick Minnehan donation for indoor recess bags.

Wild Rose Casino for several decks of cards.

Meg Nugent donation to the Rocket Pack program.

Julie Towers donation for indoor recess bags

Jenny Mobley donation for indoor recess bags

Teena Toliver donation for indoor recess bags.

Lois Carlson donation for indoor recess bags.

Jan Paup donation for indoor recess bags.

Ann Meyer donation for indoor recess bags.

COUNSELOR'S CORNER

By Libby Towers

School counselors are vital members of the education team. They help all students in the areas of academic achievement, career and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow. As Paton-Churdan's K-12 school counselor my priorities vary based on grade levels. My time with students is split in 3 ways-- whole group, small group and individual.

Whole Group Work

I enter the K-6 classrooms weekly for CAPS. Much of our lessons and discussions focus on social and emotional development-- understanding worry/anxiety, being inclusive, expressing emotions, properly handling conflict, gaining an understanding of the power of one's mindset and more. In addition we do start to connect the world of work to school and methods to help students be successful in class. In middle school (7th & 8th) an exploratory class examines leadership and we start the conversations of preparing for life in high school, understanding post-secondary options, exploring careers and the financial responsibilities of adults. Finally once students are in high school, we're working to prepare for life after high school. A course required for all P-C seniors is Senior Prep. This class in a nutshell covers career and post-secondary exploration, how to get a job including mock interviews and creating resumes, and financial literacy including managing money

and understanding credit cards, loans, insurance and more.

Individual Counseling

As the counselor, I'm a great listening ear. I'm here to help students find solutions to their problems or concerns. Our end goal in individual counseling is to help them be in the best mental shape for the demands of their academic careers. With that being said, I am not a mental health counselor. However I can help students find the correct counseling needed, if I am unable to meet their needs.

I love my job and working with all of the students at Paton-Churdan! If you ever have any questions or concerns, please do not hesitate to contact me. I am just a part of a great team at P-C working to prepare your child for success!

Handling Worry & Anxiety

Worry is like a weed. A weed left in a plant will hurt the plant. It will not thrive. However if we treat the weed-- pull it and put in preventative measures the plant will thrive.



The same can be said about worry. If we allow a worry to stay with us, we will not thrive. We must find ways to handle and cope with our worries. There are lots of ways to cope-- talk to someone about your worries, find ways to flip your worries, complete a relaxing activity, take care of your physical health (exercise, proper nutrition, rest, etc).

In order to be our BEST we've got to make sure we're handling our worries or stressors. If you need help with this, please reach out to Mrs. Towers or your child's teacher.

Notes from the Nurse

The students and staff at Paton-Churdan have done an awesome job of wearing their masks, hand washing, and cleaning!

Since the start of school several questions arose about how typical cold or allergy symptoms would be handled. We quickly came to the conclusion that parents need more guidance as to how this year will look. This time of year is prime allergy season combined with the school environment, viruses, bacteria, and illness are common. Kids are still going to have their typical hay fever, allergies, coughs, sore throats, headaches and more; however, COVID 19 changes the way we have to look at those ailments. Guidance has been provided to schools all over the country by the CDC, Public Health, and the Department of Education. Administration and school nurses are working very closely with the surrounding Public Health Agencies.

During a "typical" year, the school nurse can evaluate a child and have a good idea through assessment if it is allergies, strep throat, stomach bug, etc. Conversely, this school year due to COVID 19, the school nurse cannot determine by assessment alone that those symptoms are "just typical." The evaluation tool recommended by the Department of Ed can be found on the IDPH website and is titled ***'Evaluating Sick Staff and Students'***. It has split symptoms into high and low risk categories. It states that a high risk symptom is considered a newly developed cough, shortness of breath, or loss of taste or smell. Low risk symptoms include fever, headache, muscle/body aches, fatigue, sore throat, runny nose, congestion, nausea, vomiting, or diarrhea. All of the symptoms listed overlap with many common ailments that can typically be dealt with at home, but as the school nurse, I am bound to follow the guidance the state of Iowa has provided.

How might this look different for you as a parent or guardian? If your student is sent to the school nurse with one of the high risk symptoms or two or more low risk symptoms, state guidelines are directing the school to notify parents and have that child sent home. At this point, it is recommended you contact

your healthcare provider to determine if your child needs to be examined and/or tested for COVID 19.

If an alternative diagnosis is found (e.g. strep throat, allergies, common cold) the student can follow the school illness policy. The normal policy states that a student may return 24 hours after starting antibiotics (if needed) and symptoms should be improved. The student should be fever free for 24 hours without the use of a fever-reducing medicine.

****If the parent/guardian chooses to not contact a healthcare provider and no COVID 19 test was administered, the state mandates that the student shall remain home for 10 days from the onset of symptoms and the symptoms must improve.**

We realize each situation is unique and you will have questions. Please do not hesitate to call the school nurse for guidance. Public Health has been very active in helping us navigate these uncharted waters and will continue to assist us.

We ask for your patience moving forward and if your child is sick, please keep them home. Again, we realize all of the "typical" illnesses are still out there and not everything is COVID 19, but COVID 19 can present itself as any of the listed symptoms above, so we will continue to follow state guidance and be extra diligent with any sign or symptom connected with COVID 19.

Thanks for your understanding,
Jolene Peters, RN
Paton-Churdan School Nurse
515-389-3111

High Risk Symptoms (has one)	Low Risk Symptoms (has 2 or more)
<ul style="list-style-type: none"> • Shortness of breath • New Cough • New loss of taste or smell 	<ul style="list-style-type: none"> • Fever • Headache • Muscle/body aches • Fatigue • Sore Throat • Runny Nose • Congestion • Nausea • Vomiting • Diarrhea

Middle Years

Working Together for School Success



Short Stops

Waiting patiently

Does your child expect everything to happen now? If a friend doesn't call back immediately or his teacher hasn't graded his project yet, encourage him to come up with possible explanations. Maybe his friend is watching a movie or the teacher has 100 assignments to grade. Thinking reasonably can help him be patient.

Digital moods

Tweens may not be aware of how electronic devices affect their moods. Encourage your middle grader to notice how she feels when she's online. For instance, a virtual pottery-making app might be relaxing. But a drama-filled group chat could stress her out. Suggest that she stick to activities that make her feel good—online and in real life.

DID YOU KNOW?

Research shows that most tweens would like to talk more with their parents about schoolwork. Ask your middle grader to share what he's learning in his classes. Be specific: "What did you work on in science today?" or "Tell me about the book you discussed in English today."

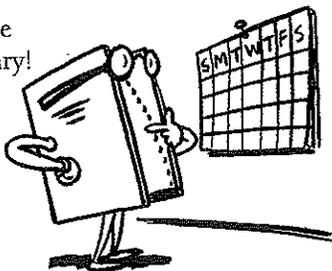
Worth quoting

"The time is always right to do what is right." *Martin Luther King Jr.*

Just for fun

Q: When does Friday come before Thursday?

A: In the dictionary!



Hints for homework

Maddy has her evening planned. She'll do her math homework before dinner, then follow up dessert with French and history. Afterward, she can unwind from a busy day.

Sound impossible? It's not. Help your middle grader make homework go like clockwork with these strategies.

Think it through

Before your youngster begins, have her make a to-do list. *Example:* Write a poem, read history chapter, solve 10 math problems.

Then, suggest that she number the tasks, from toughest to easiest, and start with the hard stuff. This "save the easiest for last" strategy will help her finish on a high note, perhaps inspiring her to get in some extra studying.

Think about time

Ask your child to consider different time slots she can use to get work done. For instance, maybe she could set aside a weekend morning or Sunday night.



Also, some middle graders have time during study period or after lunch to tackle homework. Encourage your child to complete one assignment during school hours each day. The more she does then, the more time she'll have for fun later.

Think positive

Help your middle grader see homework as a chance to prove her independence by getting her work done on time and doing it by herself.

Boost her confidence by telling her, "Homework gives you a chance to show all that you know." And give her a thumbs-up when she does just that. 👍

Be there!

Being on time for every class, every day helps your child get the most out of middle school. Encourage good attendance with these ideas:

- Point out that there is no substitute for being in class, whether in school or online. Your youngster needs to be present to hear teachers explain concepts, to participate in group projects and class discussions, and to ask questions.

- Schedule doctor, dentist, and orthodontist appointments for before or after school hours whenever possible. If you can't, try to arrange them for lunchtime.

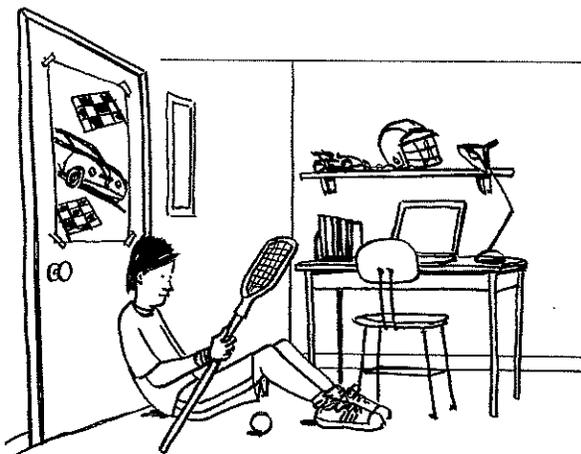
- It will be easier for your child to get up on time for school if he has had at least nine hours of sleep. Set a reasonable bedtime, and make sure he puts away his phone or video games so he isn't tempted to stay awake and use them. 👍



Emotions in the middle

Moody, private, self-conscious...if this sounds like your tween, you're not alone. At this age, his body and emotions are changing rapidly. Here are ways to help him cope.

Managing moods. Physical growth and worries about friends, sports, and schoolwork can cause moodiness. Let your child know you're available to talk. A quiet statement, such as "I remember what it feels like to not be included," can invite him to open up about what's bothering him.



Finding privacy. It's natural for your middle grader to want some time to himself. He might close his bedroom door or walk outside to take a phone call, for example. Show him that you respect his growing need for privacy by giving him space.

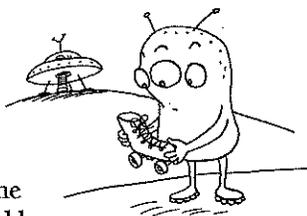
Fitting in. Many middle graders feel self-conscious. Being part of a group of people who share his interests can help your youngster focus on his strengths and feel more confident. Encourage him to keep in touch with friends from his school activities like ukulele club or robotics team. 👍



Nice thinking!

Becoming a good thinker will help your middle grader solve problems and make daily decisions. Use these fun family activities to grow her creative and critical thinking skills:

■ If an alien came to Earth and found a roller skate, what might he think it could be used for? Take turns calling out answers. For example, your child may say the wheels would make a good back massager. Continue until no one can think of a new answer.



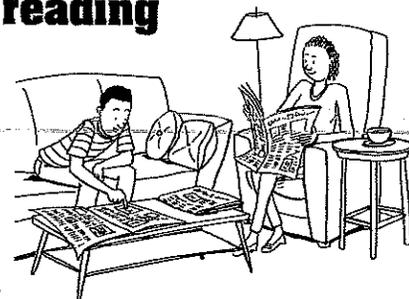
■ Secretly think of an object, and imagine you are holding it. "Pass" it to another person, who tries to guess your item based on how you handle it. For example, how would you hold and pass an ice cube, a bowling ball, a hot potato, or a Frisbee? After guessing, the catcher pretends it's something different and passes it to the next family member. 👍

Parent to Parent More nonfiction reading

My son, Kevin, reads mostly fiction. But at back-to-school night, his teachers said the students will read lots of nonfiction this year—in addition to fiction. This is to prepare students for high school, college, and careers, where informational text is important.

Kevin's English teacher suggested a few ways to help kids enjoy nonfiction at home. First, she said, we could leave the newspaper out and mention articles about topics that affect them. For instance, I pointed out stories on road construction where he rides his bike and one about an award his soccer coach got.

Also, the teacher said to encourage our middle graders to read nonfiction books about things they're interested in. Knowing Kevin is fascinated with cars and car racing, I got a few books about the sport and a biography of one of Kevin's favorite drivers. I was happy to see him reading one, and he even asked if he could get a specific title about another driver. As we browsed the library's online catalog, he picked out a new novel—plus a few books on speed records and breaking the sound barrier! 👍



Q & A Shift the responsibility

Q My daughter says I'm always "on her case," reminding her to practice her clarinet, take a shower, or pick up her shoes. I don't want her to feel like all I ever do is correct her. Help!

A It may feel natural to give your daughter reminders. But try making her responsible for reminding herself. Suggest she create a daily checklist that includes big jobs (practicing her

instrument) and smaller ones (putting shoes away). Or she could list her to-do tasks in a daily planner to keep herself organized.

Giving her positive—and specific—feedback will also help. Rather than saying, "You're so talented!" if she practices without a reminder, try, "I heard you practicing that tough part in your new clarinet solo. I know your hard work will pay off at your band concert." 👍



OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

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USDA is a equal opportunity employer.

Menu Subject to change. Please visit PC website for current changes.

<p>5 Breakfast: Eggs, Sausage and toast, cereal, fruit, yogurt, juice, and Milk Hot Dog, baked Chips, peas, cucumbers slices, apples, and Milk</p>	<p>6 Breakfast: Pancake and sausage stick, cereal, fruit, yogurt, juice, and Milk Popcorn Chicken Bowl, roll, apples, roasted cauliflower and broccoli, and Milk</p>	<p>7 Breakfast: biscuit and gravy, cereal, fruit, yogurt, juice, and Milk Hamburger on WG bun w/ romaine and tomato, baked beans, watermelon, and Milk</p>	<p>1 Breakfast: Omelet, cereal, fruit, yogurt, juice, and Milk Soft Tacos, Salsa and Tortilla Chips, black beans w/ tomatoes, corn, banana, and milk</p>	<p>2 Breakfast: Muffins, cereal, fruit, yogurt, juice, and Milk Wings, baked Chips, baked beans, coleslaw, fresh apple, cookie, and Milk</p>
<p>12 Breakfast: Eggs, Sausage and toast, cereal, fruit, yogurt, juice, and Milk Corn Dog, Baked Chips, Corn, Applesauce, and Milk</p>	<p>13 Breakfast: Pancake and sausage stick, cereal, fruit, yogurt, juice, and Milk French Dips, green beans, garbanzo beans, oranges, and Milk</p>	<p>14 Breakfast: biscuit and gravy, cereal, fruit, yogurt, juice, and Milk Tater Tot Cass, Romaine Salad, Broccoli, apples, and Milk</p>	<p>15 Breakfast: Omelet, cereal, fruit, yogurt, juice, and Milk Class Choice</p>	<p>16 Breakfast: Muffins, cereal, fruit, yogurt, juice, and Milk Happy Birthday!!! Pizza, Carrots, 100% Juice Slushy, Cupcake, and Milk</p>
<p>19 Breakfast: Eggs, Sausage and toast, cereal, fruit, yogurt, juice, and Milk Mac and Cheese, Chicken Strips, apple, corn, baby carrots, and Milk</p>	<p>20 Breakfast: Pancake and sausage stick, cereal, fruit, yogurt, juice, and Milk Haystacks with Chili, Celery w/ PB, black eyed peas, Pears, and Milk</p>	<p>21 Breakfast: biscuit and gravy, cereal, fruit, yogurt, juice, and Milk Enchilada, Black Beans, Tortilla Chips and Salsa, Tropical Fruit, and Milk</p>	<p>22 Breakfast: Omelet, cereal, fruit, yogurt, juice, and Milk Philly Cheese Steaks, French fries, steamed veggies, applesauce and milk</p>	<p>23 Breakfast: Muffins, cereal, fruit, yogurt, juice, and Milk Chicken And Waffles, fresh fruit, and peas, and milk</p>
<p>26 NO SCHOOL</p>	<p>27 Breakfast: Pancake and sausage stick, cereal, fruit, yogurt, juice, and Milk BLT, baked chips, carrot sticks with ranch, grapes, and milk</p>	<p>28 Breakfast: biscuit and gravy, cereal, fruit, yogurt, juice, and Milk Loaded Burrito with rice, Tortilla chips with salsa, black refried beans, peaches and milk</p>	<p>29 Breakfast: Omelet, cereal, fruit, yogurt, juice, and Milk Pineapple Chicken with Rice, Pot Stickers, peas, banana and milk</p>	<p>30 Breakfast: Muffins, cereal, fruit, yogurt, juice, and Milk Chili, Crackers, Cinnamon Roll, Apple Slices, Carrots and Celery, Pickle Spear, and Milk</p>

OCTOBER 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 JVVB 6pm @ Boyer Valley	2 V Football 7pm @Greene Co.	3
5 JH VB 4pm @Glidden-Ralston V VB 5pm @Ogden JV FB 6pm @North Polk	6 JVVB VB 6pm @Home JH XC 4:15pm @Lake City JVVB XC 4:30pm @Lake City	7	8 JH VB 4pm @Home JH XC 4pm @Saydel JVVB XC 4pm @Saydel 7th FB 4pm @Burnside 8th FB 5pm @Burnside	9 V Football 7pm @Shenandoah	10
12 JH XC 4pm @Saydel JVVB XC 4pm @Saydel	13	14	15 JH VB 4pm @Home 8th FB 4:30pm @Saydel 7th FB 4:30 @Saydel JVVB VB 5:30pm @Eagle Grove HS	16	17 JVVB VB 9:30am Conference VB @Woodbine
19 NHS Induction	20 8th FB 4:30pm @Greene County 7th FB 6:00pm @Greene County	21	22 Picture Retakes	23 FAFSA Filing Day	24
26 NO SCHOOL Professional Dev Day	27	28	29	30 End of 1st Quarter Trunk or Treat	31

**Schedule is subject to change, please watch the website for updates and changes.

When to Stay Home or Return Related To COVID-19

In general, students should stay home from school / activities when they are sick according to the [Sick Day Guidelines](#). Below summarizes guidance specifically related to COVID-19, based on guidance from IDPH regarding [Evaluating Sick Staff & Students](#).

Parents should evaluate their children's symptoms daily before coming to school/ activities. It's recommended to take your child's temperature at home before coming to school.

Stay home when:

You have any high risk symptoms:

- New Cough
- Shortness of breath
- Difficulty breathing
- New loss of taste or smells

You have two or more low risk symptoms or your symptoms are not within your "norm"

- headache
- muscle / body aches
- fatigue
- sore throat
- runny nose
- fever or chills - do not come to school if you have a temp \geq $^{*}100$ regardless if you don't have other sympts
- sinus pain/ congestion
- nausea
- vomiting
- diarrhea

You have been in "close contact" with someone positive with COVID-19.

Close contact is defined as being within 6-feet for more than 15 minutes of someone positive for COVID-19

Next Steps:

- 1 Call the school secretary and report your symptoms and/ or exposure to COVID-19.
- 2 Call your healthcare provider or Public Health for guidance if you should be tested for COVID-19, and follow their guidance.
- 3 Use the [Self-screening Symptom Tracker](#) to track your symptoms. Take your temperature twice a day if you have been exposed.

Individuals previously diagnosed positive for COVID-19 within the past 12 weeks, and were exposed to a COVID-19 case, do not need to quarantine

Per IDPH, staff determined as critical personnel may be allowed to work in certain circumstances as long as they remain asymptomatic and wear a mask

Return to School:

A school nurse or other designated school staff will contact you to discuss & determine appropriate return to school date.

Maintain physical distance (at least 6 feet) from others

QUARANTINE

A person who has had "close contact" with a person with COVID-19 must not return to school buildings or activities until the following criteria have been met.

- Stay home until 14 days after last exposure
- Check temperature twice a day, monitor for symptoms of COVID every day, use the [Self-symptom Tracker](#) to track symptoms
- If you become ill, contact your provider and/public health for guidance
- If tested, regardless of your test result, you have been exposed and still need to remain quarantined for 14 days. A negative result does not negate the need to quarantine.
- Wearing a face covering does not negate the need to quarantine.

ISOLATION

A person who has tested positive, waiting for test results or is symptomatic of COVID-19, must not return to school buildings or activities until the following criteria have been met.

- No fever for at least 24 hours *without the use of medicine that reduces fevers*
- Other symptoms have improved (i.e. when your cough or shortness of breath has improved)
- At least 10 days have passed since your symptoms first appeared.

Note: if you have symptoms of COVID-19, without known exposure, and your test is **NEGATIVE**, you may go back to daily activities 24 hours after your fever and other symptoms **RESOLVE** according to the [sick day guidelines](#)

It is the policy of the Paton-Churdan Community School to not discriminate on the basis of race, creed, color, sexual orientation, sex, gender identity, national origin, gender, disability, SES, religion, age, political party affiliation, or actual or potential parental, family or marital status in its educational programs, activities or employment and personnel policies.

The Board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, SES, 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. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age marital status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, SES, familial status, or disability is also prohibited.

Inquiries or grievances related to this policy may be directed to the Affirmative Action Coordinator, Annie Smith, asmith@paton-churdan.k12.ia.us Paton-Churdan Community School, Churdan, IA (515-389-3111) or to the Director of the Region VII Office of the United States Equal Employment Opportunity Commission or the Director of the Region VII Office of Civil Rights, United States Department of Education in Kansas City, Missouri.

The Paton Churdan CSD, through a sharing agreement with Greene County Schools, offers career and technical programs in the following service areas: Ag Business and Management; Manufacturing, Engineering Technology; Business/Commerce, General; Family and Community Services; Drafting/Design Engineering, Technologies/Technicians; Construction Trades and Web Page, Digital/Multimedia and Information and Resources Design.

Paton-Churdan Community School
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