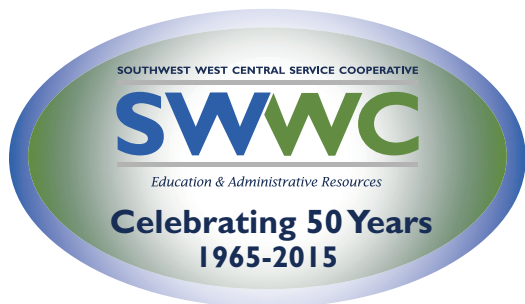


# The Review



1420 E. College Drive  
Marshall, MN 56258  
[www.swsc.org](http://www.swsc.org)

## Spring 2016

### GLASSY TREASURES: A PROJECT BASED SMALL BUSINESS

By Dominic Townsend and Dayton Schultz  
Business Economics Students

In the fall of the 2015-2016 school year, the Red Rock Ridge High School Setting IV students planned to start a school business to raise money for upcoming field trips. Our first idea was to season and sell pumpkin seeds, which was a bust. There were too many legal restrictions in marketing consumable products, so we decided to change our focus to something else. We brainstormed ideas and voted as a class to begin designing and creating glass works of art. Our plan included upcycling various types of bottles. Our class decided to give the business a proper name: Glassy Treasures.

Glassy Treasures received start-up monies from the SWWC Service Cooperative to purchase a Cricut machine, vinyl, etching cream, lights, and various embellishments. By Christmas, each student designed their own beautifully crafted lighted bottle to give as a gift to someone in their family. After Christmas break, the business started to take off and students began taking custom orders.

Glassy Treasures currently has many exquisite bottles and glassware on display at the Red Rock Ridge School for purchase. We even do custom orders with the etching or vinyl designs of your choosing. Students work hard to satisfy each customer. Come and take home a beautiful decoration for your home today!



For more information on SWWC's Alternative Learning Programs, visit [www.swsc.org/alternativeprograms](http://www.swsc.org/alternativeprograms).

# Update from the Executive Director



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50 years of SWWC.**

Visit us on Facebook, Twitter or Instagram to see our daily "Did you know ..." posts that highlight our history.

[www.swsc.org/social](http://www.swsc.org/social)

## CREATIVE WRITING BANQUET

By Cliff Carmody, Executive Director  
[cliff.carmody@swsc.org](mailto:cliff.carmody@swsc.org)

Recently, I was asked to assist with one of SWWC's many student activity events. The event I am talking about was the Creative Writing Banquet held at Southwest Minnesota State University. The purpose of the event was to recognize and reward the best creative writers who participated in this year's creative writing contest. There were about 200 students from around our region who participated and nearly 40 of them were recognized at the banquet. My job was to read the names of the various award winners.

A number of things occurred to me while I sat listening to the keynote speaker. First, SWWC has an outstanding relationship and partnership with SMSU. The banquet was held in the SMSU conference center, a number of SMSU professors attended, and President Connie Gores provided a very nice welcome to the event. However, that is just the surface of our partnership! SWWC does a number of student activities at the university and frankly, we could not do what we do for the students in our region without this partnership!

Second, there are a number of really talented writers in our region! From 3rd-12th grade, I was extremely impressed with the student writings. I was also extremely impressed with the parents, grandparents and teachers who came to the banquet to celebrate with each of these award winners. Three of the soon-to-be graduating seniors were awarded a \$2,000 scholarship each to attend SMSU. Another example of the commitment SMSU has for our region.

Finally, I cannot say enough about the SWWC staff who were instrumental in coordinating the creative writing contest and banquet! A huge thank you to all of the SWWC Teaching and Learning staff for the work they do with our student activities programs - with special kudos to Tom Hoff, Andrea Anderson and Laurie Fales for the day-to-day work they did in coordinating the Creative Writing Banquet!

## EXECUTIVE LEADERSHIP TEAM

**Cliff Carmody**, Executive Director

**Deecy Jesse**, Executive Assistant

**Doug Deragisch**, Senior Director of Risk Management

**Lisa Gregoire**, Senior Director of Teaching & Learning

**Darin Jensen**, Senior Director of Administrative Services

**Shelly Maes**, Manager of Member Services

**Annette Miller**, Director of Finance

**Dr. Mary Palmer**, Senior Director of Special Education

**Tammy Stahl**, Director of Human Resources

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# Updates from Teaching & Learning

## THE WORLD OF ROBOTS

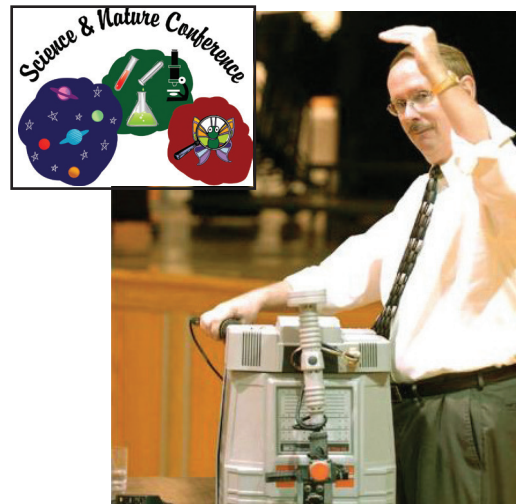
By Andrea Anderson, Student Activities Coordinator  
[andrea.anderson@swsc.org](mailto:andrea.anderson@swsc.org)

This year, the Science & Nature Conference topped out at 1,504 participants. There are 36 presenters presenting on topics relating to science.

The keynote, Jack Burrus, will share his expertise in robotics and technology, combined with years of experience, give insight on what will be needed to prepare our youth today for their roles as the leaders of tomorrow. He has been actively involved in changing attitudes about science and technology at all levels of education by giving people a glimpse of the power of technology and its potential to shape the future.

The conference will be held on May 11 at SMSU. It will be an exciting day where student are able to attend some of our new topics pertaining to the Raven Aerostar balloon, electricity, farm animals, honey bees and fish, sphero mazes, your heart and exercise science. Also new this year is sessions on the sun's power and wind energy from Siemens, Inc.

See pictures after the event by going to: [www.swsc.org/scienceandnature](http://www.swsc.org/scienceandnature)



## CREATIVE WRITING CONTEST

By Andrea Anderson, Student Activities Coordinator  
[andrea.anderson@swsc.org](mailto:andrea.anderson@swsc.org)

The Creative Writing Contest is to encourage a love of language and writing for all students and as a way to recognize the talented young writers in this region.

There were 393 entries from 251 students from 15 school districts, in grades 3-12, who entered the contest. The winners, their families and teachers attended an Awards Ceremony on April 24. At the ceremony students learned what place they won and what entry piece placed them in the top three.

Awards included a \$2,000 scholarship to SMSU to the top junior/senior place finisher in each writing category and gift certificates to the 1st place finisher for each grade level in each category. In addition, medals and a copy of the anthology were given to the top three place finishers.

Poet and essayist Christine Stewart-Nuñez, author of *Untrussed* (forthcoming 2016), *Snow, Salt, Honey* (2012), *Keeping Them Alive* (2011), and *Postcard on Parchment* (2008), was the keynote. Her piece "An Archeology of Secrets" was a Notable Essay in Best American Essays 2012. She teaches in the English Department at South Dakota State University.

### Scholarship Winners

Madeleine Kennedy, Pipestone Abby Traxler, Madison James Hamm, St. James

### Creative Writing Results and Photos at [www.swsc.org/cw](http://www.swsc.org/cw)

3rd Place - Poetry		3rd Place - Fiction		3rd Place - Nonfiction	
► Brenna Wordes Renville	3-4	► Sam Petersen Marshall	3-4	► NONE	3-4
► Dayton Johnson Hadley	5-6	► Chloe Klassen Mountain Lake	5-6	► Sophie Larson Slayton	5-6
► Emma Petersen Marshall	7-8	► Eleanor Schmitz Wilmar	7-8	► Marissa Marxhausen Spicer	7-8
► Taryn Bedow Tyler	9-10	► Rachel Engels Ivanhoe	9-10	► NONE	9-10
► Allison Wordes Renville	11-12	► Melissa Lohrenz Mountain Lake	11-12	► Allison Wordes Renville	11-12
2nd Place - Poetry		2nd Place - Fiction		2nd Place - Nonfiction	
► Myah Johnson Wilmar	3-4	► Alison Sansland New London	3-4	► NONE	3-4
► Julia Niles Ruthton	5-6	► Malachi Elmhorst Wilmar	5-6	► Ciera Tutt Balaton	5-6
► Samantha Jones Balaton	7-8	► Allyson Straub New London	7-8	► Molly Fischer Litchfield	7-8
► Cora Engels Ivanhoe	9-10	► Rachel Sajban Windom	9-10	► NONE	9-10
► James Hamm St. James	11-12	► Abby Traxler Madison	11-12	► Jackson Oltmans Windom	11-12
1st Place - Poetry		1st Place - Fiction		1st Place - Nonfiction	
► Matthew Johansson Hutchinson	3-4	► Muhammad Dhanani Hutchinson	3-4	► NONE	3-4
► Logan Steinle Hadley	5-6	► Jennifer Fischer Hutchinson	5-6	► Isabelle Cordes Marshall	5-6
► Connor Solrud New London	7-8	► Whitney Wordes Renville	7-8	► Stella Depuydt Spicer	7-8
► Taylor Wolthuisen Jasper	9-10	► Davis Moore Worthington	9-10	► NONE	9-10
► Madeleine Kennedy Pipestone	11-12	► Abby Traxler Madison	11-12	► James Hamm St. James	11-12

### School Award for Most Place Finishers Mountain Lake Christian



# Updates from Teaching & Learning



## AUTHOR & ILLUSTRATOR PROGRAM

By Andrea Anderson, Student Activities Coordinator  
[andrea.anderson@swsc.org](mailto:andrea.anderson@swsc.org)

The Children's Author & illustrator Program began March 29 and ran through April 15. Presenters Carrie Hartman and Blake Hoena shared their stories and their passion about writing with elementary students. These two amazing authors talked about how they became an author and what it takes to bring a story book to life with creativity and imagination, where they get ideas for books, and how many times it can take to get it right. Carrie Hartman is an author and illustrator from Woodbury, MN. She visited some southern schools. Blake Hoena is an author from St. Paul and visited some northern schools. We were very excited to have them in our school districts.



## VIDEO MODELING STRATEGY FOR TEACHING SOCIAL SKILLS

By Hazel Ashbeck, Behavior Analyst  
[hazel.ashbeck@swsc.org](mailto:hazel.ashbeck@swsc.org)

At Roosevelt Elementary in Willmar, special education teachers Elizabeth Bridgland and Staci Wetterling have teamed up with Hazel Ashbeck, a board certified behavior analyst from SWWC, to introduce a new strategy when teaching social skills. Video modeling is a strategy that teaches desired behaviors to individuals through the use of a video demonstration. The video demonstration may include novel, unknown individuals engaging in desired behaviors. A form of video modeling that allows the individual to imitate target behaviors after observing himself or herself successfully engaging in the behavior is known as video-self modeling (VSM). VSM is an empirically supported intervention when teaching social skills and has been shown to be more effective when the individual expresses interest in watching the video (Buggey, 1995b).

Four social skill deficits were identified for six elementary EBD students. For two weeks, baseline data was collected on the number of times each student displayed the target social skills appropriately throughout the school day. Data was also collected on whether the opportunity to display these skills occurred naturally or during a contrived situation.

This project is currently in progress. Baseline has been completed and the next step is the teaching phase. During this phase, students participate in teaching sessions that discuss one of the target social skills at a time. Appropriate demonstrations of the target skill are discussed as well as inappropriate demonstrations of the skill. After the discussion sessions, students create a video of themselves appropriately demonstrating the target skill.





# Updates from Teaching & Learning

## PBIS COHORT 10 GRADUATION

By Teresa Hunt, School Improvement Specialist & PBIS Facilitator  
[teresa.hunt@swsc.org](mailto:teresa.hunt@swsc.org)

Four PBIS Cohort 10 schools from the SWWC region participated in their final PBIS certification training on March 16 in Mankato and received their PBIS “certification of training completion” signed by Dr. Brenda Cassellius, Minnesota’s Commissioner of Education. GFW Elementary and Middle Schools, Luverne Elementary and Lynd Elementary School participated in PBIS training over a two-year period.

PBIS is a school-wide philosophy and so the work for schools has really now begun and it can continue and become a part of a school’s culture. The work of PBIS is really doing what is best for kids--teaching expectations and finding ways to recognize the good works students and staff are doing. The PBIS school-wide philosophy strives to find consistent ways to handle discipline behavior while making sure that plenty of students are recognized for positive behavior. It’s a great way to impact your school’s climate.

On behalf of the SWWC, Bob Braun, the PBIS Southern Regional Coordinator and myself, Teresa Hunt, PBIS Facilitator, we congratulate these four schools on a job well started! Good luck in the upcoming school year!

Lynd



GFW  
Elementary



GFW  
Middle



Luverne  
Elementary

## REGIONAL SPELLING BEE 2016

By Andrea Anderson, Student Activities Coordinator  
[andrea.anderson@swsc.org](mailto:andrea.anderson@swsc.org)

Congratulations to the Regional Spelling Bee winning students. Everyone did a great job.

The regional Spelling Bee was held on February 10 at the Redwood Area Community Center in Redwood Falls. Thirty-one 5th-8th grade students participated from 27 school districts. The competition consisted of a written round and three oral rounds in which all students participated. The spell down portion was held after the scores of the written and oral rounds were combined. The top 18 students came back to compete in the spell down to determine who would advance to the Multi-Region State Spelling Bee, held in Fergus Falls on February 22.

Pictured at Right:

- 1st Place: Kalea Appel, 8th grade, Worthington Middle
- 2nd Place: Zoe Vorbach, 7th grade, Marshall Holy Redeemer
- 3rd Place: Chase Corner, 8th grade, YME Jr. High
- 4th Place: Maysa Gillingham, 6th grade, Marshall Middle School



# Updates from Special Education



## ESSA & UNIVERSAL DESIGN FOR LEARNING

By Dr. Mary Palmer, Senior Director of Special Education  
[mary.palmer@swsc.org](mailto:mary.palmer@swsc.org)

In December of 2015, President Obama signed into law the Every Student Succeeds Act or ESSA. Within the law there are references to Universal Design for Learning or UDL. UDL is a framework that teachers can use that allows for flexibility in how they present and teach materials, while at the same time allowing students to demonstrate their mastery of the materials in multiple ways. It can be used with all learners, including those with disabilities.

Based on the work of David Rose, Co-Founder and CEO at CAST, along with Jenna Gravel who was a doctoral student at Harvard, the National Center on Universal Design for Learning states there are three primary principles of UDL. They are based on neuroscience research, guide UDL and provide the underlying framework for it. The principles are:

**Principle I: Provide Multiple Means of Representation** (the “what” of learning): Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners.

**Principle II: Provide Multiple Means of Action and Expression** (the “how” of learning): Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners.

**Principle III: Provide Multiple Means of Engagement** (the “why” of learning): Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance,

Continued on next page

# Updates from School Districts

subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts.

With the passage of ESSA, the federal government has helped to ensure that schools will need to use strategies and adopt principles such as those in UDL, so as to help teachers reach all learners.

## HCVN TO PREMIERE TWO STUDENT DOCUMENTARIES

Reprinted with permission of the Hutchinson Leader - By Jeremy Jones

History buffs will have a chance to check out two new HCVN (Hutchinson Community Video Network) mini-documentaries. Each documentary focuses on a different aspect of the 1950s and 1960s, one on the polio epidemic and another on the nuclear threat. But what makes the documentaries unique is their source: They were born of a partnership between HCVN and Hutchinson High School.

"It seemed like a win-win situation," said HCVN assistant coordinator Liz Marcus. "Not only could students experience something new, and get some new skills under their belt with our equipment, but we get new faces we can call upon to see if they're interested in future projects."

The three students involved were Jayden Jackson, Noah Ishihara and Rosaire Novotny, all members of Shirley Sommer's Film 2 class at Hutchinson High School.

The students were required to conduct interviews with two local residents per project, who had lived through the topic and could offer reflections. They also were required to interview a historian to provide background information. Those interviews, mixed with stock photos and narration, were crafted into storylines, which the filmmakers edited to their personal filmmaking style. "I'm very impressed with them. I'm really pleased because they came out very well, but with different styles," Marcus said. "Instead of cookie cutter pieces, they have different voices from different groups."

### THE POLIO EPIDEMIC

Jayden Jackson produced and edited the documentary, "Polio Epidemic." "It's about a half hour," he said. "I talked about the history of it, who it affected and how it started." Along with research for background information, Jackson interviewed three people who lived during the epidemic, such as John Hassinger.

"He was telling me about his experiences as a kid growing up during the epidemic," Jackson said. "He told me how it affected daily life and his family, and what he did." He said he had heard about the polio epidemic before, but had never learned much detail. So he got a history lesson along with learning more about film technology.

Continued on next page





# Updates from School Districts



“HCVN had more upgraded cameras, more high-tech equipment,” Jackson said. “There was a stage for people to sit at when we interviewed them, instead of just a green screen.” Jackson decided not to add narration to his 30-minute documentary. It consists of rearranged portions of all three interviews along with photos throughout. “I cut them and put together the similar parts,” he said. “At one point one person will talk about how it affected them, and then another person, and it progresses from there.” Jackson was proud to see how the project came together in the end. And while he is confident about what he created, he said it was “pretty nerve-wracking” to know it will soon be viewed by others.

## NUCLEAR THREAT 1940s -1960s

Rosaire Novotny and Noah Ishihara produced and edited a 15-minute documentary about the nuclear threat during the middle of the 20th century. “We worked on it for a month,” Novotny said. The film dives into the creation of nuclear bombs, and the damage they are capable of. “We talk about the devastation in Nagasaki, the effect of the bombs, and what’s still happening today,” Novotny said. “We talk about what people went through. One person we interviewed said he was looking for a house and found a bomb shelter in the backyard.”

Some of what the team learned while interviewing people who lived in the early nuclear era surprised Novotny. The documentary touches on issues that followed World War II, such as the Red Scare, when Americans feared communist domination and a nuclear strike. “I didn’t know the effects of what happened then still affect us today,” he said. “People still have a fear (about nuclear threats). People are using bomb shelters from World War II. It amazes me that people are preparing for something like that today.”

The two filmmakers chose to mix interviews with voiced-over narration, which they prepared a script for. “I’ve never done anything like this before,” Novotny said. “In Film I we learned about different camera angles and stuff like that. It was the basics.” He’s especially pleased with how the intro and outro turned out. “It adds a wow factor, seeing it,” he said.

## HISTORY FAIR AT HENDRICKS

By Dale Weegman, Principal

Seventh graders of RTR (Russell-Tyler-Ruthton) Middle School, and the 7th and 8th graders of Hendricks Public School have teamed up to collaborate on a Local History Project. Teachers Marcus Heerdt from RTR and John Bartholow from Hendricks developed the project as a way for RTR and Hendricks students to work together on an assignment to investigate a topic in Lincoln County’s history (such as railroads, schools, home life, war time sacrifices, medicine) and how it changed over time. Students visited the Lincoln County Pioneer Museum last week, and have been pouring over centennial books, websites and old documents. This work culminated in a Local History Fair on April 4 in Hendricks.



# Updates from School Districts

## SCHOOL CLIMATE EFFORTS AT KMS

By Teresa Hunt, School Improvement Specialist  
[teresa.hunt@swsc.org](mailto:teresa.hunt@swsc.org)

In partnership with the Minnesota Department of Education (MDE) School Safety Technical Assistance Center and the National School Climate Center (NSCC), KMS Public Schools voluntarily participated in a School Climate Improvement program: A Minnesota Network Improvement Community (NIC). The primary goal of the program was to support educational leaders and school communities to engage in an effective school climate improvement process that supports students, parents/guardians and fellow school personnel learning and working together – under the leadership of the school climate team – to foster even safer, more supportive, engaging and healthy schools that support school – and life – success. The leadership team of KMS and Teresa Hunt from SWWC (who is being trained as a National Certified School Climate facilitator) helped developed school-based activities, conducted surveys, and reached out to all stakeholders in the community to help support school improvement efforts.

The leadership team first took a Readiness Assessment in August of 2015 to gauge their school climate improvement readiness. The second readiness assessment took place in April. The team then made a year-long action plan based on upcoming requirements of the pilot program and the results of the CSCI (Comprehensive School Climate Inventory). The entire school community of students, staff and parents took the CSCI. KMS scores were above average in all of the categories so there were great successes to celebrate! Being a PBIS school may just have some advantages! They chose two areas to focus on ... Social/Emotional Security and Social Media, which coincidentally, correlate with the same improvement areas all 18 other schools across the state who partook in the program mention were the two lowest scoring categories.

The high school and elementary schools participated in several activities throughout the year. The Jr/Sr High participated in a Togetherness Day the day before Christmas break. Advisory activities were planned for the Togetherness Day such as going over the CSCI survey results, making Gingerbread houses, and relay games were conducted with students and staff and the school board members came in to help serve the noon meal. Students in grades 7-12 are working in their advisories on activities for Ramp up for Readiness and Digital Citizenship to educate students on leadership qualities and the effects of social media. Advisories are small groups of students assigned to one teacher for the year. The elementary also conducted several activities over the year and one of their planned activities was to observe Unity Day on October 21, 2015. KMS elementary students came together to send one large, ORANGE message of support and unity and to showcase KMS Elementary is united against bullying and united for kindness, acceptance and inclusion. The elementary also started working with students on the *7 Habits of Happy Kids*. Great job to KMS Schools for their voluntary efforts in school climate improvement efforts!





# Updates from School Districts



## PANTHER PRIDE WITH GSL ELEMENTARY PTO

By Corrine Schmieg

One meaningful event during the 2015-2016 school year has been the formation of a Parent-Teacher Organization (PTO) for Glencoe-Silver Lake Elementary schools! While parents and teachers have always played a role in supporting the education of our children at GSL, there is now a new, official venue to further the success of our students.

The GSL Elementary PTO became an official corporation this year, and, as such, has elected officers. This year's co-presidents are Emily Schilling and Mandy Conklin; Deb Schiroo updates the social media sites, Corinne Schmieg is the Secretary, and Kristy Scheidt the Treasurer. Building liaisons include Kim Borka and Bill Butler for Helen Baker and Tammy Schermann and Joy Freitag for Lakeside Elementary.

Not only do we have a core group of officers, but there has also been a growing swell of support from the GSL community! The PTO is trying to be relevant to today's busy parents by relying on social media and electronic sign-ups, so that one can help at an activity and stay abreast of PTO discussions without having to attend monthly meetings. We have an e-mail address ([gslelementarypto@gmail.com](mailto:gslelementarypto@gmail.com)) and a Facebook page (search for GSL Elementary PTO), but anyone can reach out to an officer or building liaison for more information, should they prefer human contact over an online transaction. You can also send a note to the PTO with your student, if you like, as both buildings have mailboxes for the group.



## GLENCOE-SILVER LAKE STRENGTH TRAINING PROGRAM

By Barret Panning

The Glencoe-Silver Lake baseball program began their in-season strength training program on Tuesday, March 22. We implemented an in-season strength training program at the beginning of the basketball season, and it propelled both the boys and girls teams to strong finishes to their respective seasons. As the baseball season gets underway, this dedicated group of student-athletes looks to build upon their success and advance even further this spring. The team meets in the weight room on Tuesday and Thursday mornings before school at 6:30am sharp, and focuses on building strength and staying healthy throughout the duration of the season. The dedication that this team shows in the weight room carries over to the classroom and the playing field. We are creating a culture of leaders and hard workers that will lead to success throughout high school and post-graduation.



# Updates from School Districts

## WORTHINGTON AREA LEARNING CENTER: SERVICE PROJECT

During 3rd quarter at the Worthington ALC, 20 students planned and implemented a service project with a focus on hunger. Students enrolled in Miss Raetz's first hour spent much of the quarter working on both a local and a global project. Locally, the students initiated a Food Drive at the ALC. Students held a competition among advisories with a goal of raising 100 donatable food items. This goal was exceeded by 39 cans. All of the food collected was donated to the food shelf at the Westminster Presbyterian Church in Wgtn. In addition to a Food Drive, students raised money for the World Food Program (WFP). This organization was researched by the class and determined to be the most worthy organization because of its focus on disaster relief. The students set their sights high and set a goal of raising \$300 within two months. They sold cans of orange Crush soda during lunch throughout Valentine's Day week. In addition, students set up jars to receive donations to throw a pie in the face of the teacher with the most money raised. Nine teachers stepped up to the challenge- Anne Raetz, Tierney Berg and Ray Lowry all received a pie in the face. To supplement their school-wide fundraiser, students worked two Pizza Ranch tip nights. Due to their numerous fundraisers, students shattered their goal of \$300 and were able to donate a total of \$443.99 to WFP.



## WGTM AREA LEARNING CENTER: CONNECTING GENERATIONS

During the second quarter, twenty students from the Wgtn ALC participated in R.E.A.L. English – a class that took English skills into the real world.

In this class, students were asked to connect with themes outside of their classroom walls by interacting with several residents at the Ecumen Meadows Assisted Living facility. Students visited Ecumen Meadows 4 times throughout the quarter. Each time they worked in groups to interview a resident. Based on these interviews, students worked on developing characterization as well as incorporating a variety of stylistic techniques in their writing. To assist with this, students studied Tuesdays with Morrie by Mitch Albom. They analyzed this text for its style, its commentary on a variety of themes, and its ability to accurately characterize Morrie Schwartz. From this novel, students engaged in conversations about death and dying, what it means to say goodbye, the harsh realities of forgiveness, and the blessings connected with aging. As evident in their writing, these conversations didn't end in the classroom but were used as a bridge to help connect students to the residents at Ecumen Meadows.

The twenty students of R.E.A.L. represent six different nationalities. Within the walls of our classroom, six different languages may be heard – Spanish, Karen, Burmese, Cambodian, Sudanese, and English. But even with these language barriers, students were able to build meaningful connections with their classmates and community members. These relationships can be seen within the pages of their book which was donated to the residents culminating their project.



# Updates from School Districts



## RESILIENCE, RESPONSIBILITY & RESPECT

By Patti Machart, Elementary Principal

Craig Hillier challenged the 6th graders from the Cottonwood River Integration Collaborative to stretch themselves and adopt these three characteristics: Resilience, Responsibility, and Respect. Craig was the keynote speaker for the College Expo attended by students from: Cedar Mountain, GFW, Sleepy Eye, Springfield, Redwood Falls, New Ulm and St. James. Craig, a national speaker who graduated from Redwood Falls, challenges young people to make the most of their lives. He shared strategies to help them make positive choices. His driving message was to inspire students to exceed their potential and motivate their peers. He stressed ...” Your decisions will determine your direction!”

The students spent the day at the SMSU campus as they got a small taste of college life. A tour of the campus including the dorm rooms, laundry, library, classrooms, cafeteria and athletic facilities led one student to remark, “I could get used to this!” Students also participated in recreational team work activities led by the SMSU Education Minnesota students. The goals for the day were to let the students see firsthand what college life was like, to realize they need to start now to achieve their goals, and to connect with students from the area schools. One student told his parent, “This day really opened my eyes!”

## RTR ELEMENTARY SCHOOL STORE

By Patricia Lindeman, Principal

Back in November, a small group of 5th graders came to me with a fresh, new concept. They wanted to start a school store and wanted my thoughts on it. We sat for a while and talked about where the store might be located, what furnishings they would need/want, what items would be sold, how and when it might be staffed, and how they would proceed with planning. The only requirement I had was that the student staffers must be in good standing. That is, they must have good grades, be caught up on their work always, and have no disciplinary reports.

During one of their scheduled planning discussions with me, I shared with them that we had school supplies on hand, gifted through United Way that they could “sell” in their store. The children were so excited! When I mentioned this to them, I was able to teach them that schools cannot “sell” donated items if dollars are used. We pondered that for a bit and then I suggested to them that perhaps they could somehow involve the Knightly Shields that students receive when they are responsible, thoughtful, and respectful. Knightly Shields are small pieces of paper that teachers/staff members can give to students who display effort at being responsible, thoughtful, and respectful. Each week, I conduct a random drawing and award weekly Knightly Shield Award Winners.

Continued on next page



# Updates from School Districts

The 5th graders decided that they could price everything with the number of Knightly Shields it would take to purchase each item. After making purchases with these Knightly Shields, the Knightly Shields would be “marked” and then they could still be used in the weekly drawing.

The next few weeks involved the students making signs, pricing items, setting up their store, and collaborating with staff and one another. We had teachers asking for price sheets, student store staffers asking to have time out of class to organize and staff the store, and student staffers asking for assistance when needed.

On January 12 the student store opened! It is open each week on Mondays and Fridays from 8:10am-8:25am and 3pm-3:15pm. The store has been a huge success!

After the opening day, I was approached and asked if the student store staff could have Knightly Shields printed and given to them so that they could award students for being responsible, thoughtful and respectful when in the store. This was amazing! I had students wanting to award students!

Things to come: We have begun discussions about having 4th graders involved later this spring, so that the staffing of the store can continue next year. We have been approached by teachers asking if they can donate items to the store. After reading this article, maybe we'll have community members doing the same.

So, RTR community, look at what this young group of students has done to change/reinvent how things are done at our school. They have learned so much and frankly have taught me a great deal about the capacity of young minds at work!

I am so proud of these students and of our staff. We have worked together to build something new, positive, and relevant to students! If you wish to donate new items to the student store, please contact the school at 658-3301.



Click image to read our  
**Summer 2016 PD Catalog**  
or visit  
[www.swsc.org/workshops](http://www.swsc.org/workshops)

## Read to Feed Fundraiser

Ms. Nelson's third graders participated in the Read to Feed fundraiser put on by Heifer International. Heifer International is an organization that provides livestock and training to families all over the world so they can make a living. It's the sustainable gift that keeps on giving! These 3<sup>rd</sup> graders students found sponsors who agreed to donate \$1 for every 15 minutes a student read for an entire week. We raised \$510 from donations. That allowed us to purchase a water buffalo, goat, trio of rabbits, and a flock of chicks! After learning about each of the animals, the kids were the ones who got to vote on the animals purchased with the money. Thanks to everyone who donated!

Instructor: Moriah Nelson





# Updates from School Districts



## CLASSROOM GATHERS POP TABS FOR CHILD ABUSE AWARENESS

Reprinted with permission of the Worthington Daily Globe - By Alex Chhith

Just a few weeks ago, jars, boxes and bags of pop tabs lined the hallway outside a West Academy classroom, catching the attention of passersby. The students travelled to Sioux Falls, S.D., to deliver their collection of nearly 550 pounds to the Ronald McDonald House.

The seven-student class is one of the smallest in the district, but has exceeded the South Dakota charity's record for a single class donation in pop tabs, said their teacher, Randine Crouch. She was told the record was 459 pounds. "We are going to make history," she said.

The students started their collection at the beginning of the school year for the Ronald McDonald House's "Pop Tab Pandemonium Contest" and to raise awareness for child abuse. The charity recycles the tabs and uses the funds to house families with children who are seriously ill or injured and need help from a hospital far from their residence. They collected 50 pounds of tabs from other school employees, friends and from soda cans in their homes for the contest.

"My family drinks a lot of pop," chuckled Chris Kangkong, a student in the class. "Brad (a custodian at the academy) gave us a garbage can full of them, too, after he saw our collection."

The students were surprised when they received 500 pounds of pop tabs from a third-grade class in Palmer, Alaska. "I couldn't even imagine what 500 pounds looked like," Crouch said of when she received a phone call for the donation. Tahnya Hursh's class collected the tabs for a year. She drove the tabs from Alaska to Spirit Lake, Iowa, in a U-Haul for former resident Cheryl Baja, whose grandson, Caden, was a victim of child abuse. Alaska does not have a Ronald McDonald House. Baja's family stayed at the Ronald McDonald House while Caden was in the hospital with his injuries that he sustained from his mother's boyfriend. They appreciated the stay so much that they collect pop tabs to support the organization. When Baja spotted the Alaska class's effort on social media, Crouch was ultimately contacted in Worthington to donate the many bags of pop tabs stashed in the truck. The students were enthused and even found a few treasures hiding in the bags full of tabs as they weighed them. Some of the tabs were strung up into bracelets and necklaces. In another bag, they found a key, said Haylei Morrison, a student in the classroom.

"The project helped them practice skills like weighing things and mathematics," Crouch said. The students were proud as they weighed and totaled their pop tab collection, Crouch added, and are even more excited to visit Sioux Falls with Crouch and their other teachers, Dana Swanson and Tanya Echternach. "We are in it to win it!" exclaimed Daniel Blue Jr., a student in the class.

### Pop tab contest winner announced

By Daily Globe on Apr 11, 2016 at 10:42 p.m.



WORTHINGTON – A West Academy class won first place in the Pop Tab Pandemonium Contest for the Ronald McDonald House Charities of South Dakota in Sioux Falls. The final weight of their eight-month collection was 589 pounds of pop tabs. The class also broke the record for the heaviest single class donation to the charity. The previous record was 459 pounds. The seven student class will receive a plaque for their accomplishment.

The charity received over 3,500 pounds of pop tabs in the competition – 2,200 more pounds than last year's contest.



# Senior High Knowledge Bowl Winners

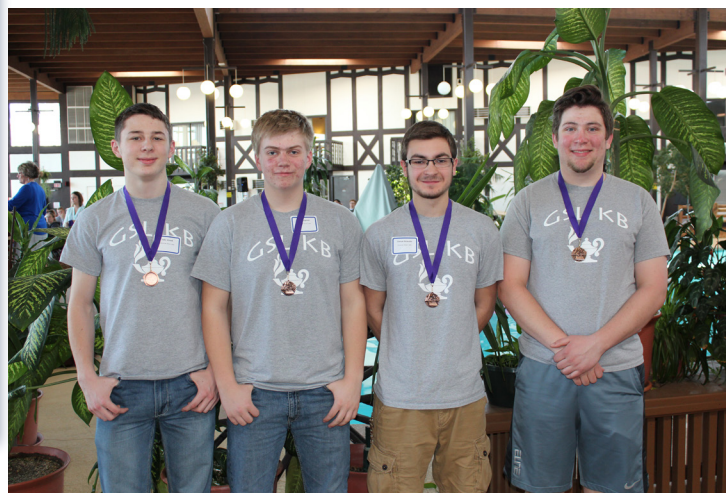
To view all winners of both the sub-regional and regional events, go to: [www.swsc.org/KB](http://www.swsc.org/KB)

The **REGIONAL SENIOR HIGH KNOWLEDGE BOWL** competitions were held March 11 and March 18. Pictured below are the 1st place teams for Region 6 and Region 8.

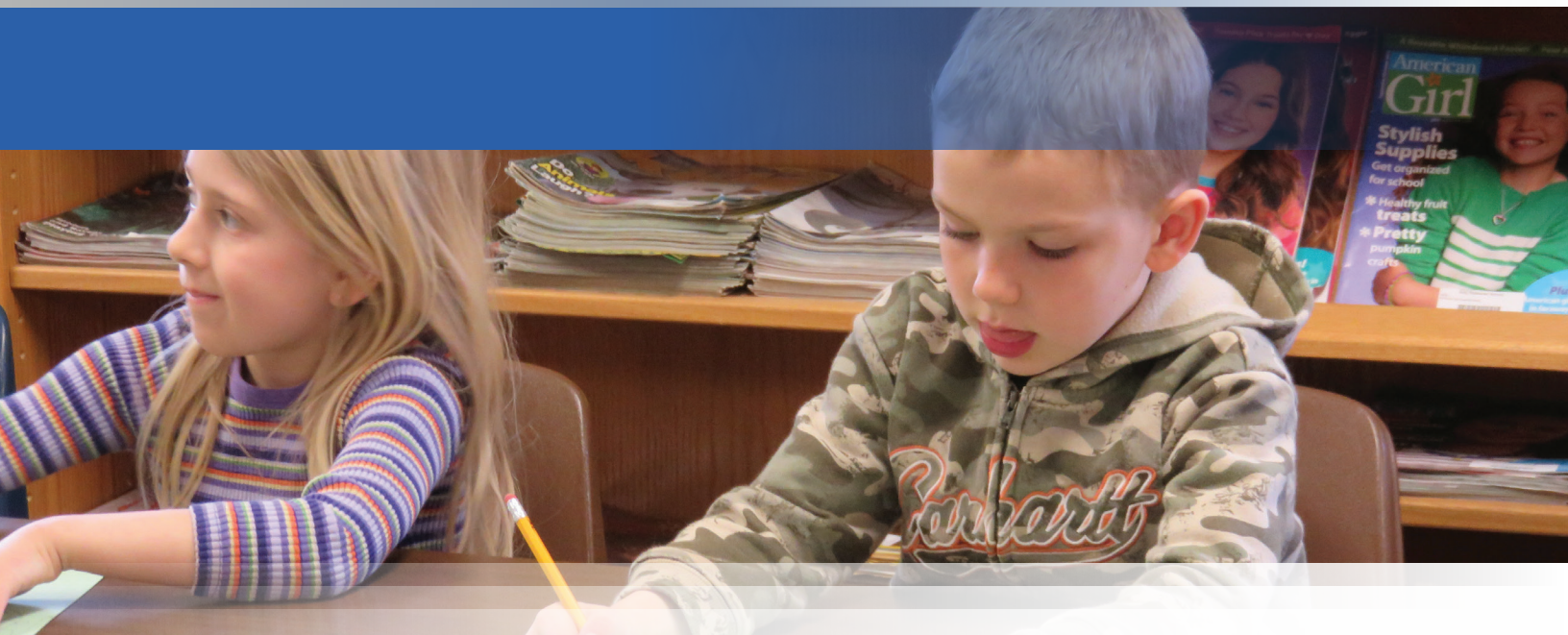


The **STATE SENIOR HIGH KNOWLEDGE BOWL** competition was held April 13-14 in Brainerd.

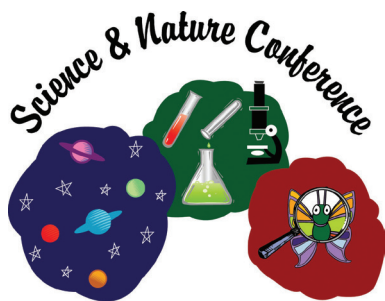
Pictured below left is GSL Black (2nd place) and at right is GSL Purple (6th place).







## Student Enrichment 2016-17 Dates



May 10, 2017



March 30, 2017



October 26, 2016



Marshall - October 4, 2016  
Worthington - October 5, 2016



January 4, 2017

The Review is published three times a year. If you have suggestions, comments or items for submission, contact Shelly Maes at [shelly.maes@swsc.org](mailto:shelly.maes@swsc.org).



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