

the REVIEW

VOLUME 6 • ISSUE 4 • OCTOBER 2006

Serving Schools, Communities, and Other Agencies in Southwest and West Central Minnesota

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Belview Learning Center Provides Day Treatment Services to Area Students

By Susan Terhaar, Site Coordinator

The Belview Learning Center (BLC) is a level IV, day treatment facility located in the small community of Belview. The program serves students who are receiving special education services and experiencing mental health problems. BLC merges both the day treatment service and the academic components for students, with these services taking place within a school environment. Ultimately, the goal is for the student to obtain the social, behavioral, and academic skills necessary to return to their home (resident) school district. The education staff and mental health professionals work side-by-side to assist each student in being successful. Since its inception in 2003 the program has seen remarkable growth.



Belview Learning Center Staff (left to right): Heather Petersen, Danielle Elmer, Victoria Knight, Gretchan Regnier, Jessie Huhnerkoch, Shannon Sinclair, Laura Lund, Amy Woodford-Smith, Pam Panitzke, Susie Terhaar, Tiffany Johnson and Shawn Aker.

From humble beginnings...

During the spring of 2003, several individuals came together with a vision: to locate a day treatment facility in the former Belview school building. There was a need to serve students who were currently receiving special education services in their resident schools, but also required mental health services. Area counties were looking for a facility where students

continued on page 2

Kinder Plus at Cedar Mountain

by Patti Machart

Cedar Mountain School District is offering a program called Kinder Plus for the second time this year. Regular kindergarten meets all day on Monday, Wednesday and Friday the first half of the year. (The second half of the year kindergarten is full time.) Kinder Plus is a fee-based program offered for kindergarteners on Tuesdays and Thursdays for the first half of the year. Parents have the choice of sending their children on these two days. Transportation and a school lunch are also



Kinder Plus Hats Circle

available for these children. The program is hands-on activities, reviewing the lessons that are taught in kindergarten that week. We do many exciting activities, and games to review skills. Making books, projects, puppets, reading stories, working on computers, playing in Phy Ed are some of the other activities offered throughout the day. We also have special days such as "The Polar Express Day!" We look forward to another awesome time in Kinder Plus this year!



Kinder Plus Parachute



1420 East College Drive
Marshall, MN 56258

Belview Learning Center *continued from page 1*

could receive education and day treatment services close to home, thus avoiding alternatives such as lengthy transportation time for students to be taken to distant facilities or even possible out-of-home placement. During the next several months the vision became a reality and the Belview Learning Center was born. The Redwood County Collaborative came forward as the supervising entity and supplied valuable start-up funds. Redwood, Renville, Lincoln-Lyon-Murray, and Yellow Medicine Counties, along with PACT 4 Collaborative and the Marshall Collaborative, also came on board providing their support along with additional funding. The SW/WC Service Cooperative was chosen as the program's financial host, and Greater Minnesota Family Services was contracted to provide mental health services. The town of Belview threw their overwhelming support behind the program and provided much needed labor and donations to get the facility up and running. A staff of five individuals opened the doors of the Belview Learning Center to students on September 15, 2003. During that first year the program served 16 middle school and high school students from 7 different counties and 13 different school districts.

During the next two years the Belview Learning Center program saw continued growth. A second educational classroom was added along with three additional staff members. Students spent half of their day receiving special education instruction in core curriculum, and the other half of the day participating in mental health activities such as psychotherapy group and skills groups. During its first three years of existence, BLC served 38 students who came from 17 different school districts and 9 different counties within Minnesota.

Expanding to serve elementary students...

This year the program has expanded to serve elementary students. With the addition of elementary students, BLC now provides special education and day treatment services to K-12 students throughout the area. The elementary program was added after conducting a survey of area school administrators and county human services managers last spring. Many of those surveyed expressed a great need to provide day treatment

services to students beginning at a younger age. The elementary program can accommodate six students, and it is staffed by an EB/D teacher, EB/D paraprofessional and two mental health practitioners. The former school library has been renovated into a large classroom for the elementary level students and provides separation from the older students. The program at the elementary level takes a more integrated approach, with the students moving between classroom work and mental health activities alternately throughout the school day.

Providing unique opportunities for students...

The Belview Learning Center provides several unique opportunities for its students. One such opportunity is the chance to share meals and activities with area senior citizens. A Senior Dining Site is located in the cafeteria of the school building, and the students eat their lunch alongside the senior diners. In the past, students have also visited the Parkwood Assisted Living facility in Belview and have taken part in their activities.

Another opportunity for BLC students is the chance to participate in the summer mental health program. The summer program is organized and implemented by BLC's therapist and mental health practitioners. The program runs each summer for approximately six weeks (typically half days) and offers students the opportunity to participate in group therapy, recreational activities, and social skills training. Topics covered during past summer mental health programs included self esteem, respect, relationships, healthy living, and team building. The summer mental health program is offered to all students enrolled at BLC at the end of the



The Belview Learning Center.

school year as well as potential referrals for the upcoming school year. There is no cost to the school district or the county for this program.

A new opportunity for older students this year is the chance to work with an on-site Transition Coordinator. The Belview Learning Center received a special education mini grant through the Department of Education for a part-time coordinator to assist students with their transition from high school to postsecondary education and/or the working world. BLC has partnered with the Private Industry Council on this project. Students will receive assistance in areas such as job hunting skills, resume writing, interview skills, job retention skills, conflict resolution, and interest and abilities assessments.

Understanding the referral process...

Referrals to the Belview Learning Center are to be made jointly by the resident school district and the county human services agency. Some of the criteria for a student to be referred to BLC include:

- (1) the student is identified as Emotional/Behavior Disorder (EB/D) and has a current Individual Education Plan;
 - (2) the student must be served at least half of the school day in a special education setting;
 - (3) the student must qualify for Children's Mental Health Services through their county of residence;
 - (4) the student must have a clinical, mental health diagnosis; and
 - (5) the student's county of residence and resident school district must be in agreement about the student's enrollment at BLC.
- The final criteria is important as both the resident school district and county of residence are responsible for tuition payments.

Referral packets and additional information can be requested from the Belview Learning Center office at 507-938-4111.



Chippewa River Day Program Opens in Benson

The Chippewa River Day Program opened in conjunction with the start of the 2006-2007 school year. This is a collaborative, co-funded effort by the Benson School District, KMS School District and Swift County Human Services.

The focus of the program is to provide students with the tools needed to succeed academically, behaviorally and socially. Students are provided both mental health and educational programming tailored to their unique needs and strengths. The program was initiated to allow students to receive the services that they need close to home. Prior to this year, students attended programs in Willmar and Alexandria. The Chippewa River Day Program is located on the first floor of the Benson Junior High School.

A unique aspect of this program that aims to improve treatment planning and outcome goals is a family skills training component. A therapist will provide skills training to the students and families in their homes on a monthly basis.

Chippewa River Day Program staff includes Gary Williams,



Gary Williams



Melina Simonson



Karla Sundheim

Director, Lynn Lundebrek, Special Education Teacher, Duggan Regan, Paraprofessional, Melina Simonson, Mental Health Professional and Karla Sundheim, Mental Health Practitioner.

The mission statement for the Chippewa River Day Program is: Each child has gifts and abilities. We will strive to build healthy relationships with each child, encouraging them to use their gifts to achieve success in the areas of academics, interpersonal relationships, self-esteem and mental health. For more information about this program please contact Gary Williams or Lynn Lundebrek at 320-843-2710.

"Teacher to Teacher" Provides Networking Opportunities for Educators

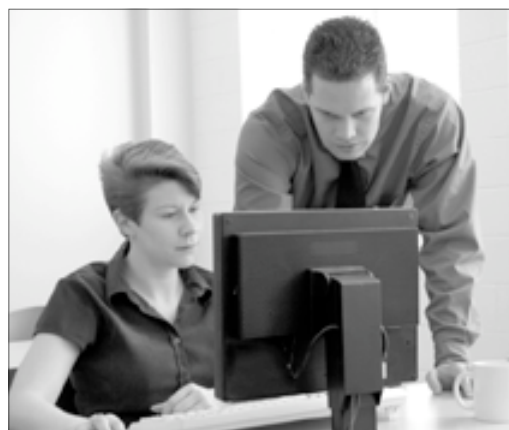
Wondering what discipline policies are working for other school or teachers? or Trying to beef-up your science class with some interesting hands-on experiences? or . . .

Perhaps you are thinking about adopting a new math curriculum and wondering what your colleagues in other schools think about it? Well, thanks to modern web technology those answers and resources are only a few keystrokes and a mouse click away. "Teacher to Teacher" is a service of the SW/WC Service Cooperatives. It was developed to provide educators in our 18 county region with the opportunity to connect with teachers and administrators in schools throughout the region. The SW/WC Service Cooperatives offer "Teacher to Teacher" believing that education professionals are their own best support system. This website offers three primary services:

- 1) It provides a means for educators to send and receive important "NEWS AND OPPORTUNITIES" specific to their discipline.
- 2) A "BULLETIN BOARD" is available for educators to post questions or make a request for resources to others in their discipline or grade level.
- 3) An opportunity to post and view relevant web "LINKS" by discipline area.

Take a few minutes and start connecting with your colleagues.

Check out the site at www.educatorcom.com



*Plumbing**Small Engine Repair**Construction Technology*

**For more information on
Project Discovery, contact:
Fay Prairie at 507-537-2254
or fay.prairie@swsc.org**

Project Discovery 2005-06

Twenty-four schools and one hundred and sixty-eight special needs students, in 9th-12th grade, participated in Project Discovery for the 2005-2006 school year.

Project Discovery is a career exploration program located at the SW/WC Service Cooperative in Marshall, MN. This program offers students an opportunity to learn about themselves and their interests through three dimensions: 1) Written interest and learning and working styles inventories, 2) Exposure to occupations through simulated hands-on exploration, and 3) Individual follow-up staffings to help students increase their awareness, and self-assessment of interests and preferred working styles.

Many individuals have limited interests because they have had little opportunity to learn about alternative activities. It is hard to be interested in something one has never tried, and therefore Project Discovery provides an opportunity for students to be exposed to new activities, which expands their learning about potential careers and options. Project Discovery provides students with the opportunity to increase their self-knowledge in relation to careers.

Some students regard school as unreal and unimportant, and because of that perception, they may be unmotivated in their academics. One of the aims of Project Discovery is to help students make a connection of the relevancy of academics to the world of work. Having successful performance on career related tasks while at Project Discovery has helped students to increase their self confidence. Some have become discouraged by their academic grades and are delighted to find there are other areas where they can excel.

The transition from high school has been understood as one of the most difficult developmental challenges confronting adolescents. There is a great need to better prepare adolescents to make this transition, and the process is enhanced if positive development of exploratory activities is provided. (Lapan, R.T., Journal of Counseling and Development, 2005, vol 81)

Project Discovery aspires to provide needed career exploration activities.

*Digital Photography**Crime Scene Investigation*



Children's Author & Illustrator Program

Registrations for Residencies Due Now

By Sue Gorecki

The early bird registration deadline is November 1 and the final registration deadline is November 8 for participation in the Children's Author & Illustrator Program. If you haven't already registered, please do so soon! This residency program is available to elementary schools in southwest and west central Minnesota. The residencies are scheduled on dates between April 16 - April 20 or April 30 - May 4, 2007.

This year's presenters include:

- Rick Chrustowski - author/illustrator from River Falls, Wisconsin
- Joni Oeltjenbruns - author/illustrator from Owatonna, Minnesota
- Mike Wohnoutka - illustrator from Minneapolis, Minnesota

The Children's Author & Illustrator program has been very well received by participating schools through the six years that it has been coordinated by the SW/WC Service Cooperatives. Last year, approximately 6,200 students from twenty-eight schools participated in the program. Listed below are some of their comments:

"He was interesting, had a story to tell that all levels were interested in. His rapport with students was warm and nurturing. Kids loved the drawings he left with us."

"The audience enjoyed having the illustrator read one of her books and then explain the process from getting a story from pen and paper into a book format."

"A fantastic presenter! He held the attention of all students. He loves his work and it illuminates through his presentation."

To see the brochure, go to our website: www.swscedservices.org. If you have questions, please contact Sue Gorecki - sue.gorecki@swsc.org or 507-537-2258 or Andrea Anderson - andrea.anderson@swsc.org or 507-537-2257.

Minneota Has Two New Staff Members This Year.

— Adam Morris, High School Science, comes to us by way of Indiana, Minnesota, and Bolivia.

— Todd Griepentrog, 7-12 Principal, from ACGC and Wayzata.



Tri-County Day Treatment Endorses Circle of Courage

The elementary classroom at Tri-County Day Treatment endorses the Circle of Courage (Reclaiming Youth International), which is a Native American philosophy that promotes four virtues that validate children's development through belonging, independence, generosity and mastery.

To encourage belonging among the students in the classroom, six students named their group the "Chameleons." As Chameleons change color with their environment, our students believe they are ready to make changes that will benefit them. The braided bracelet they wear throughout the year can identify these students. Pledging daily to care for one another, they go about their school days learning how to treat each other with kindness and respect. Along with their academics, the Chameleons are learning and practicing social skills that help them get along with each other. One of the social skills the Chameleons have been working on is how to deal with their frustrations and anger. They have made "chill bags" to help themselves calm down. They use these "chill bags" in the classroom "teepee" they helped make to decide a strategy they should use to solve their problem. They are accompanied in the picture with their classroom pet, Java, who shares their day every Monday.

Sponsor Recently Confirmed for Spelling Bee



By Sue Gorecki

In order for students from our region to participate in the National Spelling Bee, we need newspaper sponsorship. Recently, Forum Communications agreed to sponsor the Multi-Regional Spelling Bee for one more year (their third and last year). The Fergus Falls Daily Journal sponsored Spelling Bee during the 2002-03 and 2003-04 school years. The sponsorship of these two newspapers included sending one student from the Multi-Regional Spelling Bee to the National Spelling Bee in Washington, D.C. Their sponsorship also included the Regional Spelling Bees for the following Service Cooperatives: Lakes Country Service Cooperative – Fergus Falls, Northeast Service Cooperative – Mountain Iron, Northwest Service Cooperative – Thief River Falls, Resource Training & Solutions – St. Cloud, Southeast Service Cooperative – Rochester, and the SW/WC Service Cooperatives – Marshall. We thank these sponsors for including the schools in our service area. We are uncertain about the future of Spelling Bee in our region. If anyone knows of a local newspaper that might be interested in sponsoring Spelling Bee, ask them to contact Sue Gorecki at sue.gorecki@swsc.org or 507-537-2258.

The Spelling Bee Program is designed to help students improve their spelling and increase vocabulary development. Spelling Bee is for students in grades 5-8. The early bird registration deadline is November 10 with the final registration deadline on November 17. No registrations will be accepted after the final deadline. For more information, refer to the booklet, Student Programs, Conferences & Competitions 2006-2007 or check our website: www.swscedservices.org.



Educational Resource Library

News & Notes

by Mary Weber, Resource Library Coordinator

Welcome back everyone! Time seems to fly by so quickly! Here we are at another school year. Let's make it one of the best ever!

Educational Resource Library is the operational name of the combined SEIMC and Media programs. We are housed on the second floor of the Montevideo Area Special Education Cooperative building at 306 North First Street in Montevideo. Our hours are 8-4:30 Monday through Friday. The phone number is 320.269.9243. The fax number is 320.269.7132.

The van schedule is the same as last year. Schools north of Marshall get delivery on Tuesdays. Drew Aslesen is back driving the van for another year. We use Plum Creek Library delivery from Worthington for most schools south of Marshall. They pick up materials from

us on Tuesdays in Marshall and then deliver according to their regular schedule. Remember, deliveries are made to the public libraries and you pick up there. Please call me with questions and/or concerns.

Continue using the green media forms to request videos and the white SEIMC forms for special education materials. Both catalogs are on the Service Coop website (www.swsc.org). Click on Programs and Services—then Montevideo. The SEIMC catalog is comprised of individual categories in Word documents. The Media catalog is a searchable spreadsheet. There is no online catalog or booking option. We try to update the catalogs annually. You can call or email in requests as well as sending them on the van.

A variety of Science PAC units are still

available to member schools. The Planetarium, Baby Think It Over Dolls, and GPS units are also available for checkout. Scheduling is done on a first-come, first serve basis. Please contact us if you need more information about items that are available.

In addition to providing educational materials to you and your students, I still provide technical assistance for SpEd Forms. No question is too crazy to ask. We will try to make the paperwork side of special education as painless as possible.

I will be ordering new materials in the next couple months. If you have a particular request, send it in. I will highlight some of the new items in future newsletters.

That's all for now! Have a great year!

Knowledge Bowl News

By Sue Gorecki

Meeting for Knowledge Bowl coaches held

Approximately forty-five Jr. and Sr. High Knowledge Bowl coaches met on September 13 in Marshall. The informational meeting covered many items, including new registration process, dates for sub-regional and regional events, new scoring method, rule changes, mentors for new coaches, websites, etc. After the regular meeting, coaches gathered by region to set dates for invitationals. All coaches are reminded to update their contact information with Sue Gorecki by emailing the changes to sue.gorecki@swsc.org. Check out the new website: www.swscedservices.org for general information for all Knowledge Bowl coaches or information related to either Jr. High or Sr. High.

Advisory Members

The Knowledge Bowl Advisory Committee members for 2006-2007 are:

Region 6

Vicky Harris .Glencoe-Silver Lake
Glenda Reiffenberger . .Ortonville
John RetrumMACCRAY

Region 8

Joni NielandRedwood Valley
Rhonda SchmidtJackson
County Central



Jr. High Knowledge Bowl

The early bird registration deadline is November 6 with the final registration deadline on November 13. Use the registration form in the booklet, Student Programs, Conferences & Competitions 2006-2007, or email the information to sue.gorecki@swsc.org. Dates for the events are:
Region 6 Sub-Regional
EventDecember 18, 2006
Region 8 Sub-Regional
EventDecember 19, 2006
Regional Event . . .January 4, 2007
All events are scheduled at SMSU in Marshall.



Sr. High Knowledge Bowl

Mark the following dates on your calendar:

Early Bird Registration

DeadlineJanuary 22

Final Registration

DeadlineJanuary 29

Region 6

Sub-Regional

Events . . .March 2 and March 9

Regional EventMarch 15

Region 8

Sub-Regional

Events . . .March 9 & March 14

Regional EventMarch 16

State

CompetitionApril 17-18

*If you have questions about Knowledge Bowl,
contact Sue Gorecki at sue.gorecki@swsc.org or 507-537-2258.*



CompView

**Providing Audio-Visual Technology
Solutions for Co-op Members**
Fall 2006 Smart Bundle Special



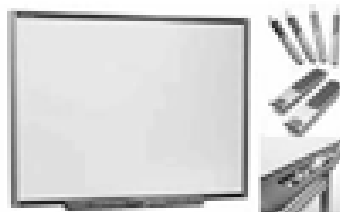
Comments from member districts that have utilized CompView:

- **Absolutely Phenomenal**, Scott Taylor acted like he was part of the staff trying to see what our needs were, not just a salesman. *Brian Gilbertson, Lynd, purchased 3 SMARTboards*
- Scott Taylor goes out of his way to assure excellent customer satisfaction and is pleasant and knowledgeable person with which to work. CompView offers some of the best pricing that I have seen on equipment. I will continue to leave CompView and Scott Taylor on my vendor list. *Amy Tomsager, Worthington, Purchased 3 SMARTboards*



**Samsung SVP-5300
Document Camera**

- Portable & flexible video presenter for visual communications.
- Powerful 16X optical zoom with 2X digital.
- Fast USB 2.0 support for preview & capture.



**SMART Technologies
SB680 Interactive
Whiteboard**

- 77" diagonal active surface
- Combines the simplicity of a whiteboard with the power of a computer.
- Floor-stand separate.
- External audio speakers also available.



Epson 82c Projector

- XGA resolution
- 2000 lumens brightness
- 5.9 lbs.
- 3 year warranty
- 2 year insta-care exchange / replacement program
- 5 watt high fidelity speaker

Bundle Price - \$2775.00

* Items can be ordered individually. Please call Scott Taylor at CompView for pricing.

Questions?

Scott Taylor
877-448-8439
staylor@compview.com

To Order:

Mail or fax your PO to
CompView Inc.
Attn: Scott Taylor
1400 Energy Park Dr., Ste. 17
St. Paul, MN 55108
Fax: 503-626-8439

A/V Products and Member Pricing

<http://www.compview.com/MRSA>

Username: compview

Password: mrsa



Your professional resource for audio-visual
products, consulting, design and installation.

On Your Mark, Get Set, Protect Your Ears!

Part 1.

(Three part series)

Many people who work in hazardously noisy environments are taking measures to protect their hearing using earplugs or headphones. Some of those same people so concerned about hearing health on the job, however, are not protecting their hearing while they are at play. Noise is noise. Your vulnerable hearing system can't tell and doesn't care whether the decibels come from work or play - from heavy machinery or from a monster truck. The risk of damage to your hearing from excessive noise from any source is very real, but fortunately, can be managed.

How loud is too loud? How much damage noise can do to the ear depends on how loud it is and how long you are exposed to it. Higher levels of noise can hurt hearing in short periods of time but



even less intense noises can pose a risk if exposure continues over a long period of time. Most experts agree that exposure to 85 decibels (dB) or more for extended periods of time increases the risk of hearing loss. A common rule of thumb is that if noise levels are loud enough that you must raise your voice to be heard by

someone about arm's length away, sound is likely approaching the 85-dB level and prolonged exposure carries the risk of damage. Your hearing can also be damaged by single sound events. The extreme sound pressure generated by guns or fireworks, for example, can cause immediate damage to hearing.

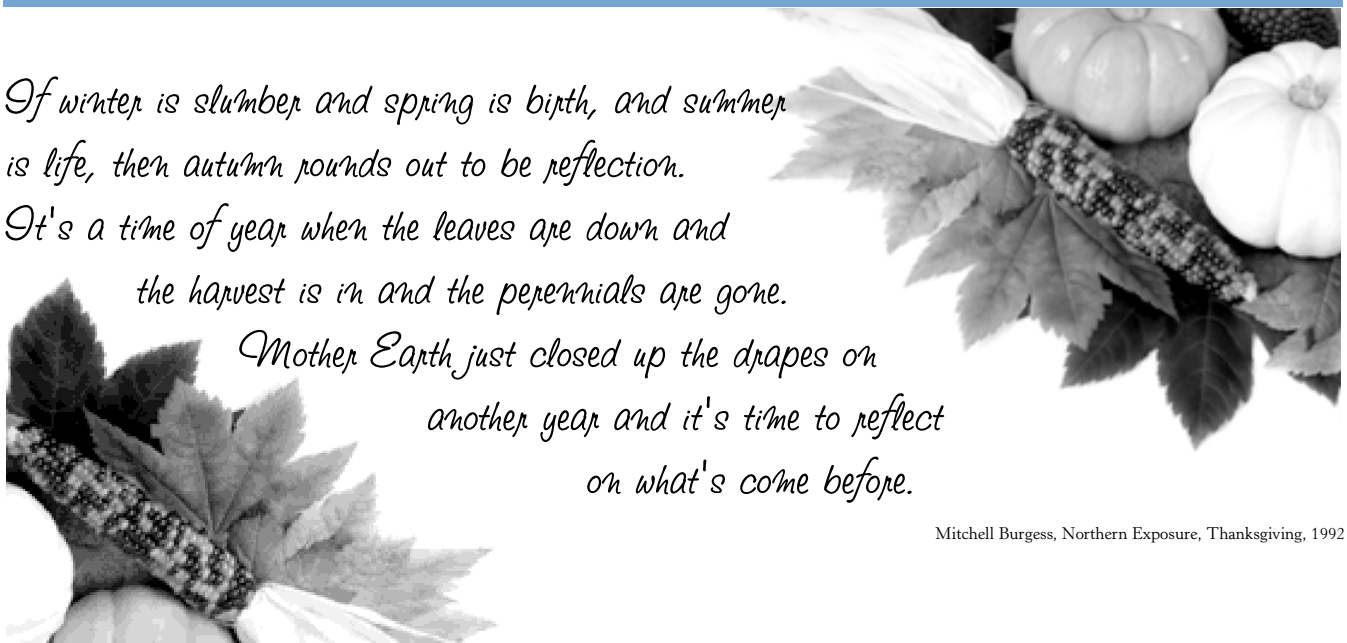
In addition to hearing loss, noise exposure can result in tinnitus, a ringing or rushing sound in the ears. In many cases, tinnitus can become constant and chronic even after the noise exposure is ended.

Submitted by: Bob Braun, Director of Regional Educational Services
Bennett, Marc M.D. "On our Mark, Get Set, Protect Your Ears!" Hearing Health Summer 2006: 21.

*If winter is slumber and spring is birth, and summer
is life, then autumn rounds out to be reflection.*

*It's a time of year when the leaves are down and
the harvest is in and the perennials are gone.*

*Mother Earth just closed up the drapes on
another year and it's time to reflect
on what's come before.*



Mitchell Burgess, Northern Exposure, Thanksgiving, 1992

Student Activities Program Disseminates Informational Materials

By Sue Gorecki

The Student Activities Program of the SW/WC Service Cooperatives delivers a variety of conferences, competitions and programs intended for all students in the region, including regular education, students with special needs, gifted and talented, home school, etc. The Student Activities Program has disseminated three items on their events for the 2006-2007 school year. Each item contains differing amounts of information and are available on our website: www.swscedservices.org

— Postcard

Three thousand post cards were printed and distributed to staff at all area schools earlier in the school year. The post card contains information about the student activities that are coordinated and sponsored by the SW/WC Service Cooperatives. Post the card near your desk for easy referral about conference dates, registration deadlines, etc.

— Booklet

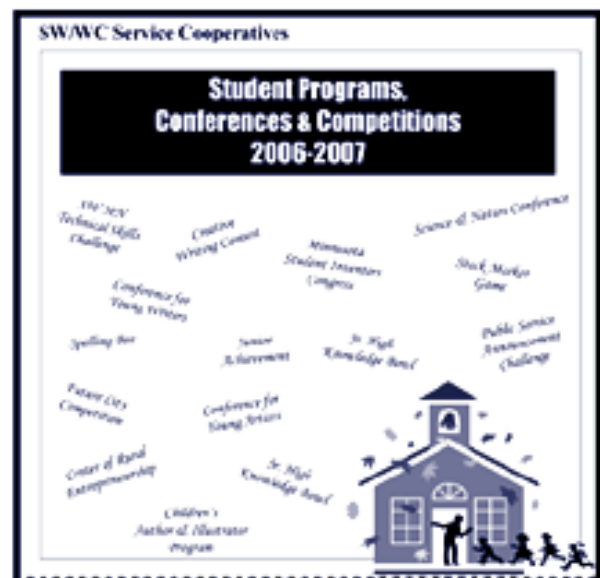
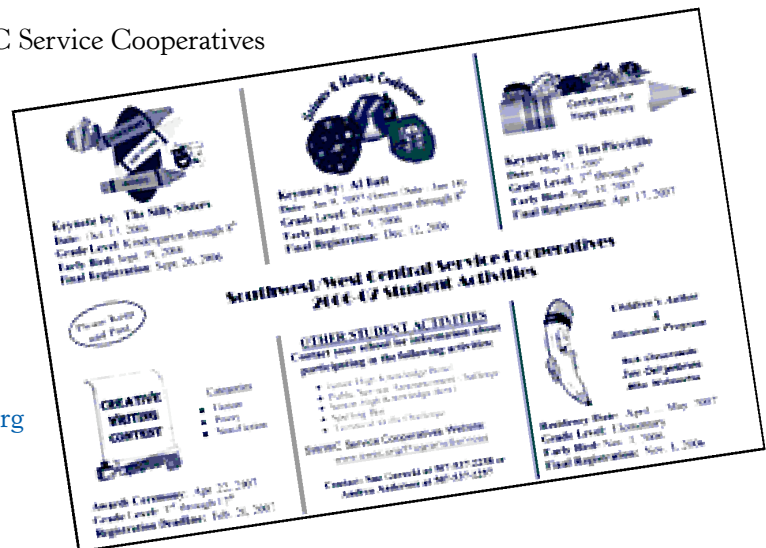
A booklet containing information on all of the student activities was sent to multiple staff members in each district prior to the start of school. The booklet includes descriptions, target audiences, registration information and deadlines, etc.

A two page flyer contains a brief description of each activity, grade level, and time period.

If you have questions, please contact Sue Gorecki

– sue.gorecki@swsc.org or 507-537-2258 or

Andrea Anderson – andrea.anderson@swsc.org or 507-537-2257.





2006 Teaching and Learning Conference ... a BIG Hit!

On August 30, 2006 nearly 1,200 educators from 26 public and private school districts, Minnesota West Community and Technical College and Southwest Minnesota State University attended the 2nd Annual



Nick Mezacapa was the keynote speaker.

Teaching and Learning Conference. Southwest Minnesota State University graciously hosted the event on their campus for the second year. The goals of the conference were to provide a motivational, "kick-off" event as educators began a new school year; provide staff development opportunities in a variety of content and grade level areas; and encourage networking among teachers and administrators at the k-12 and post-secondary levels. While there are always improvements to be made, the conference met its goals...and then some.

The keynote presentation, "How Far is it to the Sun", by Nick Mezacapa was a powerful message that infused humorous stories to convey the importance of taking care of ourselves and the critical work of educators. The conference evaluations and comments

from participants were overwhelmingly positive. *"The keynote was excellent!"* *"Very motivational!"* *"The best keynote I have heard in years."* *"Nick was excellent!"* *"This is exactly what I needed to get my year started."* Conference organizers are now searching for a 2007 keynote speaker that can equal the wonderful speakers we have enjoyed these first two years.

Conference participants were able to choose from 81 breakout sessions that covered a broad range of relevant topics. Many of the presenters for the sessions were k-12 or post-secondary educators from the region that were willing to share their expertise. In addition to the breakout sessions, the conference also provided educators the opportunity to network with their colleagues through a process called "Speed Networking". Over the past two years, 95 educators have been trained in facilitating, using the "Speed Networking" process. Those facilitators led groups of 15 (or less) in their discipline and grade level to share ideas and help solve everyday issues. For many educators this was the most important aspect of the conference. The quote, *"The networking session was GREAT!"*, was echoed over and over by networking participants.

The conference advisory committee (comprised of staff from the Service Cooperatives, SMSU, Minnesota West and a representative from each participating school district) appreciate the support that has been given to this event and are committed to organizing another first-rate "Teaching and Learning Conference" for 2007.

"This conference was very well organized. Thank you!"
"I found this year to be fabulous. A great benefit for our schools."



Red Rock Central Continues Auto Tech Cla Campus

After the close of the Cottonwood River Cooperative Center in Spr School Board believed the school should keep in its curriculum as could afford. To meet this belief, Red Rock Central put together plans to build an Auto Shop, by RRC students and invited students from area school districts. Cu Mountain has joined RRC in educating students in this hands-on se



The objective of this program is to enable the student to to develop attitudes and competencies that will be benef automotive fields. This course will provide students with and entering the world of work or post-high school educ engines, electrical, fuel, emission control and other vario

In the classroom, the students learn the basics of many r transfer that classroom knowledge to a practical applicat to the shop or that the staff provides. There never seems students always find work that could be done to their ow

Red Rock Central is proud of its tradition as a compreh wide variety of curriculum offerings to its students. The neighboring schools to visit the auto center to opportunity for their students as well.



Class

in Springfield, I keep in its mind. To meet this shop, to be used is. Currently, one other school, Cedar on setting.

from certain basic skills and to develop level in general automotive fields. This education and entering the world of work or electrical, fuel, emission control and other

technical principles. They then transfer that vehicles they bring to the shop or that the as the students always find work that could

high school that provides a it has an open offer to any neighboring opportunity for their students as well.



2006

OCTOBER						
S	M	T	W	T	F	S
1	2	3				
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
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NOVEMBER						
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26	27	28	29	30		

DECEMBER						
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24	25	26	27	28	29	30
31						

Additional workshop information, as well as, registration information is available online at www.swsc.org under Workshops/ Seminars.



Mark Your Calendars!

Workshops / Seminars

— October:

Early Childhood Special Ed (ECSE) Workshop October 30, 2006 (8:30 AM - 3:00 PM)

LOCATION: Kandi Entertainment Center - 500 SE 19th Ave, Willmar, MN

MAP Administration Workshop November 2, 2006 -- (9:00 AM - 4:00 PM)

LOCATION: High School Auditorium, Pipestone Area Schools - Pipestone, MN

MARSS Reporting Requirements for ECSE November 3, 2006 -- (8:30 - 11:00 AM)

LOCATION: Pizza Ranch - Slayton, MN - 2306 Broadway Avenue, Slayton, MN 56172

ESEA Training Opportunities 11/16 - 03/06/2007 -- (9:00 AM - 12:30 PM)

LOCATION: Marshall and Various Locations

CPI Refresher Workshop November 28, 2006 -- (1:00 - 4:00 PM)

LOCATION: ACMC Conference Room (Next door to SW/WC Marshall Office)

Evaluation Report Writing - Slayton December 4, 2006 -- (9:00 AM - 3:00 PM)

LOCATION: Murray County Courts Building - Slayton, MN

Evaluation Report Writing - Granite Falls December 5, 2006 -- (9:00 AM - 3:00 PM)

LOCATION: Kilowatt Center - Granite Falls, MN





Adopt-a-Highway *Regional Educational Services Celebrates 15 Years of Keeping our Highways, By-Ways & Ditches Clean*

Guidelines for the Appropriate Use of Seclusion and Physical Restraint in Special Education Programs

Wisconsin Department of Public Instruction (WDPI), September 2005

I. Summary Sheet of Guidelines

Seclusion

1. Use the least restrictive intervention appropriate; seclusion should be a last resort.
2. Make sure "time in" is reinforcing.
3. Include the use of "seclusion" in the student's IEP/BIP.
4. Teach the student what he/she is to do when seclusion is going to be used; foreshadow what will happen before, during, and after seclusion.
5. Set criteria for ending the seclusion period.
6. Maintain constant adult supervision.
7. The "name" of the room is less important than how the space is used.
8. Develop written procedures or policies.
9. Keep a log or incident report.
10. Use the data to evaluate the use of seclusion.
11. General school building codes apply; fire codes impact the use of locks.

Physical Restraint

1. Use only in an emergency; e.g., immediate danger to the student and/or others.
2. Have First Aid and CPR available.
3. Foreshadow for the student what will happen during restraint. Teach the student what he/she is to do during and after restraint is used.
4. Include the use of "restraint" in the student's IEP/BIP.
5. Use only for the period of time necessary.
6. Move other students when possible rather than moving or transporting the student in crisis.
7. Develop written procedures or policies.
8. Ensure that staff have information and training.
9. Keep a log or incident report.
10. Use the data to evaluate the use of restraint.

Note: Please refer to the full text for specifics. This list is intended only as a brief summary of each numbered point in the body of this document.

To get entire article: gbackman@swsc.org

Blue Zones Quest

On January 29, 2007, the Quest Network will take students on a Blue Zones quest, a three-week, inquiry-based, online, adventure learning project. Together they will unlock the secrets of longevity and learn skills for healthy living. The Blue Zones Quest and curriculum guide are offered free of charge to educators thanks to



corporate sponsors Allianz and Davisco Foods. Educators can download the guide by visiting www.bluezones.com or receive a hardcopy by emailing their full address to contact@questnetwork.com.

In addition, Allianz is offering \$50,000 in classroom awards to educators who best demonstrate innovation and effectiveness integrating a minimum of two of the Blue Zones programs, including the live Quest and any of the following:

- The Blue Zones Challenge, a four-week health and fitness program that empowers students to take charge of their own health. Students apply what they find in the Quest to their own lives and create their own personal Blue Zones for a healthier life. As part of the challenge, they sign a contract to record and share daily health habits with schools around the world. Families may also participate in the Blue Zones Challenge and compete for prizes, including the grand prize of an iPod shuffle.

- The Legacy

Project, a multi-disciplinary research project for students to find "super seniors" in their community. Students become real scientific sleuths, using the same techniques the Quest team in the field is using to identify and learn from successful agers. Results submitted to the Quest team by students will be shared with research scientists who are investigating healthy aging.

- The Blue Zones Financial Challenge. Financial health is an important aspect of overall healthy living and is a skill to learn at a young age. The Blue Zones Financial Challenge is a financial literacy program allowing students to work toward a healthy and wealthy old age.



For more information see www.bluezones.com or call 612-252-1739.

Al Batt Slated to Speak at Science & Nature Conference

By Sue Gorecki

SW/WC Service Cooperatives' 13th Annual Science & Nature Conference is scheduled for January 9, 2007 at SMSU in Marshall. The keynote speaker, Al Batt



of rural Hartland, Minnesota is a writer, speaker, storyteller and humorist. Al writes weekly humor and nature columns for many newspapers, does a regular radio show about nature, writes popular cartoon strips, has written jokes for a former President of the United States, and has written for numerous magazines and books, including the Chicken Soup for the Soul series. He has been named Birder of the Year by WildBird Magazine. He speaks at various



Al Batt

festivals, conferences and conventions all over the United States. We are thrilled that Al Batt is our keynote speaker!

In addition, students attend three hands-on classes where they will have fun with kitchen chemistry, make goofy putty, learn some bird calls, see how food scientists design and produce good tasting food, erupt their own volcano, use sound level meters to measure sound, learn how to classify insects, get the lowdown on the low-to-the-ground animals, write their name in hieroglyphics, learn about cryogenics, discover why animals are dressed the way they are, use hand-held GPS units to navigate and find hidden "treasure", or come face-to-face with some of the scariest and creepiest animals from the zoo.

Put January 9, 2007 on your school calendar and plan to bring a group of students (grades K-8) to participate in this conference! Brochures were sent to schools in late October. The early bird registration deadline is December 5 with a final registration deadline of December 12.

If you have questions, contact Sue Gorecki at sue.gorecki@swsc.org or 507-537-2258 or Andrea Anderson at andrea.anderson@swsc.org or 507-537-2257.



Keynote SpeakerTim Piccirillo of Pennsylvania
America's #1 Speaker for Children! Tim Piccirillo is a dynamic motivational youth speaker, humorist and magician.

Conference brochures will be sent to schools in early March.
 Early Bird Registration DeadlineApril 10, 2007
 Final Registration DeadlineApril 17, 2007

Mark Your Calendar!

By Sue Gorecki

May 15, 2007

15th Annual Conference for Young Writers



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Area Educators Receive Regional Outstanding Educator Honors

The SW/WC Service Cooperatives and the Center for Academic Excellence have announced that two teachers from the area have been named as regional honorees in the WEM Foundation's 2006 Outstanding Educators Awards program.

— Marles Lange

Veteran classroom teacher from Windom Public Schools, Marles Lange, is being honored in the Ethics in Education category, which recognizes educators who exemplify ethical behavior for the teaching profession and promote ethical practices and development for their students through classroom activities or curriculum.

Lange, who currently teaches fifth grade and has 43 years teaching experience, was cited for her advocacy of zero tolerance for bullying; her support of safe schools concept; securing new reference materials for use by parents, staff and administrators; incorporating the use of social skills, assertiveness and conflict resolution techniques into classroom instruction; and helping found the D.A.R.E. program and using its curriculum as a reference in resolving classroom problems or sensitive issues.

— Lori Galles

Lori Galles, from the Hutchinson School District, is being honored in the Academic Coach of the Year category, which recognizes coaches of student teams who participate and compete in academic challenge or enrichment programs endorsed by the Minnesota Academic League Council.

Galles, who teaches fourth grade mathematics, has served for 4 years as an academic challenge coach for the Junior HS Math League. She was cited for a variety of accomplishments as an academic challenge coach, including creating academic challenge opportunities for her students. Galles pursued the start of the Junior HS Math League and has demonstrated the tenacity and leadership qualities necessary to apply and reapply each year for grants to fund Junior HS Math League. Her efforts towards the Junior HS Math League have resulted in the success of other math programs within her district including Math Masters, Math Counts and the High School Math League. She has demonstrated advocacy for her students and the willingness to go the extra mile for those who struggle.

The WEM Educator Awards program was created by Whitney and Betty MacMillan and their WEM Foundation, and is administered by the Minnesota Center for Academic Excellence, in partnership with the service cooperative members of the Minnesota Regional Service Agency. The MacMillans are ardent supporters of teachers and their important role in helping all children achieve academically. Their awards program, now in its eighth year, has helped recognize education's often "unsung heroes"—educators who daily meet the challenges and opportunities of teaching in a variety of settings.

To be considered for the WEM Foundation Outstanding Educator Awards program, educators must first be nominated by students, students' parents, community members, education officials or colleagues. Those who accept the nomination provide additional information for review and consideration by the Center for Academic Excellence and a blue ribbon selection panel, which reviews and ranks the nominees.

Six educators received statewide honors and 15 educators were named as regional honorees for 2006 by the WEM Foundation.



SW/WC Service Cooperative
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Marshall, MN 56258
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2006 WEM Outstanding Educator Awards Program Background

This is the eighth consecutive year of awards honoring outstanding educators in three categories:

- **Teacher Achievement** - honors teachers who excel in advancing student learning in alternative or challenging settings, helping disadvantaged students gain academic achievement through alternative learning environments or approaches. Past recipients have been cited for helping students overcome personal and family barriers to achievement, such as drug use, poor attendance, serious family situations, traumatic injury, disability, poverty, language/cultural differences or a lack of interest in school.
- **Ethics in Education** - honors individuals or school teams who exemplify ethical behavior and who promote ethics curriculum or ethical practices in their schools. This award recognizes the key role of teachers and administrators in promoting an ethical environment

and/or ethics within a curriculum, while also guiding students to actively practice ethical behaviors. Nominees are judged on the design of an ethics curriculum broadly applicable to a diverse school or social group, or the expression of ethical principles and beliefs of an educator, and evidence that the ethical standards are applied or modeled in the classroom or school setting. Individuals must be nominated by another person; members of a school- or district-based team of educators may self-nominate.

- **Academic Challenge Coach of the Year** - recognizes K-12 academic challenge coaches who have had an impressive impact on student learning, either in their role as an academic challenge coach, or as both an academic challenge coach and teacher. (A list of the Academic League-endorsed academic challenges is available in the Reach for the Stars catalog which is distributed to schools, and also

available on-line in Microsoft Word and pdf versions at [HYPERLINK "http://www.mncae.org/reach_stars.html"](http://www.mncae.org/reach_stars.html)) Attributes of previous recipients have included their ability to relate to students (and parents), to motivate and challenge students to succeed academically, their advocacy for initiating or maintaining academic enrichment programs in their school or district, or their leadership in their role as an academic challenge coach.

The awards are sponsored by the WEM Foundation, which was established by Whitney and Elizabeth MacMillan to honor the “unsung heroes” of the education profession.

Six statewide honorees are named each year and awarded unrestricted \$10,000 gifts. In addition to the statewide honorees, 5 educators in each category will be honored regionally with a personalized plaque.

Educators must be nominated for consideration, and then submit information and endorsements for consideration by a blue ribbon panel of education experts that evaluates and ranks the nominees. Nomination or support from a variety of individuals—including students, parents and professional colleagues—is a centerpiece of the Outstanding Educators Awards program.

The program is administered by the Center for Academic Excellence in partnership with the service cooperative members of the Minnesota Regional Service Agency (MRSA).





Cate Koehne & Carol Svingen Become Certified Trainers

This summer Cate Koehne, a special education teacher from Adrian, and Carol Svingen, a coordinator with the Pipestone Cooperative, completed the final requirements to become certified trainers of Kansas Learning Strategies within the Strategic Instruction Model by attending the Strategic Instruction Model national conference in Lawrence, Kansas.

Pictured above are the teachers who participated in the training along with Don Deschler, left, and Jean Schumaker, right, professors at the University of Kansas and researchers and developers of the strategies; MaryEllen O'Hare, professional developer; Carol, fourth from left; and Cate sixth from left.

The Strategic Instruction Model includes two major curriculum components: strategies and content enhancement routines. The learning strategies curriculum contains a number of acquisition, storage, and expression strategies that teachers can learn and teach to students to make them more effective learners. The content enhancement routines are designed to assist teachers in making their instruction in content areas more easily understood and remembered by all students.

Cate and Carol will be assisting the Pipestone Cooperative to continue their long tradition of providing training for teachers in these areas.

New staff at Springfield High School

- ▶ **Mr. Thomas Brown** – Ag Education/Industrial Education(FFA Advisor, Tech Challenge Advisor)
- ▶ **Mrs. Jayme Fast** – Science (coaching)
- ▶ **Mr. Jared Keaveny** – Physical Education (coaching)
- ▶ **Mrs. Mary Ann Ouverson** – Medical Careers
- ▶ **Mrs. Sherry Regier** – Special Education
- ▶ **Mrs. Diana Veenstra** – formerly an English Instructor has taken the position of Media Specialist vacated by the retirement of Mrs. Linda Skarp.

New staff at Springfield Elementary

- ▶ **Mrs. Ranae Evenson** – Elementary Principal

New courses:

We have an Advanced Placement Biology class on-line that is taught by Mrs. Amanda Meyer, as well as an Information Literacy class for grades 10-12 taught by Mrs. Diana Veenstra.

What is a Student?

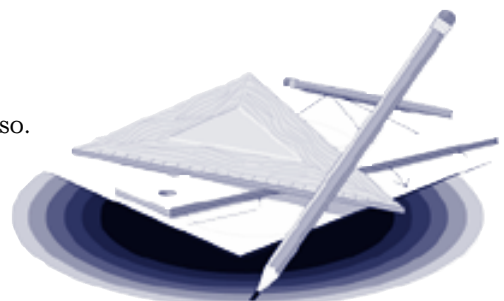
A Student is the most important person ever in this school...in person, on the telephone, or by mail.

A Student is not dependent on us...we are dependent on the Student.

A Student is not an interruption of our work..the Student's the purpose of it. We are not doing a favor by serving the Student... the Student is doing us a favor by giving us the opportunity to do so.

A Student is a person who brings us his or her desire to learn. It is our job to handle each Student in a manner which is beneficial to the Student and ourselves.

-William W. Purkey, "What is a Student?"





Write for the Creative Writing Contest

By Sue Gorecki

Southwest Minnesota State University's English Department and the SW/WC Service Cooperatives announce the 3rd Annual Creative Writing Contest for grades 3-12. The theme for this year's contest is Creating Spaces: Rural Environment. Writing must center around any aspect of the rural environment and why it is meaningful to you. "Environment" can be interpreted broadly. Do you think of a geographical feature or place, like a certain river or field? The plants or animals that live here? The weather? What does this rural environment mean to you? How or why is the aspect of the rural environment you're writing about important or unique to this rural area? While you are free to explore any subject that interests you, winning pieces will best express how a specific part of the rural environment contributes to our life in this area.

Categories are fiction, poetry, and non-fiction. The submission deadline is February 20, 2007 with the Awards Ceremony scheduled for April 22, 2007 at SMSU in Marshall. To see the program brochure go to our website: www.swscedservices.org. If you have questions, contact Sue Gorecki at sue.gorecki@swsc.org or 507-537-2258 or Andrea Anderson at andrea.anderson@swsc.org or 507-537-2257.

New faces at Lincoln HI Elementary

by Shawn Smith

As the students and staff of Lincoln HI Elementary returned to school this fall, several new faces were there to greet them. Mr. Shawn Smith was hired as the new principal this past summer, and he is very excited to be at Lincoln HI Elementary. Shawn has spent the past 9 years teaching in the North St. Paul-Maplewood-Oakdale School District. During those nine years, he taught elementary physical education, 1st grade, 4th grade, and 5th grade. Prior to that, Shawn spent one year in the Spring Lake Park School District teaching elementary physical education. He is joined in Hendricks by his wife, Karen, and three children, Alicia, age 7, Shannon, age 4, and Savannah, age 2.

The staff at Lincoln HI Elementary has only one new teacher this year. Ms. Kimberly Holman was hired as the new instrumental music instructor at both Lincoln HI Elementary and Lincoln HI High School. She will be teaching the 5th and 6th grade band at the elementary. Kim moved to the area with her future husband, an English teacher at Lincoln HI High School, from Bloomington, IN where she was finishing up her schooling with a M.A. in music performance. Another new employee is seen by every child in the school on a daily basis. Mrs. Patty Koens is the new cook's aide in the kitchen. She will be working as a dishwasher, and also assists in serving lunch each day to the children as they come through the lunch line. Patty joins the Lincoln HI Elementary staff after spending 16 years working in a nursing home in South Dakota. She is moving to Hendricks, where two of her sisters already live.

Two more new employees will also be helping keep Lincoln HI Elementary clean each day. Al Moravetz and Carrie Wahl have been hired as our new custodial crew for this school year. Both Al and Carrie are residents of Hendricks and have children in the school system.

At Lincoln HI Elementary, we are also very excited about our new computer lab. We have added 27 new computers for the students to use in the computer lab. This is allowing us to take our old computer lab computers and turn them into workstations in classrooms for students to use.

"But it's not just learning things that's important. It's learning what to do with what you learn and learning why you learn things at all that matters."

-Norton Juster, The Phantom Tollbooth

Deferred Maintenance Revenue Provides New Options for School Districts

by Don E. Lifo, Senior Vice President
Springsted, Inc.

School districts not qualifying for Alternative Facilities Bonding (all but 21 districts statewide) will receive much needed help in the form of deferred maintenance revenue beginning next year. Although the new revenue will actually be recognized in the 2007-08 school year, the process begins with certification of your levy in December. The maximum revenue under this statute, which for most districts is some combination of local levy and state aid, is \$60 per AMCPU. School districts will qualify for either the maximum or a lesser amount based on the MDE's calculation of the ratio of the average age of building space within your district to 35 years.

Deferred Maintenance Revenue generated by the combination of levy and aid can be used for the following purposes:

- health and safety projects without restriction to project size;
- disabled access;
- capital expenditures and maintenance projects necessary to prevent further erosion of facilities.

Deferred revenue collected through levies and state aid must be held in a reserve account in the general fund and used only for eligible projects. In planning for deferred maintenance projects, districts have two options: "pay as you go" based on the district's highest priority needs and the balance available in the deferred maintenance account, or finance the improvement with Capital Facilities Bonds. The advantage of paying as you go with current revenues is avoiding interest and issuance costs. The advantage of financing eligible projects with Capital Facilities Bonds is tackling more expensive, high priority projects that could not otherwise be done on a timely basis. In the case of financing improvements, districts repay principal and interest on the

bonds with revenue from the deferred maintenance levy and aid.

In considering issuance of Capital Facilities Bonds for larger projects, it is important to remember two things. First, deferred maintenance revenue can only be used to repay principal and interest on the bonds for eligible projects as described above. Second, use of deferred maintenance revenue to finance Capital Facilities Bonds does not increase the amount of borrowing that a district can do under the Capital Facilities Bonding programs.[†] However, use of bonds does provide greater flexibility in the use of operating capital revenue if the negative levy adjustments in the general fund offsetting the debt payments for a Capital Facilities Bond are charged to the deferred maintenance account for eligible deferred maintenance projects, thereby leaving more in the operating capital account for other purposes.

Districts electing to finance larger deferred maintenance projects with bonds must meet the same requirements and follow the same procedures as any other issuance of Capital Facilities Bonds. The key steps are as follows:

- approval by the Commissioner of Education of proposed uses;
- Review and Comment for projects in excess of \$500,000 per school site;
- publication of notice of the intended projects, the amount of the bond issue, and the total amount of district indebtedness; subject to the district's debt limit.

Although the deferred maintenance revenue will not be recognized until after July 1, 2007, districts can issue Capital Facilities Bonds for eligible projects anytime after the final levy in December and delay the first interest payment on the

bonds until August of 2007. In terms of planning ahead, districts that issue Capital Facilities Bonds for eligible deferred maintenance projects should also be aware of the following timelines:

Projects in excess of \$500,000 per school site need to allow approximately 80 days for preparation, submission, and consideration of the required Review and Comment (123B.71, subd. 11&12).

For all Capital Facilities and Equipment Bonds, as for all other general obligation bonds, the Commissioner of Education must authorize issuance of the bonds.

Allow a minimum of 30 days between adoption of the resolution of intent and sale date in order to prepare official statement and meet other requirements including publication and the 30 day petition period.

Assuming that the district has completed all requirements summarized above, it is recommended that your financial advisor be notified as soon as possible, but not less than 3-4 weeks before the meeting at which the school board will review recommendations and act on a resolution stating its intention to sell bonds.

The closing on the sale is typically about four weeks after the school board approves the sale, at which time the bond proceeds are distributed to the school district.

Whether your district pays as it goes with this new revenue stream or tackles larger projects with Capital Facilities bonds, access to deferred maintenance revenue for all school districts is long overdue and a welcome relief. Districts with questions about the amount or use of deferred maintenance are encouraged to call Springsted at 651-223-3000 for more information and assistance.



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