

strong and healthy relationships

rigorous and relevant learning

responsive and caring culture



THE OFFICIAL PUBLICATION OF THE SEAMAN SCHOOL DISTRICT

COMMUNICATOR

www.seamanschools.org | 2024 SPRING/SUMMER EDITION



**GIRLS
VOLLEYBALL**

**2023
STATE
CHAMPIONS**



**GIRLS
BASKETBALL**

**2024
STATE
CHAMPIONS**





Brad Willson
Superintendent

STATE OF THE DISTRICT

A CULTURE OF EXCELLENCE

SEAF ANNUAL BANQUET

I would like to thank our incredible Seaman Education Advantage Foundation for hosting its annual banquet where we recognized student scholarship winners and 37 teachers who received SEAF mini-grants. I am so proud of the innovative programs our teachers are providing students through these grants and I'm excited for our students to be on the receiving end of their hard work. I was also thankful for the time to share our State of the District with attendees where we focused on the importance of culture.

THE IMPORTANCE OF CULTURE

I often say culture is how we do business; the processes, work ethic, and teamwork that becomes our identity. Culture is the health of our organization and we are bolstering a Culture of Excellence in Seaman Schools. No one person can bring upon excellence in an organization. We need a collective understanding of what excellence is, and what it takes to achieve it. It takes all of us in an intentional, concerted effort. Our work must be aligned, with everyone pulling in the same direction.

It takes everyone committed to a Culture of Excellence. We have to push ourselves and support each other to do and be our very best. That takes preparation and attention to detail. We have to do what's best for the good of our organization, our people, and most importantly, our students. Excellence isn't given or endowed; excellence is earned. Our community has built their livelihoods around that concept and it's important that our schools reflect those same values and our excellence can only be measured by every single student's success.

EXCELLENCE IS EARNED

To reinforce our Culture of Excellence, the district is rolling out a new employee recognition program that was officially kicked off by our SEAF mini-grant winners. They each received a t-shirt that symbolizes their hard work and determination to build a Culture of Excellence. Each SEAF mini-grant winner nominated another staff member they spotted going above and beyond. That employee was recognized with a t-shirt and given their own nomination form to continue the recognition cycle by submitting the name of someone they see reinforcing a Culture of Excellence. You should begin to see these shirts around the district and know that those wearing them have been recognized by their peers for their resilience, strong work ethic, compassion, and excellence. It's the people in these shirts who are building our Culture of Excellence one step at a time.





WORKING TOGETHER FOR THE FUTURE

FUTURE PLANNING & NEEDS ASSESSMENT

In order to develop long-range goals for school improvement and to set budgetary priorities to support future planning, the USD 345 Board of Education meets annually in a workshop setting to prepare for the district’s needs assessment process. The board met in February to begin this work by reviewing enrollment trends, staffing reports, budget reports, and learning data which includes state assessment results.

LISTEN TO LEARN

During the 2024 Annual Board Workshop, board members also reviewed the district’s teacher retention survey results to better understand the engagement levels of our teachers and their job satisfaction through the Kansas Teacher Retention Initiative. The district has participated in this statewide initiative since its inception in 2021. The program captures the voices of educators and helps districts address the challenges in retaining quality teaching professionals. “Teacher recruitment and retention continues to rise to the top of our challenges,” said USD 345 Board President Michelle Caudill when speaking of the nationwide teacher shortage. “It is so important to not only get feedback from our teachers but learn what is important to them and how we can do better to make Seaman School District the best place to work in education.”

The board reviewed data-driven insights from this program, in comparison with other Kansas districts to address teacher vacancies and retention rates. “As a board, we are proud of the collaborative relationship we’ve built with our teacher association. We all have the same goal, and that’s recruiting and keeping the best teachers for our kids. The teacher retention survey helps us identify areas where we can do better. We remain committed to taking that feedback and aligning our budgetary priorities to meet those needs because high-quality teachers in classrooms make all the difference in the world when it comes to excellent educational experiences and student success.”

MICHELLE CAUDILL
DISTRICT B POSITION 2
PRESIDENT

CHRISTY WEILER
AT-LARGE
VICE PRESIDENT

KYLE MCNORTON
POSITION 6C

DONNA MCGINTY
POSITION 4A

CHRIS TRAVIS
POSITION 5B

Welcome New members!

DIANNA BRODINE
DISTRICT C POSITION 3

BRADEN WERNER
DISTRICT A POSITION 1

WHERE'S THE BEEF... FROM?

SCHOOL MENUS NOW INCLUDE LOCAL FLAVOR



This year, Seaman School District has a cooperative agreement to purchase ground beef from Farview Farms thanks to a grant from the USDA. Around 5,000 lbs of beef will be used to make chili, sloppy joes, and taco salads in all USD 345 schools. This new menu enhancement not only promotes sustainability and supports local economies, but it's tasty and convenient too.

“The USDA grant allows us to manage the supply chain challenges we’ve had in recent years,” said Director of Food and Nutrition Kaye Kabus. “We’ve found a great partner in Farview Farms. They’re one of the many local businesses we have in the community ready to step up and work together for our students.”

Adding locally produced beef to the school menu demonstrates the district’s longstanding commitment to strengthen and support a strong community through its many partnerships. This collaborative effort between schools and local farmers benefits all parties, with students and staff gaining access to high-quality ingredients and local farmers finding a stable market for their products. In addition, the sense of community generated by this partnership is invaluable and creates a



ripple effect of positive social and economic impact. “The funds we’re spending on local beef circulate within our very own community, supporting small businesses and farms,” said Kabus.

By choosing local sources, Seaman Schools is also increasing efficiency by cutting out the need for delivery. Instead, district staff goes directly to Farview Farms to pick up their orders to purchase locally produced beef that is fresher and more nutritious. The shorter time between the farm and the cafeteria ensures that the beef retains more of its

natural flavors and essential nutrients. This partnership helps our Food and Nutrition Department continue to focus on serving delicious meals packed with the nutritional elements necessary for students' growth and development.

Adding local beef to the menu also opens the doors to new learning opportunities for students, as they can witness firsthand the journey of their food from a local business to their lunch tray, fostering a deeper understanding of agriculture, food production, and the importance of supporting local businesses. Menu items with local ingredients are identified on the menu so students know where their food comes from.

"Right now, the grant is for one year so we'll continue this purchase agreement throughout the rest of the school year," said Kabus. "Of course we'll apply again if given the opportunity. It's been such a great experience and we couldn't be happier with the product."



DON'T MISS THE VIDEO!



2024 SEAF Banquet Sponsors

Event



SilverLakeBank

Gold



Silver



Bronze



Para to Teacher

A Journey of Growth and Fulfillment

If you ask students in our district to name people who make an impact in their lives, chances are they'll tell you the names of some of our paras. Paras play a significant role in the daily lives of our students by helping with learning needs while supporting our teachers and students. They facilitate classroom activities, guide small groups, and build lasting relationships which helps create an incredible learning environment for all. However, their impact doesn't stop there.



For some paras, their role serves as an entry point into the world of education by igniting a passion. One inspiring journey is that of Sarah Anderson, a special education teacher at Logan Elementary. Sarah began as a paraeducator and her story is not only inspiring, it also highlights the opportunity for personal and professional growth in our schools. Sarah started working in the district as an 8th grade volleyball coach

and para in 2017 and became a teacher shortly thereafter. "I had a previous career in the medical world," said Sarah. "I wanted something different and always loved coaching so thought I would see what it was like working with kids in school."

Working closely with various teachers in and out of classrooms as a para, Sarah witnessed firsthand the impact educators have on shaping the future and making a difference in the lives of students. "It's incredible how much you can impact a student by just making sure they know they matter. As an educator we make such a difference, sometimes by just being positive and helpful."

Teachers in the Seaman School District not only positively impact students, they impact staff as well. They are mentors and exceptional colleagues who provide invaluable guidance to paras and new teachers helping them navigate the education system and offer insights into effective teaching practices. Paras often find mentors among experienced teachers who recognize their potential and encourage them to pursue a teaching career. "Having my special education teacher support me and then finding out our district supported me as well was a breath of fresh air. It made me feel valued. This is a great district and an even better opportunity for us to advance internally," said Anderson.

The district has seen a growing number of paraeducators become teachers in recent years. Transitioning from a para to a teacher involves adapting to new responsibilities, managing a classroom independently, and building pedagogical skills. The resilience and determination cultivated during their time as paras empower these individuals to overcome obstacles and emerge as confident, capable educators. The district has support systems in place to help along the way.

"Transitioning from a paraeducator to a teacher took a learning curve where I used previous skills acquired. However, the most helpful support I received was from our special education iCoach. She was always there to listen and help me through each and every challenge. I look back and think how grateful I am for all of her help through those very challenging days."

One of the unique advantages paras bring to their teaching roles is their deep understanding of collaboration, classroom management and meeting

students' individual needs. This knowledge becomes a valuable asset when transitioning to a teaching role, allowing for more personalized and effective instruction. Now, as a special education teacher, Sarah visits different general education classrooms to support her students. "As a paraeducator it was incredibly important to collaborate with each teacher. This can be a challenge because we are in so many different rooms with different expectations. I found that if you learned each classroom's expectations you could better help the students thrive in that environment. Teaching kids how to navigate those expectations taught them skills they will be able to use after school as well. Once I became a teacher I used the same approach of trying to learn how each teacher runs their classroom and then helping the students in that classroom learn those expectations."

The journey of a paraeducator becoming a teacher is truly a journey of passion, dedication, and continuous learning. These individuals exemplify the possibilities when one follows their passion. From the role of a para to the position of a teacher, every role in the Seaman School District makes a profound impact on the lives of students. Sarah describes the journey of becoming a teacher as one of her most incredible chapters in her story.

"Once I started in education I knew I had found the career I had always wanted."

Sarah encourages other paras to consider becoming teachers and believes the path she took to becoming a teacher has helped her better utilize the resources around her, including her paras. "When you work your way up, I feel you appreciate everyone that is in and out of your room. You understand how important paraeducators are and value each one that supports you when you become a teacher. My path was a little different due to KSDE offering a special program however it starts with just asking, 'How can I make this happen?' If you are interested, reach out to your teacher or principal. My special education teacher led me to contact who I needed to get the ball rolling and I was teaching that next year."

Seaman School District currently has three teachers who started as paras and one para working towards their teaching degree. If you're interested in becoming a para or you're interested in learning more about the different paths to becoming an educator, give us a call at 785-575-8600 and let us help you fulfill your passion by beginning a career in education.

WE ARE HIRING

WALK-IN INTERVIEWS
EVERY WEDNESDAY
1:00 - 3:00 PM

NO APPOINTMENT NEEDED
Seaman Education Center
901 NW Lyman Rd

FULL TIME & PART TIME
+ PAID TRAINING!

Bus Drivers
Paraprofessionals
Custodians
Food Service Workers
Secretaries
Substitute Teachers

www.seamanschools.org/employment



IN OUR . . . TEACHER RECRUITING

ERA

YOU BELONG WITH US



Spring breaks loose, the time is near

We love spring! Seeds begin to sprout, tree leaves start to bud, and a new batch of teachers are preparing to graduate from college and looking for a place to call home.

This year, we had a little help from our friends in Mr. Ruddy's and Mrs. Moore's class with giveaways for teachers visiting us at career fairs. Students took some time to make beautiful and thoughtful friendship bracelets that we gave away to their potential teachers. These personalized trinkets included messages like: hero, we luv you, inspire, learn, and recess! Teachers visiting the Seaman School District booth loved taking a piece of custom jewelry made by our students home with them as reminders of the impact they will be making when they officially enter their teaching career.

Teacher recruiting efforts are so important in ensuring quality learning experiences so we are busy all year (especially the spring) looking for talented teachers to join our team. The district has added various strategies to attract skilled educators, from career fairs to referral programs and personalized recruiting visits. These efforts play a pivotal role in shaping the future of education at Seaman schools.

Enchanted to meet you

Teacher career fairs serve as a great place for aspiring educators to meet us and learn more about our schools and also our community. When we're visiting colleges, we're not only sharing the aspects of employment, we're also boasting about how wonderful and supportive our community is because teachers are not only looking for a school, they're looking for a place to raise their families.

Teacher career fairs continue to provide a prime opportunity to actively recruit top talent. But we are going another step further to engage potential candidates by inviting them to visit us by offering a personalized tour. This gives potential teachers the ability to better understand all of the benefits of joining our team. These visits allow us to personally connect with potential applicants so we can showcase our unique offerings as educators and neighbors.

For the newest generation of educators especially, recruiting visits serve as a powerful tool providing a personalized touch with firsthand experiences that go beyond a visit to our website or career fair booth. They allow teachers to witness the day-to-day operations of our schools, interact with current staff and students, make meaningful connections, and gauge whether we align with their professional aspirations and teaching philosophy.

So far, every potential candidate visit has resulted in a completed application of employment, so we're convinced this addition to our recruiting plan is effective and worth the extra effort. It's difficult to portray the togetherness and bonds we prioritize in our school community but when potential teachers can see and feel that on visits, they can begin to better understand the caring climate that we value.

Reputation

The district's referral program is another recruitment effort that has been in place for a few years now. We started offering referral bonuses to current staff as a way to help us recruit bus drivers, paras, food service workers, and custodians. We've recently



expanded that program to include referral bonuses for teacher referrals too! Our teachers are very connected to professional organization and they do a great job of networking with other teachers across the state. Those conversations can lead to job interest and we value our staff's ability to not only share their experiences as educators in our district but also identify teaching talent and connecting with potential candidates who align with our guiding principles and vision, making our recruitment process more efficient and targeted. Counting on our staff to help us recruit not only widens the candidate pool and reach, it also promotes a sense of community and belonging by leveraging our collaborative environment where everyone feels invested in the success of the school. Referrals can also positively affect retention rates, since new staff are already connected with someone in the school community.

By actively participating in career fairs, expanding referral programs, and offering meaningful recruiting visits, the district is expanding our talent pool. These initiatives are not only about filling vacancies; they are about finding passionate educators who align with our values and commitment to excellence.

Stay Stay Stay

Our work doesn't stop once we find the right fit and that teacher is hired. Teacher retainment is also a priority. When we focus on retention, we have less recruiting needs and we know when teams work together longer, they tend to get better results. The district has also worked to form a Teacher Retention Committee with a goal of developing a comprehensive employee retention plan that includes measures of effectiveness. This

committee is comprised of teachers from every school working together to help develop projects and programs that aid in retention of staff. The group provides the district multiple viewpoints, large scale vision, and guidance with accountability to ensure we measure the effectiveness of our plan.

Another addition to our recruiting plan which has also benefited our retention efforts, includes adding to our substitute teacher pool. Yes, sometimes teachers need to take off work, even though students are oftentimes surprised to see their teachers at the grocery store or at an event, forgetting that they don't live at the school. Finding substitute teachers has been more and more difficult, which is why we've started hiring December teacher graduates to become full-time substitutes. We might not have a teaching position open for December graduates mid-year, but we can hire for the next school year's openings and offer them a full-time position in January as a floating substitute. This allows those new hires to get right into a teaching position, while helping our schools with substitute coverage. The need for more substitute coverage was noted on our most recent teacher retention survey, so hiring new teachers as full-time substitutes is a win-win for teacher recruitment and retention.

The quality of a teacher in the classroom has a profound impact on student outcomes, so focusing on teacher recruitment and retainment efforts is not just beneficial—it's crucial for fostering a thriving learning environment poised for excellence.



Reading & Math Scores Climb

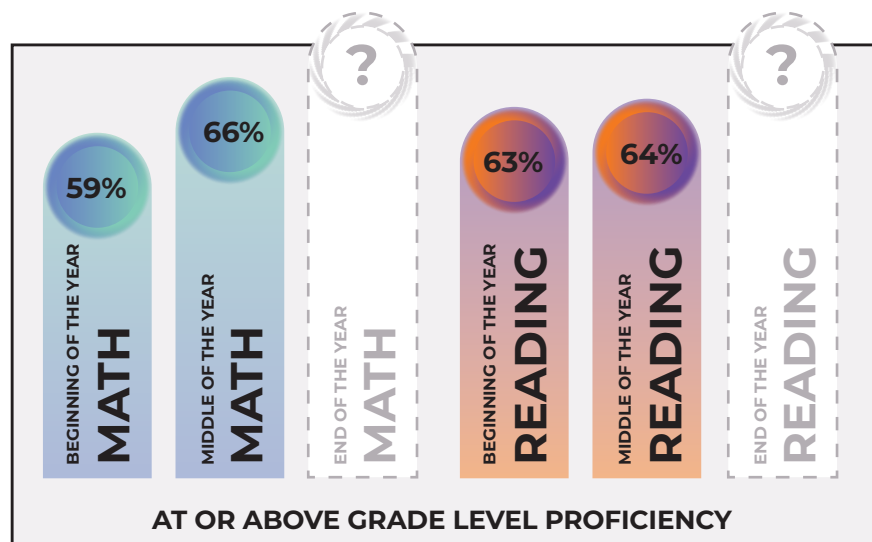
Kindergarten through 8th Grade students see gains in reading and math scores through interventions and targeted instruction.

Measuring Academic Growth

Seaman elementary and middle schools reported an overall uptick in reading and math scores from the beginning of the year to the end of the first semester, trending towards pre-pandemic levels. Administrators are pleased with the improvement in student learning and attribute that growth to teacher efficacy along with individualized instruction through intervention methods.

“Teachers are constantly seeking engaging and effective strategies for continual student growth and performance all year long,” said Director of Curriculum and Instruction Megan Nussbaum. “Two key areas that are fundamentally important to academic success are reading and math skills. We are excited to report that K-8 reading and math scores have seen improvement from the beginning of the year to our middle of the year assessments and that trend is expected to continue to rise.”

Reading and math progress is tracked through three assessments (K-6 uses Acadience and 7-8 uses Fastbridge) given three times a year to provide educators a snapshot of where students are in their learning at the beginning, middle, and end of the year. Teachers then adjust instruction as needed for each student.



These assessments play a critical role in helping teachers understand where a student is in their learning on specific skills, measures their progress, and allows teachers to adjust instructional practices to best meet each student’s need.

Each assessment identifies and groups students who are working on similar skills in accordance to their assessment scores. Each group is provided targeted instruction for skills they need to improve. Progress monitoring keeps track of gains and can also quickly identify any declines. Teachers, principals, and instructional coaches have regular collaboration meetings to review daily academic performance of individual students so they can make any adjustments to student interventions as needed during progress monitoring.

Interventions and targeted small group work are powerful tools to address individual learning needs in both math and reading. In a general classroom setting, there is a wide range of learning needs, which can make whole group instruction less effective. Through targeted interventions and small group sessions, teachers and paras address specific skill gaps identified during assessments and provide personalized attention and support.

Smaller group settings also improve student engagement. The opportunity for more interaction and participation in small groups allows students to build confidence and actively contribute to their learning experience. Increased engagement can positively impact reading and math skills as students are more invested, engaged, and connected to the material and their peers. Students can learn from one another, share different perspectives, and collaborate on problem-solving. This cooperative approach enhances academic skills and promotes social and emotional development.

The beginning of the year, middle of the year, and end of the year assessment schedule is an effective method that allows for ongoing evaluations that provide feedback to teachers during the learning process. Educators can identify areas of improvement, adjust teaching strategies, and offer timely interventions. Snapshots of student learning are invaluable in gauging individual progress and adjusting instructional approaches to better meet the needs of each student.

“It’s promising to see the improvements from the beginning of the year to the middle of the year,” said Nussbaum. “We still have more progress to be made but the hard work our teachers are investing into their students and the implementation of interventions and small group work has proven to be a successful approach in improving reading and math scores.”

By addressing individual learning needs, fostering engagement, and promoting collaboration, Seaman teachers are creating an environment that supports academic growth with assessments measuring progress along the way to ensure that students are on the path to success.

As education continues to evolve, the emphasis on personalized learning and effective assessment practices remains critical for the development of students and the advancement of academic achievement.

K-8

READING & MATH Assessment Cycle

Assessments are a continual cycle that tracks student progress and helps teachers make data-informed decisions about instruction and intervention. Assessments also measure the effectiveness of curriculum and resources.

QUARTER 1

BEGINNING OF THE YEAR ASSESSMENTS

PROGRESS MONITORING

CORE INSTRUCTION
INTERVENTIONS
TARGETED INSTRUCTION

TEACHING & LEARNING TEAMS IDENTIFY STRENGTHS & AREAS OF IMPROVEMENT

QUARTER 2

DISTRICT LEADERSHIP TEAM
IDENTIFIES TRENDS AND RECOMMENDATIONS

MIDDLE OF THE YEAR ASSESSMENTS

PROGRESS MONITORING

CORE INSTRUCTION
INTERVENTIONS
TARGETED INSTRUCTION

TEACHING & LEARNING TEAMS IDENTIFY STRENGTHS & AREAS OF IMPROVEMENT

QUARTER 3

DISTRICT LEADERSHIP TEAM
IDENTIFIES TRENDS AND RECOMMENDATIONS

END OF THE YEAR ASSESSMENTS

PROGRESS MONITORING

CORE INSTRUCTION
INTERVENTIONS
TARGETED INSTRUCTION

TEACHING & LEARNING TEAMS IDENTIFY STRENGTHS & AREAS OF IMPROVEMENT

QUARTER 4

DISTRICT LEADERSHIP TEAM
IDENTIFIES TRENDS AND RECOMMENDATIONS

STATE ASSESSMENT

GRADES 3-8 KANSAS ASSESSMENT

WHERE AM I?

1



2



3



4



6



7



5



8



9



10



ANSWER KEY



ATTENTION NEW AND POTENTIAL FAMILIES

SEAMAN MIDDLE SCHOOL & SEAMAN HIGH SCHOOL

will be offering school tours so you can meet with principals and see our awesome students and staff in action!



Follow the QR code to register or visit seamanschools.org



Considering SMS or SHS?
Visit Us
to Learn More



Family Tour Day

April 25, 2024

- ✓ Award Winning Staff, Students and Schools
- ✓ 20+ SMS Electives
- ✓ SMS Honors Classes
- ✓ 180+ SHS Electives
- ✓ Dual College Credit Courses
- ✓ 20+ College & Career Pathways
- ✓ Student-Issued MacBooks
- ✓ Family-Oriented Environment

SMS: 10:00 - 11:00 am
5530 NW Topeka Blvd

SHS: 1:30 - 2:30 pm
4850 NW Rochester Rd

April
25



KINDERGARTEN ORIENTATION

Who should attend?

- ✓ New kindergartners who will be five years old on or before August 31, 2024 and their parents
- ✓ In-District Students
- ✓ Approved Out-of-District Students (to learn how to apply for out-of-district call 785-575-8600 ext 102)

What to bring?

- ✓ Birth Certificates
- ✓ Immunization Record
- ✓ Health Assessment
- ✓ Incoming Kindergartner


How do I register?

- 1 Visit seamanschools.org/kindergartenorientation
- 2 Find your school using the boundary map
- 3 Click the "Registration Link" for your school



ELMONT ELEMENTARY

785-286-8450
6432 NW Elmont Rd. 66618
Joel Wells, Principal
jwells@usd345.com
el.seamanschools.org

 @ElmontUSD345



LOGAN ELEMENTARY

785-575-8700
1124 NW Lyman Rd. 66608
Christine Saunders, Principal
csaunders@usd345.com
Jackie Jones, Assistant Principal
jjones@usd345.com
lo.seamanschools.org

 @LoganUSD345



NORTH FAIRVIEW ELEMENTARY

785-286-8500
1941 NE 39th St. 66617
Kelli Finnegan, Principal
kfinnegan@usd345.com
nf.seamanschools.org

 @NorthFairviewUSD345



NORTHERN HILLS ELEMENTARY

785-286-2992
5620 NW Topeka Blvd. 66617
David Ralph, Principal
dralph@usd345.com
nh.seamanschools.org

 @NorthernHillsUSD345



WEST INDIANOLA ELEMENTARY

785-286-8550
4201 NW Brickyard Rd. 66618
Tami Wade, Principal
twade@usd345.com
wi.seamanschools.org

 @WestIndianolaUSD345



seamanschools.org



Register Online



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melc.seamanschools.org/registration



Little
Vikes

Mathes Early Learning Center **PRESCHOOL**

**Ages
3 & 4**

**Pre-
Register
Today!**

One Low Annual Enrollment Fee
Half-day: \$65, Full-day: \$120
(Free & Reduced Rates Available)

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

AM Class (3 year olds): 8:30 am – 11:25 am
PM Class (4 year olds): 12:50 pm – 3:45 pm
Full-Day Class: 8:30 am – 3:45 pm

1

Pre-Registration

Visit
melc.seamanschools.org
to pre-register online.

2

Screenings

MELC staff will review
your pre-registration and
schedule a screening.

3

Enrollment

Once approved, you will be
contacted to complete paper-
work. Slots are limited.

785-286-7103
2032 N Kansas Ave
Jennifer Hill, Principal
jhill@usd345.com

@MathesEarlyLearningUSD345

TECHNOLOGY *in the Classroom*

Seaman School District classrooms have always been a technology rich environment with tools that help teachers provide an innovative learning experience. Here's a look at how our classrooms in the district are equipped for student learning, engagement, and collaboration while preparing them for a digital future.



Smart Display

Preschool classrooms and middle school classrooms have a Smart Display so teachers can easily screen share from their devices to enhance interactive capabilities with touchscreen technology.



MacBooks

Each 2nd-12th grade student is assigned their own MacBook. Middle and high school students can take their MacBooks home, grades 2-6 keep their MacBooks at school.



Smart Board & Projectors

Elementary classrooms are equipped with Smart Boards and projectors for an interactive display, allowing students and teachers to collaborate with touchscreen technology.



iPads

Preschool classrooms share iPad carts, giving teachers access to devices as needed. Kindergarten and first grade students are assigned their own iPad for the year.



Charging Stations

Preschool and elementary devices are turned in at the end of the day so they can be recharged and ready to go when the bell rings the next day.



Document Camera

Elementary teachers have access to these image capturing devices to assist with live presentations and/or demonstrations.

School Year Calendar

2024

August

Mo	Tu	We	Th	Fr	Sa	Su
			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	

5: No School - New Teachers Report

6: No School - New Teachers Report

7: No School - New Teachers Report

8: No School - PD Day

9: No School - PD Day

12: No School - PD Day

13: No School - PD Day

14: First Day of School (1st-10th/K*/PHLC)

15: First Day of School (PreK/11th-12th/K*)

*Half of our kindergartners will have their first day on Aug 14, the other half will be on Aug 15. Your school will let you know which first day is assigned to your kindergartner.

September

Mo	Tu	We	Th	Fr	Sa	Su
						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						

2: No School - Labor Day

October

Mo	Tu	We	Th	Fr	Sa	Su
	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			

4: Early Release - Homecoming Parade

10: End of First Quarter

11: No School - 1/2 Work Day; 1/2 PD Day

24: No School - Parent/Teacher Conferences

25: No School

November

Mo	Tu	We	Th	Fr	Sa	Su
				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	

27: No School - Thanksgiving Break

28: No School - Thanksgiving Break

29: No School - Thanksgiving Break

December

Mo	Tu	We	Th	Fr	Sa	Su
						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					

20: Early Release - 1/2 Work Day

20: End of Second Quarter

23: No School - Winter Break

24: No School - Winter Break

25: No School - Winter Break

26: No School - Winter Break

27: No School - Winter Break

30: No School - Winter Break

31: No School - Winter Break

2025

January

Mo	Tu	We	Th	Fr	Sa	Su
		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		

1: No School - Winter Break

2: No School - Winter Break

3: No School - PD Day

20: No School - MLK Day

February

Mo	Tu	We	Th	Fr	Sa	Su
					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		

20: No School - Parent/Teacher Conferences

21: No School

March

Mo	Tu	We	Th	Fr	Sa	Su
					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						

14: Early Release Day - 1/2 Work Day

14: End of Third Quarter

17: No School - Spring Break

18: No School - Spring Break

19: No School - Spring Break

20: No School - Spring Break

21: No School - Spring Break

April

Mo	Tu	We	Th	Fr	Sa	Su
	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				

11: No School - PD Day

18: No School - Make-Up Snow Day (2)

21: No School - Make-Up Snow Day (1)

May

Mo	Tu	We	Th	Fr	Sa	Su
			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	

22: Early Release - Last Day of School

22: End of Fourth Quarter

23: No School - 1/2 Work Day; 1/2 PD Day

Interested in Becoming a Substitute Teacher?

Make a positive difference in the lives of students while supporting our incredible teaching staff while creating your own work schedule. Consider joining us as a substitute teacher today!

Kansas State Department of Education substitute license options:

Standard Substitute License – available for individuals who have completed an approved teacher preparation program.

Emergency Substitute License – available for individuals who have completed 60 semester credit hours from a regionally accredited college or university.

Long Term

Full Day \$240
Half Day \$120

Regular Substitute

Full Day \$120
Half Day \$65

FAQS



Directory



ELMONT ELEMENTARY (K-6)785-286-8450
6432 NW Elmont Rd. 66618
Joel Wells, Principal



LOGAN ELEMENTARY (K-6)785-575-8700
1124 NW Lyman Rd. 66608
Christine Saunders, Principal
Jacklyn Jones, Assistant Principal



NORTH FAIRVIEW ELEMENTARY (K-6)785-286-8500
1941 NE 39th St. 66617
Kelli Finnegan, Principal



NORTHERN HILLS ELEMENTARY (K-6)785-286-2992
5620 NW Topeka Blvd. 66617
David Ralph, Principal



WEST INDIANOLA ELEMENTARY (K-6)785-286-8550
4201 NW Brickyard Rd. 66618
Tami Wade, Principal



MATHES EARLY LEARNING CENTER (Preschool)785-286-7103
2032 N Kansas Ave. 66608
Jennifer Hill, Principal



SEAMAN HIGH SCHOOL (9-12)785-286-8300
4850 NW Rochester Rd. 66617
24-25 TBD, Principal
24-25 TBD, Associate Principal/Activities Director
Tonya Monhollon, Assistant Principal/Curriculum & Instruction
Shelly Prengel, Assistant Principal/Freshman Center
Travis Brown, Athletic Director



SEAMAN MIDDLE SCHOOL (7-8)785-286-8400
5530 NW Topeka Blvd. 66617
Kyle Johnson, Principal
Chad Uhler, Assistant Principal



PLEASANT HILL LEARNING CAMPUS (7-12)785-575-8770
5830 NW Topeka Blvd. 66617
Karen Williams, Assistant Principal

SUPERINTENDENT

901 NW Lyman Rd 66608
Brad Willson785-575-8600

BUSINESS

Lisa Morando, Director785-575-8602

COMMUNICATIONS

Candace LeDuc, Director/Board Clerk785-575-8600

FACILITIES & GROUNDS

Lance Bradley, Director785-286-8430

FOOD/NUTRITION SERVICE

Kaye Kabus, Director785-575-8650

HEALTH SERVICES

Jenny Crowell, Director785-286-7103

HUMAN RESOURCES

Marty Nienstedt, Exec Director of HR and Operations785-575-8602

SECURITY

Phil McKay, Director785-286-8516

TEACHING AND LEARNING

Rod Sprague, Exec Director of Teaching and Learning785-575-8600
Megan Nussbaum, Director of Curriculum and Instruction.785-575-8600
Dedra Raines, Director of Special Services785-575-8670

TECHNOLOGY

Jeff Mathes, Director785-286-8483

TRANSPORTATION

Ronna Blocker, Director785-286-8440

**Don't ignore it,
report it.**

Kansas Bureau of Investigation www.kbi.ks.gov/sar
USD 345: See Something, Say Something www.seamanschools.org/report
Crime Stoppers 785-234-0007
Kansas Highway Patrol School Safety Hotline 1-877-626-8203

Hello SUMMER

Summer CAMPS

Camp flyers will be posted on Peachjar as they become available by coaches and sponsors.

www.seamanschools.org/peachjar



Back-to-School Dates

Enroll online in PowerSchool by July 30

- Jul 1: Earliest Day Free/Reduced Application can be Released
- Jul 8: Online Enrollment Opens
- Jul 8: SHS Parking Permits Available
- Jul 30: Walk-in Enrollment @ SMS, 3-7 pm
- Jul 31: School Offices Open
- Aug 4: Last day to enroll in order to get bussing on the first day of school
- Aug 6: SMS schedule changes at building 9 am-3 pm
- Aug 7: SMS schedule changes at building 9 am-3 pm
- Aug 7: SHS laptop checkout 8-11 am
- Aug 8: SHS laptop checkout 11 am-3 pm
- Aug 8: SMS schedule changes at building 9 am-3 pm
- Aug 8: Freshman/New SHS Orientation 5:30 pm
- Aug 9: SHS laptop checkout 8-11 am
- Aug 9: LO Kindergarten Boot Camp 9-11:30 am
- Aug 12: SMS Parent Night 5-6:30 pm
- Aug 13: LO Family Connection Conferences 3-5:30 pm
- Aug 13: Elementary Sneak Peeks 5:30-6:30 pm
- Aug 14: First Day of School (1-10) (K*)(PHLC)
- Aug 15: First Day of School (MELC) (11-12) (K*)
- Aug 18: Transportation changes turned in take effect 8/23
- Aug 19: SHS Open House 5:30 pm
- Aug 22: PHLC Back to School Family Night 5 pm
- Aug 22: NF Kindergarten Parent Night 6-7pm
- Aug 26: NF Parent Night (1st-6th grade) 6-7pm

**FREE
SUMMER
MEALS**

11 am – Noon
June 3 – July 26, M-TH

Kids 18 & Under Eat Free

**Logan Elementary School
1124 NW Lyman Rd**

This institution is an equal opportunity provider.

The Seaman Communicator
Seaman Unified School District #345
Seaman Education Center
901 NW Lyman Rd.
Topeka, KS 66608
785-575-8600
www.seamanschools.org

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PRE-SORT INC



Seaman School District provides a safe and supportive learning environment, focused on success for all students and staff.



Seaman School District demonstrates integrity through honesty, transparency, and accountability for all students, staff, and stakeholders.

**FUTURE READY
STUDENTS**



Seaman School District provides engaging and innovative learning opportunities which develop students' academic/cognitive, and employability skills.



Seaman School District prepares all students for their future through forward-thinking education that develops students' leadership capacities.

The Seaman Communicator is published during the school year by

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

www.seamanschools.org

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 the Superintendent, 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.



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