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Back-to-School 2018



Champlin Park High School 'Leo Club' Earns National Recognition



Anoka-Hennepin School District

Champlin Park High School (CPHS) students really know how to give back to the community.

Last year, the 240 student-members of the Leo Club, the school's student service organization, logged more than 13,000 service hours and helped approximately 8,400 people by way of the projects the club participated in. From making sandwiches for those experiencing homeless-

ness, to raising thousands of dollars for hurricane relief in Puerto Rico, to donating blankets to Hope4Youth, to giving time to Feed My Starving Children or helping out at the Champlin Women of Today craft show, CPHS students really made a huge impact on the community.

And that impact hasn't gone unnoticed. Over the summer, four students who are members of the Leo Club went to Washington, D.C., to accept recognition from the Jefferson Awards Foundation on behalf of CPHS and the club, as part of the foundation's national Students In Action competition.

The students — juniors Will Asinger and Grace Bassekle, and sophomore Megha Verghese, were led by senior John Zheng — compiled the Leo Club's 2017-18 service efforts and entered the Jefferson Awards competition, said Jane Hansen, the school's youth service coordinator and Leo Club advisor, who joined the students on the trip.

"It was so inspiring," Hansen said. "And they couldn't have taken four better kids to go. I mean, these four kids are going places

and this was totally their environment, and the empowerment that the students felt was inspiring."

In addition to the gala, Hansen said the quartet of CPHS students planned their tourist stops, which included tours of the Supreme Court of the

included tours of the Supreme Court of the



Paul Downer, Communications Coordinator
Superintendent/School Board Assistant
Delano Public Schools

Spanish Experience Memorable For Students



A dozen Delano High School students honed their speech skills and broadened their cultural horizons with a 10-day trip to Spain this past spring.

"In a small way, what I'm trying to do is open the kids' eyes up to the world around them," said Spanish instructor John Fitzer, who has led at least eight trips to Spain since 1999. "When I pick the kids up from the week with their host families a lot of them will look at me and say, 'I learned more in five days with my family than I have in three years with you, senior.' I say, 'Thank you. That's what I want to hear.'"

"I tell my students that you can't learn a language in a classroom. You can learn generally how to speak a language and I can have them hear native speakers and do activities where they're talking on their own, but until you're in it 24 hours a day, seven days a week, and you're bombarded with it, you're not going to really learn it."

The group flew into Madrid on March

31, viewed a historic aqueduct in Segovia and spent another night in Madrid before heading to Castellon to meet with host families for a five-day stay. Each student lived with a separate family in order to be fully immersed in the Spanish culture.

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"Staying with the family was my favorite part," said senior Paige Grover. "I was really nervous going into it, but as soon as I was with the family I just kind of fit into their lifestyle and really learned a lot of Spanish. In the beginning I started out speaking half Spanish, half English. Toward the end I was

able to speak full conversations with them. So it was really beneficial."

Senior Steven Hajas had a head start, having gone a previous Spanish language

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From the Blog

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Creating a Customized Plan for a School District's Future

How has ICS helped Minnesota schools pass over \$500 million in referendums this past year? Effective strategic planning. Whether a school district enrolls 200 or 2,000 students, the need for effective strategic planning is critical. Strategic and systematic thinking are the hallmarks of districts positioned for future growth.

Top 7 Tips on How to Approach Pre-Construction

Stahl's role during pre-construction includes attending design and planning meetings and offering immediate or near real time input on the following:

- Risk Management
- Feasibility Studies
- Budgets

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Spanish Experience Memorable For Students Continued from Page 1

trip to Costa Rica as a sophomore, but he ended up polishing his skills significantly as well.

“It was really fun because I thought I had a pretty firm grasp of Spanish. Then I went and I had no clue what they were saying,” he said. “They slowed it down, and they spoke pretty good English so we were able to talk about and forth. By the end of the trip I was talking very fluent Spanish with them. Just staying with them for a few days, talking with them, you were able to pick up Spanish quickly.”

Senior Eva Sundheim had a different experience. Many of those in the group were in the college-level DHS Spanish course, but Sundheim was more of a beginner in Level 2. Her host family was eager to practice English, an arrangement that suited Sundheim just fine.

“I had a host sister who was 16, and her and her friends wanted to get better at English. So I ended up teaching a lot more English, which I was happy with,” she said.

Fitzer said that while students typically improve their Spanish significantly on the trip, the overall objective is much broader.

“Some schools don’t allow students to take trips like this until they’re done with Level 3 or Level 4,” he said. “My attitude

is that whatever Spanish they have, they’ll go with a family that has the right amount of English. The bigger picture is not the language, but the cultural aspect.”

Life in Spain

Sundheim, Hajas and Grover had all traveled abroad before, but Sundheim said the food in Spain was unexpectedly exotic. Hajas said some of the dishes included snail and octopus.

“They were all home-cooked and delicious, but they were just super different. They eat a lot of seafood,” said Sundheim. “Things were more sour and the textures were almost gelatin. Every food I tried was really odd.”

Beyond meals, Grover said the overall lifestyle was an adjustment. She spent time walking the village of Torreblanca her host family, accompanying them on daily tasks like grocery shopping, and hanging out with her host sister’s friends.

“We didn’t get up until about 10 a.m. We ate breakfast, then we had lunch at 2, and dinner at 10,” she said. “Everything about the culture is more relaxed. They’re not nearly as busy. They eat every meal with their family. Overall, it was just so different

from here, so it was just fun to walk around. We went to the beach. I spent a lot of time with her friends too, so I was able to meet a lot of other kids there.”

Hajas, who stayed in Benicassim, was impressed with the architecture, the stone streets, and the personable nature of those he encountered.

“They have a really interesting culture over there,” he said. “The openness of people is not something you see here, just the way people greet each other and talk. You’d talk with them and it felt like you had known them for a while, not like you had just met them.”

Students also remarked on the beautiful countryside, the comparative prevalence of smoking and alcohol in the culture, the absence of single-family homes, trash alongside highways while city streets were carefully washed every evening, an ornate but empty church except for tourists on Easter, and a much different attitude toward care for vehicles.

“Their cars are not like a prized possession, so when they’re parallel parking they will back up and hit the car behind them, then pull forward and hit the car in front of them,” said Sundheim with a laugh. “All the cars have paint coming off, scrapes and

dents, and they don’t mind.”

Other highlights included travel by train, museums, a flamenco show in Madrid and a pair of days in Barcelona before the return flight on April 9.

“The whole trip, every part of it, was fun,” said Hajas. “We had a small group, so we all got to know each other a lot better. We were talking about it on the way back. It felt like we had been there for six months, just living in Spain.”

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Champlin Park High School ‘Leo Club’ Earns National Recognition

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United States and watching a Senate vote from the gallery of the U.S. Capitol, among other adventures.

But Hansen said a highlight for her was the awards breakfast where all those being honored had a chance to share why they or their organization was being honored.

“It was awe-inspiring to be there for that,” she said. “It was an hour-and-a-half of hearing all the good things happening around the country.”

Getting to Washington, D.C., was a lot of hard work, Hansen said, and it was totally led by Zheng.

“He told me he wanted to enter the Students In Action competition, and those four students worked on this autonomously from me — they worked from January to April and did it all on their own,” Hansen said. “This was their trip and they really earned this award.”

Work included compiling data on all the work the Leo Club and its students did, and then creating video and written submissions touting the work, and then submitting it all to the Jefferson Awards Foundation.

The Leo Club, now in its 10th year, is led by a leadership team of 18 students, so it’s really student-driven, Hansen said.

“I look to them. The students have ideas and I think it’s set up to where kids can run the show,” she said. “And that’s the beauty of it — when students graduate, their ideas continue on.”

The club itself and its 240 members truly represent the beauty and diversity that makes up CPHS, Hansen said.

“It’s very reflective of the school as a whole, from special education students to student-athletes,” she said. “Kids really connect with it. And some give a little, some give a lot — it’s OK to be as involved as you want to be. It’s all meaningful.”

The CPHS Leo Club’s first meeting of this school year is set for Sept. 19, and students interested in participating are encouraged to stop by the Youth Service office on the second floor to fill out a membership form. Participation is free, Hansen said, and there’s no time commitment needed.

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Reshaping Opportunities for Success 2015–2020

Forest Lake Area Schools

On Nov. 3, 2015, the voters of Forest Lake Area Schools approved a bond referendum that will make repairs and upgrades to all of the district's buildings. This project has been named the *Reshaping Opportunities for Success (2015–2020)* project.

Scope of Project

- Safety and Security
- Upgrades in energy efficiency
- Repairs or replacement of roofs
- Repairs or replacements of boilers
- Repairs or replacements of HVAC
- Upgrades of outdated classrooms
- Other repairs, replacements and upgrades

Safety and Security Upgrades:

The Reshaping Opportunities for Success 2015–2020 project will provide for several important upgrades to our schools in order to create safer learning environments for all district students.

1. The front entrances to every district school will be reconfigured to require either key-card access or require any visitor to go through the building's front office in order to enter the school.
2. Permanent interior walls will be built at Lino Lakes and Columbus Elementary

Schools. Access to all district buildings would be reconfigured. Visitors to the buildings would be required to either pass through the school office before entering the rest of the building, or a secured monitoring system would be installed.

3. Additional cameras and other security technology will be installed at district schools as needed.
4. New communications technology and improvements made to current school intercom systems would ensure that all students and staff in buildings are able to respond in the event of an emergency.
5. New fire alarms, sprinklers and other systems will be installed as needed, or the current systems would be upgraded.

Secondary Campus Plan:

Among the most important items in the Reshaping Opportunities for Success 2015–2020 project will be the changes that will occur in the secondary schools (grades 7–12).

Creating a comprehensive 7–12 campus

While no new buildings will be constructed in this project, the project allows all students in grades 7–12 to attend the district's most modern secondary schools—Forest Lake

Area High School and the building currently known as Century Junior High School. This move will serve several purposes.

First, it will give the district the ability to locate all of its secondary students in one area of the city—on one large campus. It includes the following:

- Moving all district students in grades 7–8 to a single, unified junior high school, which will be located in the current Century Junior High building;
- Move all 9th grade students to the high school, creating a grade 9–12 high school in order to provide them with the academic opportunities of a modern high school student;
- Move all programs from the old CLC to the former Southwest Junior High School.

Having all grade 7–12 programs in one location will allow for better use of staff and building resources, and it will eliminate unnecessary redundancies in service. More importantly, it will mean that secondary teachers are better able to collaborate and share information and new ideas. It will also streamline the process for students to meet the grade 9–12 graduation requirements set forth by the state.

As part of the district's Reshaping Opportunities for Success Project (2015–2020), Forest Lake Area High School, built in 1972, will receive many upgrades and repairs over the next few years. They include the following:

Improvements for Better Learning

- Science department renovations and additions to create modern labs and to enhance learning opportunities
- Classroom additions to accommodate 9th grade students within the building
- Interior renovations to instructional areas to enhance instructional opportunities.

Upgrades to Safety & Security

- Reconstruction of the front entrance of building and installation of access control systems to improve the safety and security of students and staff
- Replacement of existing moveable partition walls within the building with permanent walls to improve acoustics and to provide additional electrical and technology capabilities.

Repairs and Deferred Maintenance Projects

- Heating, ventilation, and air conditioning (HVAC) improvements throughout build-



ing to meet current standards, improve student comfort and increase energy efficiencies

- Replacement of existing aged roofs in several areas of the building to safeguard our building from water infiltration
- Replacement of existing exterior window systems and select exterior door systems to weatherproof the building and ensure a water-tight building envelope.

Update as of September 7th:

9–12 Building — Completed for the week ending September 7, 2018:

- Flooring in the music rooms continued.
- Music casework was delivered and installed.
- Flooring in the Culinary Arts room has been completed.
- Punchlist work throughout continues.

7–8 Building — Completed for the week ending September 7, 2018:

- Flooring in the FACS classroom has been completed.
- Music casework was delivered and installed, additional casework has been ordered.
- Mechanical start-ups continued with one of the Chillers Start-up completed.
- Electrical work continued throughout the building.

Southwest — Completed for the week ending September 7, 2018:

- Ceiling and soffit demo is complete.
- HVAC and electrical demo in Area A is ongoing.
- Sitework demolition is underway.

For more updates and details on this project go to the district's website.

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South Washington County Schools Projects Complete

New Oltman Middle School Opens for the Start of the 2018–19 School Year



South Washington County Schools

On Tuesday, September 4 students were welcomed to the new Oltman Middle School for their first day of classes. More than 900 students in grades 6, 7 and 8 will learn in the new school.

The building was designed to enhance the learning experience for each student by sectioning the school's teaching space into pods. In each pod, classrooms have a moveable wall that opens to a collaborative learning space with tables and comfortable seating arrangements.

"Students learn in a variety of different ways. By giving students and teachers more flexibility and options, we are allowing them to find the way that works best for them to learn," said Oltman Middle School Principal Joni Hagebock. "We believe the one doing the talking is doing the learning. This design allows for more of our students to do the talking."

While students will have ample space to work in their free time in the collaborative learning space of each pod, the school also features a media center. The media center, which features a large library, also includes a TV studio and makerspace with 3D Printers.

The school is also designed to give students opportunities to take part in the arts and athletics. For the arts, the school has a 400-seat

auditorium and performing arts center, which will be open to the community for local theater group performances, and a full music suite, with spaces for choir, band and orchestra. For athletics, the school has a gym, with three full-sized basketball courts, fitness center, locker rooms and a pool, which will be the home to the East Ridge High School swim team.

One of the most eye-catching spots in the building is the cafeteria, with floor to ceiling windows and a variety of seating options for students ranging from traditional lunch tables to booths to high-top tables.

"The cafeteria is one of the spaces we're most excited about. We want it to be a place where all of our students can feel comfortable and relax in their downtime," said Hagebock.

The cafeteria is also the first place many visitors will see, as the activities entrance opens to the space. In addition, the cafeteria was designed to double as a space for athletics and after-school activities.

Technology is also an important part of the new school. Each teacher has a microphone to wear in class that is connected to in-ceiling speakers, to ensure all students can hear. All classrooms have SMART TV's that act as whiteboards but can also be used to connect with a teacher's laptop or student's iPad to

show a lesson or work in progress. Technology to increase school security is also in place, including security doors that can be closed with the switch of a button to seal off sections of the school.

The school was funded by community support of a 2015 Bond Referendum. The community is invited to see the new building at a Grand Opening Celebration on Sunday, September 23 from 2-4 p.m.

Improvements complete at Cottage Grove, Lake and Woodbury middle schools

Students began the 2018–19 school year with new learning spaces at Cottage Grove, Lake and Woodbury middle schools. Thanks to funding approved by the community as a part of the 2015 Bond Referendum, improvements were made at all three schools to accommodate capacity needs and equity issues.

The largest project, a 12-classroom addition at Woodbury Middle School, was completed over the summer. Improvements at the school were designed to accommodate an increase in student capacity from 1,080 to 1,300. In addition to adding 12 classrooms, the two-story expansion added bathrooms and collaborative learning

spaces. A new kitchen was also added to the school to increase capacity and functionality. Renovations were also made to group learning spaces, media center and the orchestra space. New technology and furniture will be used in the renovated and added spaces at the school.

Cottage Grove and Lake middle schools also received several building improvements that were completed in the spring of 2018. Since both schools have a shared a floor plan, improvements at both schools were similar in nature. Improvements included the addition of new collaborative learning spaces and music classrooms, as well as increased cafeteria seating. Both schools also received improvements to their media centers, performance spaces and special education classrooms. New technology and furniture were also added to each school. Both schools have a capacity of 1,300 students.

Over the summer, Cottage Grove Middle also received a new pool mechanical system and new and expanded student lockers.

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Phase One 'Fit for the Future' Construction Projects Making Progress



At Andover, a classroom addition is being added, as well as a major renovation to the school's auditorium.

South Washington County Schools

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At Blaine, the cafeteria expansion and classroom addition are underway.

Future Facility Project at Lanesboro



Lanesboro Public Schools

The Project Scope

Working with the architects, the original project scope was mapped and concept designs were developed. Gathering input from staff in the early phases of the project allowed the team to set priorities based on the academic impact of each component. Throughout January, February, March, and April the team identified key components of the three priorities. In May of 2018 we held a community meeting with over 100 stakeholders to discuss the project and generate feedback to fine-tune the scope.

Safety and Security

The inclusion of a new primary entrance that would funnel traffic into the main office during the school day was a key component

of the team's dedication to school safety. Keeping with the theme of exterior entrances, the scope of the project includes replacing exterior doors throughout the building and adding an electronic locking system to control access 24 hours a day. The third layer of security that research shows may be the most important is changing our classroom door locksets to allow for doors to be locked from inside the classroom. Other modifications would improve accessibility for our community that may have physical impairments and would improve fire safety.

21st Century Learning Environment

The Lanesboro community invested in a well-built facility in 1959 that is now our High School/Middle School wing. This facility has been maintained well over the years which will allow us to reinvest in the space to develop a learning environment that can prepare our students for the future. Remodeling and refinishing classrooms with modern furniture, energy efficient lighting, and mechanical improvements is one solid way for the district to meet its mission. Along with the standard remodeling, changes in

other areas of the building will allow us to build a new Physics/Chemistry Lab that will greatly enhance delivery of our science curriculum. Other key areas addressed in the plan include a Creator Space, Presentation Room, and a Learning Commons. These flexible spaces will allow our students an opportunity to learn in a college-like atmosphere. With a large percentage of our students going on to either two- or four-year post-secondary institutions, our hope is to prepare them to be successful.

The Arts, Physical Activity, and Athletics

Over the past thirty years, Lanesboro Schools has made smart investments in the future of our school. Key components of those investments have been in spaces that can be used for multiple purposes, such as the Elementary Media Center. In keeping with that theme, three areas have been identified that can improve not only our academic options during the day, but allow us to remain competitive outside of the school day as well. The Learning Commons would seat 250 and have the option to move a stage in the space for concerts, plays, and musicals. An additional gymnasium would allow us more access during the day for physical education, formal play, and other activities that need a larger space. It could also help alleviate the space crunch during the winter sports season meaning more family time for our students.

Lanesboro Child Care Center

The Lanesboro Child Care Center has been a proud example of a school-community partner-

ship for the past 30 years. As the number one issue facing rural Minnesota, access to affordable, quality child care is imperative to our success. The addition of a new space for the Center would not only expand the opportunity for enrollment by as many as 40 children, but would place the Center in its natural location attached to the Elementary wing of Lanesboro Schools.

Cost

At a series of School Board Meetings in May, June, and July of 2018, the Board approved a total facility project cost of \$8,350,000. Of that total, the ballot question that was approved for the November 6th election date is "Shall the board of Independent School District No. 229 (Lanesboro Public Schools), Minnesota be authorized to issue general obligation school building bonds in an aggregate amount not to exceed \$7,135,000 for acquisition and betterment of school sites and facilities?". The remaining amount that will be needed to complete the project will be bonded against our current Long-Term Facility Maintenance Levy and does not require a vote as it is money that is currently levied each year.

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Referendums 2018

Passed as of August 14, 2018

Climax Shelly School District #592 (Passed 1 of 2 questions, February 13th)

Elementary classroom additions, renovations for lunchroom (\$2,677,606)

Tri-City United Public Schools ISD 2905 (Passed 2 questions, February 13th)

Classroom additions, renovations, roof, HVAC (\$14,285,000)
Auditorium/fine arts center at High School (\$7,835,000)

Brainerd Public Schools (Passed 3 questions, April 10th)

Improve elementary schools and early childhood facilities (\$68,360,000)
Improve secondary schools and alternative education facilities (\$69,350,000)
Expand the auditorium to serve as a performing arts center (\$8,000,000)

Grand Rapids Public Schools ISD 318 (Passed 1 of 2 questions, April 10)

Two new elementary schools and an addition to Cohasset Elementary (\$68,910,000)

Pierz Public Schools #484 (Passed 1 question, April 10)

Elementary school additions, renovations, band room, improvements to high school kitchen and cafeteria (\$9,995,000)

Albert Lea Area Schools (Passed 1 question, May 8th)

Upgrade sports facilities, gym (\$24,600,000)

West St. Paul-Mendota Heights-Eagan School District 197 (Passed 1 question, May 8th)

Additions, renovations and repairs at all elementary and middle schools and the high school, football field/track (\$117,000,000)

Windom Public School District (Passed 1 question, May 8th)

New elementary school, remodel Career Technical Education area, safety & security (\$23,950,000)

Cleveland Public Schools (Passed 2 questions, August 14th)

Repairs, roof, HVAC, safety, classroom additions, cafeteria and STEM lab and Ag/Tech lab (\$14,400,000)
Gymnasium, locker rooms, mechanical room and weight room (\$5,000,000)

Benson School District #777 (passed 1 question, August 14th)

New auditorium and junior high, security, additions, multi-use cafeteria (\$26,300,000)

Mountain Lake Public School (Passed 1 question, August 14th)

Additions, replacing old sections of the school with new space, renovations (\$13,000,000)

Upcoming Referendums on November 6th

ACGC Public Schools — maintenance and system upgrades — \$15,500,000

Barnesville Public schools ISD #146 — remodel, renovations and new construction HS and elementary — \$26,000,000

Centennial School District 12 — additions, classrooms, renovations/additions — \$22,215,000

Clearbrook-Gonvick District 2311 — early childhood addition — \$1,845,000, gym addition — \$3,290,000



Columbia Heights Public Schools — North Park Elementary improvements — \$12,476,758, high school performing arts space improvements — \$1,751,538, high school band room addition high school band room addition — \$2,785,015

Dassel-Cokato ISD #466 — CTE upgrades, finish hockey rink, pool HVAC, security — \$16,255,000

Detroit Lakes Public Schools — renovations, additions and infrastructure upgrades — \$49,000,000

Eden Valley-Watkins ISD #463 — security, roof, HVAC, ADA compliance — \$8,000,000

Fosston School District — roof, maintenance, security and technology improvement — \$11,195,000, science modernizations and classroom additions — \$7,975,000, preservation of old gym facility — \$1,000,000

Frazee-Vergas ISD #23 — 3 questions to improve school sites and facilities — \$17,125,000, \$8,430,000, \$3,470,000

Goodhue Public Schools — move classrooms, addition to high school new gymnasium, a wrestling/multipurpose space, a weight room, a Health classroom, and preschool rooms — \$18,800,000, elevated walking track in the new gym and additional classrooms — \$2,000,000

Hancock Public School — classroom additions, ag shop, renovations and additions — \$7,800,000

Holdingford Public Schools — building additions, safety, security and maintenance — \$11,400,000

Lanesboro Public Schools — security, acquisition and betterment of school sites and facilities — \$7,135,000

MacCray Public Schools — additions, renovations, security — \$48,150,000, expand middle school gym — \$2,000,000, new HVAC at both elementary schools — \$5,980,000

Milaca Public Schools — capital maintenance projects — \$4,105,000

Minneapolis Public Schools — increase the existing operating levy — \$18,000,000, technology levy — \$12,000,000

Northfield Public Schools — new elementary school, refurbish existing elementary as early childhood center, additions and renovations, security — \$40,975,000

Plainview-Elgin-Millville Community Schools — HVAC, security, ADA updates, classroom, bathroom and CTE Lab updates — \$15,500,000

Randolph Public Schools ISD #195 — addition to school — \$6,800,000

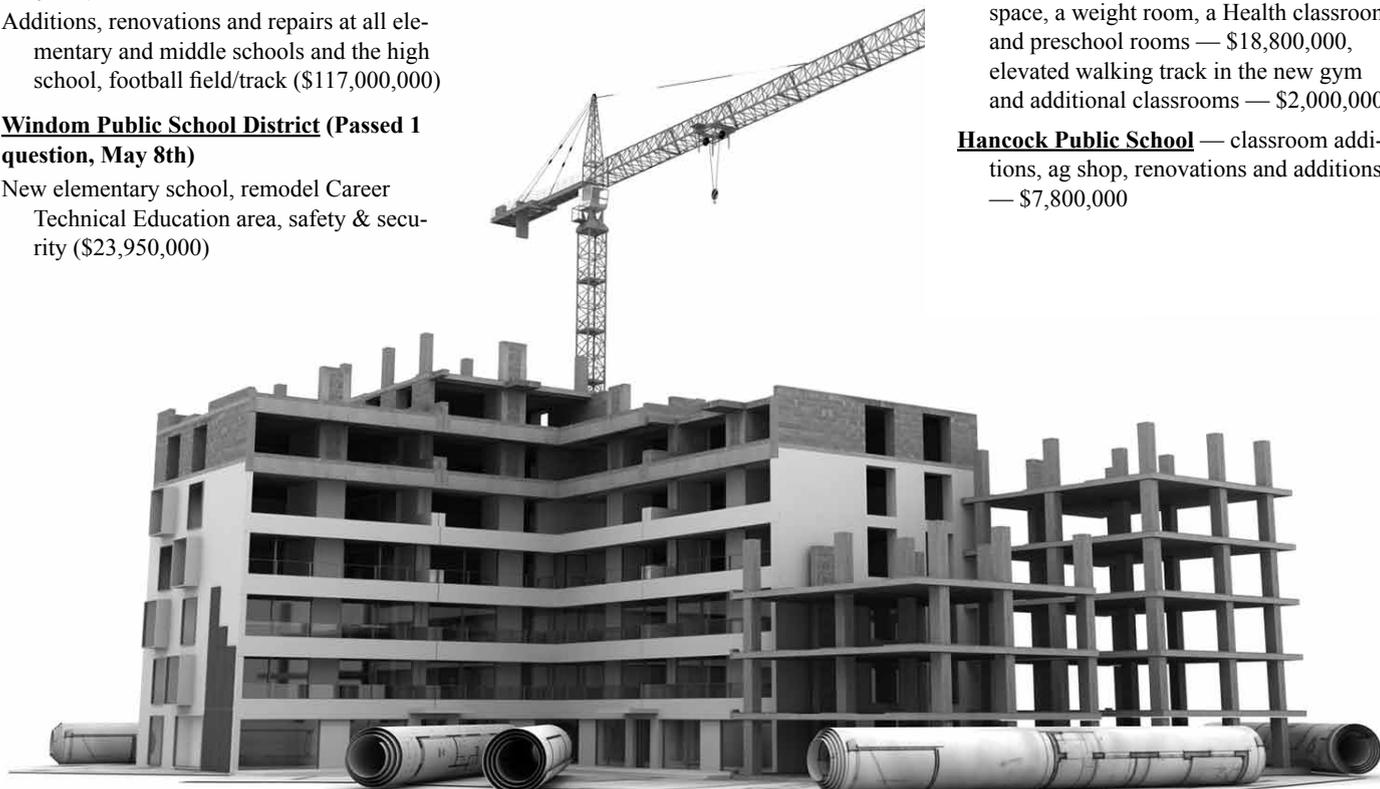
Southland School District — facility updates, security, upgrade tech/ag space, add classrooms — \$15,800,000, new gym — \$2,400,000

Waterville-Elysian-Morristown ISD #2143 — security, HVAC, maintenance, ADA compliance, addition — \$19,313,000

Wrenshall School District — gym addition — \$12,700,000, pool updates, renovations — \$550,000, Classroom additions, security — \$1,700,000

Winona Area Public Schools — safety and security, building maintenance and repair projects — \$9,420,000

Source: www.mnmsba.org



Where Are We Now?

Three years after showing a renewed commitment to Manufacturing, White Bear Lake Area Schools Manufacturing Program / Career Pathways continues to grow



Jennifer Moore and Jeremy Kerg,
Career Navigators
White Bear Lake Area High School
White Bear Lake, Minnesota

Three years ago, the White Bear Lake Area School District renewed its commitment to implementing a manufacturing curriculum. District students continue to benefit from the grant the district received from the Greater Twin Cities United Way, which helped us move the program to where it is today.

In recent years, the Manufacturing program has evolved into a more all-encompassing Career Pathways program at White Bear Lake Area High School. We now have Career Pathways programs in Manufacturing, Construction, Health Care, and Information Technology. Students entering into 9th grade through the completion of high school are exposed to many different opportunities to explore and gain a very enriched view of a specific industry or industries.

A career pathway starts with exploration. We do this a number of ways in the academic curriculum. However, one intentional way we facilitate this with our 9th and 10th grade students is through a program called "Hot Jobs" with volunteer speakers from the various industries speaking to students during their advisory periods. Conversations include information about the speakers' companies and the careers available within their company. For instance, Gennifer Heuisler from a precision manufacturing company in St. Paul, Minnesota was able to speak with four groups of students who were in the exploration phase of our Manufacturing Program.

Our next big exploration item is the annual Manufacturing and Engineering Showcase, which has doubled in size in recent years. Almost 30 industry and higher education partners had booths at the event, and almost 300 families attended last year's fourth annual



event. This is a way for students and families to see all of the opportunities the White Bear Area manufacturing companies have to offer. New in 2018, we will host a Career Pathways Showcase that could feature more than 100 industry partners in our four Career Pathways industries.

Career Coursework has also expanded, with four manufacturing pathway courses currently being offered. Students start with our Manufacturing and Applied Engineering 1 and 2, then can move on to Precision Machining 1 and 2. With the United Way Grant, we were able to purchase industry-level machines and software for our students. What once was a traditional high school woods and metal shop is now a fully-functional manufacturing laboratory housing Haas and Tormach mills, Bridgeport, Lasers, and 3D printers with the same or similar technology currently used in industry.

Embedded in coursework is the opportunity for field experiences. We do this in a very traditional way with field trip opportunities. Days of hands on experiential learning are also offered to our students. Last year, more than 50 students participated in Career Pathways Day in partnership with St. Paul College.

The crown jewel of our field experience program is the Gen Z Connections Program. This is a joint partnership between Vadnais Heights Economic Development Corporation (VHEDC), White Bear Lake Area Schools, Ramsey County, and the White Bear Lake Area Educational Foundation. This collaborative effort led to VHEDC earning the 2018 Partnership Award from the Economic Development Association of Minnesota. What started as paid internships for 4 student in 4 different manufacturing settings grew to the

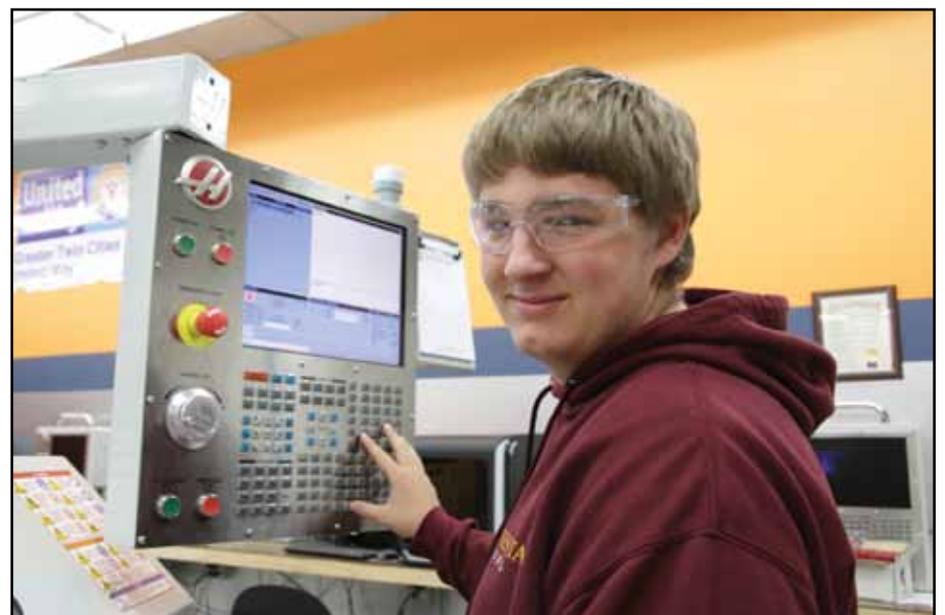
same opportunity being afforded to 8 students with 8 industry partners in the summer of 2018. The students also get 8 hours of employment readiness and 21st Century skills training provided by the White Bear Lake Area High School Career Navigators, positions that were created by the White Bear Lake Area School District to provide support to students and other professionals who collaborate in the Career Pathways program.

Included in this growth was internships in our other pathways of Construction, IT, and Health Care. When looking at the Pathways program as a whole, the program grew from 4 internships with our Gen Z program in 2017 to more than 70 paid internships offered to district students in the summer of 2018.

The Manufacturing and overarching Career Pathways program continues to grow at White Bear Lake Area High School. The district, community partners, teachers, and students have committed to these programs. The program builds strategic partnerships in order to help students explore career possibilities. There is also a very healthy workforce development side of this where our industry gets an opportunity to showcase what they have to offer students with the goal of maintaining a healthy workforce in the future.

We are excited about the future of our Manufacturing Program and all of our Career Pathways programs. Recent years have been highlighted by rapid growth that we hope will continue into the future.

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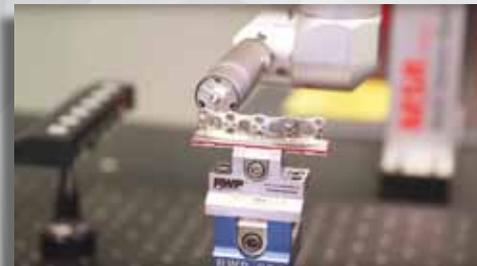
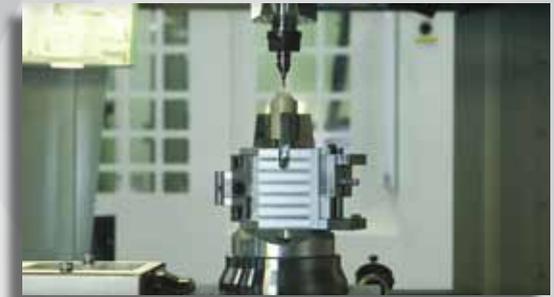
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The TigerPath Initiative

Discovering Talent, Developing Skills, Building Careers

The TigerPath Team

Visits with Hutchinson manufacturers have revealed a significant and growing shortage of skilled workers. The jobs are there, but no qualified individuals are available to fill them.

Hutchinson is not alone in this: research indicates that more than 12,000 skilled jobs in Minnesota are going unfilled right now owing to a lack of qualified workers. Nationwide that figure is over 600,000. According to an analysis done by Deloitte, between now and 2025 more than 2 million manufacturing jobs will go unfilled. The same situation exists in both the building trades and health care fields. Between now and 2029, the nation's skilled workforce shortage will worsen significantly as the remaining baby-boomer generation hits retirement age.

Currently about 60% of graduating high school seniors are going to a University to pursue a bachelor's degree, while only 33% of all jobs in the U.S. economy actually require that level of education. The reality is that two-thirds of all jobs in the economy require 2 years or less of education. This education / job market mismatch has resulted in escalating college costs, growing student debt, rising underemployment of college graduates and a growing shortage of the skilled workers our economy needs. Systemic change is needed.

The solution to all of these challenges can be found in our high schools. It rests with shifting away from the prevailing "college for all" paradigm and helping young people (and their parents) recognize that thousands of high-paying, high-demand career opportunities exist (and can be obtained with a 2-year degree or less) in the technical fields.

Hutchinson's TigerPath Skilled Workforce Initiative

To address the situation, 28 partners from manufacturing, local government and education have developed the TigerPath Skilled Workforce Initiative. Comprised of six overlapping and mutually supporting strategies, TigerPath takes a comprehensive approach to providing students with the skills they need to be successful in the 21st century and changing the attitudes that led to the existing "college for all" mentality.

The six strategies that make up the TigerPath Initiative are:

STRATEGY 1: Realigning high school education by implementing the TigerPath Academies – helping students discover their talents, develop their skills and build rewarding careers based on their own interests and aptitudes.

STRATEGY 2: Build seamless educational pathways between high school and college so



that students can earn free college credit and industry-recognized credentials.

STRATEGY 3: Change outdated stereotypes about manufacturing through tours of local precision high-tech manufacturers, job shadowing, a dedicated website and other marketing activities.

STRATEGY 4: Build school-employer relationships by implementing an internship program for high school students with local manufacturers and other employers, along with other initiatives such as "adopt a class-room."

STRATEGY 5: Dramatically upgrade technical education facilities & equipment at the high school to change the stereotype students & parents have of manufacturing, get students

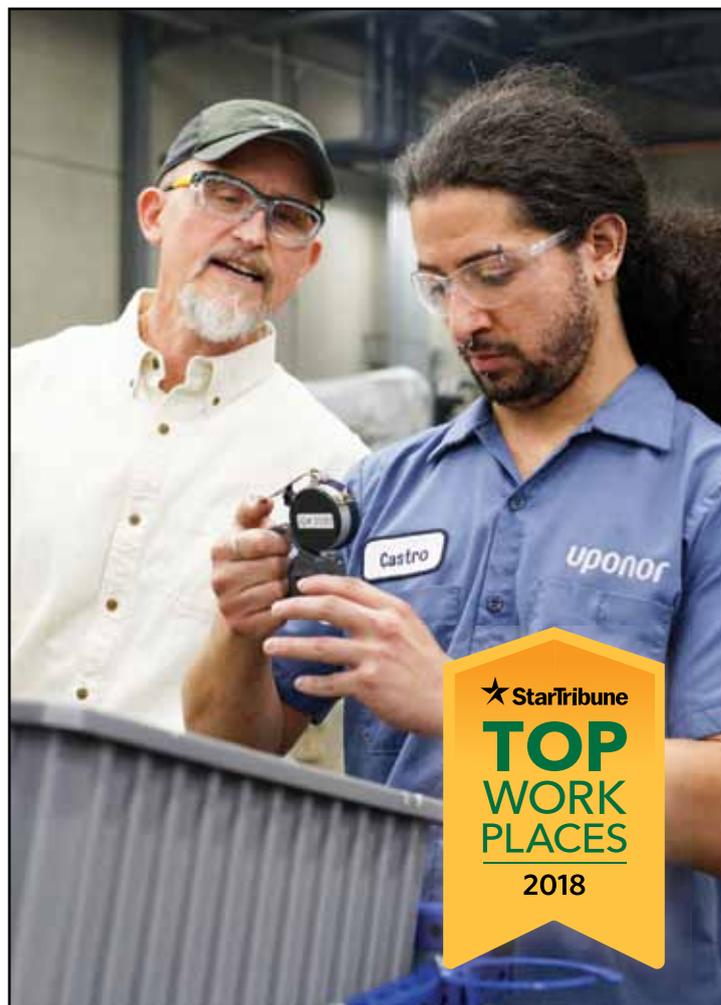
inspired and excited about technical education & careers and provide first-class, real-world equipment for students to train on.

STRATEGY 6: Launch Tiger Manufacturing – an authentic manufacturing business based in the high school, run by students, designing and manufacturing real products for real customers. Tiger Manufacturing will add relevance to coursework, provide a realistic work experience, build teamwork & soft skills, foster critical-thinking & problem-solving skills and teach entrepreneurship & business operations.

Results Obtained Thus Far

The TigerPath Academies began over four years ago at Hutchinson High School with the

Continued on Page 16



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Centennial High School is Developing Manufacturing Skills



Krista Bergert, Director, Public Information and Community Outreach, Centennial ISD 12

Over the past four years Centennial High School in Circle Pines, Minnesota

has responded to the need to develop highly skilled people in the trades. With manufacturing careers in high demand the decision to offer a high school manufacturing class was a no-brainer. The Centennial School District implemented Project Lead the Way (PLTW) four years ago. PLTW is the leading national STEM program offered at over 500 schools around the nation. Currently Centennial High School offers Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture, and Computer Integrated Manufacturing courses.

Computer Integrated Manufacturing was offered for the first time in the 2017-2018 school year. Students in this course are exposed to key skills needed to enter into manufacturing careers. These skills include learning CAD/CAM, G and M code, processes, speeds/feeds, while developing problem solving skills with interactive and hands-on projects.

In the summer prior to the course implementation, teacher Andy Angell applied for a Perkins Innovation Grant in the amount of \$15,000.00 to help fund the purchase of an industry standard HAAS Mini-Mill vertical milling machine. The grant was approved and with additional funds from Centennial School District the mill was purchased in July 2017. Centennial High School took delivery of the machine in October 2017. The decision to purchase a HAAS machine came with input from local manufacturing companies. HAAS is a leading company in manufacturing equipment and their machines can be found many machine shops across the United States.

Having a HAAS Mini-Mill has allowed students to be exposed to the same control panel that machine operators use in industry. Students have learned how to set tool offsets, work offsets, and run their programs. The addition of the CNC mill has allowed students to take ideas in their head, create a dimensioned CAD part on the computer, 3D print a

prototype to make sure of proper fitment, write their CAM strategy using Autodesk HSM, and machine the final product.

The CNC mill has also been a nice addition to our high school FIRST robotics team.

During the course of the robotics six-week build season, students were able to take design ideas and machine parts out of aluminum to use on the team's robot, where in past years this was not possible and required less desirable means to make.

The offering of engineering and manufacturing courses at Centennial has helped prepare students for careers in these fields. The skills gap is a major problem in the United States and the need to expose students early to these fields will help fill jobs and decrease unemployment rates.

The offering of engineering and manufacturing courses at Centennial has helped prepare students for careers in these fields. The skills gap is a major problem in the United States and the need to expose students early to these fields will help fill jobs and decrease unemployment rates.

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The TigerPath Initiative Continued from Page 12

recognition that the educational outcomes being achieved did not match the real world needs of our students. Starting with the adoption of an academy model of education at the high school, TigerPath has grown to become a community-wide effort to better prepare students for their future. Achievements thus far:

- The TigerPath Academies have been implemented at Hutchinson High School.
- All 8th grade students now go through an extensive mid-year counseling & registration process that (a) culminates in their selection of a TigerPath Academy beginning in 9th grade, and (b) results in the development of an individualized four-year academic plan.
- A total of \$1.54 million has been raised from 28 partners to advance the TigerPath Initiative.
- The Center for Technical Excellence has been established at Hutchinson High School with over \$1 million of new equipment, making possible state-of-the-art skills training for students. Hutchinson now has the best-equipped, most-advanced high school technical education facility in Minnesota.
- Enrollments have dramatically increased in first year “pathway” classes such as Welding I, Drafting Projections and Woods I – in many cases with more than 100 students enrolling in such courses each year. For example, last year we had seven sections of welding.
- A new Applied Engineering class is being offered for this fall. Thus far 120 students have enrolled (including 45 girls!) necessitat-

ing five sections of this class.

- Free college credit is available to students for work being done in high school via “articulation agreements” offered through the MnSCU system. More college credit articulations are being negotiated with Ridgewater College.
- Students can earn a variety of industry recognized certifications while in high school.
- Community-based advisory committees have been established for each Academy to monitor progress and develop action plans to expand community partnerships.
- The TigerPath Steering Committee has been established to oversee grant funding, serve as a clearinghouse for information among the partners and to establish & expand local partnerships.
- A dedicated website designed to promote the TigerPath Academies has been launched: www.HutchTigerPath.com
- A new TigerPath Coordinator has been hired by the school district to implement a student internship program with local employers, act as a liaison between employers and the high school, coordinate between the high school and Ridgewater College and be an advocate for TigerPath in the community.
- Hutchinson won the 2017 City of Excellence Award from the League of Minnesota Cities and the school district won a Local Government Innovation Award from the Humphrey Institute of Public Affairs for their work on the TigerPath Initiative.

Program Metrics

The following metrics have been identified to measure our progress:

- Number of employer internships students participate in at ages 16-17.
- Number of students who successfully complete a work experience during their junior or senior years.
- Percentage of females taking traditionally male dominated technical education courses
- Percentage of graduates enrolling at four-year universities versus two year community & technical colleges.
- Percentage of students with initial enrollment in high-demand, high-skill post-secondary programs; along with completion of such programs.
- Number of industry-recognized certifications earned by students.
- Graduation and college matriculation rates as measured by gender, socioeconomic status, at-risk factors and degree of participation in TigerPath.

Anticipated Outcomes

Successful implementation of the TigerPath Initiative will result in the following outcomes:

- Students utilizing their interests and aptitudes to guide their educational and career choices.
- Changing the college decision-making process from “Where do I want to go?” to “What do I want to be?”
- Students acquiring marketable skills first, then

pursuing higher levels of education.

- Reduced student debt and under-employment.
- Students pursue careers that match high-demand, high paying jobs.
- The existing mismatch between student educational choices & the job market is corrected.
- The skilled workforce shortage is meaningfully addressed.

The TigerPath Initiative has attracted considerable (and growing!) interest from around Minnesota. Staff from the Hutchinson School District & Hutchinson Economic Development Authority have made numerous presentations to groups from other communities including Redwood Falls, Red Wing, St. Cloud, Lakeville, Mora, St. Paul, Buffalo and North Branch, along with the Economic Development Association of Minnesota (at their summer conference) and the Minnesota Association of Professional County Economic Developers. The response has been overwhelmingly positive and many communities are taking steps to implement their own version of the TigerPath Initiative.

We feel TigerPath has the potential to become a new national model for better preparing students for their future while meaningfully addressing America’s skilled workforce needs.

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Metals Course Builds Hands-On Skills



Paul Downer, Delano Public Schools

Shop class students developed hands-on skills while building a trailer in Joe Finn's Advanced Metals course last year.

Welding, wiring, wheel alignment and more made the trailer project challenging but enjoyable for 19 students in grades nine through 12, though the majority of the class consisted of seniors.

With graduation only a few months away, some of those seniors voiced appreciation for an experience that could help them land a job in the future.

"Nowadays the trades are not as popular as they used to be. Everybody is going to the university. That's fine, but I think there are a lot of opportunities out there for people who want to go into the trades," said senior Cole Schansberg. "Welding, building ... not a lot of younger people are doing that anymore."

When asked if that knowledge would impact his career choice, Schansberg did not hesitate.

"Absolutely," he said. "I think it's something I would enjoy. I like working with my hands. This was probably the

perfect opportunity to try something like that. If it's a job you like, you're not going to work a day in your life."

Senior Dan Moonen said that whether or not students are considering a job in the trades after high school, shop class is a valuable experience.

"A lot of seniors already have an idea of what they want to do after high school, so some of us find this a better use of our time than taking something like an extra math course," Moonen said. "It's fun to try to create some-

thing rather than turning in paper homework. Am I going to go to work building trailers? Probably not. Did I enjoy learning welding and actually making something as big as a trailer? Yeah. Not everybody coming into this class wants to be in manufacturing."

Building the trailer

Instructor Joe Finn said that while the welding and Advanced Metals course is not new, this year is the first in nearly a decade that a significant number of students have signed up.

This is also the first year that students in the class have constructed a trailer. They purchased a kit of materials, including the wheels and axles, for \$1,200, and took about seven weeks to put it together.

"It's not just construction. You have to have a little creativity," said Moonen. "Every now and then somebody had a better idea than what the plans showed or what we had thought of before. That made the trailer what it is now."

The trailer is rated to carry 3,500 pounds and was sold shortly after construction finished.

"It's good for them to get real-life applications," said Finn, adding that he often hears people say they wish they would have had more hands-on skills coming out of school. "They can say they made something."

While all the students participated in one

form or another, some who excelled in certain areas took on primary roles when needed. Senior Tanner Glasrud, for example, handled much of the wire-feed welding.

"I work construction over the summer so I know some of this stuff, but I didn't realize how much I would like welding until I actually did it," he said. "At the start I wasn't very good, but I would call myself a pretty good welder now."

Schansberg took the lead in attaching the decking, and said he enjoyed the process overall.

"A lot of us have never wired lights or that kind of thing before, but we're figuring it out as we go. We've been able to adapt," he said. "I think we did a really good job."

Glasrud said the project has given students the confidence and problem-solving skills needed to pursue projects on their own initiative.

"It kind of gives you a sense that you can do this by yourself at home," he said. "That's what we basically did. We looked at plans and built it. I guess it shows us that you can accomplish anything you put your mind to."

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15

Innovative Approaches to Career Readiness

9:05 am	Welcome, <i>Hutchinson Chamber President Mary Hodson</i>		
	SWIF President <i>Diana Anderson</i>	1:30 pm	Resources: Apprenticeship Programs / Youth Skills Training Grant; <i>Ludwig – Minnesota Dept. of Employment & Economic Development; Amy Walstein & Rich Wessels – Minnesota Department of Labor & Industry</i>
9:10 am	Reality Check: Demographics of the Skilled Workforce Shortage, <i>Luke Greiner, DEED Labor Market Analyst</i>		
9:30 am	Video: "Success in the New Economy"		
9:40 am	How to: Steps to Build a Student Run Manufacturing Business, <i>Craig Cegelski & Student Leaders, Cardinal Manufacturing, Eleva – Strum, WI</i>	1:45 pm	Information: Q & A With Presenters
11:30 am	Inspiration: Tour the Center for Technical Excellence	2:15 pm	Mini-Workshop: Determining Your Next Steps, <i>SWIF Staff</i>
12:15 pm	Blueprint: Hutchinson's Tiger-Path Initiative, <i>Miles Seppelt, Economic Development Director, City of Hutchinson; Daron Vanderheiden, Superintendent,</i>		



Please RSVP to: Miles Seppelt, Economic Development Director, at mseppelt@ci.hutchinson.mn.us or (320) 234-4223.



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Curtis Slater, Forest Lake Area Schools Principal, Named Minnesota National Distinguished Principal



Curtis Slater, principal of Wyoming Elementary in Forest Lake Area Schools, and a member of the Minnesota Elementary School Principals' Association (MESPA), is Minnesota's 2018 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. The program highlights the fundamental importance of the school principal in achieving educational excellence for pre-kindergarten through eighth-grade students and reinforces their continued leadership in helping children develop a lifelong love of learning. One NDP is chosen annually from each of the 50 states and the District of Columbia.

"Creating a positive school culture for students, staff, and families is the most important work and accomplishment that I do each and every day as a principal," said Slater. "I know that creating a positive school culture is the foundation for any school that wants to create an amazing learning environment for students, staff, and families."

Dr. Steven Geis, principal at North Trail Elementary in Farmington Area Public Schools, described how Slater creates that culture: "[Slater] is one of the most passionate, conscientious, giving, and nurturing educators who holds all, including himself, to the highest standards measurable," Geis said. "Curt is passionate about creating the best learning environment for his students and community of learners. I truly believe if all our fellow educators emulated his professionalism, we would be the envy of 49 other states."

"Mr. Slater came to our school only three years ago, but since his arrival, has contributed so much to the growth, culturally and academically, of our school," said Bree

Duhamel, second grade teacher at Wyoming Elementary. "Our students, staff, and families have an environment that focuses on relationships and clear expectations through proactive instruction and positive reinforcement. Our halls and classrooms are filled with best practice instruction and learning because Mr. Slater is always encouraging staff and students to be progressive in their thinking, using more hands-on experiences and reaching the standards in a way that is more engaging to make learning fun."

Slater is also a State of Minnesota Positive Behavioral Interventions and Supports (PBIS) trainer and has served on the State of Minnesota PBIS leadership team. Slater has worked with more than 400 schools around PBIS and trained more than 3,000 paraprofessionals in PBIS concepts.

"We have made some major changes to our school culture, student discipline philosophy, and implemented a TIER 2 intervention process that is supporting our students that are struggling with social and emotional issues," said Slater. "We have been able to improve the social dynamic of our building, which in turn has changed the buy-in of our community around our school. Our out-of-school-suspension rate has dropped by 67% from 2015-16 to 2017-18."

"Curt is a visionary, collaborative, and charismatic leader," said Steven Massy, Ed.D., superintendent of Forest Lake Area Schools. "He has real ideas and the ability to bring people along as he moves systems forward. Curt is a leader who inspires his staff to engage students in authentic learning experiences. He is a leader who engages parents and the community in the school culture. Students are excited about school and parents are thrilled to have their students learn in a school where learning is active and where teachers genuinely care."

Slater has worked to bring new and transformative experiences to Wyoming Elementary in very concrete ways. He spearheaded an effort to organize, create, and fund a makerspace at Wyoming Elementary. Makerspaces are collaborative work spaces inside of schools that have a variety of maker equipment from high- to no-tech where students can make, learn, explore, and share their own projects at their own pace. Makerspaces include everything from legos to 3D printers. Together with teachers, students, and

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parents, Slater wrote grants and raised over \$10,000 to build a makerspace that supported Wyoming Elementary students' interests.

"We have had a chance to celebrate students' creativity and innovation in the classroom," said Slater. "The makerspace area has recharged our instructional pedagogy and methodology in the process. I have seen our makerspace successfully challenge each student and move our teaching-centered classroom to a learning-centered classroom."

A quote shared by Wyoming Elementary parent Amber Setter's eleven-year-old son perhaps best displays the impact Curtis Slater has had as principal: "Mom," he said, "I'm glad I'm a sixth grader, but I kind of wish I were a kindergartener because they will have their whole elementary years with Mr. Slater

as principal. Look at how many great things he's done in just three years. Imagine the amazing things they'll get to experience."

Slater began his career in 1996 as a sixth grade teacher at Coon Rapids Middle School in the Anoka-Hennepin School District. He served for a year as dean of students at Anoka Middle School before becoming the Associate Principal at Princeton Middle School, Princeton School District. He served as Associate Principal of Wayzata East Middle School in Wayzata, MN from 2006-2015 before accepting his current position at Wyoming Elementary, which he has held since 2015.

The other finalists for this honor were Lisa Pikop, principal of Garfield Elementary, Miliona Science Magnet School, and Carlos Elementary, Alexandria Public Schools; and Darren Schuler, principal of Delano Elementary School, Delano Public Schools.

Press release courtesy of MESPA

www.flaschools.org
(651) 982-8100

MESPA Division Leadership Award

The Division Leadership Award is an annual recognition made by each of the 12 MESPA divisions and the Retired Principals of MESPA (RPM).

The award expresses appreciation to the many outstanding men and women in the principalship who have contributed generously to improving education, their communities, and their profession. They serve as role models and sources of inspiration to other principals and educators.

Deadline: Nominations due to Division Presidents by October 29, 2018; Applications due November 13, 2018

MN National Outstanding Assistant Principal Award

The National Association of Elementary School Principals and MESPA are committed to preparing assistant principals to step into the principal role. We honor PreK-8 assistant principals who are doing a superb job in their roles.

This program promotes educational excellence for pre-kindergarten through eighth grade (PreK-8) schooling and calls attention to the fundamental importance of the assistant principal.

Deadline: Applications due November 13, 2018.

MN National Distinguished Principal Program

The National Distinguished Principals (NDP) Program was established in 1984 as an annual event to honor exemplary elementary and middle school principals who set the pace, character, and quality of the education children receive during their early school years.

The program highlights the fundamental importance of the school principal in achieving educational excellence for pre-kindergarten through eighth grade students.

Deadline: Nominations are due January 1, 2019; Applications are due January 29, 2019.

To nominate someone or apply go to: www.mespa.net/Honors

Shakopee Alternative High School Teacher is Teacher of the Year



Kelly D. Holstine, an English teacher at Tokata Learning Center in Shakopee, is the 2018 Minnesota Teacher of the Year.

Holstine is the 54th recipient of the prestigious award, and the first from the Shakopee district.

An independent selection committee representing Minnesota leaders in education, business and government chooses the Minnesota Teacher of the Year from individuals who are nominated and who then choose to become a candidate.

The Tokata Learning Center is an alternative high school that serves students in

grades 9 through 12 in the Shakopee district and surrounding areas.

“It is true that our population can consist of students with varying abilities and temperaments, but these same students are also some of the most creative and brilliant humans with whom I have ever worked,” Holstine said. “And, without fail, the students who arrive angry, sad, hurt and/or scared reveal their vulnerability, brilliance and beautiful selves when they feel safe and valued.”

“Many of Tokata’s students are facing struggles that make it difficult to thrive in a standard public school setting,” wrote Amy K. Mytnik, a parent of two of Holstine’s students, in her nomination letter for Holstine. “So it is important for the teachers to be able to adapt their teaching styles to meet a variety of learning setbacks and behavioral concerns. Kelly’s willingness to meet her students where they are and use the most effective methods to foster an environment of safety and healing is most effective in this environment.”

Holstine has taught at Tokata since 2012, and has been teaching in Minnesota since 2007. She holds a bachelor’s degree and a master’s degree from Augsburg College.

Education Minnesota, the 86,000-

The 2018 Minnesota Teacher of the Year finalists (listed alphabetically, with school, district, subject and grade[s] taught) were:

Courtney Bell, North Academy of Arts and Communication, Minneapolis, social studies, grades 9-12

Dani Berry, Epsilon, Intermediate District 287, math, grades 7-12

Scott Glew, Salk Middle School, Elk River, social studies, grade 8

Kelly Holstine, Tokata Learning Center, Shakopee, English, grades 9-12

Adam Kuehnel, Minnesota Correctional Facility—Faribault, State of Minnesota, English language arts, Adult Basic Education

Alyssa Larsen, Waconia High School, Waconia, human geography and world

history, grades 10-12

Tim Leistikow, Fridley High School, Fridley, English, grades 11-12

Shaylee McComb, Weaver Elementary, North St. Paul-Maplewood-Oakdale, music, grades K-5

Malia Norton, Medford Elementary, Medford, elementary, grade 2

Renee Swanson, High School for Recording Arts, St. Paul, biology, grades 9-12

Sheena Tisland, Red Wing High School, Red Wing, language arts, grade 9

Gregory Truso, Wilshire Park Elementary, St. Anthony-New Brighton, elementary, grade 2

Press release courtesy of Education Minnesota

member statewide educators union, organizes and underwrites the Teacher of the Year program. Candidates include pre-kindergarten through 12th-grade teachers and Adult Basic Education teachers from public or private schools.

www.shakopee.k12.mn.us/Domain/9
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Minnesota Principals of the Year

2018 High School Principal of the Year



**Mark Mischke,
Buffalo High School**

Mark Mischke has been an administrator for the past 15 years and the principal at Buffalo High School for the past decade. Mark has held several leadership roles in MASSP including representing Central Division as both President and MASSP Board of Director, E-12 Finance Committee, conference presenter on Alternatives to Suspension and

currently serves as the Association's Executive Committee Secretary. Mark's constant focus on student needs and achievement has led to the creation and implementation of several programs including AVID, Bounce Back Project and the wRight Choice program. Faculty leaders share that one of Mark's greatest strengths is his ability to engage staff in research as new programs are reviewed. "We feel like a team and all opinions and ideas are encouraged as we move to create innovative programs for students".

Students share that because of Mr. Mischke's leadership and caring, Buffalo High School is a safe and inclusive place to learn. A spring evaluation showed that 92% of students felt they had at least one adult at school to whom they could confide and 82% felt supported by other students. "I give my school an A+" shared a student, "Mr. Mischke is a great leader and always there to support us!"

[bhmschools.org/schools/
buffalo-high](http://bhmschools.org/schools/buffalo-high)
(763) 682-8100

2018 Middle Level Principal of the Year



**Matthew Aker,
Discovery Middle School
Alexandria**

Matthew Aker has been an administrator for the past 15 years and the principal at Discovery Middle School in Alexandria for the past decade. Matt has been a very active MASSP member and served on the MASSP Board of Directors as well as the Western Division President. Perhaps nothing speaks better to

Matt's philosophy than the school motto; Every Student, Every Day. In the past few years a commitment to data based decisions has led to strong teacher leadership teams, Professional Learning Communities and the SNAP Initiative (Students Need Attention . . . Period!).

Students shared "Mr. Aker has a great love for his students and is able to see potential in everyone". Programs such as A Day of Caring stress student development outside of the classroom and encourage all students to support community needs. Teachers share that Matt pushes everyone to grow professionally. "Matt constantly seeks input and works collaboratively to create programs and set building goals. He is very sensitive to the changing needs of staff and engages staff in the creation of innovative curriculum". Parents point to programs such as You're the Boss to prepare 8th graders for college and career readiness as creative initiatives that motivate students to explore their interests and plan their futures.

[www.alexandria.k12.mn.us/
Domain/156](http://www.alexandria.k12.mn.us/Domain/156)
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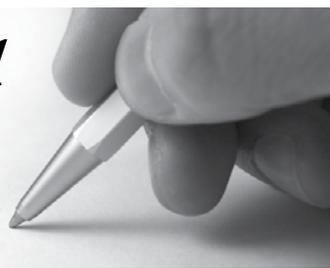
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Green Thumb Challenge Grant

Green Education Foundation (GEF) and Gardener's Supply Company have teamed up on a funding opportunity for established youth garden projects nationwide. The organizations are calling on schools and youth groups to submit chronicles of their garden projects in a race to win a cash prize. The award is designed to support the continued sustainability of an exceptional youth garden program that has demonstrated success, and has impacted the lives of children and their communities.

Grants of \$250 are awarded.

Deadline: Applications are due September 30, annually.

Website: www.greeneducationfoundation.org/greenthumbchallengesub/greenthumb-challenge-winners.html

Donald Samull Classroom Herb Garden Grant

The Donald Samull Classroom Herb Garden Grants support the development of indoor and outdoor herb gardens in elementary classrooms. The society selects schools or classrooms to receive seed money to establish

an indoor or outdoor herb garden. Funds may be used for supplies such as soil, plant trays, containers, and child or youth sized tools.

Grants of \$200 are awarded.

Deadline: Applications are due October 1, 2018.

Website: www.herbsociety.org/support/grants-scholarships

Project Produce: Fruit and Veggie Grants for Schools

The Chef Ann Foundation and Healthy Scoop have teamed up to help schools increase access to fresh fruits and vegetables for children and youth, and nutrition education in schools. The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits. Proposed projects must be planned with the intention of offering activities to all students in the school building. Lunchtime-based projects are preferred because they offer access to all students.

Grants of \$2,500 are awarded.

Deadline: Applications are accepted year-round.

Website: www.chefannfoundation.org/programs-and-grants/project-produce

Minnesota Principals of the Year

Continued from Page 20

2017–2018 Assistant Principal of the Year



**Jason Bakke,
Century Middle School**

Jason Bakke, dean of students at Century Middle School in Lakeville, has been named

this year's recipient of the Minnesota Assistant Principal of the Year Award, and is now eligible to be considered for the National Assistant Principal of the Year honors. Jason has been at Lakeville for the past 13 years and has been part of many dynamic changes that have positively impacted school climate and student achievement. Staff members share that work on two critical initiatives, WIN (What I need) and a strong model for PLCs have been critical to both staff and student growth. Several students and parents noted the creation of the Panther Prep program that supplements classroom instruction each month as a model of innovation and inspiration. Student leaders say Mr. Bakke's daily greeting of "It's a great day to be a Panther" motivate them to excel.

Articles courtesy of MASSP

isd194.org/century-middle
(952) 232-2300

ecoTech Grants

The Captain Planet Foundation (CPF) is offering grants to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environmental problems in local communities.

Grants up to \$2,500 are awarded.

Deadline: Applications are accepted July 16 through January 15 and January 16 through July 15, annually.

Website: captainplanetfoundation.org/grants/ecotech

ecoSolution Grants

The Captain Planet Foundation (CPF) awards ecoSolution Grants to support solution-oriented, youth-led projects that result in real environmental outcomes. Projects must be solution-oriented, project-based, performed by youth, and have real environmental outcomes.

Awards range from \$500 to \$2,500.

Deadline: Applications are accepted July 16 through January 15 and January 16 through July 15, annually.

Website: captainplanetfoundation.org/grants/ecosolution

Air Force Junior ROTC Grants

The Air Force Association Junior ROTC (AFJROTC) grant program was established to promote aerospace education throughout classrooms and units. 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/education/air-force-junior-rotc-grants

Toshiba America Grant Program for 6-12 Science and Mathematics 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. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms. Applications must be for project-based learning.

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

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. Programs should have run successfully for at least one year or longer to apply.

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

Tensor Women and Mathematics Grants

Tensor Women and Mathematics Grants support projects designed to encourage college and university women or high school and middle school girls to study mathematics.

Program goals are to encourage college and university mathematics faculty to develop projects to increase participation of women in mathematics, and to provide support to project directors.

Grants up to \$6,000 are awarded.

Deadline: Applications are due February 12, annually.

Website: www.maa.org/programs-and-communities/outreach-initiatives/tensor-women-and-mathematics-grants

STEM + Computing K-12 Education

The National Science Foundation seeks proposals to research and develop new teaching and learning approaches to the integration of computing within science, technology, engineering, and mathematics (STEM) for prekindergarten through grade 12 students.

Deadline: Applications are accepted year-round.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=505006

High School Weight Room Grants

The foundation provides high schools across the United States with the opportunity to have their school weight room transformed with brand-new equipment. To be considered for a weight room makeover, high schools must be nominated. Anyone may nominate a high school; nominations must be submitted online.

Deadline: Nominations are accepted year-round.

Website: www.liftlifefoundation.org/#spark

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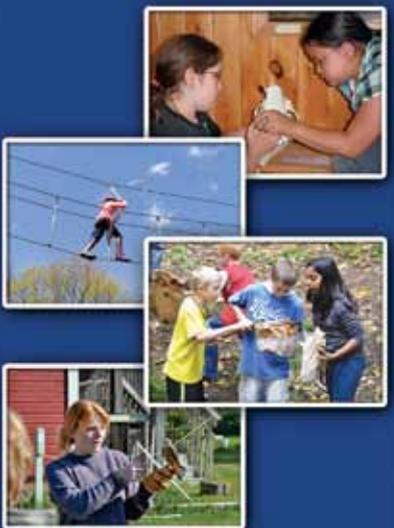
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