

THE SAYDEL COMMUNICATOR

Big City Opportunities, Small Town Commitment for Students



Superintendent's Message

Mr. Douglas Wheeler



Saydel Families & Community:

The first four months of this school year have passed in the blink of an eye amid a flurry of continued success and progress for our district. I hope this issue of the Communicator finds you happy and healthy after a relaxing holiday season. It is with great enthusiasm that I write this introduction. Saydel is truly a district on the move, and it brings me pleasure to share the stories and important news you will read about in the following pages.

Saydel continues to set rigorous standards for academic achievement. This past year marks the third year in a row of significant gains in math and reading as measured by Iowa Assessments. In addition, our graduation rate continues to climb and contributes to Iowa's shared status with Nebraska as having the nation's highest graduation rates. The success of our students has also resulted in a five-year high and continued improvement in ACT scores. While we pause and celebrate these successes, we are continuing our work to improve student success in many areas.

We continue to reap the benefits of a federal Teacher Incentive Fund Grant and participation in the state Teacher Leadership and Compensation System. These supports allow nearly 40% of our staff to be involved in leadership positions and 100% of our staff to have weekly access to high quality embedded professional growth opportunities. Twenty one teachers serve in leadership positions related to TAP and another 13 curriculum development facilitators representing all grades and subjects continue working to ensure alignment of curriculum and assessment systems.

Part of our participation in the TAP system involves measuring our teachers' impact on student growth in comparison to growth gains of other Iowa teachers. This year, all three schools received a "3" rating on this measure, meaning our schools grew our students above "expected" growth on measurements of reading, math, social studies and science. Leadership opportunities and the associated professional growth opportunities for staff are increasing our success in meeting student needs through the design of high quality classroom experiences.

Early this school year, the School Board approved a 10-Year Facility Master Plan for the improvement and maintenance of school buildings and sites. The focus of this plan is the creation of 21st century learning environments.

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SCHOOL HOURS

CORNELL ELEMENTARY

8:35 AM - 3:30 PM
Wed.: 9:35 AM - 3:30 PM

WOODSIDE MIDDLE SCHOOL

7:45 AM - 2:45 PM
Wed.: 8:45 AM - 2:45 PM

SAYDEL HIGH SCHOOL

7:45 AM - 2:46 PM
Wed.: 8:45 AM - 2:46 PM

Each Wednesday all schools begin one hour later for teacher in-service.

**MISSION: SERVING THE
UNIQUE LEARNING NEEDS OF
EACH & EVERY STUDENT**



THE SAYDEL COMMUNICATOR

Big City Opportunities, Small Town Commitment for Students

Superintendent's Message: *Continued from page 1*

The elements of this plan will ensure the classrooms and learning spaces students work in during school contribute to the collaboration and creativity necessary to be successful in today's world. You can access the Facility Master Plan on our website at: <http://www.saydel.k12.ia.us/district/SiteMasterPlan.cfm>

The first phase of this plan will kick off this spring with a fourth-grade addition to Cornell Elementary. Details of this plan are included on page 14 of the Communicator.

We have been working VERY hard to improve communication. The new look of The Saydel Communicator is only part of these efforts. We have increased the number of press releases to the community as well as stories of success shared through our website and social media.

Another new method for communication is monthly newsletters from each school. If you are a community member or a parent and desire to receive ALL the school newsletters, you can sign up by sending an email to newsletter@saydel.net. You can access past issues of all publications at: <http://www.saydel.k12.ia.us/district/Publications.cfm>. Effective communication is a goal that is never fully reached; I believe you can always improve communication.

To monitor our efforts, we send out a communication survey to parents three times per year. In the Fall Survey, we had close to 20% of our parents participate, doubling last year's participation. In this survey, 55% of respondents said district communication is "better" or "much better," but we still have work to do in our continued efforts to communicate with and engage our families.

The achievements I have discussed are early evidence of success in our 3-Year Plan for Continuous Improvement. In addition to the Facility Master Plan, the Board approved a 3-Year

Plan for Continuous Improvement. This plan, developed in collaboration with administration and the Board using data collected in schools, enhances our four district non-negotiable goals:

1. Improve student achievement
2. Enhance culture, image and relationships
3. Maximize the use of resources
4. Demonstrate innovation
(new non-negotiable goal)

This plan is essential to ensure targeted systemic development for our district and programs impacting student learning and opportunity. I encourage you to view this plan on our website at: <http://www.saydel.k12.ia.us/district/MissionVisionandGoals.cfm>.

Every time I sit down to write a Communicator introduction, I feel I could write forever. There are so many things going on and so many points of pride and progress to share.

I want to thank you for your continued support of Saydel Schools. I am consistently overwhelmed by the support our families and community members show our students and staff. We support students today because someone supported us as students; it is our honor and responsibility to ensure a high quality education for children in the Saydel Schools.

Personally, it continues to be an extreme honor to serve you and our students as superintendent. I wish you the best in 2016!

Yours in Service,

Douglas Wheeler
Superintendent of Schools

Subscribe to All of Saydel's Newsletters

Thank you for reading The Saydel Communicator.

If you would like to receive the weekly newsletters that feature what is happening at Cornell Elementary School, Woodside Middle School & Saydel High School, you can subscribe by emailing **newsletter@saydel.net**. Just email which newsletters you would like to receive and then watch for them in your Inbox!





Examples of Continued Growth in Academics

Each year, we utilize a variety of data to set district goals and monitor our progress toward our non-negotiable goal of improving student achievement.

This analysis involves breaking down our performance to the school, grade and even classroom level. We have set aggressive district-wide goals, using the expectation that every student demonstrates a minimum of one year's growth as a starting point with the expanded expectation that some students make more than one year's growth to ensure grade-level proficiency. We set our goals around expectations for all students; therefore, we expect annual growth from students currently scoring at all levels including students currently proficient or exceeding proficiency. A great benefit of a district our size is the relationships we are able to develop with students and the knowledge of individual needs we can develop with students to ensure success. This allows us to also take into account individual student needs and provide appropriate support to ensure continued growth. It would be unrealistic to share a complete picture of our student data in this medium. The following are a few data points that allow us to look at some big picture items.

With the introduction of TAP and continued work to align curriculum, we are seeing growth in the number of students scoring proficient in reading and math. The following chart only represents grades tested on the Iowa Assessment (grades 3-11), the major benchmark used in Iowa to measure achievement of schools and districts.

Another metric we look at is graduation rate. Recently, it was released that Iowa and Nebraska have the highest graduation rates in the nation. Saydel contributed to this distinction with a 4.6% increase in the graduation rate over the past five years. This increase comes in tandem with increased expectations for student success within our instructional program.

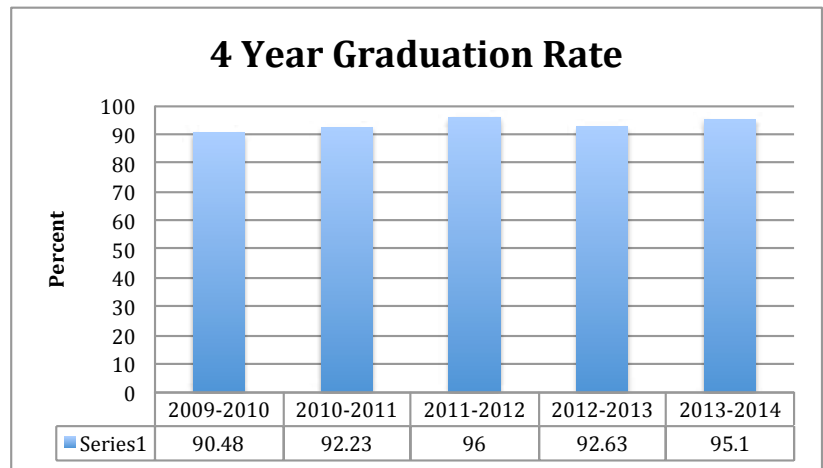
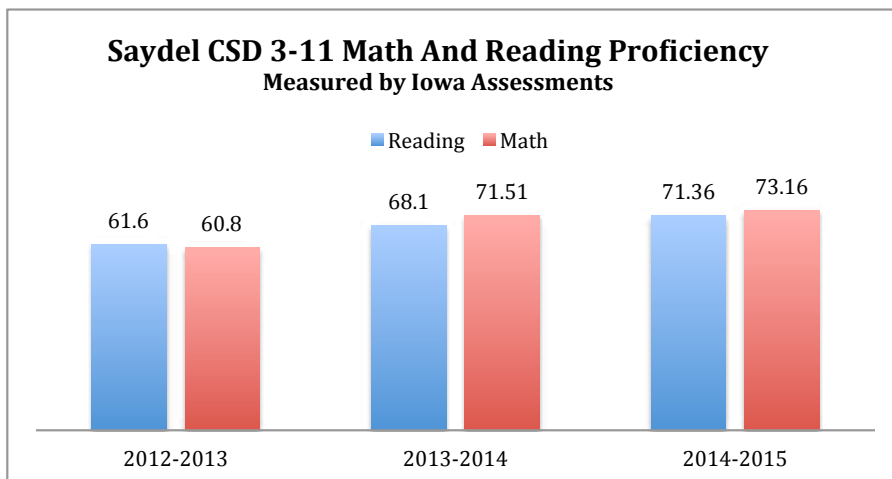


Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2011	38	22,968	20.2	21.7	20.3	21.9	22.3	22.6	21.9	22.4	21.2	22.3
2012	50	23,119	20.7	21.6	20.1	21.7	21.5	22.5	21.7	22.2	21.1	22.1
2013	47	22,526	20.3	21.5	20.4	21.6	20.9	22.5	21.5	22.2	20.9	22.1
2014	48	22,931	19.6	21.5	19.3	21.4	21.0	22.5	21.8	22.2	20.5	22.0
2015	47	22,675	21.6	21.6	21.1	21.5	22.9	22.7	22.3	22.3	22.1	22.2

An indicator that helps us calibrate our academic program is student performance on ACT. Not all students participate on ACT, but it is the most widely accepted college entrance exam. This past year, students taking the ACT performed at a five-year high. Students taking the ACT are beginning to exceed state averages in all areas, but math.



Each school has set rigorous standards for math and has put in place grade-level teaming in math and science to ensure continued improvement. We would also like to see more students participate in the ACT and other post-secondary exams such as the COMPASS used for admission to community colleges.

Again, this is a partial picture, but represents some summarized data that we examine to monitor impact of district initiatives.



CORNELL ELEMENTARY SCHOOL

Keeping An Eye On The Prize

**Message from
Principal Brian Vaughan**



It is with great enthusiasm that I connect with you again! It has been a few months since I first introduced myself as your new elementary principal, and boy have we been busy at Cornell Elementary School. I am so PROUD to be a part of this school and amazing community!

As many of you are aware, our district is unique in the way that we approach teaching and learning. We operate under the TAP system. As a review, the program uses teacher collaboration and mentoring to improve the instructional ability of teachers. It fosters a culture of collaboration and continuous improvement by supporting teacher needs and providing opportunities for each teacher to succeed and then rewarding that success. Through this approach, teachers can excel in their profession, and students benefit.

In sports they talk about the analogy of “keeping the eye on the prize” as you work toward becoming champions. For us in education, that prize is continued student achievement.

Recently our staff at Cornell learned that we earned the rating of a “3” on a five point scale by NIET. This rating tells us that we are doing a rock solid job of teaching the amazing students here at Cornell. Just as important, it is an indication that our students are learning and growing.

The work that our teachers put in on a daily basis to help our students grow and learn both academically and socially doesn’t happen overnight. There is a great deal of dedication that goes into preparing for each and every day on this job.

In sports they talk about the analogy of “keeping the eye on the prize” as you work toward becoming champions. For us in education that prize is continued student achievement. Much like the world of sports there is a ton of work that goes into becoming champions (both during the season and the off-season).

So far this year our teachers have been engaged in:

1. Learning how to present lessons to students so they understand not only “why” of the work, but “how” they will meet their learning standards.
2. Working on multiple ways to check for student understanding of new learning, including “Quick Checks” and “Written Checks” to collect evidence from student work to make decisions about their own teaching.
3. Creating common formative assessments in math and literacy so teachers ensure all students in each grade level are being asked to perform at the same level and pace throughout the year.
4. Use of student data to focus on class, small group and individual needs of students so we are able to support the academic growth of each student.

We are proud of the work we are doing, and we are proud of our students! Our staff and students earned a much-needed holiday break, and we are excited to continue our championship quest in 2016!

BE AWESOME TODAY!

**EDUCATION FOR LEADERSHIP;
LEARNING FOR LIFE**

We’re on the Web: **www.saydel.k12.ia.us**



Cornell Students Take a Stand, Lend a Hand

Cornell Elementary welcomed National Anti-Bullying Speaker Kevin Horner as their guest speaker in October. Horner is trained in making presentations to students and adults across the Midwest about the issues of bullying, either as bullies, targets or as a bystander. In his presentation, titled, "Speaking up for those who won't speak up for themselves," Horner defined what bullying is, what it sounds like, how it feels and what it looks like. He also shared safe ways to report bullying. Horner is a three-time "People's Choice" award winning ventriloquist and a magician. He uses both of those skills as well as being a gifted communicator to inspire a heart change for one of the most important messages for kids in our world.

According to the National Education Association, it is estimated that 160,000 kids per day skip school due to being a victim of bullying behaviors. It has been estimated that more than two million youth in the U.S. are involved in bullying either as bullies, victims or both. According to Debra Pepler of York University in Canada the average time for a bullying episode on the playground is every 37 seconds.

Horner shared startling statistics like this and offer ideas for lowering them during his presentation.





WOODSIDE MIDDLE SCHOOL

Reflecting On Our School Success

Message from
Principal Joshua Heyer



The winter break signified the midpoint of the school year and a great opportunity for a principal to reflect on gains we have made during the 2015-16 school year. Students have been in the building for four months and we are seeing changes. The obvious changes such as student height and strengthened friendships are present in the hallways each day. Other

not so obvious changes have also been occurring over the last four months. I would like to take this opportunity to share with each of you the growth Woodside has had over this short duration.

As a new principal of Woodside, I have witnessed the changes/areas of growth in our staff and students first hand. A few of the changes I would like to highlight include:

- Assuring a safe and orderly building. Time and energy have been spent updating district emergency response plans. The updated plans have been a useful resource for multiple drills we have practiced during the first semester. Students and staff have a deeper understanding of how to respond in the event of an emergency. Further, students and staff have a consistent common language for behavior expectations with the addition of our Eagle Way and behavior matrix procedures. As a result, discipline issues in the building have reduced and more time can be focused on instruction rather than managing behaviors.

- Increase of student after school programs. While the 2015-16 year will provide me a chance to collect baseline data on the number of students participating in after school programs, I am proud of the increased opportunities we are providing and the number of kids taking advantage of them. New groups this year include SOAR Team and Drama Club. Participation in these groups as well as the other groups is growing. We have also developed an academic support time every

other Wednesday for students needing re-teaching or reinforcement of certain content standards. Teachers and parents can recommend a student to stay for assistance. Wednesday academic support for the rest of the year will be 1/13, 1/27, 2/10, 2/24, 3/9, 3/30, 4/13, 4/27, 5/11, and 5/25. You can contact the school if you would like your child to be a part of Wednesday after school.

- Implementation of new rigorous curriculum. As noted in The Saydel Communicator's "School Year Preview," Woodside teachers are implementing new curriculum in a vast amount of our subject areas. The new curriculum being implemented is tightly aligned to the content standards expected to be taught in each grade. The new curriculum is offering our students new and challenging learning experiences each day. The Woodside staff is working hard and growing in their delivery of a high quality curriculum.

The first chance to see quantifiable data to show the gains we have made this year is during the week of January 18. Woodside staff will be administering the winter Measure Academic Performance (MAP) test to all students. The results of the test provide an indication of the progress each child is making in the areas of math and reading. MAP offers each student an expected growth based on their previous results and anticipated growth for a student at a particular grade. Teachers and administration will analyze the results of the winter MAP test and make future instructional decisions for each student. We encourage you to have conversations with your child about the importance of this testing opportunity.

One of the great challenges of education is that our work is never done because there is always room for growth. The leadership and teachers will continue to challenge each student to develop into the person they aspire to become. It is our professional purpose.

With this being said, I encourage all of us to celebrate the effort that Woodside students and staff have put forth to grow. Everyone associated with Woodside Middle School is growing. Let's acknowledge their growth and celebrate our collective successes.



Woodside Students Enjoy Mini-Sessions

With the help of Saydel parent volunteers and Woodside PTO, students at Woodside Middle School were able to have fall and winter mini-sessions. In December students were able to participate in centers themed on snow and snowmen. They rotated through eight stations with a math, reading, social studies, science, and writing focus. They also enjoyed some edible goodies. Thank you to the many volunteers and Saydel parents who helped make Mini-Sessions a success!



THANK YOU
Brown's Shoe Fit Co.
in Ankeny, IA

Your partnership with Saydel Community School District to provide shoes for some of our students is much appreciated!



SAYDEL HIGH SCHOOL

Opportunities Continue to Grow at SHS

Message from Principal Kevin Schulte



Each and every day we are focusing on the learning of every student. At Saydel High School, we have been focusing our efforts this past semester on two primary goals:

1. All students will demonstrate at least one year's growth in math with 21 students that are close to proficiency moving to proficient resulting in 76.0% of 9th-11th grade

students being proficient or above on the Spring 2016 Iowa Assessments. In addition, students who are currently proficient will maintain at least proficiency with 16 proficient students moving to advanced.

2. All students will demonstrate at least one year's growth in reading with 17 students that are close to proficiency moving to proficient resulting in 82.7% of 9th-11th grade students being proficient or above on the Spring 2016 Iowa Assessments. In addition, students who are currently proficient will maintain at least proficiency with 16 proficient students moving to advanced.

While these goals focus on skills that are essential for life outside of Saydel High School, we also continue our efforts to offer a diverse set of learning opportunities for our students.

As we move toward these goals our students have experienced a great deal of success:

- 29 students earn Gold Honor Roll status.
- 140 students earned Green Honor Roll status.
- Hannah Van Houten (12) was recognized with a National Council on Youth Leadership award.
- Angela Pitt (12) and Joe Peer (11) was selected for All-State Honor Choir.
- David Parker (11) and Nathen Nelson (10) qualified for the 3A State Cross Country Meet.
- Marching Band earned Grand Champions, a Division 1 rating, and best color guard throughout the season.
- Over 100 students are enrolled in classes in which they may earn college credit.

Learning Is Our Business

Learning is our business and our teachers have continued to expand their repertoire of tools through outstanding learning experiences. These experiences are essential for our teachers to remain innovative and continually try new methods within their classrooms. These creative methods lead to greater student engagement and more in-depth learning. Throughout this school year, we have had 18 teachers participate in 15 professional growth opportunities.

- Our science department (Mr. Yeoman, Mrs. Ingle and Ms. Drees) attended National Science Teachers Association regional conference.
- English Language Arts teachers (Mrs. Fokken, Mrs. Keegan-Bayeur and Ms. Johnson) grew their practice at the National Council of Teachers of English conference.
- A number of teachers gained insight from state conferences: school counselors (Ms. Larson), art educators (Ms. Nickol), council of math teachers (Mr. Pavlik), council for the social studies (Ms. Austin), talented and gifted (Mrs. Hibbs) and world languages (Mrs. Guillen).
- The expansion of skills at the Midwest Band Clinic (Mr. Layden) will continue to enhance and grow our program.
- Master teachers (Mr. Lutteneger and Mr. Hales) expanded their peer coaching skills to assist teacher growth.

These opportunities continue to grow our teachers which are essential for great learning experiences for our students. Learning and putting the new tools in action also demonstrates what we are all about, learning.

New Opportunities Progress

This year we have implemented a variety of new programs at Saydel High School that have resulted in positive experiences for students. Each of these opportunities was put into place to enhance our preparation of students for life after high school.

The High School of Business program, led by Ms. Knowler, has gone beyond SHS and been a leader in the state. We have begun the process of developing our community's next business professionals and entrepreneurs. Our students have



presented at the Iowa Association of School Board Convention and for the Saydel School Board.

Our STEM (science, technology, engineering and math) program continues to expand. During the spring semester, our students will have the opportunity to learn skills associated with app development within our revamped computer programming class.

Life and Leadership for our 9th graders has helped students begin planning for life during and after high school. As this opportunity expands into the spring semester, our freshman will be exposed to financial literacy skills.

We have offered Power Algebra as a way to accelerate some math students to get caught up to their peers with math. As a result of this work, there are a number of 9th graders that have graduated from this class because they have demonstrated skills that show that they have caught up to their peers.

Graduation Update

This year graduation date will be different than in year's past. We will be hosting graduation in the South Gym on Friday, May 27, 2016 at 7 PM. This adjustment was made due to state calendar requirements. The district calendar committee determined this was the best date and time that would accommodate families and meet state requirements.

Saydel Community Demonstrates Caring for Children & Families During 2015 Holiday Season

On behalf of the Saydel Community School District, a very special THANK YOU to the following businesses, churches, schools, organizations, individual sponsors, and groups for their outstanding kindness and generosity this holiday season. This very special program sponsored by the Saydel Student Assistance Team continues to grow. The program started in 1994 with one sponsor serving one needy family.

This year 43 sponsors were able to serve a total of 105 families with a total of 206 children. In addition to this, 28 Thanksgiving baskets and six Christmas baskets were delivered to families for the Holiday. Our words of gratitude will never be enough to THANK YOU for brightening the HEARTS and HOMES of these very special children and families in the Saydel community.

All Saint Catholic Church
St. Vincent DePaul
Marquenville Church
Jay and Michelle Knudsen
Lynette Allison family
Merle Hicks (AFSCME)
Gary & Barb Ruebel
VFW #9662 (Auxillary)
Bethany Reform Church
Paul and Cindy Cahill & family
Steve and Deb McEachron & family
Tender Heart Day Care
Saydel District Office
Gloria Dei Lutheran Church (XYZ Group)
N.I.C.E. (Norwood Inn Christmas Elves)
Kevin & Kelly Schulte
Shawn Pavlik & family
St. Luke's Catholic Church
Shannon Larson
Harryste Larson
Affinity Credit Union
Debbie Cox & family

Saydel High School Student Government
Saydel High School Office & Guidance Staff
Woodside Middle School
Daisy Marcketti family
Craig & Cyndi Simiens
Kelly and Tana Sprague & family
Saydel High School Cheerleaders
Casey's Credit Card Department
Kathy and Jerry Koepfel
Mercy West Pediatric Clinic
Wendy Berry Brown & group
Kathy Erickson & family
Capital City Church
Saydel Bus Drivers
Dwayne Scott
Mike Robertson
Brown's Shoes
Chemorse
Linda Seargent
Timberline Billing Service
Joann Kalahar





Annual Notices to Parents for 2015-2016

Each year, various state and federal laws, as well as Saydel School Board policies, require a variety of annual notification to parents. Many of the following notifications can also be found in student/parent handbooks, or on the District website.

Level 1 Investigator: Abuse

It is the policy of the District that school employees not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any district employee who commits such acts is subject to disciplinary sanctions up to and including discharge.

It is the policy of the district to respond promptly to allegations of abuse of students by district employees by investigating or arranging full investigation of any allegation, and to do so in a reasonably prudent manner. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. All employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigating process.

General Education Interventions

Each Local Education Agency (LEA), in conjunction with the Area Education Agency (AEA), shall attempt to resolve any presenting problem or behaviors of concern in the general education environment prior to conducting a full and individual evaluation. In circumstances when there is a suspicion that a child is an eligible individual, the AEA, in collaboration with the LEA, shall conduct a full and individual initial evaluation. Documentation of the rationale for such action shall be included in the individual's educational record.

Each LEA shall provide general notice to the parents on an annual basis about the provision of general education interventions that occur as a part of the agency's general program and that may occur at any time throughout the school year.

General education interventions shall include consultation with special education support and instructional personnel. General education intervention activities shall be documented and shall include measurable and goal-directed attempts to resolve the presenting problem or behaviors of concern, communication with parents, collection of data related to the presenting problem or behaviors of concern, intervention design and implementation, and systemic progress monitoring to measure the effects of interventions.

If the referring problem or behaviors of concern are shown to be resistant to general education interventions or if interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the agency shall then conduct a full and individual initial evaluation.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual initial evaluation at any time during the implementation of such interventions.

Equal Educational Opportunity

Saydel Community School District does not discriminate in its education programs or educational activities on the basis of race, color, gender, national origin, creed, sexual orientation, gender identity, age, religion, marital status, socioeconomic status, or abilities/disabilities in its educational programs, activities, or employment policies as required by Title VI and Title XII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, Federal Rehabilitation Act of 1973, and the Iowa Code #216.9. Students are educated in programs which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society.

Students who feel they have been discriminated against are encouraged to report it to the school district's Equity Coordinator Julie McKibben, Director of Student Services, 5740 NE 14th Street, Des Moines, IA 50313; mckibbenjulie@saydel.net; 515-264-0866. Inquiries may also be directed in writing to the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA 50319-0201, 515-281-4121 or the U.S. Department of Education, Office for Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL, 60661.

The district, in its educational program, has a process to assist students experiencing behavior and learning difficulties. Building response to intervention (RTI) teams, facilitated by building administrators and/or school counselors are responsible for this process. Representatives from the area education agency may also assist the district in this process. Parents wanting access to this process should contact the principal or counselor.

Notice Concerning Highly Qualified Teachers/ Professionals

Parents and guardians in the Saydel Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your students in a Title I program or if your school operates a school-wide Title I program.

Parents and guardians may request this information from the office of the superintendent by calling 515-264-0866 or sending a letter of request to:

Saydel Community School District Office
5740 NE 14th Street, Des Moines IA 50313

Saydel Community School District ensures parents will be notified in writing if their child has been assigned or has been taught by a teacher for four or more consecutive weeks by a teacher who is not considered highly qualified.



Homeless Students

In accordance with 281 IAC Chapter 33 Iowa Administrative Code, the Saydel Community School District is required to give written notice to homeless children and families if the district is going to deny access to their educational programs. Homeless children and families may obtain free legal services by contacting: *Legal Aid Society of Polk County*
1111 9th Street – 3rd Floor, Des Moines, IA 50314
515-243-1193

Chapter 33 of the Iowa Administrative Code defines “homeless child or youth” as a child or youth from the age of three years through 21 years who lacks a fixed, regular and adequate nighttime residence and includes the following:

- A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;
- A child or youth who has primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or qualifies as homeless because the child or youth is living in circumstances described in paragraphs “1” through “3” of this section.

Iowa Concussion Legislation

Effective July 1, 2011, Iowa law requires that students in grades 7-12 who participate in extracurricular interscholastic activities, cheerleading and dance; and their parents/guardians; must sign a copy of the acknowledgement form and return it to their school.

Students cannot practice or compete in those activities until this form is signed and returned.

In addition, please note this important information from Iowa Code Section 280.13C, Brain Injury Policies:

1. A child must be immediately removed from participation (practice or competition) if his/her coach or a contest official observes signs, symptoms or behaviors consistent with a concussion or brain injury in an extracurricular interscholastic activity.
2. A child may not participate again until a licensed health care provider trained in the evaluation and management of concussions and other brain injuries has evaluated him/her and the student has received written clearance from that person to return to participation.
3. Key definitions:
 - a. “Licensed health care provider” means a physician, physician assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or athletic trainer licensed by a board.
 - b. “Extracurricular interscholastic activity” means any extracurricular interscholastic activity, contest, or practice, including sports, dance, or cheerleading.

Open Enrollment

Per Iowa Code 282.18 open enrolling is a process that allows parents/guardians residing in an Iowa school district the option of enrolling their children into another Iowa school district. There are two deadlines that must be kept in mind when considering applying for open enrollment. March 1 is the deadline for open enrollment grades 1-12. September 1 is the deadline for kindergarten open enrollment.

By Iowa state statute, unless Saydel Community School District can show insufficient classroom space, the district must allow open enrollment into the district if the application is received by the established March 1 and September 1 deadlines. Students seeking open enrollment after the March 1 and September 1 deadlines must first secure release from their resident district and sufficient classroom space must be available. Saydel Schools can accept open enrollments after the deadline if the student has been released. The Saydel Schools can choose to end acceptance of all new open enrollment requests at any time after the deadline.

For more information:

- To obtain an open enrollment handbook, application or for more information, please refer to the Iowa Department of Education website.
- Contact the Saydel District Office with open enrollment questions, 515-264-0866.

Handbooks & Board Policies

Each year, students receive a copy of the student/parent handbook for their grade-level, and handbooks and school board policies are posted on the district website at www.saydel.k12.ia.us. Parents are strongly encouraged to review the handbook and policies of the Board of Education with their student so both understand the regulations and expectations of the district for students. Handbooks include many important annual notices and information about policies students and their parents are responsible for knowing and understanding. Ignorance of the contents of the handbooks and policies of the Board of Education excuses no one from complying with these regulations.

Free & Reduced Meals Program

If your total household income is within the limits set by the federal government, your children may be eligible for either free or reduced-price school meals. If you qualify for free or reduced-price meals, you may also be eligible for food assistance benefits from the State of Iowa, Department of Human Services (DHS).

If you need an application or information about free and reduced food guidelines, please contact the district Food and Nutrition Services Director Jessy Sadler at 515-264-0866. For information about state food assistance benefits, contact 877-YES-FOOD, or apply online at www.yesfood.iowa.gov.



2015-16 Free & Reduced-Price Meal Guidelines

If your total household income is within the limits listed in the table below, your child/children may be eligible for either free or reduced-price school meals. If your child/children qualify for free or reduced-price meals, you may also be eligible for food assistance benefits from the State of Iowa Department of Human Services (DHS).

How does my family qualify?

Household Size	Yearly	Monthly	Twice a Month	Every two weeks	Weekly
1	21,775	1,815	908	838	419
2	29,471	2,456	1,228	1,134	567
3	37,167	3,098	1,549	1,430	715
4	44,863	3,739	1,870	1,726	863
5	52,559	4,380	2,190	2,022	1,011
6	60,255	5,022	2,511	2,318	1,159
7	67,951	5,663	2,832	2,614	1,307
8	75,647	6,304	3,152	2,910	1,455
For each additional family member add:	7,696	642	321	296	148

Section 504 – Notice of Rights

Section 504 is a federal statute that prohibits discrimination based upon a disability. Section 504 covers eligible students for accommodations that enable them to work or learn. The great majority of academic accommodations should take place in the general education classroom. A school team knowledgeable of the student determines, with evaluation data, if the student meets eligibility criteria.

Saydel Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- Participation of your child in school district program and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- Receipt of free educational services to the extent they are provided students without disabilities;
- Receipt of information about your child and your child's educational programs and activities in your native language;
- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- Inspect and review your child's educational records, including a right to copy those records for a reasonable fee; you

also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate; and

- Hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

It is the policy of the Saydel Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identify and socioeconomic status (for programs), in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to the policy, please contact Equity Coordinator Julie McKibben, Director of Student Services, 5740 NE 14th Street, Des Moines, IA 50313; mckibbenjulie@saydel.net; 515-264-0866.

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to contest placement of a controversial record in the student's education records. Parents or eligible students may ask Saydel Community School District to amend a record that they believe is inaccurate, misleading or a violation of the student's right to privacy. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent of eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a meeting with a District employee who is not directly interested in the outcome. Additional information regarding the meeting procedures will be provided to the parent or eligible student when they are notified of their right to the meeting.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. An exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, faculty member, staff member, member of the Board of Directors, or others acting on their behalf who the superintendent has determined to have a legitimate educational



interest in obtaining access to information in a student's education records. This may include outsourced law enforcement and security units contracted with the school district. A legitimate educational interest exists when the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to inform the District that the parent or eligible student does not want the District's designated directory information, as defined below, to be released to the public. To object to the designation and release of certain student records as directory information, the parent or eligible student must notify the principal in writing, prior to August 1 of each school year (or two weeks from the date of enrollment in the District if such enrollment occurs after August 1), of the information not wished to be released. This objection to the release of directory information must be renewed annually.

Examples of school or media publications include; but are not limited to:

- A playbill showing our student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets such as for wrestling, showing weight and height of team members
- Newspaper articles or television news stories
- Photos, podcasts, videos or information posted on the District website
- Athletic or activities team photos or class photos
- Website articles

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The Saydel Community School District has designated the following student information as directory information:

- Student's name
- Curriculum (major field of study)
- Section/Team
- Year in school
- Participation in recognized organizations, activities and sports
- Weight and height of members of athletic teams
- Degrees, awards and honors received
- The most recent educational institution attended by the student
- Photographs, audio recordings and video recordings of the student
- Date of attendance at the school district (general periods of time during which an individual attended or was enrolled in an educational agency or institution)
- Student work

Any information not designated by the District as directory information will be considered an educational record under FERPA and may not be released to the public without parental or eligible student consent. Two federal laws require local school districts receiving assistance under the Elementary and Secondary

Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the school district that they do not want their student's information disclosed to the military recruiters without their prior written consent. (1) If you do not want the District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by August 1.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy and Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW, Washington, D.C. 20202-4605

6. The District may share information contained in a student's record with officials of the juvenile justice system if such information will assist in their ability to serve the student. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Your student's information will be used as defined above unless you choose to opt-out.

If you have no objections to use of your student's information as defined above, no further action is necessary and you do not need to fill out the form.

If you object to use of your student's information as defined above and you do not want your student's directory information included in class lists, yearbooks, school programs, brochures, athletic programs, newspaper articles, and other publications such as are noted above, please request and fill out the opt-out form. The form should then be returned to your child's school no later than August 1.





Rendering of New Addition at Cornell Elementary,
View from Northeast 3rd Street

First Look at Improvements to Cornell Elementary *Overview of Facility Master Plan*

Last year, Saydel Schools partnered with Haila Architecture of Ames to develop a 10-Year Facility Master Plan. Haila has provided the design of many recent district projects and has been a great partner to Saydel in designing facilities that meet our needs and are aesthetically appealing.

The Facility Master Planning Process involved multiple meetings with staff and students in each building, administration, parents and the Board. The result of this work was a 10-Year plan to achieve 21st century learning spaces for our students. The full plan can be accessed on our website at <http://www.saydel.k12.ia.us/district/SiteMasterPlan.cfm>.

Phase 1 of this plan will begin this spring and involve site improvements to Cornell Elementary. Phase 1 includes the addition of a classroom wing for fourth grade and the addition of a modern outdoor learning space for our preschool program. Through the planning process, Cornell quickly became a priority. Cornell is a well-maintained facility, but suffers from interior space constraints. While district enrollment is stable to slightly declining, the space needs for an effective elementary academic program have changed since Cornell was constructed.

These upgrades will enhance a well maintained a structurally sound building. Cornell is the “front door” to the district, it was the natural focus of Phase I. Phase I will be funded through revenues of the state-wide one-cent sales tax and Physical Plant Equipment Levy (PPEL) funds.

Fourth Grade Addition: Transition to Academic Houses

The fourth grade addition is the first step toward transitioning to “academic houses” for grades K-6. This “academic house” arrangement will include individual classrooms surrounding common collaborative learning spaces. In addition to collaborative and flexible learning spaces, this phase will bring several site improvements to Cornell including:

- 1. Abandonment of septic system and installation of sanitary sewer.**
 - This opportunity comes through a strong partnership with Polk County and represents an important milestone for modernizing the Cornell site.
- 2. Installation of building Sprinkler Systems for fire safety.**
- 3. Installation of skylights and modern lighting schemes.**
 - Studies point to the benefit of natural daylight on student learning. A theme throughout the Facility Master Plan is introduction of natural daylight where possible and modern lighting schemes where natural daylight is not possible.

The expected completion of the fourth grade addition is December 2016, with students moving into the space in January of 2017.



**Preschool
Outdoor
Classroom:**

**Enhancing Learning
& Fine Motor
Development**

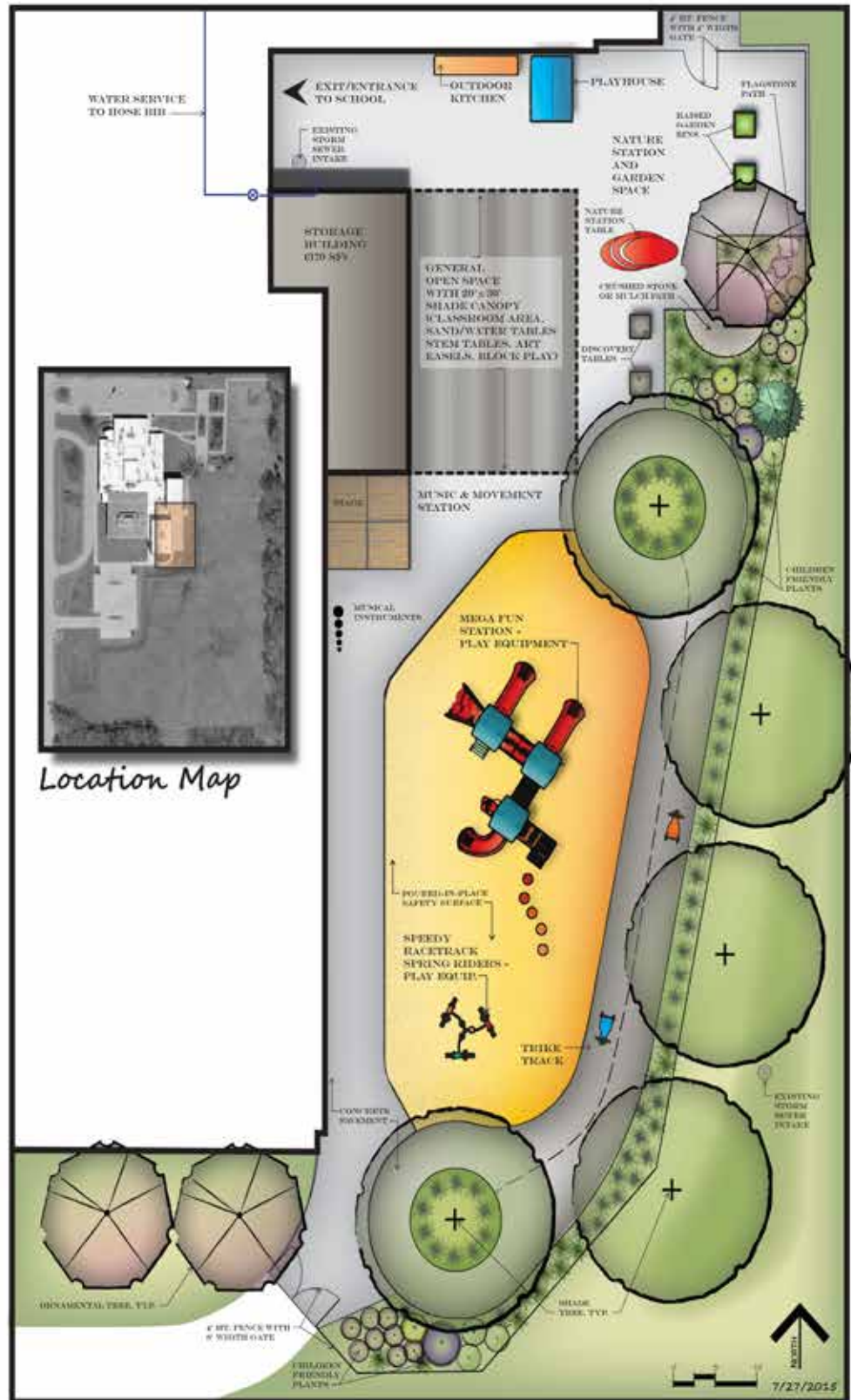
While in the design process, one consultant said that upon completion, this outdoor classroom will be the area's premier preschool outdoor classroom.

From the outside, this project looks like a playground, but it is an outdoor classroom. A strong focus of preschool is the development of fine and gross motor skills. Every design element in this space is research-based to enhance the physical and academic development of preschool students.

In addition to the outdoor classroom, the plan includes installation of classroom elements that will allow us to expand sections of preschool to meet the demand of our expanding 4-year-old preschool waitlist.

The expected completion of the outdoor classroom is August 2016, just in time for the 2016-2017 school year.

These are exciting developments for our students. We will continue to provide information about these projects as they develop, including opportunities to visit these spaces after their completion.



Location Map

MASTER PLAN

*Outdoor Development and Discovery Area
Cornell Elementary School, Saydel, Iowa*



Financial Focus

Report from Business Manager Ryan Eidahl & Superintendent Douglas Wheeler

School Funding was a hot topic in the last legislative session and is sure to be in this session. Because of this ongoing concern for adequate school funding (currently Iowa is 38th in the nation for per pupil expenditure and falling each year) we will begin to include some financial information in our community publications.

Several tough decisions have put Saydel in good financial standing, but the budgeting and planning process is ongoing to ensure fiscal responsibility to our taxpayers and expanded and robust programming for our students. The intent of this section is to provide the community with some information impacting funding and tax rate in Saydel.

Dollars Follow Students

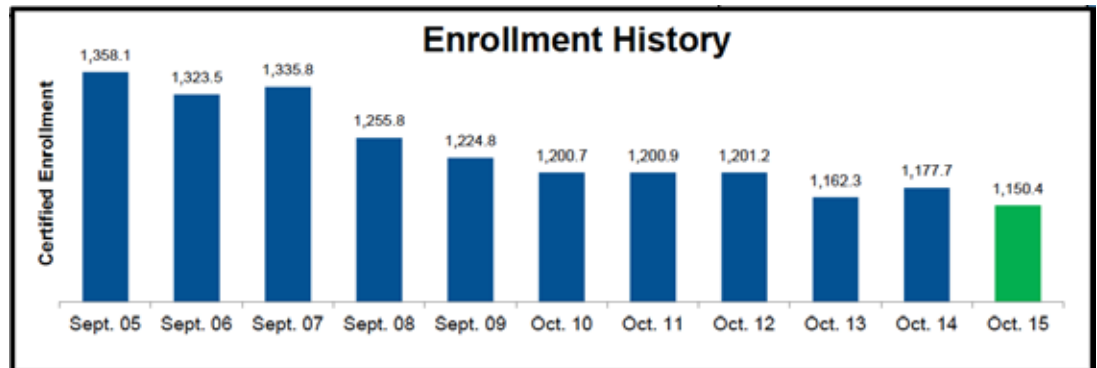
If you follow the school funding conversation in the paper, you will hear the term “Supplemental State Aid.” This was formerly referred to as “Allowable Growth.” This is the annual percentage increase to the per-pupil funding set by the legislature. This amount per pupil is called regular program cost. While each district has slightly different regular program cost, it does not vary much between districts. This is set to ensure equity.

For example, an affluent district near the metro cannot spend significantly more per pupil than a small rural district. This year, the regular program cost for Saydel is \$6,514. Receipt of this money is on a per-pupil basis, making enrollment the key indicator of receiving additional money. Costs continue to increase, but if enrollment is declining, we will receive less money to meet new funding demands.



Currently, we are in year two of an “enrollment bubble,” moving through the district. Therefore, we experienced a decrease in enrollment last year and will also experience a decrease this year before balancing out. We continue to open enroll in over twice the number of students who choose to open enroll out.

Consider the following enrollment trend:



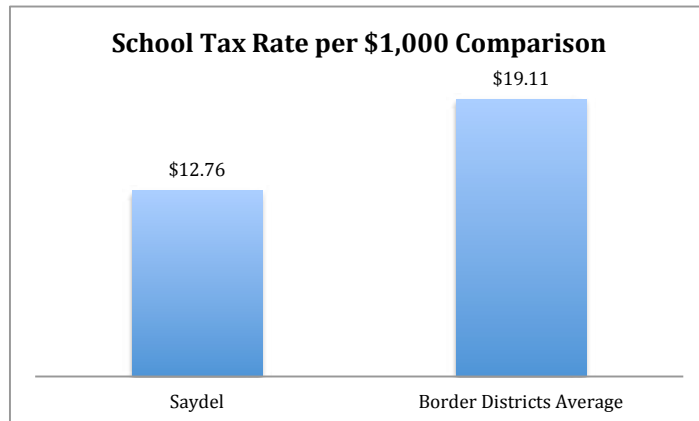
School Funding Formula Drives Tax Rate

We often get asked about our low tax rate in Saydel. Some people ask “do we spend less on our students than other districts?” Due to the school funding formula, districts with high property values are able to levy less taxes than districts with lower property values.

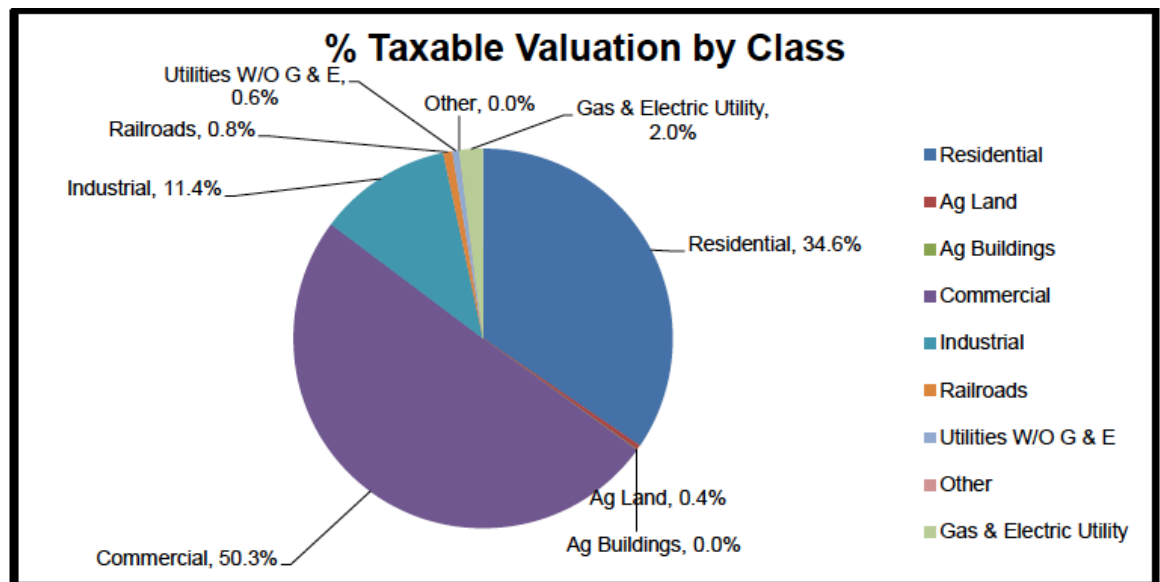


Due to our commercial and industrial base in Saydel, we are able to levy lower tax rates to get to the per-pupil funding. We can levy additional taxes for some management and infrastructure needs.

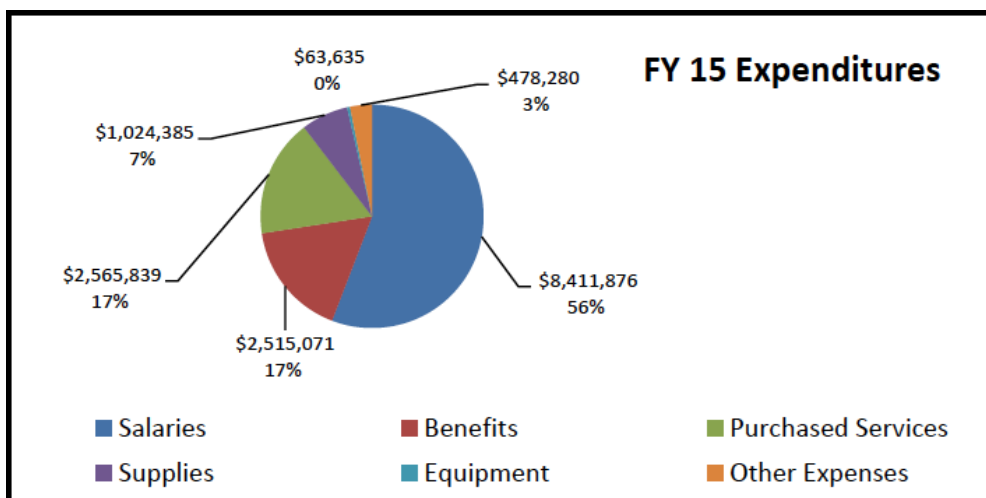
Consider the following comparison of tax rates between Saydel and the five bordering district average:



This tax rate is heavily influenced by where our taxes are levied. Please note in the following chart that Saydel has the largest percent of its revenues from commercial sources in the state, which heavily influences our ability to keep taxes lower than surrounding communities:



The chart below represents our major expenditures. Please note, that our expenditures for salary and benefits is lower than most districts because we contract for bus services with an outside vendor:



Please look for our new financial focus in future Saydel Communicator publications.

We hope this leads to understanding and operational transparency.



FOOD SERVICE UPDATE

Saydel is part of the Fresh Fruit and Vegetable Program!

What is the Fresh Fruit and Vegetable Program ?

The Fresh Fruit and Vegetable Program (FFVP) is a USDA grant-based program that offers funds to elementary schools to provide students with fresh fruits and vegetables throughout the school day. The program began as a pilot program authorized by Congress in 2002, and was permanently authorized nationwide by the 2008 Farm Bill.

When and where can fresh fruits and vegetables be offered?

Through this program, schools may offer fresh fruits and vegetables as a snack in the classroom during the school day outside of breakfast and lunch. Examples of some of the snacks include: yam, green and red peppers, strawberries, cantaloupe and pineapple.

What is the goal of the program?

The goal of the program is to expose children to a variety of fruits and vegetables, during the school day, and increase fruit and vegetable consumption. It can take several exposures to a particular food before a child will try the food. The FFVP aims to help children establish healthful eating habits, and ultimately decrease childhood obesity rates. Improvements were seen in the knowledge, attitude, and perception of fruits and vegetables for students who participated in the program.



Raise Healthy Eaters in the New Year: Happy Table, Healthy Family

Start the New Year by teaching kids the importance of food to fuel busy lives; nutrition to nourish strong bodies and smart brains, and eating skills to enjoy the social aspect of meals with family and friends.

As a parent, grandparent or adult caregiver, you can help to raise healthy eaters during these critical years by doing your best to:

- Serve regular, balanced meals and snacks with a variety of nutrient-rich foods
- Provide calm, pleasant meal times where adults and children can talk together
- Allow children to use their internal signals to decide how much and what to eat
- Explore a variety of flavors and foods from different cultures and cuisines
- Share an appreciation for healthful food, lovingly prepared and shared with others



While this may seem like an intimidating to-do list, two family habits go a long way to making all this happen: regular family meals and involving kids in nutrition from the ground up. Sometimes a very simple act can have important, long-lasting benefits.

Foodservice Office:

Visit www.saydel.k12.ia.us for menus and information

Email: sadlerjessy@saydel.net

Phone: 515.264.0866

Fax: 515.264.0869

Follow us on Twitter: @saydeldining

Build a Healthy Lunch





5 or more fruits & vegetables

2 hours or less recreational screen time*

1 hour or more of physical activity

0 sugary drinks, more water & low fat milk

School Breakfast

Did you know that 73% of teachers have students who regularly come to school hungry because there isn't enough food at home? School meals can help!

Eating a healthy breakfast can help kids:

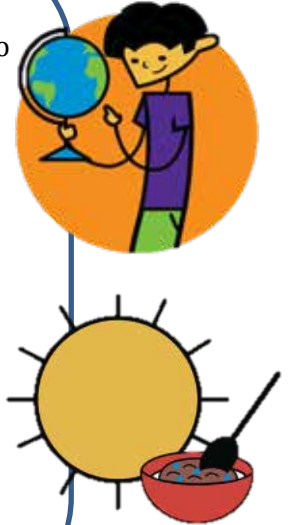
- Perform better on math and verbal tests
- Have fewer trips to the nurse
- Have fewer behavior issues
- Have energy to run, play, be active and learn

What can you do to help? Be a positive role model.

- Eat breakfast
- Encourage students to eat breakfast
- Talk positively about school meals

For more information visit:

https://www.nokidhungry.org/pdfs/NKH_TeachersReport_2013.pdf



Coming up

The Summer Food Service Program helps fill the nutrition gap when school is out for summer. The program provides nutritious meals at no charge to all children age 18 and younger at participating feeding sites. For more information, call the Bureau of Nutrition, Health and Transportation Services at 515-281-5356.

snacks for young athletes



For many teams, the end of a game or practice signals snack time. Snacks are a great way to refuel. Young athletes need nutrient-rich snacks from all five food groups, which provide carbohydrates for energy and protein for rebuilding muscles. Smart snacking also provides vitamins, minerals and fiber. Besides, snacks can taste good!

Selecting snacks for your athlete:

- * Avoid empty calorie treats like cookies, cakes, donuts or candy bars
- * Provide water rather than juice drinks.
- * Aim for 180 calories, no more than 10% of calories from saturated fat, and no more than 0.5 grams of trans fat.

Smart snack ideas:

- * Apple and orange slices
- * String cheese
- * Carrots with cream cheese
- * Celery with peanut butter
- * Cereal bars

- * Trail mix
- * Low-fat yogurt
- * Fruit leathers
- * Whole wheat crackers with hummus

Water's on tap

Make sure your child brings his/her own water bottle. Athletes need water before, during, and after exercise to replace the water lost in sweat. Sweating cools the body down, but can lead to dehydration if too much water is lost. A dehydrated athlete does not feel or perform well.

What about Other Drinks?

Sports drinks provide energy and replace electrolytes that athletes lose in sweat. In most cases, lost electrolytes can be replenished by a balanced post-game meal. Consider sports drinks when activity exceeds 90 minutes. And, low-fat chocolate milk is a nutrient-rich choice for refueling tired muscles after a workout.



CURRICULUM, INSTRUCTION & ASSESSMENT UPDATE



Message from Director Dr. Simone Alekno

The Fall Semester of 2015 has been a busy and exciting time for growth in Curriculum, Instruction, and Assessment. Our teachers and students have been hard at work refining efforts from the last couple of years, as well as pursuing new reforms in teaching and learning. In addition to teachers deepening their understanding of the 19 teaching

practices of the TAP rubric, through the first “cluster” professional development cycle, our teachers have been increasing their understanding and use of the following best teaching practices:

- Teachers are starting lessons, so that students begin with a “learning roadmap” that hooks students’ attention, reviews previous learning, and previews the lesson’s content for the day. Observations of classrooms indicate that many teachers have embraced starting their lessons this way.
- Teachers are increasing opportunities for informal writing, so that students have many chances to practice and improve their writing skills starting in kindergarten. Recent classroom observations indicate an average increase of 40 percentage points in opportunities for students to write.
- Teachers have dug into better understanding, planning, and using ongoing formative assessments, which are procedures that teachers use to see what and how much individual students are learning. Formative assessments might include traditional quizzes, but may also include less traditional ways of looking at student learning, like observational checklists, writing samples, or checkpoints in completing parts of a project.
- Teachers are also digging into and better understanding how to involve students in using the information from formative assessments to improve their own learning. On February 8, and with funding from the TAP Teacher Improvement Fund grant, educational researcher, Jan Chappuis, will provide a full day of professional learning to teachers on assessment.
- Classroom observation data also indicate that teachers are increasing opportunities for students to practice using higher order thinking skills.

All of these efforts by teachers will aid in Saydel’s transition to the Smarter Balanced Assessment system that Iowa has adopted for the Spring of 2017. Every district in Iowa will be required to stop giving the Iowa Assessments in math and

reading. Instead, students will take the Smarter Balanced Assessments. These new assessments are based on the Iowa Core standards, which is an improvement, because a recent study indicated that the Iowa Assessments are frequently not testing what teachers are required to teach in the state standards, which is unfair to both students and teachers. The new Smarter Balanced Assessments should fix this problem. Nevertheless, this new assessment system also requires increased writing and higher order thinking. Thus, Saydel’s teachers and students are preparing now for the transition.

Some Saydel teachers are also pursuing a new way of grading and giving feedback, that has been pursued in many of our surrounding districts as Standards-Based or Standards-Referenced grading. In Saydel, we also plan to slowly reform grading so that the feedback that grading provides is more useful to students than in the past. However, we have adopted the name “Grading for Growth” instead of Standards-Based or Standards-Referenced grading because our approach is unique to our district’s needs.

District-wide, and for the last year, all teachers have been learning about how to give grades based on standards. Some teachers were so pleased with the improvements in student feedback offered by this new Standards-Referenced grading approach, that they began implementing the new grading approach on their own, which showed a lot of initiative. However, since the district, as a whole, has not yet adopted and implemented Standards-Referenced grading, some confusion has resulted for parents when teachers use the new grading approach differently from classroom to classroom.

To minimize confusion and to get feedback from the classroom, the district has created a pilot study group, or a group of Early Adopters, including teachers identified by their principals. These Early Adopters have committed to following and sharing a list of guidelines for grading that will minimize confusion for parents and students. In order for a teacher to implement Standards-Referenced grading, before the rest of the district, he or she must belong to this group.

To learn more about the district’s grading reforms, or the “Grading for Growth” initiative, look for an upcoming brochure that will include a calendar of dates for multiple sessions to attend and opportunities to provide feedback. The feedback from and involvement of parents and guardians in Grading for Growth is very important to us. The first two Grading for Growth Informational Sessions will be at 5 PM and 6 PM on February 18 in the high school auditorium.

Finally, we ask Cornell parents and guardians to join us for “Cornell Fluency Night,” which should be a fun-filled evening of snowmen, games, and cookies, that highlights reading and math. Please join us on February 25 from 6 - 7:30 PM at Cornell Elementary School.



Making Saydel a STEM Destination

A lot of parents and teachers are aware of how much Saydel has benefited from TAP, which was funded by the federal government's Teacher Incentive Fund [TIF], but fewer are aware of the use of TIF funds to start and sustain Saydel's STEM programs. STEM is short for the individual subjects of Science, Technology, Engineering, and Math, but the STEM approach brings all of the positive aspects of these subjects together for one unified approach to learning.

On December 1, Saydel and Central Decatur were the first districts visited out of six TIF-STEM funded districts in the nation, by the US Department of Education. The US DOE sought feedback from Saydel, and our partner district, Central Decatur, on the implementation of STEM-focused programs and initiatives, including our successes and challenges.

Our work toward becoming a STEM district centers around the Saydel STEM mission statement:

The Saydel STEM mission is to prepare, empower, and inspire all students to meet the challenges of a global STEM workforce by making meaningful connections between school, community, work, and the world through collaboration, creativity, and problem solving.

Recently, Saydel has undertaken several projects to make our connection to STEM more explicit and visible for students and teachers, both as a whole district and in each building. At both Woodside Middle School and Saydel High School, school staff hung custom banners and posters displaying our STEM mission and photos of students engaged in STEM learning. As a district, we identified six phases of STEM implementation to share with the USDOE.

Phase 1: Grant Procurement and Planning

Phase 2: Mission and Vision Building

Phase 3: TAP Instructional Rubric Implementation

Phase 4: Course Evaluation and Resource Adoption

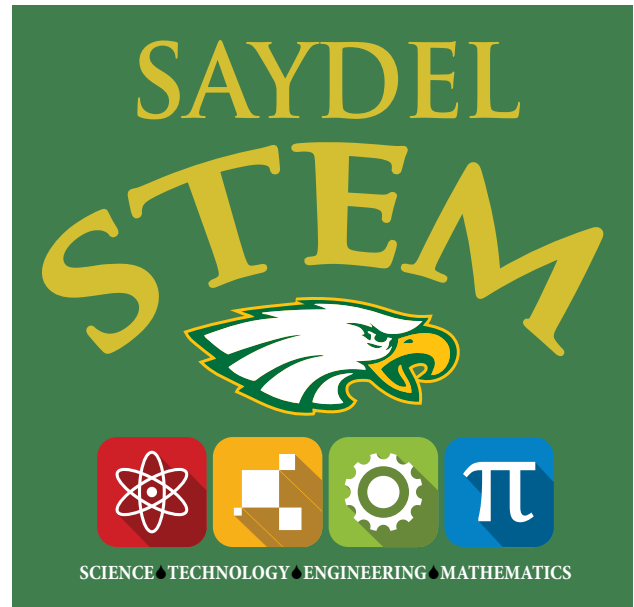
Phase 5: Build Community Presence

Phase 6: Expanding STEM Infrastructure

Saydel hopes that our model for implementing STEM is useful to other school districts in Iowa and in the nation. Saydel shared the above STEM implementation model with the US Department of Education the morning of December 1 during a well-received joint presentation with Central Decatur. Saydel and Central Decatur collaborated on the presentation and shared the opportunity of speaking and answering questions from the visitors.

After the presentation, we visited several classrooms - our visitors had the opportunity to observe Ms. Mallory Stubbers's 5th grade science, Ms. Anne DaLuga's 8th grade science, Ms. Tristen Ingle's Physical Science, Mr. Antle's Principles of Engineering, Ms. Katee Sandquist's 8th grade math, and Ms. Dia Fenton's Power Algebra. Our visitors expressed their pleasure at the classroom instruction they witnessed, commenting specifically on the engagement of Saydel's students in the difficult learning associated with STEM content.

Saydel CSD wants to thank all of the teachers whose rooms we visited, the faculty and staff of Central Decatur, and the building and district staff from Saydel who made the USDOE visit a successful and enjoyable experience.





SPECIAL EDUCATION & STUDENT SERVICES UPDATE



Message from Director Julie McKibben

This fall has been very active in both special education and student services from the implementation of curricular supports to regional professional development.

The teachers have worked hard to provide current, relevant, quality instruction for all students. The focus for the fall in special education was

to introduce a Dashboard system for analyzing student goals to allow for an informed, data driven decision for instruction. The teachers have worked with the AEA consultants and have begun working through the process with positive results.

Along with Dashboard, the special education advisory committee reviewed several instructional supports for reading and behavior. Through the committee work, the district adopted Achieve 3000 as a curricular tool to support reading goals grades K-12 and will be adopting BehaveWrite to monitor behavior goals. This winter the committee will be looking at math programs.

Student Services has been quite busy this fall as well. The guidance counselors and nurses in conjunction with

the Student Assistance Program (SAP), brought forth an anti-bullying campaign. The middle school handed out bracelets at the Homecoming parade while the high school handed out bracelets at the Homecoming football game. The elementary had a special presenter to support the campaign. This winter there will be information provided for substance abuse and mental health awareness.

The English Language Learners (ELL) teachers and At Risk teachers had the opportunity to participate in some regional professional development. The ELL teachers had the opportunity to participate in the Iowa Culture and Language Conference in Iowa City this fall. They brought home some needed resources for our ELL. They also adopted Achieve 3000 to support their students reading needs. The middle school and high school At Risk teachers participated in the Multi-Tiered System of Support conference in Minneapolis this fall. We were able to bring a team as we look at how to restructure our At-Risk program and work at developing a plan for support.

It has been an exciting start to the school year for special education and student services with much accomplished and yet so much still to complete. Please contact Julie McKibben at the district office for any special education/student service needs.

Saydel Honors Retiring School Board Members; New Board Takes Oath of Office



Saydel Community School District Superintendent Mr. Douglas Wheeler presented appreciation plaques to outgoing Board of Education members at the Regular School Board Meeting in November. Pictured from left: Rob Stephenson, Superintendent Mr. Douglas Wheeler, Paul Breitbarth, Ray Livingston, and Saydel School Board President Brian Bowman.



During the Saydel School Board Organizational Meeting in September, newly elected Board members were sworn into their official positions. Pictured from left: Jenn Van Houten, Brian Bowman, Henry Wood, Chad Vitiritto, Doug Kayser take their Oath of Office as presented by School Board Secretary Beth Vitiritto.



Saydel Schools Present Recognition Awards

Saydel Community School District has recently presented some community members, volunteers and Saydel staff for their commitment and dedication toward the betterment of the school district. Shown here are photos taken from recent School Board meetings where these moments of recognition have taken place.



From left: Superintendent Mr. Douglas Wheeler, Cornell PTO President Ginny Mitchell, Woodside PTO President Julie Jennings, and Saydel School Board President Brian Bowman. Ginny and Julie were recognized for their service as leaders in the Saydel Parent Teacher Organizations.



Superintendent Mr. Douglas Wheeler, left, and Saydel School Board President Brian Bowman, right, present Henry Wood, middle, with certificate of appreciation for coordinating the Saydel Spook Run.



Superintendent Mr. Douglas Wheeler, left, and Saydel School Board President Brian Bowman, right, present Rob Strickler, middle, with certificate of appreciation for coordinating the Homecoming Parade.



Pictured from left: Saydel School Board President Brian Bowman, Superintendent Mr. Douglas Wheeler, Cornell parent Mayra Castaneda, and Cornell Principal Brian Vaughan. Mayra was a grand prize winner in a Sports Authority Sweepstakes and named Cornell with her entry. Cornell received a \$5,000 Sports Authority Gift Card.



Superintendent Mr. Douglas Wheeler, left, and Saydel School Board President Brian Bowman, right, present Doug Cline, middle, with certificate of appreciation for coordinating the Washington, D.C. trips and for his service as middle school government advisor.

SAYDEL COMMUNITY SCHOOL DISTRICT
5740 NE 14TH STREET
DES MOINES IOWA 50313

NONPROFIT ORGANIZATION
US POSTAGE PAID
DES MOINES, IOWA
PERMIT NO. 57

ECR WSS
POSTAL CUSTOMER

SAYDEL SCHOOLS:

Cornell Elementary School

Grades PK - 4
5817 NE 3rd Street, Des Moines, IA 50313
515-244-8173
Mr. Brian Vaughan, Principal

Woodside Middle School

Grades 5-8
5810 NE 14th Street, Des Moines, IA 50313
515-265-3451
Mr. Joshua Heyer, Principal

Saydel High School

Grades 9-12
5601 NE 7th Street, Des Moines, IA 50313
515-262-9325
Mr. Kevin Schulte, Principal
Mr. Adam Busch, Activities Director, Vice Principal

Saydel District Office (Adjacent to Woodside Middle School)
5740 NE 14th Street, Des Moines, IA 50313
515-264-0866

Mr. Douglas Wheeler, Superintendent of Schools
Ryan Eidahl, Business Manager
Dr. Simone Alekno, Director of Curriculum
Julie McKibben, Director of Student Services
Jessy Sadler, Director of Food Services

SAYDEL BOARD OF EDUCATION

Brian Bowman, Board President
Jenn Van Houten, Vice-President
Chad Vitiritto, Board of Director
Henry Wood, Board of Director
Melissa Sassman, Board of Director
Doug Kayser, Board of Director
Roland Kouski Jr., Board of Director

Superintendent: Mr. Douglas Wheeler
Board Secretary: Beth Vitiritto



School Board meetings are held at the
Saydel District Office on the second
Monday of each month at 6 PM

It is the policy of the Saydel Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

If you have questions or a grievance related to this policy, please contact the district's **Equity Coordinator, Julie McKibben, Director of Student Services, 5740 NE 14th Street, Des Moines, IA 50313; mckibbenjulie@saydel.net.**

Office for Civil Rights, Citigroup Center, 500 W. Madison Street,
Suite 1475, Chicago, IL 60661.