

TIGER TRACKS

Delano Intermediate School Newsletter



October 2018



New sixth-grade teacher Drew Waldbillig spent a portion of his summer training teachers in Tanzania. See Page 3.

At a glance

Page 2

New teachers
Top 10 district

Page 3

Waldbillig in Africa

Page 4

'Robin Hood' photos

Page 5

Kindness in Chalk
October menu

Page 6

Bus safety

Page 7

Nurse's column
Essential skills

Page 8

Open house

Page 9

Volunteering

Dates to remember

October

1.....Kindness in Chalk, 9:40 a.m.
10.....Picture re-takes
15.....Conferences, 4-7 p.m.
16.....Conferences, 4-7 p.m.
18-19.....MEA break, no school
24.....Unity Day



Open for education

Members of the Delano Legion conducted a flag-raising ceremony shortly before a public open house for Delano Intermediate School on Tuesday, Sept. 25. The evening also included a ribbon cutting and program. More photos are on Page 8.

'Embrace the Discovery' this year

By Barry Voight
Principal

Greetings, DIS Tiger families.

It is with great excitement that I write this first newsletter article for Delano Intermediate School. Many of you were able to visit during open house in August and were introduced to our theme for the year, "Embrace the Discovery."

The beginning of the year has already provided many opportunities for us to learn new things about the building, the schedule, and each other as students and staff. I can't



Barry Voight

wait to learn more as the year continues.

In the future, my newsletter

articles will highlight executive functioning skills. Please see the executive functioning skills article on Page 7 to learn more. I will be highlighting these skills because we believe these essential skills will truly benefit your students for the rest of their lives, no matter where they go or what they do. I request that you make it your daily homework to help your students develop these skills.

As we are now fully entrenched in the journey of discovery, I wanted to take a

See Voight
Page 2

minute to express my appreciation for the time, energy and dedication that so many members of our school community have demonstrated to get DIS ready for this school year.

Our journey began over two years ago. Our Core Planning Team, user groups and a wonderful team of architects, consultants and contractors worked to make this project successful. Specifically, I want to say thank you to all the parents who participated in listening sessions and attended public information meetings. Your interest, concern and questions have challenged us to become the school we aspire to be.

Thank you to the staff for your flexibility and patience, and for your engagement in working together for the benefit of students.

Thank you to Landscape Structures for the donation of play equipment and impending installation; to Jason Johnson and Chris Rear (ICS Consulting) for their quick attention to construction matters; to Joe Finn for his internal handyman skills; to Dan Zahler (Zahler Photography) for his continued support of Delano Schools, and many more.

I certainly don't have the space to adequately express the appreciation I have for all those people who have played a significant role in this journey.

Thank you ALL for your continued support and for joining us as we Embrace the Discovery!



Students arrive for the first day of school at DIS.



New staff at DIS

New intermediate school staff members above are, from left, Megan Lohse (speech language pathologist), Lynsey Reiffenberger, (grade 6), Bridget Hanson (grade 5) and Corina Voinea (special education). At right is Drew Waldbillig (grade 6).



Delano a Top 10 district

By Paul Downer

Communications Coordinator

For the second straight year, the national school evaluation website SchoolDigger.com has named Delano Public Schools one of the top 10 districts in Minnesota.

In rankings released on Thursday, Aug. 30, Delano maintained its No. 9 position out of 440 districts that were analyzed. Five of the top 10 districts in the ranking were charter schools, with Delano fourth among traditional public school districts. Delano also ranked No. 9 last year and was No. 12 in 2016.

"We're very proud to consistently be one of the top performing school districts in the state, and we will continue to make every effort to provide a world-class education for all of our students," said Delano Superintendent Matt Schoen.

To calculate its rankings, SchoolDigger gathered

'We're very proud to consistently be one of the top performing school districts in the state, and we will continue to make every effort to provide a world-class education for all of our students.'

Matt Schoen

results from the 2017-18 MCA tests in math, reading and science, then put those numbers through a formula to determine a more comparison-friendly average standard score.

Neighboring districts included Orono (5), Westonka (13), Rockford (61), Wayzata (64) Watertown-Mayer (75) and Buffalo-Hanover-Montrose (82).

In regard to the rankings, SchoolDigger acknowledged that test scores alone are a limited measure of success.

"We would be the first to

argue that this is not the ultimate way to rank schools and that there are certainly many, many more criteria – objective and subjective – that add to, or subtract from, the overall quality of a school," said a statement on the website. "But we believe that listing schools by test scores is useful, and as a tool should be used by parents in conjunction with all the other criteria available."

For complete results and further explanation of the methods used in the rankings, see www.schooldigger.com.

Trek to Tanzania

Waldbillig helps train teachers abroad

By Paul Downer
Communications Coordinator

One of Delano Intermediate School's new teachers brings a worldwide perspective to his lessons thanks to a unique experience he pursued over the summer.

Drew Waldbillig, a sixth-grade instructor, spent most of August in Morogoro, Tanzania, helping teachers there to develop their professional skills through Limited Resource Teacher Training.

"This was my first time out of the United States, so it was kind of a 'go big or go home' sort of mentality," said Waldbillig. "It didn't really hit me until I got back, but then it was like, 'Oh, wow. I was in Africa.'"

Waldbillig learned about the program while in graduate school, and was intrigued by the opportunity to travel with

'For me, the fire was relit inside for education.'

Drew Waldbillig

other teachers on a mission to support education in a challenging environment.

His group totaled 22 teachers, including three from the United States, one from Australia and a large contingent from the United Kingdom.

After reaching Tanzania the group members paired off, then spent time observing local teachers in the classroom. Then they provided suggestions and resources, including lesson plans and activity options. They also held large conferences on Saturdays that brought in well over 100 area teachers.

In addition to educational endeavors, Waldbillig and the others went on a safari, enjoyed the beach at Zanzibar, hiked



In addition to teaching, Waldbillig also enjoyed a safari, mountain hiking and time on Zanzibar.

through a mountain range and took Swahili lessons.

"It was an unbelievable experience," said Waldbillig.

Tanzanian classroom

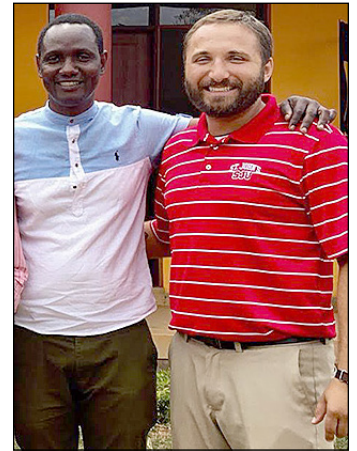
One location Waldbillig visited, a private boarding school for girls, had about 30 students to a classroom, but the next school had 70 students in a room with one teacher. At both, the lessons essentially consisted of students copying down what the teacher wrote on the chalkboard.



Teachers who attended the conferences were eager to improve their skills in the classroom.

"We tried to help them create engaging lessons, because with 70 kids that is not going to engage them in learning," said Waldbillig. "Some kids couldn't afford notebooks or pencils, so we tried to have them incorporate a lot of group work so everyone could be involved in the learning process. And we also talked about higher-level learning questions, because there were smart kids they weren't really reaching."

While the paucity of basic learning tools was evident,



Waldbillig spent most of August teaching in Africa.

Waldbillig was also struck by the pride and the dedication of students who saw the value in their education.

"I've told our students here about how seriously some of them took the learning; they did not take it for granted," Waldbillig said. "Students who could afford a pen and an actual textbook, they really took care of those things. Their notes were immaculate. They studied hard and worked hard because it was their only way of making it, of getting a really good job."

In general, the local teachers responded enthusiastically to the advice they received.

"They were very appreciative of any feedback we could give them after a lesson. Sometimes they would even stop in the middle of a lesson and say, 'What do you think?' in front of the kids," said Waldbillig with a laugh.

Waldbillig benefited from his interaction with the Tanzanians as well.

"For me, the fire was relit inside for education. Seeing how hard they worked and how much better they wanted to get as teachers, that was huge for me," Waldbillig said.

See Africa
Page 8

Fall Play



'Robin Hood'

About 35 students in grades five through eight performed 'Robin Hood: A Musical - Sort Of' Sept. 6-8. Director Brooklyn Riggs outlined most of the stage movement, but credited the students with making many artistic decisions, including choreography and blocking. 'They know the play is the way it is because of their voice, because they had an opinion and said something,' said Riggs.

Photos courtesy of Marcelle Timonen



Kindness in Chalk arrives Oct. 1

By Paul Downer
Communications Coordinator

After a much-acclaimed debut in 2017, Delano Public Schools will participate in its second Kindness in Chalk event on Monday, Oct. 1.

October is National Bullying Awareness Month, and Kindness in Chalk is an activity that demonstrates to students how they can have a positive impact on others through words and actions.

"This year we have tied it together with a lesson plan on kindness," said high school social worker Marie Techam. "The kids talked about what kindness means to them and what aspects of kindness they could bring to the school community. They also discussed random acts of kindness they could choose to do on their



Students will fill area sidewalks with messages of hope and kindness on Monday, Oct. 1.

own. That went really well."

On Monday students and their advisors will be dismissed to a pre-assigned location at 9:40 a.m. and have time to write messages or create chalk art that aims to build others up before returning to class at 10:30 a.m. Delano students will focus on the sidewalks surrounding the school campus, including a line stretching down Elm Ave. past the Community Ed. building to River

Street, and from there past the city park and up County Road 30 back to the campus.

"We have some talented artists. We saw that with last year's art," said Techam.

School Within A School instructor Shallyn Tordeur said the activity has positive benefits for all participants.

"I think students respond really well when they see not only their peers writing kind messages, but their teachers,

business owners, neighbors, the sheriff's department and other people like that," she said. "Sometimes kids don't think they can have a big impact on a community or on others, but this helps drive home that message that you don't have to be an adult to have an impact on others. You can at any age."

Business owners and homeowners are encouraged to write their own messages on sidewalks or driveways to help spread the spirit of kindness even more. The Wright County Sheriff's Office plans to participate, and daycare groups have been notified as well.

"We want everybody to be a part of it. We're not excluding anyone," said Tordeur. "We encourage everyone around the community to take part and write something positive for people to see."

<div>  LUNCH </div>				
OCTOBER 2018 Delano Intermediate School				
Delano Intermediate \$2.90				
Monday	Tuesday	Wednesday	Thursday	Friday
Hot Dog A)BBQ Rib Sandwich Sun Chips / Baby Carrots Baked Beans / Coleslaw Rosy Applesauce 1	Chicken Gravy A)Polish Sausage Mashed Potatoes / Peas Lettuce / Roll Orange Wedges Apple Crisp 2	Chicken Nuggets Tritater Green Beans Veggies Fruit Cocktail 3	Pizza – Cheese/Pepperoni Corn Lettuce Salad Pears 4	Tacos – Beef Lettuce / Cheese / Salsa Refried Beans Fresh Fruit OJ Cup Frosted Graham Cracker 5
Crispy Chicken Wrap Lettuce / Toppings Pineapple 8	Corn Dog Potato Smiles Baked Beans Veggies Rosy Applesauce 9	Italian Dunkers A)Fish Sandwich Corn Lettuce Fresh Fruit 10	Chicken Patty A)PBJ Sandwich Ch Noodle Soup / Crackers Lettuce Salad / Veggies Peaches 11	Cheese Ravioli Cheesy Breadstick California Blend Veg Lettuce / toppings Pears 12
Nachos – Beef / Cheese Lettuce / Onions / Salsa Refried Beans Fresh Fruit OJ Cup 15	Cheese Omelet Cinnamon Roll Tritater / Steamed Broccoli Apple Juice Cup Orange Wedges 16	Spaghetti / Meatballs Green Beans Lettuce Salad Garlic Bread Pears 17	MEA 18	MEA 19
Cheesy Breadsticks Marinara Sauce Green Beans Lettuce Salad Pears 22	Chicken Patty Mashed Potatoes / Gravy Carrots / Roll Lettuce Cranberries Orange Wedges 23	Chili Grilled Cheese Sandwich Tortilla Chips / Carrots Lettuce Salad Fruit Cocktail 24	Teriyaki Chicken Brown Rice Oriental Veg / Lettuce Pineapple / Fortune Cookie Ice Cream Cup 25	Walking Tacos – Beef Lettuce / Cheese / Salsa Black Bean Salsa Fresh Fruit OJ Cup Teddy Grahams 26
Popcorn Chicken Brown Rice Peas / Lettuce Pineapple 29	French Toast Sticks Sausage Links Tritater / Broccoli Orange Wedges OJ Cup 30	Hamburger A)Chuckwagon Sun Chips Baked Beans / Carrots Lettuce/Tomatoes/Pickles Fruit Cocktail 31		

Report to PARENTS

Boost Bus Safety

Get your child on board with school bus safety! To avoid dangerous situations and accidents, students must follow bus safety rules and procedures. First, review your school's specific bus rules and procedures with your children. Then, make sure they understand these general bus safety principles.

Board the bus safely. Students should walk, not run, to the bus stop. While waiting for the bus, children should stay in a safe spot away from the road. Remind your child never to never speak to strangers at the bus stop. When the bus arrives, students should wait their turn to board and never push or shove on the stairs. Students should ask the driver for help if they drop something while getting on or off the school bus.

Follow the driver's rules. Explain to your child that drivers have to focus on the road to keep students safe. Distracting the driver, even for a second, could put all the riders in danger. Remind students to treat drivers with respect, and always follow printed rules or the driver's procedures—especially in case of an emergency.

Keep the bus calm and quiet. Students should find a seat quickly and stay in it. Many schools have a code of conduct for the bus—go over it with your child to make sure he or she understands the behaviors that are acceptable and unacceptable. Behaviors that might seem “cool” (waving one's arms out the window, for instance) can put your child's, and other children's, safety at risk. Enforce tough punishment if your child exhibits bad bus behavior. Students should never throw things on the bus or out the windows, or play with emergency exits. Make sure students know to use their “inside voices,” and never play loud music on the bus.

Watch for bullying behavior. Alert the bus driver if students on the bus are harassing your child. School bus drivers are not counselors, but they are there to transport students safely. You can work with them to find a solution to problems.

Avoid the “danger zone.” Children should wait for the bus to come to a complete stop before getting off, and use the handrails. When crossing in front of the bus, children should take five giant steps away from the bus, make eye

contact with the driver, and cross when the driver indicates that it's safe. Teach your child to look both ways before crossing, and to stay away from the wheels of the bus.

Listen and report. Remind your child to tell you if they notice something odd or unsafe on the bus, such as the driver seeming impaired or students bullying one another. If your child tells you about any inappropriate behavior, speak to your principal.



Web Resources

The **National Highway Traffic Safety Administration** has a bus safety pledge students can take.
www.nhtsa.gov/parents/parents-bus.html

Visit **SafeKids.org** for factsheets on bus accidents and safety statistics.
www.safekids.org/safetytips/field_risks/school-bus-safety

Your state's **Department of Transportation** website may have state-specific guidelines or activities related to bus safety.

When to keep kids home from school

By **Samantha Tribble**
District Nurse

How do you decide when your child should stay home from school if they are not feeling well?

- As a general rule, if a child has a fever of or over 100 degrees F, is vomiting or has diarrhea, they should stay home for 24 hours after symptoms have resolved without the use of medication.

- If a child has any rash that might be disease related or you don't know the cause, check with your primary physician before sending your child to school.

- If your child has started on antibiotics for any reason, keep them at home until they've had a full 24 hours of medication.

If your child is ill, please call their school daily to report illness.

If you have questions about these guidelines or you'd like more information on a specific illness, feel free to call your building nurse.



Samantha Tribble

Other health tips

- Make soap and water, along with hand sanitizer, your new best flu-fighting friends, and use them often to wash your hands.

- Cover your mouth or raise your arm and sneeze into your sleeve or elbow.

- Don't give germs the chance to jump from place to place. Avoid touching your eyes, nose, and mouth when possible.

- It's harder for germs to infect a healthy body. Take care of yourself by eating healthy, getting enough sleep, and exercising regularly.

Impulse Control The capacity to think before you act; the ability to resist the urge to say or do something that allows us the time to evaluate a situation and how our behavior might impact it.	Working Memory The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the the situation at hand or to project into the future.	Emotional Control The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.
Flexibility The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.	Sustained Attention The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.	Task Initiation The ability to begin projects without undue procrastination in an efficient or timely fashion.
Planning/Prioritization The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what's important to focus on and what's not important.	Organization The ability to create and maintain systems to keep track of information or materials.	Time Management The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.
Goal-Directed Persistence The capacity to have a goal, follow through to the completion of the goal and not be put off or distracted by competing interests.	Self-Monitoring (Metacognition) The ability to take a step back and take a bird's eye view of oneself in a situation - to observe how you problem solve. It includes self monitoring and self-evaluation.	

Developing key skills at DIS

Executive functioning skills are a set of processes that involve the management of oneself and one's resources in order to achieve a goal.

In essence, they are comprehensive set of skills that allow us to manage our thoughts, actions and emotions in order to initiate, sustain and complete a task. Executive functioning skills are those frontal lobe activities that serve as the foundation for the work of successful people.

Executive functioning skills develop within individuals at different rates and are generally not fully developed until age 25. These functions are controlled by the frontal lobe of one's brain, which is the last to develop. In healthy people, the brain develops from back to front.

Despite the specific expertise one may eventually utilize, it is the presence and utilization of executive functioning skills that allow people to follow through with their skills.

As students progress through their formative education years, it is the development of these skills which is

of the utmost importance. The content a student experiences in the various classes they take throughout their educational career is merely the vehicle with which they will develop these skills.

A brief summary of these executive functioning skills are listed on the accompanying table above.

How will they be developed at DIS?

Each year, DIS staff will work to further integrate the direct instruction and development of the executive functioning skills into our curricular experiences. This implementation will occur in phases and become more integrated as the years progress.

First and foremost, our goal is to make staff, students and parents aware of these skills and how they can be supported at home and school. Second, staff will integrate executive functioning skills into the curricular experiences (i.e. planning and preparation as part of a research project, goal setting for academic progress, etc.).

How will they be measured? PALS

DIS staff believe, as stated above, that the development of executive functioning skills is critical to the future success of our students. It is hard to know which path our students will take in life. In all areas -- reading, math, social studies, science, etc. -- we want to provide our students with a solid foundation from which they can build their future.

Executive functioning skills are often the most critical items that will lead to academic growth and success. They are often discussed at length during conferences and when diagnosing strategies to provide additional support for students.

We believe that these skills need to be reported just as we utilize standards-based grading and reporting for academic subjects. As such, these skills may become part of our report card in an area called Personal Attributes of Learning (PALs). Look for more to come as we further evolve our grading practices at DIS.



Opening DIS

A crowd of nearly 200 people came out for a public open house and ribbon cutting at Delano Intermediate on Tuesday, Sept. 25. Here are a few scenes from the evening.



Africa

from Page 3

New district

The trip abroad, which meant he missed teacher workshops prior to the start of school, has led to a “whirlwind” beginning of the year for Waldbillig, but Principal Barry Voight and other staff members have been supportive.

“When I told them during my interview that I was taking this trip Barry said, ‘You’re bettering yourself as an educator and you’re going to be more of an asset to us with this background. So that’s no problem. We’ll figure out the rest of it,’” said Waldbillig. “The seven teachers I’m with in sixth grade are fantastic. They are all willing to help all the time, and they’ve been very patient.”

Before coming to Delano, the Farmington native graduated from St. John’s University with a degree in elementary education. He spent one year in Wadena-Deer Creek, and the next six years teaching and coaching in Lake City. Though he was hesitant to leave Lake City because of the

strong relationships he had developed there, Waldbillig said Delano has been just as positive an experience so far.

“It’s really important to surround yourself with good people who want to make you better. That’s what I’m getting in Delano, just great people,” he said.

Applying lessons

In the classroom, Waldbillig has already been able to draw on his experiences to paint a picture of the wider world for his Delano students, particularly in his life skills classes.

“We’ve talked about what it would be like if the class was three times larger, and only a third of you have notebooks, and three of you are sharing one desk. We’ve talked about how privileged we are to be in a place that has what Delano has,” said Waldbillig. “Simple things like warm water and running water – you really don’t take things for granted after a trip like this. Sometimes it was just obnoxious that you always had to go buy another water bottle, that you couldn’t drink out of a sink.”

Other topics of conversation with students resulting from the trip have included

taking healthy risks, seizing opportunities to experience new things, and the opportunities for growth that can come from failure.

“The only way you can grow is if you get out of your comfort zone,” said Waldbillig.

Teachers as lifelines

Observing education in Tanzania left Waldbillig with the impression that teachers there represent a bridge to a better life. While that link is somewhat less obvious back home where general conditions are more comfortable, the overall experience was one that confirmed his career choice.

“I’m lucky enough to teach all the sixth graders in life skills. Being able to help instill things about character and community and being a good person, that gives me a lot of pride,” Waldbillig said. “The experience helped reassure me in what I do as an educator, that I’m on the right path. I just want to create good citizens. To me, that’s one of the most important jobs that anyone could have in the world, to teach. I know I’m privileged to be able to do that.”

Support the Tigers through DIS PIE

Delano Intermediate School Partners In Education (DIS PIE) is a volunteer organization of parents and staff committed to enhancing students' education and the overall school environment.

Funds raised by the group go toward technology and enrichment opportunities, along with classroom materials.

Meetings this year are at 6 p.m. on the following Mondays: Oct. 29, Nov. 19, Feb. 11, March 18 and April 15. All meetings take place in the DIS flex lab. Those who attend meetings are not required to volunteer, and those interested do not need to attend a minimum number of meetings. New participants and ideas from parents and community members are always welcome.

For additional information, find Delano Intermediate School PIE on Facebook, or contact Jen Millard or Ryan Rosenow through Facebook.



Volunteer to make a difference

Whether you have just a few hours a year or several a month, there is no shortage of opportunities to share your skills and interests at Delano Public Schools. Volunteers are invaluable contributors to the success of our students and make a positive impact on our school and community.

Last year volunteers contributed more than 8,000 hours in a variety of roles, such as classroom helpers, site based committee

members and chaperones. Not sure what role interests you? Take a look at the list below, and you can find additional information and descriptions on the Delano Schools website.

For more information, or to register as a volunteer, visit www.delano.k12.mn.us/district/school-services/volun or call 763.972.3365, ext. 2333.

Elementary School

Battle of the Books _____
 Book Fair _____
 Classroom Helper _____
 Teacher/s name _____
 DI Team Manager _____
 Drama Assistant _____
 Elementary Art Show _____
 Elementary Office Helper _____
 ES Site Base Team _____
 Field Trips _____
 Hearing & Vision Screening _____
 Math Lab _____
 Media Center Helper _____
 Project Judge _____
 Publishing Center _____
 Science Fair _____
 Talent Development Assistants _____
 Volunteer On Call _____
 PIE Volunteer Opportunities _____
 APEX Fun Run _____

Back to School Movie Night _____
 Box Tops for Education _____
 Dairy Queen Night _____
 Fall Fundraiser _____
 Fall Concession stand _____
 Family Fun Night _____
 Fish Fry _____
 Memory Book _____
 Spirit Wear Sales _____
 Teacher/Staff Appreciation _____
 Nov. _____ May _____
 Tiger Dash and 5K Run _____
 Tiger Fun Fair _____

Intermediate School

Contact the intermediate school office for opportunities at 972-7602.

High School

After School Snack Program _____
 Box Tops for Education _____

Cafeteria Friendly Presence _____
 Commencement Day Help _____
 (Jr. Parents) _____
 DI Team Manager _____
 DHS PIE _____
 Drama Assistant _____
 Friendly Presence _____
 Hearing & Vision Screening _____
 (Gr. 10) _____
 HS Site Base Team _____
 Lunch Server _____
 Media Center Helper _____
 Motivational Speaker _____
 Prom Events Help _____
 Red Cross Blood Drive _____
 Talent Development Assistant _____
 Use me as a resource _____
 (e.g. profession, hobbies, travel, languages) _____
 Volunteer On Call _____
 Youth As Resources Board Member _____



This e-newsletter is published by District Communications Coordinator Paul Downer. Contact Paul at 763.972.3365, x1911, or paul.downer@delanoschools.org.



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