

Spotlight

Rosemount-Apple Valley-Eagan Public Schools

Spring 2020 | Volume 60 • Number 3



DISTRICT196

One District. Infinite Possibilities.

At District 196, the sky's the limit. That's because our committed team of educators is dedicated to helping learners explore the outer limits of their vast potential.

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STEM Innovators

Emily Guzman is a kindergarten student at Oak Ridge Elementary School of Leadership, Environmental and Health Sciences. The Science Museum of Minnesota and the Minnesota Elementary School Principals' Association selected Oak Ridge to receive this year's STEM Innovation Award for providing unique educational opportunities grounded in innovation and creativity. "The goal is to develop innovative minds with the potential to change the world," Principal **Cathy Kindem** said. Learn about the school's STEM-to-Go! kits and real-world learning opportunities on page 12.

Students feel safe but want more mental health support

District 196 students feel safe and connected at school, but are reporting at higher rates adverse experiences that negatively impact their mental health and well-being, according to the 2019 Minnesota Student Survey.

The Minnesota Department of Education asks districts to administer the survey every three years with students in grades 5, 8, 9 and 11. Responses are anonymous and participation is optional for individual students and districts. In 2019, 81 percent of the state's school districts participated in the survey. In District 196, 87 percent of possible students participated in the survey, which asks questions about school climate and safety, behavior, physical and mental health. New this year were questions about gender orientation and identity.

"We know how important it is for students to have positive relationships with adults."

- Superintendent **Mary Kreger**

According to district results, 95 percent of females and 96 percent of males in all four grades reported feeling safe at school, consistent with results in the 2016 survey. Following the successful bond referendum in 2015, the district made significant upgrades to building security, including secure entrances, upgraded cameras and equipment, classroom door locks and visitor management systems at all schools.

When asked if teachers cared about them, 92 percent of students in all four grades responded strongly agree or agree. When students were asked if their teachers listened to them, 80 percent agreed or strongly agreed.

"We know how important it is for students to have positive relationships with adults," said Superintendent **Mary Kreger**. "We continue to develop a system that

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Teachers wanted: District readies for busy hiring season

In recent years, District 196 has been hiring an average of 150 teachers each summer, just to keep pace with attrition, according to Human Resources Director **Tom Pederstuen**. That number is not unusual for a district with 34 schools and learning centers, 30,000 students and 2,200 licensed teachers. With typical attrition and approval of the levy referendum in November, the number of new teacher hires needed this summer will easily top 200.

Approved by nearly two-thirds of voters, the 10-year levy promises additional classroom staffing at all levels, increased mental health support for students at all schools, and transportation for after-school activities at middle schools and high schools. The district will start to receive levy funds in June for the 2020-21 school year, which is when the staffing and transportation improvements will be implemented.

In January, the School Board approved staffing allocation guidelines as a first

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Infinite Possibilities

District 196 is nationally recognized for providing boundless opportunities in which students can learn and grow. Whether they have an affinity for academics, arts or athletics, our goal is to expose students to the infinite possibilities within the district and throughout our communities. Together, we encourage them each day to pursue excellence as they experience their exciting journey along the road of life.

Spotlight Newsletter

This quarterly publication is mailed to every household in District 196 to inform parents and other residents about district news.

Send comments on **Spotlight** to tony.taschner@district196.org

NONDISCRIMINATION

NOTICE: District 196 does not discriminate in employment or in any of its programs and activities, including vocational opportunities, on the basis of sex, race, religion, color, creed, national origin, marital status, familial status,* disability, status with regard to public assistance, sexual orientation, membership or activity in a local human rights commission,* age or genetic information.* District 196 provides equal access to designated youth groups.

The Director of Human Resources, Tom Pederstuen (651-423-7859 – tom.pederstuen@district196.org) has been designated to respond to employment-related inquiries regarding the non-discrimination policies including Title IX. The Director of Elementary Education, Sally Soliday (651-423-7782 – sally.soliday@district196.org) and the Director of Secondary Education, Michael Bolsoni (651-423-7712 – Michael.Bolsoni@district196.org) have been designated to respond to student-related inquiries regarding the non-discrimination policies including Title IX. The Director of Special Education, Janet Fimmen (651-423-7629 – janet.fimmen@district196.org) has been designated to respond to inquiries concerning the rights of a student with a disability including Section 504. The mailing address for all directors is 3455 153rd Street W, Rosemount, MN 55068.

*Asterisked categories are limited to employment-related discrimination and harassment.

Student survey results << continued from front page >>

ensures they feel connected. When students secure those relationships, they are more engaged, feel safer in their classrooms, perform better academically and develop healthy social-emotional skills."

While students continue to report being supported at high rates, they express growing concern about their mental health. (Students in grade 5 were not asked questions about mental health.)

Students in District 196 and across the state are reporting mental illness, self-harming and suicidal ideations at an increasing rate. In 2016, the last time the survey was given, 13 percent of eighth-grade males and 26 percent of eighth-grade females reported that they had thought about suicide. Three years later, in that same group of students, now juniors in high school, the percentage reporting suicide ideation jumped to 24 percent of males and 39 percent of females – an increase of 11 and 13 percent, respectively. That doesn't surprise **Nandi Rieck**, coordinator of federal and state programs, who oversees administration and analysis of the survey for the district.

"Students are telling us at significantly high rates that mental health is something they continue to deal with," Rieck said. "Our whole purpose is to support our students. These responses are guiding the work we're doing."

New this year, the survey for students in grades 8, 9 and 11 included a section of questions about adverse childhood experiences, or ACEs. According to the Center for Disease Control, ACEs are any trauma that happens between childhood through age 17 that can have lasting, negative effects on the health, well-being and future opportunities for children. Students who report having three or more ACEs are two-and-a-half times more likely to be failing classes, suspended or dropping out of school.

In District 196, one in 10 students reported having experienced three or more ACEs. Approximately one-fourth of students reported having experienced at least one adverse childhood experience sometime in their life. The experiences reported most often are living with someone who is depressed or has a mental health issue, or being emotionally or physically abused.

John Bronson, a licensed school counselor at Valley Middle School of STEM, has had more than 1,100 interactions with students and families in the last year and says requests for mental health support are increasing. "We are seeing a lot of students dealing with anxiety and depression, self-harm and lack of academic tenacity," Bronson said. "These areas are where we spend a lot of our time supporting."

Students were also asked about their behavior and use of illegal substances. Three years ago, only 5 percent of students in grades 8, 9 and 11 reported using an e-cigarette 1-2 times per month. In 2019, 9 percent of males and 11 percent of females reported having used a vaping device at least once, while 4 percent of males and 3 percent of females reported using a vaping device daily.

"The percentage of students reporting they use illegal substances decreased again this year in District 196 and across the state," Rieck said. "While the use of marijuana and cigarettes is at an all-time low, vaping is becoming more prevalent among students."

Questions about sexual orientation were added to the survey in 2013 and have since been broadened to include gender identity and expression. Twenty-seven percent of female students and 14 percent of males in grades 9 and 11 reported something other than heterosexual when asked about gender. That represents a notable increase compared to the 16 percent of females and 6 percent of males who responded that way the last time the survey was given in 2016.

"Students are expressing very different needs than they have in the past," Rieck said. "When we know about their school experience and who they are and what they need, we are best equipped to ensure they are successful."

Results of the Minnesota Student Survey are available on the Minnesota Department of Education's website at <https://education.mn.gov> and click on Data Center, then Data Reports and Analytics.

Supporting our students through a comprehensive and caring approach

By **Mary M. Kreger**, superintendent

As educators, we strive to meet the needs of our students. From early childhood education classes through high school graduation and beyond, we are helping students achieve their infinite possibilities by helping them build a foundation for lifelong learning and success. While many of our nearly 30,000 learners come to school prepared for the day, others are struggling. The mental well-being of our young people has been an area of need for a long time. And in District 196, we are taking a proactive approach to addressing this growing crisis among our students.

Our brains are built through our experiences. Interactions and exposure to traumatic situations are particularly profound during early childhood and adolescent years. Research tells us that adverse childhood experiences, or ACEs, can actually change the chemical composition of a child's brain and negatively impact their long-term mental and physical health. We are learning more about how ACEs are affecting students in District 196 with results of the 2019 Minnesota Student Survey. The Minnesota Department of Education survey is administered to students in grades 5, 8, 9 and 11 every three years. Participation is voluntary and anonymous. In District 196, 87 percent of students in the four grades participated in the 2019 survey.

Based on responses to questions about their overall mental health and well-being, students in grades 8, 9 and 11 are entering high school with elevated levels of anxiety—33 percent of males and 37 percent of females reported feeling anxious, nervous or on edge several days of the week, and 20 percent of females reporting anxiety nearly every day. Our school counselors, social workers and psychologists validate these findings. John Bronson, a licensed school counselor at Valley Middle School of STEM, has seen a marked increase in

the number of students who turn to him for assistance. These interactions ranged from educational guidance and credit planning to mental health referrals and offering a safe space for students in crisis. Often, he said students require help dealing with anxiety, depression and other mental health needs.

In this most recent survey, students were also asked about negative or traumatic life experiences. In District 196, one in 10 students reported having experienced three or more ACEs. And roughly one in four students reported having experienced at least one ACE at some point in their life. The experiences reported most often were living with someone who is depressed or has a mental health need, or being emotionally or physically abused. These students bring these experiences into the classroom and look to teachers, administrators and school staff for help. We are expected to address symptoms of a larger problem with resources that cannot keep up with the need.

We are fortunate that members of the community share our sense of urgency to address this growing issue. In November, voters approved an operating levy referendum focused on lowering student-to-staff ratios in the classroom and providing increased mental health staffing support for students. More mental health professionals will help to meet the increase in numbers of students with needs and the intensity of these needs.

At the district level, we are building a coordinated system of supporting students' mental wellness. Our team of teachers and administrators is identifying best practices and examining current policies to support a positive school climate. This work includes promoting regular attendance through our Attendance Matters campaign, raising awareness of the dangers of vaping, bringing conscious discipline practices into the classroom and

implementing schoolwide trauma-sensitive programs.

Through a Minnesota Department of Human Services grant, our district partners with mental health service providers to provide individualized therapy for students who are not able to access service outside of the school day. Most recently, our efforts have partnered us with Dr. Clayton Cook, a professor at the University of Minnesota and children's mental health researcher. In collaboration with Dr. Cook, we are researching social-emotional support systems in schools, with a goal to build on our existing interventions and increase capacity for social emotional learning and mental wellness throughout our schools.

District 196 employees support student well-being in their work every day. Our bus drivers and chaperones help students transition from home to school and back. Our food service personnel provide healthy food and a healthy climate for socialization. Our teachers, support staff and administrators build school climates where all students feel safe, included and connected. We continue to focus on positive relationships for students and families as an important component of a productive and successful education. The work of our school counselors, school psychologists and school social workers helps us meet the needs of students who benefit from more support. As we enter the 2020 legislative session, we will continue to work with our legislators to ensure they understand the need to provide additional funding to support the mental health needs for all of our students.



Mary M. Kreger

County/city/district are increasing safety on Diffley Road for the short and long term

The district continues to work closely with representatives from Dakota County and the City of Eagan to implement short- and longer-term improvements that have already improved pedestrian and bicycle safety on Diffley Road between Lexington Avenue and Braddock Trail. The .6-mile stretch of road runs in front of Northview Elementary, Dakota Hills Middle and Eagan High School on the north side, with a mix of commercial and residential to the south.

The shared focus on this work comes following the tragic death of Dakota Hills student Patric Vitek, who died in an accident while biking to school in the early morning Nov.

1. Superintendent **Mary Kregger** said Patric's memory guides the collaborative work on Diffley Road, and in sparking reviews of traffic around other schools to improve safety for students who choose to walk and bike to school. In the case of Diffley Road, and all other four-lane county roads like it, the district provides bus transportation to students who have to cross the road because the district believes the bus is their safest route to school.

The following short-term improvements have already been or will soon be implemented on Diffley Road, also known as County Road 30:

- A school zone speed limit was implemented the last week of December, reducing the maximum speed from 45 to 30 miles per hour during school arrival and dismissal times.
- Flashing beacons were installed in February, replacing the "when children are present" signs.
- Eagan Police have provided enforcement presence in the area to address speeding and intersection violations.
- Dynamic signs showing motorists the speed they are traveling were to be installed in the coming weeks when this issue of Spotlight went to press in early February.
- And the district hired two crossing guards to assist walkers and bikers



New signage along Diffley Road near Northview Elementary School tells drivers the area is now a school zone and new speed limits are enforced. Drivers are to reduce their speed from 45 to 30 miles per hour during school arrival and dismissal times.

across Diffley Road at the Braddock Trail intersection, and on Braddock at the entrance to the front parking lot for Dakota Hills Middle and Eagan High. Need for the crossing guards will be evaluated at the end of this school year.

The county, city and school district have scheduled another open house for Thursday, Feb. 27, 6-8 p.m., at the Eagan Community Center. There will be a presentation at 6:15 p.m., followed by time for attendees to review displays showing a narrowed list of potential longer-term improvements that were presented at a pair of open houses in December. The county plans to select which longer-term improvements to pursue in March.

For more information and continuing updates on the Diffley Road project, go to the Dakota County website at www.co.dakota.mn.us and search Diffley Road.

Eleven district schools have Safe Routes to School plans developed previously in cooperation with law enforcement and Dakota County: Rosemount elementary, middle and high school, and Cedar Park, Diamond Path, Echo Park, Greenleaf, Parkview, Shannon Park, Southview and Woodland elementary schools. In December, Northview/Dakota Hills/Eagan and Rosemount middle and high schools partnered on proposals submitted for Safe Routes to School grants from the Minnesota Department of Transportation.

Free Wi-Fi hotspots for high school students without access at home

Sprint provided District 196 with 250 hotspots for students in grades 9-12 who do not have access to Wi-Fi at home. More than 200 hotspots have been distributed and there are units still available. Any District 196 high school student who does not have reliable Wi-Fi access at home can contact an administrator at their school to ask about the no-cost hotspots and determine their eligibility. Students who receive a hotspot can keep the device until they graduate.

Text communication added as an opt-in choice for parents

District 196 has added text messaging to the list of ways we communicate with parents and guardians. The texts are delivered via SchoolMessenger, the mass notification service the district uses for phone calls and email messages.

Parents must opt-in to receive text messages by texting "Y" to 67587, and will receive a confirmation message stating that they are registered to receive SchoolMessenger notifications via text. If the sender does not receive a confirmation message or what appears to be an error message, it most likely means that short code texting is not enabled on their wireless plan.

To receive texts, parents must also make sure their cell phone number is included with their child's contact information in the Infinite Campus student information system. Parents can check this and add the number, if

needed, by using their Campus portal account or contacting the office at their child's school.

All District 196 schools use the same short code to opt in, so parents only need to text "Y" to 67587 once to receive texts from the district and any school where they have a child enrolled. All text messages will begin by identifying which school is sending the message (e.g. "Msg from SCHOOL ABBREVIATION") and there is a 160-character limit.

The district will send texts if school is canceled or delayed due to weather, or in the event of an emergency. Schools will send texts to remind parents of things like conferences, school events or days when there is no school.

Standard message and data rates may apply. To unsubscribe at any time, simply text STOP to 67587, or HELP to request assistance.

Staffing << continued from front page >>

step in developing a budget for next year. The guidelines determine the number of staff to be allocated to each school based on projected enrollment. The biggest change is in classroom teacher staffing, where the student-to-teacher ratio is reduced by 2.25 at all levels. This will result in lowering class sizes, which was identified as a need in a survey of district residents last spring.

"I'm just so happy to see these numbers moving in the right direction, that we will have better staffing ratios going forward," School Board Vice Chairperson **Joel Albright** said at the Jan. 13 board meeting.

"This will make a difference," Chairperson **Jackie Magnuson** added. "It's because of our community's support and we can't thank you enough."

In addition to more teachers, the district will also be hiring people to support the work of school counselors, social workers and psychologists in responding to the growing mental health needs of more students (*see related articles on pages*

1 and 3). School and district leaders are developing a structure to provide a more coordinated system of mental health support across all schools. In the approved staffing guidelines, each of the district's 19 elementary schools will receive funding for an additional half-time position (.5 full-time equivalent, FTE) to enhance mental health support for students. Each middle school will receive funding for one additional full-time (1.0 FTE) mental health position and high schools will receive 1.5 FTE each.

Staffing reductions implemented for this year will also be restored in 2020-21, as promised in the levy referendum information campaign. This includes clerical and administrative staffing, as well as classroom, special education and English Learner program teachers.

In 2019, Forbes selected District 196 as one of 51 Best-in-State employers in Minnesota, and the only school district on the Minnesota list. Information about career opportunities are available at District196.org, then click on "Employment" in the upper right.

Best-in-State Employer offers opportunities to make a difference in lives

District 196 has immediate employment opportunities in a variety of careers for individuals who enjoy working with children and want to make a difference in their lives. In 2019, District 196 was named one of 51 Best-in-State Employers in Minnesota, and the only school district on the Minnesota list. For information on the opportunities below and to apply online, go to District196.org and click on "Employment" in the upper right.

Substitute teacher rates are \$135 for a full day and \$78 for a half day. Applicants must have a current Minnesota teacher's license and attend an orientation.

Substitute paraprofessionals earn \$14 per hour. Opportunities are available Monday through Friday, 7:30 a.m. to 4 p.m. most weeks, with flexibility to work at multiple schools. Applicants must pass a pre-employment physical and background check, complete online Personal Care Assistant training, and attend an orientation.

School nurse and substitute school nurse positions are available. Substitute nurses are paid \$24 per hour. Applicants must be a licensed LPN or RN (preferred), be available weekdays during the school year and attend a substitute nurse orientation.

Substitute custodial positions pay \$13.20 per hour. Applicants must be available Monday through Friday, 3-11:30 p.m. most weeks; be able to perform custodial duties, including lifting up to 50 pounds on a regular basis, and pass a pre-employment physical and background check. Previous custodial experience is preferred.

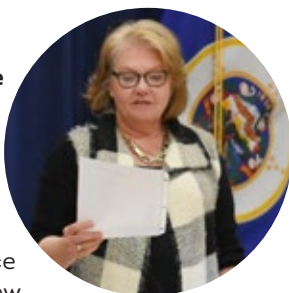
Bus drivers (substitute and part-time) earn \$18.38 per hour. Prefer individuals available for both morning and afternoon routes. Applicants must have a Minnesota driver's license with a good driving record and be able to lift/drag up to 125 pounds. Training to obtain necessary licensure is provided and benefits are available to employees who work at least 23 hours per week.

Food service associates earn \$16.46 per hour (\$13.20 per hour starting wage for substitutes). Regular and substitute positions are available, three to five hours per day. Responsibilities include food preparation, meal sales and service, cashiering and cleanup.

Newly elected board members take oath, board re-elects officers for 2020

Newly elected School Board Members **Jackie Magnuson**, **Joel Albright**, **Sachin Isaacs** and **Cory Johnson** took

the oath of office to begin their new terms at the annual organization meeting Jan. 13.



The board voted unanimously to have the current board officers continue in their positions during 2020:

Magnuson, chairperson; Albright, vice chairperson; Isaacs, clerk, and **Art Coulson**, treasurer. This is Magnuson's 13th time as chair during her 31 years on the board. She was first elected in 1989 and previously served as chairperson from 1994 through 1996, 2000 and 2001, 2010 through 2012, and 2016 to present.

Johnson was elected to the board in his first attempt as a candidate. He fills a vacancy created when **Bob Schutte** decided not to seek re-election. The board recognized Schutte with a reception prior to the Jan. 13 meeting and presented him with the bell he received the first time he left the board in 1993. The inscription was updated to reflect his last 21 years on the board, after being appointed to fill a vacancy in 1999.

As part of its annual organization agenda, the board also approved the following committee assignments for 2020:

- Audit and Finance Committee – **Craig Angrimson**, chairperson, Johnson and **Mike Roseen**;
- Curriculum and Instruction Committee – Isaacs, chairperson, Magnuson and Roseen;
- Legislative Committee – Albright, chairperson, Angrimson and Johnson, and
- Policy Review Committee – Coulson, chairperson, Albright and Isaacs.



Newly elected School Board member **Cory Johnson** shakes hands with outgoing School Board member **Bob Schutte** at the Jan. 13 meeting.

Districtwide website redesign process reaches halfway point

The phased redesign of District 196 websites is nearly half-way complete as 14 schools are now on the new content management system (CMS).

The redesign got under way in August 2019 when the district website, along with five other sites launched as part of the pilot group. The site design features a media-rich, mobile-first design that is visually pleasing, practical on content and accessible to visitors with disabilities. The design provides a unified look across the district while allowing each school to maintain its unique identity with use of colors, logo and content.

All school websites will have front-page access to news and announcements, and a calendar of events with feeds and reminder alerts. The system offers predictive search capabilities and the ability to publish content once and share it across all sites simultaneously. When there is a change to the school schedule due to weather, for example, visitors to District196.org and all school websites that have launched on the Finals site platform will receive an emergency pop-up notification to inform them of the schedule change.

The latest launch took place over winter break and included Oak Ridge and Rosemount elementary schools, Falcon Ridge and Black Hawk middle schools, School of Environmental Studies, Area Learning Center, Dakota Ridge School and Transition Plus.

Four more schools are slated for a spring break launch and include Greenleaf, Parkview, Southview and Westview elementary schools. The remaining sites will launch over the summer and prior to the start of the new school year. All District 196 schools and programs will be on a single CMS by August 2020.



Artificial turf would address safety and playability concerns with deteriorating fields

The School Board will decide this spring whether to move forward with plans to add artificial turf fields at the district's four comprehensive high schools to address growing concerns with safety and playability of the current sod fields.

The desire for artificial turf fields has been a topic of discussion among parents, coaches and administrators in the district for many years, but until December the board had never received a formal proposal. After hearing about the deteriorating condition of sod fields at the high school stadiums, the board approved the concept and authorized the administration to take next steps with design, bids and financing options. The board is expected to advertise for bids in late February, receive bids in March and take action on financing and bids for the first two projects – Rosemount and Eagan – at its April 13 regular meeting.

Director of Finance and Operations **Mark Stotts** said the situation reached a breaking point this fall, when a wet season and failed drainage tile system caused Rosemount High School to shut down its stadium field. Athletics Director **Mike Manning** told the board that in the last two years he had to move 20 varsity events to other locations because Rosemount's stadium field was unplayable. Last year, the school's annual marching band festival had to be rescheduled to the artificial turf field at Farmington High School, and this year the final home football game was played at Lakeville North High School. Manning said the field is not likely to be available for boys' and girls' lacrosse teams this spring.

"It has changed from being an extra to an expectation," Superintendent **Mary Kreger** said about artificial turf fields. District 196 high schools are a part of a shrinking minority of metro-area high schools (24 of 76) that do not have artificial turf fields. Apple Valley, Eagan, Eastview and Rosemount are the only member high schools in the South Suburban Conference and Region 3AA that do not have artificial turf fields.

The proposal is to add two artificial turf fields (one stadium and one practice) at each high school, for a total of eight fields. To address the situation at Rosemount in time for the start of school next fall, Stotts said the process would need to move forward now. The plan is to add fields at Rosemount and Eagan first, with completion of the stadium fields in time for the start of school this fall, then Apple Valley and Eastview together in 2021 to take advantage of efficiencies in working on both Apple Valley schools at the same time.

The total cost is estimated at between \$17 million and \$19 million, including site work, eight fields, lighting for the practice field and equipment to maintain the fields. Stotts said the district received approval from the Minnesota Department of Education to finance the project with lease levy authority for instructional space, using certificates of participation or lease purchase financing over a term of approximately 10 years. He said the tax impact on this amount would be about \$1 per month on the average-value home in the district.

Board Member **Sachin Isaacs** said he supports the project, but wants to be sensitive to the timing of the proposal coming in the wake of the levy referendum election in November. Stotts assured the board that no operating levy funds would be used for this project.

"I can see how all three of the As (academics, arts and athletics) will benefit from these fields," Rosemount High Principal **Pete Roback** said.

In addition to providing a more consistent and reliable surface for high school athletic teams and marching bands, artificial turf fields would provide additional teaching stations for the schools' physical education classes and would be valuable new resources for athletic



The Rosemount High School stadium field got so bad this fall it became unsafe to play games on and was shut down.

associations that offer youth programs in the communities served by District 196.

"We've gone from want to need," said Eastview High School Athletics Director **Matt Percival**, referring to conversations about artificial turf over the last 20 years. He said sod fields have not held up well to increased demand for usage by more sports and activities, and the year-round nature of these activities. Eastview limits usage of the stadium field and adjacent lower-level field to about 70 events per year in order to protect the sod as much as possible. If they were artificial turf fields, Percival said that number would increase to more than 1,200 event/game opportunities in the fall and spring each year, not including summer.

"This is for our classes, this is for our teams, this is for our community," said Board Chair **Jackie Magnuson**.

Schools with Artificial Turf

- 52 of 76 in metro-area
- 6 of 10 in South Suburban Conference – all but four in 196
- 10 of 15 in Region 3AA – four in 196 and South St. Paul do not

Automotive program prepares students for vehicle service careers upon graduation



Education program. Students can explore career opportunities in health care, information technology, animal studies, music recording and more, and technical education courses are offered in vehicle services, aviation industries, construction trades and business administration.

When vehicle services first began, Rabanus said it was focused on electrical components and basic car repairs. Now, in his 19th year teaching the program, he said it is far more advanced and aligned with industry standards. With the help of district funding, grants and donations from local companies, the garage space at Rosemount has been transformed into a fully functioning vehicle repair shop, equipped with tools found in professional shops.

"This career is more challenging and dynamic than ever," Rabanus said. "Students still learn the basics and identify how things work, but now it's more science and math focused. They learn precise measurements, use high-tech tools to diagnose issues and apply engineering knowledge."

As part of the program, students have access to iPads equipped with Ford's Next Generation Learning curriculum. This digital catalog of modules allows students to explore vehicle care and diagnostics on nearly every car make and model. Standing beneath a Jeep Cherokee, juniors **Daeshon Borbor** and **Andrew Boehmer** inspect different parts of the vehicle and diagnose issues using software accessed with an iPad. Rabanus said having current tools and technology is critical to the success of their program and the ability for students to have full-time job offers when they graduate.

Through their real-world, hands-dirty learning, students can earn a portfolio of professional certifications and accreditations. Using Ford's digital modules, students can receive Ford on-the-job credits by taking certain classes. Rabanus has also forged partnerships with Minnesota

Rosemount High School juniors **Daeshon Borbor** (left) and **Andrew Boehmer** inspect a vehicle during class.

Mr. Rabanus has been teaching the automotive and vehicle services classes at Rosemount High School since 1968 – **Rich Rabanus** for the first 34 years and son **Ian Rabanus** for the last 18. Much has changed in the industry in the last half century, but the mission of the program remains grounded in preparing students for successful and rewarding careers in the vehicle services industry.

"What we're doing is building a program that mirrors what the real-

world auto industry looks like," Ian said. "We're providing these kids every opportunity to apply what they are learning in our shop and graduate high school with a job offer."

District 196 offers 10 career development and technical education programs at all four high schools and the School of Environmental Studies. Vehicle Services is an elective course available to high school juniors and seniors through the district's Career Development and Technical



The vehicle repair shop at Rosemount High School has the tools and technology of a professional shop. This working classroom allows students to practice their skills in preparation for a career after graduation.

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Vehicle services << continued from page 8 >>



Teacher **Ian Rabanus** works with Rosemount senior **Elizabeth Benke** to properly set a cylinder gauge. After high school, Benke hopes to study vehicle collision and repair at Dakota County Technical College.

State Colleges and Universities and Dunwoody where students can receive up to 16 articulated college credits. And students who complete all six automotive classes over two years can take the National Automotive Technicians Education Foundation ASE (Automotive Service Excellence) entry-level certification, an achievement held by more than 300,000 professionals.

"It's a great opportunity for those of us who might not be thinking about the traditional college route," said Boehmer, 17. "This is a big first step for us to explore a job with cars, get the exposure we need to the industry professionals and leave high school ready for work."

There is a growing number of high school students exploring technical education careers, and a continued demand for people to fill those roles. According to the Bureau of Labor Statistics, the U.S. will need more than 46,000 new automotive technicians through 2026.

Senior **Elizabeth Benke** said she hopes this also sparks a movement for more female technicians. "This is a great class to explore math and engineering," she said. "And being able to see how these parts work together is quite eye opening. More women should try this, because it provides an opportunity to learn something new and is a job field worth exploring."

District will begin transporting students to career classes

According to the U.S. Dept. of Labor, skilled trades and health care jobs remain some of the fastest growing sectors and there are not enough workers to fulfill the projected demand. Career and technical education (CTE) provides students a pathway from applied classroom learning to the workforce.

District 196 offers 10 CTE programs at all four high schools and the School of Environmental Studies. Students can explore career opportunities in health care, information technology, animal studies, music recording and more, and technical education classes are offered in automotive services, aviation, construction trades and business administration.

Because of space, cost and the specialized equipment required for these courses, they are offered at only one site. Students who want to enroll in a CTE course at a different school are currently responsible for their own transportation during the school day. The district recognizes this significant barrier to many students who may be interested in taking CTE classes but do not have their own transportation, as well as a burden for those who do.

Beginning with the 2020-21 school year this fall, District 196 will provide shuttle transportation for students enrolled in CTE classes. The service cannot be guaranteed for every time slot of every class, but bus transportation will be provided whenever possible.

Thomas Lake turning 40, asks alumni to share stories

Thomas Lake Elementary in Eagan is recognizing its 40th year with a schoolwide celebration April 13. School staff and parent Site Council members are planning fun events to mark the milestone. Thomas Lake alumni are invited to share their memories and updates by sending an email to ThomasLakeParents@gmail.com.



Eastview High junior is state debate champion

Eastview High School junior **Layla Foster** won a state championship and 11 other District 196 students



advanced to the elimination rounds of the state debate tournament Jan. 17 and 18 at the University of Minnesota.

After finishing fifth at last year's state tournament, Foster returned to win the state title in congressional debate, in which students simulate the legislative process and debate a wide variety of bills and resolutions. Eagan High School students **Grace Boutouli** and **Madeline Bergh** also advanced to the semifinals in congressional debate, finishing in third and fourth place, respectively.

In public forum debate, **Pavan Guttipatti** and **Nikhil Kapur** of Eastview were semifinalists and the teams of **Anish Dulla** and **Isaiah Dalzell** of Eastview and **Andrea Hagape** and **Rani Shah** of Eagan advanced to the quarterfinals before they were defeated. This year's public forum resolution was, "*Resolved: The United States should end its economic sanctions against Venezuela.*"

In policy debate, **Kate Nozal** and **Anika Jackson** of Rosemount High School advanced to the quarterfinals. This year's policy resolution was, "*Resolved: The United States federal government should substantially reduce direct commercial sales and/or foreign military sales of arms from the United States.*"

In Lincoln-Douglas debate, **Arush Iyer** of Eagan finished as a quarterfinalist. This year's Lincoln-Douglas resolution was, "*Resolved: States ought to eliminate their nuclear arsenals.*"

In debate, students need to be able to argue both sides of a resolution.

A total of 22 District 196 students qualified for and competed at this year's state debate tournament. This was the 119th annual State Debate Tournament, the longest-running event of the Minnesota State High School League.

Four magnet schools earn national recognition for quality

Four District 196 elementary magnet schools are selected for recognition this year Magnet Schools of America.

Cedar Park Elementary Science, Technology, Engineering and Math (STEM) School, Diamond Path Elementary School of International Studies and Glacier Hills Elementary School of Arts and Science received a 2020 School of Excellence Award, given to a select group of magnet schools in the nation that have demonstrated the highest level of excellence in all facets of the merit award application. In addition, Oak Ridge Elementary School of Leadership, Environmental and Health Sciences was named a 2020 School of Distinction.

Magnet Schools of America advocates for high-quality instructional programs that promote choice, equity, diversity and academic excellence for all students. The awards recognize magnet schools that show a commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, specialized teaching staffs, and parent and community involvement. To be considered for an award, schools must submit an application that is scored by a panel of educators based on their demonstrated ability to raise student academic achievement, promote racial and socioeconomic diversity, provide integrated curriculum and instruction, and create strong family and community partnerships that enhance the school's magnet theme.

Cedar Park, Diamond Path, Glacier Hills and Echo Park Elementary School of Leadership, Engineering and Technology have received these awards



in previous years. This is the first time for Oak Ridge, which converted to a magnet school in 2016 along with Echo Park. In addition to the five elementary magnet schools, District 196 offers Valley Middle School of STEM for students in grades 6-8. The district's K-12 STEM pathway of schools includes Cedar Park, Echo Park, Valley Middle and Apple Valley High School, which has a fabrication lab and STEM focus emphasizing critical thinking, creativity, innovation and real-world problem-solving. The School of Environmental Studies, an optional high school for juniors and seniors, is also part of the district's magnet school offerings.

Enrollment at District 196 magnet schools is open to all students in District 196, as well as students who open enroll from another district, through an enrollment application and lottery process held each January. Transportation is provided for district students who are selected for enrollment in a magnet school. For more information, go to www.District196.org/MagnetSchools.

Dakota Hills students support local birds

After learning about declining bird populations, Dakota Hills Middle School seventh and eighth graders are taking a proactive approach to preserving habitats for local Barnswallows and Flycatchers. **Jill Jensen's** students built bird houses and are installing them in their backyards, just in time for bird nesting season. Jensen said she hopes to collaborate with the City of Eagan to do a larger-scale project.



Middle school teams win recognition for future city designs focusing on clean water

A team of students from Scott Highlands Middle School finished fourth overall and four other teams of District 196 middle school students won special awards at the Minnesota Future City regional competition Jan. 18 at Dakota County Technical College.

Sponsored by the National Engineers Week Foundation, Future City is a national, project-based learning experience where middle school students imagine, research, design and build cities of the future that showcase their solutions to a citywide sustainability issue. This year's theme was Clean Water: Tap Into Tomorrow. Teams chose a threat to their city's water supply and designed a resilient system to maintain a reliable supply of clean water.

Students work as a team with a teacher and engineer mentor to design their virtual city using SimCity software. They also research and write a 1,500-word essay about their city, build a tabletop scale model with recycled materials, develop a project plan and make a presentation to judges at the regional competition. Regional winners represent their region at the national finals held in Washington, D.C. each February.

The Ongaku No Machi team from Scott Highlands Middle took fourth place in the overall competition. Members of the team are **Megan Burri, Eshaan Jay, Vikraanth Murali, Ishaan Sahu, Shahaanaa Selvam, Claire Wick and Julia Wick**. Teacher **Theresa Back** is their advisor and **Leighton Deer** from HGA served as their engineer mentor.

The Inonder team from Scott Highlands won the award for Most Practical Design, awarded to the team that best considers practical implementation and sustainable use in their future city. Team members are **Dylan Becker, Janet Behailu, Kyle Eull, Sai Gajjela, Isabella Koffi, Calder Lee, Avery Nielson and Sai Reddy**. Back is their advisor and Deer is the team's engineer mentor.

The Casada team from Valley Middle School of STEM won the award for Best Industrial/Commercial Layout, awarded to the team that best integrates industrial and commercial aspects into the infrastructure of their city. Team members are **Madeleine Eng, Zoey Meier, Shannon Reilly and Ellen Stumbo**. Teacher **Sheri Gedlinske** is the advisor and **Ben Reilly**

of Drov Technologies is the team's engineer mentor.

The Cyanla team from Valley Middle won the award for Most Innovative Power System, awarded to the city with an innovative power system that addresses reliability, disaster planning, environmental impact and cost effectiveness. Members of the team are **Isabella Frutiger, Emma Jeske, Anthony Kurilov, Victoria Kurilov, Anh Nguyen and Chase Sapletel**. Gedlinske is their advisor and Reilly is the team's engineer mentor.

The Tatooine team from Black Hawk Middle School won the award for Most Innovative Constructability, awarded to the city design that best identifies and removes obstacles to ensure timely construction, prevents errors and reduces cost overruns. Team members are **Chloe Breen, Tyler Burbey, Sam Cohen, Owen Ford, Carter Larson, Tia Rao and Thuy-Sa Truong**. Teacher **David Herem** is the advisor and **Russ Matthys**, director of Public Works for the City of Eagan, volunteers as the team's engineer mentor.

The Ongaku No Machi team from Scott Highlands Middle School took fourth place at the Minnesota Future City regional competition in January.



Oak Ridge Elementary School recognized for STEM innovation and creativity

Oak Ridge Elementary School of Leadership, Environmental and Health Sciences in Eagan received the 2020 STEM Innovation Award for its efforts to increase students' access to unique educational opportunities grounded in innovation and creativity.

The award is presented annually by the Minnesota Elementary School Principals' Association (MESPA) and Science Museum of Minnesota. This is the second year in a row that a District 196 elementary school received the award; Woodland Elementary in Eagan won in 2019.

"We are passionate about actively supporting and growing STEM experiences at all levels," said Oak Ridge Principal **Cathy Kindem**. "Hands-on learning with real-world applications helps develop a variety of skill sets, including creativity, critical thinking and entrepreneurship." The goal, Kindem said, is to "develop innovative minds with the potential to change the world."

Oak Ridge recently implemented "STEM to GO!" kits that students take home to tinker with kid-friendly science, technology, engineering and math projects and experiments. Students keep the kits at home for a week, giving them time to experience hands-on learning in space exploration, loom knitting, robotics and more.

"We are passionate about actively supporting and growing STEM experiences at all levels."

"We are very excited and honored to be recognized," said **Tanner Walters**, a STEM specialist at Oak Ridge, which converted to a magnet school in 2016. "We're helping prepare future world changers by developing skills and knowledge they will need to make a difference."



Riley Mattson (left), a kindergarten student at Oak Ridge, and sister **Quinn Mattson**, a second grader, are holding STEM-to-Go! kits that students can take home to experience hands-on learning in space exploration, loom knitting, robotics and more.

Using the school's leadership, environmental and health sciences magnet themes as the foundation for lessons and coursework, Oak Ridge teachers expose students to real-world scenarios and challenge them to create out-of-the-box solutions. Third-grade students have learned about circuitry and designed their own constellations. Fourth-grade students dive into hydrology by testing pond water. And in fifth grade, students explore ecosystems on the

school campus and learn to code EV3 robots that sort recyclable and non-recyclable waste in their art class.

Oak Ridge is one of five elementary magnet schools in District 196. Magnet school enrollment is determined by lottery. All students in District 196 and students who open enroll can apply for the magnet school lottery. For more information about Oak Ridge, contact **Karla Bisco** at karla.bisco@district196.org or call the school office at 651-683-6970.

One District, Many Voices is April 22 at Apple Valley

The diversity of students and their different cultures and experiences is celebrated every day as part of the experience in District 196 schools. Once a year, that diversity is featured at a community-building event known as One District, Many Voices. This year's event will be held Wednesday, April 22, starting at 5:30 p.m. at Apple Valley High School.

Now in its third year, One District, Many Voices supports student

connectedness and inclusion, and provides information about the cultures, languages and traditions of families living in the District 196 community. Sample food from around the world, learn at language-sharing tables and explore the importance of different cultural pieces. There will be music and dance performances, a cultural fashion show and activities for attendees of all ages. The event is free and open to everyone.

State tests measure growth and help identify student needs

The state tests students take each year provide an important measure of each student's achievement and growth as a unique learner. Principals and teachers use the results to determine appropriate programming to meet the needs of each child.

State test data is also used to make decisions about curriculum and instruction in district schools, as well as comparisons with other schools and districts. The tests are required by state law and students are encouraged to do their best to benefit their own learning.

Parents are encouraged to enter testing dates in their calendars and help prepare their children to do well by making sure they get enough sleep the night before and a good breakfast each morning, especially on testing days.

Students in grades 3-8, 10 and 11 take the standards-based Minnesota Comprehensive Assessments (MCAs) in reading, math and science. Students who receive special education services and meet eligibility criteria take the Minnesota Test of Academic Skills

(MTAS) for students who receive special education services and meet eligibility requirements.

Students identified as English Learners (EL) in grades K-12 take the ACCESS test, which measures English language proficiency in reading, writing, listening and speaking. EL students who receive special education services and meet eligibility requirements take the Alternate ACCESS. Students who score proficient on these tests graduate from EL programming.

The testing windows for the reading, math and science tests are listed below. Specific test dates for each school are available at www.District196.org/academics/assessments/, then click on Testing Schedule for 2019-20.

MCA/MTAS Reading and Math, and MTAS Science

- March 2 – May 1 testing window

MCA Science

- March 2 – May 8 testing window

ACCESS for EL

- Jan. 27 – March 20 testing window

High schools have revised schedules for ACT testing April 7

District 196 students in grades 9 and 12 will have a flexible learning day at home Tuesday, April 7, due to ACT testing for students in grades 10 and 11.

On April 7, all students in grade 11 will be offered the opportunity to take the ACT test during the school day, in accordance with state law. Students in grade 10 will also be expected to be at school April 7 to take the PreACT test. Both tests will be offered at no cost to students. The ACT is the primary admissions test for students attending colleges in the Midwest. The PreACT is a college-readiness test that measures achievement in English, math, reading and science, as well as students' career interests and whether they are on track to pursue their goals after high school.

The tests will take approximately three and one-half hours to administer. Students in grades 10 and 11 can eat

lunch and remain at school until the end of the day or leave after they have completed testing. High school bus routes will run on a normal schedule on April 7.

Students in grades 9 and 12 will be expected to engage in a flexible learning day from home. Teachers will provide students with assignments via Schoology. A quiet work environment will be provided for students in grades 9 and 12 who wish to be at school.

Students receiving center-based special education services will either participate in one of the tests, engage in the flexible learning day or attend a regular schedule of center-based classes on April 7.

There is no make-up ACT test day this year. If school were to be canceled April 7 due to weather, the district's ACT testing date would be moved to April 15, but that is not a date for make-ups.

Fifty-seven students in state honor choirs

Fifty-seven District 196 students were selected by audition to participate in state honor choirs for grades 7-10 sponsored by the American Choral Directors' Association of Minnesota.

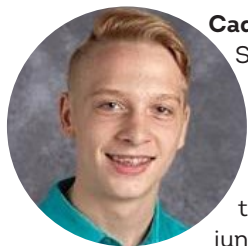
Sixteen middle school students were part of the honor choirs for grades 7 and 8, which performed in November at St. Andrew's Church in Mahtomedi. They are **Lilli Johnson** of Black Hawk Middle School; **Keaton Zemke**, **Kaitlyn Fisher** and **Eldora Grommesch** of Dakota Hills Middle School; **Connor Barry**, **Connor Halpin**, **Samuel Ngando**, **Ava Hareid**, **Britta Hagen** and **Sydney Jagow** of Falcon Ridge Middle School, and **Jacob Storm**, **Brody Nielsen**, **Samuel Thompson**, **Frannie Grossman**, **Natasha Novack** and **Olivia Colchin** of Scott Highlands Middle School.

Forty-one high school students were part of the honor choirs for grades 9 and 10, which performed Feb. 13 at Central Lutheran Church in Minneapolis. They are **Tyler Collins**, **Lane Dehnel**, **Melina Solorzano-Cruz**, **Sarah DeBoard**, **Isabella Hampton-Peek**, **Emma Mahre**, **Isabel Solorzano-Cruz**, **Bethelhem Collins**, **Frida Santos Castillo**, **Amira Oliver**, **Dawit Gebremaryam** and **Abram Liszka** of Apple Valley High School; **Pierce Brown**, **James Eiden**, **Lottie Peterson**, **Audrey Schwartz**, **Julienne Xiaaj** and **Natalie Neuschwander** of Eagan High School; **John Rasmussen**, **Russell Forga**, **Nimisha Bora**, **Amiyah Bury**, **Morgan Gallagher**, **Brigid Coyne**, **Ella Gullickson**, **Laura Schile**, **Alexis Schulke** and **Noah Fuller** of Eastview High School, and **Austin Devnich**, **Collin Archer**, **Zac Byers**, **Alex Vang**, **Milo Glaser**, **Sarah Schultz**, **Serenna Leach**, **Sakshi Mohanty**, **Anjolie Moughan**, **Anna Von Ruden**, **Meena Thakurdial**, **Aaron Cota** and **Jackson Henry** of Rosemount High School.

The state honor choirs for grades 4, 5 and 6 will be selected in March and will perform May 2 at St. Andrew's Church in Mahtomedi.

Congratulations!

A sampling of recent student and staff achievements in academics, arts and athletics

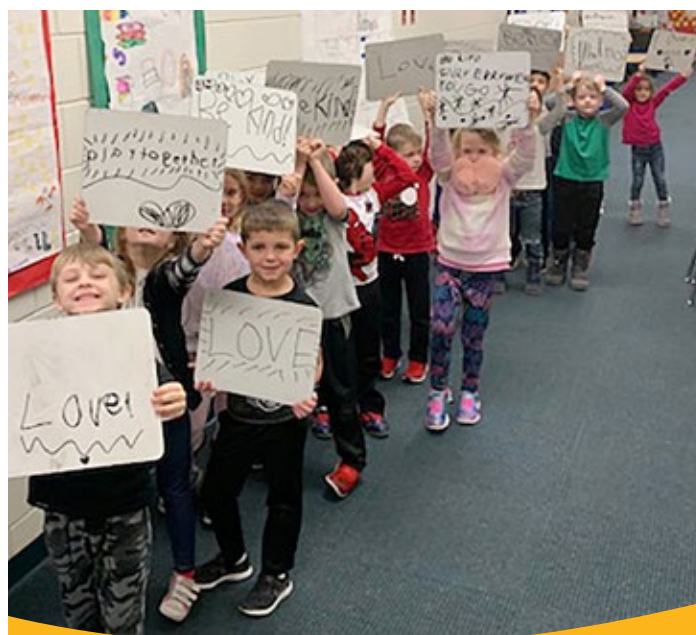


Cade Sundgaard of Apple Valley High School was selected as one of 16 Class AA recipients of the Excellence in Community, Education and Leadership (ExCEL) Award for the 2019-20 school year. Sponsored by the Minnesota State High School League, the ExCEL Awards recognize high school juniors who are active in fine arts and athletic activities, who demonstrate leadership qualities and who are model citizens in their community. Each high school in the state can nominate one junior boy and girl for the ExCEL Awards. Two recipients are selected from each of the eight competitive regions in the state for both Class A and AA schools. The other seven ExCEL nominees from District 196 are **Grace Lankas** of Apple Valley High School, **Brianna McMahon** and **Jacob Frost** of Eagan High School, **Akshara Molleti** and **Thor Reimann** of Eastview High School, and **Sonya Ramesh** and **Anders Roback** of Rosemount High School.

Eight District 196 seniors were nominated for the Academics, Arts and Athletics (Triple A) Award for the 2019-20 school year. The Triple A goes to nominated seniors with a 3.0 or higher grade-point average who participate in athletic and fine arts programs, and exhibit exemplary citizenship and the highest standards of sportsmanship and conduct. Each high school in the state can nominate one senior boy and girl for the award. Section and state Triple A Award recipients will be selected this spring from the list of nominees. The Triple A Award nominees from District 196 are **Elianna Van Hulzen** and **Colton Bauer** of Apple Valley High School, **Olivia Johnson** and **Jacob Berran** of Eagan High School, **Sophia Sahota** and **Nisal Liyanage** of Eastview High School, and **Kate Beckwith** and **Jonathan Mann** of Rosemount High School.

Katie Coulson, a fourth-grade teacher at Thomas Lake Elementary School, and **Allyson Jelinski**, a kindergarten teacher at Woodland Elementary School, were among the 134 candidates from around the state nominated for 2020 Minnesota Teacher of the Year. A panel of community leaders will name semifinalists and finalists this spring and Education Minnesota will name the Teacher of the Year at a recognition banquet in St. Paul May 3.

Eagan High School junior **Kennedi Orr** was selected Gatorade Minnesota Volleyball Player of the Year for the second year in a row in January. A setter and outside hitter, Orr amassed 405 assists, 242 kills and 204 digs this past season in helping lead Eagan to the Class AAA championship match earlier this school year. This was her fifth year as a varsity player (she started in seventh grade) and her third all-state selection.



Kindergarteners at Parkview Elementary in Rosemount learned about the life and marches of Dr. Martin Luther King, Jr., in January and held a march of their own. They organized and hosted a Kindness March around the school. Their post on social media even captured the attention of Bernice King, the daughter of the civil rights leader.

Highland Elementary in Apple Valley has been chosen as one of eight finalists for a National Blue Ribbon School award in the state of Minnesota. To be selected as a finalist, Highland has demonstrated outstanding results for all students by providing consistent excellence, and made progress in closing gaps in student achievement. Highland was nominated as an Exemplary Achievement Gap Closing School. Recipients will be named in the fall.

Six Eastview High School band earned membership into the 2020 University of Minnesota Honor Band. They are: **Akshara Molleti**, **Gillian Hitchcock**, **Henry Rieffer**, **Maddie Swenson**, **Nathan Labiosa** and **Jayson Nguyen**.

The cast and crew of Apple Valley High School's one-act play "The Revolutionists" earned a starred performance rating at the State One-Act Play Festival in St. Paul. This is the highest rating possible at the state festival. Earlier this year the cast won the Section 1AA competition, which qualified them for the state festival.

The Eastview High School junior varsity and varsity Science Olympiad teams both earned first-place finishes at the regional competition. They earned medals in 20 events and secured a spot in the upcoming state competition. Eastview is the two-time consecutive region champions.



Upcoming high school concerts and performances

Apple Valley High

- Symphonic band concert, March 9, 7 p.m.
- Masterworks choir concert, March 17, 7 p.m.
- Danceworks 2020, May 14 & 15, 7 p.m.

Eagan High

- Choir showcase concerts, March 2, 6 & 7:30 p.m.
- Just Desserts, March 17, 7 p.m.
- Jazz concert, March 19, 7 p.m.

Eastview High

- Spring band concerts, March 2, 6 & 8 p.m.
- Spotlight speech showcase, March 5, 6:30 p.m.
- Choral showcase concerts, March 9, 6 & 7:30 p.m.
- Bravo! 2020: April 23, 24, 25, 30, 7 p.m.;
- April 26, 2 p.m.; May 1 & 2, 7 p.m.

Rosemount High

- Choir concerts, March 10, 6 & 7:30 p.m.
- Jazz ensemble concert, March 12, 7 p.m.
- Percussion ensemble concert, March 13, 7 p.m.
- Urine Town: April 30, May 1 & 2, 7 p.m.; May 3, 2 p.m.



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Community Education

Parent Night Out!
Down and Dirty Tips and Tricks
for Not Losing Your Cool

Do you get frustrated with yourself when you lose it with your kids? Do you feel your kids don't listen to you until you yell? Does your partner keep giving you 'the look' because you've overreacted? Many of us are committed to positive parenting in theory but find the practice of it is more challenging than we imagined. Join us for an evening of learning to navigate the roller coaster ride of raising children. We guarantee you will come away with parenting gems and a fresh perspective. Arrive early to meet Maureen, enjoy refreshments from PLate on Main, shop local vendors and participate in a silent auction. All proceeds support the Foundation for ECFS. For more information visit www.district196.org/ecfe or call 952-388-1953.



Maureen Campion

Fri | Apr 24 | 6-9 p.m.

Free! donations accepted
Blackhawk Middle School
1540 Deerwood Drive, Eagan

Plan ahead ... we've prepared a variety of learning opportunities for all ages this summer!

The online catalog opens February 19! Find your printed catalog in your mailbox after March 6.



Parents ... Understanding the Adolescent Brain: Tools and Tips for Responding to Risky Teen Behavior

Tue | Mar 10 | 6:30-8:30 p.m. | **Free!**
Blackhawk Middle School, 1540 Deerwood Drive, Eagan



Adult Basic Education | ABE students recently toured Inver Hills Community College with their teacher to continue their educational goals after receiving their high school diploma or GED.



ParaPro Test Prep

Are you interested in becoming a paraprofessional in our schools? Prepare for taking the ParaPro assessment Monday through Thursday, now through May 20, 11 a.m. to noon at Dakota Valley Learning Center, or Tuesday and Thursday, now through May 19, 4:30-7 p.m. at Cedar Valley Learning Center.

Visit www.district196.org/abe, call 952-431-8316 or email abe@district196.org to find out more.

Project Explore's Waffle Breakfast: come one, come all!



Enjoy all-you-can-eat Dad's Belgian waffles, with sausages, a great variety of waffle toppings, coffee, juices and milk. The mouth-watering aroma of waffles baking will greet you as you walk in the door! Bring family and friends to this great event that benefits Project Explore. Funds raised help keep program costs low for adults with disabilities to enjoy our many activities.

Sat | Apr 25 | 8:30-11:30 a.m.
\$9 per person, \$5 children ages 6-12
Children 5 & younger are free
Messiah Lutheran Church
16725 Highview Avenue, Lakeville



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