



The WARREN PRIDE

April 2005

Volume X Issue IX

Accelerated Readers

It is time for the third Accelerated Reader Party of the year! Students have been very busy reading to achieve a new reading level since the last party. The parties have been very motivating! We had almost perfect attendance at the party on March 18. Please celebrate our great readers at the Primary Center!

Published monthly
eleven times per year
VISIT OUR WEBSITE:
www.se-warren.k12.ia.us

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Rising Reader I

Toby Thompson
Garrett Boord
Nathan Coffman
Dakota Cox
Kaci Ellenwood
Hanna Horsch
Presley Shumate
Dylan Spence
Tessa Christensen
Andrew Johnson
JC Northway
Allisa Quick
Christina Shepherd
Kelsey Wickett
Brendan Peterson
Amanda Williams
Cameron Minton

Rising Reader II

KyLene Lamb
Brandon Vance

Rising Reader III

Gabe Henderson
Joshua Mosher
Morgan Weeks

Super Reader I

Brian Jimenez
Katie Konrad
Kacey Konrad
Eryn Mitzelfelt
Waylon Balk
Garrett Butler
Christian Chapman
Ashlyn Dowell
Cameron Hertzler

Super Reader II

Hillary Gardner
Josh Klages
Haley Seuferer
Alli Wilson

Super Reader II

Sarah Nutting
Justus Sherman

Super Reader III

Alex Van Hove

Super Reader IV

Raelyn Meling
Kaylee Miller
Shiloh Williams

Super Reader VI

Alyssa Dittmer

Super Reader VII

Brandi Putz
Jake Hunnerdosse

Super Reader VIII

Sierra Dorsey
Megan Cleveland

Super Reader X

Amy Koenck

Advanced Reader I

Preston Carruthers

Submitted by the Second and Third Grade Teachers
Current as of March 9, 2005

From your **Junior/Senior High Principal...**
Terry Gladfelter

Test Score are Still Improving

I reported in the last issue of the Warren Pride that further test results would be reported. Reading has been the emphasis for this school year and the results have been impressive. The math scores are also showing improvement, but this is an area that we will have to look at more seriously for next year. The following results compare the same students from one grade to next.

Grade 6 to 7	-7.4%	decrease
Grade 7 to 8	8.4%	increase
Grade 8 to 9	4.7%	increase
Grade 9 to 10	1.2%	increase
Grade 10 to 11	-1.2%	decrease

The next results show from grade to grade. The students will be different in these results.

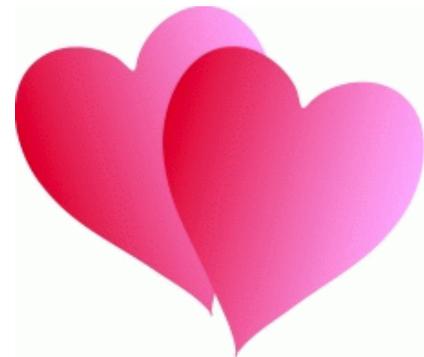
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2003-2004	66.0%	64.3%	70.2%	66.0%	88.4%
2004-2005	73.5%	74.4%	69.0%	71.4%	64.8%
Percentage	+7.5%	+10.1%	-1.2%	+5.4%	-23.6%

The most noticeable change is in Grade 11. Our math teachers have been looking at the math tests and the item analysis for the tests to see where our students are having problems. A proposal is going to be presented at the next Children First Forum for their input in a way to improve the math scores. I personally wish the math scores were a little stronger, but I am still celebrating the overall successes of our test scores for this year!

Pride of Iowa Academic Day

On Thursday, March 3, seven of our students competed in the Pride of Iowa Academic Day. The students were Emily Claghorn, Korie Downs, Matt Farley, Braden Gardner, Andrew Gladfelter, Nathan Myers, and Danielle Squier. This year's competition was in the areas of Language Arts, Social Studies, and Business. A general knowledge test was given first. Nathan Myers received 4th place in General Social Studies, Korie Down 2nd place in Government, Braden Gardner 2nd place in American History, and Andrew Gladfelter 2nd place in Literature. After the test, there was a quiz bowl of three rounds, and 60 questions in each round. The SEW students placed first in the evening competition against seven other teams that had twelve students per team. This is the first time we have ever won the quiz bowl competition. Our students all received medals and our team place 3rd overall for the entire competition. CONGRATULATIONS!

Sea of Love



Prom 2005
April 30th
Liberty Center Gym
Grand March 8:00 pm
Open to the public
Doors open at 7:00 pm
Dance 8:00 pm – 11:30 pm

From your **Intermediate Principal...**

Cindy Butler

Mr. Babcock, the elementary guidance counselor, provided opportunities for our students to think about their future plans. He had students take an attitude adjustment survey which had them think about their attitudes and how they are able to get along and work with other people, just like they would in a job. Next he had them interview five people about their jobs and report back to the class. The major event of this unit was an assembly with several people from the community sharing information about their careers. The community people were very informative and we thank them for sharing with our students. All adult participants emphasized the importance of an education in order to achieve career goals. Our students were attentive and asked many questions. We thank Mr. Babcock for organizing this worthwhile event, and encouraging our students to think about their future plans.

This spring the elementary staff members are examining sample copies of new reading materials. We intend to purchase a new program which incorporates research based teaching strategies with quality fiction and non-fiction reading materials. Several companies are sending examination copies. Parents and community members are invited to look over the sample copies. Stop in the office of either of the elementary buildings, and we will gladly share what we have available.

We are heading into the last nine weeks of school. The weather is nice, the days are becoming longer, and ball season is here. It is easy for kids to become so involved in spring activities that schoolwork begins to slide. Homework gets pushed to the back burner and those late night ballgames mean - no time.

What can students and parents do to prevent school grades from slipping during this time:

1. Make use of the assignment calendar. Students need to make sure all assignments and due dates are written down. Parents can look over the calendar and due dates, then help their child plan a time to complete assignments.
 2. Don't procrastinate. Bigger jobs are more manageable if you break them down into smaller tasks. Putting off a big task now will only cause panic and late nights later.
 3. Use time at school wisely. Many teachers offer time to complete assignments during class.
 4. Ask questions. Students should always make sure they understand the directions for assignments before taking them home. An assignment can be completed more efficiently if the directions are understood.
- Don't let spring fever bring an end to learning. Enjoy ball season, but plan to keep up with schoolwork.

Submitted by Cindy Butler, Intermediate Principal

KINDERGARTEN ROUNDUP

Below is a list of children that are eligible for kindergarten roundup for the year 2005-2006. If you know a child that will be five on or before September 15th, please call the primary school at (641)-942-6216.

Coleton Ademeit
Abigail Butler
Beau Coffman
Trinity Cox
Brandon Dittmer
Kindra Dittmer
Megan Donahue
Elsie Emmick
Cassandra Gentry
Caleb Goodhue
Cody Hammond
Alec Henderson
Keegan Jacobs
Kennedy Johns
Addyson Kimzey
Destiny Lawton
Maxwell Lerch
Bayleigh Lewis
Jennifer Mally
Grant Minton
Trey Newbury
Mason Noel
Payten Page
Maggie Peterson
Morgan Pierce
Hunter Riley
Ethan Scott
Wyatt Shannon
Kylie Sherwood
Christian Smith
Madelynn Sorenson
Brandon Thomas
Caleb Vandelunen
Neva Vogel
Dalton Weeks

From your **Primary Principal...**

Charlotte Weaklend

We all learn new material better when we are given the opportunity to reflect upon our learning. In order to help cement some of their new learning and to help students rehearse what they would say when their parents asked them after school what they had learned today, as well as to give parents a first hand look at what curriculum is being taught in the Primary building, we performed the following exercise on March 8, 2005. During opening assembly I asked the kindergarten through 3rd grade students to write down (or in the case of Kindergarten students to tell their teacher) at the end of the day anything new and interesting that they had learned on that particular day. They had all day to think of their responses. Here is what a few of them said:

Kindergartners - "I learned to zip my coat. . . I learned to add numbers. . . I learned how to write the letter Z. . . I read make-believe words. . . I sorted 'z' toys (toys that began with the letter 'z') . . . I learned that you never can tell what an animal may do."

First graders - "The state flag is cool. . . We used our imagination. . . We saw a panther, and it was funny. . . The state capitol is Des Moines. . . 'l', 'er', and 'ur' all say 'er'". . . I saw a cat. . . I learned a new game. . . We counted by tens starting at 13, 23, 33. . . The state flag is blue, white, and red."

Second graders - "I learned what 'awning' means. It means to cover something. . Mrs. Williams taught us the water cycle song . . . We made half sets with tiles. . . I learned about ground water . . . We divided shapes and books. . . We did even numbers. . . That if you divided ten by two, you get five. . . We sang the antonym song today. . . During the floods of '93 there was no water for a week, and they used sand bags to stop the water. . . Floods of '93 were the worst flood Iowa ever had. . . We learned minus seven math facts."

Third graders - "I learned that birds and fish are vertebrates. . . I learned how to do cursive Q and V. . . I learned that owls can see in the dark. . . Fish have back-bones and are cold blooded. . . I learned the 'pledge' in sign language. . . A starfish pushes its stomach out through its mouth. Then it wraps its stomach around a clam. . . I'm learning how to do multiplication. . . Birds have beaks and feathers. . . I learned that all birds fly, even penguins and ostriches. . . I learned that birds have hollow bones. . . We're learning division. . . I learned the biggest eagle is bigger than a great dane."

The annual elementary school carnival entitled "Come Play with the Backyard Animals" was held on the evening of March 4th at the Primary center. Many pk-6 students attended this event with their parents and obviously had a great time. A huge thanks to the PIE members and other parents and community members who donated food items and their time to organize and supervise this year's event, as well as the many corporate sponsors who donated raffle prizes. In addition, several high school groups pitched in, including the after prom committee and the ECP students. A special thank you to Randy Uttley for setting up and supervising the Milo Lyon's Club's jump house on our front lawn, and to the Lyons for allowing us the use of this fun inflatable ride. It's always a favorite. Every classroom hosted a different game this year, with the traditional cake walk in the media center. We have completed our third elementary book fair of the school year and are anticipating our fourth and final book fair the week of April 11th, our designated Book Week at the Primary building. Our first book fair was held the week of Open House in August. The second and third were held the week of the fall and the spring parent-teacher conferences.

Attendance at the spring parent-teacher conferences was very good at our level, as usual, with an overall attendance rate of 93%. This represents only a 2% decline from our Fall Conference attendance of 95%.

We are looking forward to meeting with the parents of students who will be five by September 15, 2005, at our 05-06 Kindergarten Parent Night on April 7th at 7:00 p.m. in the Primary foyer area near the front offices. If you have a child or know of a child who qualifies for kindergarten in the 05-06 school year, please call the school at 942-6216 so that the proper notification information may be sent out. Thanks!

Map Testing

In September, all students in grades 3 to 10 participated in a computerized district wide assessment called Measures of Academic Progress (MAP). These tests measured each child's academic skill in the areas of mathematics, science, reading, and language usage. From April 25 to May 6th we will administer the spring version of the MAP tests.

NWEA, the developer of the assessment has produced a resource guide for parents, part of which is reproduced here.

Frequently Asked Questions

What is MAP?

MAP— NWEA's computerized adaptive tests are called Measure of Academic Progress, or MAP. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

How long does it take to complete a test?

Although the tests are not timed, it usually takes students about one hour to complete each test.

Do all students in the same grade take the same test?

No. NWEA assessments are designed to target a student's academic performance in math, language usage, and reading. These tests are tailored to an individual's current achievement level. This gives each student a fair opportunity to show what he or she knows and can do. The computer adjusts the difficulty of the questions so that each student takes a unique test.

What are NWEA assessments used for?

NWEA assessments are used to measure your student's progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart. It shows how much he or she has grown from one year to the next. NWEA assessments do the same sort of thing, except they measure your student's growth in reading, language usage, and math skills. The scale used to measure your child's progress is called the RIT scale (Rasch unit). The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your student's academic growth from year to year.

How do teachers use the test scores?

NWEA tests are important to teachers because they keep track of progress and growth in basic skills. They let teachers know where a student's strengths are and if help is needed in any specific areas. Teachers use this information to help them guide instruction in the classroom.

What can parents do to help their students prepare for testing?

- Meet with your child's teacher as often as needed to discuss his or her progress. Ask the teacher to suggest activities for you and your child to do at home to help prepare for tests and improve your child's understanding of schoolwork. Parents and teachers working together benefits students.
- Provide a quiet, comfortable place for studying at home.
- Make sure that your child is well rested on school days and especially the day of a test. Children who are tired are less able to pay attention in class or to handle the demands of a test.
- Give your child a well-rounded diet. A healthy body leads to a healthy, active mind.
- Provide books and magazines for your child to read at home. By reading new materials, a child learns new words that might appear on a test. Ask your child's school about a suggested outside reading list or get suggestions from the public library.

Please contact your building principal if you have additional questions related to MAP testing.

Clubs and G

Fine Arts Boosters

The Fine Arts Boosters would like to thank all the community members that attended Fine Arts Night. We had many great performances by our students.

They worked very hard and were proud to show you their talents.

A big thank you to Ms. Huyette for organizing the show, and thanks to Mr. Vander Linden and Mrs. Young for getting kids prepared.

The fine arts are a big part of our school, and it is great when we get to showcase the talent of our students.

Thank you to the parents. Without your encouragement, these students wouldn't shine like they do.

The next fine arts meeting is Wednesday, April 13. We would love to see some new faces. We will elect new officers in May and are in need of new members. The meetings are once a month for one hour. We know everyone has extremely busy schedules, but could you spare one hour a month? It's for the kids!

submitted by Donna Clay

Fundraiser

The Belmont Badgers 4-H Club will be having a car wash on Sat. April 23rd at the Indianola Wal-mart from 9:00 am – 4:00 pm. The proceeds will go to Relay for Life. Come help support this important fundraiser.



Blood Drive
Friday, April 1st
8-12 noon
Call: 641-466-
3331 to make an
appointment

ELP Project

Parents,

We have been doing activities to raise money for the tsunami victims including cookie grams and game night. So far we have collected \$328.00 and our goal is \$500, but we're on our way. We are sending the money to the American Red Cross. We are planning another event to reach our goal. We appreciate your help so far.

Sincerely,
Fourth Grade ELP Students
Aaron Coffman, Madison Hall,
Zach Hart, Blu Jackson, Carrie
Neer, and Amy Williams

Southeast Warren Athletic Boosters Membership Drive

The White Club - \$15.00

The Green Club - \$25.00

The Warhawk Club - \$50.00

The Soar High Club - \$100.00 - up

Sponsors will be listed on the fall and winter sports programs

Please support Warhawk Athletics

Remit bottom portion with check

**Name of
Sponsor(s)** _____

Make check payable to SE Warren Athletic Boosters

Mail to:

Karen Stanley

PO Box 124

Lacona, IA 50139

What's Hot: Spring Fashion

By: Victoria Taggart

Winter is almost to an end, and it's time to start hitting the malls! So pack up your winter clothes and sweatshirts and bring out t-shirts and capris.

There is a little color twist in the spring fashion this year; of course pastels are still going to be in, but lemon yellows will be hot and also light shades of green for your eyes. "Eye make-up is going to be very light, maybe just a splash of silver and gold," said a Merle Hay Clinique representative. For lips, one word: metallic. Looks like there's no limit to the shine on your lips this spring!

It's not just the make-up that people are waiting for. "I'm so excited to wear flip-flops! My feet have turned purple when I've worn them in the snow," says Sara Uttley. And for those flip-flop toenails, coral pinks are a great look!

Not everyone is into the spring make-up; spring is also about the clothes. "Definitely mint green," said Mr. Walter who is excited to show off his new tan. As for women's accessories, large handbags are a must and, to keep that bright spring sun out of your eyes, so are big '70's sunglasses (the bigger the frame the cooler). Another change in spring fashion this year: short shorts are out! "Bermuda shorts" or shorts that go to the knee with a Hawaiian print are what it's all about at Von Maur.

Some are thrilled with the new spring clothing line but not everyone. "I'm just excited to wear nothing but a t-shirt, a pair of shades and socks," said Dillon Dykstra.

The clothes and make-up for spring sound fun and wild but, in truth, I think most of us are just looking forward to the nice spring weather!

Out on Video: Spiderman 2

by Mike Cox, SEW Gr. 12

While it's already out on video, I feel those who haven't had the chance to see Spiderman 2 really should. Most sequels by definition alone are inferior films, but Spiderman 2 is as good if not better than the first.

The Spiderman movies are loosely based on the comic book character Peter Parker, created by Marvel Comic's entrepreneur Stan Lee. While the movies aren't fully accurate to the original comic storyline, the movies are still very well-written and directed. At the end of the first movie, Spiderman had killed his best friend's father and, while he remained friends with him, his friend swore revenge against Spiderman. The movie deals with both Peter's personal life and the hardships he faces as the city's hero.

The second Spiderman movie starts off shortly after the first and Peter Parker is learning to manage his two lives. On the one hand, he has two jobs and rent to pay, but on the other hand he's compelled to do everything he can to save those in danger. Peter's uncle always told him, "With great power comes great responsibility" and, because of this, Peter spends his life using his powers to do the right thing.

I won't say too much about the second movie because the ending would be spoiled – but the focus of it is how Peter manages his day-to-day life. At one point he gives up being Spiderman. He eventually decides what's important in his life and gets what he wants... until the third movie.

I would rate this movie an 8.5 out of 10.



Prom: Are You Ready?

by Sara Uttley, SEW Gr. 11



Prom is just around the corner, so it's time for students to begin planning their attire and finding their dates. This year's prom theme is "Under the Sea." I asked some seniors and juniors about their prom plans.

Senior Mallory Schaeffer had this to say when asked about her prom dress, "Well.. Ummm Jeepers! I have looked but I'm not a big dress person, you know, but it's definitely not going to be a lot of money."

Chad Hart said, "It's going to be a tux, probably \$100...and not a black and white one."

Junior Ashley Koenck said, "I won't be spending a lot of money because it's our junior year and it's only for one night." She also has no idea where she'll be getting her dress, but she is almost always looking for a discount.

As you can see, money will be a key priority when it comes to picking an outfit.

Why all the worry about tuxes and dresses? Besides the normal "going to a dance" reasons, Southeast Warren's prom features a Grand March with all the friends filling the bleachers. The Grand March has not always been at Southeast Warren. Parents suggested the idea in the spring of '97. Parent Connie Neer said, "It's neat to see the kids set up because you don't usually see them like that."



And then there's transportation. So how do students get to prom? It varies, but some like to arrive in a rented limo. If that's in your plan, though, expect to pay for it because a typical 4- to 6-passenger limo is priced at \$481.25 for one night. Wayland Roush said, "We rented one last year and I liked it, but I wouldn't spend the money again."

For far less money, couples and groups might choose to go out to eat. Some restaurants to consider when "Dressed to the 9's" are Johnny's Italian Steakhouse, Mondo's, The Waterfront, Ohana's, and Mezzodi's. These restaurants typically run in the price range of \$40-50 per couple. Make your reservations right away!

There you've got it, the outlook for prom 2005. So get ready because it's closer than you think!

How healthy are you?

By: Britney Graham, SEW Gr. 10 and Caitlin Crow, SEW Gr. 11

Many of us think that five hours of sleep and a Mountain Dew for breakfast is good enough, but is it?

“Most teens are unaware of how their erratic sleeping habits and bad eating habits are really affecting their lives,” states Dr. Stephen Ash of Iowa Orthopedics. After doing some research, we found out how important getting enough sleep and eating a nutritious breakfast really are.

We polled some students and faculty members and were shocked by their unhealthy lifestyles.

		Average number of hours of sleep per night.	Average number of days they eat breakfast per week.	Snacking habits: Apple VS. Candy Bar.	Average Number of times they eat out per week.
Faculty	10:30 p.m.	6 hours	7	Apple	2
Seniors	10:30p.m.	7 hours	5	Apple	3
Juniors	11:30 p.m.	6 hours	4	Candy bar	4
Sophomores	11:00 p.m.	6 hours	3	Apple	2
Freshmen	10:00 p.m.	8 hours	3	Candy bar	1

Average Bedtime

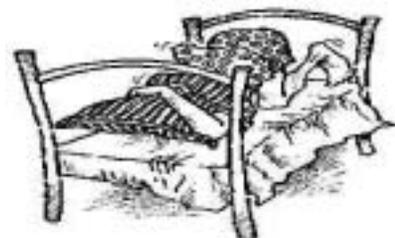
How much sleep do you need? This is a question that many people do not give it too much thought. Doctors recommend that teenagers can see in the chart above, many of the people we polled did not get enough sleep. Try to use your class time wisely so you will not have homework to do at night and shut off the TV! If you are lip-synching the words to an episode of “Will and Grace”, you probably don’t need to stay up and watch it.

Why do people wonder about, but nobody really averages 8-10 hours of sleep per night. As you can see in the chart above, many of the people we polled did not get enough sleep. Some tips for increasing your sleep:

Are you eating right? Your health is the most valuable thing you have. Breakfast is the first meal of the day and the most important. Breakfast provides your body with energy and gets your brain working, too. Some good things to eat for breakfast are: cereal, toast, eggs, yogurt, fruit, and milk. However, though we should eat breakfast, a doughnut would be worse than not eating at all. Why? Because not only is a doughnut loaded with a lot of unhealthy fat, it contains so much sugar that it will only keep you going for forty minutes, tops. Then your blood sugar will crash and you’ll feel worse than if you’d never eaten the sugary food in the first place!

Snacking is something we all do. We snack because our body needs fuel between meals. Popcorn, cheese and crackers, yogurt, fruit, and raw veggies are all good snacks to keep you going. You should stop snack three hours before you go to sleep.

Therefore the next time you start thinking about eating healthy, you should eat things that are good for you. And when you start asking questions like, “AM I sleeping enough?”, you should try to get at least 8 hours per night.



10 PROM TIPS FOR GUYS

by Eric Falk, SEW Gr. 10

1. Don't chicken out of asking someone. More than likely she will be expecting to be asked, rather than doing the asking herself. So face your fear and do it.
2. Try to set a budget before the date. Know how much money you have left after you get your tux and how you plan to spend it, and then you'll be able to avoid having to bum cash off your date.
3. If you plan on taking your car, make sure you clean it. This means inside and out! Vacuum the seats and floors, clean the dashboard, and get a nice air freshener. (Don't get the cheap bad smelling ones either!)
4. Clean yourself up. I know it goes against your beliefs but make sure you get a haircut, trim your nails, bathe, and brush your teeth. Don't forget to use mouthwash. Show your date that you know how to use a bar of soap and, in fact, the two of you are well-acquainted.
5. Invest in breath mints, because nothing ruins a date like bad breath! And for Pete's sake, don't pick your teeth at the dinner table!
6. Take the time to find out what your date is wearing so that you can pick a tux to match her dress. If you have no fashion sense, then ask her or her friends what color would match.
7. Always have a backup plan. Things can change. You could show up at the restaurant and have to wait an hour. Do you have another place in mind? If you know what to do, she'll feel taken care of and special.
8. Try to make plans with other couples. Not only does it lower costs, but it also allows for less awkward conversation and relieves the tension
9. **DON'T FORGET TO GET HER A CORSAGE!** The biggest mistake you could make would be to forget. Choose 3-4 flowers, no more and no less. Don't be a penny-pincher any more than you have to. Ask her whether she would prefer a wrist or a pin-on corsage. If you want it to be a surprise though, stick with a wrist.
10. Make her feel like the goddess she really is. This means going all out: flowers, manners, picking up the tab (unless you can't afford to), opening doors, and any other gentleman-like thing you can think of. Make her feel like the world revolves around her, and when you finally get to the prom, suck it up and dance with the girl. This means slow songs and fast songs. Don't worry, you'll survive.

10 PROM TIPS FOR GIRLS

by Eric Falk, SEW Gr. 10

1. Make sure that the first person your date sees when he comes to pick you up is YOU, because nothing freaks a guy out like meeting the folks at the door by himself.
2. Watch the amount of perfume and hairspray you use. Too much could leave everyone around you gasping for air.
3. Make sure that you get your date a boutonniere. A simple rose bud will do. Put it on your date when he gives you your corsage.
4. Don't forget to give your date compliments. Guys like to be flattered as much as girls do. You know you're doing it right when he blushes.
5. Even if your date is paying for the night, you should still carry some cash with you. You can earn points with your date by tipping the waiter, valet, or driver. He may not accept your offer, but he will be impressed.
6. Don't primp in public. Reapply makeup in the bathroom only. The only exception to this rule is lipstick, because guys love to watch when you put lipstick on.
7. Don't ditch your date to hang out with your friends. You made a commitment, so you're in it for the long haul - a whole night! (Hint: it's still okay to hang out with your friends, just bring your date with you!)
8. Date afraid to dance? Start him off slow, literally. Any love song or ballad will do. After all, anyone can shuffle back and forth. Then when the music speeds up, just don't let him out of your grasp.
9. What do you do if someone else pops the "Hey, you wanna dance?" question: go ahead and dance, but return to your date afterwards. And note: the first and last dance are reserved for your date.
10. As the end of the date approaches, remember no matter how your dress looks, how bad your feet hurt, whether you become prom queen or just danced the away, to leave a lasting impression, make sure you have breath mints. (For your own sake, bring enough to share!)

Breakfast & Lunch Menu

April 2005

Monday	Tuesday	Wednesday	Thursday	Friday
				Sausage gravy/biscuit
				BBQ Rib/bun French fries Fruit 1
Pastry	Pancakes	Eggs/Toast	French toast	Pizza
Fish sticks Cheese potatoes Fruit Bread & butter 4	Nachos Fruit Peanut butter sand. Brownie 5	BBQ beef/bun Mixed veg. Fruit Pudding 6	Cooks Choice 7	Corn dog Cole slaw Fruit Cookie 8
Pastry	Waffles	Eggs/Toast	Muffins	Sausage gravy/biscuit
Chicken & noodles Mashed potatoes Fruit Bread & butter 11	Pork patty/bun Fresh veg. Fruit Cookie 12	Crispito Cooked brocc/caulif. Fruit Peanut butter sand. 13	1:15 Dismissal Cooks Choice 14	Hamburger, bun Wedges Fruit 15
Pastry	Pancakes	Eggs/toast	French toast	Pizza
Taco Lettuce & cheese Cooked carrots Fruit Bread & butter 18	Hot dog/bun Chips Fresh veg./dip Fruit 19	Salisbury steak Mashed potatoes Fruit Hot roll 20	Pizza Corn Pears Ice cream <i>Submitted by Miss Marsh's Kindergarten class</i> 21	Sloppy Joe/bun Lettuce salad Fruit Cookie 22
Pastry	Waffles	Eggs/Toast	Muffins	Sausage gravy/biscuit
Eggs Hash browns Organe juice Toast 25	Goulash Peas Fruit Cheese bread 26	Cook's choice 27	Chicken nuggets Potatoe rounds Fruit Bread & butter 28	Burrito Green beans Fruit Cookie 29

LUNCH PRICES

	<u>K-6</u>	<u>7-12</u>	<u>Reduced</u>	<u>Adult</u>
Single	\$ 1.50	\$ 1.60	\$.40	\$2.50
Weekly	\$ 7.50	\$ 8.00	\$2.00	
Monthly	\$30.00	\$32.00	\$8.00	

BREAKFAST PRICES

	<u>Regular</u>	<u>Reduced</u>	<u>Adult</u>
Single	\$ 1.00	\$.30	\$1.25
Weekly	\$ 5.00	\$1.50	
Monthly	\$20.00	\$6.00	

- All breakfasts served with juice and milk
- All lunches served with milk
- Menus are subject to change
- All money deposited in your family account may be used for lunch and breakfast at any building.

These prices are guidelines. You may deposit any amount into your family account.

**Southeast Warren Board of Education
Regular Board Meeting
February 14, 2005**

The Southeast Warren Board of Education met in regular session February 14, 2005, in the technology center of the Junior/Senior High School building. Board President Ron Miller called the meeting to order at 7:05 p.m. The following board members were present: Chris Wadle, Jennifer Birchette, Chris Hardy and John Burrell. Superintendent Harold Hulleman, Secondary Principal Terry Gladfelter, Primary Principal Charlotte Weaklend, Intermediate Principal Cindy Butler and Board Secretary Julie Wilson were also in attendance, along with members of the community. AGENDA: Motion by Chris Hardy, seconded by John Burrell to approve the revised agenda. Ayes: 5. RECOGNITION: Dr. Hulleman presented a certificate of appreciation from the Bureau of Children, Family and Community Services to Julie Wilson for submission of an errorless 2003-04 Web Special Education Supplement to the Certified Annual Report. Approximately 51% of Iowa districts submitted a 2003-04 Web Special Education Supplement that did not require any corrections or revisions. REPORTS: Transportation report submitted by Joel Mosher: We had a total of 32 extra trips for the month. We only had one bus get stuck on the ice that had to be towed out. Primary Principal's report submitted by Charlotte Weaklend: Last week I was fortunate enough to attend a training for building principals about a very popular instructional supervision strategy called the 3 minute walk-thru. This strategy involves frequent informal visits by the principal to the classrooms where student engagement, curricular objectives being taught, teaching strategies in use, use of materials to enhance the curriculum, and any safety issues are monitored and noted. Possible themes for later discussion between the principal and the teacher are also noted for future reference. That discussion is intended to be a springboard for teacher reflection about his or her practice as a teacher. In some cases, the principal might be able to teach an individual teacher a new strategy that he/she was not aware of that will enhance learning in the classroom or discover the need for a whole building inservice. I have conducted informal visits to the elementary classrooms for several years now where I have often written a note to the teacher complementing them on positive things I have seen happening in the classroom and have remarked before about how many really good teaching strategies our

teachers are using. I have encouraged the teachers to visit one another's classrooms during their planning times or to plan a visit to a colleague's classroom while I would cover their classroom. I found this to be a great learning activity myself as a teacher. Most recently I have established a "wanted poster" themed bulletin board in the teachers' workroom of my building where I briefly describe the reading strategies that I have noted on a recent walk-thru of the building. The caption of the display says, "Wanted – teachers who demonstrate good reading comprehension strategies! Do you see yourself?" Examples of those listed strategies include:

- Frequent stops for multi-level questioning
- Word search activity to build vocabulary
- Read again for added comprehension
- Scaffolding questions to break down concepts
- Speaking skill reinforcement with group "good morning, (student's name)" activity
- Discussion with a peer about how to motivate a student who is not putting forth his best effort
- Allowing young children to free draw as a preamble to formal writing and reading
- Modeling fluent reading skills
- A mystery word exercise to introduce vocabulary
- Providing scaffolding (support) for small group of students during silent reading time
- Teacher stops read-aloud to draw parallel between characters of current and previous stories
- C l a s s discussion of story elements using graphic organizer to record student responses
- Using a word hunt activity of key vocabulary words in a story
- Using a prerecorded story read-aloud to introduce the next story – followed by discussion of characters, theme and key vocabulary of story

These strategies are a snapshot for what was happening in our building during our designated reading time on just one morning. A compilation of several of these snapshots really gives a pretty good picture of how reading is taught in the primary grades at Southeast Warren. Intermediate Principal's report submitted by Cindy Butler: We continue to study research based reading strategies during our inservices. Teachers are meeting in study teams and sharing information on strategies tried. Teachers are demonstrating strategies during the inservice or during building meetings. We really appreciate those teachers willing to take a risk and demonstrate before their peers. We all learn from each other when we share. The Leadership Team (one teacher from each building and the principals) met on February 2nd to review team logs and implementation logs. We

also reviewed the available ITBS test scores to determine if we are on track to meet our CSIP goals. Fourth grade students are participating in groups offering specialized reading instruction based on the need indicated by data. Members of the AEA staff, teachers and I looked at the ITBS scores and other data to rearrange groups. We plan for these groups to be flexible so that students can be moved around as they show need. The E2T2 math teachers and administrators continue to meet two times a month. For second semester teachers were given an option to continue studying research or to design and carry out an action research project. All the teachers have elected to complete an action research project. After examining the data, Mr. Jones chose to conduct his research on data analysis and graphing. Mrs. Ripperger chose to concentrate on multiple-step problem solving. Mr. Dicks is still looking at data but is considering a project on algebraic principles. Next week a team of teachers will meet with a reading consultant from the AEA as we begin to consider the adoption of new reading materials. The current reading materials were adopted approximately eight years ago. Older reading series did not have the benefit of the research that has taken place over the last few years. Many publishers have incorporated research-based strategies into their new reading materials. Legislative report submitted by Chris Wadle: SF 36 Allowable Growth sets the 2006-07 allowable growth rate at 4 percent, raising the per public cost by \$197 compared to 2005-06, for a state cost per pupil of \$5,128. Allowable growth is done, but tell legislators schools still need help. The House passed SF 36 on Monday, January 24 and only needs the governor's signature to be final. During the debate, an amendment for 6% allowable growth was proposed and defeated on party lines. Thank your legislators for determining allowable growth this early in the session and retaining the process of setting allowable growth in advance of the budget year. However, schools still need help. Ask your legislator's to commit to additional teacher quality resources and more than double the teacher quality appropriation. Convey the importance of including funding for the 2 additional days of professional development mandated for the 2005-06 school year. Also remind them that continuing the \$30 million in the class size reading initiative is crucial. This is extremely important to SEW in light of the January 30, 2005, Opinion article. Warren County Conference Board – John Burrell related that he had received a letter from Dave Ellis, Warren County Assessor, with the

proposed FY 06 budget. Children First Forum – Ron Miller related that the Children First Forum meeting held on January 31st was very well attended. The committee discussed the junior high athletic schedule, reading comprehension test results, the 2005-2006 school calendar and the ELP program. Athletic Boosters – Andy Schurman related to the Board that the dirt work and tiling on the football field is now complete. The football field previously had a fall of 9 feet from north to south; the field now has a fall of 3 feet with a 1-foot crown in the center of the field. The Athletic Boosters are getting prices for a sprinkler system and fence for the field. The fence bids will be brought to the Board at next month's meeting. Fine Arts Boosters – Jennifer Birchette related that the Fine Arts Talent Night held on February 12th was very successful. There was a nice crowd and a variety of entertainment. CONSENT AGENDA: The following items were on the consent agenda: January 10, 2005, regular meeting minutes Financial reports Motion by Jennifer Birchette, seconded by Chris Wadle to approve the items on the consent agenda. Ayes: 5. SUPERINTENDENT'S REPORT: Dr. Hulleman reported on the following items: Next year's health insurance rates will increase just slightly more than 9%. Firm rates will be sent to the District in the near future. IASB is holding an ABLE Course entitled "Build Your Community Relations, Teamwork and Board Meeting Skills" over the ICN on February 16th and February 22nd. If any board member is interested in attending, contact Julie Wilson to register. IASB recently mailed an issued of Compass to all board members covering the topic of high school reform. An updated board calendar was included in board packets. ADMINISTRATOR STIPENDS: A summary of the additional duties that the principals and business manager have as a result of having no curriculum director and a part time superintendent was submitted to the Board for review. Dr. Hulleman recommended approving the stipends for the second half of the year. Motion by John Burrell, seconded by Chris Hardy to approve the administrator stipends for the second half of the year. Ayes: 5. John Burrell requested occasional updates on curriculum issues. FIVE-YEAR PLAN: A proposed five-year plan for facilities, transportation, and technology was presented to the Board. The proposed plan would use virtually every dollar generated from the one-cent sales tax and PPEL levy. The first year provides for roof repairs and the second year provides for

parking lots, the top two priorities of the Board. The plan will be presented again in the spring along with a long-range plan for curriculum needs. STUDENT ACHIEVEMENT SCORES: Terry Gladfelter presented the reading achievement scores for the past three years for grades 3 through 11. The number of students proficient (scoring at the 41st percentile or higher) ranged from 66.7% up to 92.1%. Data was also presented showing the percentage of change in reading proficiency for the same groups of students from 2002-03 to 2003-04 and 2003-04 to 2004-05. The change in reading proficiency from 2003-04 to 2004-05 ranged from +1.3% to +32.7%. The results show an excellent increase in reading proficiency. The Board took a recess at 7:55 p.m. and reconvened at 8:28 p.m. MAINTENANCE AGREEMENT: Proposals for maintenance agreements for the Milo and Lacona heating, ventilation, and air conditioning systems were submitted to the Board for consideration. The Board asked for input from the Milo and Lacona custodians to help determine if a maintenance agreement would be beneficial. DAILY SCHEDULE FOR 2005-2006: Terry Gladfelter presented the following rationale for keeping junior high athletic practices out of the school day: I was hired to improve the academic achievement levels of students. Our CSIP goals have focused on improving reading and building a positive school climate. National research showing that students need to spend more time in classes and an even longer school year. Research is showing that more academic rigor is needed along with more courses for students to prepare for post-secondary education. Taking athletics out of the schedule has done the following: Increase scheduling opportunities for classes, especially at the senior high level. Special reading classes at the junior high level have helped to improve reading scores. Putting athletics back in the schedule does the following: Limits scheduling opportunities. Places too many staff at the end of the day with a planning period. Must use additional staff to cover junior high study halls. Scheduling concerns – the POI is going to move JV games to the varsity schedule which will free up one to two evenings a week, thereby helping us to create a more consistent practice schedule for next year. Concerns have been expressed over the teams having to practice in the mornings – dance and drill teams practice

almost exclusively in the morning at 6 am. Some of those girls also play sports and make the commitment to do both.

In speaking with coaches, it is my perception that the move to place athletics back in the schedule is a matter of personal convenience.

As educational leaders, we must make decisions based on data. Is there educational data to support a decision that athletics in the schedule will improve student achievement?

Board members expressed their viewpoints concerning the junior high practice schedule. Motion by John Burrell, seconded by Jennifer Birchette to put the junior high athletics back into the 8th hour of the day. Ayes: Burrell and Birchette. Nays: Miller, Wadle and Hardy. Motion defeated 2:3.

EARLY GRADUATION REQUEST: Terry Gladfelter recommended approval of an early graduation request for Camille Ridout. Camille has completed the requirements needed to receive a diploma from Southeast Warren. Motion by Jennifer Birchette, seconded by Chris Hardy to approve the early graduation request for Camille Ridout. Ayes: 5.

SCHOOL ATTORNEY: Dr. Hulleman recommended that the Ahlers & Cooney Law Firm be appointed as legal counsel for the District. Motion by John Burrell, seconded by Chris Wadle to approve Ahlers & Cooney Law Firm as legal counsel for the District. Ayes: 5.

Jennifer Birchette left the board meeting at 9:10 p.m.

HEARING ON EARLY START DATE: The calendar proposed for 2005-2006 includes a start date prior to the week that includes September 1. A hearing was held to allow community members to speak for or against the early start date of August 24th.

APPROVE EARLY START DATE: Motion by Chris Hardy, seconded by Chris Wadle to approve the early start date of August 24th for the 2005-2006 school year. Ayes: 4.

2005-2006 SCHOOL CALENDAR: Dr. Hulleman recommended approval of the proposed school calendar for 2005-2006. Motion by Chris Wadle, seconded by John Burrell to approve the 2005-2006 school calendar. Ayes: 4.

PERSONNEL: Motion by Chris Wadle, seconded by Chris Hardy to approve paying Jason Walter the supplemental pay for Assistant Junior High Wrestling Coach. Ayes: 4. The Board asked that the contract language regarding supplemental pay for assistant extra-curricular positions that are not filled be looked at for next year.

Motion by John Burrell, seconded by Chris Hardy to approve the resignation of Charles

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Jones as Athletic Director effective at the end of the current contract year. Ayes: 4.
BOARD POLICIES: The Board reviewed Board Policy Sections 203, "Procedures of Operation", 204, "Meetings of the Board", and 205, "Miscellaneous". No revisions were made to the policies.
President Miller adjourned the meeting at 9:34 p.m.