

Mitchell Public Schools

Mitchell Public Schools empowers students to become innovative problem-solvers by connecting with students in a positive environment.

December 2024

cognia™

Mitchell Elementary and Junior/Senior High Schools are accredited by the State of Nebraska and also hold AdvancEd/Cognia Regional Accreditation

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Menus are available for viewing and printing on MPS website www.mitchelltigers.org.
Choose dining and your child's school for My School Menus breakfast and lunch menu choices each day.

News from the Cafeteria

Elementary student meal prices are \$2.35 for breakfast and \$3.10 for lunch Jr/Sr High student meal prices are \$2.60 and \$3.35 for lunch. Adult meal prices are \$3.50 for breakfast and \$4.75 for lunch.

A la carte, seconds, and extra milk are available at a cost to ALL students regardless of meal status. Please discuss with your child/children whether or not they are allowed to purchase extra items at a cost to each family account. If you prefer your account be blocked from extra purchases, please contact the school.

We encourage all households to continue to complete application forms for free or reduced priced meals

for the school year. This is important to our school district as the information obtained from meal applications is used to determine student eligibility for a number of school programs. In addition, the information drives funding and supports to school districts.

Only students reported eligible will be considered to receive pandemic benefits should they become available during the school year.

Questions can be asked to Chris Sisson in the elementary office at 308-623-2828

**MPS
Staff and Students
Recite the
Pledge of Allegiance
Each Morning at the
Beginning of School**



G-GRATITUDE

R-RESPECT

R-RESPONSIBILITY

R-RESILIENCE



MPS — Staff

Administration

Katherine Urbanek — Superintendent
 Heath Peters — JH/HS Principal
 Kirk Kuxhausen — Elementary Principal
 Jamie Batterman- Special Serv Director
 Michelle Peters - Curr/Assess Director

Kaci Kearns — AD/Dean of Students
 Glen Eberspecher — Tech Coordinator
 John Bevins - Bus/Custodial Supervisor
 Loren Braman — JH/HS Counselor
 Beth Maser — Elem Counselor

Administrative Assistants

Kristi Weiss— District Bookkeeper
 Rama Debus — JH/HS Secretary
 Ashley Robbins — JH/HS Secretary

Mindy Fillingham — Elementary Secretary
 Chris Sisson — Elementary Secretary

JH/HS Staff

Emily Walton — Science
 Vicki Clark — Science
 Jeremy Powell — Science
 Keeya Zeiler — Social Studies
 Anthony Chancellor — Social Studies
 Matt Baker— Social Studies
 Matt Chrisman — Math
 Colby Folck — Math
 Mike Harriger — Math
 Michelle Peters — Math
 Jordan Gonzales — English
 Karin Law — English
 Kaiya West — English
 Sarah Avila — Reading
 Sue Marsh — Special Education
 Steven Law — Art
 Walker Dobry— Industrial Arts

Nick Kuxhausen — Physical Education
 Brooke Turek— Physical Education
 Maria Gillen — Business
 Tanner Long — Business
 Cassandra Wiegel —Family/Cons Science
 Nikki Bunnell — Vocal Music
 Austin Sailors — Instrumental Music
 Paige Herrera — Spanish
 Allison Harder— Library
 Kim Thomas — Nurse
 Chelsey Zimmerman — Para-educator
 Denise Yauney — Para-educator
 Laura Button — Para-educator
 McKenzie Purviance — Para-educator
 Bryan Hazzard —Custodian/Bus Driver
 Tom Hernandez — Custodian/Bus Driver
 Rick Rein — Bus Driver

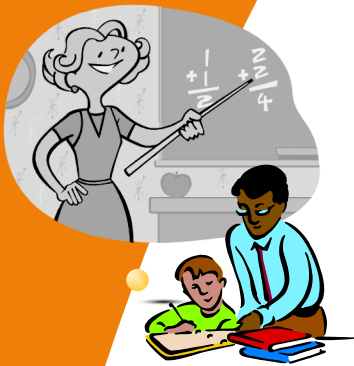
Elementary Staff

Julia Jacobs — Preschool
 Casie Campbell — Preschool
 Cortney Bellairs — Kindergarten
 Katie Scott — Kindergarten
 Kylie Soule — Kindergarten
 Kammie Wilson — Kindergarten
 Shawn Hoffmann — 1st Grade
 Miranda King— 1st Grade
 Becky Osmera— 1st Grade
 Kaitlin Broussard — 2nd Grade
 Tina Cheek — 2nd Grade
 Amie Hessler — 2nd Grade
 Erin Reisig — 3rd Grade
 Michelle Engstrom — 3rd Grade
 Lyndsey Walters — 3rd Grade
 Kelli Clarke — 4th Grade
 Taylor Briggs — 4th Grade
 Kris Keener — 5th Grade
 Jami Schaffer — 5th Grade
 Val Wadhams — 5th Grade
 David Becker — 6th Grade
 Jenny Bohl —6th Grade
 Kristin Pankonin — Special Education
 Alyxis Littau — Special Education
 Ashley Dobry — Title I
 Dillon Broussard — Physical Education
 Nikki Bunnell — Vocal Music
 Austin Sailors — Vocal Music/Instr. Music
 Kim Thomas — Nurse
 Allison Harder — Library

Patty Feters — PS Para-educator
 Lydia Scott — PS Para-educator
 Faith Missel — PS Para-educator
 Kiana Baldwin —PS Para-educator
 Samuel Costello — Para-educator
 Brandon Fankhauser — Para-educator
 Brandi Cardona — Para-educator
 Lindsey Middendorf — Para-educator
 Yesenia Cruz— Para-educator
 Laura Hubbard — Para-educator
 Christine Johnson — Para-educator
 Jeanie Keane — Para-educator
 Afton Mitchell — Para-educator
 Brenda Morales-Macias — Para-educator
 Brooke Smith — Para-educator
 Kellie Neilsen — Para-educator
 Karon Hawley — Para-educator
 Megan Chrisman — Para-educator
 Karen Whiting — Para-educator
 Sharon Loomis — Para-educator
 Vanessa Hernandez — Para-educator
 Jackson Mitchell — Para-educator
 Jeremiah Coley — Para-educator
 Rudy Hernandez — Custodian/Bus Driver
 Dan Klingsporn — Custodian/Bus Driver
 Gabby Moreno — Custodian
 Jennifer Krahulik — After-school Program Dir.
 Cindy Garcia— Foster Grandmother
 Bonnie Hutchinson— Foster Grandmother

**“61% of
 Mitchell
 Public
 School’s
 Staff hold
 a Master’s
 Degree”**

**“The average
 number of years of
 teaching experience
 for MPS teachers is
 14 years.”**





Mitchell Public Schools
current goals for School
Improvement are...

**All students will improve
Math skills.**

And

**All staff and students will
demonstrate gratitude,
respect, responsibility,
and resilience.**

We host accreditation
reviews of our goals every
five years.

All staff are included in
School Improvement
meetings and activities.

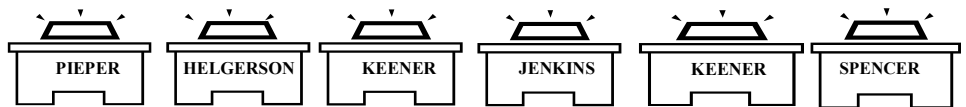
BOARD OF EDUCATION

Mitchell Public Schools is governed by a six-member Board of Education elected by patrons of the district to serve four-year terms.

The current Board of Education is:

Jeff Jenkins...President
Brad Helgerson...Vice President
Doug Keener...Secretary
Paul Pieper...Board Member
Mark Spencer...Board Member
Dustan Keener...Board Member
Rylan Houk...Student Representative

We Do What's Best for Kids!



Annual Report to the District

Nebraska Department of Education, Rule 10 requires that each school district prepare and distribute annually a report to the people of the district. The material included has been compiled and distributed to establish a two-way communication between the Mitchell School System and the people it serves. The Mitchell School District is legally described as School District 31 Scotts Bluff County, Nebraska. Mitchell is a Class III school organized as Pre-School, K-6 Elementary, and a 7-12 secondary school, serving students in portions of Scotts Bluff and Sioux counties.

The October Student enrollment count for the Department of Education was 653 students, PK-12. The district covers approximately 154 square miles. The current valuation of the district is \$361,318,099. The official estimated total property tax levy for 2024-25 is \$0.81 with a general fund levy of \$0.71, and a building fund of \$0.10.

Total District Enrollment (as of 11/29/23)

Pre-School.....	48	7.....	34
K.....	59	8.....	44
1.....	45	9.....	41
2.....	45	10.....	43
3.....	62	11.....	46
4.....	37	12.....	50
5.....	47		
6.....	53		

To view our Nebraska Education Profile / Compare us to other Districts...
Log on to the following site... www.nep.education.ne.gov/



The Nebraska Education Profile is based on information gathered from students during the 2023-2024 school year.

Nebraska Education Profile

Student Characteristics

	<u>State Average</u>	<u>District Average</u>
Going to College	72.00%	76.00%
High Ability	12.82%	7.00%
Learning the English Language	9.15%	*
Receiving Special Education Services	16.77%	12.09%
Moving in or out during School Year	4.14%	4.51%

PK-12 Enrollment by Years

2014-2015.....	698
2015-2016.....	683
2016-2017.....	653
2017-2018.....	674
2018-2019.....	715
2019-2020.....	711
2020-2021.....	637
2021-2022.....	633
2022-2023.....	623
2023-2024.....	603
2024-2025.....	654

Attendance Rate

	<u>State</u>	<u>District</u>
2014-2015	95.17	94.38
2015-2016	94.89	94.60
2016-2017	94.59	95.01
2017-2018	94.30	95.12
2018-2019	94.48	94.65
2019-2020	94.30	93.69
2020-2021	93.21	93.92
2021-2022	92.28	93.47
2022-2023	92.50	94.49
2023-2024	92.59	94.18

High School Teachers Endorsed in Subject area they Teach

93.0%	96.0%
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Students Eligible for Free/Reduced Priced Meals

	<u>State Average</u>	<u>District Average</u>
2014-2015	44.17	41.98
2015-2016	44.12	42.17
2016-2017	44.65	42.88
2017-2018	45.83	44.66
2018-2019	45.21	45.59
2019-2020	45.6	45.29
2020-2021	46.33	47.57
2021-2022	41.31	40.44
2022-2023	49.69	49.68
2023-2024	51.80	48.34

To View the Nebraska Educational Profile

Go to the Following Web Address...

<http://www.nep.education.ne.gov/>

HS Graduation Rate

	<u>State</u>	<u>District</u>
2015	88.89	94.83
2016	89.27	95.24
2017	89.11	95.45
2018	89.03	92.31
2019	88.42	91.79
2020	87.51	91.49
2021	87.56	93.00
2022	86.85	93.18
2023	87.25	97.56
2024	88.18	91.43

Receipts

	<u>Receipts</u>	<u>Percents</u>
Local	\$2,961,338.00	31.92%
County	\$ 31,146.00	0.34%
State	\$5,625,910.00	60.91%
Federal	\$ 624,694.00	6.73%
Other	\$ 965,200.00	0.10%
Total	\$9,279,740.00	100.00%

Expenditures

	<u>Expenditures</u>	<u>Percents</u>
All Instruction	\$6,157,090.00	62.58%
Federal	\$ 719,381.00	7.31%
General Administration	\$ 368,277.00	3.74%
Maintenance & Operation	\$ 725,414.00	7.37%
Office of the Principal	\$ 600,243.00	6.10%
Other	\$ 265,437.00	2.70%
Central Services	\$ 72,852.00	0.74%
Support Services - Pupils	\$ 413,313.00	4.20%
Support Serv. - Pupils Trans.	\$ 243,927.00	2.48%
Support Services - Instruction	\$ 272,837.00	2.78%
Total Expenditures	\$9,838,771.00	100%

We Are Mitchell!

Every five years every public school in Nebraska is required to host an external review for accreditation. Schools can choose to be accredited by the state alone or can be accredited by an international accreditation agency called Cognia in addition to the state. Mitchell has chosen for many years to be a member of Cognia Accreditation.

Last February, Mitchell had the opportunity to host our external review. Mitchell has been a member of Cognia Accreditation (which has also been named AdvancED and North Central Accreditation in the past) for ninety-eight years. Yes, you read that correctly—For nearly a century, Mitchell has been accredited by an international agency focused on high standards in education. During the review, Mitchell was evaluated in 31 standards focused on research-based strategies for excellent education.

Following our visit in February, Mitchell received the “Circle of Excellence” Award as a district. This award is presented to one Nebraska Cognia school demonstrating outstanding achievement recognized by the external team during the visit. The lead reviewer for Mitchell commented on several key characteristics which makes our district stand out:

1. Mitchell is committed to continuous improvement: We have a very structured cycle and process which is constantly in motion—our staff is engaged in a process of self-evaluation, reflection, exploration and growth in order to provide a high level of education to our students.
2. Mitchell staff and students use data to drive decisions. The external reviewer commented that he has never heard students be able to speak to goal setting and reviewing their own results to better their own learning. This ability to use data to set and achieve goals helps our students in all that they do both in the classrooms and beyond.
3. Mitchell has a strong positive culture and climate. The staff at Mitchell works tirelessly to serve students in the best possible way. As a result, students and adults want to be here to learn and grow. Students are involved and proud of their achievements, which in turn, are supported by the entire community.
4. Mitchell is committed to doing what is best for students. All decisions, both large and small, are based on that simple concept: Do what is best for kids. This motto is printed on the back of each board member’s name placard at board meetings. While not all decisions are easy or instantly popular, all decisions are focused on that one purpose.

While it is nice to hear positive feedback regarding our service to students and the community, we will continue to engage in the process to grow and develop as a district. Continuous improvement is not simply a process to raise student achievement scores, but it also serves as the backbone to all we do as a district.

Dr. Katherine Urbanek, Superintendent



Dr. Katherine Urbanek
Superintendent of
Schools

**NWEA MAPS
Testing
(Jr/Sr High)
April 7-9**

**(Elementary)
April 15-17**

**Nebraska State
Testing
(NSCAS-Elem.)
April 28-30**

**(NSCAS-HS)
April 29-May 1**

**ACT TEST
will be
Administered to
ALL Juniors**

**Tuesday,
March 25th
8:00 am—1:30 pm**



Notice of Non-Discrimination

This school district does not discriminate on the basis of race, color, creed, national origin, gender, marital status, disability, or age in admission or access to, or treatment of employment, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Any person who believes she or he has been discriminated against, denied a benefit, or excluded from participation in any district education or employment program or activity may file a grievance using the district’s grievance procedures.

Any person having inquiries concerning this school district’s compliance with the regulations implementing Title VI, Title VII, Title IX, or Section 504 is directed to contact Superintendent Dr. Katherine Urbanek in writing at 1819 19th Ave., Mitchell, NE 69357 or by telephone at (308)623-1707. For further assistance, you may also contact Office for Civil Rights (Kansas City Office), FAX: 816-268-0599; Email: OCR.KansasCity@ed.gov.



Mr. Peters
JH/HS Principal

PARENTS–PLEASE COMMUNICATE ATTENDANCE WITH THE SCHOOL

The Principal's office would like to remind/inform parents to call the office secretary (623-2235), in the event that their child is ill. This call should occur the morning of the absence by 9:00 A.M. If the school is not contacted within 24 hours, the absence becomes unexcused. Any absence that is not verified by a parent may be viewed as a truancy issue.



Top 10 Skills Middle School Students Need to Thrive, and How Parents Can Help.

There is no manual to develop “soft” skills like perseverance and resilience. Most kids learn through trial and error. As parents, our quest to protect our children can be at odds with their personal growth. It can feel counter-intuitive, but we mainly need to take a step back. Certain social emotional skills are particularly useful as kids navigate middle school and beyond. Here are my top 10 skills, and ways parents can help without getting in the way.

Top 10 Social Emotional Skills for Middle School Students

1. **Make good friend choices.** This typically comes on the heels of making some questionable choices. Kids figure out quickly which friends instill a sense of belonging and which ones make them feel uncomfortable. It can be helpful to ask your children these questions: Do you have fun and laugh with this person? Can you be yourself? Is there trust and empathy? Common interests are a bonus.
2. **Work in teams and negotiate conflict.** I don't think many students get through middle school without feeling like they had to carry the load on at least one group project. Maybe they didn't delegate and divide the work effectively at the onset. Perhaps they chose to take ownership to avoid a poor grade. Help them understand what happened and consider what they might have done differently.
3. **Manage a student-teacher mismatch.** Unless there is abuse or discrimination, don't bail them out by asking for a teacher change. Tell them they still can learn from a teacher they don't like. Let them know it's a chance to practice working with someone they find difficult. Remind them that if they can manage the situation, they won't feel powerless or helpless the next time. Focus on concrete barriers to success in the class, not the interpersonal conflict. Is it miscommunication? Study skills?
4. **Create organization and homework systems.** Make sure they are the architects of this process. Encourage them to come up with solution-oriented plans and tweak them as needed. Do they need to use their planner? Create a checklist? Their motivation will come from ownership. If they say they don't care, remind them that they don't have to be invested in a particular outcome in order to change their behavior. People who hate exercise can still choose to lift weights.
5. **Monitor and take responsibility for grades.** If you care more than they do about their grades, why should they worry? Let them monitor their own grades, and if they don't do well, don't step in to advocate for assignment extensions or grade changes. Let them carry the burden and experience the connection between preparation, organization and grades. Conversely, if they are perfectionists, they will learn they can survive and manage the disappointment of a low grade.
6. **Learn to self-advocate.** By middle school, they should be learning how to ask teachers for help or clarification. This may be in person or through email. When students bond with teachers, they connect more intimately with the material too. Unless there is no other option, try not to reach out on their behalf.
7. **Self-regulate emotions.** Children often need assistance labeling strong emotions before they can regulate them. Help your kids identify any physical symptoms that accompany their stressors. This may help them know when to take a breath or hit the “pause” button before reacting. In real time, point out when they handle an emotional situation well. Discuss the strategy they implemented - maybe they took a break or listened to music. Also, help them make connections between their thoughts, feelings and behaviors. Are they stuck in all-or-nothing thinking? Are they consistently self-critical?
8. **Cultivate passions and recognize limitations.** When your children are fired up about something, run with it and encourage exploration. Seize the opportunity to help them go deep. Get books, go to museums and be supportive even if the subject does not excite you. In the process, you will help them figure out what drives them. On the other hand, it is ok if they struggle in a specific area. That too is useful information. No one needs to be good at everything.
9. **Make responsible, safe and ethical choices.** Teach them to respect their bodies, and to make safe and healthy decisions. It is equally important to talk about how to avoid putting others at risk. Have open conversations and discuss plans for different scenarios they may encounter. Try not to be overly reactive if they ask shocking or distressing questions. Keep the lines of communication open.
10. **Create and innovate.** Our changing world needs imaginative creators and divergent thinkers. It also can build confidence to think independently and outside the box. As your kids do their homework, read required texts and take standardized tests, remind them that these benchmarks are not the only ways to measure success. Encourage them to make connections across material from different classes, and to build, write, invent and experiment.

Washington Post, February 29, 2016

Written by Phyllis L. Fagell, licensed clinical professional counselor and school counselor in Bethesda, Maryland.

Twitter: @pfagell



Mitchell Public Schools has adopted the John Baylor ACT Test Prep curriculum. This program has proven to raise ACT test scores among high school students across Nebraska. At MPS students will be involved in this program this spring prior to ACT test opportunities.



Mr. Kuxhausen
Elementary Principal

Elementary Principal News



Issues Facing Education

I like to examine national educational issues facing schools and teachers. The Pew Research Center conducted a study concerning K-12 public schools. When teachers were asked how students were doing at their schools: 48% say the academic performance of most students at their school is fair or poor and 17% say it is excellent or very good. 49% of teachers say students' behavior at their school is fair or poor compared to 35% say it's good and 13% rate it as excellent or very good. 80% of teachers say there is a lasting impact of the COVID Pandemic concerning students' behavior, academic performance, and attendance. The major problems facing students according to the study are: 53% of teachers say poverty is a major problem, 49% of teachers indicated that chronic absenteeism is a problem, and 48% of teachers say that anxiety & depression is a major problem facing students. Another study I examined, shows that these are the biggest educational issues facing schools today:

⇒ **Mental Health:** Mental health is the biggest school safety issue, and mental health needs of students has increased considerably since the pandemic.

⇒ **Parent Engagement:** Low parent engagement can lead to lower grades, higher dropout rates, and less school engagement.

⇒ **Social Emotional Learning:** Students need support and resources to improve their empathy, relationship skills, and emotional intelligence.



The National Education Association published an article on issues facing schools. In the article, a survey of elementary school teachers shows that 93% feel "highly stressed" in their jobs. The causes and convergence of teacher and student stress has been a growing concern over the past decade. Research has consistently shown that stress levels in newer educators especially is leading many of these teachers to leave the profession within five years. In summary of my examination of issues, schools are facing new challenges every year and in addition to teaching the basics, our jobs as educators are changing all the



Important Elementary School Dates for the 2024-2025 School Year

November 27-29: No School
 December 4 & 5: Christmas Store
 December 18: Christmas Concert 2:00 pm
 December 20: Last day of school - 1st Semester
 January 7, 2025: 1st Day for Students - 2nd Semester
 January 10: Report Cards go home
 February 12 & 13: Parent-Teacher Conferences
 February 17: No School - Teacher Inservice
 March 20 & 21: No School - Spring Break
 March 28: Report Cards go home
 April 15-17: NWEA Assessments - Grades 1-6
 April 18 & 21: No School - Easter
 April 29 & 30: NSCAS Assessments - Grades 3-6
 May 1: Elementary Track Meet - Grades 1-6
 May 20: 6th Grade Graduation 7:00 pm
 May 21: Kindergarten Graduation 2:00 pm
 May 22: Last Day of School - Report Cards go home with students





Mrs. Peters

Assessment/Curriculum Director

**The strongest factor for success is self-esteem:
Believing you can do it, Believing you deserve it, Believing you will get it.**

Dear Parents and Community Members,

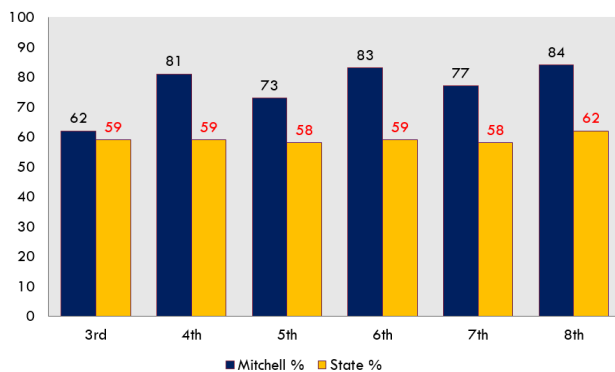
I am delighted to share some outstanding news about our schools and the collective efforts that contribute to the success of our students. Our dedicated Mitchell Public Schools staff has been working diligently to ensure that every child receives the highest quality education possible. Their commitment, coupled with the hard work and determination of our students, has led to remarkable progress and growth since the beginning of the school year.

With the strong support and leadership of our building principals, we have consistently maintained exceptional performances in state assessments. It is with great pride that I inform you that our district has once again received an excellent rating on our state's AQuESTT report card. This achievement reflects the tireless work, collaboration, and support from our entire school community, including parents, teachers, administrators, and most importantly, our students.

Thank you for your continued partnership and trust in our schools. Your support plays an essential role in creating an environment where students can thrive academically and personally. We look forward to building on this success and continuing to provide an educational experience that prepares every child for a bright and promising future.

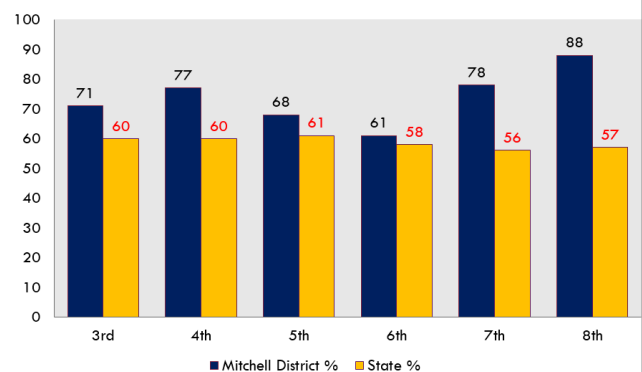
NSCAS ELA SPRING 2024

% OF STUDENTS WHO MET OR EXCEEDED STATE STANDARDS



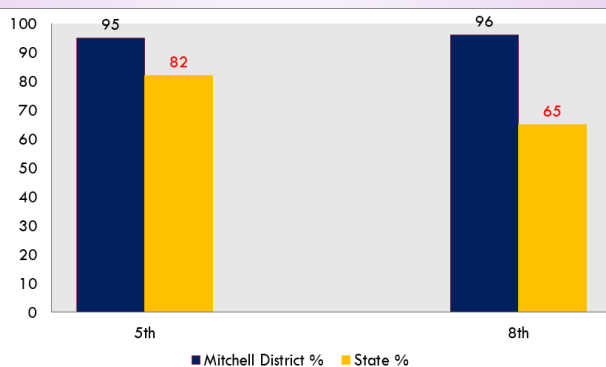
NSCAS MATH SPRING 2024

% OF STUDENTS WHO MET OR EXCEEDED STATE STANDARDS



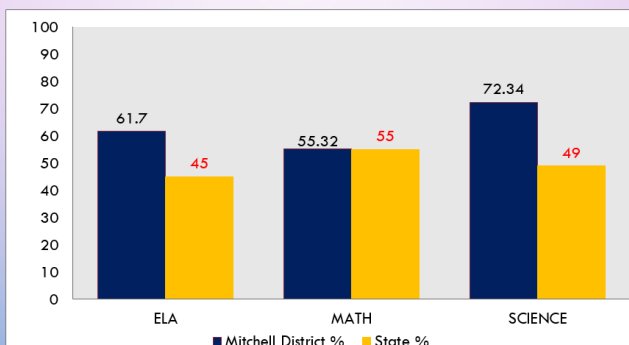
NSCAS SCIENCE SPRING 2024

% OF STUDENTS WHO MET OR EXCEEDED STATE STANDARDS



NSCAS ACT SPRING 2024

% OF STUDENTS (11TH GR) WHO MET OR EXCEEDED STATE STANDARDS



Special Services

Jamie Batterman - Special Services Director



SPECIAL EDUCATION

As we are now settling into the 2024-25 school year, I want to express how proud I am to be a Mitchell Tiger! We value school climate, a sense of community and strive to create an environment that is welcoming and supportive for all students. Our strong values play an essential role in student learning and well-being, enhancing academic success while building confidence, resiliency and a strong sense of belonging for every student. Student success is at the heart of everything we do. This school is truly a special place!

I am committed to ensuring each student feels supported and empowered to reach their fullest potential, and I am proud to share that commitment with and work alongside our incredible Special Education staff. Our department includes:

Ms. Sue Marsh, High School Special Education teacher
Mrs. Alyxis Littau, Elementary Special Education teacher, grades K-3
Mrs. Kristin Pankonin, Elementary Special Education teacher, grades 4-6

Our Special Education staff strives to provide high quality, specially-designed instruction for students with disabilities and we aim to collaborate in partnership with our general education teachers and service providers as we work together to enhance access to curriculum and create inclusive learning environments for all students receiving special education and related services.

I look forward to continuing to get to know our students' families and caregivers as the year progresses. Please do not hesitate to reach out with any questions you may have in regards to our Special Education services.

I can be reached at 623-2828, and my email is jamie.batterman@mitchelltigers.org

CHILD FIND

At Mitchell Public Schools, we are dedicated to the principles of Child Find, a legal requirement aimed at ensuring all children with disabilities receive the support they need to succeed. Under the Child Find mandate, we actively seek to locate, identify, and evaluate children from birth through age 21 who may have developmental or educational needs that require special services. This process is in place for all children, regardless of the nature of the disability, and includes individuals with developmental delays, hearing and vision impairments, emotional disturbances, health impairments, specific learning disabilities, speech and language impairments, intellectual disabilities, orthopedic impairments, Autism, multiple disabilities, or traumatic brain injuries.

Our commitment means that any child within our district's boundaries—including those who are homeschooled, attend private school, or are not yet enrolled in school—may be eligible for an evaluation and supportive services, all at no cost to families. If a child is found eligible under federal and state guidelines, the district will work with families to create an individualized plan tailored to their unique needs.

INFORMATION REGARDING SECTION 504

Section 504 is a federal law that ensures equal access to educational opportunities for individuals with disabilities in any federally funded program. Under Section 504, an individual with a disability is defined as anyone who:

- Has a mental or physical impairment that significantly impacts one or more major life activities (such as self-care, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working),
 - Has a history of such an impairment, or
 - Is perceived as having such an impairment.

Our school district is dedicated to fostering an inclusive environment where every student, family member, and staff member is valued and supported. In line with Section 504, we are committed to ensuring that all district policies and practices are inclusive and non-discriminatory. We strive to make all of our programs and practices accessible and accommodating for those with disabilities.

As part of our commitment to all students, if a student is found eligible based on the criteria of Section 504, we will collaborate and strive to provide access to appropriate educational programming tailored to their unique needs.

If parents or guardians have any questions about the eligibility determination made by the school district, they have the right to request a hearing with an impartial hearing officer. We are here to partner with families in creating a welcoming, supportive educational experience for all.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student educational records and grants specific rights to parents, guardians, and eligible students. Under FERPA, they have the right to: 1) inspect and review their child's educational records; 2) receive a list of all individuals who have access to those records; 3) request clarification of any item in the records; 4) request changes to any information that is inaccurate, misleading, or violates the child's rights; and 5) request a hearing if the school declines to make the requested amendment.

CELEBRATING OUR PARAEDUCATORS

Our paraeducators play a vital role in supporting our students every day. They work closely with teachers to offer individual support and create a positive environment where our students can thrive. Their compassion, dedication and unique skill sets make meaningful differences daily, helping to ensure our students feel supported and valued. We are incredibly grateful to have a kind, caring and compassionate paraprofessional staff, and greatly appreciate the invaluable impact they have on student success. Thank you, paraeducators, for your hard work and commitment to our students!

Are you concerned about an infant or toddler's growth and development?

If so, please reach out to learn if the child may be eligible for Early Development Network (EDN) services. Children from birth to age three may qualify for special services if they show signs of developmental delays or have a diagnosed health condition affecting their development. For more information, please contact Nicole Bolek, ESU 13 EDN Service Coordinator, 308-635-3427, or nbolek@esu13.org.





Mr. Braman — HS Counselor
308 623-2235
email-lbraman@mitchelltigers.org

2024-2025 ACT Test Dates
www.actstudent.org

SCHOOL CODE: 281-530

<u>Test Date</u>	<u>Registration Deadline</u>	<u>Late Fee Required</u>
December 14, 2024	November 8, 2024	November 22, 2024
February 8, 2025	January 3, 2025	January 20, 2025
April 5, 2025	February 28, 2025	March 16, 2025
June 14, 2025	May 9, 2025	May 26, 2025
July 12, 2025	June 6, 2025	June 20, 2025

Admission Standards to UNL, UNK, UNO

- Math 4 years (Algebra I, II, geometry, and one additional class that builds on geometry or algebra background)
- English 4 years
- Social Studies 4 years (including, Geography, World History, American History, and American Government)
- Natural Sciences 3 years (One class must include a lab)
- Foreign Language 2 years (Second unit must build off of first)

2024-2025 Time Table for Seniors

November

Continue looking at on-campus visits. This should be completed by the end of April.
 Check your Emails and the Mitchell Website/App for scholarship listings

December

RHOP application deadline for Chadron State College is December 1st
 2025 College Freshmen Scholarship application to UNL, UNO, UNK, is due January 15 (Complete application and activities resume must be received by this date).
 FAFSA Registration, Seniors—December 6, 2024 (This date used to be in October)
 Check to make sure graduation requirements are in order.
 Make second semester schedule changes if necessary.
 Take ACT (December 14, 2024).

January

Check colleges of your choice for application deadlines, scholarship deadlines, and financial aid deadlines.
 Conduct second semester senior interview with Mr. Braman.
 Deadline for February 8, 2025 ACT is January 3, 2025.
 Scholarship Deadline at Uni. of Nebraska –Jan 15. (All students that have filed an application will be considered for the Regents,

Nebraska's Top Scholar, David Distinguished Scholars Award and the James Canfield Award).

Check your Emails and the Mitchell Website/App for scholarship listings

February

Applications for admission should be complete. Financial aid applications are due at most universities.
 If you apply for freshmen scholarships at UNL, UNK, or UNO, you must apply for admission by Feb. 1, and the financial aid form is due at UNL on March 1.
 ACT Test- February 8, 2025.
 Deadline for February ACT-January 5, 2025.
 Local Scholarships applications begin - Check your Emails and the Mitchell Website/App for scholarship listings.

March

Deadline for University Honors program (Spring Application) (Uni. of Nebraska).
 Check your Emails and the Mitchell Website/App for scholarship listings.
 Complete Scholarship applications.
 Deadline for April 5, 2025 ACT is February 28, 2025.
All Community Service, Job Shadowing, & Internships must be submitted by March 1, 2025.

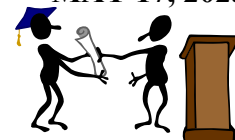
April

Most local scholarships are due this month. Most colleges will notify you this month if you have been awarded a scholarship.
 ACT Test- April 5, 2025.
 Return any supplementary materials requested by colleges, i.e. housing contracts, medical forms, deposits, roommate preference.
 Check your Emails and the Mitchell Website/App for scholarship listings
 New student enrollment information on college web site for paid enrollment deposits (University of Neb.).

May

Maintain your grades and appropriate behavior! Your acceptance to a college and the awarding of scholarships is provisional based on completing high school at your present grade point average, maintaining appropriate behavior, and graduating in good standing.
 Schedule freshman orientation visit.
GRADUATION!!!! MAY 17, 2025.

HAPPY GRADUATION !
MAY 17, 2025



Dear Parents and Guardians,

We hope this newsletter finds you well. As part of our ongoing commitment to the well-being of our students, we want to address the important topic of mental health awareness, specifically focusing on anxiety and depression.

Mental health is a crucial aspect of a student's overall well-being, and as educators, we recognize the impact it can have on their academic and personal lives. It's important for us to create a supportive and understanding environment for all our students.

Anxiety and depression are common mental health challenges that can affect anyone, including children and adolescents. It's essential for us as a school community to be aware of the signs and symptoms of these conditions and to provide support and resources for those who may be struggling.

We encourage you to have open and honest conversations with your children about mental health. It's important for them to know that it's okay to talk about their feelings and seek help when needed. Additionally, we want to provide you with some resources and strategies to support your child's mental well-being:

- **Encourage open communication:** Let your child know that they can talk to you about their feelings without judgment. Create a safe space for them to express themselves.
- **Recognize the signs:** Be aware of changes in your child's behavior, such as withdrawal, mood swings, changes in eating or sleeping patterns, and a decline in academic performance.
- **Seek professional help:** If you notice persistent signs of anxiety or depression in your child, consider reaching out to a mental health professional for guidance and support.
- **Promote self-care:** Encourage your child to engage in activities that promote relaxation and well-being, such as exercise, hobbies, and spending time with supportive friends and family members.

As a school, we are committed to providing a supportive and inclusive environment for all our students. We will continue to promote mental health awareness and provide resources for students and families.

If you have any concerns or questions about your child's mental well-being, please don't hesitate to reach out to us. Together, we can work towards creating a positive and nurturing environment for our students.

Thank you for your ongoing support and partnership in promoting the well-being of our school community.



Mrs. Kearns
Activities Director/Dean of Students



Follow the **TIGERS!**

WE ARE MITCHELL!

Striv.tv
OR
MPS Facebook Page



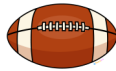
MPS Activities

Mitchell Activities offers a vibrant range of extracurricular options that foster teamwork, skill development, and school spirit. Football stands out as a cornerstone of school pride, uniting players and fans alike with thrilling games and a strong sense of community. The commitment and strategy involved in football cultivate not only athletic prowess but also leadership and resilience among the athletes.

In addition to football, girls' golf, and cross country provide unique opportunities for personal growth and competition. Girls golf emphasizes precision and strategy, allowing athletes to hone their skills in a supportive environment. Meanwhile, cross country challenges students to push their limits, promoting endurance and camaraderie through shared training experiences. Volleyball, with its fast-paced action and teamwork, further enhances the spirit of collaboration, making it a favorite among students.

Esports has also emerged as a dynamic addition to Mitchell Activities, attracting tech-savvy students and fostering strategic thinking and collaboration in a digital arena. Finally, the Future Farmers of America (FFA) program equips students with practical skills and leadership opportunities in agriculture, bridging the gap between education and real-world applications. Together, these activities enrich the school experience, encouraging students to pursue their passions while building lasting friendships.

Go Tigers!



School Nurse News – Mrs. Thomas

Is My Child Really Sick?
Guidelines for Keeping Children Home From School and Activities



Fall is in full swing and we are starting to see common childhood illnesses in the classroom. There are several standards that hold true over time and I hope these guidelines will assist you in making good decisions on when to keep your child home from school and activities.

You do not want to keep a child home if he/she really is not sick, but you also do NOT want to send a sick child to school or activities. The following guidelines provided by Panhandle Public Health District as well as Central District Health Department and based on the most current research will make that decision easier for parents.

Students should be kept home from school if they exhibit any of the following symptoms: fever of 100.0 or greater (measured or subjective), chills, cold/shivering, muscle pain, headache, sore throat, nausea, vomiting, diarrhea, new cough, shortness of breath, difficulty breathing, loss of taste or smell.

If your child's eye is stuck shut, bright red, and/or oozing yellow or green discharge, keep home. These symptoms indicate the highly contagious bacterial form of pinkeye (conjunctivitis). Your child should see a doctor and return to school per doctor's advice.

A rash may be the first sign of one of childhood's many illnesses, such as measles, impetigo or chickenpox. DO NOT send a child with a rash to school until your doctor has said that it is safe to do so.

If your child complains of an earache, you should keep your child home and consult your doctor without delay and return to school per doctor's advice.

If your child exhibits signs of live head lice or nits please keep your child home until treated with an approved lice treatment. Your child may return to school once they are free of live lice and nits have been removed from hair.

Have a great 2024-2025 school year and feel free to call me if you have questions or concerns about your child's symptoms or illness. We are off to a great start, and I hope we can keep our students and school healthy!

Helping Students Achieve Optimum Health So They Can Grow, Develop, and Learn!

7—12 Health / Physical Ed / Strength & Conditioning/ HS Football Mr. Kuxhausen



The first semester of the 2024-2024 school year is off to a great start in the Careers and Strength & Conditioning Department.

My classes currently consist of Career Leadership and Strength & Conditioning. The students have been working really hard in all of my classes. The students in weight training have been doing a great job improving their strength, conditioning, and agility. The average growth was 23% in all core lifts and 5% in all speed and agility exercises. The work they are putting in will pay off for each one of them. The first se-

mester has had a very positive start in physical education department and I look forward to working with our students the rest of the year.

Our Career Leadership course focuses on getting our students ready for the next steps in their lives. We have spent the first part of the year working on career path research, college research, interviewing skills, and many other soft skills that are applicable for the workplace.



Our football team had a great season this past fall going 5-5 record and qualifying for the Nebraska State Playoffs for the 3rd consecutive season. We fell in the first game to a good Malcolm team. We appreciate the hard work and dedication our 12 seniors brought to our program over the past 4 years. We are also excited about the youth of our team and the amount of returners we will have for next year. We will continue to develop and work hard over the off season and get ourselves ready for next football season!

7—12 Health / Physical Ed / Strength & Conditioning Miss Turek

The Physical Education/Health classes are off to a great start for the 2024-2025 school year! My classes consist of 9th grade PE/Health, Lifetime Activities, Weight Training, Jr. High Health Topics, and Jr. High PE. The students have been doing an amazing job in all of these classes.

In 9th Grade PE/Health, the students have been crushing the weight room workouts and beginning to see results. The students started the quarter with testing and are already seeing growth in strength and speed. Students have completed the fall fitnessgram test which includes

the 1 mile run, push up, sit ups, sit and reach, shuttle run and the 40 meter.

The Lifetime Activities class has so far completed units in volleyball, dodgeball, and Chicago ball. The students are doing great at learning new games that they will be able to do for the rest of their lives.

The weight training class has been dominating the weight room workouts each day. They are beginning to see growth and understanding that their hard work is paying off.

The Jr. High Health classes have done a great job and continue to work hard each

day. They have learned about weight room safety, cardio workouts, and various health topics like tobacco, infectious diseases, and adolescent development .

The Jr. High PE class is also doing great things and always comes with a great attitude. They have done work in the weight room, on the track, and have also had some competitive games of kickball.

The first semester has had an extremely positive start in the Physical Education department and I can't wait to see what the second semester brings!

News From JH/HS Special Education Department Ms. Sue Marsh

The Mitchell High School Special Education department aids students verified with a disability to be successful members of the Mitchell school system and also to become productive members of any community. The special education department is headed by Ms. Sue Marsh, with the invaluable help of paras, Mrs. Yauney, Mrs. Button, and Mrs. Purviance.

Our para-educators work with the students in the general education classes as well as in the resource room. They work hard to develop positive working relationships with all students.

Classes taught by Ms. Marsh in the resource room include Individualized Math, English, and Reading classes, as well as Transition and Applied Studies classes. Students are taught study skills, note taking skills, test taking skills and

skills that will aid in their transition into life after high school.

The special education students also complete checklists, and interest surveys to help guide in their transition into life after high school. They are encouraged to explore many possibilities that they may not have considered as an option for their future. Some of the students are also allowed to contribute to the school by helping out with the MHS concession stand. The students have the responsibility of ordering, taking inventory of the stock, and helping with general maintenance of the concession stand. This is a big responsibility, but the skills being taught far outweigh the extra work. This type of hands-on learning cannot be duplicated in a traditional classroom.

Resource students are encouraged to research jobs, colleges, and careers that may interest them. Planning is a crucial step in preparing the student for adulthood. The students are also allowed the opportunity to attend conferences that expose them to activities focusing on careers, colleges, and their futures. They also work with VR of Nebraska once a month to further awareness of career opportunities in our area.

The Mitchell High School Special Education department is dedicated to empowering all students to become lifelong learners and responsible citizens.



Band News

Mr. Sailors



The Mitchell Bands are having a great year so far. The 6th grade students started playing their instruments at the beginning of September, and it has been exciting to see their progress! Hopefully you have heard your 6th graders practicing their instruments at home. Flutes, Clarinets, and Saxophones meet Monday, Wednesday, and every other Friday. Trumpets, Trombones, and Percussion meet Tuesday, Thursday, and every other Friday. I am excited to see them progress throughout the year!

The 7th and 8th grade band has been working hard this semester, so I hope you have the concert

on December 17th on your calendars.

The high school band has also been working hard throughout the fall semester to prepare for our many performances. In addition to our home football games and the state playoff game in Ord, you may have seen our band marching in the Scottsbluff County Fair Parade, Homecoming Parade, and the Old West Parade where the band earned a superior rating. We also took part in Wyo Band Day at Laramie in September, where we performed during the halftime show with many bands around the Wyoming/Colorado/Nebraska area. We also played at the Veterans

Day Program.

For our second quarter, we are preparing for honor band auditions and our Winter Concert on December 17th.

I am very proud of the hard work the students in each group are putting in this year. I often tell the students how great of a job they are doing, but I know it means more coming from parents, family, and community members. Encourage your students to take instruments home to perform the music they are working on in class, and congratulate them on their hard work!

MUSIC NEWS

Miss Bunnell



Auditions, competitions, and performances. Oh My! Show Choir competed in the Old West Choir Festival and received a Silver Award for their performance and are looking forward to competing in the Spring. Nine talented students have been accepted into the Western Trails Honor Choir. We are eagerly awaiting the results of the five High Plains Honor Choir auditions. Last Spring, four students attended the High Plains Honor Choir at CSC. Shirley Cotant will be participating in the All-State Honor Choir, and Mattie Taylor has been selected to sing the National Anthem at Girls State Basketball!

I am thrilled to start my fourth year of coaching Speech. Every season is full of laughter and growth. The best part is watching the kids take their speeches from start to finish. I am looking

forward to what this year will bring, and I hope to see the state tournament again.

This year is also a MUSICAL YEAR! I am excited to direct my third musical here at Mitchell. It is an impressive journey from start to finish. We are actively looking for a script for an amazing group of kids. We are excited to have the most returning participants that I have had for a musical. I know these students will work hard and put on an amazing performance in the Spring! This year's musical will also be featuring new LED stage lights!

Junior high students have been working hard to master three-part singing. The elementary students are having a great time learning the fundamentals of music and singing! Every new song is their favorite, the Veterans Day songs and Temo the Monkey are a big hit.

From kindergarten to seniors, this district has a lot of talent. I love being a part of this school system and am looking forward to the events coming up the rest of the year! I hope to see you at as many performances as possible, whether it's a speech tournament, choir concert, or the Spring musical. Your support means the world to our students!

Nebraska All-State Honor Choir Member- Shirley Cotant

NSAA National Anthem Singer- Mattie Taylor
Western Trails Honor Choir Members- Shirley Cotant, Mattie Taylor, Rory Hazzard, Savanna Beaman, Madelyn Blackstone, Noloan Topinka, London Beck, Colten Lemoine, Christian McDaniel

High Plains Honor Choir- Kiera Stauffer, Shirley Cotant, Mattie Taylor, Meiah Heimboach

ART & WOODS DEPARTMENT

Mr. Law



We have had a very nice start to the school year with many creative projects. This year in Art we will be doing a deep dive into my 3 favorite areas of Drawing, Painting and Ceramics. The 4th quarter will be a lot of fun because that will be the students' time to shine with an extensive focus on their favorite mediums and processes.

Woodshop is in its second year with me and I have a couple of returning customers that have been invaluable to me in getting the shop ready to use and for their willingness to help others as we travel through all the machines and processes. Recycled pallets are our first project in building treasure boxes. It is a neat experience to see something discarded, like a pallet, become a box. The woodworkers already know what treasure will go into them.



Foreign Language News

Señora Herrera

In September and October, we celebrated Hispanic Heritage Month with a month-long research project. Each class was researched a famous Latino or Spanish speaker, and the country that they were from. Each student had a different person and some students worked together if their people were from the same country. Also during Hispanic Heritage Month, we had a music competition looking at songs from each of the Spanish speaking countries. We have also had fun looking into the similarities and differences in Halloween and Dia de los Muertos. Students have also read stories, legends, and even poems in Spanish.

Upcoming events for our Spanish classes this year include: looking at more cultural events, having a spelling bee, looking at the different parts of language acquisition, and more quarterly projects.



Social Studies Mr. Chancellor



GEOGRAPHY

I constantly find myself telling the students that “this isn’t your parents’ geography class.” In the past, the emphasis was on learning the different landforms, capitals, and nations of the world. Today we still learn about those topics but it is no longer the emphasis of the study.

Geography is one the most diverse fields of study in education today. The course now focuses on a large range of the human aspect of geography. This includes the topic of economics, government, history, arts and literature, and sociology. In the ever more interconnected world, students today will, if they don’t already, communicate with and interact with individuals across the globe.

During their studies this year, the students will learn about the world around them using the Mr. Help template. “M” is the study of movement, the movement of people, goods, and ideas around the globe. “R” represents the different regions of the world. Their textbook breaks the world down into cultural regions, regions that share a similar culture, so when we study a particular region, we are studying people with similar beliefs. “H-E” stands for the human-environment interaction, how both the environment affects the way certain people live as well as how those people have altered, for better or worse, the environment that supports them. “L” is for location. We still learn the location of different places on our planet so in the future students are able to at least vaguely know where the place in the news is located. With technology, this information is as simple as a google search on their phone, so this is no longer the focus of the course, but instead the beliefs of the people who live there as well as how they live. Finally, “P” for place. Students will discern specific places around the globe that have significant human and physical meaning.

AMERICAN HISTORY

The American History course offered as a junior is American History from the end of the Civil War until present day. Students are introduced to the “Birth of Modern America”, the nation that they live in today. The nation resembles, but is not what the founding fathers had laid out. The goal is to understand how we got to “now” and what decisions have been made to get us to where we are. Students in the course, discuss the events that are currently happening around the world, and how the influence of our past shapes the decisions we make surrounding those issues.

As with anything in the world, there are many sides to the coin. Students are encouraged to formulate and express their own opinions on the different events in America’s history. The goal is to make the connections in our past and how it fits our present. Students investigate how our world could be different if the decisions were made differently. Over the course of the year, they will see the rise of the current political parties in our nation and how they have come to represent the beliefs they do today so when it is their turn to vote (in the very near future), they can make the best decision for themselves and the nation.



Social Studies Mr. Baker

AMERICAN GOVERNMENT

The United States is a constitutional republic and a representative democracy. But why should we care about our government? It is our civic responsibility to uphold the American ideals of democracy, rights, liberty, opportunity, and equality. These principles form the framework that unites us as a nation, even as we navigate ongoing debates about what it truly means to be an American. While our nation is not without flaws, we are continuously striving toward a more perfect union.

Our seniors have been exploring fundamental topics in American Government, including the Foundations and Origins of Government, the Constitution, the Three Branches of Government, Congressional Powers, the Presidency, the Justice System, and the role of Mass Media. Through this learning, they have come to understand what it means to be an American and have actively engaged with the material in their daily lives.

For example, they are following the upcoming election, analyzing new legislation, understanding economic policies, and discussing investments in infrastructure. They are also paying attention to Supreme Court decisions and current foreign affairs. I have no doubt that this group is taking essential steps to become the best citizens they can be, while inspiring others along the way. I hope they have gained as much from our time together as I have learned from them in shaping our country’s future.

WORLD HISTORY

World history is a class that includes all of humanity, not just specific countries, ethnic groups, or civilizations. Why do I encourage students to explore this broad subject? Ultimately, it’s about understanding who we are and where we came from.

The study of world history provides a wide-ranging look at our identity. This is both as individuals and as part of different groups. In class, we’ve discussed important themes: the rise of human civilization, classical and post-classical empires, the Middle Ages, the Renaissance, and the Age of Discovery. Through these topics, world history helps us think about what it means to be human and what makes us unique.

This sophomore group has created their own stories, both together and individually. They see that world history is more than just a record of nations, leaders, and wars; it is, at its core, the story of us. It is full of stories about people who stood up for their beliefs, sacrificed their lives for a cause, and worked hard to achieve their dreams. These stories guide us in understanding how the human experience connects with our past, present, and future.

7th/8th Grade Social Studies Mrs. Zeiler



It has been another great start to the school year in the 7th and 8th grade social studies classes! I have been enjoying these students so much.

8th graders in Civics have gotten a mixture of American History and the workings of the American Government. We started the year discussing what led to and the outcomes of the Revolutionary War, followed by the very beginnings of our government with the creation of the Constitution. We are just finishing up our third unit on political parties and elections, from the very first political parties in the United States to how our modern presidential elections work! We will soon be diving into the Civil War and its aftermath, including how the American Government institutions played a role!

7th graders began the year discussing some of the cultural elements of the first major empires and the lesser known groups of ancient history, including the Romans, Egyptians, Germanic tribes, Celtic tribes, and more! We’ve also discussed how humans have had to adapt to their environments in the ancient Asia region. We just finished a unit on the world during the Middle ages, including the Islamic Empire and the Feudal system in Medieval Europe. The students especially enjoyed the time we spent talking about the causes and effects of the Black Death! We will finish out the first semester discussing what the Asia region was like during the Middle Ages, including Japan’s samurai. Second semester will focus on the changes that swept through the world as humans began to explore!

It has been another great year in Military History! In this class, we explore the causes and effects of the major wars of the twentieth and twenty-first centuries. This includes World War I, World War II, and the Cold War and the conflicts that came from it (Korea and Vietnam). We also discuss the history of war in the Middle East. We take the time to discuss the impacts of these wars on the people involved, and to recognize the sacrifices our Veterans made over the course of these conflicts

All in all, it has been a wonderful year, and I look forward to the topics we’ll be diving into as the year goes on!

High School English Mrs. Gonzales



English 9 is continuing to work through units that include reading and analyzing short stories as well as longer works of literature, working on public speaking skills with speeches, and also incorporating more composition throughout the course this year. Our main focus is working on learning and perfecting academic writing skills. This requires students to use information from our readings and research to use in their writing. Right now in English 9 we are currently finishing up our first novels, *The Alchemist* and *The House on Mango Street*. Students will be working on a final project where they create projects that represent their identities. As the year progresses students will be working on an informative and persuasive speech as well as more short stories and another novel.

In English 11, we are still focusing on American literature and composition. Students have been reading short stories and have also written several analytical essays so far this year. Students just completed a unit focusing on how our nation developed through persuasive writing and public speeches. Moving forward students will be reading some short stories. This year, the Juniors will also be reading *The Great Gatsby*. As the year progresses we will be working our way through American history and literature. Each literature unit is accompanied by a composition unit as we move through the different time periods. We will also add in some ACT prep for the ACT reading and writing portions of the Spring ACT the juniors have this year.

High School English Ms. West



In 10th Grade Composition & Grammar I/ World Literature, tenth graders have been reviewing and expanding their foundations in grammar, usage, and function of the English language. In addition, they have been practicing using context clues to determine the meanings of words, as well as more practice with comprehending informational texts.

Sophomore students have applied knowledge of the writing process in two different major writing pieces so far this semester - informative using primary and secondary sources and argumentative essays. They will end the semester with a text-dependent analysis supported by a piece of literature.

Students have also studied several world literature texts from Europe and Africa, and read selected books from Homer's *The Odyssey*. They will soon be embarking on two major novel studies for the semester - *A Thousand Splendid Suns* and *Bless Me, Ultima*.

In 10th Grade English II, we have created a new leveled English course for 10th graders. This course is designed to provide more intensive instruction related to reading comprehension strategies, writing skills, and vocabulary study. English II students are surveying world literature texts, but I am applying several Universal Design for Learning strategies: visual representations, leveled texts, text-to-speech, sequencing and organizational supports, and built-in hyperlinks to improve reading comprehension and text accessibility.

We have also focused heavily on sentence construction, punctuation, and revising sentences and paragraphs to eliminate repetition and improve sentence fluency. We are working hard at improving our fundamental grammar and convention usage to become better writers.

Finally this semester, students will construct a piece of persuasive writing that argues in favor of a single side. We will also hold organized debates based on each topic students select to write about in order to practice effective speaking and listening skills.

In 12th Grade British Literature/ Senior Writing, senior literature students have participated in a survey of British literature beginning with the Anglo-Saxons and Old English texts like *Beowulf*, then Middle English texts focusing on King Arthur and the Knights of the Round Table and Geoffrey Chaucer's *The Canterbury Tales*. We will conclude the semester with Shakespeare's sonnets and *Macbeth* as well as John Milton's *Paradise Lost*. Students will write a text-dependent analysis using a specific literary perspective to analyze one of the major works studied this semester. If time remains, senior literature students will read more contemporary English works.

For senior writing, students have focused on preparing technical writing documents like resumes, cover letters, and personal statements. We have balanced the technical writing with academic essays. Students will write in analytical forms for both language arts and non-language arts topics and conclude the semester with a formal proposal presentation utilizing primary and secondary source information, technology for visual aides advocating for a school- or community-wide plan for improvement.

In 12th Grade English IV, senior students focus on practical writing skills for the workplace and reading comprehension skills for informative texts. These students focus their efforts on texts and writing projects applicable to a current job or future career choice with hypothetical research projects and writing prompts. They also select informational texts related to their areas of interest in order to practice various reading strategies most effective for technical documents.

So far these students have created resumes, cover letters, personal statements, informational reports, instructional documents, and investigative reports. They have also selected various website articles, scientific studies, and database articles to build personal knowledge of areas they may pursue in their future education and careers.

7th & 8th Grade Reading Mrs. Avila



Mitchell Junior High students have started the year off strong in Reading class! We have immersed ourselves in various types of literature and we are practicing strategies that good readers use when studying literature. In both 7th and 8th grade Reading we have studied various types of genres, have analyzed author's purpose, tone, mood, and much more! We are taking this study to deeper levels with classroom discussion through the use of Socratic Seminars. 7th graders are reading a book called *Refugee* by Alan Gratz; this book tells the stories of three different refugees from three different time periods. In 8th grade, we are reading *The Book Thief* by Marcus Zusak, this is a historical fiction piece set in Nazi Germany. Each grade will do a novel study project after their respective book is finished.

In both grades, many of our stories focus on the themes of living life in the middle, what it is like to be in between being a child and an adult, and some of the struggles we go through. The students connect with the text and share their own experiences while learning how to analyze texts and search for deeper meaning. We have also discussed many different literary terms this year and integrated them into our VocabularyLab assignment. This helps students recognize, understand, and apply these terms when reading. Some of the terms we have discussed so far are: personification, similes, metaphors, tone, mood, genres, etc.

Another large area of focus in Reading class is our daily VocabularyLab. We research a word of the day to help the students expand their vocabulary and develop good research skills. Students not only define the word of the day but also determine the base/root words, synonyms, antonyms, and connotations, and find symbols that connect to the word each day. This deep dive into the word helps them understand the words more fully and helps them feel confident when we encounter them in the reading selections.

As a teacher, I love to have parents encourage their children to read at home and model the practice themselves. Please encourage your students to read at home! Finding enjoyment in reading is as easy as finding something that your student connects to, whether that is a novel or an online comic. Reading is a powerful tool and can help your child get ahead in other subjects as they become more effective readers. As far as the stories that we are reading in class go, most of them are in our textbooks, however, there are many great resources out there to find books to read or listen to at home!

Most of our coursework is completed on Schoology so students have access to their homework/classwork at home. If you see something is missing on Infinite Campus, please have them check Schoology to make sure they have turned their work in. Thank you for the opportunity to teach your children. The scholars we have in Mitchell are truly amazing! I can't wait to see what they all accomplish this year, and beyond. Please contact me if you have any questions or concerns at sarah.avila@mitchelltigers.org.

7th & 8th Grade English Mrs. Law



The 7th Grade Language Arts curriculum is designed to improve students' skills as writers, readers, thinkers, and speakers by recognizing and accepting the complex world of the English language. Students will gain confidence in analyzing informational texts, writing in the styles of poets and authors, and improving abstract thinking skills. Vocabulary, spelling, grammar, and analytical skills will help students become confident writers and readers. In other words, students will become well-balanced and educated in this technological world that still relies on effective communication in reading, writing, speaking, and listening. These skills align with Nebraska State Standards in preparing students to have "critical and innovative thinking and problem solving skills" (English Language Arts Standards, 2021).

The 8th Grade Language Arts curriculum continues to improve students' skills as writers, readers, thinkers, and speakers by recognizing and accepting the complex structures of the English language. Students will gain more confidence in analyzing informational texts, writing in the styles of poets and authors, and improving abstract thinking skills. Vocabulary, spelling, grammar, and analytical skills will help students become confident writers and readers. In other words, students will become well-balanced and educated in this technological world that still relies on effective communication in reading, writing, speaking, and listening. These skills align with Nebraska State Standards in preparing students to have "critical and innovative thinking and problem solving skills" (English Language Arts Standards, 2021).

Attention: Senior Parents

- ◆ Please remember to submit baby pictures and dedication materials by December 20, 2024 to Mrs. Law.
- ◆ Senior photos need to be submitted by February 10, 2025 in order to be in the yearbook, wall composite, and newspapers.
- ◆ Please contact Mrs. Law with any questions.

Business Department / FBLA News / STRIV Mrs. Gillen and Mr. Long



The 7th grade Computer Application students are currently exploring Cyber Security, focusing on coding, password safety, and phishing awareness. In addition, they are enhancing their skills in Microsoft Office programs, including Word, PowerPoint, and Publisher. To support their typing development, they are actively participating in our Micro-Type program. Their projects involve online research, creating visually engaging presentations with colors and images, and formatting documents effectively. Throughout the year, students will also be introduced to various coding concepts.

The Computer Science and Technology I and II classes are currently exploring Photoshop and mastering advanced features in Microsoft Excel, including formulas and functions. Recently, students completed projects like business cards, letterheads, flyers, and brochures using Microsoft Publisher, and they even created their own websites for these businesses. In addition, they will be introduced to SketchUp, a 3D modeling program that enables them to design buildings. Throughout the year, students will also create personal websites and compose their own songs using a Code Music program.

The 11th and 12th grade accounting students are currently focused on journalizing and posting transactions to General Ledgers. Soon, they will engage in a manual simulation project where they will manage the books for a business. After the winter break, they will be introduced to QuickBooks for Accounting, further enhancing their skills in modern accounting practices.

The 11th and 12th grade Digital Design class is currently focused on creating a 3D printing model. Throughout the year, students have been honing their skills in video editing using Canva, advanced Photoshop techniques. They will continue to learn new skills in web design and animation.

In Personal Finance class for high school juniors, the curriculum covers a wide range of essential financial topics. Students learn to create and maintain budgets, establish emergency funds,

manage and reduce debt using methods like the debt snowball, save and invest wisely, understand various types of insurance, plan for retirement, and make informed decisions about credit. They also explore the impact of money on personal relationships and set financial goals. The goal of the course is to equip students with the knowledge and skills needed to make responsible financial decisions, avoid debt, and work towards a secure and prosperous financial future, emphasizing the importance of living debt-free and building long-term wealth. These classes have also been participating in the Stock Market Game with other students throughout the state of Nebraska. This is teaching students about the stock market and how to manage a financial portfolio.

8th Grade Career Exploration is a year-long class where students engage in activities and discussions aimed at helping them understand various aspects of career development and the world of work. We cover topics such as self-assessment, career options, workplace skills, and future planning. Students explore their interests, strengths, and values to gain insight into potential career paths. They learn about different industries and professions, develop essential skills like communication and problem-solving, and gain exposure to workplace expectations and etiquette. Additionally, students are encouraged to set career goals and explore how their education and personal interests can shape their future careers. This class aims to provide a foundation for informed career decision-making and helps students better understand the opportunities and challenges they may encounter as they move forward in their educational and professional journeys.

FBLA

Thursday, October 24, 2024, the Mitchell High School FBLA (Future Business Leaders of America) held their members and officer installation. The officers are Aimee Morales, President;

Mattie Taylor, Vice President; Evelyn Morales, Secretary; Kaidyn Patterson, Treasurer; Zanizeah Chavez, Historian; Jonah Splichal, Reporter; and Elly Paetow, Parliamentarian. 53 members were installed.

FBLA is committed to community and school service, engaging in various projects such as helping with elementary gift wrapping, organizing a Christmas store, participating in the Festival of Hope, and leading trash clean-up efforts. This year, a new Thanksgiving tradition was introduced to express gratitude to educators by bringing around a snack trolley. Additionally, the FBLA successfully launched a winter wear drive to support those in need as the colder months approach.

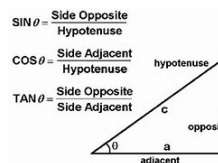
Striv.tv

Media Design and Production will explore careers in the Media and Production fields. We will also be producing a weekly news show called "Tiger Vision" that incorporates many different types of segments from interviews, announcements, sports, and game shows. The students in the class have been learning a lot and having fun while creating this weekly show. In addition to the news show, we are also live streaming home and some away events using the Striv TV platform. Things that we will be streaming this year are athletic events, concerts, and graduation. This allows grandparents, parents, and alumni from near and far to stay connected with Mitchell Jr/Sr High School and allow our students to share our story! Great things and great technology opportunities are happening in this class! You can catch everything that we do on our channel page at striv.tv/Mitchell. You can also follow the Tiger Vision Instagram account (@mpstgervision) for schedules, updates, and photos.

MATHCOUNTS

MATHCOUNTS is bigger and better as they prepare for a run at qualifying for state.





This year has been one of reinvention and polishing. We have been able to increase the number of rooms the 3-d printers are being used in this year through the completion of some upgrades and some training. The robotics class is creating a self-loading robotic catapult. We are in the second year of our Integrated Math course with 27 students on track to earning college credit in preparation for College Algebra next year. Students are really taking advantage of our dual-credit Trigonometry course as it is larger than last year.

On a non-curricular note, Esports is up and running and we are looking forward to finishing our Fall season of chess, Super Smash Brothers, League of Legends, and Overwatch 2. We are looking forward to our next season as we will be changing our gaming over to Valorant, Rocket League, Fortnite, and Mario Kart. We also have a record number of high school students participating in Quiz Bowl. We are also looking forward to improving our runner-up finish at the District Speech last year, as we return a lot of really talented speakers. The last thing we are excited to share is that we are helping plan for our school musical which will be performed this Spring.

In Algebra I class, we are pushing hard into solving equations and inequalities. Which is a big bulk of the class. I tell the students that once we start solving we will not stop for the remainder of the year. Other concepts such as number sense, geometry, and data will be mixed in to the class. This will give them a better background for Geometry next year.

In Algebra II, we are progressing nicely into curves and out of the linear functions which were studied in Algebra I. Students are finding the class a little more interesting and challenging as the concepts push into curves and systems. The students are working very hard to master the concepts that will be used next year in College Algebra.

Business Math is a senior level class. This is a fun group of students as they are studying some concepts that will hopefully help them manage money as they prepare to leave high school and enter the job market or college. We are studying checking and savings accounts, payroll, running a business, and investing money. We have some interesting discussions about some of the ideas the students have.

The Geometry students have been working hard to start the year. The students have been using some technology to enhance their learning, including IXL, Desmos, Geogebra, and Schoology. Students started by reviewing and expanding on Algebra concepts from last year. Since then, students have been practicing with unit conversions, understanding the basic building blocks of Geometry, transformations, symmetry, and distance calculations, among other things. We just wrapped up a unit where students learned about logical arguments and the need for providing reasoning for answers, whether that be in math class or in the real world.

In the coming months, students will be calculating with 2- and 3-

dimensional shapes, investigating special properties of certain quadrilaterals, working with proportions and similarity, applying properties of circles, and learning some basic trigonometry concepts.

The 8th grade Beginning Algebra students have hit the ground running this year. The students are working hard to learn not only the 8th grade math standards, but also many of the high school standards for Algebra. We have spent the first part of the year alternating between reviewing or extending ideas that they have previously learned and introducing new concepts. In the process, the students have used IXL, Desmos, and Schoology to improve their learning experience. So far this year, students have worked with fractions, decimals, number subsets, exponents and radicals, scientific notation, multi-step equations, and graphing. The students have been challenged, but they have responded and are learning quickly.

Over the next few months, the Beginning Algebra students will continue solving and graphing more difficult equations, working with quadratics, and solving systems of equations. The students will also get to jump into Geometry concepts by learning about triangles, the Pythagorean Theorem, and area or volume of figures.

Pre-Algebra students have been putting forth great effort as they work on skills to transition from Jr. High Math to Algebra next year. Students have been working to review and expand on many of the math skills they learned last year. Some of the main topics covered so far include decimals, fractions, integers, number subsets, graphing, exponents, writing equations, and proportions. IXL has been a great tool to assist students in learning and practicing their skills.

As we work towards being ready for Algebra next year, the students can look forward to lessons on percentages, solving equations, probability, and some concepts of Geometry. The students appreciate being able to actually see how they will be able to take some of the math from the classroom and actually use it in the real world. They will have plenty of opportunity to see that with the topics coming up.

Several 7th and 8th grade students have been practicing math once per week during lunch in preparation for our math competition in February. Over 20 students have come to practice at various times, but some have decided it's not for them. There are currently about 12 members and they are excited to be able to compete against other schools.

The seventh grade math students have transitioned smoothly to Jr. High and Saxon Math Course 2. We continue to review and learn many concepts in Algebra, Geometry, Computation, Data, Probability, and Problem Solving. We review concepts and are assessed after every five lessons. We also continue to drill our concepts and applications with AIMSweb and IXL. Our goal is to prepare the best we can for eighth grade Pre-Algebra or Algebra classes, while maturing and enjoying our move to the Jr/Sr High building.

Family and Consumer Science Class News

Ms. Wiegel

Season's Greetings and Hello from the Family and Consumer Sciences Classroom. The 2024-2025 school year is off to a great start in the FACS department. Students have completed a variety of activities and projects including the MHS version of "The Great Food Truck Race". In which students create a business plan for a food truck of their choice. In addition, they design a model of their truck, develop a menu and make various items from their menu which they share in a competition style tasting with various classes at the high school. The Jr. High students have also been challenged in our own version of "Cupcake Wars". This annual tradition allows students to develop cupcake flavors, advance their decorating skills, and be creative as they explore food and baked goods. Students have also explored a variety of areas related to Family and Consumer Sciences including, but not limited to, food science dietetics, food production management, nutrition, family structures and management, and hospitality and tourism. Most recently, FACS III students created their own games, as part of a unit on the importance of play, that were shared with the kindergarten classes at the elementary. The Adult Living class has been focusing on infant development and care. These students have been fortunate to have access to the RealCare Infant simulators as part of this unit. Whether learning about life after high school or how to prepare meals, there is always something cooking in the FACS classroom.

Industrial Technology / Agricultural Education

Mr. Dobry

This year has been a good year for us so far in the Agricultural Department. We have many more classes for the students to take, and they seem to be filling them up nicely. We currently have a multitude of students in the welding classes, as we now have two different periods along with some independent studies. Our plant science class has created a "mini greenhouse" along with some hydroponics. We hope to have some squash, watermelons, and tomatoes, as well as a few flowers and lettuce in the coming weeks. So far on the FFA side of things, we have 54 students who have already competed in Range Judging, qualified for state competition in Land Judging, and had a Senior Livestock Judging team that also qualified for state competition. There are many more competitions that will take place this year and we are excited to see how the kids compete.





Intro to Education Mr. Baker

This course serves as an introduction to schooling and education for those planning to become teachers, preparing for a career in education, and/or simply interested in the profession. So far, students have explored the foundations of education through contemporary educational issues, discovered the many roles educators assume, both inside and outside schools, engaged in research activities to better understand how education works in schools and related professions, and articulated their own philosophy in education.

More specifically, this introductory course explores the historical, sociological, and philosophical foundations of education; school governance, finance, and policies; legal, moral, and ethical issues; and teacher professionalism. In class, students consider each of these as lenses to analyze educational practices and theory. The purpose is to build a “framework” for themselves as not only a professional, but an effective citizen as well.



SCIENCE DEPARTMENT

Ms. Clark, Mrs. Walton, Mr. Powell

7TH & 8TH GRADE SCIENCE

This year is off to a great start! As 7th and 8th graders, we get to learn about a lot of different sciences. Examples of that are life science, biology, genetics, physical science, chemistry, earth science, and astronomy. With that, the 8th grade has been in the areas of biology and genetics and just finished up their Dragon DNA models. 7th graders have been in the physical science and chemistry areas learning about matter and atoms. We are currently starting the molecule project and will be moving into chemical reactions real soon. We are looking forward to using our new skills and knowledge to apply to many more labs, activities and learning!

In Exploratory Science, we like to explore the different realms of science. One thing these classes have really enjoyed is the use of the Drones. We get first-hand experience on how to fly in a controlled manner and execute certain maneuvers. We also branch into other areas of science and develop and run experiments in class. We are also responsible for doing research, making a hypothesis, developing the procedure and materials list, doing the experiment and lastly coming up with conclusions on the experiment.

EARTH SCIENCE

To start our year out, we began with an introduction to Earth Science. We learned about the scientific method, types of measurements used in science and lab safety. We then began to learn about motion, Newton's laws, work, and energy. These topics led into our outer space unit. We will also be learning about thermal energy, the water cycle, the carbon cycle, earth quakes, volcanoes, and geologic time.

CHEMISTRY

This year is off to a great start filled with labs and demonstrations to help the students grow in learning and understanding of chemistry. We have studied Matter and its properties and changes, we have also looked at chemical reactions. We have been looking at electrolysis and electro chemistry. As the year progresses, stu-

dents will be studying the structure of the atom, quantum numbers, orbital diagrams, and gas laws.

PHYSICS

We started the 2024-2025 school year off learning about one dimensional motion, the laws of motion, and the mathematical formulas for motion. We were able to calculate speeds of remote control cars and to develop and design our own labs. We have also been learning about vectors and how they represent motion. After learning how to draw vectors we then were shown how to add vectors to figure out direction of motion and the speeds involved with motion. As we progress this year, we will move onto two dimensional motion, waves, and electrostatic energy. This Fall, the we will also be making bridges to study the forces involved and how they are engineered. The year will be full of hands on labs and examples of physics.

BIOLOGY

This year, we are learning Biology concepts using various methods. We used a photo scavenger hunt to become more aware of our biotic and abiotic surroundings to start the school year. We have used their books, laptops and discussion for different projects. We have made posters of food webs to show the direction of energy. We have learned the levels of organization of organisms and the requirements for life. We just finished learning the Biogeochemical cycles of the earth and the direction of the flow of the cycles. We have also learned about the various components that form ecosystems and biomes. Presently, we are researching the biomes of their choice. The information we collect will be used to make a slide show and present to the class. So far, we are enjoying the information we have found about our biomes.

ENVIRONMENTAL SCIENCE

This class is much larger this year and we have made a few changes in the order of topics and in some cases how they would be used in the classroom. We have been part of the process of choosing what topic to learn more about. Our first large class project was to bring the front

flowerbed on the south side of the High School up to date. We learned what Xeriscaping was, how beneficial it is, and how to do a project using the Xeriscape process. It was great to see the sense of pride they took with the project.

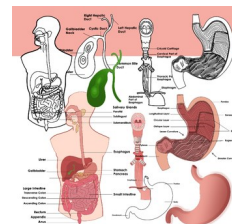
The next project was learning about Raptors and their function in our world. We researched the raptor of their choice and formed a presentation for the class. We are now busy working on repurposing different materials to make a bird house or feeder. We will have to do some research about the native birds and figure out a design to keep the squirrels out.

ANIMAL SCIENCE

This year in Animal Science we are more directly working with domesticated animals, opposed to all animals. The first week or so of school we were invited to attend the sheep flushing at Hubbard's. The first project they completed was researching different cattle breeds for their history and uses. The next project we did was making a poster of two different animals and comparing the function and organs associated with the two animals. We then presented them to the class. We also did a small research project on the history and process of domestication of an animal of their choice. Presently, we are working on different equine breeds. We are researching the equine of their choice for their function and history, this will also be presented to the class for discussion.

ANATOMY/PHYSIOLOGY

We have been very busy this year. In the classroom, we have learned about the systems involved in the body, what they include and their function, levels of organization, the different regions and planes of the body. We have also worked with directional terms to orient ourselves with the correct body terms and regions of the body. We are looking forward to learning more about the bones, muscles and systems!



Elementary Office News

Mrs. Fillingham & Mrs. Sisson

Please utilize the phone system when calling to let us know your child is absent. The office personnel check the phone messages upon arrival each morning. For best results, please leave attendance messages on Mrs. Sisson's phone. If no one answers, after dialing, her extension is number '1' on your phone.

When calling before or after school hours, other extensions are listed below. If calling during regular school hours, please ask Mrs. Sisson or Mrs. Fillingham to transfer you to the appropriate person, or they would be happy to take a message for you.

Thank You!

The Elementary Phone Number is 308-623-2828.

After Hours...

Mr. Kuxhausen — Principal Messages — Dial 0

Mrs. Sisson — Attendance or Office Messages — Dial 1

Mrs. Fillingham — School or Office Messages — Dial 6

Mrs. Thomas — School Nurse/Medical Issues — Dial 4

The School Cafeteria has a direct line. For messages regarding cafeteria information, please dial 308-623-1945.



**Tentative Elementary Track Meet
Date:
Thursday, May 1st, 2025**

Elementary Graduation

**6th Grade— May 20th @ 7:00
Kindergarten— May 21st @ 2:00**



Nebraska Child Passenger Safety Law Update

- Children ride rear-facing up to age two or until they reach the upper weight or height limit allowed by the car seat's manufacturer.
- All children up to age eight must ride correctly secured in a federally approved child safety seat/belt positioning booster.
- Children up to age eight must ride in the back seat, as long as there is a back seat equipped with a seat belt and not occupied by other children under eight years of age.
- Children ages eight to eighteen must ride secured in a seat belt or child safety seat (belt positioning booster).

Violation carries a \$25 fine plus associated court costs and 1 point may be assessed against the operator's driving record.
(Statute # 60-6, 267)



**Toward
Zero
Deaths**



**SAFE
KIDS
NEBRASKA**

Kinder Connection News**Mrs. Wilson**

We have completed our third year of Kinder Connection and the program has grown to an incredible enrollment. This program had a very successful first year and second year. The Kinder kiddos that went into kindergarten this year are shining bright and leading the group. Kinder Connection is a transitional kindergarten program designed specifically for young kindergarteners. These kindergarteners have birthdays typically

between May 1 through July 31. They do not qualify for preschool but are on the younger side of kindergarten. In this program, we immerse ourselves into a kindergarten day as far as recess, lunch, music, and PE. Our classroom instruction, however, is designed specifically for our younger learners. We spend much of our day learning social skills such as sharing, problem resolution, patience, and acceptance. We build on skills such

as holding our pencil/crayon, cutting, coloring, and gluing. We build a foundation for learning letter names, letter sounds, visual phonics, and the correct formations of the letters. We build a foundation for learning our numbers, counting and forming the numbers. We are learning shapes and colors. We move at a pace that is kid directed and kid centered. Again, I am super excited about this specialized program, and we are having a blast this year!

Kindergarten News**Mrs. Bellairs, Ms. Scott, Mrs. Soule**

We have had a great start to our Kindergarten year. In Reading, we began the year learning and reviewing our letter and letter sounds. We have practiced rhyming words and we are reciting nursery rhymes. We have quickly moved onto blending sounds together and working with word families. We have a long list of sight words that we practice each day that helps us become fluent readers.

In Math, we began the year learning and reviewing our numbers and counting. We are looking forward to celebrating when we all can count to 100 by the end of the year! We are now writing number sentences, placing items on a graph, and identifying more and less.

In Science, we started the year learning about living things and how living things change and alter our environment. We just finished studying

weather and weather patterns.

In Social Studies, we've learned about traditions. Now, we are busily preparing for Thanksgiving and our Thanksgiving feast! Thank you for all your parent support in Kindergarten. We work hard at learning and are excited to share our skills with you.

1st Grade News**Ms. Hoffmann, Mrs. King, Mrs. Osmera**

We are loving our first graders! There are many new, exciting things for them: desks, homework, spelling tests, Accelerated Reader! Despite all of these "firsts", they are all acclimating well.

Our students are reading at various levels. We help the students best by leveling our classes and tailoring our instruction to fit their needs. Even though the content may be different, each of us is assisting students build and solidify their reading foundation. We do this through blending sounds to make words, reading connected text, explore vocabulary words, and various comprehension strategies. We encourage our students to read at home every night!

We enjoy listening to the first graders become amazing readers through the help of Accelerated Reader (A.R.). Students are able to pick books that interest them in their level. They bring it home to read with mom, dad, or another adult at least three times. Then, they bring the book back and let their reading teacher know they are ready

for an A.R. test. The students strive to get the questions right in order to hit goals for various prize levels. Everyone's favorite prize is the A.R. party!!

The first graders are becoming quite the mathematicians! They are digging deep into the number world. The students have been learning about number placement, what numbers come before and after, and learning rules to adding and subtracting. Also, the students have been busy counting dimes and pennies, telling time, making shapes on geoboards, and covering polygons with pattern blocks. We have been using ordinal numbers to recite the months of the year as well as using them to write the date the "short way". They are always excited to learn this once they have mastered writing it the complete way.

In science, we studied the sun, moon, and stars. We did a shadow experiment learning about how and why our shadows move throughout the day.

In social studies, the students were taught the

history of Veterans Day and what it means. Also, our standards are allowing our students to visit holiday traditions around the world. Soon, we will discuss how our traditions are similar and different to other countries. Students are always amazed when they learn about other cultures and what an exciting way to gain more knowledge about holidays.

In October, we were able to take a field trip to the Wildcat Hills Nature Center. The students were so engaged as they learned about different animal skins, habitats, and animals native to our area. They were excited to complete a scavenger hunt within the nature center followed by a hike in the hills. We ended our field trip with learning how pumpkins grow, picking our own pumpkin, and successfully completing a corn maze!!

Continue to read with your child every day, practice math facts, discover patterns around you, and encourage your children to ask why to promote learning and discovery! Thank you for all of your support!

2nd Grade News**Mrs. Cheek, Mrs. Broussard, Mrs. Hessler**

Second grade has gotten off to a great start!

We have been working hard in reading, becoming better readers every day! By Christmas we will be through the first three units of our reading series. This will lead us into our Christmas Around the World unit.

In math, we are about finished with our addition facts for mastery. We will soon start our subtraction facts and continue to practice counting

money, telling time, and measuring to the nearest inch.

For science, we have been studying earth's landforms and how they can change. We took a field trip to the Scottsbluff Monument where we looked at different landforms and talked about how the pioneers are tied into our Mitchell history.

In social studies, we have learned about our community of Mitchell, past and present. Along with this, we have been talking about different cultures and researching our own family heritage. In the second semester of school, we will be learning how to do research reports, learn our cursive letters, and continue growing our math and reading skills.

3rd Grade News**Ms. Engstrom, Mrs. Reisig, Miss Walters**

We have had a busy year so far in third grade. We are learning responsibility each day by turning in homework on time, and by reading Accelerated Reader books. Our afternoon classes include social studies, language arts, and science.

In Language, we have been using our Chromebooks to research spiders and write reports on them. Our next project will be a Thanksgiving persuasive story. We have also been working on grammar, and writing skills, such as complete sentences and good paragraphs.

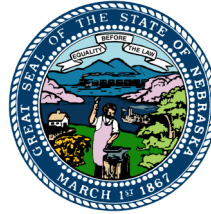
In Science, we have been learning about life cycles and different traits of plants and animals.

In Social Studies, we have been studying communities, the five different regions of the United States, and the different continents and oceans.

We also have been using a Math program called XtraMath where they can practice all their math facts on their chrome book. It starts with addition and then they work up to subtraction, multiplication, and division.

We have gone on a couple field trips this year.

Our first one in September was to the YMCA Trails West Camp for a Fitness and Nutrition Day. The students really enjoyed the day full of activities. In October, we went to the Adams Family Pumpkin Patch where we got to pick our own pumpkins, learn about how pumpkins and sugar beets grow, and then got to play outside on all the fun things they had for kids.



4th Grade News

Ms. Clarke and Mrs. Briggs

In September, we took a trip back in time visiting Flowerfield School in Harrisburg, Nebraska. Students and teachers experienced a school day back in 1888. Students dressed in pioneer clothing, brought lunches appropriate for the time, and participated in everyday school activities. 4th grade also attended activities at the Farm and Ranch Museum in October. Thanks to

all the volunteers that help to organize and run all these amazing events!

We are diving into many new adventures in 4th grade. We are continuing to learn and grow with our Wonders reading and science curriculum. Our students are also using the IXL program to build and practice new skills in reading and math. We are beginning to learn all about Ne-

braska history and develop our map skills. The students are continuing to work on reading fluency, reading comprehension, and A.R. We are looking forward to experiencing all that 4th grade has to offer.

5th and 6th Grade News

Mrs. Keener, Mrs. Schaffer, Mrs. Wadhams, Mr. Becker, Mrs. Bohl

There are 99 fifth and sixth graders this year in the Mitchell Elementary. The core subjects are departmentalized with the following teachers: Jenny Bohl- Language Arts and sixth grade homeroom, David Becker- Math and sixth grade homeroom, Kris Keener-Science and fifth grade homeroom, Jami Schaffer-Social Studies and fifth grade homeroom, and Valerie Wadhams-Reading and sixth grade homeroom.

Red Ribbon Week was a huge success. We participated in the Red Ribbon Olympics and Red Ribbon themed dress-up days. We are "Proud to be Drug Free!"

5th and 6th Grade Science

The 5th graders have been busy learning about Matter and made their own salt lakes to understand what happens when we overuse our resources. We are now exploring Ecosystems and Energy in Ecosystems. While studying adaptations, they designed their own animal, named it and gave it an appropriate place in our ecosystem.

The 6th grade has learned about heat transfer and thermal energy by designing an igloo to keep heat away from our ice penguins. We are now learning about cells and will continue learning about the entire human body.

5th and 6th Grade Social Studies

The 5th graders have been very busy! So far this year we have learned about ancient cultures such as the Olmec, Maya, Aztec, and Inca and early Native American groups. We have also learned about European explorers and the impact they had on the Native Americans. The 5th graders are now studying the colonization of America and will soon be starting a unit on the Revolutionary War. They are also busy memorizing the states and capitals of the United States.

The 6th grade is learning about Ancient World History this year. So far, we have learned about the ancient civilizations of Sumer, Mesopotamia, Egypt, and Kush. As we learn about each civilization, we talk about the G.R.A.P.E.S. of each group of people.

G.R.A.P.E.S. stands for Geography, Religion, Achievements, Politics, Economy, and Society. The 6th graders also create hands-on projects for some of the civilizations as they learn about them. Other upcoming ancient civilizations include India, China, Rome, and Greece.

5th and 6th Grade Math

We are off and running with a great new school year in the math room! The 5th graders have been busy solving word problems, determining the orientation of lines, identifying fractions, and listing the factors of whole numbers. We have also been adding, subtracting, multiplying, and dividing whole numbers and decimals, adding fractions, and finding averages.

The 6th graders have been working on finding area and perimeter, solving fractional parts of whole groups in word problems, identifying measurements, adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals, and reducing fractions. They have also been identifying place value in whole numbers and decimal numbers, working with elapsed time in hours and minutes, finding unknown numbers in addition, subtraction, multiplication, and division problems, and representing data using graphs.

5th and 6th Grade Reading

The Wonders reading series is still the core of our reading curriculum. Our emphasis remains on comprehension, vocabulary, structural analysis, and fluency. The students have become proficient in using the digital instruction, practice, and assessment offered through the series. Even with this new digital assistance a fair amount of our reading is done with a textbook and guided reading. The stories and articles are both fiction and nonfiction and cover a wide range of topics. We are also taking advantage of a couple more digital programs.

We are also using the IXL program for extra practice on specific skills taught in class. In the afternoon the students are divided into smaller groups and read and discuss novels together. Other programs utilized in our reading classes

include Read Naturally, ReadWorks, and Renaissance Next.

5th and 6th Grade Language

We continue working on writing and grammar skills in Language Arts. We also practice spelling, and it is part of the Language Arts grade, not an individual class grade in the gradebook. Students receive their spelling list every Monday and can then practice all week with a take home list, Spelling City, or a list found in their Wonders website files. Wednesday and Thursday are devoted to grammar skills and practice. Students get extra practice using IXL for various grammar and writing skills. We spend the rest of the week on various writing skills and projects. Most recently, the students completed an autobiographical sketch, outlining an important event in their life. They also enjoy writing short essays on prompts given to them in class.

Both grade levels keep a digital journal that includes notes for each unit. All notes are also posted to Google Classroom. These are great tools when studying for tests. It is also used for daily sentences and writing prompts, where we practice proofreading and editing skills. Looking ahead, we will begin some opinion writing and research. The students are also looking forward to building various computer-based projects, including a slide show, to enhance our digital citizenship. Digital Citizenship is a large focus area, with the use of more technology built into our school days. Feel free to ask your students to show you around Google Classroom and their digital Grammar Notebook. Their Google Classroom files are accessible on ANY device with internet access.





Title I Reading

Mrs. Dobry

Title I Reading is a program that allows our district to aid students in need of additional instruction. As an all Title school, we offer our support to all children. Based on testing and evaluations, we place and implement several interventions to assist our at-risk students. These programs are designed to give instruction in one or more of the 5 key areas that have been identified by the National Reading Panel as key components of successful reading programs: phonemic awareness, phonics,

comprehension, fluency and vocabulary. We track students very closely throughout the year and make adjustments to interventions and placements as needed.

We are fortunate to have paraeducators help support children in the classroom with both reading and math interventions..

Dedication to the success of students of Mitchell Elementary is our focus in the Title I program.



NO SCHOOL

December 23-31

January 1-6

February 14

February 17

March 20-21

April 18-21

Last Day of School..

May 22

Physical Education News

Mr. Broussard

Here at Mitchell Elementary we find physical education to be a very important subject. This class is designed to help kids live an active and healthy lifestyle. The goal for Mitchell Elementary physical education class is to introduce kids to a wide variety of different sports or activities. Our expectations of the students isn't to have them master all the skills in a couple sports/activities, it is to have the students feel competent in several different sports or activities. If kids learn the basic skills, rules to the games and feel comfortable playing them, they are more likely to continue to participate in those activities outside of school and become lifelong movers.

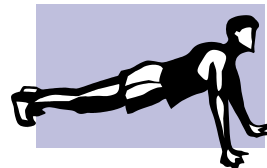
While kids engage in the different types of games and activities we also want to teach them about good sportsmanship and how to compete the proper way. They know that it is okay to be competitive but they have to understand how to act when they win and understand how to act when they lose.

We want kids to realize how important it is to get out and move, not only at school but at home as well. I have created a google site that has

different links to videos, websites and documents with great ideas on how to stay active at home. We are fortunate enough to have resources at our fingertips to help (<https://sites.google.com/mitchelltigers.org/mr-broussard-phys-ed/home>). I hope the kids enjoy some of the activities or maybe these will help spark their creativity to come up with their own fun games.

This year has been great so far with great participation by the students. We have been fortunate enough this year to get more PE equipment and expand our curriculum. We are excited to introduce some new skills and games throughout the year. Your son or daughter would love to share what they have learned in physical education class up to this point in the year, so when you get a chance just ask them. We would like to thank the parents for helping us keep our gym floor in good shape by supplying your kids with gym shoes!

Thanks again!



1, 2, 3 & 4



Elementary Music

Miss Bunnell, Mr. Sailors

What Really Happens in a Music Classroom???

Believe it or not there is much more going on in a music classroom than just music. Yes, we sing and play instruments, but through those activities there is much more happening. Music involves using many different brain functions including: motor control, imagination, hearing, sight, and memory. Music inspires and evokes emotions in a healthy way. It teaches how to create, evaluate, analyze, understand and remember. Music involves math, science, history and foreign language. There is much more that goes on in a music classroom besides music.





**Counseling News
Mrs. Maser**

We are off to a fantastic start to the 2024-2025 school year! I want to extend a warm welcome to all of our new families that have come to MES and hope you love it here as much as we do. We have been having a lot of fun here at MES. The first Wednesday of the month is our "Wacky Wednesday" where students and staff have the option to join in on the fun by dressing in themed attire. We are eagerly anticipating our Ugly Christmas Sweaters in December. From October 28th-31st, we celebrated Red Ribbon Week. We ended the week with a pep rally, a coloring contest and our Red Ribbon Olympics. Educating our students about the dangers of drugs and alcohol, empowers them to make safe choices in challenging situa-

tions. We were also fortunate to have Janelle Visser from Panhandle Public Health speak to our 5th and 6th graders about these important topics.

We are excited to announce our annual "Cash for Cans" food drive that will be held from December 1st through December 13th. Your generous contributions will help our local food pantry serve families in need. Thank you for helping teach our students the importance of community service and helping those around us.

The counseling program at Mitchell Elementary is both proactive and preventative, focusing on academic success, social-emotional learning, and career development. This year, we're emphasizing mindfulness—encouraging students to

be present and engaged.

Communication between the school counselor and parents is vital. If you have any concerns about your child, you may call the school or send an email to me at beth.maser@mitchelltigers.org. Small group counseling and individual counseling can be obtained by self-referral, parent referral, or teacher referral.

As we look forward to an exciting year, I want to emphasize my commitment to supporting your children's social and academic success. Our counseling program equips students with the knowledge and skills needed for personal, social, and academic growth through programs like Leader in Me, Second Step, and Boys Town Social Skills.

Together We Transform Lives **TEAMMATES** MENTORING

We also participate in the Teammates Mentoring Program. Teammates partner with school districts and communities to provide the support and encouragement of mentors to students. Their goal is for mentees to develop safe,

positive relationships with their mentors and for those matches to last through high school graduation. Teammates is always looking for more mentors. Many of our mentors have expressed how the program benefits their lives as well as their mentees. The Teammates Program would like mentors and mentees to meet once a week,

at the school, possibly over lunch. The Teammates Mentoring Program makes a positive impact on everyone involved. If you are interested in becoming a mentor please go to TeamMates.org, or stop by Mrs. Maser or Mr. Kuxhausen's office to discuss the Teammates Mentoring Program further.

Library News – Ms. Harder

I am excited to keep you updated on all the exciting happenings in our library. This year, we started off by focusing on library procedures and expectations, ensuring that our students understand how to make the most of their library experience. Now, let's dive into the highlights of the past few months and what's coming up!

Our Kindergarten and 1st-grade students have been immersed in the wonderful world of Jory John's books. From "The Bad Seed" to "The Good Egg," we have explored his delightful stories and enjoyed many laughs along the way. We are eagerly looking forward to reading his latest book, "The Big Cheese." Jory John's books have sparked joy and laughter in our young readers!

Our 2nd and 3rd graders are wrapping up a fun novel that has captivated their imaginations. As we approach the holiday season, we have

planned some exciting holiday-themed reading activities to keep the festive spirit alive in our library. Stay tuned for some delightful stories and engaging activities!

In the library, we believe that reading can take many forms. Our 4th and 6th graders have been enjoying listening to podcasts and audiobooks, expanding their understanding of storytelling. By exploring different mediums, we hope to ignite a passion for reading in all its forms. It has been a joy to see our students embrace these alternative ways of "reading."

After the holiday break, we will be diving into digital citizenship lessons. It is crucial for our students to develop the skills and knowledge necessary to navigate the digital world responsibly and safely. We will be covering topics such as online etiquette, internet safety, and responsible technology use. Stay tuned for more infor-

mation on these important lessons!

We want to express our heartfelt gratitude to everyone who attended our book fair during parent-teacher conferences. Your support was incredible, and we raised a significant amount of money to purchase new books for our library. Our next book fair will be held in February during conferences, so mark your calendars!

As we approach the holiday season, we want to wish everyone a joyful and relaxing break. May you have quality time with your loved ones and create beautiful memories. We look forward to continuing our library journey together in the new year!

Thank you for your ongoing support and enthusiasm for our library. If you have any questions or suggestions, please don't hesitate to reach out. Happy Holidays!

Elementary Special Education – Mrs. Littau and Mrs. Pankonin

The Mitchell Elementary Special Education department is excited to welcome our new Special Services Director, Jamie Batterman. Jamie comes to Mitchell with 19 years of educational experiences. Jamie previously worked in the Leyton and Scottsbluff school districts, and has four years of administrative experience. At this time, the Mitchell Elementary Special Education staff consists of Special Services Director Jamie

Batterman, and two classroom teachers, Alyxis Littau (grades K-3) and Kristin Pankonin (grades 4-6). Special Education paraprofessional support includes: Jackson Mitchell, Karen Whiting, Brandon Fankhauser, Laura Hubbard, Lindsey Middledorf, Sharon Loomis, Vanessa Hernandez, and Sam Costello. The staff and students continue to work on students' individual learning goals.

Mitchell Elementary service providers from ESU #13 include: Michelle Wiemer – Physical Therapist, Allison Tramp – Occupational Therapist, Deborah Wilson – Speech-Language Pathologist, Megan Macy -Vision Specialist, Sarah Preston and Heather Esterdahl - Hearing Specialists, and Dr. Caitlyn Weaver - School Psychologist.

Tiger Cub Preschool News – Mrs. Jacobs and Miss Campbell

Casie Campbell is our half day preschool teacher. Faith Missel and Haylee Jacobs assist in the half day classroom. Julie Jacobs is our full day preschool teacher. Lydia Scott and Patty Feters assist in the full day classroom. We have had a great year so far. We went on a field trip to Adams Pumpkin Patch for a family gathering. We visited the fire department. We were able to explore their trucks and learn about fire

safety. Guests from the High School Facs III class visited and taught us Nursery Rhymes. Each day, we are learning to recognize all lowercase letters and sounds. We will begin working on uppercase letters after Christmas. In addition to letters, we have been working on recognizing our numbers, shapes, colors, and counting to 20. We have been identifying rhyming words, counting syllables in our names,

and learning to write our names. We are learning how to hear beginning and ending sounds in words. We are practicing our social skills by learning to identify our feelings, take turns, share, and work with our friends. We are looking forward to hatching chicks and visiting the Zoo next Spring.

Mitchell Public Schools
empowers students to
become innovative
problem-solvers by
connecting with
students in a positive
environment.

mitchelltigers.org



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