

strong and healthy relationships

rigorous and relevant learning

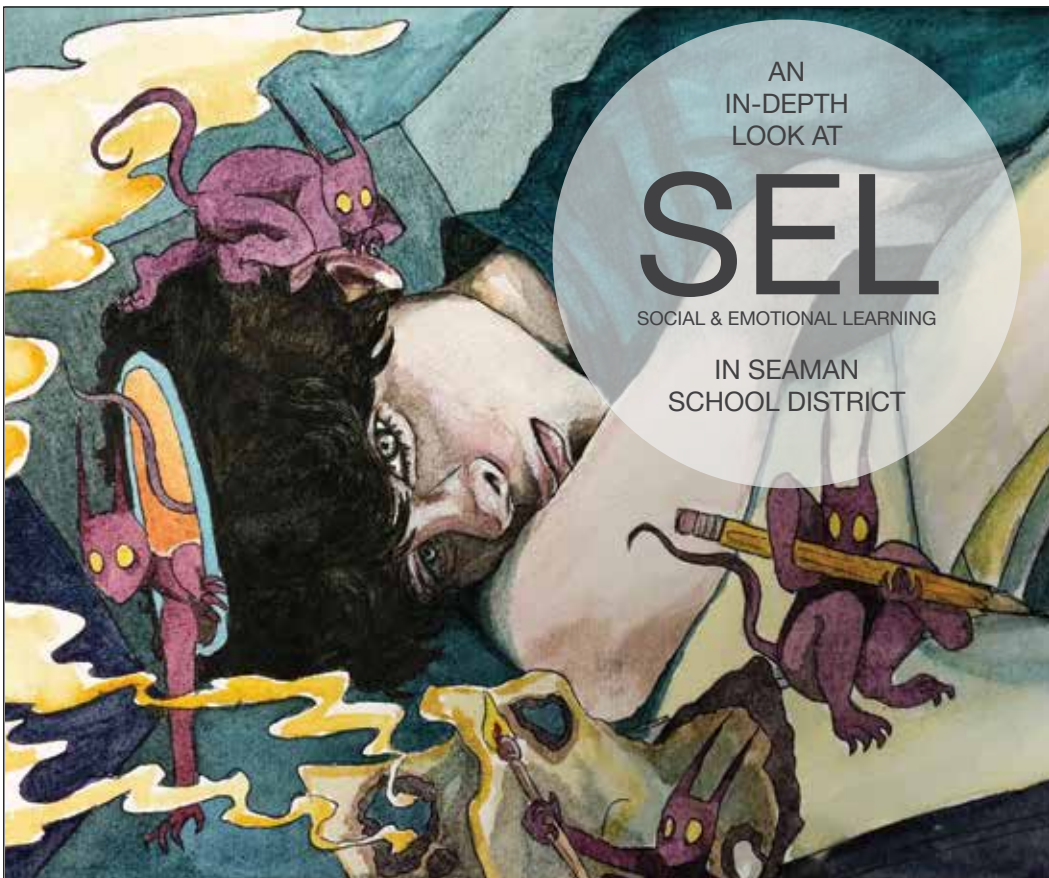
responsive and caring culture



THE OFFICIAL NEWSLETTER OF THE SEAMAN SCHOOL DISTRICT COMMUNICATOR

www.seamanschools.org | MARCH/APRIL 2019

relationships stress management
communication respect for others
impulse control conflict management
empathy emotional expression



"Inside My Head" watercolor by Seaman High School student Meredith Lewis

SOCIAL, EMOTIONAL, AND CHARACTER DEVELOPMENT SKILLS BUILD A FOUNDATION FOR SUCCESS AND PROMOTE:

PREPARED WORKFORCE

- o Strong Work Ethic
- o Initiative and Self-Management
- o Personal Responsibility
- o Flexibility and Adaptability
- o Organizational Skills
- o Ethical Behavior

SUCCESSFUL RELATIONSHIPS

- o Team Player Attitude
- o Verbal and Written Communication Skills
- o Interpersonal Skills
- o Parenting Skills

CIVIC RESPONSIBILITY

- o Leadership Skills
- o Commitment to Community Safety
- o Decrease in Social Problems & Criminal Behavior
- o Increase in Community Service and Volunteerism

DISTRICT SNAPSHOT

1 PRESCHOOL BUILDING	5 ELEMENTARY SCHOOLS	1 MIDDLE SCHOOL BUILDING	1 HIGH SCHOOL BUILDING	558 full-time employees	524 breakfasts served daily	509 HEALTH ROOM VISITS IN A DAY	35 Project-Based Learning Initiative Teachers
\$51.5 million annual budget	4,012 STUDENTS	63 BLENDED CLASSROOMS	62 EXTRA CURRICULAR Activities in High School	93.2% GRADUATION RATE	2,386 lunches served daily	27 Extra Curricular Activities in Middle School	222 DAILY BUS ROUTES



Frank Henderson, Jr.
USD 345 Board President

Did you know that in 2012, Kansas was the first state to adopt social-emotional character development standards (SECD)?

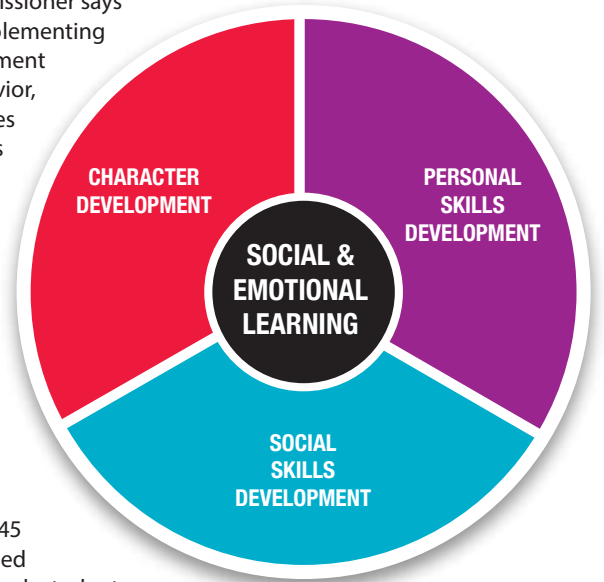
Since then, the SECD standards were revised in 2018 by the Kansas State Board of Education. They are designed to help keep children safe and successful while developing their academic, social-emotional learning (SEL) and post-secondary skills.

From the Kansas State Department of Education
The purpose of the SECD Standards is to provide schools a framework for integrating social-emotional growth (SEG) with character development so that students will learn, practice, and model essential personal life habits that contribute to academic, social-emotional and post-secondary success. It is about learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathetic and ethical individuals.

SEL is also addressed in the new student-focused "Kansas Can" vision from the Kansas State Department of Education (KSDE). In fact, one of the KSDE outcomes includes social-emotional growth measured locally. SEL is one of the many ways Kansas schools are

providing students with the knowledge and skills needed to become productive, self-sufficient adults who help us create a robust economy.

Brad Neuenswander, Deputy Commissioner says research has demonstrated that implementing social-emotional character development strategies increases pro-social behavior, reduces problem behaviors, increases social and emotional skills, improves attitudes about self and others, and increases academic success. Additionally, and in light of, parallel current initiatives such as school mental health, trauma-sensitive schools, bullying prevention, youth suicide prevention, child sexual abuse prevention and school safety, SECD is crucial to ensuring the success of each student.

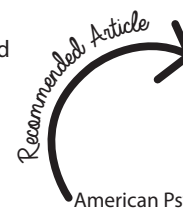


On September 10, 2018, your USD 345 Board of Education approved a revised strategic plan designed to prepare each student for lifelong success. One of the ways we're doing this, as stated in our new mission, is by building strong and healthy relationships. Goal three of our strategic plan states that we will provide quality, safe, and productive learning and working environments. While this goal most definitely addresses facilities and security measures, it also includes our focus on social-emotional learning (SEL).

Objective 3.1: Ensure district safety by teaching, cultivating, and enforcing positive behavior and healthy relationships

Objective 3.5: Strengthen mental, physical, and emotional health and wellness for all students and staff

As board president, I'm proud to say that we have supported SEL in our schools as long as I can remember. We know that our counselors, social workers, and school psychologists are crucial in providing student support and meeting students' individual needs inside and outside of the classroom. I'm so proud of our staff, students, and community for their commitment to the well-being of our students.



American Psychological Association Article
STRESS IN AMERICA: GENERATION Z

Core Principals

- Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing.
- Develop, implement, promote and model core ethical and performance principles.
- Create a caring community

Responsible Decision Making and Problem Solving

- Develop, implement, and model responsible decision making skills.
- Develop, implement, and model effective problem solving skills

Kansas Social, Emotional, and Character Development (SECD) Standards

Self-Awareness

- Understand and analyze thoughts, mindsets and emotions
- Identify and assess personal qualities and external supports

Self-Management

- Understand and practice strategies for managing thoughts and behaviors, such as resiliency
- Reflect on perspectives and emotional responses
- Set, monitor, adapt and evaluate goals to achieve in school and life

Social Awareness

- Recognize the thoughts, feelings and perspective of others
- Demonstrate awareness of cultural issues and a respect for human dignity and differences

Interpersonal Skills

- Demonstrate communication and social skills to interact effectively
- Develop and maintain positive relationships
- Demonstrate an ability to prevent, manage and resolve interpersonal conflicts



Dr. Steve Noble, Superintendent of Schools

We often talk about school safety with the physical components that are in place to keep our students safe. Yet, as we continue to treat the symptoms that slowly transform our schools into fortresses of safety, and our faculty into emergency responders and student protectors, we are missing the cause of the problem. It is deeper than building a stronger entrance, adding more drills, equipping staff with better equipment, etc. While I understand the need for these upgrades in order to make our kids and staff safer, we must also address the psychological needs of our students. We must personally connect more, have compassion for one another, be more tolerant of differences, more patient with perceived wrongdoings, and we must address the mental and emotional health challenges that seem to be increasing in our students and adults.

At Seaman School District, we have placed an emphasis on social and emotional learning by focusing on healthy relationships and student engagement. We are continually training our staff to be more aware of the needs of our kids and each other and we are empowering our students to see something, say something. Our students may be more “connected” than ever to each other and the world through social media, but we know that can mean quantity over quality relationships in this digital world and increased anxiety in teens. Our kids are living in a different world than 15 years ago, which is why we have to continually adapt in order to best meet the needs of our kids. ■ ■ ■



Seaman School District delivers social-emotional learning curriculum (SEL) to every student. SEL helps students actively participate in classroom activities, develop better friendships, maintain positive relationships with adults, support overall well-being, regulate stress, focus attention, manage negative emotions, and build persistence to complete difficult tasks.

What does that look like in Seaman Schools?

Elementary schools use an evidence based, SEL program that is shown to decrease problem behaviors; promotes school success; enhance self-regulation; and improve safety and supports. The curriculum is called Second Steps and is designed with age-appropriate learning. Each building designates a specific time they teach SEL lessons on a weekly basis. West Indianola Kindergarten Teacher Kelsie Shafer says they begin at 9:00 am and it’s a great way to start the day. “Our little people have big emotions;”

said Shafer. “These are really important lessons so they can learn to regulate and also describe what they’re feeling. We have puppets to help us act out scenarios similar to what a kindergartner might experience and it gives us time to talk those out so they know how to properly deal when they’re in those situations.”

Each lesson begins with a brain building activity, followed by a review of the previous lesson and then an introduction of a new lesson. The new lesson contains a story and discussion; a practice; and a wrap-up. “The lessons are quick and meaningful, which helps to keep those little bodies engaged,” said Shafer.

North Fairview Principal Kelli Finnegan said, “We are seeing more and more students coming to school with severe social-emotional challenges and counselors don’t have the therapeutic background to provide the support these students need. It can also be difficult to meet so many individual needs with the amount of support in each school. SEL curriculum helps provide examples and support to students on how to manage emotions, feel and show empathy, make good choices, and maintain positive relations to name a few.”

“SEL curriculum helps provide examples and support to students on how to manage emotions, feel and show empathy, make good choices, and maintain positive relations to name a few.”

Research also shows SEL benefits academic success, fewer behavioral problems, less emotional distress, and positive social behavior with peers and adults.

SEL lessons at the intermediate level follow the same format as the primary grades. Second Steps also includes a parent component which allows teachers to send home topics covered if they want to continue those conversations during family time. “It allows us to use our own experiences and some of the situations that are happening in our classrooms,” said Tina Gibson, fifth grade teacher at Logan Elementary.

Anti-Bullying

The elementary SEL also includes an anti-bullying piece which is taught by elementary school counselors. “The anti-bullying curriculum covers kindergarten through 6th grade,” said Kevin Wellington, Northern Hills counselor. “As a school counselor, I love the fact that we all have the same language. A kindergartner reporting bullying, is going to sound the same as a 5th grader reporting bullying and then I know it is bullying and not a conflict.” The curriculum gives students a clear definition of what bullying is, what it looks like and how we can prevent it. It also provides a bullying reporting form so everyone knows the steps taken.

Zones of Regulation

Elementary schools also supplement SEL curriculum with something more specific to cover self-regulation. “Self-regulation is the ability to manage your own emotions and to make good decisions,” said Logan Elementary Counselor Erin Corbin. “With so many kids coming in these days with trauma and different emotional difficulties, we really have a need for this explicit teaching.” Students learn colored zones that represent the energy in emotions. “We’ve started teaching this K-6, so they’re aware of their feelings, and we can teach the tools they need to calm down.” Some of our schools have created “wellness rooms” that give kids a place to go and name their feelings and a chance to regulate before they return to the classroom. Many classrooms now contain “calm-down” areas with this same purpose.

Digital Citizenship

Students also visit their libraries for digital citizenship lessons. North Fairview Librarian Kim Patton said “Kids aren’t sitting on the computer playing solitaire by themselves. They’re using Snapchat, they’re using

Instagram, they're using things that connect them with others." Digital citizenship curriculum teaches kids how to be safe in the digital world. "Students are learning that everything online is not safe and they need to know how to protect themselves."

Director of Elementary Education Rebecca Kramer explains the benefit in district-wide efforts. "Since we are a larger district, it's nice to all be talking the same language, so that when they do come together in middle and high school, we're all using the same vocabulary."

SEL at the Middle School

The middle school uses Connect with Kids for their SEL curriculum. "It really goes beyond the classroom, it talks about what we can do in the community as well," said Seaman Middle School Principal Annie Diederich. "We plan out lessons using a committee that includes principals, counselors, instructional coach, elective teachers, and core teachers. Each member brings a different lens to the group as we look through discipline and office referrals and basically, the issues that our students are facing."



Northern Hills Counselor Kevin Wellington introduces the Zones of Regulation to students

"The lessons are scripted out but what we like to do is take the discussion questions and tweak them to make them more relevant for our kids and our community."

Connect with Kids provides lessons on a variety of issues along with videos to help teachers cover difficult topics during their seminar time. "The lessons are scripted out but what we like to do is take the discussion questions and tweak them to make them more relevant for our kids and our community," said Seaman Middle School Counselor Chelcie Heitman.

"We believe it's working because we sometimes see a spike in office referrals after a particular lesson, so we know we struck a chord with our students. We feel like that's what social-emotional learning is all about, when they come to us and share a story, or ask for the help that they need," said Diederich.

USD 345 KCTC Results (Kansas Communities that Care)

This annual survey tracks teen (grades 6, 8, 10, 12) tendency towards delinquency/violence, commitment to school, substance abuse, bullying, etc. District staff use this data to track social-emotional needs affecting our school community and where prevention efforts need to occur. Below are the "at-risk" categories USD 345 views as major data points. The higher the percentage, the higher probability of failing academically and/or dropping out of school.

"At-Risk" Categories	2016-17	2017-18
character development	37.7%	42.4%
personal development	32.2%	33%
social development	38.8%	40.9%
school climate	36%	40%

SEL at the High School

During high school seminar, students are interacting with three curriculum pieces around SEL: social-emotional, digital citizenship, and individual plans of study. "We've looked at our local needs," said Director of Secondary Education Danira Fernandez-Flores. "We look at the learning needs of our students as they interact with technology, social media, the increased levels of anxiety, and other things that are going on with this new generation born after 1995." The high school takes all of this into account when they set a schedule of topics to cover throughout the year. "Because of the issues we've seen in the past, we decided to target cyberbullying, risky relationships online, and how social media can affect you in the future," said Seaman High School Counselor Steve Alexander. "The social-emotional curriculum we started last year is easy for our teachers to deliver. Each grade has a module to complete and they're all covering something different. The way the lessons are divided works really well for our setup. At the high school, seminar students stay with the same teacher their entire high school career, so by the time they're seniors, there's a good relationship and foundation with that group of kids and most importantly, between that teacher and each student. So senior year, students and teachers are able to cover some heavier topics that maybe sophomores aren't quite ready for."

SEL does not have to stop at school. Principal Finnegan says parents and adults can model appropriate behavior, be a good listener, nurture a child's self-esteem, have good/open communication with their child's school, seek the advice and the support of school counselors and social workers during student and/or family crisis.



Keith Griffin – 1 year, Cherie Sage – 3 years, Karl McNorton – 3 years, Kate Eckert (Daughter of Christie Appelhans – 5 years), James Adams – 9 years, Frank Henderson – 13 years, Fred Patton – 16 years;

We would like to thank these community leaders who volunteer countless hours to lead the future of our public schools.

Our board of education is comprised of seven individuals whose decisions impact the future of every child in our school and our greater school community. Very recently, our Seaman board of education was one of only three school boards in Kansas to receive the highest recognition from the Kansas Association of School Boards' "Leadership Academy" for their commitment to continuous student improvement.

They participate in training, read reports and research, and attend specialized professional development to stay on top of education issues and trends, all in preparation for the many decisions they are called upon to make.



Return to:
Seaman USD 345
901 NW Lyman Rd
Topeka, KS 66608
785-575-8600

Statement of Understanding and Acceptance for Non-resident Status

This form provides parents/guardians and students with the guidelines and policies for enrollment and attendance as a student in the Seaman School District under the designation of out of district students.

APPLICATION FOR TRANSFER

(Attendance of school outside student's residence boundary)

Applications must be submitted each school year. Applications are accepted between April 1 and July 31. You will be notified in writing of the decision.

Consideration criteria include: the student's grades, attendance, conduct and class size at the requested school. Students cannot have outstanding school fees or food service balances. Per the USD 345 Board of Education policy, transfer students may be admitted to the extent that staff, facilities, equipment and supplies are available.

NEW students entering grades 1-12
a copy of the student's most recent report card and attendance record must be attached to this application

Does this student have an IEP? If yes, a copy (new students only) must be attached to this application. (Circle One)

Yes No

Today's Date: _____

Application for school year: _____

Student's Name: _____

School Currently Attending: _____

Grade level for year requesting: _____

Parent/Guardian Name: _____

Day Phone #: _____

Residence Address: _____

Students entering grades K-6

Please list your 1st and 2nd choices for attendance centers.

1st choice: _____

2nd choice: _____

Students entering grades 7-12

Parents, are you willing to have your student participate in the USD 345 random drug testing program? (Circle One)

Yes No

Students, what extra curricular activities (i.e. band, choir, sports, clubs) do you plan on participating in?

Please state the specific reasons for your request:

In order to be considered for attendance as an out of district student, the following requirements must be met:

- _____ 1. Transportation to or from school for non-resident students will not be provided by the district, other than elementary students who attend a daycare at a regularly scheduled stop.
initial
- _____ 2. An approved and accepted, non-resident student, who violates the academic achievement (passing at least 5 classes or making significant progress toward objectives of an IEP), attendance (no absences beyond building/district policy, no unexcused absences and no truancy referrals), or conduct standards (absence of major disciplinary referrals or large accumulation of minor discipline referrals), under which they were approved will be denied further enrollment.
initial
- _____ 3. A parent or legal guardian of the student requesting enrollment in USD 345 as a non-resident student must sign this statement of understanding and acceptance of board policies, student handbook and administrative regulations pertaining thereto as a condition of enrollment.
initial
- _____ 4. Non-resident students are subject to changes in board policy, which affect their status as students attending a USD 345 school.
initial
- _____ 5. Non-resident secondary students shall participate in the district's random drug testing program.
initial
- _____ 6. Application as a non-resident student must be made each school year to the office of the superintendent after April 1 of the current year and by July 31 of the year of attendance.
initial
- _____ 7. Elementary students may request the attendance center in which they wish to enroll. Approval will be based on availability of space and current staffing, equipment requirements and/or any other relevant educational factors as determined by the superintendent.
initial
- _____ 8. Eligibility for extracurricular activities will be determined by current KSHSAA guidelines.
initial

I have read, understand, and accept the above statement. Any falsification of required documentation may result in immediate removal from the school district.

Parent/Guardian Signature

Parent/Guardian Email

FOR OFFICE USE ONLY

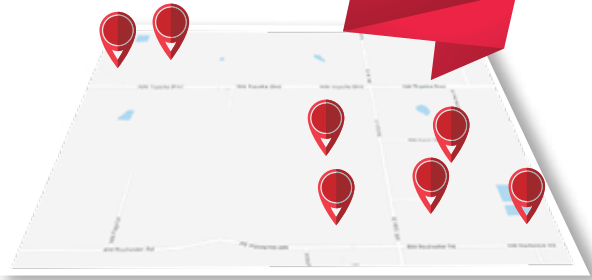
New Repeat

Outstanding Fees _____

Approved Denied

DISTRICT ADVERTISING

AVAILABLE CALL TODAY



GINA MENTZER
Advertising Coordinator

Tel: 785-221-0600
Fax: 785-575-8680
gmentzer@usd345.com

Advertising Packages

All proceeds from commercial advertising go to the schools to directly impact students.

- As an advertiser, you will have access to:
- Approximately 4,000 students in USD 345
- Approximately 800 District Employees
- Fans attending district games/events
- North Topeka traffic

www.seamanschools.org/advertising



SEAMAN HIGH SCHOOL COLLEGE- & CAREER-READY STUDENTS

COLLEGE & CAREER ADVOCATES

Advocates meet with students and match up their interest with future career choices.

INDIVIDUALIZED PLANS OF STUDY

Students develop plans of study, based on interest in Career Cruising, an online educational planning tool, for course and career planning. Students track interests, community service hours, work-experience, research post-secondary institutions and identify scholarships.

JOBS FOR AMERICA'S GRADUATES (JAG-K)

JAG-K is set up to provide students with opportunities for leadership, community service, career exploration and on-site job shadow experiences.

COLLEGE & CAREER PATHWAYS

25+ pathways link classrooms to college and careers. Our pathways are designed to develop technical skills and soft skills desirable for workplace and post-secondary success.

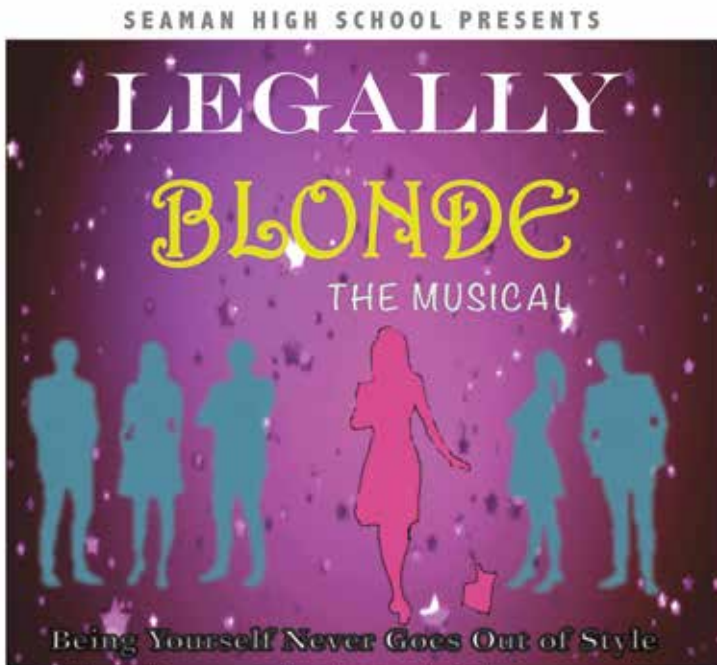
POST-SECONDARY COURSES

Our curricular program provides access to:

- Advanced Placement® courses for college credit
- Dual credit courses for both high school & college
- Online college/university/technical school courses
- Enrollment in a career program at Washburn Institute of Technology

STUDENT INTERNSHIP PROGRAM

Students are placed at a worksite to participate in and observe work firsthand within a given industry. An internship is an excellent way for a student to determine if the industry and the profession, is the best career option to follow, before investing time and money into training and education.



Tickets: \$8 Feb 28th - March 2nd 7:00 p.m.



Parents as Teachers.
Affiliate

WE HAVE OPENINGS

785-286-7103 | babyvikes@gmail.com
seamanschools.org/PAT

Parents as Teachers is a FREE home visitation program for any family who lives in the Seaman School District. We provide parents with information to help build their child's development from prenatal to age five. Our playroom is open for anyone every Tuesday morning from 9:00 am-11:00 am (come and go); no registration required! Come and play! Call or text 785-221-6416 for more info on this FREE program for families.

CALLING ALL FUTURE KINDERGARTENERS!



www.seamanschools.org/roundup

IT'S KINDERGARTEN ROUNDUP TIME

If you have a child who will be five years old on or before August 31, 2019 and you live in the Seaman School District, please sign up for Kindergarten Roundup!

Sign up for Kindergarten Roundup online or by calling your school.



Elmont Elementary School | 785-286-8450

April 25 @ 5:30 pm

www.seamanschools.org/ELroundup



Logan Elementary School | 785-575-8700

April 26 @ 9:30 am

www.seamanschools.org/LOroundup



North Fairview Elementary School | 785-286-8500

April 25 @ 6:00 pm or April 26 @ 9:30 am

www.seamanschools.org/NFroundup



Northern Hills Elementary School | 785-286-2992

April 26 @ 9:30 am

www.seamanschools.org/NHroundup



West Indianola Elementary School | 785-286-8550

April 26 @ 9:30 am

www.seamanschools.org/WIroundup

SEAMAN USD 345 ATTENDANCE BOUNDARIES



What will you need to bring?

- Birth Certificate
- Immunization Records
- Proof of Residency

Go online to check the boundary map or call 785-575-8600 to find your school.



Little vikes

2019-20 PRESCHOOL INFO

Fees: \$52.50 Annually (Free & Reduced Rates Available)

Location: Mathes Learning Center, 2032 N Kansas Ave

Transportation: State Pre-K and Early Childhood Special Education students (criteria below) will be bussed; community students will not be bussed (no transportation fee)

Universal Program: All classes will have the same makeup of Early Childhood Special Education students, State Pre-K students, and community students.

Early Childhood Special Education Preschool

Areas of child screening include: speech & language, fine & gross motor, vision & hearing, and cognitive skills. If results of the screening indicate potential delays in one or more areas of development, your child may be referred to a 4-6 week evaluation for services. Children must live in the Seaman School District, and they must be at least 3 years of age to be screened, but they cannot be old enough for kindergarten.

State Pre-K

Students must be three-years-old by August 31, 2019, live in the Seaman District (please bring proof of residency), and meet one of the following eligibility criteria:

1. Evaluated and has a developmental delay
2. Has a primary language other than English
3. Has a parent who lacks a high school diploma or GED
4. Has one parent age 19 or younger at birth
5. Lives in a single parent family
6. Has a referral from Kansas Department for Children & Families
7. Has parents who are migratory agricultural workers
8. Qualifies for free school lunch program

Community Students

Children who will be integrated with students from both preschool programs.

Schedule: 5 days/week (exception of 1st Friday of the month)

AM Class: 8:30 am – 11:30 am

PM Class: 12:45 pm – 3:45 pm

Screenings: First Friday of each month, screenings begin July 27 at Mathes Early Learning Center, must pre-register

Pre-Registration: All parents interested in preschool will need to pre-register online at www.seamanschools.org/preschool or by calling 785-286-7103.

2019-20 CALENDAR REVISION APPROVED

The board voted to approve a request to change spring break on **next year's** 2019-2020 calendar. The calendar committee proposed changing spring break to match Washburn Tech and Washburn University, March 9-March 13. This decision was driven by two considerations, 1.) our students who attend W-Tech; and 2.) surrounding districts are matching their spring breaks with these institutions.

Please take note of this change as you plan for next school year. www.seamanschools.org/calendar

The Seaman Communicator

Seaman Unified School District #345
Steve P. Noble, Ed.D, Superintendent
Seaman Education Center
901 NW Lyman Rd.
Topeka, KS 66608
785-575-8600
www.seamanschools.org

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NOW ACCEPTING TRANSFER REQUESTS

www.seamanschools.org/transfer
**Questions?
785-575-8600**

Applications must be submitted each school year for attendance of school outside a student's residence boundary.

Application Inside!



CALENDAR UPDATE
Seaman School District
WILL be in session on
Friday, April 19
and
Monday, April 22
due to the January 23
and February 7
snow day

The Seaman Communicator is published monthly during the school year by

Seaman USD 345
901 NW Lyman Rd.
Topeka, KS 66608
785-575-8600
www.seamanschools.org

 SeamanUSD345  @SeamanSchools

Notice of Non-Discrimination

Seaman USD 345 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Seaman USD 345 superintendent has been designated to handle inquiries regarding the nondiscrimination policies and he may be reached by contacting Steve Noble, Seaman Education Center, 901 NW Lyman Rd., Topeka, KS 66608 (785-575-8600).

Notice for a Drug Free Workplace

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in Seaman USD 345. Violators will be prosecuted.