



# Saydel High School

Big City Opportunities, Small Town Commitment for Students

March 2016 Newsletter

## Upcoming Events

### Saydel High School

#### APRIL 5

PERL Special Election at District Office

#### APRIL 6

- Music Boosters, 6:30 PM in Library
- Cheer Meeting, 7 PM in Cafeteria

#### APRIL 7

Saydel Football Spirit Night at Chick-fil-A in Ankeny, 5 PM - 8 PM

#### APRIL 8

Variety Night, 6 PM in Auditorium

#### APRIL 11

Iowa Wild STEM Night at Wells Fargo Arena, puck drops at 7 PM

#### APRIL 11-14

Iowa Assessments

#### APRIL 12

Spirit Night at Olive Garden, 4 PM - Close in Ankeny

#### APRIL 18

No School, Teacher Professional Development

#### APRIL 20

Athletic Booster Club, 6 PM in Library

#### APRIL 30

2nd Annual Saydel Wrestling Car & Bike Show at Saydel High School Parking Lot

## Principal's Message

**Everyone's best effort for everyone's best life.** This motto clearly defines our efforts at Saydel High. Both the high school staff and a group of students worked to define this motto that all stakeholders of Saydel High School can unite around. We know that if each student, parent, and staff member gives their **best effort** we are likely to all experience our respective **best life**.

Since November, we have been working to develop a mission, vision and collective commitments. Our mission, **everyone's best effort for everyone's best life**, helps to define our purpose. We are working diligently to define how this will help us get to where we want to be several years down the road, our vision. Our final step that we have made progress is defining the things that each person will commit to in order for us to achieve what we want to become.

We began the process of defining this mission as a way to help guide every person's effort at the high school. Our best efforts directed toward the same outcome will produce some amazing results for our students and community. In the upcoming weeks, I will be extending an invitation to parents to participate in evaluating our collective commitments and ways that we can further engage **everyone's best effort**.

Our students are attaining some of the highest levels of achievement that we have witnessed at Saydel. We know that as we continue to increase our commitment and focus, we will continue to grow our students past this current high. We also know that **everyone's best effort** will lead to **everyone's best life**.



Principal Kevin Schulte

## College Financial Aid Award Letter Night

*By Shannon Larson, Guidance Counselor*

At the College Financial Aid Award Letter Night on Monday, April 11 at Iowa Student Loan (6775 Vista Drive, West Des Moines) from 5 PM to 8 PM, representatives will demonstrate the College Funding Forecaster to provide you with an estimated total college cost for a four-year degree. Bring your college financial aid award letters with you to learn more about your college costs for an undergraduate degree and how to reduce your potential debt. Hosted by Iowa Student Loan.

## School Hours

SAYDEL HIGH SCHOOL

7:45 AM - 2:45 PM

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

*NOTE: Each Wednesday school begins one hour later for teacher in-service.*

**MISSION: Serving the Unique Learning Needs of Each & Every Student**

"NOTHING THAT HAPPENS TO YOU WAS MEANT TO BE. THE ONLY THING ABOUT YOU THAT WAS MEANT TO BE IS YOU. BLAZE YOUR OWN TRAIL."

-- GEORGE ALEXIOU

# Academic & Behavioral Intervention Update

By Alex Stubbers, Academic & Behavioral Interventionist



As the year has progressed the Saydel High School staff is continuing to work hard to ensure that all students are being successful inside and outside of school.

Toward that end, teachers are meeting weekly to determine supports for students in need of behavioral and/or academic interventions. An intervention is a plan intended to provide structured and specific help to ensure student success.

Supporting students requires everyone's best effort inside and outside of school. Inside the school, teachers continue to identify students who would benefit from additional academic supports, while the school's administration and interventionist continue to support teachers and students.

This is being done by ensuring students are attending classes, being provided rigorous content and that the learning

environment remains a safe and respectful place for all. Students are expected to put forth their best effort in classes and are being held accountable for attending interventions. Two types of support students receive are academic support and content-specific labs after school.

Academic support is time built into the schedule on Thursdays and Fridays. This support allows student access during the day to their teachers to retake tests, complete missing assignments, and/or receive help with any questions they may have.

An additional form of instructional support that has been created comes in the form of content-specific after-school labs. These support labs are held Tuesday, Wednesday, and Thursday afternoons. Each day focuses on a specific content: Science on Tuesday, Mathematics on Wednesday, and Language /Social Studies on Thursdays. During support lab, students receive small group or one-on-one reteaching in order to better understand course content. Support labs are open to all students; however, a teacher may require a student to attend.

The Saydel staff continues putting forth their best effort in both teaching and creating additional learning opportunities for student success in school and beyond. Together, we work to ensure the best for our students.

## Students Participate In HOIAC Fine Arts Festival



Saydel High School choir students Angela Pitt, Victoria Trulove, Sean Miller, Trent Guy, Brett Guy, Joe Peer, Megan Schmidt, Keely Woods and Alitzel Rodriguez recently attended the HOIAC Fine Arts Festival in Gilbert.



# FUEL UP™ FOR SUMMER FUN



**Eat Smart. Play Hard.™**

Fuel Up is a trademark of National Dairy Council.



# FREE!

## Summer Meals for Kids & Teens Open to ALL Children 18 & Younger

\*Adults may eat for a fee at Woodside location.

Monday, June 6 - Friday, Aug. 5



### Woodside Middle School

5810 NE 14th Street, Des Moines

**Breakfast:** 8 AM - 9 AM

**Lunch:** 11 AM - 12 PM (Noon)



### Sunnybrook Mobile Home Park

5975 NE Berwick Drive, Berwick

**Lunch:** 11:30 AM - 12 PM (Noon)

### Questions?

Contact **Jessy Sadler**, Director of Food Services,  
at 515-264-0866 or [sadlerjessy@saydel.net](mailto:sadlerjessy@saydel.net)

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## Saydel Athletic Booster Memberships

Special thanks to the following businesses and individuals who support the Saydel Athletic Boosters through membership.

### **BUSINESS PLATINUM EAGLE**

Chemorse  
Rasmussen Group  
Walker Construction & Painting  
Goode Greenhouses  
Power Systems  
All Iowa Products  
Rising Star Wholesale  
Jason's Lawn & Tree Care  
Karl Chevrolet  
A+ Flat Top Concrete Business  
Tesda Electric  
Wee's Tee's

### **BUSINESS GOLD EAGLE**

Iowa State Bank  
Capital City Equipment  
Affinity Credit Union

### **BUSINESS SILVER EAGLE**

Baker Group  
Casey's General Store  
Telesupport, Inc.  
Hy-Vee Ankeny Prairie Trail

### **INDIVIDUAL GOLD EAGLE**

Doug & Lisa Wheeler  
Kevin & Kelly Schulte  
Brett Hersom  
Randy & Joleen Stephenson  
Rob & Shelli Stephenson  
R.C. Madison  
Dorothy Walter  
Brian & Lori Bowman

### **INDIVIDUAL SILVER EAGLE**

Zeke & Colette Philipsen  
Judy Gustafson

### **STAFF DUAL ATHLETIC & MUSIC MEMBERS**

Penny Smith  
Dia Fenton  
Sherry Keegan-Bayeur  
Cheri Tingley  
Eric Layden  
Shawn Pavlik  
Joshua Heyer  
Linda Reid  
Melissa Sensor  
Amanda Stone  
Jerry Young  
Jenni McKee  
Dave Braman  
Adam Busch  
Michael Puffett

# Iowa Assessments Update

By Shannon Larson, Guidance Counselor



On Monday April 11 through Thursday April 14, Saydel High School will be administering the Iowa Assessments to freshmen, sophomore and junior classes.

Students will be taking assessments in the areas of English, mathematics, science, and social studies. The Iowa Assessments determine how students are performing on the state curriculum and measures growth and progress from year to year.

During that time all seniors will be taking WorkKeys assessments. WorkKeys assessments measure skills that employers feel are essential to success in the workplace. Successful completion of WorkKeys assessments in Applied Mathematics, Location Information, and Reading for

Information can lead to earning the National Career Readiness Certificate, a portable credential earned by more than three million people across the United States.

The following tips provide suggestions that will help parents on how to approach testing taking with their students.

1. Encourage your child to do well but don't pressure him/her. You may stress him/her out. It is important for your child to stay relaxed for the test.
2. Keep a positive attitude about tests.
3. Make sure that your child gets enough sleep the nights before testing
4. Ensure that your child eats a healthy breakfast and avoid heavy foods that may make him/her groggy. Protein and fiber will help your student stay full and focused.
5. Drink plenty of water and eat water filled fruits and vegetables.
6. Avoid high sugar foods that may make him/her hyper and/or crashing.
7. Make sure your child gets up early enough so that he/she will be on time to school.
8. Talking about the test with your child can relieve stress.
9. Encourage your child to do his/her best!

## Saydel Eagle Endowment Scholarship Applications Now Available

Applications for Saydel Eagle Endowment (formerly Dollars for Scholars) scholarship Awards are available in the guidance office and must be completed and returned to the guidance office by April 12, 2016. No late applications will be accepted.

Applicant interviews will be April 19, 2016 in the media center. If you have a conflict with the interview date, you must notify the guidance office in writing or by email no later than April 4, 2016, so that your interview can be schedule for a different date. If you miss your interview, you will not receive a scholarship. Applicants will be assigned an interview time and should plan to arrive 15 minutes before their designated time. Appropriate interview attire is business casual. Scholarships will be awarded equally to every applicant who completes the application form and interview.

The Saydel Eagle Endowment (SEE) is a volunteer organization originally formed in 2001 under the laws of Iowa. SEE has been awarding scholarships since 2002 to Saydel seniors who are attending any college or university, community college or trade school.

SEE has a professionally managed endowment in excess of \$150,000, from which the scholarships are awarded. Tax deductible charitable donations to increase the endowment can be sent to Kirk Hartung, 801 Grand Ave., Suite 3200, Des Moines, IA 50309.



# VOTER INFORMATION

## Saydel Community School District

### Please Vote in the **April 5 Special Election** on the Public Education & Recreation Levy (PERL)

This information is not intended to advocate for or against PERL. The intention of this communication is to inform you of the facts related to the election.

### What is PERL?

Revenues from the Public Education & Recreation Levy (PERL) are used to establish and maintain public recreation places and playgrounds in the public school buildings and grounds of the district. The PERL revenues are also used to provide public educational and recreational activities within the district boundaries and for community education as defined in Iowa Code. The levy provides \$0.135 per \$1,000 to support public education and recreation opportunities in the Saydel School District. If approved, the tax would take effect for the 2016-2017 school year. There are 23 districts in Iowa that currently levy for PERL.



### Why has the public requested a vote for PERL?

Saydel resides in an unincorporated area of Polk County. While we have strong established communities, these communities do not have the incorporated local government of neighboring districts. There is no public entity to support public recreation for younger youth and adult educational opportunities for the general public. While Saydel has a strong and successful history of youth athletic programs, the scope of these programs is limited by available volunteer coordination and funding. In addition, there are no opportunities for the general public to fully utilize our school facilities for recreation and learning.

If approved, PERL will generate approximately \$95,000 per year (based on yearly valuation) to support:

- Creation, organization and staffing of a community education program.
- Funding to support facility and resource enhancements to areas utilized by the general public for non-school related activities.

By creating a Community Education Program, we intend to:

- Increase access and availability of athletic, fine arts and club programs for K-6 students outside of the school day and year.
- Increase availability for facility use and community learning opportunities for the general public, including creating adult education courses and community engagement opportunities.
- Complement and enhance opportunities for 7-12 students for community engagement and activities.

### PERL Ballot Language

SHALL THE FOLLOWING PUBLIC MEASURE BE ADOPTED?

PROPOSITION \_\_\_\_

YES [ ]

NO [ ]



Shall the Board of Directors of the Saydel Community School District in the County of Polk, State of Iowa, be authorized to levy a tax upon all the taxable property within the School District of not to exceed thirteen and one-half cents (\$13½¢) per thousand dollars of assessed valuation of the taxable property within the School District for public educational and recreational activities and community education purposes?

[END BALLOT LANGUAGE]

### What is the estimated tax impact on \$100,000 home?

The estimated tax impact on a \$100,000 home is \$6.85 after residential rollback.

### Why not just start community education programs without assessing the tax?

PERL will give us the funding to create a self-sustaining community education program. Currently, these programs are coordinated by volunteers and exist outside of the Saydel Community School District. Because of this status, the Saydel Schools cannot fully assist in the promotion, organization or operation of these programs. The largest share of any community or private organization is staffing costs. Having paid staff to coordinate volunteers, arrange events and assist in promotion and communication will be essential in increasing opportunities. Community education offerings will have a fee structure, but this fee structure will not be affordable if it must also cover staffing costs. This money can also be used for upgrades of property owned by the school district, but primarily dedicated to public use. Examples include the Woodside baseball fields, Cornell field, and connector trail between schools.



# Student Government Group Donates Easter Meal



Saydel Student Government members had fun collecting items to put into a fabulous dinner basket for the adopted family within the Saydel district that may not have been able to celebrate in the Easter holiday without the members' support. The students donated all the items needed to serve a delicious meal.

## NEWS FROM THE HIGH SCHOOL LIBRARY



**There is more to the library than books!**

*Check these out!*

- Go-Pro Camera (must have a note from a staff member)
- Sphero Robot (Star Wars BB-8)
- Sphero Robot (2.0)
- Motion, Light, and Electronic Snap Circuit Kits

**Thinking about a career? Check out Jobs of the Future. The library has a great selection on popular careers and current trends in employment.**

**District librarian Aileen Meyer is currently looking for suggestions for items to include in the Marker's Space, books, and other materials for the library. She would love it if you would send an e-mail or stop by and share your ideas. Email her at [meyeraileen@saydel.net](mailto:meyeraileen@saydel.net).**

## Congratulations!

Five Saydel High School students were selected to participate in the Dorian Honor Band at Luther College in Decorah, IA.

Rachel Bartleman, Alex Scott, Anneliese Barton, Jack Aagesen and Kelsey Clark joined over 500 other musicians from Iowa, Wisconsin and Minnesota to form two mass bands of 200 plus students and a select group of 80.

Congratulations to these students for their hard work and success!





# Grading Is Changing at Saydel Community School District

*"Big City Opportunities, Small Town Commitment for Students"*

## G4G: Grading for Growth

### **What is Grading for Growth?**

Grading for Growth is the Saydel name for the Saydel version of what many surrounding districts have called standards-based or standards-referenced grading. We wanted a new name because our approach will be unique to our students' needs and will focus on using grading as a way to help students grow in their learning and achievement. Our grading reform efforts will focus on providing students with the feedback, tools, and strategies that they need in order to maximize their potential.

Grading for Growth allows teachers to provide feedback to students on how they are performing, based on a set of clearly defined learning targets called standards. Instead of simply averaging the points earned on assignments throughout a grading period, students are given feedback, based on a four-point-scale, regarding how they measure up to the expectations set forth by the state or nationally chosen grade level expectations, which are more commonly called standards.

### **G4G TIMELINE**

<b>Fall &amp; Spring 2015-16</b>	<b>Fall &amp; Spring 2016-17</b>	<b>Fall &amp; Spring 2017-18</b>
<ul style="list-style-type: none"> <li>Professional Development</li> <li>Communication with Parents</li> <li>Feedback from Stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Begin Grading Behavior Separately</li> <li>Coach Students and Set Goals Around Habits for Success</li> </ul>	<ul style="list-style-type: none"> <li>New Report Card</li> <li>Begin Grading Academics Using Standards</li> </ul>

### **Separating Behavior from Academics**

The Grading for Growth approach separates grading behavior from grading academic performance. Traditional systems of grading have often counted behavior as a large portion of an academic grade. For example, a student may have mastered all of the learning standards for a unit, but he or she may be given a low grade because of lack of timeliness, participation, cooperation, or attitude. With Grading for Growth, behavior is graded separately as part of the behavior grade. In the fall, teachers will use the district's "Habits for Success" rubric to grade each student's behavior. The behavior grade does not count toward the Grade Point Average.

### **GRADING CHANGES FOR 2016-17**

<b>Now</b>	<b>September</b>
Behaviors and academics are graded together.	Behavior will be graded separately from the academic grade.
Behaviors, like absences, tardies, attitude, and participation can affect an overall academic grade.	Behaviors, like absences, tardies, attitude, and participation will be given a separate grade and will not directly impact the overall academic grade. (However, it should be noted that responsible behavior often leads to improved academic learning.)
The inclusion of behavior in the academic grade makes it unclear as to what a student knows, understands, and is able to do with the grade level expectations.	When behavior is graded separately, one will be able to see how a student is truly progressing with grade level content, skills, and understandings.
Behavior is often penalized by lowering the academic grade and without coaching or goals for improving behavior.	Behavior will be penalized by lowering the behavior grade only. The student will set goals and be coached to improve behaviors.

## If behavior is graded separately, will my student still be motivated?

Often, parents are concerned that students will not be as motivated if behavior is graded separately. Districts implementing the standards-referenced grading approach have actually found that grading behavior separately highlights it more clearly, so that the behavior can be corrected by the school or parents/guardians. In addition, by providing students with a behavior rubric, students know exactly what behavior is expected of them.

## How will my student be academically graded in 2017-18?

In Fall 2017-18, teachers will choose a set of state or national standards (end-of-year expectations) for each grading period that will be the focus of the classroom's teaching and learning. Students will be given periodic feedback from classroom assignments and assessments that tells them how they are performing against each standard. The minimum goal is that students meet or become proficient with each standard and are then encouraged to go beyond proficiency through multiple opportunities. Being proficient or a "3" on the 4-point-scale requires students to know, do, and understand everything required by the standard.

## What is the 4-Point-Scale?

In Fall 2017-18, the 4-point-scale below will be used by all teachers when providing feedback to students regarding how he or she is performing based on the standard. The scale includes half points (.5), so that a student's progress can be acknowledged as much as possible. See below for examples of how the 4-point-scale works.

Grading for Growth Score	Middle School Example	High School Example
<b>Example Standard from English Language Arts</b>	By the end of 6th grade, the student can determine the central idea of an informational text and can summarize the text without using personal opinions or judgments.	By the end of 9th grade, the student can analyze the development of a central idea over the course of a text and provide an objective summary.
<b>4.0</b> (Exemplary) = A	Student can do all of what the standard asks and demonstrate additional understanding by creating something, explaining how to do it to someone else, or using it in the real world. <b>Example:</b> <i>Student can create an argument to support why they chose the central theme.</i>	Student can do all of what the standard asks and demonstrate additional understanding by creating something, explaining how to do it to someone else, or using it in the real world. <b>Example:</b> <i>Student can create a piece of writing that shows the development of a central idea.</i>
<b>3.5</b> (Partially exemplary) = A-	Student can do all of what the standard asks, but can also do a little bit more.	Student can do all of what the standard asks, but can also do a little bit more.
<b>3</b> (Proficient) = B+	Student is able to do exactly what the standard asks. <b>Example:</b> <i>Student can determine central idea and summarize.</i>	Student is able to do exactly what the standard asks. <b>Example:</b> <i>Student can analyze central theme development and objectively summarize.</i>
<b>2.5</b> (Close to proficient) = B	Student can do all of what is required at level 2, and a little of level 3.	Student can do all of what is required at level 2, and a little of level 3.
<b>2</b> (Partially proficient) = C	Student has some, but limited, success with the standard. <b>Example:</b> <i>Student can determine a central theme, but is still learning to write a summary.</i>	Student has some, but limited, success with the standard. <b>Example:</b> <i>Student can objectively summarize and determine the central theme, but he or she cannot analyze central theme development.</i>
<b>1.5</b> (Limited success with 2.0) = D	Student has very partial success with level 2 on his or her own.	Student has very partial success with level 2 on his or her own.
<b>1</b> (With help, very partial success) = D-	Student has very limited success, but only with help.	Student has very limited success, but only with help.
<b>.5</b> (Even with help, no success) = F	Student is being helped, but is still not able to have success with the standard.	Student is being helped, but is still not able to have success with the standard.
<b>No Evidence [NE]</b> (Student has not provided evidence for teacher to use to give grade.)	The student has not turned in the assignment. When the final grade is turned in, these NEs become zeros for missing work. The teacher works with the student to get him or her to turn in his or her work.	The student has not turned in the assignment. When the final grade is turned in, these NEs become zeros for missing work. The teacher works with the student to get him or her to turn in his or her work.



## How will Grading for Growth differ from traditional grading in 2017-18?

The Grading for Growth approach focuses on the most recent and consistent level of performance on the standard by the student. A student that struggles with the standard may have it mastered by the end of the learning period. The student will receive a score, based on the 4-point-scale that reflects his or her growth.

### Example:

*Student B started the grading period with a “2”, or partially proficient. By the end of the semester, he or she was proficient with a “3”. He or she will receive a “3” on his or her report card because that score reflects the student’s most recent growth and the student has met the standard.*

*In a traditional grading system, all scores are averaged together, which may not show how much a student has grown over the learning period. In a traditional system, a student may end up with a low grade on the report card, even if he or she has mastered the material and beyond. In that case, the grade does not tell the parent, student, or teacher how much a student has learned of the standards.*

*Grading for Growth will not include the averaging of grades. Teachers will be looking for a trend in a student’s learning, providing a grade that reflects the student’s most recent progress.*

## How will the Grading for Growth factor into the GPA?

In 2017-18 teachers will still give a grade for the course at the end of each grading period.

A scale similar to below will be used to include the grades as part of the GPA. **Behavior will not be included in the GPA.**

G4G Score	Traditional Grading Percentage Equivalent	Percentage Equivalent	GPA Conversion
4.0 (Exemplary)	100	A	4.0
3.5 (Partially exemplary)	95	A-	4.0
3 (Proficient)	89	B+	3.0
2.5 (Close to proficient)	85	B	3.0
2 (Partially proficient)	75	C	2.0
1.5 (Very partial success with 2.0)	65	D	1.0
1 (With help, very partial success)	60	D-	1.0
.5 (Even with help, no success)	50	F	0
No Evidence (NE)	NE	Evidence has not been submitted to determine grade.	Evidence has not been submitted to determine grade.

## Questions?

If you have questions, please contact your school’s principal or Dr. Simone Alekno, Director of Curriculum, Instruction & Assessment at the Saydel Community School District Office, 515-264-0866; [aleknosimone@saydel.net](mailto:aleknosimone@saydel.net).

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](mailto:mckibbenjulie@saydel.net). Office for Civil Rights, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661.



# Grading Is Changing at Saydel Community School District

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## **G4G: Grading for Growth**

### ***Special Programs FAQ***

The Saydel Community School District provides an inclusive instruction model for serving all students. Grading-4-Growth promotes a culture of collaboration between teachers in general education classrooms, special education programs, English Language Learner programs, and Extended Learning Programs. Grading-4-Growth also provides teachers the opportunity to share responsibility and accountability for the progress of all students, including students with disabilities, students from diverse backgrounds, and talented and gifted students.

#### ***How does Grading-4-Growth reporting support students in special education?***

Students with Individualized Education Programs (IEP) are provided the same opportunities to receive proficiency level as other students. Students with IEPs receive accommodations and modifications to help "level the playing field" in their education. Accommodations and modifications are based on the need of the individual student and will be addressed by the IEP team. Students with accommodations will be assessed on grade-level standards. Students with modified grade-level expectations on the IEP will be noted on the progress report to represent a modified grade-level standard.

#### ***Will the student goals on the Individualized Education Program represent the grade-level expectations/outcomes?***

Grading-4-Growth provides clear learning targets and objectives designed for both teachers and students. IEP goals will be aligned to the learning targets and grade level expectations/outcomes.

#### ***How can you meet the needs of all students with Grading-4-Growth?***

Grading-4-Growth is beneficial for all students. Saydel is encouraging a growth mindset. We are confident that all students can perform at high levels. Special programs are intended to support students in meeting these high standards.

#### ***How will the Habits for Success impact students with behavioral disabilities?***

Grading-4-Growth separates the behavior from the grades. The Habits for Success will allow for accommodations/modifications for students with IEPs to "level the playing field." Behavior instruction will teach students the skills they need to meet the high standards of Habits for Success.

#### ***How will Grading-4-Growth impact Extended Learning Program (ELP) students?***

Grading-4-Growth will provide Extended Learning Program students the opportunity to work at their educational pace to move forward in their learning while mastering the grade-level expectations/outcomes. This could eliminate the need to reteach previously learned content.

#### ***How will English Language Learners (ELL) be represented through Grading-4-Growth?***

Grading-4-Growth principles are applicable and appropriate for students who are learning English. English Language Learners may have modified grade-level expectations for any oral language and/or communication standards within the core content areas, including reading, writing, and communication. The modifications within the standards should be based on the student's current placement along the language acquisition continuum. The modified grade-level expectation/outcome should be noted on the progress report.

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.

# Staff Spotlight:

*Highlighting staff members at Saydel High School*

**Name:** Dave Brunelle

**Position at Saydel High School:** Math Teacher

**Describe your career and educational background.**

"I grew up in Bismarck, ND, where I attended school from Preschool through 12th grade. After high school, I attended North Dakota State University for three years, majoring in civil engineering. I decided to become a teacher and transferred to the University of North Dakota to finish my degree. After college, I was offered a teaching job in Colorado Springs, CO, and moved there to begin my teaching career. I worked in Colorado Springs for 11 years before moving to Iowa."

**Why have you chosen to be a part of one of society's most rewarding and challenging professions?**

"Currently, I am in my 12th year of teaching secondary mathematics. Overall, this is my 7th year teaching high school mathematics. I also have five years of experience teaching 8th grade math. Prior to coming to Saydel, I taught in Colorado Springs, CO, where I began my teaching career after college. Besides being a math teacher, I have experience as an instructional coach, which I did for four and half years. In 2012, I earned my Master of Education degree in School Leadership from Regis University in Denver."

**What is the thing you enjoy most about Saydel?**

"The thing that I enjoy most about Saydel is the small community atmosphere. I went to a high school that is about the same size as Saydel so there are some similarities to my high school experiences. Other schools that I have taught in are quite a bit bigger than Saydel. It has been good to experience teaching in a smaller school."

**What do you enjoy doing outside of Saydel High School?**

"Outside of my job as a teacher, I enjoy hiking, fishing and camping. I am an avid sports fan and enjoy watching as many events as I can. I also enjoy spending time with my family."



## Subscribe to All of Saydel's Newsletters

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](mailto:newsletter@saydel.net). Just email which newsletters you would like to receive and then watch for them in your Inbox!

### SAYDEL BOARD OF EDUCATION

**Brian Bowman**, Board President  
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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

**EDUCATION FOR  
LEADERSHIP;  
LEARNING FOR LIFE**

**Saydel High School**

5601 NE 7th Street  
Des Moines, IA 50313  
515-262-9325

We're on the Web:  
[www.saydel.k12.ia.us](http://www.saydel.k12.ia.us)

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](mailto:mckibbenjulie@saydel.net)**. Office for Civil Rights, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661.