



Northwood-Kensett Community School District

VIKING DISPATCH

February 2017

Creating healthy, educated, ethical and productive citizens.

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FROM THE DESK OF MR. COSTELLO

Iowa Early Literacy Law Questions and Answers:

We are in the midst of our winter testing season, so I thought it would be appropriate for me to share some common questions from parents, and the answers to those questions. This list is part of our ongoing communication with the Iowa Department of Education.

Q: Why does our school test children in reading in kindergarten through third grade?

A: Reading assessments are part of a comprehensive statewide early literacy initiative that focuses on making sure Iowa students are successful readers by the end of third grade. Early intervention is critical for struggling readers. Reading assessments serve as part of an early warning system to identify students who are struggling and to get them the help they need to get back on track.

Q: How exactly does our school identify children with reading problems?

A: Schools screen students in kindergarten through third grade three times a year, in the fall, winter and spring. Students perform either above or below a benchmark. Students who are below the benchmark on one screening assessment are provided with regular monitoring to ensure they stay on track; they also may be provided with additional reading instruction, called intervention. In order to identify possible reading problems, schools will typically use at least two screening periods, but extra help can be provided anytime a problem is suspected. The label is not as important as finding students or classes who need support, and providing that support.

FROM THE DESK OF MR. COSTELLO

Q: What does “adequately progressing,” “at risk,” and “persistently at risk” specifically mean?

A: These labels, which pertain to literacy status, help schools keep track of student needs for monitoring and intervention. Generally speaking, “adequately progressing” means the student is meeting screening benchmarks and is on track to meet grade-level reading proficiency. “At risk” means the student is below benchmark for the first time, or was previously “persistently at risk” and met the benchmark once. At-risk students receive weekly monitoring to ensure they make the needed gains and may also have interventions. “Persistently at risk” means that the student has had difficulty meeting benchmarks over time. Usually the literacy status is figured out by looking at benchmark performance over two screening windows, but can also carry forward if a student missed a screening window, or takes the Early Literacy Alternate Assessment. Persistently at-risk students are entitled to both weekly progress monitoring and intervention, in order to help reach grade-level reading proficiency expectations.

Q: What happens if my child is identified as being “persistently at risk” in reading?

A: For students identified as being persistently at risk in reading, parents must be notified, research-based interventions must be provided, and the school must monitor the child’s progress. It is critically important that children identified as persistently at risk in reading get back on track. Literacy by the end of third grade enables students to transition from simply “learning to read” to “reading to learn,” a critical component of lifelong success. You may have heard that students persistently at risk at the end of third grade must be retained, unless they attend a summer reading program. This is not true. Students will be considered for retention if they were persistently at risk in reading at the end of third grade, were not proficient on the statewide assessment in reading, did not complete a state-approved summer reading program and do not qualify for an exemption. Retention will not be considered for any third-grade student who is eligible for – and completes – an intensive summer reading program, nor for any student who qualifies for an exemption. The retention decision cannot be made without direct personal consultation with parents and guardians.

To view more questions and answers, please refer to the Iowa Department of Education website at the following address: <https://www.educateiowa.gov>



FROM THE DESK OF MR. CROZIER

OPEN ENROLLMENT NOTIFICATION

Districts are required to notify patrons of open enrollment application deadlines and the possibility of transportation assistance. For the 2017-2018 school year, the deadline for filing an open enrollment application for students in grades 1-12 is March 1, 2017. The deadline for students entering kindergarten is September 1, 2017. Parents/guardians of open enrollment students whose income falls below 160% of the federal poverty guidelines are eligible for transportation assistance. This may be in the form of actual transportation or in the form of a cash stipend.

From the Desk of Mr. Crozier

Meeting with Senator Brown and Representative Bloomingdale

On February 2nd I had the pleasure of going to the state capitol and meeting our two legislators. This was a very productive day. Both Jane and Waylon were eager to hear from the superintendents of their districts. While they have only appropriated a 1.1% increase in school funding there is not much increase in the state budget for next year. They did assure us that they were working on ways to give us more flexibility in the spending of categorical funding and working on ways



to equally fund student transportation coast throughout the state. These things will help our district.

If you run into Jane or Waylon thank them for not touching K-12 education in the de-appropriations bill for the current fiscal year. Continue to let them know how you feel about education funding and legislative bill that affect education they are willing to listen. There are two upcoming Legislative Forums to be

held in Northwood on Saturday, February 18 and February 25, 2017 at 8 am, at the Northwood City Hall.



Worth County Development Funds Allotted for 2014

The Worth County Development Authority (WCDA) has notified the district that we will be receiving a total of \$464,820.86.

FROM THE DESK OF MR. CROZIER

Worth County Development Authority			
Northwood-Kensett Total Funds	\$ 464,820.86		
0.29	0.24	0.19	0.14
Physical Plant Operations Maintenance Expansion, Green Energy	Staff Development, Equipment, Technology, Text Books, Library Books Support Staff & Instructional Support	Organization Requests, Fees & Fundraising	Teacher Budget
\$ 156,741.92	\$ 129,717.45	\$ 102,692.98	\$ 75,668.51

It is important that everyone understands that these categories are pre-determined as shown above. It is the committee’s responsibility to approve expenditures within the second through fourth category and the facilities committee recommends items for the first category.

The Board of Education will approve these allocations at the February meeting and then they go to the WCDA Board for approval. The WCDA plans to distribute money to the district on July 1, 2017.

The Board of Education, Administration, and Staff are greatly appreciative of the WCDA for their commitment and dedication. If you have a chance to visit with Deb Hanson, Ken Abrams, Shanon Redinger, Roger Gentz, Dean Hendrikson, Amy Wilhelm, Barry Anonson, Harlan Helgeson, Michelle Hill, Violet Walk, Becky Martinson, and, Sara Innes please take the time to thank them for their efforts

Have a great February!

FROM THE DESK OF MR. FRITZ

Every week, we internally share among the staff something we call "the D/F list," and it's exactly that: a list of every student currently earning a D or F in one or more of their classes.

We do this as a way to continually keep tabs on struggling students, so that we can quickly implement as many common sense adjustments as possible to help them achieve, including:

- assigning a student tutor
- requiring after school time
- moving the student for more help during WIN time
- prompting a meeting of teachers and other adults to problem solve
- and numerous other options to best support improved student learning

But seeing that D/F list can get discouraging sometimes, because in some cases it feels as though no matter which new strategy we try, the success we want so badly just doesn't materialize.

The problem with relying on *feelings* for making decisions, though, is that they're so darn unreliable, subjective, and often run contrary to what the *facts* state. So, occasionally, I'll push at an "A/B list" to the staff--which is many, many pages longer than the D/F list--just to help encourage them that the list of kids who truly struggle is quite short in comparison with those who are doing just fine.

Keeping that perspective is so important in education. Take a look at this chart, for example. It shows that, while we watch the news and sometimes feel that student safety in schools is at a greater risk than ever before, the facts demonstrate that violent crime (including violent crimes at schools) is at its lowest point in history (Source: Gallup, Bureau of Justice Statistics).

At N-K, we take student safety very seriously. We've installed cameras, better lighting, more secure entrances and exits, and drilled our students and staff in different emergency procedures. And we'll continue doing that, but I want our patrons to know that we take these measures to prepare for something that is less likely to occur now than ever before. Your children are safe here.

Similarly, we are preparing our students for a world which is safer, more well-educated, healthier, and more productive than any other period in human history. The essential elements of a good education don't change: critical thinking, a healthy ability to recall some fundamentals when you need them (times tables, basics of spelling, etc), good study habits, knowing where to go to find answers to questions.

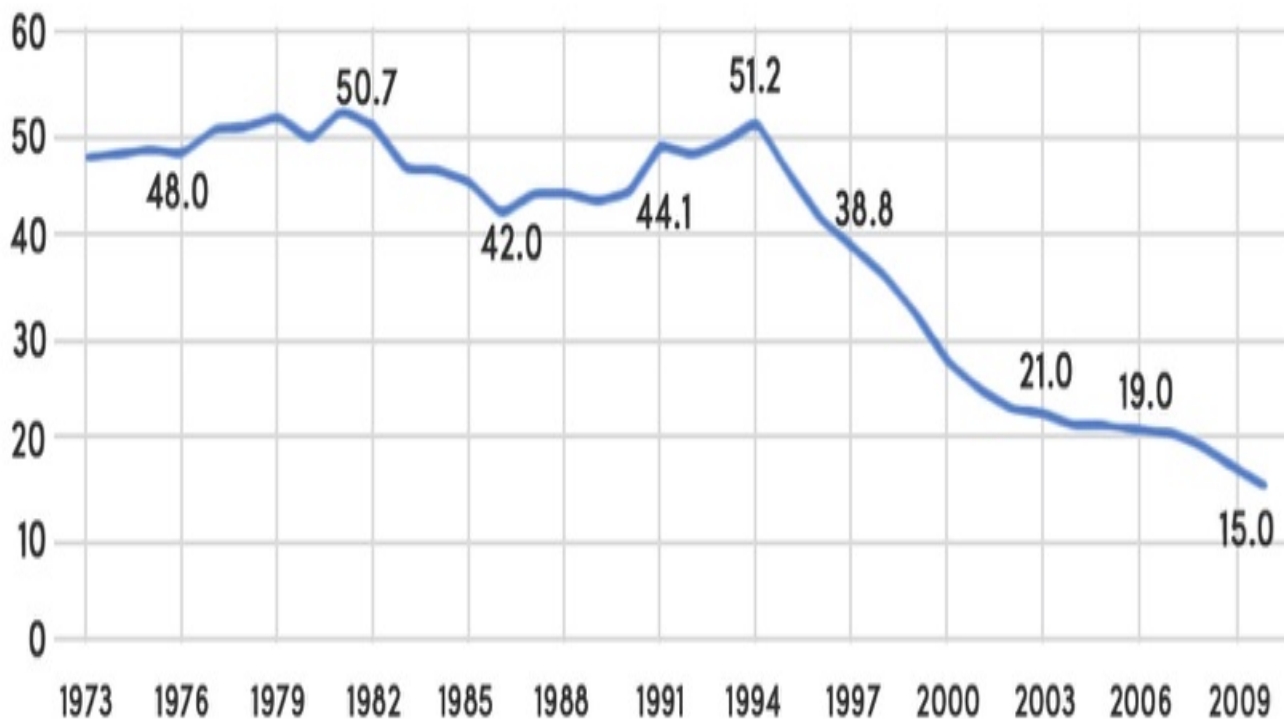
But if the modern world is more well-educated overall than ever before, limiting our students to learning "what we learned back in our day" does them a tremendous disservice. Working well with others, sticking with a challenge all the way through to the end, leveraging technology and creativity in solving problems, showing up on time and being there every day are skills in far higher demand than ever before.

FROM THE DESK OF MR. FRITZ (Continued)

Our graduates are heading out into a more safe, prosperous, productive world than the one we graduated into, which is why we are continually examining our educational system and improving it as we go. Despite what the news media may want me to believe, when I look at each of our students' faces as they walk across the graduation stage, I have nothing but optimism and confidence in their ability to successfully navigate their way through this world.

U.S. Violent Crime Rate, 1973-2010

Number of victims per 1000 population aged 12 or older



SPEECH

Top of Iowa Conference Speech Festival by Beth Butler

The Northwood-Kensett Speech Team participated in the Top of Iowa Conference Speech Festival held at Osage High School on Saturday, December 3. Ten students from N-K took part in the contest. Each entry performed twice and received verbal and written feedback, and were also given ratings - "I - Superior", "II - Good", or "III - Developing".

Performing in the category of Ensemble Acting included senior, Jessica Trospen, and freshman, Reina Trospen. The two performed "Hide and Go Sneak" by Crystal Smith and earned two "II" ratings. In the category of Group Improvisation, two groups performed. One group, including senior, Mary Irons, and freshman, Peyton Pangburn, earned two "II" ratings. The other group, all sophomores, including Chase Boyden, James Zaragoza, Sarah Yezek, Angel Martin, and Julia Quisley, also earned two "II" ratings.

Performing individually included freshmen Lindsey Davidson, Peyton Pangburn, and Reina Trospen, sophomores Sarah Yezek, Angel Martin, and Julia Quisley, and seniors Mary Irons and Jessica Trospen. In the category of Prose, Yezek and Davidson both earned two "II" ratings. Davidson also earned two "II" ratings in the category of Poetry, as did Pangburn, Reina Trospen, and Angel Martin. Quisley performed in the category of Storytelling and earned one "I" rating and one "II" ratings. Performing in the category of Literary Program included Jessica Trospen, who earned two "I" ratings, and Mary Irons, who earned one "I" rating and one "II" rating.

Speech season continues in the new year for the Vikings with District Large Group Speech Contest on Saturday, January 21, 2017. The Speech Team is coached by Beth Butler. Sophomore, Dali Cansino attended contest and served as team manager. Savanna Bachus and Anne Flathman also accompanied the team to the TIC Speech Festival and served as contest judges.

Picture (Back row, left to right): Chase Boyden, James Zaragoza, Peyton Pangburn, Mary Irons, Jessica Trospen. Front row, left to right: Julia Quisley, Angel Martin, Sarah Yezek, Reina Trospen, Lindsey Davidson, and Dali Cansino.



WHAT IS GOING ON IN FOURTH GRADE

By: Heidi Vansteenburgh & Kelsey Peters



Electrifying Science Unit

Fourth grade science students are sparking an interest in electricity. Given two wires, a D-cell, and a small flashlight bulb, students figure out how to make light. Their energy can be felt in the air as shouts of “We got it!” sound through the classroom. Through lighting bulbs, running small motors, and using solar cells N-K students learn about systems of energy. We use energy so much in our everyday lives that it makes sense for everyone to understand how it works.

ELEMENTARY STUDENT OF THE MONTH

5th/6th Grade: Kennedy Christianson, Antoni Martin, Hunter Moeller, Justin Mills



3rd/4th Grade: Aiden Moretz, Koooper Julseth, Camryn Rheingans, Jeremiya Rundle



ACTIVITIES DIRECTOR

By: Steve Hartman

As the winter sports are starting to wind down, it might be a good time to reflect on why our students play sports. The number one reason that young people play sports is to have fun and be with their peers. That makes sense, we all like to be around the other people and enjoying ourselves.

In the top five reasons why teenagers play sports is to “represent their communities”, and I think that is great! Our students want to be a part of the communities of Northwood and Kensett and represent our values on the athletic courts and fields. What I find a little sad is how some of our adults do not show our student athletes how much we value them when our teams are not having successful seasons. I know that we all like a winner but win or lose, those student athletes are putting themselves out there every night doing their best. They deserve to have our bleachers filled with people cheering them on until the end of the game.

As we go into post season, let’s get out there and support our teams. Let’s show our student athletes how much we appreciate them and what they do for our communities. Let’s show other schools how much we care about our students and the towns of Northwood and Kensett. Let’s show North Iowa our VIKING PRIDE!

Go Vikings!

COUNSELOR'S CORNER

By: Amy Hansen

It seems that extra-curricular activities have come up a lot in my line of work recently: Mr. Fritz talked about activity plaques with Seniors in English 12 today, we are writing Senior Résumés as a part of the local scholarship application, and NHS forms— which asked for students' involvements in and outside of school— were due this week. Because of this, I've been reminded of the frustrations that come with not having a whole lot to show for a student's high school career.

For most honors that students aspire to, be it National Honor Society, scholarships, or entrance into the college of their choice, extracurricular activities are an important piece of that puzzle. We are fortunate here at Northwood-Kensett that the majority of our students are generally involved in at least one activity in the community or school that they are committed to. However, there are a few things to consider in regard to extra-curricular activities to consider, whether you are a 7th grader, 12th grade student, or an N-K parent:

1. Junior High students can get involved now, through sports, Viking Way, History Day, Music, 4-H and other activities that are available to 7th & 8th grade students. Developing talents and interests in middle school can help a student go further in their high school pursuits.
2. Many applications will ask about community service experience. Because middle & high schoolers are in training to become productive community members, service activities should be a regular part of their lives beyond Community Connection Day.
3. Student who wishes to earn scholarships and awards should be prepared to explain how they productively spent their time after school in their high school years. Whether it was one passion that consumed the majority of their time, a part-time job, or sports in most or all seasons, it will be apparent in an ideal application that the student had little idle time and maximized the opportunities available to them.
4. Don't give up everything at the end. A significant population will start strong and gradually become less and less involved. This doesn't read well on applications of any kind. That said, it doesn't do a lot of good to stay in an activity that isn't of interest or beneficial to you.
5. Northwood-Kensett has a lot of opportunities for students for a school of this size. However, if your interests don't line up with what's readily available, that means you might have to dig a little deeper. Students have created their own groups, gotten involved in activities outside of the N-K community, attended special summer programs, or have gotten involved independently with the support of a Personalized Learning Network via the Internet. We live in the age of information, and that enables everybody to pursue their interests like never before.

COUNSELOR'S CORNER (Continued)

By: Ashley Williams

At the end of January, our second grade students and teachers put on a great Fairness assembly. Following the assembly, we had our monthly Character Counts drawing. Each day, teachers choose one student in their classroom who has done an excellent job showing their character traits. Those names are put into a monthly drawing. The students who had their name drawn received a certificate and were able to choose a friend to sit with them at the Character Counts table in the lunch room. In Guidance, we will continue to talk about fairness and how we can show this trait at our school each day.

In Guidance, we have also been learning about conflict resolution. We discussed how important communication is when you are in a conflict with someone, and how it is helpful to listen to the other person's point of view. We also discussed how to come up with solutions to resolve a conflict.

6th Grade has begun career exploration. We started this project by the students brainstorming what jobs they find most interesting right now. We took an interest inventory which asked students what things they liked to do and provided them with a list of careers that match their interests. Moving forward, we will begin looking at more career opportunities, and students will be able to do research about the career they find most interesting. The career projects will be on display at the Showcase on April 6.

JR. & SR. HIGH STUDENTS OF THE MONTH

Tristan Rothove, Jozalyn Munson, Melissa Eisiliones, Josiah Kliment, Danton Lloyd, Nathan Cordle, Emma Logeman, Chelsea Boyden, Jayda Delle, Julia Quisley, Emma Davidson, Brock Nelson, Hayden Moore, Tegan Cotter, Callie O'Neill, Colton Moretz, Brylee Hoepfner, Josie Einertson, Emma Logeman, Lindy Harris, Silas Girouard, Gavin Varner

NURSE'S CORNER

By: Heather Rheingans

There are many topics that are difficult to talk about as a school nurse, however, one of the most highly societal stigmatized of these topics is that of head lice. Head lice are, and unfortunately, always will be around. The challenge that every school district faces with this bug is the prevention of spreading. Here at NK we have eliminated our lost and found piles in an attempt to avoid passing them around here. We ask that you help by talking with your children in regards to sharing of hats and hair supplies. I do educate students about the importance of not sharing hats, brushes, hairpieces, etc., but your continued support can help to prevent any outbreaks. It also is helpful if you do screenings at home for lice and nits (eggs) and promptly begin a treatment plan if either is found. Head lice and head lice nits are found almost exclusively on the scalp, particularly around and behind the ears and near the neckline at the back of the head. Eggs look like tiny sesame seeds and are hard to remove from a hair strand.

People often times try home remedies; while these may be effective they take several applications to completely rid the hair of lice and eggs. Over-the-counter shampoos are the recommended treatment method by the CDC and run around the \$15 price, which usually includes two treatments along with a fine tooth-comb. Another common mistake is only applying one over-the-counter treatment shampoo. It's important to follow the recommended treatment guidelines of 2 treatments for various reasons. The most important reason is that the 1st treatment does not always kill all of the nits (eggs); the 2nd reason being that just like bacteria head lice can develop a resistance to the medicated shampoo used to kill them causing "super bugs".

The recommended treatment is a 14-day cycle:

Day 1 – over the counter medicated shampoo

Day 2 – comb only; DO NOT WASH

Days 3-9 – shampoo, condition, and comb

Day 10 – over the counter medicated shampoo

Day 11 – comb only; DO NOT WASH

Days 12-14 – shampoo, condition, and comb

Follow these steps to help avoid re-infestation by lice that have recently fallen off the hair or crawled onto clothing or furniture.

1. Machine wash and dry clothing, bed linens, and other items that the infested person wore or used during the 2 days before treatment using the hot water (130°F) laundry cycle and the high heat drying cycle. Clothing and items that are not washable can be dry-cleaned **OR** sealed in a plastic bag and stored for 2 weeks.
2. Soak combs and brushes in hot water (at least 130°F) for 5-10 minutes.

NURSE'S CORNER (Continued)

By: Heather Rheingans

3. Vacuum the floor and furniture, particularly where the infested person sat or lay. However, the risk of getting infested by a louse that has fallen onto a rug or carpet or furniture is very small. Head lice survive less than 1-2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not kept at the same temperature as that found close to the human scalp. Spending much time and money on housecleaning activities is not necessary to avoid infestation by lice or nits that may have fallen off the head or crawled onto furniture or clothing.
4. Do not use fumigant sprays; they can be toxic if inhaled or absorbed through the skin.

Head lice move by crawling; they cannot hop or fly. Head lice are spread by direct contact with the hair of an infested person. Anyone who comes in head-to-head contact with someone who already has head lice is at greatest risk. Spread by contact with clothing (such as hats, scarves, coats) or other personal items (such as combs, brushes, or towels) used by an infested person is uncommon. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. All household members and other close contacts should be checked; those persons with evidence of an active infestation should be treated.

Iowa law states that children cannot be sent home, or excluded from school, if live nits or lice are seen. Head lice are not harmful to a person's health, but do need to be taken care of in a timely matter to prevent the continued spread, as they can cause discomfort. Which is why our school board policy recommends that if lice are found during school a treatment should be performed before coming back.

DRIVER EDUCATION

Spring's driver's education class sign-up is now taking place through February. If you are interested in having your son/daughter take drivers ed., have them stop by the high school office or call Clara at 641/324-2142 ext.100. From the sign-up list, a registration form will be sent home to be completed and returned to the office to officially enroll the student. The cost of the class is \$300.

MUSIC DEPARTMENT

NCIBA High School Honor Band

On Saturday, January 7th, two Northwood-Kensett High School students participated in the North Central Iowa Bandmaster Association's High School Honor Band at Iowa Central Community College in Fort Dodge. Freshman Austin Efflandt (trumpet), and sophomore Emily Follmuth (clarinet) represented the Northwood-Kensett High School Band.

The event featured two 100-member bands, one made up of freshmen and sophomores, with the other consisting of juniors and seniors. Guest conductors for the bands included Carl Collins, Band Director at North Scott Schools in Eldridge, and Emmy award-winning composer / conductor Roger Cichy, based out of Rhode Island. After a full day of rehearsals, the two bands presented a finale concert in the Decker Auditorium on the ICCC campus. The evening's concert also featured the world premiere performance of a commissioned piece written by Mr. Cichy for the Junior-Senior band entitled, "Pluto in Focus."

High School Pops Show / 5-8 Variety Show Announcements

The Northwood-Kensett High School Music Department will present, "Pops XLIX: The Mouse and the Music" on Friday, March 3rd at 7:00 pm in the Northwood-Kensett Elementary gymnasium. The evening will feature musical selections from the Disney songbook performed by the Northwood-Kensett High School Band and Choir, as well as skits and talent acts from students. Tickets are available at the door: \$5 for adults, \$3 for students (students admitted free with N-K Activity Pass).

Northwood-Kensett students in grades 5-8 will present their annual Variety Show on Monday, March 6th at 7:00 pm in the Northwood-Kensett Elementary gymnasium. The evening will feature performances by music ensembles in grades 5-8, as well as talent acts prepared by students. Free admission!

