

IN TOUCH

DISPATCH

JESUP COMMUNITY SCHOOLS

VOLUME XXVI

February 2012

NUMBER 7

Superintendent's Office
Nathan Marting
<http://mrmarting.blogspot.com>
319/827-1700, Ext. 1401
PO Box 287
Jesup, IA 50648-0287
FAX: 319/827-3905

Business Office
Mary Anne Harrold
319/827-1700, Ext. 1403
PO Box 287
Jesup, IA 50648-0287

High School Office
Rodney Chamberlin, Principal
319/827-1700, Ext. 1301
PO Box 287
Jesup, IA 50648-0287

Middle School
Lisa Loecher, Principal
319/827-1700, Ext. 1201
PO Box 287
Jesup, IA 50648-0287

Elementary Office
Brian Pottebaum, Principal
319/827-1700, Ext. 1101
PO Box 287
Jesup, IA 50648-0287

Athletic Office
Lisa Loecher, A.D.
319/827-1700, Ext. 1203
PO Box 287
Jesup, IA 50648-0287

Important Extension Numbers
(319/827-1700)

Bus Garage 1411 or 319-334-7435
Gym Concessions 1241
Fitness Center 1236
Nurse 1105

Website Address
[Http://www.jesup.k12.ia.us](http://www.jesup.k12.ia.us)

Governor's Proposal For World Class Schools

Nathan Marting, Superintendent

In January, Governor Branstad released his final proposal for education reform to the Iowa Legislature. What began as a blueprint this past fall has been developed into a final proposal after conducting numerous town hall meetings across the state, soliciting input from educators, parents, and community members. While there are few to argue against the need for reforming education to meet the needs of learners in the 21st century, we do need to be certain that our goals, targets, and efforts are focused on what is proven successful and will truly meet our students' needs.

While the full report can be viewed on-line at <http://educateiowa.gov/>, I would like to share some key points from the full 17 page proposal. The earlier item of revamping the teacher compensation program has been taken out of the proposal for action in this legislative session, however a task force will be created to further study this item. Additionally a task force will be developed to study the length and structures of the school calendar and school day. Some of the key items that are being proposed for action this year as a part of the plan are as follows:

1. Teacher and administrator evaluation systems. Teachers would be evaluated at a minimum annually with the probationary period for both teachers and administrators extended from three years to five years. The proposal also would keep the teacher termination process confined to the local school board and out of the court system, but still allowing for one appeal to an adjudicator.
2. Early Literacy Intervention/3rd Grade Retention- One of the more controversial pieces in the early intervention is to ensure all students are competent readers by third grade. While this process provides support for additional interventions to help students become more successful in reading, it also calls for students who do not perform at a specified level in reading by third grade to be retained and receive additional reading support before advancing in grade level.
3. A number of new and additional testing will be required of students, such as a kindergarten readiness test, mandatory ACT/Career Readiness test during the junior year, and high school end of course exams to name a few.
4. Competency based education is also a part of the proposal. Competency based education is simply defined as measuring students performance and "advancement" on ability to successfully demonstrate identified expectations, rather than traditional grading and movement through age based grade levels.

As I am not able to fit all the proposals into this document, I would encourage you to review the proposal in its entirety. You will see a number of additional items in the full proposal ranging from Value Added Measurements to an Innovation Acceleration Fund to School Administrator Managers. This is shaping up to be both an exciting and anxious time in education. As the legislative session moves forward and these proposals move to legislative action and law, it is my hopes that the action is taken based on sound research, is financially supported, and most importantly is done so with the best interest of kids in mind.



Upcoming Registrations

Li'l Rascals Preschool

Thursday, March 8, 6:00 p.m. – 8:00 p.m.

The current Li'l Rascals Preschool Program offers a comprehensive social, emotional, and academic curriculum. The

State of Iowa has recently designated this program a 4 Star Program! This distinguishes Li'l Rascals from many other preschools as being a quality program. Current tuition ranges from \$90-\$120 per month depending on the number of half days attended. Space is limited and preference will be given to 3 year old children who live in the Jesup School District. (3 years old by September 15, 2012) Please bring verification of child's birth date, such as a birth certificate or baptismal certificate.

PreKindergarten

Tuesday, February 7, 3:45 p.m. – 7:30 p.m.

Wednesday, February 8, 8:00 a.m. – 4:00 p.m.

Thursday, February 9, 3:45 p.m. – 7:30 p.m.

The Jesup PreKindergarten is a 4 star program as awarded by the State of Iowa. This successful program prepares children for the upcoming Kindergarten learning environment. Children must be at least 4 years old by September 15, 2012. Five-year-old students are eligible for Kindergarten, but may participate in a year of PK if space is available. Currently, students may attend PK on a 5-day-a-week, full-day schedule for \$275 per month or half day for \$140 per month. (Prices are subject to change.) Head Start services and bus transportation are available. Please bring verification of child's birth date, such as a birth certificate or baptismal certificate. Registration materials will be available in the elementary office on the days listed. Enrollment into the Jesup PreKindergarten program is on a first-come basis, as space is limited. Preference will be given to students who live in the Jesup School District.

Kindergarten

(Students currently not participating in Jesup PK)

Tuesday, February 7, 3:45 p.m. – 7:30 p.m.

Wednesday, February 8, 8:00 a.m. – 4:00 p.m.

Thursday, February 9, 3:45 p.m. – 7:30 p.m.

The Jesup Kindergarten Program is a well rounded academic and social program. Students receive a quality education in a great facility. There is no tuition cost for kindergarten. (Standard school enrollment fees may apply.) Children need to be 5 years old by September 15, 2012. All eligible students will be accepted into Kindergarten. School bus transportation is also provided to those who qualify for it.

Contact the Jesup Elementary Office to schedule a personal visit to view the facility, meet the staff, and ask any questions at 319-827-1700, ext. 1101.

Jesup Elementary is a Kids First School!

Invitation for all 8th Grade Students and their Parents

What: 9th Grade Registration Night
Who: 8th Grade Students and their Parents
Where: In the Cafeteria
When: Thursday, February 23, 6:30 p.m. - 8:00 p.m.
Why: To learn about high school and to begin the 9th grade registration process.

Please contact Kristen Bauer with any questions.

7-12 School Counselor
kbauer@jesup.k12.ia.us
(319) 827-1700 ext. 1303

Community Recreation Director

Joshua Zuck

The Jesup Community School Board recently added a new position, and I am excited to announce my role as the new Community Recreation Director. This role will help combine the current before/after school programs, summer ball, youth recreation, and other similar programming into one community recreation program. In the past, these programs were divided among multiple school employees who devoted their limited free time. While there may be some minor changes in future programming, it is not my intent to modify what is already working. Instead, my goal is to develop a system that is more efficient for students, parents and staff alike. In addition to maintaining Jesup's youth programs already in place, in time, I hope to work toward establishing new programs for the entire community.

After spending eight years in the military and nine years as a small business owner, I recently graduated from the University of Northern Iowa with a bachelor's degree in physical education/teaching. I am originally from Manchester, IA and currently reside in Waterloo with my wife, Beth, and 7 month old son, Nathan. I look forward to this opportunity and establishing relationships throughout the Jesup community.

If you have any questions or suggestions, please feel free to contact me directly at 319-215-9963 or jzuck@jesup.k12.ia.us.

Spring Pops Concert

Thursday, February 16

7:00 p.m.

North Gym

Performing groups will include JHS Jazz Band, 6th Street Delegation Vocal Jazz, Concert Band and Concert Choir.

Please come for an evening of entertainment. Admission is a free-will donation.

Parent/Teacher Conferences
Tuesday, February 7, 3:45-7:30 p.m.
Thursday, February 9, 3:45-7:30 p.m.

Elementary conferences are scheduled and held in the teachers' **classrooms**.

High School conferences will be held in the **cafeteria**, with these exceptions:

<u>Mr. Brown</u>	<u>Ms. Glasener</u>
Art Room	H.S. Library

Middle School conferences will be held in the **North gym** with these exceptions:

<u>Mrs. Bauer</u>	Cafeteria	<u>Mr. Bearinger</u>	Cafeteria
<u>Mr. Bird</u>	Cafeteria	<u>Mr. Brown</u>	Art Room
<u>Mr. Emick</u>	Cafeteria	<u>Ms. Glasener</u>	H.S. Library
<u>Mrs. Gleiter</u>	Cafeteria	<u>Ms. Grafe</u>	Cafeteria
<u>Mr. Hahn</u>	Cafeteria	<u>Mrs. Mills</u>	Elementary Guidance Office
<u>Mrs. Nolting</u>	Cafeteria	<u>Mrs. Pettengill</u>	PK-8 Media Center
<u>Mrs. Winblade</u>	PK-8 Media Center	<u>Mr. Wittenburg</u>	Cafeteria
<u>Mrs. Steuben</u>	Art Room	<u>Mr. Sullivan</u>	Cafeteria

High School mid-term report cards may be picked up at the table just inside the cafeteria entrance and Middle School mid-term report cards may be picked up in the North gym.

Conferences are a good way to stay informed on your child(ren)'s progress, ask questions, and hear input from teachers above and beyond the grade report. We hope to see you there!



Heads Up: Concussion in Sports

From The Desk of
 Nurse Vicki Staebell RN

The Iowa Legislature passed a new law, effective July 1, 2011, regarding concussions for students in grades 7-12 who participate in extracurricular activities.

- 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.
- 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 student has received written clearance from that person to return to participation.

What is a Concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow or jolt to the head or body. Even “getting the

bell rung” or what seems to be a mild bump or blow to the head can be serious.

What are the Signs and Symptoms of a Concussion?

- Headache or “pressure” in the head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just “not feeling right” or “feeling down”

You cannot see a concussion. Signs/symptoms of a concussion can show up right after the injury or may not appear or be noticed until days after the injury. If your child reports one or more symptoms of a concussion, keep him/her out of play and seek medical attention



Happy Chinese New Year **“Gung Hay Fat Choy”**

Kathy Chamberlin, Kindergarten

Chinese New Year was celebrated January 23. Each year of the Chinese calendar is named for one of the twelve animals in the zodiac cycle. For example 2011, was the year of the rabbit and 2012 is the year of the dragon. The holiday is celebrated for two weeks and marks the beginning of spring and new beginnings. The week before the holiday, families clean their homes to sweep away all traces of misfortune. Shops and homes are decorated with lanterns, flowers and bright banners. There are lots of red (lucky color) decorations and fireworks to frighten away monsters and evil spirits, but for kindergarteners, we use the term “bad luck.” On the night before the New Year, families celebrate with a big feast, games and fireworks. On New Year’s Day, children are given gifts of money in red envelopes also known as “lucky money”. On the last day of the New Year celebration, the Chinese have a Lantern Festival where everyone goes out at night with colorful lit lanterns, and the children march in a parade.

On January 17th, the kindergarteners cleaned their classroom by scrubbing walls, tables, chairs and wiping down the toys to chase away “bad luck.” As they learned about the Chinese customs, we celebrated many of the same customs with our classroom “family”. Lots of preparation went into getting ready for the parade by making lanterns and dragon masks. Our large dragon head got a fresh coat of red paint and new decorations glued on for lots of good luck. We made our own red envelopes so that we could exchange “lucky money”. We celebrated with a feast of stir fry, fried rice, mandarin oranges, Ramen noodles, and fortune cookies. Oranges are believed to be a lucky fruit in China and there is a custom of eating long noodles without breaking them so that you will have a “long and prosperous life”. Of course the children had to eat their food with their own set of chop sticks which always makes the meal more fun!

The Importance of Parental Involvement

Jeanne Kloberdanz, Elementary Special Ed

Parental involvement in their children’s education has powerful effects. Research shows that when parents are highly involved with their child’s education, these positive benefits occur:

- *Higher test scores, grades, and graduation rates
- *Better school attendance
- *Increased motivation
- *Better self-esteem
- *Lower rates of suspension
- *Fewer instances of violent behavior

Reading to and with your children helps make significant gains in reading achievement compared to children who read only at school. Parents who read with their children, have

books available, take trips, and guide TV watching, may see significant student achievement.

Families whose children are doing well in school may have the following characteristics:

- *Establish a daily family routine: Provide time and a quiet place to study, have children be responsible for household chores, be firm about bedtime.
- *Monitor out-of-school activities: Set limits on TV watching, check up on children, make sure they are supervised.
- *Be a role model of the value of hard work and discipline.
- *Monitor your child’s school progress, help with homework, communicate with teachers and school personnel if questions or concerns arise.
- *Encourage reading at home!

Senior Citizen Lunch
Jesup Community School
Cafeteria
Wednesday, February 15
11:00 A.M.
\$2.85
Call (319) 827-1700, Ext. 1301
for Reservations.

7th Grade Civics

Jason Sullivan, High School and Middle School
Social Studies

Civics class is all about learning how our society works and how we govern ourselves. The 7th graders are learning just that, but they are also learning that societies don’t function well without civic participation. Recently the class learned, hands-on, that our government is not all encompassing and does not always meet all the needs of the community. One of those needs in Jesup, as well as many other communities, is adequate and reliable food supplies. Our class teamed up with several seniors in conducting a food drive (you may have read about it in previous Dispatches). It was the 7th grade civics class’s job to collect food from the classrooms, count, and organize the items that were donated. Each day the kids looked forward to this collection time and did a good job at it. In the grand scheme of things, it was not that much trouble for the kids, and the 800+ items collected did a lot for the needs of some Jesup area families. The lesson in the end: in order for our system of government to function, citizens need to step up and do their part no matter how large or small it is.

Two Basic Types of Language Skills

Laury Shonka, 4-8 Prairie Grove

Last year, many of the Jesup Rural School teachers attended classes to obtain an endorsement in English as a Second Language. The majority of the students we teach at the Rural Schools come from the Amish culture. When they first attend school, these students usually do not speak or understand the English language. Since English is not the native language for our Amish students, they are considered ELLs (English Language Learners).

During our classes, we studied about a language skill theory based on the work of Dr. Jim Cummins from The University of Toronto (1979). Dr. Cummins believed that ELLs learn a new language using two basic types of language skills. The two types of skills are called Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS is described as the ability to use language to interact socially with others. It is commonly described as “surface skills” or “social skills”. CALP is described as the type of language used in school subjects and for achievement/cognitive tests. It is the content-area language or “academic language.”


Cummins’ theory suggests that non-English native speakers first learn English through BICS. When new ELLs join a classroom, they learn to communicate in English by interacting with their peers and acquire the skills of BICS. They learn the social aspect of school: the rules of the classroom, playground, and lunchroom. It takes an average of 18 months to 2 years to develop this communication skill. It has been noted that sometimes teachers often mistake this development of BICS as an ability to learn in the classroom, when truly, students are not ready to learn academic content in a new language.

BICS is cognitively undemanding and uses a lot of face to face interactions and verbal cues and gestures. There is no focus on learning the rules of the language. Teachers can help students develop this social skill through various activities. Students should be given time to role play in the classroom, have face to face conversations with their peers, play simple games, and learn through teacher and peer modeling. Teachers should focus on using actions and asking low level type questions. It is also helpful to start their new language vocabulary by learning words to help them “survive” and then giving students a chance to practice these new words orally.

Once ELLs have obtained the BIC skill, they are ready for CALP, the academic language. CALP is cognitively demanding because students are now learning content information in a new language. This skill takes an average of 5 to 7 years to acquire. If an ELL has no previous school learning, however, this skill could take as long as 5 to 10 years. If you think about it, this is quite an accomplishment to obtain! Not only are students learning a new language, but they are also learning new specific content material! With learning new content, students are being asked to use higher-order thinking skills, such as: comparing, contrasting, classifying, synthesiz-

ing, evaluating, and inferring. There is also the expectation of listening, reading, writing, and speaking in a specific content-area. Teachers can support CALP learning by having students participate in discussions and debates, complete book reviews, write stories, perform thematic plays, and use graphic organizers.

These were just some of the many activities that we use in the classroom to help support our ELLs learn English and learn new material. BICS/CALP have given us a better understanding of our English Language Learners and how they learn. Information for this article was obtained from the ESL Endorsement classes at Upper Iowa University and this website: www.everythingsl.net/inservices.


FCCLA Sweetheart Dance
Friday, February 10
8:00 p.m. - 11:00 p.m.
School Cafeteria
Admission fee is \$4.00. Students and their guests will be admitted from 8:00 p.m. to 9:00 p.m. No admission after 9:00 p.m.



Shipwrecks and Story Writing Ruth Hamilton, 5th Grade

Fifth grade students are doing some “on the spot” reporting. Their editor/teacher has assigned each student a shipwreck that has played a part in United States history. The reporters will research the ship discovering the “**who, what, when, where, why and how**” of the ship. They will need to find **who** was the captain or master of the ship, as well as something about the other people on board at the time of the wreck. They will find **what** was the purpose of the ship’s journey and **what** caused the shipwreck, whether a natural disaster, enemy fire, etc. The reporters will find **when** the ship left on its journey and **when** the wreck occurred. The dateline of their story will be **where** the shipwreck happened. These facts will help them understand **why** the ship wrecked. They will discover **how** the people on board were saved or perished.

After gathering all the pertinent facts the reporters will write their news story informing the world, in addition to their classmates, of the ship’s part in United States history. Students will be learning the parts of a newspaper story, how to research online, how to take notes, how to use a map or globe to find the location of the shipwreck, how to use correct punctuation, capitalization, grammar, spelling and descriptive language (thesaurus) in addition to some very interesting history of the United States. These news stories will be submitted to the Citizen Herald for publication.

Middle School Mixed Chorus is Busy

Kraig Emick, Director of Vocal Music

The Middle School Mixed Chorus, composed of 7th and 8th grade students, is currently busy preparing for their spring concert performance. This group, which is a training group for entrance into high school choir, is focusing on singing basics, mechanics and different types of vocal music literature.

Currently the chorus members are individually performing a voice check in class, which will indicate their comfortable singing range, as well as help to place them in the correct voice section of the choir. There is no right or wrong to this activity since it is based on what each student can do naturally.

Once the voice checks are completed, the chorus will be seated in sections, based on what they sang in the voice check and their individual heights. We discuss such things as sight lines, alignment, correct breathing, diction, facial expression and other facets of vocal music performance.

The chorus will also spend some class time listening to and analyzing possible selections for the spring concert. Once they have listened to and written notes about these selections, the chorus will have a series of votes to select what they will perform in the spring.

We hope that you will plan on attending our spring concert to see and hear what kind of improvements the Middle School Mixed Chorus has accomplished.



Career Planning - It's

Never Too Early

Heather Nolting, 7-12
Business Teacher

When is the right time for students to be thinking about what they want to be when they grow up? While there may not be a set timetable, this topic should be considered at every age level. Ask an elementary student and you are likely to get answers such as teacher, fireman, actor, or sports star. These may seem like lofty goals, but kids are generating these choices from people they look up to or admire. As children grow, their goals become more diverse. They become more aware of occupations such as psychologists, CNC operators, artists, song writers, and engineers. They start to include what they know of their own interests and the people around them into their goals. Maybe an uncle uses a CAD program they've been shown or a grandparent is an architect and they share their stories. Regardless of what their choice is at the time, all students should revisit their future goals annually to stay on track or get on a different path should their interests change.

Computer Literacy and Life Skills students have been working through the I Have A Plan Iowa (IHAPI) site this year. Both classes are in different phases of the same process -

planning for their future. All of the students are using a process within the IHAPI site called Guideways.

The Freshmen began by taking interest and basic skills surveys, which helped them to understand more about how their interests and talents can lead to careers. They will take this survey annually to see how their interests change as they mature. The next step was a career search. They used criteria important to them such as required education level, favorite school subjects, or earnings. From this compiled list they chose three top careers that are being researched and presented. In the coming weeks, Mrs. Bauer will be enlisted to match their high school plan to their career choices. If they are interested in the health care field, she will help them schedule more math and science courses. If their interests lay more in agriculture or mechanical areas, she can point them toward Ag or Industrial Tech classes. Their plans can be tailored each year specifically to their interests and future goals.

The Juniors' use of the site, while still including interests and skills, is more focused on specific college majors and training programs necessary for the careers they are interested in. The 11th grade students also took (or revised) several surveys to gain a better understanding of where their skills, interests, and values currently lay, then looked at specific careers that fit those results. They are now in the process of narrowing down their college and training programs. With the I Have A Plan Iowa site they will be able to complete college applications online, search for scholarships and other sources of financial aid, and connect colleges they are interested in to their IHAP results. They can also learn more about training programs through community colleges that interest them if their goals do not include the 4 year college path.

The Juniors will also focus more on their world after high school by practicing resume writing and how to create a cover letter. Mrs. Bauer will help them with the remainder of their high school planning as well. With the research they have done through IHAPI, she can make sure they are on track with their future educational goals or help them get into the classes they still need.

Both groups will also do an annual reflection discussing what they learned about themselves this year. This may include how they have changed as a person or as a learner, how their goals have changed, or how they see themselves in the next year, 5 years, and into their future.

If your student is currently in 9th or 11th grade, ask them to show you their results. If they are in 8th, 10th, or 12th grade, they will still be following the Guideways system - just in different class settings.

You can access the IHAPI site by going to www.ihaveaplaniowa.gov. Click on the button for Parent of a Student. There are many helpful links for helping your student with their future, both in high school and beyond.



Maze of Life

Kurt Yeoman, High School Special Ed

Do you ever feel like your life is a maze? Do you ever think about the choices and the paths that you took to get where you are?

The students in my classroom finished out the first semester with their annual Holiday Bash. The Maze of Life was their theme. First the students were considering survival and what skills are needed to survive in the real world. After careful consideration, however, they realized that many different choices and decisions could be made. At that point the maze idea came into play. There are so many paths to take in life and along the way, there will be dead ends and obstacles that will change the course and lead in a new direction. The element of survival skills enhanced their theme as a variety of choices for jobs and schools were studied. Reality began to sink in as the students created budgets for living expenses and realized how expensive living independently can be

Starting high school, kids have many choices to make. At the time they may think the most important choices include classes they are going to take, picking out the right clothes, who to go to the dance with, and what they are doing for the weekend. Students don't think about how fast time gets away from them. Before they know it, graduation day has arrived.

The big decisions are upon them. Possible options include college, military, or working right out of high school. Here is where you can help. Talk with your child and ask them where they see themselves in 5 or 10 years. Start helping them set short and long term goals. Discuss with them the choices they need to make to attain these goals. Help them realize that, as in a maze, it's okay to change directions or back up to be able to go forward again.

There are many resources available to help you and your child in their path forward. Research the types of jobs and/or schools of interest and see how they align with their goals. Our school guidance counselor has many wonderful websites and handouts to assist. Good luck and may you find the right path that leads you through your maze!

Testing Time Again

Libbie McCulloch, 2nd Grade

I still remember taking the Iowa Test of Basic Skills and other major tests through my K-12 years. My teachers encouraged us to "do our best" and "answer every question carefully". As I got older it seemed rather redundant. Why are these tests so important? What do my teachers do with the scores? How do they benefit me?

To state the obvious, schools are required to take and report nationally accredited assessments to hold us accountable to student achievement. In second grade we take two major tests throughout the year. The students take DIBELS once every quarter which stands for Dynamic Indicators of Basic

Early Literacy Skills. DIBELS assesses Phonemic Awareness, Alphabetic Principle, Accuracy, Fluency, and Vocabulary. Our other major test is MAP which stands for Measures of Academic Progress. Students take Language Arts, Math, and Science sections two times during 2nd grade. They take the Reading portion three times. In addition to meeting the state requirements, the students' scores give teachers invaluable, detailed information to drive curriculum and meet students' individual needs. Reports of scores allow target subject areas to be re-taught in whole group, small group, or individually based on the information received. Math and literacy groups are formed and students are met at their skill level, eliminating frustration, and fostering growth.

One main benefit of DIBELS and the reading section of MAP is the ability to identify a student's Lexile level. The Lexile framework scores books based on reading ability and text difficulty. All books in our classroom library are colored and organized by Lexile level in order to match readers with appropriate texts. After each test, students receive a new Lexile bookmark. This is an exciting day for students because they see their growth in reading and are able to "shop" for good fit books in their new Lexile range. It is important that students read texts that are in their Lexile level to ensure that they are able to decode and comprehend what they are reading. Visit <http://www.lexile.com/> to look up a book's Lexile level.

For students and teachers alike, tests hold a small amount of anxiety, but when all is said and done, test scores identify strengths and areas of challenge. We can celebrate in the successes of heightened knowledge and academic growth. We can also focus on areas of struggle, set goals, and look forward to "doing our best" next time around.

Add a Personalized Touch to Your Senior's Yearbook

1/2 Page Senior Ad (5 x 7 ¼) **\$70.00**

1/4 Page Senior Ad (5 x 3 ½) **\$50.00**

1/8 Page Senior Ad (3 ½ x 2 ½) **\$30.00**

Submit photo(s), message, and payment to:

Serena Andrews (Yearbook Adviser)

Jesup High School

PO Box 287

Jesup, IA 50648

sandrews@jesup.k12.ia.us

Deadline March 30!

FEBRUARY 2012 LUNCH/BREAKFAST MENU

Milk is Provided with Lunch

Monday	Tuesday	Wednesday	Thursday	Friday																																																								
<table border="1"> <thead> <tr> <th colspan="7">Jan 2012</th> </tr> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Jan 2012							M	T	W	T	F	S	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>1</p> <p>Combo Links</p> <p>Beef Strips</p> <p>Mashed Potatoes/Gravy</p> <p>Mixed Vegetables</p> <p>Dinner Roll</p> <p>Pears</p> <p>Alt. Pork Egg Roll</p>	<p>2</p> <p>Breakfast Hot Pocket</p> <p>Tenderloin/Bun</p> <p>Baked Chips</p> <p>Corn</p> <p>Mixed Fruit</p> <p>Alt. Turkey Wrap</p>	<p>3</p> <p>Egg Bake/Toast</p> <p>Pizza</p> <p>Carrot Sticks/Ranch Dip</p> <p>Pineapple</p> <p>Ice Cream</p> <p>Alt. Tuna Salad Sandwich</p>
Jan 2012																																																												
M	T	W	T	F	S	S																																																						
						1																																																						
2	3	4	5	6	7	8																																																						
9	10	11	12	13	14	15																																																						
16	17	18	19	20	21	22																																																						
23	24	25	26	27	28	29																																																						
30	31																																																											
<p>6</p> <p>Pancakes/Sausage</p> <p>Manwich/Bun</p> <p>Oven Baked Fries</p> <p>Peas</p> <p>Banana</p> <p>Alt. Sub Sandwich</p>	<p>7</p> <p>Egg Wrap</p> <p>Hot Ham & Cheese</p> <p>Potato Salad</p> <p>Cooked Carrots</p> <p>Glazed Cherries</p> <p>Alt. Hamburger/Bun</p>	<p>8</p> <p>Breakfast Tornado</p> <p>Goulash</p> <p>Cheese Stick</p> <p>Green Beans</p> <p>Dinner Roll</p> <p>Peaches</p> <p>Alt. Chicken Quesadilla</p>	<p>9</p> <p>Omelet/Toast</p> <p>Chicken Fajita/Soft Tortilla</p> <p>Lettuce/Cheese</p> <p>Pears</p> <p>Scooby Doo Grahams</p> <p>Alt. Tenderloin/Bun</p>	<p>10</p> <p>No School</p>																																																								
<p>13</p> <p>Pancake on a Stick</p> <p>Turkey Fritter/Bun</p> <p>Potato Wedges</p> <p>Peas</p> <p>Mixed Fruit</p> <p>Alt. Ham Sandwich</p>	<p>14</p> <p>Breakfast Pizza</p> <p>Chicken Nuggets</p> <p>Pasta Salad</p> <p>Mixed Vegetables</p> <p>Fresh Orange Half</p> <p>Alt. Pork Egg Roll</p>	<p>15</p> <p>Tac-Go</p> <p>Scalloped Potatoes/Ham</p> <p>Go-Gurt</p> <p>Green Beans</p> <p>Dinner Roll</p> <p>Cherry Crunch</p> <p>Alt. Turkey Wrap</p>	<p>16</p> <p>Combo Link</p> <p>Turkey Corn Dog</p> <p>Sunchips</p> <p>Baked Beans</p> <p>Apricots</p> <p>Alt. Salisbury Steak/Bun</p>	<p>17</p> <p>McJHawk</p> <p>Pizza</p> <p>Fresh Broccoli/Ranch Dip</p> <p>Pineapple</p> <p>Cookie</p> <p>Alt. Sub Sandwich</p>																																																								
<p>20</p> <p>French Toast Sticks</p> <p>Steamed Brown Rice</p> <p>Sweet & Sour Chicken</p> <p>Fresh Broccoli</p> <p>Fresh Orange Half</p> <p>Alt. Pork Egg Roll</p>	<p>21</p> <p>Breakfast Egg Roll</p> <p>Waffle Sticks</p> <p>Ham Patty</p> <p>Yogurt</p> <p>Hash Brown</p> <p>Applesauce</p> <p>Alt. Egg Salad Sandwich</p>	<p>22</p> <p>Egg Wrap</p> <p>Tuna & Noodles</p> <p>Cheese Stick</p> <p>Peas</p> <p>Dinner Roll</p> <p>Mandarin Oranges</p> <p>Alt. Chicken Chimichanga</p>	<p>23</p> <p>Breakfast Hot Pocket</p> <p>Breaded Beef/Bun</p> <p>Potato Salad</p> <p>Mixed Vegetables</p> <p>Banana</p> <p>Alt. Pizza Patty/Bun</p>	<p>24</p> <p>Scrambled Eggs/Toast</p> <p>Fish/Bun</p> <p>Cottage Cheese</p> <p>Baked Beans</p> <p>Corn Chips</p> <p>Peaches</p> <p>Alt. Toasted Cheese</p>																																																								
<p>27</p> <p>Breakfast Bar</p> <p>Beef Stew</p> <p>Biscuit</p> <p>Carrot Sticks</p> <p>Mixed Fruit</p> <p>Alt. Fish Shapes</p>	<p>28</p> <p>Bagel Sandwich</p> <p>Hot Dog/Bun</p> <p>Macaroni & Cheese</p> <p>Green Beans</p> <p>Glazed Cherries</p> <p>Alt. Turkey Sandwich</p>	<p>29</p> <p>Breakfast Burrito</p> <p>Chicken Strips</p> <p>Mashed Potatoes/Gravy</p> <p>Peas</p> <p>Dinner Roll</p> <p>Peaches</p> <p>Alt. Pork Egg Roll</p>	<table border="1"> <thead> <tr> <th colspan="7">Mar 2012</th> </tr> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> </tbody> </table>		Mar 2012							M	T	W	T	F	S	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
Mar 2012																																																												
M	T	W	T	F	S	S																																																						
			1	2	3	4																																																						
5	6	7	8	9	10	11																																																						
12	13	14	15	16	17	18																																																						
19	20	21	22	23	24	25																																																						
26	27	28	29	30	31																																																							

"This institution is an equal opportunity provider."

Menu Subject to Change.

Board Bits

Nathan Marting, Superintendent

All board members were in attendance for the January 9th, 2012, regular school board meeting which included the following action and discussion.

Consent Items

- Minutes of Previous Meeting
- December Financial Statements
- January Expenditures and Claims

Reports

- Student Achievement Recognition
 - December Students of the Month- Brittany Weitzenkamp (9th), Heidi Anderson (10th), Bre Johnson and Amanda Kellogg (11th), Olivia Thoma (12th)

Staff Presentation

- None

Committee Updates

- None

Old Business

- The item of business of the high school classroom lighting/ceiling replacement project was **not taken up for action** to allow additional time for additional competitive quotes to be received.

New Business

- Board policy series 604 was reviewed and **approved** with the elimination of policy 604.9 Home School Assistance Program. This program is to be removed as the district does not operate a Home School Assistance Program.
- The item of business of proposals for Design Services for All Weather Track Project was **not taken up for action** to allow additional time for proposals to be reviewed. Johnny Boyd from ORIS PLC, one of the firms submitting a proposal, was present and shared information on his firms proposals. It was determined that the district needs to review the pros and cons of an elongated oval track as compared to an equi-distant oval track to ensure the best option is selected for the district.
- First **Reading** of Board Policy 704.6 Post Issuance Compliance Policy For Tax Exempt Obligations was held. This is a new mandatory policy for school districts who wish to reissue school bonds.
- The second reading of Board Policy 704.6 Post Issuance Compliance Policy For Tax Exempt Obligations was **waived** to allow for the policy to be approved at the next board meeting.
- The resolution fixing the date of sale on January 25th at 10 a.m. of approximately \$3,090,000 General Obligation School Refunding Bonds, electronic bidding procedures, and the Official Statement were **approved**. The district's Financial Rating from Standards and Poor was also shared at this time. Standards and Poor reviewed the district's current and historic finances and awarded the district a Financial Rating of A+ with a stable outlook. This high rating and stable outlook of the school's finances should allow the district to secure the lowest possible interest rate when reissuing the school bonds.
- A financial services agreement with Piper Jaffray in connection with the issuance of approximately \$3,090,000 General Obligation School Refunding Bonds was **approved**.
- Piper Jaffray was **approved** to provide Dissemination Agent Services for the district in connection with the issuance of approximately \$3,090,000 General Obligation School Refunding Bonds.

Resignations/Contracts/Appointments/Transfers/Terminations

- The resignation of Vicki Staebell as school nurse was **approved**, with the district thanking her for her 12 years of service.
- The transfer request of Heather Nolting to the middle school teaching position was **approved** pending the hiring of a suitable replacement.

Public Forum (10 minutes) and Correspondence

- Johnny Boyd, ORIS PLC, spoke earlier in the meeting in regards to proposals of design services for the all weather track project.

Administrative Reports

- Elementary/Rural- Mr. Pottebaum reported that he was just notified that the district's Prekindergarten program received a Quality 4 standard rating. This is a high rating reflecting the quality of curriculum, instruction, assessments, and qualifications of teachers.

- Middle School- Mrs. Loecher reported that the middle school participated in Operation Santa Claus donating over 150 stuffed animals. Additionally the middle school collected donated felt to make blankets to donate to the Salvation Army. Lastly, a former professor from UNI will be setting up a Holocaust exhibit during April 2nd-13th in connection with our middle school student Holocaust projects.
- High School- Mr. Chamberlin reported that the high school will be taking the Iowa Assessments, formerly known as the ITBS and ITED test. With the state's change in testing, Mr. Chamberlin will be working with the high school staff during the January 16th professional development day, on the changes in testing procedures.
- District- Mr. Marting discussed the recent education reform proposals from the Governor to the current legislative session. Mr. Marting also discussed that he and Mr. Pottebaum are closely monitoring enrollment in the elementary grades as the district has seen recent increases in enrollment. The district needs to continue to monitor closely and be prepared to consider the expansion of sections in some grade levels from three sections to four sections.

Board Learning Opportunities/Discussion Items

- None

Next Regular Board Meeting –7:00 PM Monday, February 13, 2012

Deadline for Board Agenda Items – Monday, February 6, 2012

Adjournment

**NEWS ON SCHOOL
CANCELLATIONS AND DELAYS**

In the event of weather-related school dismissals or cancellations, **please do not call the school offices or radio or TV stations.** This ties up the phone lines and prevents necessary calls regarding dismissals or cancellations from being made. For up-to-date information regarding school dismissals or cancellations, call the school information line, 827-1700 **line #7**, check the school website www.jesup.k12.ia.us, receive notification from Iowa School Alerts (sign up at <https://schoolalerts.iowa.gov>), or listen to local radio or TV stations. A list of radio and TV stations has been included below for your convenience.

KXEL—1540 (AM) KOKZ—105.7(FM)

KWLO—1330(AM) KFMW—108 (FM)

WMT—600(AM) 96.5(FM)

KOEL—950(AM) 92.3 (FM)

KGAN—(TV)2 KWWL—(TV)7 KCRG—(TV)9

Important Note: When school is cancelled, all scheduled activities are cancelled. When school begins late, all morning activities are cancelled.

**OPEN ENROLLMENT
NOTIFICATION**

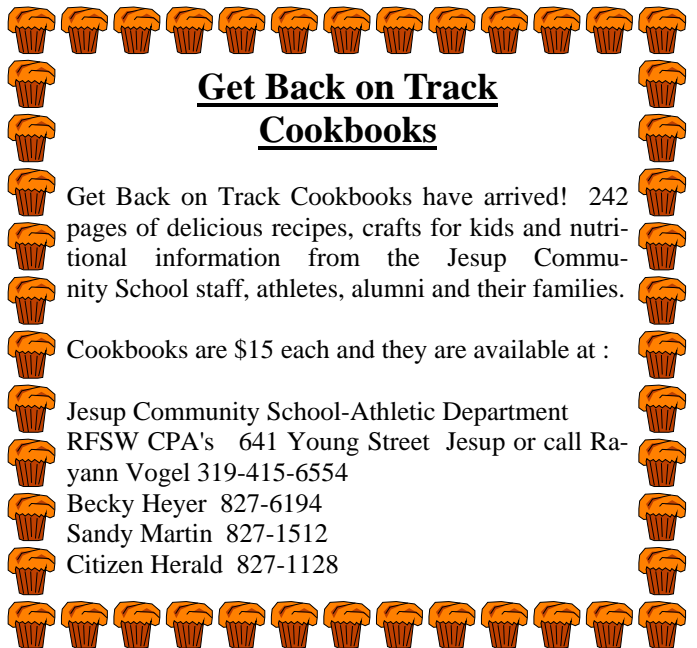
Parents/guardians considering the use of the open enrollment option to enroll their child/ren in another public school district in the state of Iowa should be aware of the following dates:

- **March 1, 2012** - Last date for regular open enrollment requests for the 2012-2013 school year.
- **September 1, 2012** - Last date for students entering kindergarten for the 2012-2013 school year.
- If the student meets the definition of good cause under Iowa Administrative Code, applications can be accepted **after March 1, 2011**, for the 2011-2012 school year.

In most cases, a high school student who open enrolls is ineligible for **varsity** athletic competition during the student's first 90 consecutive school days of enrollment in the receiving district. Some exceptions to this general rule of ineligibility may apply.

Transportation assistance for those who qualify is available only between contiguous districts and shall be deducted from the amount sent to the receiving district. This may be in the form of actual transportation or in the form of a cash stipend.

For further details, contact the school office at 827-1700, ext. 1401.



**Get Back on Track
Cookbooks**

Get Back on Track Cookbooks have arrived! 242 pages of delicious recipes, crafts for kids and nutritional information from the Jesup Community School staff, athletes, alumni and their families.

Cookbooks are \$15 each and they are available at :

Jesup Community School-Athletic Department
RFSW CPA's 641 Young Street Jesup or call RAYANN VOGEL 319-415-6554
Becky Heyer 827-6194
Sandy Martin 827-1512
Citizen Herald 827-1128

Developing Lifelong Learners

JESUP COMMUNITY SCHOOLS

Educating students since 1870

The *In Touch Dispatch* is a monthly newsletter for the parents and patrons of the Jesup Community School District. It includes articles written by faculty, administrators, and students as well as general announcements. Any questions, comments, or suggestions should be directed to the Superintendent of Schools:

Nathan Marting
Jesup Community Schools
531 Prospect Street
P.O. Box 287
Jesup, Iowa 50648-0287
(319) 827-1700, Ext. 1401
nmarting@jesup.k12.ia.us

It is the policy of the Jesup Community School District not to illegally discriminate on the basis of race, color, national origin, gender, 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:

Lisa Loecher
Jesup Middle School
531 Prospect Street
P.O. Box 287
Jesup, Iowa 50648-0287
(319) 827-1700, Ext. 1202
lloecher@jesup.k12.ia.us



Jesup Community Schools
531 Prospect Street
P.O. Box 287
Jesup, Iowa 50648-0287

Nonprofit Organization
U.S. POSTAGE
PAID
Jesup, IA
PERMIT NO. 4