

MGS Newsletter

Volume 23, Issue 1

August, 2023



MGS MISSION
STATEMENT

THE MINNEAPOLIS
GRADE SCHOOL
PROVIDES A SAFE
AND NURTURING
ENVIRONMENT
EMPOWERING ALL
STUDENTS TO LEARN
TO THEIR HIGHEST
POTENTIAL.

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SCHOOL ENROLLMENT

Enrollment will be held on Wednesday, July 26, 2023, from noon to 8:00 PM and Thursday, July 27, 2023 from 8:00 AM to 4:00 PM. Please bring enrollment forms. **Some enrollment forms will be mailed before enrollment, the rest of the enrollment will be on-line.** The base enrollment fee for Grades K-6 is \$35.00. The annual milk fee for Kindergarten is \$67.60. Food service fees for Grades K-6 are listed as follows:

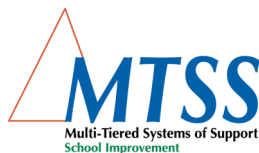
- Breakfast - \$1.80
- Lunch - \$3.10
- Extra Milk - .40¢
- Adult meals are \$4.25 for lunch and \$2.60 for breakfast.

The annual Back to School Night will be Monday, August 14, 2023, from 6:00 to 7:00. Students will have the opportunity to locate their classrooms and meet their teachers. They are also welcome to bring their supplies. Getting acquainted with the new teacher before the first day of school will assist in making the transition back to school more comfortable. Please plan to attend.



**The first day of school for students
in Grades 1 - 6
is Tuesday, August 15, 2023.
Dismissal is at 1:00 PM.
The first day of school for
Kindergarten students is
Friday, August 18, 2023.**

MTSS is a multi-step process of providing instruction and support to promote the academic and behavioral success of all children. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. MTSS is most commonly used in addressing reading, math and behavior, but it can also be used in other areas. The MTSS process is flexible and designed by school districts to meet the needs of their students.



The MTSS process typically has three tiers. Each tier provides differing levels of support.

- In Tier I, all students receive high quality curriculum and instruction in the general education classroom. The teacher assists all students.
- In Tier II, the school provides supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum.
- In Tier III, intense instructional support is provided to students with the greatest needs, with frequent progress monitoring.

A key component to the MTSS process is that all children receive high quality curriculum and instruction in the general education classroom (Tier I). Another component of the MTSS process is that the school conducts universal screenings. Universal screenings review the progress of all students, these screenings are typically given three times a year. Universal screenings help schools identify students who may need more support or other types of instruction. As a result of universal screening, students may be identified as needing supplemental instruction (a Tier II and/or a Tier III level of support) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area of need. Research based interventions are teaching strategies or methods that have been proven to be effective in helping children be more successful with academics or behavior.

There are many different kinds of interventions and instruction that can happen in the classroom, outside the classroom or in small groups

Another key component to the MTSS process is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes observations, tests, and other formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be adjusted.

MGS FACULTY FOR 2023 - 2024

Faculty assignments for 2023- 2024 school year are:

Kindergarten: Jennifer Freeman, Sharon Noon, Kat Shaft

First Grade: Shilo Nichols, Keri Pratt, Ruthie Sanders

Second Grade: Cassie Bohl, Beth Mortimer, Amber Worlock

Third Grade: Cheryl Plummer, Janna Rash

Fourth Grade: Kelly Hylton, Kelly Marsh, Kristina Mullen

Fifth Grade: Teresa Logan, Linda Smith, Sarah Weis

Sixth Grade: Claudia Ault, Sherry Jackson, Amy Trostle

Band: Dennis Brooks

Home School Specialist: Jill Daniels

Library: Mallory Hosler

Vocal Music: Dennis Brooks, Bonnie Corman, Sara Hocking

PE: Garrett Galanski

Resource Room: Anne Abell; Haley Torres, Vicki Walker

Title Math: Jenny Abell

Title Reading: Tarin Hauck

Nurse: Hannah Lott



CUB BACKERS

Cub Backers, the parent organization for MGS, meets the first Tuesday of each month during the school year at 7:00 P.M. in the MGS Library. Babysitting is provided. Cub Bakers are involved in activities which enhance and support the school environment. In addition to the School Carnival, the following are activities which support Cub Backer projects.

The Kroger Family of Companies is committed to community engagement, positive social impact and charitable giving at the national and local levels. Every community is unique, but our common goal is to partner with the neighborhoods we serve and help the people there live healthier lives.

One of the ways in which we do this is through our Dillon's Community Rewards program. This program makes fundraising easy by donating to local organizations based on the shopping you do every day. Once you link your Card to an organization, all you have to do is shop at Dillon's and swipe your Shopper's Card.

Here's how it works:

1. Create a digital account.
A digital account is needed to participate in Dillon's Community Rewards. If you already have a digital account, simply link your Shopper's Card to your account so that all transactions apply toward the organization you choose.
2. Link your card to an organization.
3. Your organization earns.
Any transactions moving forward using the Shopper's Card number associated with your digital account will be applied to the program, at no added cost to you. Dillon's donates annually to participating organizations.



The trash bag sales fundraiser will be held again this year. Additional information will be forthcoming.

Cub Backers will also continue collecting money for the school through the fundraising program offered by Auburn Pharmacy. The program, called **Caps-to-Cash KIDS**, is an easy way for Cub Backer members, students, family and friends to get involved in helping raise funds for the school. The Caps To Cash KIDS program will give 25¢ to Cub Backers for each cap collected. Collection buckets for the caps can be found at Minneapolis Grade School, Auburn Pharmacy and ComCare.



NEW STAFF AT MGS

A new school nurse and four *new* teachers will be a part of the staff at MGS for the 2023-2024 school year. Although some of the *new* teachers are not really *new* to MGS, they will be in *new* positions on the teaching staff. Hannah Lott is the new School Nurse at MGS. Claudia Ault will be teaching 6th Grade. Claudia was previously a Special Education paraprofessional on the MGS staff. Kelly Hylton, who truly is a new teacher at MGS, will be teaching 4th Grade. Amy Trostle, previously a Special Education teacher at MGS, will be teaching 6th Grade. Vicki Walker, will be the new Special Education teacher at MGS. Vicki was previously a Special Education paraprofessional at MGS. Each of these *new* staff members were asked to share about themselves for the MGS Newsletter.

Hannah Lott, the new MGS School Nurse, shared this about herself. I am super excited to finally get into the school setting! I have spent the last 5 years in the SRHC Emergency Department as a registered nurse after graduating from Fort Hays State in 2018 with my BSN. My career goal has been to get into a school and help teach about health and help students and families live healthier, happier lives. Along with my 5 years of ER experience, I have worked beside Nurse Tammy for 3 years now, soaking in everything she had to teach me. I feel very prepared and ready to help your children in all ways possible.



Hannah Lott

I grew up outside of Bennington and graduated from BHS in 2014. When I graduated from college I moved “back” to Minneapolis with my husband, Dustin Lott. We now have 2 boys, Decklan (3) and Hatcher (1), and are excited to add another boy to our crew in October. Last year I took on the role as the MHS Cheerleading coach and hope to stick with it as long as my busy life allows. When I am not working or coaching, I love to read, craft, and spend time with friends and family. Last Fact you will all quickly learn - My favorite color is pink!

Vicki Walker, Special Education Teacher, shared this information. I am a lifelong resident of Ottawa County and grew up on a farm northeast of Minneapolis. My history with USD 239 is also long lived, having attended kindergarten through high school for all my years of education. After which, I attended Dodge City Community College, then the Academy of Hair Design in Salina. I worked and owned a salon for 17 years in Delphos before I made a career change and started as a special education paraeducator at Minneapolis Grade School. Working with such a dynamic team of educators was very rewarding and led me to realize my passion for students and their success. The decision was not an easy one, but after 15 years at MGS, I took advantage of an opportunity to expand my experience and knowledge of special education and began working at the Learning Cooperative of North Central Kansas in the administrative office. I am very excited to be returning to my MGS educational roots and using my knowledge and experience to make the best contribution to an already exceptional team.



Vicki Walker

What are my favorite things to do at home you may ask. The best time spent is with my family. I am so very fortunate to have Cameron, Jessi, Gus, Sybil and Courtney living so closely to me. I am blessed to be able to make special memories with all of them. Of course, spending time with the grands, Gus and Sybil, is at the top of my “to do” list along with playing card or board games, flower gardening, cooking, and listening to a favorite playlist.

My name is Claudia Ault. I was born in Chicago but used to spend two weeks a year in Delphos visiting my grandparents and uncle. I loved Delphos. So, after graduating from high school in Okinawa and living in California I took a trip to Delphos for a weekend and never went back. I have lived in Kansas for over 30 years. I have worked at the Good Samaritan and have been a special education para at the grade school for almost 20 years. (Continued on page 5)



Claudia Ault

(Claudia Ault-continued from page 4)

When I turned 60 a few years back, I thought I could not retire and do nothing, but a change was needed. Therefore, I started my teaching classes at WSU (Wichita State University), and here I am teaching ELA in 6th grade. I am extremely excited to start my new career. I love my job at the school. We have the best school around. I am looking forward to continuing to help our students but in a different capacity.

Kelly Hylton is the new Fourth Grade Teacher.

Kelly offered this information. I am very excited to be a part of MGS as a part of the fourth-grade team! I have heard such positive things about this district and am thrilled to be a part of it! I am looking forward to meeting students, their families, and colleagues.



Kelly Hylton

This past year was my first year back in the classroom in nearly twenty years. I taught 7th and 8th grade English Language Arts. Prior to this, I spent nine years homeschooling my two kids. I have enjoyed being back in the classroom again and look forward to a wonderful year ahead!

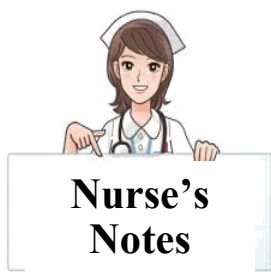
I have been married to my wonderful husband, Nathan, for twenty years, and we have two kids, Charlie (18 years old) and Gracie (soon to be 17 years old), and two dogs, Tater and Woodrow. I love spending time with my family, watching my kids do the things they love, and going on dates with my husband! We love to listen to live music and visit with friends. We also love being an active part of a church we love! I enjoy singing and dabbling in piano, and I may soon try out the acoustic guitar.

My favorite thing about being a teacher is the relationships built and the moments when you see kids shine. Whether that is a light-bulb moment when a kid first understands a new concept or watching kids show what they know in a way that allows them to display their learning in a way they feel confident and successful.

Amy Trostle is entering her 8th year of teaching, and she has spent the past 6 years at MGS. Amy graduated from Sacred Heart Jr/Sr. High School in 2007. She earned her Bachelor of Arts degree in Elementary Education from Kansas Wesleyan in 2016. In 2019, she received her Special Education Certification from Emporia State University. Amy is a dedicated educator who is passionate about making a positive impact on her students. Amy, husband, and cat have lived in Minneapolis since 2014. Outside of school, Amy enjoys photography, drinking coffee, and reading books.



Amy Trostle



Welcome (almost) to the new school year! I have spent a lot of time preparing and getting acquainted with the nurse's office this summer. As you can probably expect with someone new, there are going to be some changes that occur. One of my biggest changes this year is going to be switching to electronic charting system called SNAP. My hope is it will take less time to chart daily tasks and do the audits/reports a nurse has to do, amongst many other things the system has to offer.

As I have mentioned, I have spent lots of time going through files, records, anything to help me better learn about your children before the school year begins. As someone new, you have to remember I will not have much background on your children or know them as well starting off. So, I want to ask this of you as parent's/guardian's, if you feel like there is anything a nurse should know about your child in any way, please reach out and let's have a quick chat about it. This will allow me to take my own notes, and to better serve your children during the school day. Even if it is something very small, if you think I probably already know, and especially any changes over the summer, a conversation will help it stick with me more than reading previous records. I want to prepare my very best and be there for your children however I can.

Now the basic back to school information. If your child needs an updated immunization, a letter was sent in the spring grade cards. Please get those updates and paperwork to me as soon as possible. I will be starting audits right away when school starts again. As all other years, if your child is needing to take any kind of medication at school, there will be a 'Permission for Medication' form to fill out and have signed. Prescription meds will need to be signed by a physician and parent/guardian. I ask that you check expiration dates, and please bring all medications in original pill bottles. And just so you all are aware, the permission forms will look a little different this year. If your Child has a food allergy, there is a special form that will need to be filled out and signed by your primary care doctor so we can make appropriate accommodations.

I want to emphasize one more time, as a new person taking over and learning about all your children for the first time, Communication is going to be key! Please feel free to reach out to me for a conversation. Email, call, text, or visit my office anytime.

Email: halott@usd239.org

Cell Phone: (785)-488-8771

Looking forward to my first school year with you all!

Hannah Lott, RN

ENGLISH LANGUAGE ARTS (ELA) AT MGS

The process of learning how to read and write is not a natural process and it requires mastery of fundamental language skills. For the vast majority of students, explicit instruction in reading, spelling, writing and language must be taught on a continuum for mastery of these literacy skills to occur. This structure of instructional literacy content is known as Structured Literacy, which is founded on decades of research and instructional practice that are informed by the Science of Reading. The Kansas State Department of Education requires that "each accredited school district [will] utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students." This was outlined in the *Dyslexia Fact Sheet* (December 2019), in an effort to ensure that every Kansas student receives literacy instruction that is evidence-based. For that reason, Minneapolis Grade School has adopted a new core reading curriculum called Bookworms Reading and Writing for grades K-6.

A committee of teachers, administration and board members was formed during the 2021-22 school year to begin the process of reviewing various structured literacy curricula. Six curricula were reviewed by the committee using an evaluation tool from the Reading League: Core Knowledge Language Arts (CKLA), Bookworms Reading and Writing, EL Education, My View/My Perspective, Open Court/Study Sync, and Wonders/Study Sync. Once the evaluations were completed, the committee selected the top two options to move to the next phase, which included having representatives from each curriculum company provide valuable information about the individual curriculums to the entire MGS staff. The top two options selected by the committee were Bookworms Reading and Writing and My View/My Perspectives. The teachers were then provided time to consider the pros and cons of each curriculum in order to vote for their top choice. Bookworms Reading and Writing ended up with 88.9% of teacher votes in favor of adoption. A smaller subcommittee presented the top choice for MGS teachers to the USD 239 Board of Education in the fall of the 2022-23 school year. With unanimous support from attending school board members, MGS was able to secure purchase of curriculum materials, professional development/training during the 2023 summer, and on-site coaching during the 2023-24 school year.

Bookworms Reading and Writing, authored by Sharon Walpole of the University of Delaware, was a top choice from the beginning, because it is: an evidence-based pedagogy, designed for skill differentiation, built to increase vocabulary acquisition, created around full texts on multiple topics, and includes a straightforward differentiation toolkit. What sets Bookworms Reading and Writing apart are the evidence-based routines that enable teachers and students to focus on building foundational skills, fluency, comprehension, and knowledge. By reading a wide-range of themes and topics throughout the full curriculum (more than 265 full texts from K-6), students build background knowledge and learn vocabulary that will support learning across all content areas. The curriculum fosters incidental vocabulary acquisition by ensuring that students hear, read and speak a high volume of words every day. The screening and diagnostic assessments ensure that all students get the instruction they need to meet or exceed grade-level expectations. The diagnostic data collected allows teachers to appropriately sort students into small groups for targeted intervention and remediation. Differentiation occurs at the foundational skill level, rather than the text level, to help students accelerate their reading growth.

Bookworms Reading and Writing is structured into three 45-minute blocks: Shared Reading, English Language Arts, and Differentiated Instruction. The Shared Reading Block consists of grade-level reading instruction, spelling instruction, and foundational skills development. The English Language Arts Block consists of genre-based instruction, interactive read alouds with high-level vocabulary instruction, and explicit instruction of grammar and language standards. The Differentiated Instruction Block is a multiple-entry skills block in which teachers use oral reading fluency and phonics assessment data to ensure students get additional direct instruction in the skills they may need.

Bookworms Reading and Writing curriculum is accessible on Open Up Resources. Teachers, administration, parents, students and other patrons can view the complete curriculum digitally at <https://openupresources.org/>.

Information shared by Tarin Hauck, Title Reading Teacher at MGS.

FAMILY NIGHT

The first Family Night for 2023-2024 is Monday, September 18, 2023, from 6:00-7:30. Jill Daniels, Home School Specialist, will present the program on building family connections. Invitations to attend the first family night will be sent home with students, and families planning to attend will need to complete and return the reservation form to the school. A light meal is served on Family Nights.

The Family Night Schedule for 2023-2024 is as follows

Monday, September 18, 2023
Monday, October 16, 2023
Monday, November 20, 2023
Monday, January 22, 2024
Monday, February 26, 2024
Monday, April 22, 2024



August 9-10	Professional Development
August 11	Teacher Workday
August 14	Teacher Workday
	Back to School Night; 6:00 - 7:00 PM
August 15	First Day of School - Grades 1-6; 1:00 PM Dismissal
	Teacher Workday; 1:00 - 4:00 PM
August 15-17	Kindergarten Screening
August 18	First Day of School - Kindergarten
August 22-24	NWEA MAP - Grades 2-6
August 29	FastBridge Group Math Grades 2, 4-6
August 30	FastBridge Group Math Grade 3
	FastBridge Group Reading Grades 2, 4-5
August 31	Ag Awareness Day - 5th Grade
	FastBridge Group Reading Grades 3, 6

KINDERGARTEN SCREENING

Kindergarten Screening is August 15-17, 2023. Parents will need to schedule an appointment for their student to be screened.



Parents of incoming Kindergarten students will bring their copy of the completed **Ages and Stages Questionnaires (ASQ-3)**. During the screening process, students will complete a skills inventory using **Dial 3, Developmental Indicators for the Assessment of Learning**.

While students are completing the **Dial 3**, parents will review the information recorded on the **Ages and Stages Questionnaire**. The first day for Kindergarten students is Friday, August 18, 2023.

Minneapolis Grade School uses the **Ages and Stages Questionnaires, Third Edition (ASQ-3)** for incoming Kindergarten students. The ASQ-3 consists of a series of parent-completed questionnaires that screen and monitor a child's development between 1 month and 5 ½ years of age. The results of a questionnaire indicate if a child is currently developing at an age-appropriate level or if he or she should receive a more in-depth assessment to determine eligibility to receive specialized services. ASQ-3 screens development in the areas of communication, gross motor, fine motor, problem solving, and personal-social skills.

September 1	Cosmosphere at MGS - 4th Grade
September 4	No School - Labor Day
September 5	Cub Backers - MGS Library; 7:00 PM
September 18	MGS Family Night
September 20	MGS Fall Pictures
October 3	Cub Backers - MGS Library 7:00 PM
October 4	Parent/Teacher Conferences 4:00-8:00 PM
October 5	Cosmosphere at MGS - 4th Grade Parent/Teacher Conferences 4:00-8:00 PM
October 6	No School Conference Compensation End of First Quarter - Grades K-6
October 9	Creede Repertory Theatre
October 16	MGS Family Night
October 19	Acorns to Oaks - First Grade; 2:15 PM
October 25	MGS Fall Picture Retakes
October 26	Acorns to Oaks - First Grade; 2:15 PM
October 31	Cub Backers Fall Fest - 1:00 PM

2022 Fact Sheet

Childhood Agricultural Injuries



#1

Agriculture had the leading number of occupational fatalities across industries for youth age 17 and younger from 2011-2020.

Population at Risk

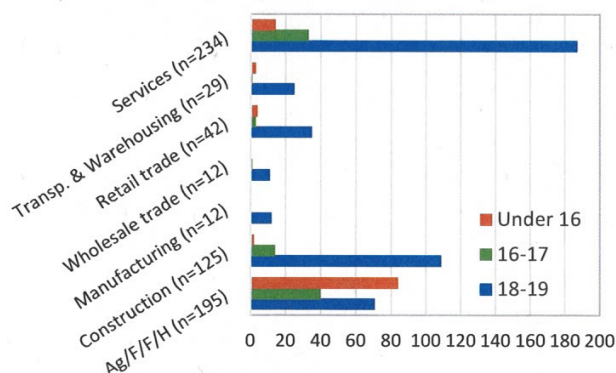
Farms	<ul style="list-style-type: none"> In 2021, there were approximately 2.01 million farms in the United States.¹ The number of large farms is increasing, small- to mid-size farms are decreasing, and life-style farms (with children) are increasing²
Children	<ul style="list-style-type: none"> About 893,000 youth lived on farms in 2014 and more than half (51%) worked on their farm.³ More than 265,600 non-resident youth were hired in agriculture in 2014.³ An estimated 25 million youth visit farms with 95% being frequent or occasional visitors.⁴ Rural communities are highly diverse including Hispanic, Anabaptist, American Indian, Black or African, and Asian residents. They have a disproportionate level of financial, housing and food insecurity, along with social isolation and compromised access to health care and broadband internet.⁵

Fatal Childhood Agricultural Injuries

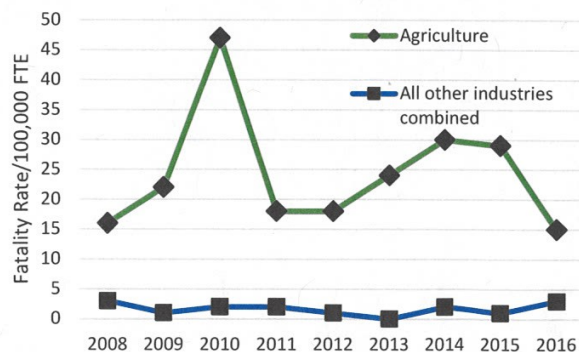
All Youth	<ul style="list-style-type: none"> A child dies in an agriculture-related incident about every 3 days.* Youth under age 16 have 12 times the risk of ATV injuries (fatal and non-fatal), compared to adults.⁶
Working Youth	<ul style="list-style-type: none"> From 2001 to 2015, 48% of all fatal injuries to young workers occurred in agriculture.⁷ In 2016, young workers were 7.8 times more likely to be fatally injured in agriculture when compared to all other industries combined (14.57 per 100,000 FTE vs 1.87 per 100,000 FTE).⁷ Tractors and ATV/UTVs are the or leading sources of fatal events.⁷ Of the leading sources of fatalities among all youth, 47% involved transportation (including tractors), 20% involved contact with machinery, and 13% involved violent contact with animals and other humans.⁸

Fatalities for Young Workers Across Industries

Number of Occupational Youth Fatalities by Industry: 2011-2020



Ages 15-17 by FTE, 2008-2016



Ag/F/F/H = agriculture, forestry, fishing, and hunting; FTE = full-time equivalent; Transp. = transportation⁹. Data from US Bureau of Labor Statistics Census of Fatal Occupational Injuries.

* From reported 115 agriculture-related deaths annually from 1995 to 2000.⁸

** From estimated 11,942 injuries in 2014.¹⁰

† Household youth are youth who live on a farm.

†† Converted from published 2005 dollars to 2022 dollars

NOTE: There is no central repository of childhood agricultural injuries. This fact sheet draws from the best available data.

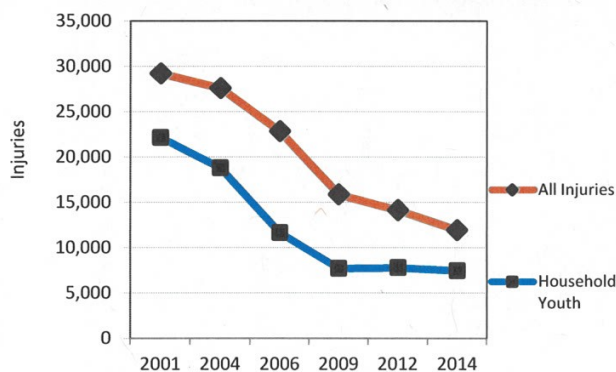
Cost

- All Youth
- In 2021, the annual cost of childhood ag-related deaths was \$605 million.^{††,11}
 - In 2021, the annual cost of non-fatal childhood ag injuries was \$1.4 billion.^{††,11}
 - Only 9.3% of costs are due to medical expenses; 37.2% are work and productivity hours lost and 53.5% is quality of life lost.¹¹

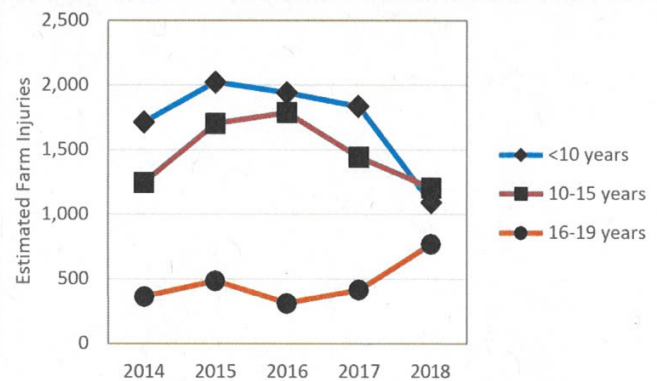
Nonfatal Childhood Agricultural Injuries

- All Youth
- Every day about 33 children are injured in agriculture-related incidents.^{**}
 - From 2015-2017, as many as 79% of youth under age 18 were not working when injured on a farm.¹²
 - About one third of agriculture-related emergency room visits are child injuries.¹³
 - In 2014, an estimated 7,469 household youth[†] were injured on a farm and 60% of them were not working when the injury occurred.¹⁰
 - An estimated 738 hired and 3,735 visiting youth were injured on farms in 2014.¹⁰
 - Vehicles were the leading source of injury for household working youth, including ATVs.¹⁰
 - For non-working youth and visitors, animals were the leading source of injuries.¹⁰

Nonfatal Injuries – All Youth



Nonfatal Youth[†] Injuries by Age



Note: Data (left) from the Childhood Agricultural Injury Survey (CAIS) do not include injuries to contract laborers. Data (right) from United States Consumer Product Safety Commission National Electronic Injury Surveillance (NEISS), 2018.

References

Data sourced from US Bureau of Labor Statistics, National Institute for Occupational Safety and Health, National Agricultural Statistics Service, and independent scientific analyses. For a full list of references, please scan QR code or visit marshfieldresearch.org/nccrahs/cai-factsheet.

It is estimated that there are over 4 times more occupational injuries than are reported. As many as 88% of agricultural injuries and illnesses are not captured by traditional surveillance methods.¹⁴



Visit CultivateSafety.org for information and resources to prevent child agricultural injuries.



Visit AgInjuryNews.org to monitor and explore the latest injury reports, news stories, and trends.

Suggested Citation: National Children's Center for Rural and Agricultural Health and Safety (2022). 2022 Fact Sheet – Childhood Agricultural Injuries. Marshfield Clinic Health System, Marshfield WI. doi.org/10.21636/nfmc.nccrahs.injuryfactsheet.r.2022.

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