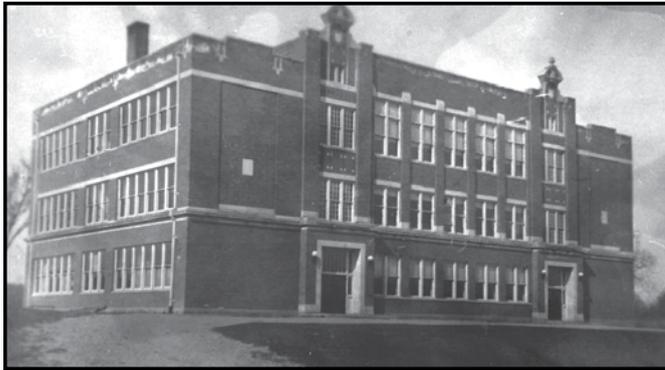


Westonka Schools Celebrates 100 Years



Westonka Public Schools

On Labor Day one hundred years ago, the area that is now the Westonka community saw its dream of a local high school education for its youngsters become a reality. Mound Consolidated High School was dedicated on Sept. 3, 1917 after a two-year planning and building project. The imposing state-of-the-art brick building stood at the corner of County Rd. 110 (Commerce Blvd.) and County Rd. 15 (Lynwood Blvd.) at the present site of Mound Marketplace.

More than 1,000 people attended the Labor Day dedication ceremony and the halls were filled with students the next day. The group included two young women who would graduate the next spring — Mound High's first graduating class of 1918.

Prior to the opening of Mound Consolidated High School the community was served by a collection of small school districts, each of which supported a single school building that served students in

grades one through eight. That was the end of education unless children took the train to Minneapolis or Wayzata to go to high school.

In September, 1915, residents of Mound, Spring Park, and parts of Minnetrista and Orono voted to join as Hennepin County Independent Consolidated School District 85 and approved

funds to build a high school. The State of Minnesota later re-assigned the district the number 277. The school board of the new consolidated school district, which covered about the same area as today, met for the first time on Oct. 11, 1915. For the next two years the school board continued to operate the neighborhood schools, found rented space for ninth and tenth grade students, hired the first superintendent and oversaw construction of the new high school. It was built for \$55,000.

Continued on Page 15



An early "school bus" for Mound Consolidated High School.

Partnership Connects Students to Their Libraries

Hopkins is building lifelong learning through technology, educational spaces, and books

Hopkins Public Schools

In a world where electronic media is king, you might think a room dedicated to books would be at risk for extinction. You would be wrong. Hopkins media centers leverage technology to create dynamic spaces for learning, reflecting, creating, and yes, even reading real books. A partnership with Hennepin County Library provides even more learning experiences to students — from access to databases to after-school enrichment and homework help. It's all part of a goal to foster lifelong learning and lifelong library users.

Leveraging Technology and Resources

Technology in media centers is not a new concept. These spaces have long offered students a place where they can go to conduct research, connect to Wi-Fi, and access multimedia materials. As Hopkins students traded textbooks for devices, media centers underwent their own transformations. In 2015, Hopkins was one of the first districts in Minnesota to participate in the White House sponsored ConnectED challenge through a partnership with Hennepin County Library. Hopkins was chosen as a partnering school district because of its robust 1:1 digital environment.

"I love this partnership," said Robin Price, media specialist at West Junior High. "Hennepin County Library has been awesome every step of the way."

As part of the collaboration, all Hopkins students now have active Hennepin County



Library cards. The junior high media centers led the way in this effort and became a testing ground for other schools. Because of the 1:1 digital device initiative, junior high students were already using apps like OverDrive to check out books and other materials electronically. Having access to Hennepin County Library's resources expands these opportunities and allows for cost savings where there is overlap. North Junior High alone subscribes to nine databases and several magazines that Hennepin County Library already provides access to. All schools are free to discontinue redundant subscriptions and use the funds elsewhere in their libraries.

A Change in Readership Habits

Increased access to online resources has changed how students prefer to obtain information. They are more likely to use internet databases to conduct their research, they still appreciate physical books for reading fiction.

Continued on Page 15

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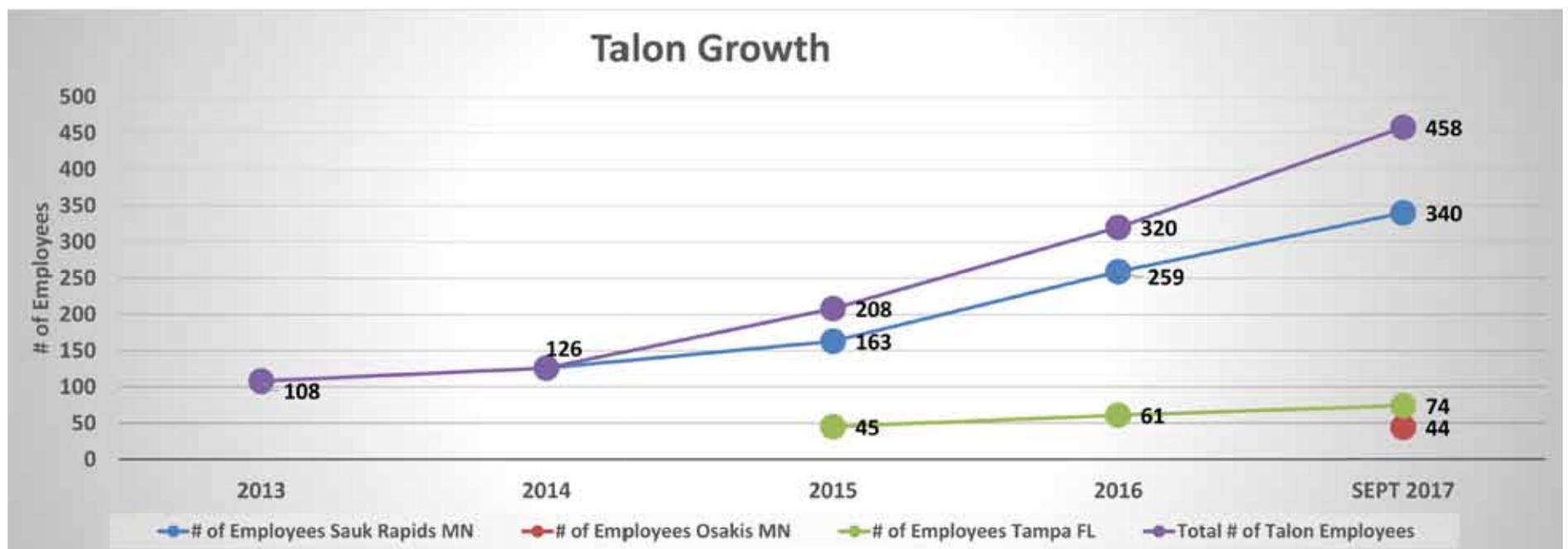
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Training Them Early: Manufacturing Pathway at White Bear High School



By Melissa DeBilzan

On a cold winter night, the halls of White Bear Lake Area High School bustled with manufacturers, students, and their parents, all eager to learn more about manufacturing careers. The showcase was part of the school's new Manufacturing Pathway program, designed to guide students as young as ninth grade on a path that leads to manufacturing employment or training immediately after graduation.

The first step on that pathway: awareness of industry opportunities.

"If you have a positive attitude, a good mechanical aptitude, show up for work, and are willing to learn new things, you can start out making \$10 to \$15 an hour in our shop," said Jim Gaffke with Herold Precision Metals to a group of wide-eyed students checking out his exhibit table.

Like many shops, Herold is in need of more skilled workers, and he knows that numbers talk.

He held up a small, cylinder-shaped part. "After a few more years of on-the-job training, if you can make a more complex part like this, you can earn double what you started out at. Not many people can make this part because it requires a special skill set. We can teach you that skill set and help you launch a long and rewarding career."

Laying the Pavement

In 2014, Herold Precision and other local manufacturers were approached by Delroy Nyren, the technical education instructor at White Bear High School, about a novel idea: creating a path – beyond traditional technical education and even Project Lead the Way – for students to obtain high-paying, entry-level jobs as soon as they graduate.

The idea was embraced by the industry, school board, and even United Way, which provided a \$250,000 grant to fund new classes, extra staff, and state-of-the-art equipment necessary to get the program off the ground. About a dozen local manufacturers stepped up to serve on the program's advisory board.

One of the strongest recommendations from manufacturers was to purchase the same machines

found in their own shops. Two Haas machining centers were rolled into the school along with Haas training panels so that students could practice programming.

To complement the new equipment, a new curriculum was developed to mirror working in a manufacturing setting. Two courses were added: Manufacturing & Applied Engineering I and II, covering the fundamentals of print reading, precision measuring instruments, CAD and modeling, bench work, and CNC machining. Career shadow experiences were built into the

program to demonstrate how these skills are applied in the industry and how local manufacturing company employees developed their careers.

Additionally, a career navigator, Rich Wessels, was hired specifically to link students to manufacturing careers or training after graduation. With an ear toward manufacturing, he works with students on applications, pre-employment skills, behavioral competencies, scholarships, and other issues, to keep the pathway to manufacturing free and clear of obstacles.

"Our ultimate goal is to raise awareness of the fact that there are fantastic careers in manufacturing," Wessels said. "From day one, we talk about the variety of careers and opportunities available, whether in engineering, machining, sales, welding, or HR."

Leading to Industry

The Manufacturing Pathway already appears to be leading some students toward the industry. A total of 29 juniors and seniors took Manufacturing & Applied Engineering I, and 15 of those students also completed the second level of the course in 2015, the first year it was offered. Half of the students who completed both classes went onto four-year degree programs in engineering.

In 2016, those same classes were offered to freshmen and sophomores, and registration swelled to more than 70 students. Two higher-level classes were added: Precision Machining I and II, allowing students to learn the basics of CNC machining and modeling through Haas, Tormach, Solidworks, Autodesk, and Mastercam systems.

From the beginning, local manufacturers insisted the program be interactive and mimic the shop floor as much as possible.

"We have a virtual welder and try to expose students to as many experiences as possible. Earlier in the year, the instructor gave students a plastic gear with broken teeth and told them to reverse engineer it using our 3D printer. We're really trying to provide real-life examples and meet the skill needs of the industry partners we have," Wessels said.

In addition to a solid understanding of the industry, students will be able to graduate with NIMS Level 1 credentials, positioning them for additional training on the job or at a technical college. Program leaders also are working with the Minnesota Department of Labor to develop summer experiences for

students as young as 16.

Jim Stephan, with a Vadnais Heights manufacturer, sees value in partnering with a school district to help fill a pipeline of future workers. When he was asked to be on the advisory panel of the Manufacturing Pathway program, he didn't hesitate.

"We have an aging workforce in our industry and, with the amount of incoming work we are fortunate to have, finding qualified workers is difficult," Stephan said. "We interview

dozens of people to find just one. Obviously, the positions in higher demand are the ones that require a higher level of skills. But we hire a lot of machine operators as well. If they have good behavioral competencies, we will train them. However, the education and training received through White Bear High School's new manufacturing courses, together with strong behavioral competencies, should hopefully make them the first, and possibly only, candidate considered for any open positions."

Most of the workers on his shop floor are, in fact, high school graduates who received on-the-job training for higher-skill, higher-paying jobs. A quality inspector is now a salesman; an assembler is now running the shop's assembly operations; a welder is now a design and process engineer.

"Roughly 60,000 students graduate from high school in Minnesota each year and about a two-thirds go to post-secondary," Stephan said. "That leaves 20,000 students looking for work. They need to understand that there are lifelong careers in manufacturing."

Imagine if every high school had some kind of manufacturing pathway; thousands of students would have a clear and direct route to the industry.

Melissa DeBilzan is a contributing writer for IntrinXec Management Inc. She can be reached at melissadebilzan@yahoo.com.

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First-Hand Experience

Hutchinson Prepares to Kick Off an Ambitious Community-Wide Effort to Prepare Students for Manufacturing Careers.



About this time next year, Tiger Manufacturing will become yet another addition in Hutchinson, Minnesota, a town that already refers to itself as Minnesota's Manufacturing City. It will offer a welding and machining job shop; a woods and building trades division that might produce yard sheds, custom furniture, or doghouses; and a screen-printing division that will use an automated screen-printing machine to create screen-printed apparel.

The niche? The company will be run entirely out of Hutchinson High School and will be operated exclusively by high school students.

Tiger Manufacturing will be part of an ambitious \$1.2 million collaboration of 21 schools, companies, and local organizations to address the local skills gap.

"Our story is like everyone else's," says

Miles Seppelt, economic development director at the Hutchinson Economic Development Authority, and one of the prime forces behind the effort. "We have a real issue with skilled workforce here in Hutchinson, particularly because we think of ourselves as Minnesota's manufacturing city. Thirty-nine percent of Hutchinson's workforce is directly related to manufacturing, he says, almost three times the state average.

"Tiger Manufacturing will be an authentic manufacturing business, based in the high school, making real products for real customers," he says. Different responsibilities will include welding, machining, and at the CAD lab, with students filling roles of office manager, production manager, and marketing manager.

"It's going to be a real manufacturing business," including a student-run board of

directors, he says.

The original idea for a student-run manufacturing enterprise was innovated seven years ago at Eleva-Strum High School, located between the towns of Eleva and Strum in Western Wisconsin, where the highly regarded Cardinal Manufacturing program has achieved enough success to enable the distribution of individual dividend checks of up to \$2,000 to students.

"It's an amazing operation," Seppelt says. "We're going to copy it, amplify it; quite frankly, we're going to do more."

"It will teach entrepreneurship and business operations, critical thinking, problem-solving and teamwork," he says. Other components will include: Taking an academy approach in the high school, in which teaching is more closely affixed to small learning communities around career themes. Manufacturing would be among them.

They are working with a local college to establish educational pathways that enable students to earn college credit while still in high school.

In addition, they are looking for ways that high school students can achieve industry-recognized certifications in places like the American Welding Society, or become a

Certified Production Technician with the Manufacturing Skill Standards Council.

They are also coordinating marketing efforts to correct inaccurate stereotypes about manufacturing careers. This will include industry tours and job fairs for student and parents.

Finally, they are outfitting the high school's manufacturing lab with high-quality 21st-century manufacturing equipment.

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STEM Competitions for Students

Toshiba/NSTA ExploraVision Competition

ExploraVision is a science competition that engages students' teams in research and development with a strong emphasis on science, technology, engineering, and mathematics (STEM). Working in teams of two, three, or four members, students study a technology of interest and predict what that technology might be like in 20 years, and then explore what is necessary to make their visions a reality.

Deadline: Projects are due February 8, 2018

Website: www.exploravision.org

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Deadline: Team registration deadline is December 13, 2017

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- Logisticians
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- Medical Equipment Repairers
- Medical Scientists
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- Outdoor Power Equipment and Other Small Engine Mechanics
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Andover High School Students Fabricate Commemorative Flag for Sheriff's Office



Anoka-Hennepin School District

Putting their emerging skills together with a creative eye and a heart for law enforcement, Andover High School (AndHS) technical education students and robotics club members fabricated a commemorative flag for the Anoka County Sheriff's Office.

"It's really such an honor to be able to do something for these guys and our students have really enjoyed working on it,"

said Dale Johnson, head of the school's woodworking, engineering and design department and robotics club coach.

The 42-inch by 80-inch white birch plaque resembles the American flag. Students inlaid 50 retired badges as stars. Black and white wood tones were used for stripes to represent the fallen. One blue stripe symbolizes the safeguarding presence of law enforcement, the "thin blue line between us and trouble," said Johnson.

Students got together after school to

work on the project, something near and dear to many.

"This is so important because these guys protect us. Without them the world would be a lot scarier," said 10th grader Zach Hutchins.

His fellow robotics club member Zach Naffziger, a junior, agreed. "This means a lot. Without them it would be chaos and they get the least recognition so I want to do something for them," he said. "I also want to do something for my country. I want to be in Army Reserves, my brother wants to be a police officer. I know what these guys do for us and I wanted to do something for them."

Together 27 students, instructor Johnson and his fellow robotics club coaches Frank Kratochvill and Mike Hecker and mentors from Dynamic Sealing Technologies, Inc. devoted some 30 to 40 man-hours over six weeks' time to complete the project.

"We have so much capability — we have some really talented students here — and we have lots of machines to use. It's really an honor to be asked by the Sheriff to do this," Johnson said.

Eagerly putting their technical skills to use with a keen knack for problem-solving and a passion "to build stuff," members of

Andover's robotics club (the Butler Bots) used a table saw and router, power hand tools and a spray gun to fabricate the flag. In addition, they used a CNC router to cut the stars in which to lay the badges and to fashion letters for the Anoka County Sheriff's Office motto, "honor, sacrifice, pride."

Sheriff Deputy Thomas Strusinski said the plaque is an important memorial for fallen officers throughout the country.

"This is very meaningful for us to be able to install this flag in memory of our brothers and sisters in law enforcement," he said.

The plaque was installed at the sheriff's office and will serve as a constant reminder of the proud sacrifices made to protect and serve the community.

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- Chat (in English or Spanish) with live technical support staff by clicking the "Help" icon with the big question mark at the top of any FAFSA entry page, and then selecting "Contact Us," "Federal Student Aid Information Center," and then "Chat With Us." (Note: The "Chat With Us" option isn't visible outside of

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- Contact the financial aid office at the college or career school you plan to attend.
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Friends of the Prairie Wetlands Learning Center



The **Prairie Wetlands Learning Center**, located in Fergus Falls, Minnesota, is a residential environmental education facility operated by the U.S. Fish and Wildlife Service. The Friends of the Prairie Wetlands Learning Center was developed to enhance and promote the understanding and conservation of the prairie pothole region, primarily through support of the Prairie Wetlands Learning Center.

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Types of Learning Disorders and Their Signs

Learning disabilities look very different from one child to another. One child may struggle with reading and spelling, while another loves books but can't understand math. Still another child may have difficulty understanding what others are saying or communicating out loud. The problems are very different, but they are all learning disorders.

Signs and symptoms of learning disabilities:

Preschool age

- Problems pronouncing words
- Trouble finding the right word
- Difficulty rhyming
- Trouble learning the alphabet, numbers, colors, shapes, days of the week
- Difficulty following directions or learning routines
- Difficulty controlling crayons, pencils, and scissors, or coloring within the lines
- Trouble with buttons, zippers, snaps, learning to tie shoes

Ages 5-9

- Trouble learning the connection between letters and sounds
- Unable to blend sounds to make words
- Confuses basic words when reading
- Slow to learn new skills

- Consistently misspells words and makes frequent errors
- Trouble learning basic math concepts
- Difficulty telling time and remembering sequences

Ages 10-13

- Difficulty with reading comprehension or math skills
- Trouble with open-ended test questions and word problems
- Dislikes reading and writing; avoids reading aloud
- Poor organizational skills (bedroom, homework, desk is messy and disorganized)
- Trouble following classroom discussions and expressing thoughts aloud
- Spells the same word differently in a single document

Learning disabilities in reading (dyslexia)

There are two types of learning disabilities in reading. Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs. Signs of reading difficulty include problems with:

- letter and word recognition

- understanding words and ideas
- reading speed and fluency
- general vocabulary skills

Learning disabilities in math (dyscalculia)

A child with a math-based learning disorder may struggle with memorization and organization of numbers, operation signs, and number "facts" (like $5+5=10$ or $5 \times 5=25$). Children with math learning disorders might also have trouble with counting principles (such as counting by twos or counting by fives) or have difficulty telling time.

Learning disabilities in writing (dysgraphia)

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper.

Learning disabilities in motor skills (dyspraxia)

Signs that your child might have a motor coordination disability include problems with physical abilities that require hand-eye coordination, like holding a pencil or buttoning a shirt.

Learning disabilities in language (aphasia/dysphasia)

Signs of a language-based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, directions, etc.

Auditory and visual processing problems: the importance of the ears and eyes

Auditory processing disorder — Professionals may refer to the ability to hear well as "auditory processing skills" or "receptive language." The ability to hear things correctly greatly impacts the ability to read, write and spell. An inability to distinguish subtle differences in sound, or hearing sounds at the wrong speed make it difficult to sound out words and understand the basic concepts of reading and writing.

Visual processing disorder — Problems in visual perception include missing subtle differences in shapes, reversing letters or numbers, skipping words, skipping lines, misperceiving depth or distance, or having problems with eye-hand coordination. Professionals may refer to the work of the eyes as "visual processing." Visual perception can affect gross and fine motor skills, reading comprehension, and math.

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Probstfield Teacher of the Year Fulfills Goal to Teach Early Childhood



Moorhead Area Public Schools

Shelly Hanson grew up knowing she wanted to become a teacher.

“No matter what anyone said, I was going to be a teacher. I entered college knowing my passion was early childhood,” said Hanson, an early childhood special education teacher for Moorhead Area Public Schools and the 2017 Probstfield Teacher of the Year.

During college, Hanson worked with

adults with disabilities and discovered her new passion. She added a special education degree to her portfolio, graduating with a bachelor’s degree in early childhood education, elementary education and special education. Hanson later returned to school to earn a bachelor’s degree in early childhood special education from Minnesota State University Moorhead.

Hanson began her career teaching students ages 3-5 in a bilingual Head

Start classroom in Denver. After moving to the Twin Cities, she became a co-teacher in a preK classroom for Kindercare before becoming a toddler teacher at People Serving People, a homeless shelter in Minneapolis.

In 2010 Hanson began substitute teaching for Moorhead Area Public Schools. She was hired in January 2011 as an Early Intervention Services paraprofessional before transitioning

to JumpStart preschool teacher and Minnesota Reading Corps support. Hanson continued her education and was hired four years ago as an ECSE teacher with EIS, where she is a valued member of the team, said Ashley Nelson, Early Intervention Services lead teacher.

“Shelly came to Moorhead with a number of experiences in education,” Nelson said. “That background, combined with her passion for students and collaborative approach to teaming with others, are an example of how she is deserving of this recognition.”

Hanson believes it’s important to provide a safe and inviting environment for learning to take place and that teaching children social skills at a young age is necessary for them to succeed in life.

“I feel that in early childhood, trust is one of the first foundational skills that needs to be learned,” she said. “A safe environment must be provided to make a connection with students and families.”

Children learn through play and music, Hanson said. “You can teach science, social studies, literature, math, etc. through play and music,” she said.

According to Nelson, Hanson demonstrates awareness and understanding of due process requirements related to special education, while also keeping the focus of education on her students and families.

“Shelly has an understanding of development and an ability to look at the big picture when working with students who may demonstrate challenging behaviors,” Nelson said. “She is effective in communicating with students’ families and sharing examples of success and progress, as well as communicating to the team on trying alternative approaches to best meet student needs.”

Additionally, Hanson has provided training to staff on the implementation of the SEEDS of Emergent Literacy curriculum.

“In SEEDS training, who I am as a teacher becomes apparent,” she said. “I am very passionate during the training. SEEDS is all about being a sensitive teacher, while educating students, encouraging students and developing through doing.”

“Shelly is a lifelong learner, who has a willingness to step up to a challenge and do what is needed to support the students, families, and staff she is in contact with,” Nelson said.

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Instrumental Music Grants

The Fender Music Foundation awards instruments and equipment to eligible music instruction programs that are part of US public schools or qualified nonprofit organizations. The instruments and equipment are lightly used, blemished, or otherwise imperfect and have been collected from manufacturers and retailers.

Deadline: Applications are accepted year-round

Website: www.fendermusicfoundation.org/grants/grants-info

Music Education Grants

The Guitar Center offers grants that support music education projects and programs. The company believes that music inspires creativity and personal expression, builds self-esteem, and teaches cooperation and team building from playing music together.

Deadline: Applications are accepted year-round

Website: www.guitarcenter.com/pages/corporate-giving

School Garden Grant Program

The School Garden Grant Program is a collaboration between the Whole Kids Foundation and FoodCorps. A school garden is a vital educational tool because every seed planted sprouts a new opportunity for youth to cultivate healthful eating habits.

Grants of \$2,000 are awarded

Deadline: Applications are accepted September 1 through October 31, 2017

Website: www.wholekidsfoundation.org/schools/programs/school-garden-grant-program

Civic Engagement and Environmental Impact Grants

The First Solar Corporate Charitable Fund of the Toledo Community Foundation, Inc. focuses its grant making on programs that support green education initiatives, access to clean energy and water in underserved areas, and furthering the development of innovative and sustainable technologies.

Grants of \$10,000 and greater are awarded

Deadline: Applications are due February 1, May 1, August 1, and November 1, annually

Website: www.toledocf.org/main/grants-module

Lorrie Otto Seeds for Education Grant Program

The Wild Ones environmental organization annually awards small grants through the Lorrie Otto Seeds for Education (SFE) Grant Program. Projects must focus on appreciation for nature through the use of and teaching about native plants.

Awards range from \$100 to \$500

Deadline: Applications are due October 15, annually

Website: www.wildones.org/seeds-for-education

Environment and Science Education Grants

Waste Management, Inc. supports environmental and science education programs, such as science fairs and Earth Day projects targeting middle and high school students. There is also interest in proposals to preserve and enhance natural resources. Local facilities may identify and support other causes that are important to the immediate community.

Deadline: Applications are accepted year-round

Website: www.wm.com/about/community/charitable-giving.jsp

Shell Oil Grants

Grant requests related to education must focus on energy awareness with special publics. These include increasing interest in technical careers among students, and professional development in science and mathematics for educators. Funding is provided to support programs in kindergarten through grade 12 that are designed to boost students' mathematics and science skills.

Deadline: Grant applications are accepted year-round

Website: www.shell.us/sustainability/request-for-a-grant-from-shell.html

Epsilon Fund Grants for Young Scholars Programs

The Epsilon Fund of the American Mathematical Society (AMS) annually awards grants to summer mathematics programs that support and nurture mathematically talented youth. Programs should run over a period of multiple weeks during the summer, bring in at least 20 high school students with mathematical talent, and generally be directed by mathematicians.

Grants up to \$15,000 are awarded

Deadline: Applications are accepted September 15 through December 15, annually

Website: www.ams.org/programs/edu-support/epsilon/emp-epsilon

Toshiba America Grant Program for 6–12 Science and Math Educators

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects.

Deadline: Applications are accepted year-round for requests less than \$5,000.

Requests for grants of more than \$5,000 are due June 1 and November 1, annually

Website: www.toshiba.com/taf/612.jsp

Toshiba America Grants for Grades K–5

Grants up to \$1,000 are awarded

Deadline: Applications are due October 1

Website: www.toshiba.com/taf/k5.jsp

E2 Energy to Educate Grants

Through the E2 Energy to Educate grant program, Constellation NewEnergy, Inc. offers grades 6 through 12 and college students opportunities to problem-solve today's and tomorrow's energy challenges. Grants

fund projects designed to enhance students' understanding of science and technology and to inspire them to think differently about energy.

Education grants up to \$25,000 each are awarded for grades 6 through 12. Higher education grants up to \$50,000 each are awarded for two- and four-year colleges.

Deadline: Applications are due October 1, annually

Website: www.constellation.com/community/e2-energy-to-educate.html

Wireless, STEM, and Radio Technology Education Project Grants

The Alfred E. Friend, Jr., W4CF, Educational Activities Fund provides annual grants for educational programs and activities of amateur radio organizations, with special emphasis on projects involving youth and teacher development. Eligible projects include explorations and ongoing education related to wireless; science, technology, engineering, and mathematics (STEM); and radio technology.

Awards range from \$1,000 to \$3,000

Deadline: Applications are due October 1, annually

Website: www.arrrl.org/arrrl-foundation-special-funds

More Grants on Page 15

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Grants



Continued from Page 14

Education and Technology Program School Station Grants

The Education and Technology Program (ETP) of ARRL, The National Association for Amateur Radio, provides funding and resources to elementary, middle, and high schools in the United States. ETP School Station Grants are awarded for the purpose of purchasing equipment to set up a school amateur (ham) radio station.

Equipment valued at up to \$1,500 is awarded

Deadline: Applications are due November 1, annually

Website: www.arrl.org/etp-grants

Minigrants for Youth Amateur Radio Groups

The ARRL Foundation of the American Radio Relay League (ARRL) administers grants through the Victor C. Clark Youth Incentive Program. The primary focus is to support programs and projects for youth that enrich the experience of radio amateurs under the age of 18.

Grants up to \$1,000 are awarded

Deadline: Grant requests are accepted year-round

Website: www.arrl.org/the-victor-c-clark-youth-incentive-program

Air Force Junior ROTC Grants

Applications are judged by the importance and the impact the selected aerospace activity will have on students. Funds may be used for any aerospace education related activity from purchasing textbooks or videotapes, to going on a field trip to an aerospace museum, Air Force base, or other aerospace facility.

Grants up to \$250 are awarded

Deadline: Applications are due February 10 and October 10, annually

Website: www.afa.org/afa/informationfor/teachers/k12grants/airforcejuniorrotcgrant

Jump Rope for Heart and Hoops for Heart Grant Program

The Society of Health and Physical Educators (SHAPE) America annually awards grants to recognize Jump Rope For Heart and Hoops For Heart coordinators in kindergarten through grade 12 schools for their passion and contributions to these programs. The grant supports professional development for

the coordinator and funds to purchase school equipment to enhance physical education programs.

Ten stipends of \$1,300 and gift certificates at a value of \$1,200 are awarded for a total of \$2,500

Deadline: Applications are due October 15, 2017

Website: www.shapeamerica.org/jump/recognition/index.cfm

Baseball Tomorrow Fund Grants

Grants may be used to develop, expand, or improve youth baseball or softball programs, including needs such as renovating or constructing baseball fields and obtaining uniforms, equipment, and training for coaches.

Deadline: Applications are due January 1, April 1, July 1, and October 1, annually

Website: web.mlbbcommunity.org/programs/baseball_tomorrow_fund.jsp?content=about

Funds for Fuel Up to Play 60

Fuel Up to Play 60 is a national in-school initiative to promote healthy eating and 60 minutes of physical activity daily to help encourage today's youth to lead healthier lives. The funding program provides grants to public and private schools to support Fuel Up to Play 60 projects and activities.

Grants up to \$4,000 per school per school year are awarded

Deadline: Applications are due November 1, 2017

Website: www.fueluptoplay60.com/funding/general-information

Japan Foundation Grants

The Japan Foundation's Center for Global Partnership (CGP) awards education grants for projects designed to increase awareness and understanding of Japan in the United States by addressing the needs of students and teachers in kindergarten through grade 12. Grants may fund support of teacher training, curriculum development, and community outreach efforts.

Grants up to \$5,000 are awarded

Deadline: Grant applications are accepted year-round

Website: www.cgp.org/grassroots-exchange-and-education/education-grants

Partnership Connects Students to their Libraries

Continued from Page 1

This means Jen Legatt, a media specialist at North Junior High, no longer purchases encyclopedias, which are outdated as soon as they are printed. With more room available on the library shelf, she is able to create more engaging experiences for students, focusing on the fiction and topic-based books they enjoy reading.

"Students overall prefer paper books for fiction," Legatt said. "They spend enough time plugged in for other reasons. In many ways, books provide an escape from technology."

Managing the Details

The strength of the library partnership is the commitment from both organizations to navigate potentially complicated issues like data privacy.

Without library cards, students cannot take advantage of the expanded learning opportunities offered through the partnership, yet anyone who knows a junior-high student knows that they are prone to lose things — like their library cards. Hopkins wanted to store the library cards assigned to students in case they were lost or forgotten, but the barcodes are proprietary information, and Hennepin County Library did not have a policy that allowed for Hopkins staff to have this access. Eventually, the two organizations found a solution in storing the information in each student's school profile, a system that is also classified as data private.

"Data privacy was one of our biggest, most complicated issues," said Price. "Hennepin County Library would not share this information without knowing it was going into the right hands. It was essential that we had buy-in from senior leadership, and a library-minded culture with full-time media specialists."

A Place to Belong

Both Hopkins and Hennepin County want students to explore the resources available to them through the library and also to get them to

physically go there. So far it's working.

Hennepin County Library's Homework Help program is bursting at the seams. Last May, when attendance typically drops, it increased as new students took advantage of the in-person tutoring program.

In addition to Homework Help, North and West junior high students have been participating in a teen after-school library enrichment program at Ridgedale Library.

Hennepin County Library supervises the program and pays for an activity bus to transport students. Students spend about two hours engaged in a variety of educational and fun activities. They play games, work on art projects, listen to speakers, and read books.

"I love going to the after-school library program," said Annika Widenhoefer, a North Junior High eighth-grader. "I like to come here and unwind."

The teen enrichment program runs from October through March on Tuesdays. About 30 students participate between both junior highs. It gives students a place to hang out and participate in a non-traditional after-school activity, with the idea that they will continue to use the library during the summer when school is not in session.

"If we can get our kids connected with the library resources, then during the summer, they feel supported," Price said. "They know Hennepin County Library is a resource. They are comfortable checking out books on OverDrive, and they feel comfortable going to the library."

www.hopkinsschools.org
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Westonka Schools Celebrates 100 Years

Continued from Page 1

Ironically, the 1917 building burned on Labor Day, 1963, dropping the interior second and third floors to the ground level and leaving only a shell. A large 1938 high school addition survived the blaze and stood until 1999. The burned building was replaced by a structure many locals still remember as "the pods." The current Mound Westonka High School opened on its present site in Minnetrista in the fall of 1971.

The Westonka School District kicked off its celebration of this centennial year at the Spirit of the Lakes parade in July and will continue throughout the year observing the century mark for the high school and the 100th graduating class in 2018. Events will include an alumni breakfast on Friday, Oct. 6, 2017, in connection with Homecoming and an all-class reunion on July 21, 2018, during Spirit of the Lakes weekend.

Also in celebration the centennial, Dr. Pamela Myers of the Westonka Historical Society, also former superintendent of Westonka Public Schools, has organized a series of presentations on the early history of the school district. Myers has been sharing school history at the start of regular board meetings, and summaries of her presentations will be included monthly in Westonka News. Find them here <https://www.westonka.k12.mn.us/site/Default.aspx?PageID=930>.

www.westonka.k12.mn.us
(952) 491-8000



Student Contests and Awards

Lexus Eco Challenge

The Lexus Eco Challenge is an education program and contest about the environment that empowers middle school and high school students to create a better world. There are three challenges that teams of five to ten students and a teacher advisor may design an action plan for. The challenge is open to students in grades 6 through 12.

Deadline: Land and Water Challenge registration is open August 14 through October 16, 2017; Air and Climate Challenge registration is open October 18 through December 11, 2017; and the Final Challenge registration is open January 22 through March 5, 2018.

Website: lexus.scholastic.com/challenges

Middle School and High School National Science Bowl

The US Department of Energy (DOE) National Science Bowl (NSB) is a nationwide academic competition for middle and high school students that tests knowledge in all areas of science and mathematics. It was created in 1991 to encourage students to excel in mathematics and science and to pursue careers in those fields. Teams of diverse backgrounds are comprised of four students, one alternate, and a teacher who serves as an advisor and coach.

All teams first compete in regional competitions, and the regional championship teams then compete at the national event.

Deadline: Regional competition dates vary, but are typically between January and

March. See the website for specific dates

Website: science.energy.gov/wdts/nsb

National Engineers Week Future City Competition

Future City Competition is an annual competition for grades 6 to 8 students. The competition consists of five deliverables. Teams must: (1) Solve an engineering problem through the demonstrations of planning a virtual city using SimCity software (donated by Electronic Arts); (2) Write a 1,500 word essay describing the unique attributes of their city, research and compose a written solution to the current year's challenge; (3) Build a physical model purely of recycled materials on a budget of \$100; (4) Give an oral presentation to a panel of judges; and (5) Complete a project plan to help them stay organized. The essay topic varies each year.

Deadline: The registration deadline is October 31, 2017

Website: futurecity.org/about

Regeneron Science Talent Search

The Regeneron Science Talent Search (Regeneron STS), an annual program of Society for Science and the Public (SSP), is the nation's most prestigious science research competition for high school seniors. SSP has provided a national stage for the country's best and brightest young scientists to present original research to nationally recognized professional scientists since 1942.

Three hundred semifinalists receive \$2,000. Each school receives \$2,000 for each semifinalist named. Forty finalists compete for the top 10 awards, with a top award of

\$250,000 awarded

Deadline: Applications are due November 15, 2017

Website: student.societyforscience.org/apply-science-talent-search

National Geographic Bee

The contest is designed to encourage teachers to include geography in their classrooms, spark student interest in the subject, and increase public awareness about geography. Public, private, and home-schooled students, as well as Department of Defense Dependents Schools, in grades 4 through 8 are eligible for this challenging test of geographic knowledge.

Deadline: Registrations are accepted August 2, 2017 through January 26, 2018

Website: www.nationalgeographic.org/bee

Earth Science Week Contests

The American Geological Institute (AGI) is sponsoring four national contests for Earth Science Week, October 8-14, 2017. The video, photography, visual arts and essay contests allow both students and the general public to participate in the celebration, learn about Earth science and compete for prizes.

Deadline: Entries due by 5 p.m. October 13, 2017

Website: www.earthsciweek.org/contests

Recycle Rally

Recycle Rally is a free, nationwide school recycling program that provides resources and incentives to inspire K-12 students and their

surrounding communities to become proud and frequent recyclers. Through the program, schools may have the opportunity to earn prizes, set and achieve recycling goals, use effective educational tools, and connect with a national school recycling network.

Website: www.pepsicorecycling.com/Programs/RecycleRally

YSA Everyday Young Hero Award & Grant

Everyday Young Heroes are young people, ages 5-25, who are improving their communities through service to others and making significant progress in achieving the UN's Sustainable Development Goals. Each week, the YSA Team selects one young person to receive this honor. YSA will also select 12 winners — one per month — to receive \$250 grants to continue and expand their project.

Website: www.ysa.org/eyh_nomination

Ranger Rick Photo Contest

Children age 13 and younger are invited to enter the Ranger Rick Nature Photo Contest by sending their best original nature photographs. They may be photos taken with a camera or a phone. Any photo with a wildlife or landscape theme is perfect. Every month, winners will be selected by the judges and posted in the Recent Contest Winners slideshow on the contest home page.

Website: www.nwf.org/Kids/Ranger-Rick/Photo-Contest/Contest-Details.aspx



Science and Engineering Apprenticeship Program

The Science and Engineering Apprenticeship Program (SEAP) provides an opportunity for students to participate in research at a Department of Navy (DoN) laboratory during the summer. The goals of SEAP are to encourage participating students to pursue science and engineering careers, to further their education via mentoring by laboratory personnel and their participation in research, to make them aware of DoN research and technology efforts, and to prepare students to serve as positive role models for their peers by encouraging other high school students to take more science and mathematics courses.

Deadline: Applications are due October 31

Website: seap.asee.org/program_details

Green Ribbon Schools

The Green Ribbon Schools Awards from the U.S. Department of Education honors schools, districts and higher education institutions that save energy and reduce operating costs, create environmentally friendly learning spaces, promote student health, and incorporate environmental sustainability into the curriculum. Awardees receive a plaque and a flag for the school, local recognition, and an invitation to the national ceremony in Washington, D.C. The program is described at the Green Ribbon Schools website.

Website: www2.ed.gov/programs/green-ribbon-schools/index.html

Contact: John C. Olson, mde.academic-standards@state.mn.us, 651-582-8673

Recycle-Bowl Competition

The Keep America Beautiful, Inc. Recycle-Bowl Competition invites all kindergarten

through grade 12 schools in the United States to recycle for the chance to win prizes and receive national recognition. The competition seeks to establish new recycling programs within schools, increase or improve recycling rates in schools that currently recycle, and provide teachers and students educational opportunities about recycling and waste reduction.

Deadline: Schools must register by October 13, 2017

Website: www.kab.org/recycle-bowl/why-recycle-bowl

Goddard Prize for Environmental Conservancy

The New Leaders Initiative, a program dedicated to identifying, supporting and sustaining young environmental leaders is honored to administer the Goddard Prize for Environmental Conservancy. The Goddard Prize will be awarded multiple times a year to enterprising young people who are pursuing environmental projects, and who are looking for funding to bring their ideas to the next level.

Deadline: Applications accepted on a rolling basis

Website: tinyurl.com/yd4kupe5

Paul A. Gagnon Prize

The National Council for History Education (NCHE) annually awards the Paul A. Gagnon Prize. The prize is awarded to either a teacher in kindergarten through grade 12 who exhibits exceptional historical scholarship, or to individuals or groups that have made a significant contribution to the promotion of history education.

A cash prize of \$1,000 is awarded, plus complimentary registration for the NCHE National Conference

Deadline: Applications are due January 5, 2018

Website: www.nche.net/gagnonprizecriteria

Jessica Cabeen, Austin Public Schools Principal, Named Minnesota National Distinguished Principal



Jessica Cabeen, principal of Woodson Kindergarten Center in Austin Public Schools, and a member of the Minnesota Elementary School Principals' Association (MESPA), is Minnesota's 2017 National Distinguished Principal (NDP). MESPA and the National Association of Elementary School Principals (NAESP) present the prestigious award.

The National Distinguished Principal program was established in 1984 to recognize and celebrate elementary and middle-level principals who set high standards for instruction, student achievement, character, and

climate for the students, families, and staffs in their learning communities.

"My mantra this year has been, 'If serving is beneath you, leading is beyond you,'" said Cabeen. "This mantra provides the motivation to ensure my day is balanced with opportunities to serve and lead." Dewey Schara, principal at Neveln Elementary in Austin Public Schools, describes how Cabeen lives her leadership mantra: "Transformational leadership is rarely demonstrated so seemingly effortlessly in public education. However, Jessica Cabeen exemplifies a true transformational leader. She not only directly improves those who work with her, she indirectly elevates those around her. As a peer principal, I can personally attest to this. The hallmarks of a transformational leader are the abilities to: create a shared vision, communicate it effectively with collaborative efforts, and motivate those involved to accomplish the vision."

"As transitions in the early years can be a challenge, I work with preschools and the elementary schools in our community to ensure there is open and timely communication to bridge supports for families," said Cabeen. "For example, I visit all preschools to meet with teachers and gain information on their

students entering kindergarten in the fall. I also meet with elementary principals monthly to ensure that I am building a strong academic and social foundation in which they can build upon for future years."

"She positively impacts the district through her collaboration, yet never seeks credit for her efforts," said Cabeen's principal peer, Dewey Schara. "Unless you are closely paying attention, you may not even notice she was behind the effort the whole time because her desire isn't recognition, it is simply to ensure the students in our district have the best possible education. Her efforts expand beyond the district, as she is also called upon often to be a leader within the state for pre-K education as evidenced through her work with MESPA."

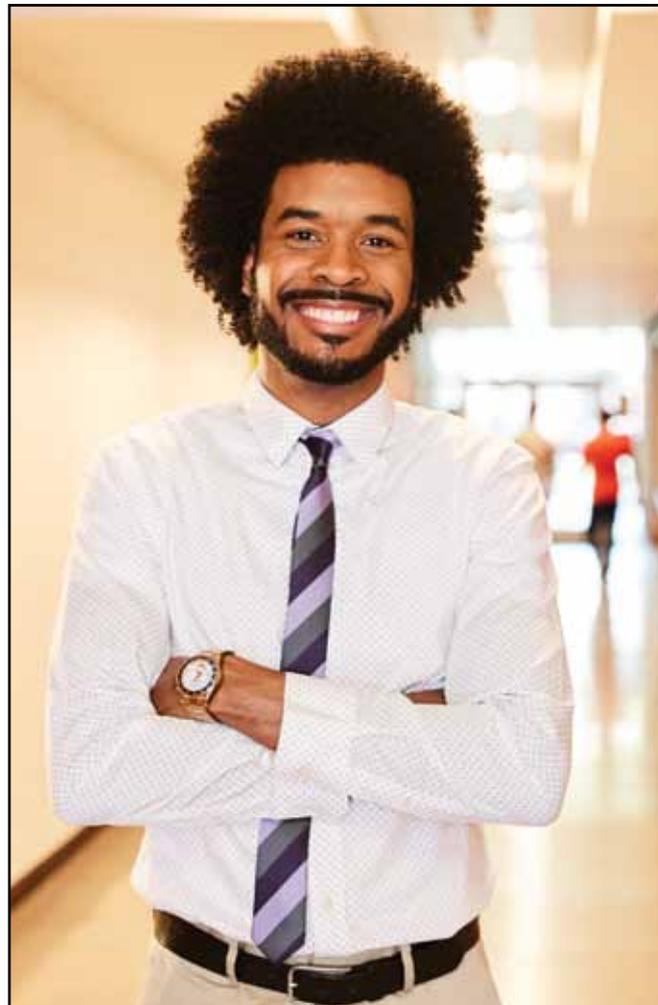
Cabeen not only works in the community, she also brings the community into her school. "One of my proudest accomplishments at Woodson has been establishing the only outstate Everybody Wins MN! Program," said Cabeen. "Everybody Wins MN! is an organization dedicated to building partnerships with corporations and elementary schools which result in a reading buddy program. Each week we have corporate volunteers read with students while building relationships with each

other. This work sets a positive foundation for learning and future dreams for our students, and supports our vision that we continue to dream BIG for our LITTLEST learners."

In addition to connecting with businesses in the community, Cabeen makes connecting with her students' parents a priority. Marianne Pollock, parent of a former Woodson Kindergarten, said of Cabeen, "Jessica listens to the parents, children, and I see she really knows how to build strategies and actions that work. I appreciate how Jessica has developed many videos: Kid Principal, Polar Express, and their school dance sessions. As a working parent, it helps us stay connected and have conversations with the children about these activities in school."

"As a lifelong learner, Mrs. Cabeen is always motivated to explore, initiate, and follow through on ideas that will bring successful programming and unique learning experience to kindergarteners," said Ellen Verdoorn, Kindergarten Teacher at Woodson Kindergarten Center. Cabeen shared her motivation for developing these programs: "Through these ever-evolving systems we are

Continued on Page 18



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Corey Bulman is Minnesota Teacher of the Year



Westonka Public Schools

Westonka Schools is proud to announce that Corey Bulman, an English teacher at Mound Westonka High School, has been named the 2017 Minnesota Teacher of the Year.

Bulman is the 53rd recipient of the state's top teaching award and the first from the Westonka district. He has spent his entire 17-year teaching career at MWHS, helping to establish and elevate the Advanced Placement and Honors English curricula during his tenure.

"We are so proud of our teachers, and today we are thrilled for Corey Bulman," said Westonka Superintendent Kevin Borg at the May 7 awards banquet in Bloomington. "Westonka families are well aware of the powerful impact Corey has with our students and now all of Minnesota will know, too."

An independent selection committee representing Minnesota leaders in education, business and government selected Bulman for

the prestigious award from an initial field of 132 candidates. Westonka was fortunate to have three candidates in addition to Bulman this year: Jean Ann Thayer, Lori Knauf and Cyndi Loewen.

In his letter of recommendation to the Minnesota Teacher of the Year Award committee, former MWHS principal Keith Randklev wrote, "Corey Bulman is the finest classroom teacher I

have had the privilege of working with, and I cannot imagine a Minnesota teacher who more exemplifies and models what we want and expect of a Minnesota Teacher of the Year."

MWHS English and fine arts teacher Kate Schilling described Bulman as one of the greatest influences on her career as a young educator. "Watching Corey in the classroom is a master class in instruction," Schilling wrote in a recommendation letter. "He seamlessly blends historical context, hilarious anecdotes, subject expertise, and curated music to design engaging learning experiences."

"He creates curriculum with the sophistication and nuance that students normally only encounter in the college classroom, and his former students regularly return to share how well-prepared they are for university life and learning," Schilling added.

Bulman's colleagues agree that what truly

sets him apart is his passion for the interpersonal relationship and his humble devotion to shaping the lives of his students.

"When I was in high school, it mattered a great deal to me how adults treated me," wrote Sara Strother, a former student of Bulman's who now teaches art at MWHS, in a recommendation letter. "Corey was an adult who showed me he believed I was smart and cared about my ideas. He was honest, funny and made me believe in myself."

"Corey doesn't just care about the people in his classroom," Strother continued. "He cares about how to make them better people, thinkers and leaders of thoughtful lives."

Perhaps Bulman's greatest gift is his ability to create meaningful connections with students, especially during the trying and difficult moments they inevitably experience in their high school years. As Randklev described, each and every time students endure loss, Bulman "will cast aside lesson plans, test dates, writing assignment due dates, and his own personal plans to address, support, empathize, and guide students through those intensely emotional moments."

"That unconditional love and acceptance of our students and families takes tremendous courage, compassion and leadership," Randklev wrote. "I know of no teacher in my 36 years of teaching and administrative experience who does this critical work better than Corey Bulman."

In his acceptance speech Sunday afternoon, Bulman shared two thoughts on education: teaching is hard and teaching matters. He said:

[Teaching] matters because teaching students to embrace the possible is important. It matters because young people need adults in their lives that are going to cheer for them every single

day, and you are those people. It matters because often you are the candle in the darkness that help kids find the light. And it matters because a smile and a greeting might mean the world to a young person who's struggling with life that's beyond our comprehension, and we won't know, we'll never know, but we do it anyway.

Bulman had a long list of people to thank, which included the Minnesota Teacher of the Year awards committee, Education Minnesota, 2016 Minnesota Teacher of the Year Abdul Wright and the other 10 finalists. He gave special recognition to his wife, Mimi, and two young daughters and to his colleagues and students in Westonka.

"I'm awe of the people I get to work with every day at Westonka Schools," Bulman said. "These people are maestros. They tease out greatness at 7:45 in the morning . . . in Minnesota . . . in January."

"I'm in awe of my students," Bulman continued. "They make me question, and they see the world as it should be, as it's going to be, and they hold me accountable for that. And I thank every student that's ever passed through my classroom."

The Minnesota Teacher of the Year Award means a whirlwind year for Bulman. He will visit the White House, attend the college football championship, attend a weeklong class at Harvard University, go to NASA Space Camp and give speaking engagements statewide. He will also be a candidate for National Teacher of the Year.

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Jessica Cabeen Named Minnesota National Distinguished Principal

Continued from Page 17

moving forward to ensure we are providing a high-quality learning environment for ALL students who enter our school and leave prepared for first grade without falling through the cracks."

Verdoorn summed up Cabeen's leadership at Woodson Kindergarten Center best when she said, "Jessica Cabeen leads by showing her enthusiasm for learning and growth in ways that staff and families can fully appreciate. She inspires all educators to see their best, do their best, share their best, and always continue to strive for more. As John Quincy Adams stated, 'If your actions inspire others to dream more, learn more, do more and become more, you are a leader.' Mrs. Jessica Cabeen is a distinguished and dedicated leader who truly deserves to be honored with this prestigious award."

Cabeen began her career in 2000 as a

Special Education Teacher/Music Therapist at Benjamin E. Mays Elementary in St. Paul, MN. She served for a year as the Due Process Teacher on Special Assignment for St. Paul Public Schools before becoming the Secondary Special Education Coordinator for Austin Public Schools. She served as the Assistant Principal of Ellis Middle School in Austin Public Schools for three years and has been the Principal of Woodson Kindergarten Center since 2012.

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