

# PELICAN RAPIDS

# Schools

## We Learn For Life!

Volume 5 • Issue 1

October 2013

Pelican Rapids School District #548

PO Box 642

Pelican Rapids, MN 56572

Permit #8

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## Repair. Renovate. Renew.

Last year one of our students was injured and was required to use crutches when he returned to school. He's better now, but those weeks on crutches were a significant challenge for him – more than most have to deal with. The reason it was so difficult is his school. It is a building that was originally constructed when Calvin Coolidge was president, in 1928, and it has had five major remodels or additions made in the last 85 years. While additions provided much-needed learning space, they also resulted in a sprawling maze, connecting links, and 11 different levels that have made security and access difficult. The school has two elevators at different ends of the building and a student has to use both elevators to get to some levels, as you can imagine this is a long walk (especially on crutches) between classes through narrow hallways with other students hurrying to class.

We want a better learning environment for all current and future students. Upkeep for an 85 year-old building is significant. Things wear out, become obsolete, and no longer meet the needs of the students or the community. Safety issues, new code regulations, and state recommendations have been identified and we are required to address them.

The school board unanimously approved a plan presented by a Community Task Force, made up of business and community leaders, to repair, renovate and renew our high school. The 18-member task force spent a great deal of time looking at the school's needs and identifying those that are most critical.

Here is the prioritized list of some of the items the Community Task Force identified in its Facilities Plan:

•**REPAIR:** Deferred maintenance items including roofs, windows, exterior wall repairs, carpeting, and mechanical and electrical systems.

•**RENOVATE:** Student learning environment renovations including high school science and fine arts classrooms, and junior high classrooms. This work focuses on safety, security, and accessibility for students, staff, and community members with temporary or permanent disabilities. Internal security will be addressed as

well as safer student drop-off locations in an expanded parking lot.

•**RENEW:** Building additions that would safely and effectively create a 21st century learning environment for our community's students, including a multi-purpose cafeteria commons, kitchen, gymnasium, auditorium, locker rooms, and wrestling and dance spaces. This work will decrease the number of levels from 11 to seven.



Superintendent  
Deb Wanek

These items are addressed in the Bond Referendum to be held November 5, 2013. As you can imagine, the costs associated with projects of this size are considerable - \$21.9 million dollars. The tax impact of that amount on a \$100,000 property would be \$96 per year, or \$8 per month. The school district has a very good Bond Rating of A. This rating means we can borrow money at very low interest rates. We also expect to receive favorable pricing on labor and equipment. This is a good time to move forward in our efforts to repair, renovate, and renew areas of the high school.

Pelican Rapids High School is a historic part of our community. Of course, its main use is to educate students. However, the building is much more than simply a school. It is a sports center, an arts center, a meeting place, a community asset. The building is an integral part of our community and it is time for an investment to keep it viable into the future.

The maintenance of our school buildings is an important part of being good fiscal stewards. Further delays in undertaking maintenance and replacement work will mean these items will cost more in the future and will negatively impact the learning environment of our students.

Please learn all you can about this proposal. Visit the school district's website at: [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us). The School District will also be holding seven tours of the high school between October 5 and October 26. Please plan on taking part in one of these tours so that you can see for yourself the conditions that will be addressed if the referendum is approved on November 5, 2013.



"LEADERSHIP IS COMMUNICATING TO PEOPLE THEIR WORTH AND POTENTIAL SO CLEARLY THAT THEY COME TO SEE IT IN THEMSELVES."

-STEPHEN COVEY

## In this Issue:

- Elementary School News
- 7 Habits/Leader in Me
- After School Activities & Programs
- ECFE and Viking Preschool
- School Referendum
- Community Ed Classes
- Cultural Collaborative
- Parent Liaison
- High School News
- Sports & Activities
- 21st Century Grant
- Volunteer Mentor

## "Where are they now?" - PRHS Graduate Andrea Westby Class of 1998

**What Post-Secondary education institution did you attend and what degree did you earn?**

Pacific Lutheran University in Tacoma, WA, Bachelor of Science in Biology with minors in chemistry and religion.

**Describe your career choice and what you enjoy about your career?**

I am a family medicine physician, which means that I take care of people from birth to advanced age, including pregnancy, and in all settings including clinic, hospital, sometimes on the playing field or courts, and nursing home. What I love most about my career is the relationships with patients, families, and communities, and the opportunity to empower people to improve their health on a daily basis. I love the variety of the work I do as a family physician, as each patient and situation is unique, new, challenging, and rewarding in different ways.

**How did PRHS prepare you for college?**

I'm going to broaden that question a little bit and actually say that PRHS prepared me for life by teaching me how to relate to people on a personal level and in a very real way. In larger schools, I think it's easier to put people into categories and see your teachers, custodians, classmates, staff members only as that role, and not to approach people as real people. But at PRHS, we knew our teachers, classmates, staff members, etc, as mothers, brothers, members of our churches, coaches, grandparents, and so on, so everyone is seen as a real person. This really helps me to connect better with my patients and to be able to be a doctor and friend outside of work. And then as far as

how it prepared me for college, PRHS allowed me to take part in so many activities during high school, that I was prepared to multitask school, work, life, friends, and activities more easily in college.



PRHS Graduate  
Class of 1998  
Andrea Westby

**What extracurricular activities did you participate in while you were at PRHS?**

I was a band and choir member, speech team, knowledge bowl, math team, basketball, golf, cross country (ran two years, was a manager two years), spring musical and fall play cast or crew member multiple years, Student Council, National Honor Society, prom committee and yearbook staff. I think that's everything!

**Do you have any special memories of your time at PRHS that you would like to share?**

I remember the 1998 football team winning the State Football Championship and being part of the pep band during that whole tournament, and the way that the town really supported and cheered on all the teams. The community support of the school and activities is really something special in a small town, particularly Pelican Rapids. Definitely still proud to be a Viking!

**Any words of wisdom you would like to give the students in Pelican Rapids?**

Take the opportunity to get involved in activities and in the community. You have the chance to make your mark, to make a difference, and to explore yourself, to find who you are, in a school and community like Pelican Rapids. Use it. You won't regret it.





## READERS ARE LEADERS!

Viking Elementary strives to help our students develop skills that will allow them to be successful in all aspects of their lives. As we enter our second year as *A Leader in Me* school, we are excited about the progress we have already seen as students learn **The 7 Habits of Highly Effective People** and discover the ways they can each be a leader. We have many leadership opportunities in our school and students are rising the occasion to serve in a variety of roles. Even better, students are recognizing areas that could use leaders and offering to help. We anticipate great things as students become more confident in the 7 Habits.

Viking Elementary knows that students with strong reading skills will have greater success in all aspects of their learning. Therefore, we have always taken our responsibility to teach children how to read very seriously. Over the past two years, we have been studying effective literacy practices in an effort to make our reading instruction even stronger. This summer we had a group of PreK-6 teachers serving on a Literacy Task Force. We studied the most recent research and developed a comprehensive PreK- Grade 6 Balanced Literacy Plan that focuses on the following commitment:

*Every day, every child...*

- Reads something they choose.
- Reads something accurately.
- Reads something they understand.
- Writes about something that is meaningful to them.
- Talks to peers about their reading and writing.
- Listens to a fluent adult read aloud.

(Copyright: Richard L. Allington, University of Tennessee)

Readers are academic leaders! A passion for reading early in a child's education truly leads to other academic success. Teachers work every day to ignite this passion. Parents are a critical part of this process, too. Encouraging reading at home and talking to your child about the books they are reading reinforces this important learning. Together, we can set students up for success in school and life!



Celebration! I am pleased to inform you Viking Elementary no longer has the designation as a Focus School under the federal Elementary and Secondary Education Act (ESEA). This designation was based on student performance data from 2010 and 2011 that placed our school among the ten percent of schools making the largest contribution to the state's achievement gap. Schools are expected to remain under this designation for three years. However, Viking Elementary was one of ten schools in the state to make substantial progress in raising achievement for all students and to be removed early! We will continue implementing our current improvement plan as we strive towards high expectations of success for all students.



Elementary School  
Principal  
Sheila Flatau



## Fun After School Enrichment Programs for Kids in Grades K-8

### Our Fall Programs

We have programs that fit every need. Club Vikes is our on-site school-age care program, open before and after school. Beyond the Bell provides academic and enrichment activities on days when there is no school (Mondays and some vacation days). And after school we offer a variety of well-balanced activities in academics, physical fitness, and learning enrichment. Pick up any of our registration forms in the elementary office, or call Candace.



**Beyond the Bell** is a program sponsored by the 21st Century Grant and academic, physical, and enrichment programming is offered 8-3:00pm. Join us on Mondays (and some vacation days) when there is no school.

We also have extended hours from 6:30am-8am & 3-6:00pm. This is called Club Vikes and your child must be registered for this in addition to Beyond the Bell. There is a small fee for Club Vikes.

We are going to the pumpkin patch in October! We are also planning to go on more field trips throughout the year. We go outside everyday, so please dress your child appropriately.

If you need more info, Contact Candace Roesch at 218-863-5910 ext. 5022.

There are also leadership opportunities that 7th & 8th grades students can take advantage of on the non-school days, through Beyond the Bell.

For immediate text alerts straight to your phone about Beyond the Bell, text CLUBVIKES to 30549.



**Our Club Vikes program** provides children with a positive, stimulating and happy after school experience where they create wonderful memories and lasting friendships! We are focused on making after school a fun-filled experience for your child. The program is open to all students entering kindergarten to 6th grade.

**We do fun stuff like:** Take awesome field trips, have special themed weeks, make and eat fun snacks, make cool arts and crafts, indoor and outdoor fun, read and write stories.

### Dates and Times:

Days when school is in session  
(including make-up days)

- Monday-Friday
- Before school 6:30-7:30am & after school 3:45-6pm

Days when school is not in session

- Mondays (& some vacation days) 6:30-8am & 3-6pm



**ENCORE!** is the new collaboration between Targeted Services and the 21st Century Grant. You do not need to register for this K-6 program but just remember to tell your child's teacher that they are to stay after school for ENCORE. Students will get the perfect mix of academics and enrichment, homework help and free choice time, reading and physical activities. Students should come to the elementary cafeteria right away after school for a snack and attendance. STARTS ON OCTOBER 22nd.

### Tuesday-Friday After School

#### INTRAMURAL FALL SPORTS

(3:45-5:00pm)-\$5 per child  
Grades 2-5 Tues, Weds, Thurs  
(Sept 10-Oct 31)

INTRAMURAL BOYS BASKETBALL (3:45-5:00pm)-\$15 per child  
Grades 3-4 Wed & Fri  
(Nov 6-Dec 18)

Grades 5-6 Tues & Thurs  
(Nov 5-Dec 17)

INTRAMURAL GIRLS BASKETBALL (3:45-5:00pm)-\$15 per child  
dates are TBA

ART-TASTIC ZONE 3:45-5:00pm (Grades K & 1) \$5 per child. If your child likes to spend time painting or coloring they will love this zone with Maria Soto.

Tuesday-Thursday-Starts Sept. 10th

COOL CRAFT ZONE 3:45-5pm (Grades 2-4)

\$5 per child. Make a variety of fun crafts with Julie Severson! Students who like hands-on projects and love to try new things from Pinterest will love this zone! Tuesday-Thursday-Starts Sept. 10th



CREATIVE ZONE 3:45-5pm (Grades 5 & 6)

\$5 per child. This program is all about creating together as a group with Nicolette Wontor. Be a Leader in creative Art! Tuesday-Thursday (September 10th-October 31st). After Oct. 31st. Students are invited to attend Art Zone with no extra charge. (see below)

ART ZONE 3:45-5pm (Grades K-6)-\$5 per child  
Students will help create a community mural together and work on individual projects as well. Mrs. Laura Moe will be teaching this art class. Tuesday-Thursday (Nov.5th-Dec.19th)

*\*Please note: The after school activities above do not have homework help time. See below for information about our homework help program.*

HOMEWORK HELP 3:45-4:30pm (Grades K-6) FREE  
Join us if you would like help on your homework or would like to use the computer for educational purposes like AR testing. Lead by Mrs. Haugrud Tuesday-Thursday (Sept. 10th-May 8th)

### 21st Century Grant Contact Information:

- Jake Richter-Program Director 863-5910 x4372
- Candace Roesch-Program Coordinator 863-5910 x5022
- Program cell phone 218-341-6739 (leave a message or text for Club Vikes, Magnificent Monday or after school program staff)
- Email: croesch@pelicanrapids.k12.mn.us
- Instant Text Alerts: text CLUBVIKES to 30549



We also post updates on Facebook. We are Pelican Rapids After School Programs and Club Vikes.

21st Century Community Learning Centers funding for this program is provided by the federal government through the Elementary and Secondary Education Act and is administered by the Minnesota Department of Education.







Are You Smarter Than a 5th Grader?

by Deb Wanek, Superintendent

Minnesota adopted the National Common Core Language Arts Standards. These new standards are very rigorous. Children need to build a vast vocabulary and the ability to analyze and evaluate any text they read in order to show themselves proficient in these standards. Please take a moment to read through the Minnesota Department of Education’s 5th grade sample test in this newsletter. This text includes difficult phrases and vocabulary such as ecological preservation, biodiversity and myriad. Please remember this test is designed for a student that is 10-11 years old and these words are not part of their everyday language. You will also note that the questions require a deep understanding of the content, asking the student to draw conclusions and make inferences on the content by choosing the “best” answer. Often the test will have several answers that are similar and the student needs to choose the best answer.

I applaud the State of Minnesota for adopting rigorous standards. We want our students to reach this level of reasoning and understanding but it is a significant leap in difficulty from the previous standards. As you can imagine this type of change requires every teacher in every grade level to examine their curriculum and determine the best strategy to help students reach this depth of understanding. Our staff is in the process of this evaluation and we are committed to helping our students succeed. We have a challenging journey ahead of us but we look forward to seeing our children reach new heights.

In this leap we also need parents and community members to help all our students develop an extensive vocabulary. To help young children, read to them as much as possible. When you finish reading a story, ask them to summarize it and make predictions of what will happen next. Help them develop a deeper understanding of the difficult vocabulary words by using them in different sentences. Ask them to explain what the vocabulary words mean.

For older children, you can do something as easy as discussing newspaper articles. Ask for their opinion on the content of a particular article. Ask if they can discover any bias in the article. If you get a chance to discuss any political articles ask them if they have a solution to the issue the article outlines. This could be a very interesting conversation. Our youth will soon be the decision makers in our world and there is not a better time than the present to help them begin to develop their reasoning skills. This is where we can leave a legacy by helping these children build a big picture view and become active problem solvers.



We have also included a sample of the Minnesota Department of Education’s 8th Grade Sample Mathematics Test. Please take a moment to review these questions on the right.

Minnesota Comprehensive Assessments Reading Sampler Grade 5

Reading Test-Segment 2

For thousands of years, Native American nations have had a special relationship with the Cedar tree. Read this article about that relationship. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

The Cedar: A Many Splendored Tree  
By Professor Bhavani Manheim

1 Did you know that many Native American nations practiced ecological preservation? They respected the planet and knew secrets of biodiversity and myriad usages of plants and animals. Some plants had a very special significance for them, like the Cedar of the Pacific Northwest Coast. As far back as 9,000 years ago, the Native Americans called the Cedar the “long-life-maker” and “rich woman maker”. It was an integral part of their every day life. They believed in its power and spirit.

2 The Cedar is a magnificent tree. It is a conifer, tall and straight and can reach a height of 200 feet, a diameter of 14 feet and an age of 500 years! It has a flared base tapering to a spiked tip, sometimes referred to as a “Cake Fork” because of its shape. Its branches spread horizontally. Long, slender, curved twigs bearing lace work of fern-like foliage called “withes” cascade from the branches. There are two kinds of Cedars: yellow and red. The Red Cedar’s wood is soft but firm and straight grained. Its natural oil makes it long lasting.

3 Cedar grows extensively from the Baranof Island in Alaska to coastal Northern California, yet it is not native to North America. The tree found in the Northwest belongs to the species ‘Arbor-Vitae,’ the Latin phrase meaning “Tree of Life.” No wonder, the Native Americans called it long-life-maker! Before cutting the tree or pulling its bark, they prayed to the Cedar Spirit, thanking it for being a good provider and expressing their gratitude. They believed that showing respect resulted in continued good supply. They utilized all parts of the tree.

4 Cedar was used for building boats, canoes, houses and other structures. It was used for carvings-to create Totem Poles and ceremonial objects and utensils. They steam-bent the wood (a technique unique to them), creating beautiful four-cornered boxes. The Cedar canoes were esteemed for their superb workmanship and were a valuable trade item. For example, a seal-catching canoe was worth 15 blankets and was a symbol of great wealth.

5 Traditionally, wood-working was done by men, but creating objects from the inner bark was usually done by women. The bark was peeled during the summer, when full of sap, needing no modification and could be used as is for making baskets, matting, rope, braiding, hats, rain ponchos, blankets and baby cradles. For people of the rainy, coastal range, clothing made of oiled, shredded Cedar bark provided protection from rain, wind and cold. The fluffy fiber of the shredded bark was soft and absorbent. It was used for making towels, baby diapers and blankets. The artistry of the baskets was greatly valued. It was used as a trade item and given as a gift to high ranking women during the Potlatch ceremonites (which centered on the sharing of wealth through feasts).

6 The smaller brances that hang down from the main branches were sought after for their strength. They were used for making ropes for fishing, sealing and as anchor lines for canoes. Since metal usage was unknown, they were used for binding, lashing and fastening boards. The slender roots of the tree were used to make coiled baskets and because of their watertightness, for making storage containers, cooking vessels and rain hats. They were also used for sewing and lashing equipment.

7 Because of its life sustaining nature, the Native Americans revered the tree. Many of their rituals incorporated parts of the

tree, especially the bark. During a coming of age ceremony, the girl wore a ring of Cedar bark on her head. The bark was also used for healing purposes: as a tourniquet to stop bleeding, as a bandage and as a healing pad. Yellow Cedar was used for many cures. Its bark was burned and the ash mixed with catfish oil and smeared over a sick person as a cure. Chewed leaves were used to cure pains and aches. It was also used in sweat baths as a cleanser. The Native Americans’ respect for nature is a good example for present generations to emulate and learn what “Green Living” really means.

8. Which sentence states a main idea of this article?
- A. Some trees and other plants had special meanings to Native Americans.
  - B. Native Americans used the Cedar tree in many responsible ways.
  - C. Some Native Americans believed in preserving the natural resources of Earth.
  - D. Native Americans valued the Cedar tree for its beauty and long life.

9. Which part of the tree did Native Americans use to make cooking vessels?
- A. The bark
  - B. The branches
  - C. The slender roots
  - D. The steamed wood

10. Read this sentence from paragraph 7. Because of its life sustaining nature, the Native Americans revered the tree. Which word means the same as revered?
- A. Replanted
  - B. Avoided
  - C. Shared
  - D. Cherished

11. Based on paragraph 6, readers can conclude that the anchor lines for canoes
- A. needed to be strong to secure the canoes.
  - B. were the smallest parts of the canoes.
  - C. needed to be waterproof.
  - D. were hard to use.

12. Which statement is the author’s opinion?
- A. “They believed in its power and spirit”
  - B. “The Red Cedar’s wood is soft but firm and straight grained”
  - C. “The Native Americans’ respect for nature is a good example for present generations to emulate”
  - D. “It was used as a trade item and given as a gift to high ranking women during the Potlatch ceremonies”

13. The author organized paragraphs 4-7 by
- A. identifying the differences among the various parts of the Cedar tree
  - B. explaining why objects made from the Cedar tree were beautiful and highly valued
  - C. contrasting the ways Native American men and women used the Cedar tree
  - D. explaining how Native Americans made objects from different parts of the Cedar tree.

14. Read this sentence from paragraph 4. For example, a seal-catching canoe was worth 15 blankets and was a symbol of great wealth.

The main purpose of this sentence is to

- A. inform readers why Native Americans believed the Cedar had power.
- B. emphazice how valuable a Cedar canoe was to Native Americans.
- C. inform readers how much the making of a Cedar canoe cost Native Americans.
- D. describe how Native Americans used the Cedar in many ways.



Answers: B, C, D, A, C, D, B

Minnesota Comprehensive Assessments Mathematics Item Sampler Grade 8

5. The number of cakes needed for a party, c, is dependent upon the number of guests at the party, g. Which equation shows the number of cakes as a function of the number of guests?

- A.  $f(c)=\frac{g}{12}$
- B.  $f(g)=\frac{g}{12}$
- C.  $f(c)=\frac{c}{12}$
- D.  $f(g)=\frac{c}{12}$

13. Which property is used in the equation  $mg + mh = m(g+h)$ ?

- A. Associative
- B. Commutative
- C. Distributive
- D. Identity



Answers: B, C





# Early Childhood Family Education

## ECFE Classes

### Fun Fridays

- Fridays 9:30-10:45am  
September 13-February 28 (excluding Nov. 28, Dec.19, Dec. 26, & Jan. 3)
- This class is for ages 0-5 (not yet in Kindergarten)
- This fun group explores our classroom activities, shares songs, books and fingerplays. This busy class does not separate for parent discussion. All ages welcome.

### Terrific Twos

- Thursdays 5:30-7pm  
Nov. 7, 14, 21 & Dec. 5 & 12
- Come share their energy with the whole crew! We will enjoy our time together doing art, music, play, and building-we'll separate for short parent time centered around the joys of TWOS!

### Winter Open Gym

- Mondays 6-7:00pm  
January 13 & February 10
- Get those winter wiggles out and join us in the Viking Elementary gym for some fun and exercise. We will have

many large motor activities for you and your child to try. Play with scooters, balls, hula hoops, tunnels and more!



### “Preschooler & Parents”

- Watch for upcoming dates in March 2014.
  - This class is for ages 3 through freshly 5
  - Parents and preschoolers will enjoy one-to-one time while they interact within the learning environment.
- Enjoy exploring the sensory table or create a new world in our block corner.
- Circle time will keep us in tune with music & stories. Following circle, parents will separate for discussion, while children continue their work in the ECFE room.
- This year we're going to focus on **literacy**-how your child is learning and how to help! 2 free books for every child!



## ECFE REGISTRATION FORM

Please register for all classes that your family wants to attend.

Child's Name: \_\_\_\_\_ Age \_\_\_\_\_

Child's Name: \_\_\_\_\_ Age \_\_\_\_\_

Child's Name: \_\_\_\_\_ Age \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Phone Number (day): \_\_\_\_\_ (evening): \_\_\_\_\_

Class Name	Days/Times	✓ box to register
Fun Fridays (ages 0-5)	Fridays 9:30-10:45am September 13-February 28 (excluding Nov. 28, Dec. 19, Dec. 26 & Jan. 3)	<input type="checkbox"/>
Terrific Twos	Thursdays 5:30-7pm November 7, 14, 21 & December 5 & 12	<input type="checkbox"/>
Winter Open Gym	Mondays 6-7pm January 13 & February 10	<input type="checkbox"/>

Please contact me about receiving home visits:  
\_\_\_\_\_ Caring Connections \_\_\_\_\_ Bright Start

To Register or if you have questions:  
Call Terra at 218-863-5910 ext 5393  
or Email: [tfitzsim@pelicanrapids.k12.mn.us](mailto:tfitzsim@pelicanrapids.k12.mn.us)  
or Mail registrations to:  
ECFE, PO Box 642, Pelican Rapids, MN 56572

## Pelican EFCE loves families!

### Here's our staff:

#### Terra Fitzsimmons

ECFE & School Readiness Teacher/Coordinator  
Email: [tfitzsim@pelicanrapids.k12.mn.us](mailto:tfitzsim@pelicanrapids.k12.mn.us)  
Voicemail: 218-863-5910 ext. 5393

#### Megan King

ECFE Early Childhood Educator  
Viking Preschool  
Email: [mking@pelicanrapids.k12.mn.us](mailto:mking@pelicanrapids.k12.mn.us)  
Voicemail: 218-863-5910 ext. 5569

#### Janet Woolever

Child Care/Family Home Visitor

#### Kimberly Hernandez

Classroom & Child Care Home  
Visitor Assistant  
Spanish Translator  
Email: [khernand@pelicanrapids.k12.mn.us](mailto:khernand@pelicanrapids.k12.mn.us)  
Voicemail: 218-863-5910 ext. 5393

#### Cindy Hart

Minnesota Reading Corps





# Viking Preschool

## Preschool



### Viking Preschool ages 3-4

- Child must be 3 by September 1, 2013 to enroll.
- Wednesdays

### Viking Preschool ages 4-5

- Child must be 4 by September 1, 2013 to enroll.
- Tuesdays & Thursdays

### All Preschool sessions:

- 8:00-11:00am or 12:30-3:45pm
- Includes either breakfast or lunch



## Our Programs

### Early Childhood Family Education (ECFE)

ECFE is a parent-child program for children aged birth-pre-k and their parents. ECFE strongly believes that parents are a child's first and most important teachers. The ECFE program of Pelican Rapids wants all families with young children to be aware of our program. If you know a family not receiving our mailing, please contact Viking Elementary.

### Viking Preschool-School Readiness

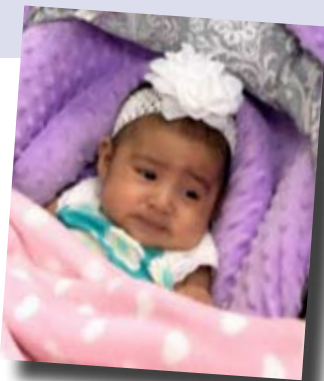
We use the math and language pre-k curriculum incorporated throughout Viking Elementary K-6. It is integrated in an age appropriate hands on pre-k experience. Our preschool program is supported by local levy, community education, and parent tuitions. Viking Preschool is a 4 Start Preschool, in accordance with Minnesota Parent Aware Rating!

### Bright Start Child Care Home Visits & Family Outreach Program

You may participate in this once per month visiting program in which Janet Woolever will come into your home with activities and resources. Call Janet at 863-5910 ext 5393 with questions or to schedule a visit. *Supported in part by United Way of Ottertail County.*

### Please Note:

- We would love to see you and your family. As our classes do have size limits, please register.
  - New ECFE Classroom (Kindergarten Hallway, last room on the right)
  - Please check our webpage for current classes and changes. [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us)
  - WEATHER ALERT: If school is cancelled due to weather, ECFE & Preschool classes are also cancelled.
- Please call if you have any questions as weather worsens throughout an afternoon/evening.
- You can reach Terra Fitzsimmons and Megan King at 863-5910 ext 5393



**FREE QUILT AND BOOKS**  
SPONSORED BY THE  
FRIENDS OF THE  
LIBRARY AND LAST  
TUESDAY QUILTERS.

## BABY BUNDLES

A cozy welcome to our community extended from the Public Library. Babies born in the last 6 months are eligible for this free gift. Contact Jerri Baker, email: [are-jay@arvig.net](mailto:are-jay@arvig.net) 218-849-2322 or 218-342-2618.

You may also bring in this coupon to the public library and Jerri will be in touch. What a nurturing way to introduce your new baby to books and language!

### Friends of the Library Baby Bundle

Baby Name _____		
Male _____	Female _____	Birthdate _____ <small>(must be 6 mths or younger to be eligible for free gift)</small>
Parent Name _____		
Address _____		
Phone _____		

## New to district? Register here...

If you have recently moved into the Pelican Rapids School District or recently had a baby, please fill out the form below and turn it into the office at the address listed below.

We have opportunities for children ages 3 1/2-12<sup>th</sup> grade!

We would love to be able to offer all of our services to you, so don't hesitate to register your child(ren) with us to ensure that you receive the proper information regarding your kids.

Return form to: Pelican Rapids School, 310 S Broadway, Pelican Rapids, MN 56572

Parents/Guardians Names: _____	
Child's Name: _____	DOB: _____
Child's Name: _____	DOB: _____
Child's Name: _____	DOB: _____
Child's Name: _____	DOB: _____
Address: _____ Phone Number: _____	

Please call us at 218-863-5910 with any questions  
or visit our website: [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us)





## HANDS-ON LEARNING USING **EDUCREATIONS**

by Joyce Burnham

Students in AP Composition analyzed political and editorial cartoons using criteria for ethos, logos, and pathos. The Educreations app on their iPads allows them to download an image and then circle, point out, highlight, label, and record their presentations.



Educreations becomes both a way of practice for live presentations on the Active Board in class and for emailing their presentations to the instructor for immediate and private feedback on student understanding and use of terminology. The app appeal to multiple learning styles. Student involvement, learning, and understanding are greater as exposure to the concepts of ethos, pathos, and logos multiplies.

This assignment, through its use of technology, helped students in meeting Minnesota's College and Career



Readiness Standards in reading (infer, analyze, interpret, integrate technology), viewing (analysis), and speaking (vocabulary, concepts, and fluency).

Quote from a student: "I am very glad that we have the new app Educreations on our iPads this

year...For this assignment it was really helpful. Putting the picture on there and being able to write on it helped you see everything instead of trying to imagine it in your head. Since I am a hands-on learner, I believe I will be using that app a lot this year."

# The 7 Habits

Be Proactive

Begin With the End in Mind

Put First Things First

Think Win-Win

Seek First to Understand

Then to Be Understood

Synergize

Sharpen the Saw

©Shana Cole <http://coolcatteacher.blogspot.com>

## Repairing, Renovating, and Renewing our School

by Trevor Steeves

Imagine having 500 people in your home for 8 hours a day for 40+ years...that's the kind of wear and tear we're referring to when we talk about "Repairing, Renovating, and Renewing" our school.

It's replacing:

- roofs that are 25 years old
- windows and doors that are 40 years old
- flooring that is 50 years old.

Updating classrooms to make them more efficient and renovating science rooms and labs to bring them to tomorrow's standards.

It's reconfiguring the access points to make our building more secure by:

- replacing glass doors with shatter proof glass
- adding access control systems and more surveillance cameras.

Making the building more handicap accessible is necessary to meet ADA regulations and create better movement flows for our students, staff and guests (our latest remodel is 26 years old).

It's making better vehicle traffic flows which will:

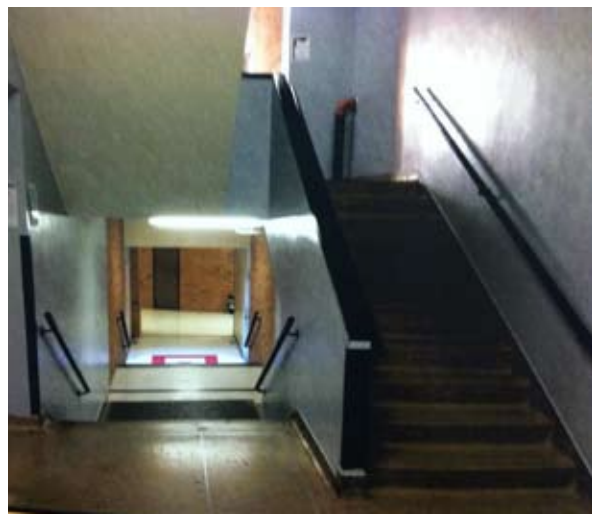
- allow for safer drop off and pickup of students away from Highway 59 traffic
- create new parking areas with better and safer access to the building.

It's replacing an 85 year old auditorium that is not handicapped accessible and has several ADA code violations and is not feasible to renovate.

Increasing our activities areas will allow us to:

- accommodate students, families & community members to attend and participate in the increased extracurricular activities that make for a better overall education (what we have now is the same space we used in 1970 which was a time when girls activities were very limited).
- share our facilities for community events.

We are at a crucial time in the history of Pelican Rapids, if we have to wait any longer renovation will not be an option and we will be forced to replace the entire facility. It's time to move our facilities back to the standards that our residents, students, visitors deserve.



## Keep Saving Your Box Tops and Labels for Education

There was an increase of box tops and labels contributed to the school... so thank you and keep them coming in! Through these programs our school was able to earn \$2,438.98 in the 2012-2013 school year. The goal is \$2,800.00 for the 2013-2014 school year.

Please remember:

- that these items can be dropped off at either school office, at Larry's Supermarket or can be sent with your children to school
- to check expiration dates
- to call Ruth Holmgren at 863-6539 if you are interested in helping cut & sort labels



Viking New Network (VNN) is our very own film club who produces our morning announcements, takes awesome photos, and produces video clips of all the great things happening at our school. Follow us on Facebook for updates on sports and school events. Eric Dunn leads this dynamic team of students who meet before and after school to do all of the work required to bring us this stellar reporting.



## PRHS Presents the Musical *Disney's*



**Friday November 1st at 7:00pm**  
**Saturday November 2nd at 7:00pm**  
**Sunday November 3rd at 2:00pm**

**Featuring over 50 PRHS Students**

**Tickets available at the Door**  
**\$5.00 Adult**  
**and**  
**\$3.00 Students K-12**

21st Century Community Learning Centers funding for this program is provided by the federal government through the Elementary and Secondary Education Act and is administered by the Minnesota Department of Education.



## *Rapid Rewards for Our Community*

### *Vote November 5<sup>th</sup>*

# YOUR QUICK & EASY GUIDE TO THE BOND REFERENDUM

REPAIR.  
RENOVATE.  
RENEW.



## Pelican Rapids Schools

*A good return on your investment.*

With an 11% positive fund balance, a high credit rating, and a graduation rate of 94.3%, our schools continue to be a good return on your investment.



- 94.3% high school graduation rate (exceeds 77.6% state average)
- Dedicated and experienced teachers who focus on the success and well-being of each student
- Advanced Placement and College in the High School classes
- Top 5 in the State Knowledge Bowl in 2012 (2<sup>nd</sup> place) and 2013 (4<sup>th</sup> place)
- Academic All-State, conference, and state-qualifying athletic teams
- Award-winning art, choir, and band
- 45 out of 64 of last year's seniors received \$54,570 in local scholarships – that means 75% of the class of 2013 were college bound

## What is Proposed?

The Pelican Rapids School Board unanimously approved a renovation bond referendum for the November 5th ballot in the amount of \$21.9 million based on the recommendation of a Community Task Force. The bond will help repair, renovate, and renew the district's buildings and make improvements to the learning environment.

## Why a Bond Referendum?

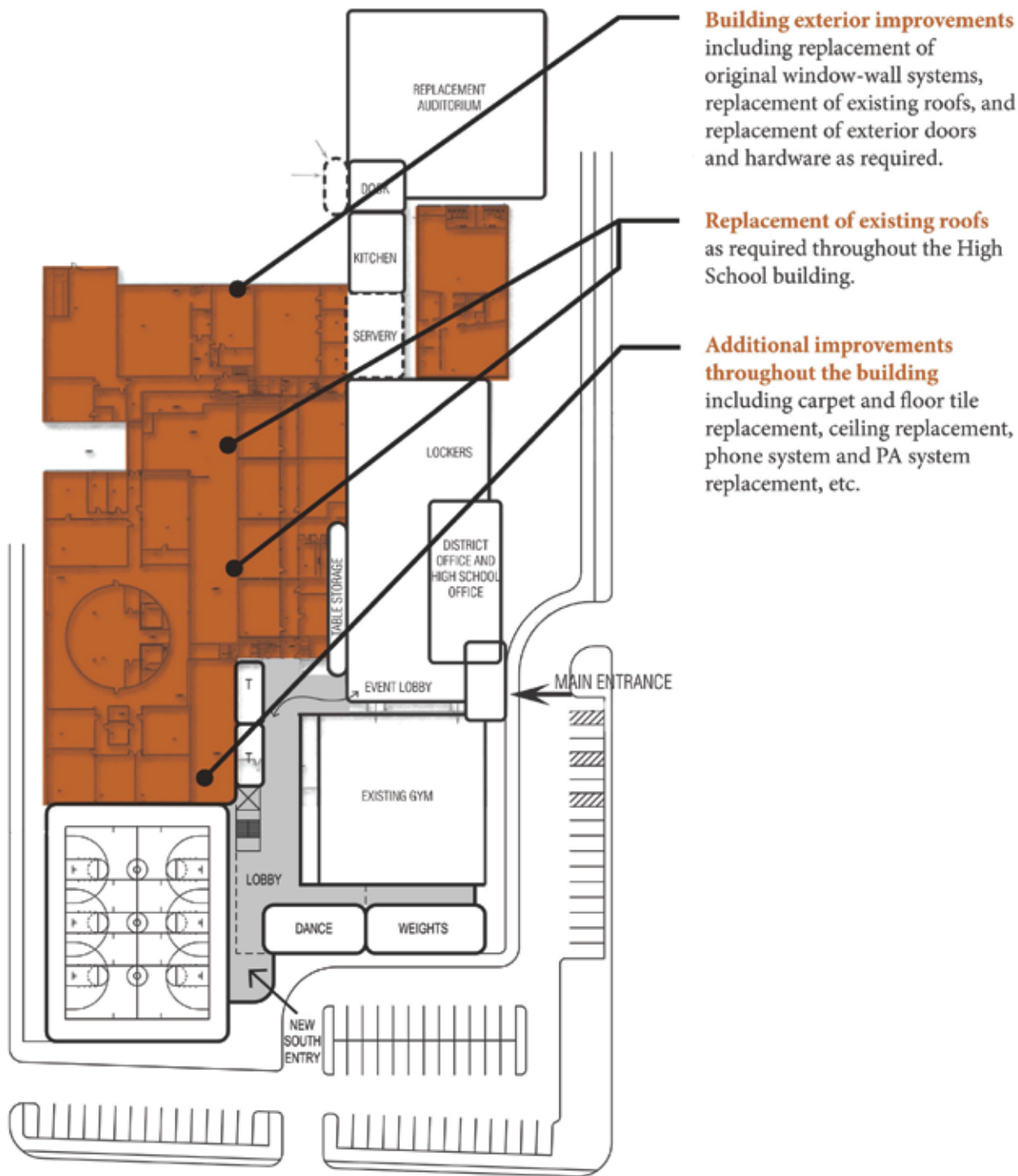
Pelican Rapids High School was originally built in 1928. Additions were constructed in 1953, 1962, 1965, 1972, and 1987. While the additions provided much-needed learning space, they also resulted in a sprawling maze, connecting links, and 11 different levels that have made security and access difficult. The disconnected layout has also resulted in no primary secure entrance and no common gathering space for students during the school day or during community events. See a slideshow of deteriorating learning space and watch a Fox News video clip at [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us).

# WHAT IS THE PLAN?

*There are three key areas of our facilities that would be addressed*

## REPAIR.

The bond addresses deferred maintenance needs on the district's 26-to-85 year-old building including roofs, exteriors, windows, carpeting, mechanical and electrical systems, and parking lots.



## RENOVATE.

The bond funds renovations of the student union, high school science and fine arts classroom. It focuses on improving building safety, including creating a dedicated secure entrance, and accessibility improvements. (\*Americans with Disabilities Act)



# HOW WILL MY VOTE AFFECT OUR SCHOOL?

**Yes! Bond Vote:** Helps provide a safe environment where students can learn and staff can teach. Protects the operating budget from excessive and unexpected maintenance costs.

**No! Bond Vote:** If the referendum fails, the school district will face in costly surprises that the capital budget will be depleted, and would reduce money available for other programs. If rates and construction costs rise. The school will be closed. Our school will continue to be



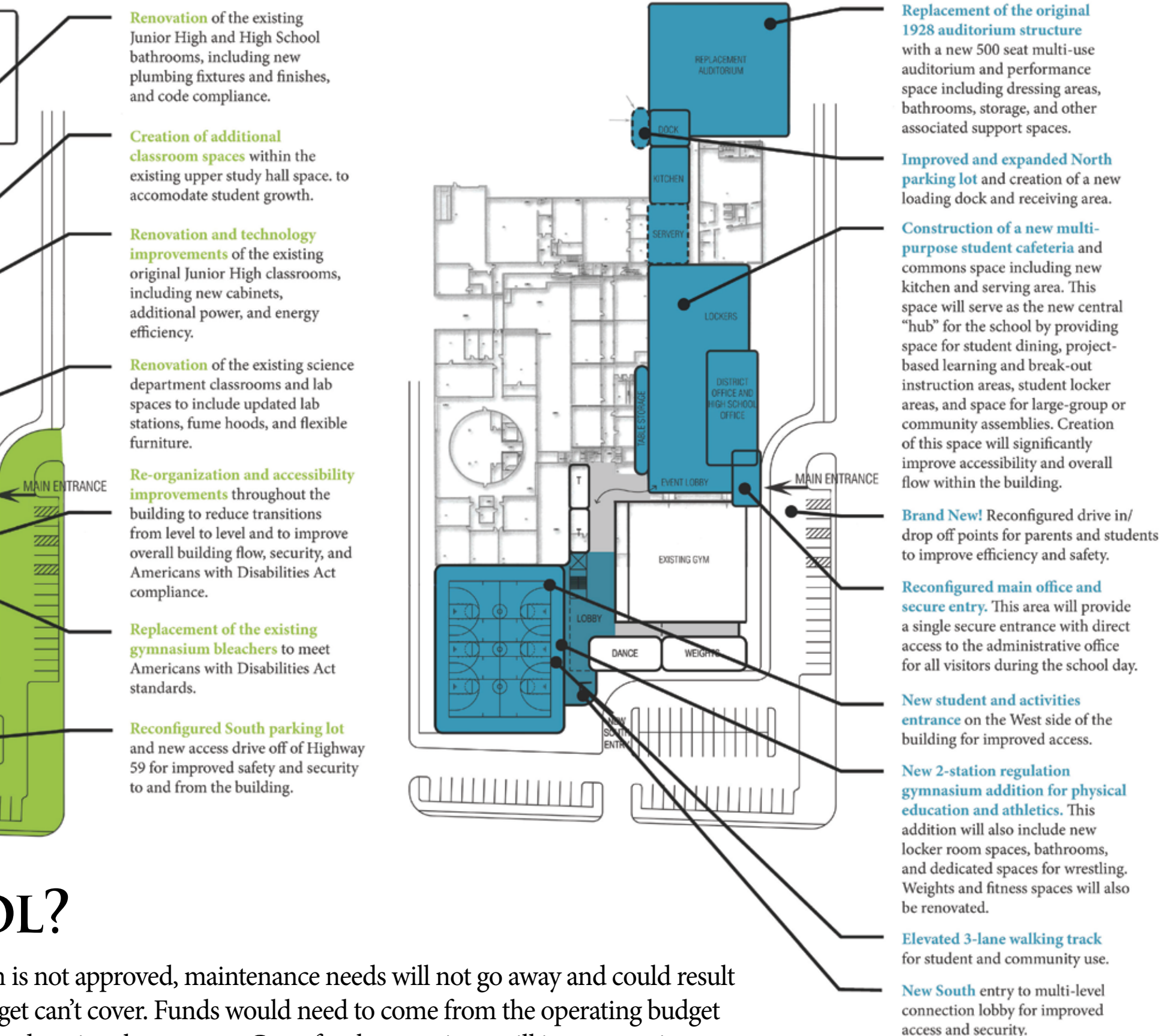
ed if the referendum is approved.

REPAIR.  
RENOVATE.  
RENEW.

## RENEW.

udent learning environment including  
rooms, and junior high classrooms.  
y, security, accessibility,\*and flow  
entrance along with parking and site  
abilities Act regulations)

The bond encompasses building additions designed to update classroom facilities that will safely and effectively meet the 21<sup>st</sup> Century learning needs of our community's students. This includes a multiple-purpose cafeteria commons, kitchen, gymnasium; replacing the fine arts auditorium (built in 1928), adding locker rooms, wrestling, and dance spaces.



DL?

is not approved, maintenance needs will not go away and could result  
get can't cover. Funds would need to come from the operating budget  
educational programs. Costs for these projects will increase as interest  
portions of the fine arts building that are currently closed will remain  
out of code compliance.



# WHY NOW?

*“Upkeep for an 85 year-old building is significant. Things wear out, become obsolete, and no longer meet the needs of the students or the community. Safety issues, new code regulations, and state recommendations have been identified and we are required to address them.”*

Pelican Rapids Superintendent,  
Deborah Wanek



Our facilities are 26-85 years old; needs have been identified; interest rates and construction costs are still low; and investing today will deliver future operational savings.

## What will it Cost Me?

If the bond passes, the estimated tax increase on a \$100,000 home would be \$8/month.

Rates vary for residents, businesses, agricultural property, and seasonal recreation homes. A complete tax impact chart and online tax calculator can be found at [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us) > click on 2013 Bond Information.



## When do I Vote?

Vote Tuesday, November 5th.

## Where do I Vote?

The combined polling place for this election is at the Pelican Rapids High School Fine Arts Auditorium (FAA).

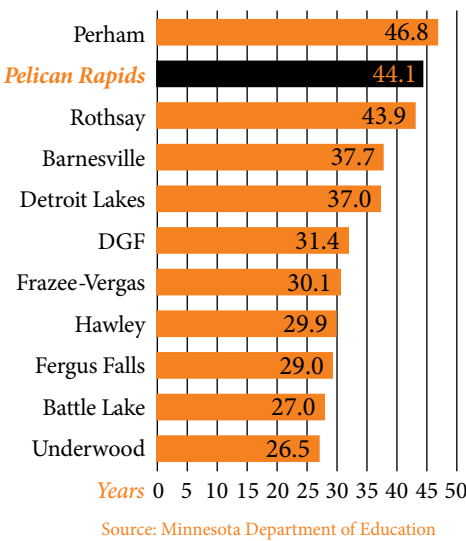
## Can I still Vote if I'm not in town on November 5<sup>th</sup>?

Yes, absentee voting began on September 20th, 2013 and ends November 4th, 2013. Download an Absentee Ballot Application from our website at [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us) under 2013 Bond Information or from the Minnesota Secretary of State website <http://www.sos.state.mn.us>. You can also contact the Pelican Rapids District office with additional questions regarding voting.

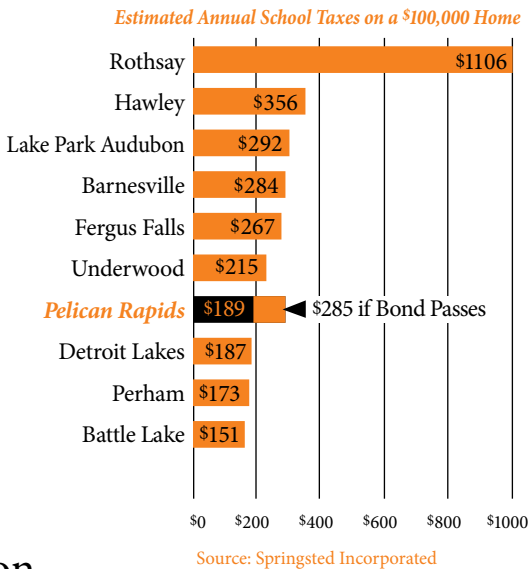
## How can I Find Out More?

- **Visit** <http://www.pelicanrapids.k12.mn.us>>2013 Bond Information
- **Email-Superintendent** [dwanek@pelicanrapids.k12.mn.us](mailto:dwanek@pelicanrapids.k12.mn.us)
- **Email-Business Manager** [swinjum@pelicanrapids.k12.mn.us](mailto:swinjum@pelicanrapids.k12.mn.us)
- **Call** 218.863.5910
- **Facebook and Twitter**

AVERAGE AGE OF SECONDARY SCHOOL BUILDING



TOTAL 2013 ANNUAL SCHOOL TAXES FOR OTTER TAIL COUNTY SCHOOL DISTRICTS



Remember, the school district is required by law to provide only factual information. Look for this Fact Check mark on our website for more fact-based information.

# VOTE TUESDAY, NOVEMBER 5<sup>TH</sup>

Prepared and paid for by ISD 548. This information is for informational purposes only and is not meant to advocate for or against a ballot question.



# Community Ed Class Schedule

## Fitness

### XaBeat Fitness

Tami Seifert  
Starting October 7th  
Mondays 5:30-6:30pm  
Thursdays 6:30-7:30pm  
Location: Pelican Rapids High School Cafeteria  
Entrance: High School Gym Doors  
Fee: \$40.00 per 8 session punch card  
(or 3 punch cards for \$100) or \$7 per class



Text COMMUNITYED to 30549  
for class updates



XaBeat is a dance fitness program that provides cardio and toning in a party like atmosphere! The routines are simple and easy to follow. You can burn anywhere between 600-1200 calories in a XaBeat class! Our routines contain less turning and twirling so you can concentrate on the fitness part of it and get a better workout! In our XaBeat classes you will sculpt your body and burn calories while having a total blast! Our music sets the mood and creates a party-like environment that leaves participants asking for more.

## Personal Interest

### Piano for Adults

Nadine Brown  
Thursday, November 14th 7-9:00pm  
Pelican Rapids High School  
Fee: \$20.00 for class/ \$20 per hour for lessons

Do you love music and wish you could play too? In these two low key informational sessions, Nadine Brown (who has played piano since she was 5 years old) will teach you the parts of a piano, how to read music (simple format) and teach you the Classic songs “Chop Sticks” and “Heart and Soul”. Take a chance and learn how much fun it is to tickle the ivories. Access to a piano at home is not required. The second session date will be determined by the group.

### Christmas Candy

Christy Curfman  
Tuesday, December 3rd  
7-9:30pm  
Location: PRHS Foods Lab  
Entrance: Gymnasium Doors  
Fee: \$10.00

Come join us for a night of candy making. We will be making chocolate covered cherries, peanut butter cups, chocolate suckers, peanut brittle and homemade marshmallows. Join the fun and bring a container to bring some home to share. Great for Christmas gifts and to bring to work.

## Let’s go on a Trip!

Nadine Brown  
Tuesday, November 5th  
6:30-8:30pm  
Location: PRHS Room #55  
Entrance: Administration Doors  
Fee: \$10.00

This fun, low-key class is designed for people who have always wanted to take a trip but don’t have any idea how to make the arrangements using the computer and other resources. In this class you will learn how to access travel information, what to look for in planning a trip, and what is a good bargain online.

PERK! The instructor is planning a trip to New York City in December and would like to invite the class attendees to come along on the Big Apple adventure. More details of the trip will be shared in class.

## Medicine Cabinet Makeover

BJ Rylander, Certified Natural Health Professional  
Do you know that synthetic chemicals can accumulate in your body and create side effects? Do you know that some synthetic chemicals stay in your body for years – even decades?

In this class you will learn how to swap out over-the-counter synthetic products for safe, effective, alternatives from nature that have no toxins and no nasty side effects. Therapeutic-grade oils are naturally high in antioxidants and give non-toxic support that can enhance the immune system, help heal injuries faster, decrease pain, improve sleep, decrease hunger, and elevate mood. You will learn how to use Nature’s Medicine cabinet for everyday challenges for both physical and emotional wellness. Make PREVENTION your new mantra.

## Technology

### Smartphones: Learn the Latest and Greatest Technology

Arvig Communication Systems  
Thursday, November 7th  
5:30-7:00pm  
Location: Pelican Rapids High School Media Center  
Entrance: Library-West side of Building  
Fee: Free

Do you have a cell phone with all the bells and whistles and don’t know how to use it? Thinking of upgrading your cell phone and want to see what all the fuss is all about?

This beginner’s class will cover the options and features of today’s latest Smartphones. Topics to be covered include downloading and utilizing apps, using email and calendars, personalizing settings and more. Time will be allowed for individual demonstrations and questions (no question is too big or too small)! Bring your Smartphone if you have one, otherwise demonstration phones will be available. Plan to have fun learning some new tricks in a casual atmosphere! This class is sponsored by Arvig Communication Systems.

## Computers for Seniors

Nadine Brown  
Monday, November 18th  
1-3:00pm  
Location: PRHS Media Center  
Entrance: Library-West side of Building  
Fee: \$10.00

You know that the computer age is upon us, but you’re reluctant to even turn on your machine. Learn how to use your computer for word-processing and sending emails in two low-stress, thoughtful training sessions. The class will meet two times with the first one being a classroom instructional period explaining HOW computers work. The second class will be a 1:1 training session with the instructor. There will be time for individual questions after each session.

## Shutterfly and Facebook

Nadine Brown  
Monday, November 25th  
1-3:00pm  
PRHS Media Center  
Entrance: Library-West side of Building  
Fee: \$10.00

The electronic age offers many extra ways to utilize your computer for more than just sending emails and writing letters. In these two sessions, you learn how to get on Facebook and contact your friends and family. You will also learn how to utilize the Shutterfly photo site to create your own book, card, or calendar using your pictures. The class will meet two times with the first one being a classroom instructional period explaining how these programs work. The second class will be a 1:1 training session with the instructor. There will be time for individual questions after each class session.

## Youth

### Babysitter Lessons and Safety Training (BLAST)

Mary Johnson, American Heart Association Certified  
Ages 11 years and older – Limit 20 students  
Saturday, January 18th 9-3:00pm  
Location: PRHS Media Center  
Entrance: Administration Doors  
Fee: \$30.00  
\*Please bring a sack lunch

For many pre-teens and teens planning on picking up jobs, babysitting is one way to earn some extra cash. American Academy of Pediatrics and American Heart offers this course to help prepare you for the responsibility of babysitting. You will learn how to care for infants through school age children and perform tasks such as diapering, preparing simple meals, and dressing. In addition, the course will offer ideas for toys and games to play with the children. With safety as the utmost important factor, you will learn how to handle emergencies and focus on safe care of infants and children. Handouts and a book will be provided.



# Community Ed Registration Information

## Mail completed form to:

Pelican Rapids Community Education  
PO Box 642  
Pelican Rapids, MN 56572

## or call with questions or to register:

Call Julie Gamble at 218-863-5910 ext 4250 or Jake Richter at 218-863-5910 ext 4372 Tuesday-Friday or Email [commmed@pelicanrapids.k12.mn.us](mailto:commmed@pelicanrapids.k12.mn.us)

## Class Locations

**Pelican Rapids High School**-Administrative entrance on the east side (front) of the building or Library entrance on west side (back). Direction signs will be posted at both entrances.

**Viking Elementary**-Enter through the front doors on the northwest side of the building. Signs will direct you to your classroom.

**Pelican Rapids Public Library**-Parking lot is on the north side of the Library. Meeting room is on the south end of the building. Signs will be posted.

## General Information

- Enrollments are accepted on a first come, first served basis. Advanced paid registration is required. Deadline to enroll is 1 week before starting date of class, unless otherwise indicated.
- No confirmations will be sent. You are enrolled in class once we receive your registration and payment. You will be contacted only if the class is cancelled. Refunds will be issued only if you withdraw prior to the first class meeting or if the class is cancelled.
- Unless otherwise indicated, all classes offered are open to all adults.

## Non-Discrimination Policy

It is the policy of ISD #548 to comply with federal and state laws prohibiting discrimination.

## Storm Policy

If the Pelican Rapids School are cancelled or release students early due to bad weather, Community Education classes will not be held. **Sign up for text notifications by texting COMMUNITYED to 30549.**

## Community Ed Registration Form



Class	_____	Fee \$	_____
Class	_____	Fee \$	_____
Name	_____		
Address	_____		
Phone #	_____		
Cell #	_____		
Email	_____		





# Indoor Greenhouse in FACS Classroom

There is a mini indoor greenhouse in the Family and Consumer Science (FACS) classroom thanks to the vision and efforts of high school teacher Coleen Guhl. She was awarded a \$400.00 grant through the Minnesota Agriculture in the Classroom (MAITC) for her project. MAITC is a public/private partnership existing to help promote a better understanding and awareness of agriculture among K-12 students and educators.



“By growing and using fresh herbs in our classroom cooking projects we are able to incorporate national standards and Federal lunch guidelines of reduced sodium plus we get the benefit of increased flavor,” says Guhl.

The herbs were planted in a miniature starter greenhouse and when the seedlings started to grow they

were transferred to pots in a 2 tiered greenhouse. All phases of this process include growing lights. The herbs being grown are sage, parsley, thyme, rosemary, mint, celery, oregano and basil. Future plans include adding leafy salad.

Guhl said she might be the first FACS teacher to have an indoor greenhouse in the classroom. She is excited about the opportunity this provides for her students. “This indoor mini greenhouse project provides learning on many levels including expanding students’ knowledge of a farm to table career path, leadership roles and responsibility in the classroom. The students check the plants regularly. Many are very curious because they haven’t grown anything and they are excited to see how they will be able to use these herbs in their every day life.”



# STUDENT NONDISCRIMINATION

Students are protected from discrimination on the basis of gender pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. A complete copy of this policy is available in on the district web site and at each school building. The Pelican Rapids School District provides equal educational opportunity for all students and prohibits discrimination on the basis of gender, parental, family and/or marital status.

**Rehabilitation Act prohibits discrimination against disabled**

Section 504 of the Rehabilitation Act of 1973, prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
2. has a record of such impairment; or
3. is regarded as having such impairment.

Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education. Persons who have questions, comments, or complaints should contact their child’s principal.

**Release of student information**

**Student Records**

Pelican Rapids school district No. 548 gives notice to parent of students and eligible student currently in attendance in the District of their rights regarding pupil records

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student’s privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of secondary students’ names, addresses, and home telephone numbers to military recruiting officers;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. This policy if available to parents and students

upon written request to the Superintendent.

“Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e. full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address and telephone number of the student’s parent(s). Directory information does not include personally identifiable data which references religion, race, color, social position or nationality. Data collected from nonpublic school students, other than those who receive shared time educational services, shall not be designated as directory information unless written consent is given by the student’s parent or guardian.

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. In order to make any or all of the directory information listed above “private” (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty days after the date of this publication.

- a) The information listed above shall be public information which the school district may disclose from the education records of a student or information regarding a parent.
- b) Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent’s or eligible student’s prior written consent except to school officials as provided under federal law.
- c) In order to make any or all of the directory information listed above “private” (i.e., subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
  - (1) Name of student and parent, as appropriate;
  - (2) Home address;
  - (3) School presently attended by student;
  - (4) Parent’s legal relationship to student, if applicable;
  - (5) Specific category or categories of directory information which is not to be made public without the parent’s or eligible student’s prior written consent.

Pelican Rapids school District No. 548 hereby give notice to parents of secondary students and eligible secondary students of their rights regarding release of information to military recruiting. The school district must release the names, ad-

resses and home telephone numbers of secondary students to military recruiting officers within 60 days after the date of the request. Should the parent of a student or eligible student so desire any or all of the listed information will not be disclosed to military recruiting officers without prior consent. In order to refuse the release of this information without prior consent the parent or eligible student must make a written request to the building principal by September 30th each year.

**Indoor Air Quality**

Pelican Rapids Public Schools advocate a healthy school environment in which the surroundings contribute to an environment conducive to learning for students, and productivity for teachers and staff. To help accomplish this, we have implemented an IAQ Management Plan using guidelines provided by the Minnesota Department of Education, and the “Tools for Schools” document developed by the U.S. EPA. Trevor Steeves is the IAQ Coordinator for the Pelican Rapids Public Schools. He has been trained and certified by the Minnesota Department of Education to fulfill this position. All issues concerning indoor air quality should be brought to his attention, and he can be reached by calling 218-863-5910.

**Asbestos Notification**

In accordance with federal regulations, Pelican Rapids Public Schools have management plans documenting the location and condition of all known or assumed asbestos containing materials (ACM) in each building. Every six months, an accredited inspector visually inspects the condition of the ACM. The high school management plan is available for public inspection at the district office during normal business hours. The elementary management plan is available for public inspection at the elementary school office during normal office hours. Trevor Steeves is the designated person responsible for maintaining the asbestos management plans for the district. He can be reached at 218-863-5910 with any questions.

**Pesticide Notice**

A state law went into effect in the 2000 that requires schools to inform parents and guardians if they apply certain pesticides on school property. The Pelican Rapids School District contracts for pest elimination. Interior work is done in January, April, July and October; exterior work is done in May and August. The pest control service provider performs the service before or after regular school hours. The district office has complete information on all pesticide products used in the buildings. Parents may review or copy this material at their own expense. If a parent or guardian wishes to be notified prior to any pesticide application made on days other than dates specified (excluding emergency applications) contact Trevor Steeves, health and safety coordinator. Pelican Rapids Public School, PO Box 642, Pelican Rapids, MN 56572; 218-863-5910.

## Leadership & Enrichment Opportunities for Grades 7-12

### Leadership Opportunities

**Beyond the Bell Program**  
Mondays 8:00-3:00pm Viking Elementary School  
High School Students will:  
•Read with students  
•Help with Homework  
•Teach games and/or activities  
Please contact Candace Roesch at croesch@pelicanrapids.k12.mn.us if interested.

**LED (Leading Every Day)**  
LED is a student volunteer program that works on projects in Pelican Rapids and surrounding communities. Last year LED students volunteered in the community, helped fill sandbags for the Fargo community, and organized the Day of Caring with the United Way. For more information contact Bob Kohler at Pelican Rapids High School.

**Rotary Interact Group**  
Each year, Interact clubs complete at least two community service projects, one of which furthers international understanding and goodwill. Last year Interact students organized a blanket drive for the Pelican Rapids community, held fundraisers, and volunteered in the Kindergarten classroom. For more information contact Julie Gamble at the Pelican Rapids High School.

### Enrichment Activities

**Open Gym & Strength Conditioning**  
Tuesday-Friday at 7:00am  
The gym and weight room are open to students every day in the morning before school.

**Viking News Network (VNN)**  
Tuesday-Friday at 7:30am  
VNN is the Pelican Rapids High School news network. Students can be on-air or behind the scenes reporting the news to the PRHS community.

**Stage Production & Acting for Everyone Classes**  
Mon 1-3:00pm & Wed 4-5:30pm (Sept 9-Nov 11)  
There will be a play in the Fall and the Spring that students can be involved in. The stage production classes teach behind the scene roles like makeup, hair, costumes & set building while in the acting for everyone students will learn the proper ways to speaking, acting skills. Watch for upcoming dates and times!

**Credit Recovery**  
Tuesdays & Thursdays from 4:00-7:00pm in Rm #53.  
Credit Recovery is available to students in grades 9-12 who have failed one or more classes.

**Open Media Center**  
Tuesday-Friday 4:00-5:00pm  
The Media Center will be open to all students to work on homework, use the computers, and read.

**Homework Help**  
Tuesday-Thursday 4:00-5:00pm  
Homework Help will be available for all students starting on Sept 10th.

**Film Club**  
Tuesday-Friday 4:00-5:00pm  
Students will write, direct and star in their own films, commercials or videos! Film Club is run by filmmaker Eric Dunn.

**Chess Club**  
Thursdays 4-5:00pm  
This is a student led activity in which students meet every Thursday to play chess and learn more about the game.

Programs that meet after school will meet in the Media Center for snack and then go to their program. Snack is served at 3:55pm Tuesday-Friday. Contact Julie Gamble with any questions at jgamble@pelicanrapids.k12.mn.us or 218-863-5910 x4250.

*21st Century Community Learning Centers funding for this program is provided by the Federal government through the Elementary and Secondary Education Act and is administered by the Minnesota*





## PRHS Multi-Cultural Headquarters for Ten District Collaborative

Exerpts of Article Courtesy of the Pelican Press

Pelican Rapids will continue as the “ethnic diversity hub” for school districts in the region, thanks to at least two more full years of state funding.

Nobody’s more thrilled with the potential than Amy Buck, who accepted the Multi School District Cultural Collaborative position in 2012.

Plans for the 2013-14 school year are ambitious—and already underway.

“I’m really excited about it. We have two full years of funding, and I believe the funding will continue as long as the schools are showing results,” said Buck, who started the year on a fast pace—with “Youth Frontier” retreats in early September with Pelican, Lake Park-Audubon and Underwood students.

As the multi-cultural headquarters for a ten school district collaborative, Pelican Rapids is defined as a “racially isolated” district. About 37 percent of the Pelican Rapids enrollment is ethnically diverse. This compares to as low as 1 percent in Barnesville and 2 percent in Frazee-Vergas. Other schools in the collaborative are Battle Lake, Detroit Lakes, Fergus Falls, Hawley, Lake Park, Perham and Underwood.

There were concerns during the 2013 legislative session that funds for programs like the Cultural Collaborative would be slashed. But for the most part, the program has been saved, though altered. In terms of funding, the formula has been altered, but the Pelican district actually gained somewhat in per pupil funding. Buck anticipates that the collaborative is assured for at least the next two years.

Among the plans for this year:

- Assembling a squad of Mexican and Somali “ambassadors” to visit with students from other schools.
- Mentors for students in other districts, with high school students connecting with elementary kids.
- Students from other districts will be invited to Pelican, to tour the community—including the Mexican and African stores, an event that has become a Pelican tradition. A date is to be determined.
- Participation in the Perham World Culture Day. “There will be opportunities for students to sample ethnic food and Somali tea...and the Somali students will talk about their experiences as Somalian in a white, Judeo-Christian society,” said Buck.

The programs will be important for “all students, not just students of color,” said Buck.

Important components of the Cultural Collaborative will continue to be “The Leader in Me” and the “7 Habits of Highly Effective People” in addition to a new student success program for grades 7-12 called REACH (Relationships, Education, Accountability, Character and Hard Work). The elective class is taught by Jon Fankhanel who is assisted by Emily Dillon and Fillo Diaz. Among the aims of REACH are:

- Successful school behavior
- Interpersonal communication skills
- Coping strategies
- Relationships with peers and family
- Academic skills
- Problem solving skills

**The mission statement for REACH is:**

**“To REACH out and serve all students who need support, by helping them attain their places in life through academic and interpersonal successes.”**



Director  
Cultural Collaborative  
**Amy Buck**



## STUDENTS ATTEND YOUTH FRONTIERS’ KINDNESS, RESPECT, AND RESPONSIBILITY RETREATS

Students from Pelican Rapids participated in the following retreats this Fall:

The **Kindness Retreat**, which promotes kindness and builds empathy skills by having students participate in activities that help them understand the painful effects of bullying and give them tools to prevent it. *83 percent of students believe the Kindness Retreat made their school a kinder place (2010 – 2011 YF Student Survey).*

•Attending this retreat were 6th graders from PR Viking Elementary and Lake Park Audubon Elementary + 11 PRHS student leaders.

•Students in 4th and 5th graders from Underwood Elementary + 14 PRHS student leaders also attended the **Kindness Retreat**. The Underwood teachers & staff were so impressed with the student leader group that they asked this group of PRHS student leaders to facilitate their field trip with Viking Elementary & Underwood on October 3rd at Maplewood State Park.

The **Respect Retreat**, gives students a day to experience what your school could be like if everyone is respected. It challenges your students to respect themselves, to respect others and to stand up for respect.

•Attendees included 9th grade students from PRHS and Frazee-Vergas High School + 8 PRHS student leaders.

The **Responsibility Retreat**, involving all 12th grade seniors. Pelican Rapids students only. Youth Frontiers’ character retreats in partnership with other curricula to build positive school communities.

**The Courage Retreat** (grades 7 & 8) helps students create a school where everyone is welcome by inspiring your students to follow their hearts instead of following the crowd. Students learn how to use moral courage to stand up for their values and make responsible decisions, despite their fears. *In focus groups with participants, students reported a reduction in fighting and bullying in general (CAREI Report, 2011).*

**The Respect Retreat** (grades 9 & 10) gives



your students a day to experience what your school could be like if everyone is respected. It challenges your students to respect themselves, to respect others and to stand up for respect. *Post-retreat, 57 percent of students believed that their peers were mostly resolving conflicts without fighting, insults or threats.*

**The Responsibility Retreat** (grade 12) challenges a select group of your students to ac-

knowledge and accept their “ability to respond” in your school. It will inspire them to take a leadership role in making your school a better place.

On September 24th, all 8th graders in Mrs. Burnham’s class and all 9-12th grade REACH students went to see a presentation by Dr. Terrance Roberts, a member of the Little Rock Nine. (In 1957, he was one of the nine students who volunteered to attend Little Rock High School, as the Supreme Court ordered desegregation to be fully implemented). It was a very moving story.

In October we begin our partnership with our Mexican Ambassadors and LPA Elementary’s after school Spanish Club. This is completely student-driven. Senior Kassandra Sanchez is in charge of organizing the ambassadors and coming up with a plan for activities; they will be at LPA 3 times in 2013 and 3 times in 2014.



A Pelican Rapids student wrote a letter to school administration last year, explaining the benefits of multi-cultural programming. The name of the writer has not been identified publicly, but the letter is excerpted here:

*“Culture Collaborative Group has benefited me in so many ways as far as getting more opportunities to be able to speak to other students about where I’m from and more about my culture and life style that others may not realize. This school year is the first year that I have been in groups and it has been one of the best school years for me, not only am I in extracurricular activities that I had never been in before, I’m getting better grades also.*

*Last year I almost went to court because I had such*

*bad attendance; also, I flunked many classes and considered dropping out of school. This year I have had a reason to work on my grades and be in school regularly, because in order to be part of CCG’s you have to have a C or higher. A lot of my friends are in these groups also and most of them have never been in groups like these throughout their school years.*

*The Culture Collaborative Groups has helped not only me but others...I didn’t have hope to do anything with my life and I wasn’t going to continue school after high school, but working so much with this group has actually given me the idea to go to college to be a MDCC Coordinator so I can give other people the same types of opportunities that lets them know they should be proud of their culture and ethnicity.”*





## HIGH SCHOOL NEWS

We have had a great start to the 2013-14 school year and appreciate your support that you provide our children at school. Strong parent and community involvement is a key component to the success of all students. Thank you for your dedication to our children and their education.



High School  
Principal  
Brian Korf

During Power Hour, students set academic and personal goals. Students discussed with their teacher the activities they are involved with, career and college goals, and set goals for each class. This will enable students to be more actively involved in reviewing their own academic progress and growth in each class. We ask that parents take time to discuss with their child about their current goals for each class and their career and college goals.

Skyward is a great opportunity for parents to review their child's attendance and grades. We want to thank all of the parents who use this tool to help support your child. Please contact us at the high school if you do not have access to the internet and we will work with you to help you access your child's grades and attendance.

Fall Conferences were held on October 21st from 1:00 to 7:00pm in the high school gymnasium. We encourage all parents to attend parent-teacher conferences. Parent-Teacher Conferences is a great communication tool to work with staff to help students improve academically.

Students and staff have been working hard and are excited for many more great learning experiences throughout the school year. Thank you for all you do for our children and helping us get off to a great start at Pelican Rapids High School.

## Sports and Activities Update

When the calendar turns to October, that must mean that fall section and state tournaments are right around the corner.

The Boys and Girls Soccer section tournaments were October 10, 12, 15, and 17. The state soccer tournament is October 28-31 at the Metrodome in Minneapolis.

Cross Country section meet was at Long Prairie on Oct. 24. Saint Olaf College will be the home for the state Cross Country meet on November 2.

The volleyball team will compete in the section tournament on October 24, 25, 29, and November 2. The state volleyball tournament will be held at the Excel Energy Center on November 7-9.

This year Pelican Rapids Vikings football team was moved to Section 6AA from 8AA. Teams in Section 6AA are Breckenridge, Holdingford, Long Prairie-Grey Eagle, Osakis, Otter Tail Central, Pelican Rapids, Staples-Motley, and Wadena-Deer Creek. The 6AA tournament dates are October 22, 26, and November 1. The dates for the state tournament are November 9, 15, and 29. With this being the last year of the Metrodome, there will be changes coming the next couple of years for football and soccer state tournaments.

The fall play will be Aladdin and the dates are November 1st, 2nd, and 3rd.

Good luck to all the students in fall activities as you head into postseason play.



Activities Director  
Assistant Principal  
Derrick Nelson

## Living the 7 Habits-The Intangibles of Leadership

by Doug Bruggeman

This summer, I brought a small group of boys to a basketball camp in Menahga, MN run by Mike Lee, a basketball training specialist out of Milwaukee, Wisconsin. He was so struck by the leadership demonstrated by the Pelican Rapids players that the following week he wrote about his experiences on his website.

I am sharing his blog post with you as an example of what we are trying to identify and instill into all of our students in the Pelican Rapids school district through our "Leadership in Me" program.

Even the wording he uses re-emphasizes the terminology that we employ with the 7 Habits. His second point "Be

Proactive not Reactive" is Habit #1 at work. One of the big things we are striving to do this year is to get our students to understand what each of the habits "looks" like in action and what a leader acts like and sounds like. This article will help these students and others get a feel for what we want them to see in themselves.

We have a mindset that we want more and more people to start noticing moments of great leadership in the students of Pelican Rapids Schools. We hope the skills they are being immersed into, with the Seven Habits training, starts to make a positive difference in school, at home and in their lives.

This article does a really good job of identifying the "intangibles" of leadership:

I spent the last two days in a small town in north central Minnesota called Menahga, population 1,296 – yes that's population – not school enrollment.

You never know what to expect going into a camp where you don't know any of the kids, but usually there are some kids who can play and some who can't. Kids who go hard and kids who don't. This camp we definitely had something different.

First day of camp I was taking the players through our Dribbling is Footwork series and a kid dribbled the ball off his foot – not because he wasn't skilled, but because he was getting out of his comfort zone. After he ran after his ball and made his way back in to line all 5 teammates from Pelican Rapids, MN gave him a high five. I was floored. I told them if they kept that up the rest of the camp I'd write an article on them, so here it is.

For you players out there, FYI, this stuff IS "cool" to do. It's not easy and it's a choice, but it is "cool". Listed below are a few things any player can do to provide value for their team.

### Continuous Communication

We were working on our floater form shooting series, competing to 10 makes in a row. As soon as I explained the instructions the first person in line turned to the rest and said, "Hey everyone's gotta count out the score." This cycled back to the last person in line, which is a communication concept they learned from Point Guard College. You might not be able to get everyone on your team to do this right away, but you can definitely start with yourself.



### Be Proactive, Not Reactive

After a new drill or move was introduced the older players would turn to the younger ones, asking them if they understood the what we were working on next. This is a great example of being a proactive leader instead of waiting for someone to make a mistake and correcting them after the fact. There is a huge difference.

### Choose to Bring Energy

By the end of 10 hours in the gym I know the players were exhausted, as they

should have been, but they made a conscious choice to bring positive energy and enthusiasm the entire time. Even when I was demonstrating a couple drills, I heard "Good work, Mike!"

Why are these things so important? They significantly increase your ability to stay focused through fatigue and continue to get in quality reps. The only time I ever remember being around a group of more positive and supportive teammates was Marquette Men's program last year, doing NBA Predraft workouts for Darius Johnson-Odom. Pretty high praise for a small school in Minnesota.

Big thanks to Steve Schrieber and the Menahga Girls Basketball program for organizing the event!

Mike Lee Basketball Services trains thousands of middle school through NBA players each year in their skill development training, camps and coaches clinics. The owner, Mike Lee, is also a former Nike Girls Skills Academy instructor and the former assistant director for the Stephen Curry Skills Academy. Recently the company has authored 7 skill development DVDs and created miSkillz Online Basketball training.

Follow on Twitter @mikeleehoops



Pelican Rapids High School

AT PRHS EVERYONE IS A LEADER  
AND EVERY LEADER VALUES INTEGRITY,  
SHOWS RESPECT AND ACTS RESPONSIBLY.

## NotifyMe!

Email notification system for activities  
or changes to activity schedules

To register:

visit [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us)  
and click on the Activities Calendar.

Follow the simple instructions  
and you will begin receiving email  
notifications on changes in activity dates,  
times, and locations.

PaySchools  
Online Payment Processing System

### On-line payment processing system

To register:

visit [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us)  
and click on the PaySchools icon on the left side.  
Use this system to purchase:

PaySchools  
Online Payment Processing System

- Activity Fees
- Activity Ticket
- Club Vikes Tuition
- Drivers Education
- Fundraisers
- iPad Rental Fee
- Retiree Insurance
- School Meals
- Viking Pre-School Tuition





# Parent Involvement is Key in Student Success

Success is a word that is measured differently by each individual in different aspects of one's life. When it comes to school and extracurricular activities, educators and coaches put their efforts together to help participants thrive. What we should all know is that everyone has different levels of success. For example a student can have an academic goal of 3.5 GPA in the first semester while a different student has a goal of achieving a 4.0 GPA. When both of these students have reached their goals at the end of the semester, they have been successful according to their set goals.



I would like to share another example amongst students. A student's goal is to improve social skills in and outside of the classroom so that those skills yield into the future. This will improve his or her leadership skills that will be valuable in the long run. The examples could go on forever, the point that I'm trying to make clear is that there are different types of success in life. Therefore, people shouldn't make the assumption that students are failing based on a state test. Students are learning other valuable life skills that will carry onto their future and make them thrive in whatever it is they decide to do. That is what High School is about, preparing students to take on challenges in the real world.

To have success in life we need someone to hold us accountable for our goals; we need that extra push and support in times of conflict. Our students are the same way. When parents help and support their children, students are more successful in and out of the classroom. It is important for parents to be involved in their student's education and extracurricular activities. If parents educate their children in a certain way, more than likely those children will educate their own children the same way and will soon turn into a family trend. So, if parents get involved in the education and life of their children, the students will feel supportive of their family and will be more likely to succeed than someone who doesn't have the support. I would like to share some research findings on parent involvement in education.

Decades of research show that:

- The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:
  - 1) create a home environment that encourages learning;
  - 2) communicate high, yet reasonable, expectations for their children's achievement and future careers
  - 3) become involved in their children's education at school and in the community.
- Student behaviors such as alcohol use, violence, and anti-social behavior decrease as parent involvement increases.
- Students are more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their child's educators, or keep up with what is happening in their child's school.

•The benefits of involving parents are not confined to the early years; there are significant gains at all ages and grade levels.

•Middle and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future. Students whose parents are not involved, on the other hand, are more likely to drop out of school.

•When parents are involved, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level.

•When parents are involved in their student's education, those students have higher grades and test scores, better attendance, and complete homework more consistently.

•When parents are involved, students exhibit more positive attitudes and behavior, increased motivation and better self-esteem.

•Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in post-secondary education.

It is the responsibility of educators to educate children in the classroom, but it is the responsibility of every parent to help teachers educate their children outside of the classroom whether it's with homework or life situations. When people synergize, great things occur. If parents put their effort and strengths together and work with educators towards student's education it is more likely that those students will succeed.



Parent Liaison  
Porfirio Diaz

# Participación de los Padres para el Éxito Estudiantil

El éxito es una palabra que se mide de forma diferente por cada individuo en diferentes aspectos de la vida de uno. Cuando se trata de actividades escolares y extracurriculares, educadores y entrenadores ponen sus esfuerzos en conjunto para ayudar a los participantes avanzar en la vida. Lo que todos debemos saber es que cada uno tiene diferentes niveles de éxito. Por ejemplo, un estudiante puede tener un objetivo académico de 3.5 GPA en el primer semestre, mientras que un estudiante diferente tiene el objetivo de lograr un promedio de 4.0. Cuando estos estudiantes han alcanzado sus objetivos al final del semestre, han tenido éxito en función de sus objetivos establecidos. Me gustaría compartir otro ejemplo entre los estudiantes. El objetivo de un estudiante es mejorar las habilidades sociales dentro y fuera del salón para que esas habilidades rindan en el futuro. Esto mejorará sus habilidades de liderazgo que serán valiosas en el largo plazo. Los ejemplos podrían continuar para siempre, el punto que estoy tratando de dejar en claro es que hay diferentes tipos de éxito en la vida. Por lo tanto, la gente no debe hacer la hipótesis de que los estudiantes han fracasado a base de un examen estatal. Los estudiantes están aprendiendo otras habilidades valiosas de la vida que llevarán con si mismos para el futuro y los hará triunfar en lo que sea que decidan hacer. El propósito de la preparatoria es la preparación de los



estudiantes para asumir desafíos en el mundo real. Para tener éxito en la vida necesitamos a alguien que nos haga responsables de nuestras metas, necesitamos ese empujón adicional y apoyo en tiempos de conflicto. Nuestros estudiantes son de la misma manera. Cuando los padres ayudan y apoyan a sus hijos, los estudiantes tienen más éxito dentro y fuera del salón. Es importante que los padres se involucren en la educación de sus hijos y las actividades extracurriculares. Si los padres educan a sus hijos de una manera determinada, más que probable que esos niños van a educar a sus hijos de la misma manera y pronto se convierten en una tendencia familiar. Por lo tanto, si los padres se involucren en la educación y la vida de sus hijos, los estudiantes se sienten el apoyo de su familia y hay más probabilidades de éxito que una persona que no tiene el apoyo. Me gustaría compartir algunos resultados de investigaciones sobre la participación de los padres en la educación.

estudiantes para asumir desafíos en el mundo real.

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Décadas de investigación muestran que:

- El factor de predicción más preciso del rendimiento de un estudiante en la escuela no es el nivel de ingresos o social, pero el grado en que la familia del alumno es capaz de (1) crear un ambiente familiar que anima el aprendizaje, (2) crear altas, pero razonables, expectativas para el logro de sus hijos y las futuras carreras, y (3) participar en la educación de sus hijos en la escuela y en la comunidad.
- Conductas de los Estudiantes, como el consumo de alcohol, la violencia y comportamiento antisocial disminuye a medida que aumenta la participación de padres.
- Los estudiantes tienen más probabilidades de quedarse atrás en el rendimiento académico si los padres no participan en eventos de la escuela, desarrollan una relación de trabajo con los educadores de sus hijos, o

se mantienen al día con lo que está sucediendo en la escuela de su hijo.

• Los beneficios de la participación de los padres no se limitan a los primeros años, hay avances significativos en todas las edades y niveles de grado.

• Estudiantes de secundaria y preparatoria cuyos padres siguen participando suelen tomar mejores transiciones, mantienen la calidad de su trabajo, y desarrollar planes realistas para su futuro. Los estudiantes cuyos padres no participan, por otra parte, son más expuestos a abandonar la escuela.

• Cuando los padres participan, los estudiantes logran más, independientemente de su condición socio-económica, origen étnico / racial, o el nivel de educación de los padres.

• Cuando los padres se involucran en la educación de sus hijos, los estudiantes tienen mejores calificaciones y resultados de exámenes, mejor asistencia, y la tarea completa más consistente.

• Cuando los padres participan, los estudiantes exhiben actitudes y comportamientos más positivos, el aumento de la motivación y mejor autoestima.

• Los estudiantes cuyos padres participan en sus vidas tienen un porcentaje más alto de graduación y mayores porcentajes de inscripción a las universidades.

Es la responsabilidad de los educadores para educar a los niños en el salón, pero es responsabilidad de todos los padres ayudar a los profesores a educar a sus hijos fuera de la escuela, ya sea con las tareas o situaciones de la vida. Cuando la gente se une, ocurren grandes cosas. Si los padres juntan sus esfuerzos y fortalezas y trabajan con los educadores hacia la educación del estudiante es más probable que los estudiantes tengan éxito.



Enlace de Padres  
Porfirio Diaz





## BEYOND THE BELL

*Youth are resources to be developed rather than problems to be solved.*

Key ingredients in our recipe of 21st century extended day programs. First ingredient, a focus on strengths of our youth rather than a sole focus on prevention of negative results. When the big focus is on the achievement gap, programs must simultaneously uphold positive and protective factors of school connectedness.



Director  
21st Century Grant  
Community Ed  
Jake Richter

The second ingredient in a quality 21st century program is the acknowledgement of youths' strengths, interests, and empowerment. Students are included in the decision-making processes through partnerships, built on trusting relationships. Our staff displays genuine respect and authenticity with our students. The youth and adult partnership have countless benefits for our youth, increased self-esteem, greater development of life skills and better academic achievement.

Our programming addresses multiple developmental protective factors and we organize it across several contextual levels. We have daily activities that develop physical health, well-being, and academics, along with plenty of social and emotional opportunities. Our intention is to be the place that young people can feel appreciated and in addition develop admiration for others.

We have also teamed up with the Targeted Services program that offers additional learning opportunities for identified K-6 students. Students are invited if they would benefit from the program and are able to be independent, safe, and successful within the program. Encore programs are purposefully designed to build academic skills, as well as to help students develop better organizational and social/emotional skills. Targeted Services programs are taught by highly-qualified teachers. Students qualify based upon informal and formal district assessment measures and other classroom assessments. Students are selected for participation because they have demonstrated academic performance below grade-level expectations, are at-risk for failing to meet the state's academic content standards, or have social challenges that may put them at-risk of not being successful in school. The Targeted Services program can be referred by: classroom teachers, support teachers, or other school personnel.

Every student enrolled in our Targeted Services program must have a Continuous Learning Plan (CLP). The CLP is required by the Minnesota Statutes, section 124D.128, Subdivision 3. It is a communication tool to show why the student was recommended and to involve/inform the parents about the process. A parent/guardian must sign the registration form for the extended day/year program, as well as their child's CLP. The signed CLP documents are stored for progress monitoring and record keeping. A great opportunity to accomplish this registration process is at the fall parent/teacher conferences. Parents may also sign the CLP form and use the opportunity to address any questions they may have at that time.

### Pelican Rapids School District #548

310 S Broadway, PO Box 642 Pelican Rapids, MN 56572

Phone Number: 218-863-5910

School Website: [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us)

School Board Members: Charlie Blixt, Mike Forsgren, Dena Johnson, Jon Karger, Mitch Monson, Kathy Ouren

*This newsletter is funded by the  
21st Century Grant, Cultural Collaborative  
and Community Education.*

## WE DAY MINNESOTA EVENT INSPIRES STUDENTS

What a way to kick off the year. On October 8<sup>th</sup> we took 32 of our students to join 18,000 youth, educators and speakers at the Excel Center in St. Paul for an event called We Day Minnesota. We Day is an educational event and the movement

of our time—a movement of young people leading local and global change. We Day is tied to the yearlong We Act program, which offers curricular resources, campaigns and materials to help turn the day's inspiration into sustained activation. We Day is part of a family of organizations, including Free The Children and Me to We, that has a shared goal: *to empower a generation to shift the world from 'me' to 'we'—through how we act, how we give, the choices we make on what to buy and what to wear, the media we consume and the experiences with which we choose to engage.*



Through We Act, students commit to taking one local and one global action to better the world, earning their way to We Day.

We were inspired by a plethora of speakers including; Martin Luther King III, Mia Farrow, Queen Noor, Governor Mark Dayton, Mayor Chris Coleman, Barbara Pierce Bush, Jack Jablonski, Molly Burke, and Spencer West. There were also a number of internationally known music groups that performed; the two most popular being The Jonas Brothers and Carly Rae Jepsen.

The students who attended the event were most impacted by two of the speakers. The first was Molly Burke, who is visually impaired and spoke about bullying and the power of hope. The second was Spencer West, a double amputee who climbed Mt. Kilimanjaro on his hands and in his wheelchair in June 2012, who spoke about teamwork and unity. Their stories and more information about We Day can be found at <http://www.weday.com/we-day-events/we-day-cities/minnesota/>.

This event has the students ready to make a change. Be looking for some exciting things this year.



Volunteer Mentor  
Coordinator  
Bob Kohler



Lend a helpful hand  
Encourage  
Always Listen  
Do the right thing  
Energize  
Respect others  
Serve

[rapportleadership.com](http://rapportleadership.com)

21st Century Community Learning Centers funding for this program is provided by the federal government through the Elementary and Secondary Education Act and is administered by the Minnesota Department of Education.

### Pelican Rapids School Foundation

The mission of the grant program of the Pelican Rapids School Foundation is to provide financial support on projects which will provide and enhance educational opportunities for students of Independent School District (ISD) 548, thus making a positive impact on our community and world.

Tax deductible donations can be given through the West Central Initiative either by mail at: PO Box 318, 1000 Western Ave, Fergus Falls, MN 56572 or by email at <https://wcif.site-ym.com/>



*Everyone  
needs at  
Least one  
friend.*



- ♦ Some **one** to listen & care...
- ♦ Some **one** to just be there.
- ♦ Who was the **one** for you?

- ♦ The **one** who encouraged you & helped you find your way
- ♦ The **one** who shaped the **one** you are today.

-Be the **one**-

Your school needs you! More importantly, the students need you! Join our team of volunteer mentors. Make a difference in **one** life.

Contact Bob Kohler  
218-863-5910 ext. 4065  
[bkohler@pelicanrapids.k12.mn.us](mailto:bkohler@pelicanrapids.k12.mn.us)  
Volunteer Mentor Coordinator  
Pelican Rapids Schools