



# 2020 - 2021 Teacher Grants

[www.shakopeedfoundation.org](http://www.shakopeedfoundation.org)



## Mission of SEEF

*The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in the Shakopee School District by funding projects that provide innovative opportunities for our students.*

## About Us



The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in Shakopee schools by funding cutting-edge technology, best practice programs and innovative instructional materials for our students. We believe in and support the excellence that has always highlighted the Shakopee School District. Thanks to generous donations from the community and school district staff, SEEF has awarded 531

grants totaling nearly \$419,000 for projects that directly benefit Shakopee students.

## Supportive But Separate

While contributions to the Shakopee Educational Endowment Foundation go to enhancing school district programs, the Foundation operates independently of the school district. We are a separate 501(c)(3) nonprofit organization comprised of parents and community members who are passionate about the quality of education in Shakopee. District staff submit written grant proposals to the Foundation board who, in turn, independently fund proposals that would best benefit students.

## The Future Depends on our Community

The future of the Foundation relies on donations from a broad range of businesses, service clubs, local citizens and district staff. In order to continue to fulfill grant requests for innovative programs and initiatives, the Foundation is asking for your support. In addition to cash donations, SEEF invites gifts of stock transfers and legacy gifts through wills, trusts or annuities as a way to provide support for the Foundation. The Foundation invites planned gifts such as estates, wills, trusts, and annuities; and encourages annual pledges. Donations are tax deductible and gifts of \$1,000 or more are recognized on the donor plaque at the Shakopee High School.



## **Grant Criteria**

- Grants will be awarded in amounts up to \$2000 to support innovative projects that will enhance education and directly benefit Shakopee Public School students. Rarely, an exceptional project will be considered for a larger award. A request for special consideration must be discussed with one of SEEF board contacts listed below prior to submitting your application.
- Grants may receive full or partial funding. Proposed budgets should list the most important project items first.
- Grant funds must be used within 12 months of the award. Any balance remaining after that time will be returned to the Foundation and is no longer available to the grantee.
- All purchased equipment becomes the property of Shakopee Public Schools, not the grantee.

## **2020-2021 Grant Recipients**

Grants are intended to fund innovative and creative programs that otherwise would not be available to students. This year, SEEF received 28 applications for grants from teachers across the district, 19 of those proposals were funded, totaling \$20,479.

## **Highlights from This Year's Grant Awards**

- Funding for online learning resources for preschool to 5th grade students to support the changing educational needs of distance learning during the pandemic.
- Funding to enhance science curriculum for Kindergarten and 5th grade levels.
- Funding for literacy and core vocabulary resources ranging from interactive vocabulary books for Special Education students in grades K -12, to outdoor communication boards for preschool students with complex communication needs, to various supplementary literacy resources for all grade levels.

An amazing number of worthy grant proposals were received totaling more than \$30,000. While the Foundation would have liked to fund all the projects, the reality is, we received many more requests than our resources would allow us to support. The primary purpose of SEEF is to fund creative learning projects not typically covered in the normal school budget. Each year, staff members in Shakopee Public Schools are invited to submit proposals for creative projects that will enrich learning opportunities for our students. SEEF grants enhance all academic subject areas, including technology, fine arts, early childhood education and special education. Funds to support the grants come from generous donations made by area businesses, service organizations, school district staff, community members and alumni.

## Pearson Early Learning Center

**Project Title:** Playground Core Vocabulary Communication Boards

**Teacher:** Debbie Arterbury

**Project summary:**

Core vocabulary refers to the small number of words that make up more than 70-90% of what we say on a daily basis and allows communicators to communicate for a variety of reasons (i.e., requesting, ask/answer questions, commenting, social greetings). Core Vocabulary paired up with content words (i.e., nouns) can help our students with complex communication needs become more effective communicators.

During the 2019-2020 school, the district has implemented a core vocabulary initiative for all center-based DCD and ASD programs at the early childhood and elementary buildings. During the 2020-2021 school year, the core vocabulary initiative is being implemented at the middle and high school level center-based programs.

Core vocabulary language has been embedded into daily activities and materials/activities are being used throughout the center-based programs. A consistent problem that arises is how to communicate on the playground. The playground is ideal for social interaction and often times our students cannot communicate because the core boards are in the classroom. Staff have attempted to bring core boards out on the playground, however, they are often forgotten.

We are requesting grant money to purchase weather proof metal communication boards. This would eliminate the need to bring boards out on the playground, additionally, boards would be large enough for 1 or 2 children to use at a time and participate in a social interaction. With a large board available on the playground, students would be able to communicate with staff and peers. These boards will have the same layout as the core vocabulary boards already in use, with the addition of playground/outside vocabulary on the bottom.

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**Project Title:** Snow Much Fun: Learning Through Outdoor Play

**Teacher:** Steph Kaste

**Project summary:**

With the uncertainty of this pandemic and the quick transition from fall to winter upon us, those of us at Pearson want to continue to be able to play outside and utilize the fresh air and be able to play in the snow with different toys.

These toys include such things as buckets, scoops, stampers and molds that will allow students to practice the social emotional curriculum that they are being taught in their classrooms, as well as enjoy the outdoors. Such things as following a group plan to build a snow brick wall but also flexible thinking, problem solving, sharing and turn taking skills with peers who are all using the same toys.

There are currently around 210 students enrolled in preschool programming (including Early Childhood Special Education students) at Pearson Early Learning Center and all of these students have the opportunity for outdoor motor time depending on the weather. If this grant is approved, the items would be ordered and could be put to use as soon as we have enough snow (which sadly seems sooner than later).

I've included a sled in the order for a few special needs students who might not be able to participate with the toys but could still be participating by looking at what the classmates are working on while being pulled around the area by an adult. Being able to be outside helps the students naturally social distance as well, which is especially important during this pandemic. This project also provides students a different type of opportunity to develop hand skills, which makes me happy as the occupational therapist who covers the preschool programming.

**Project Title: Online Preschool Curriculum Support (Distance Learning)**

**Teacher:** Vanessa Schultz

**Project summary:**

The purpose of this project is to provide materials and supplies to help strengthen the Online Preschool program and to make it as age appropriate as possible. Early childhood students need to learn hands-on in a very concrete way, therefore, providing materials for them to use at home is a must. The money from this grant would help me to be able to put these learning resources in their hands to further their learning at home. The materials purchased would be used throughout this school year.

District Wide Grade 5

**Project Title: Cinch Sack Science (Distance Learning)**

**Teacher:** Paula David

**Project summary:**

Our Cinch Sack Science kits are designed to be as full as we can make them depending on funding. We will be good stewards of the money and plan to fully develop each experiment to ensure that the materials we procure can work for several activities or are used in several units. Our Shako Online 5th graders are a fantastic group, they deserve the best that we can offer in this unique time period and these kits will help us bring the “traditional” Science experience into their own homes. The kits allow us to think outside the box designing experiments that really engage their minds and critical thinking skills. Funding will determine how much can be added to the bag, but we hope to spread out the experiments over time- to several units of study to keep students engaged and learning in a truly hands-on way.

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**Project Title: No Matter the Distance, 5 Online Reads! (Distance Learning)**

**Teacher:** Merie Elise Silkey

**Project summary:**

The project is simple- put Maud Hart Lovelace books in the hands of 180 Shako Online 5th grade kids so: they have books to read, the chance to read quality books that they might not have chosen on their own, create opportunities to connect with others as a result of this shared reading experience, allow for individual opportunities as well through alternate books, or books that are highly motivating to students because of their proven popularity in prior years AND create an option for those who complete the requirements of reading 3/10 nominees to vote for the book they think should win the Maud Hart Lovelace award!

Since voting for this award happens in late spring, our project completion requirement will match that, however, reading doesn't end, so we will continue to enjoy these books as long as we are together. The timetable begins now, we have introduced the books to students and have begun reading one of the books as a class- how we move forward depends on funding. We can continue as a whole class read aloud, even with only 1 copy for the teacher- but that doesn't have nearly the impact of 180 kids and 6 teachers all reading the same books- together!

## Eagle Creek Elementary School

**Project Title:** Growing Great Writers

**Teacher:** Jenn Bartley

**Project summary:**

Writing gives children early and much needed confidence with literacy. Writing first helps students to understand meaning and make a writing connection because they are conveying their own thoughts. Often the first words a child write will use unconventional spelling and even unconventional drawing of some letter. In kindergarten they begin to hone their skills. Upon receipt of the grant students would immediately be able to utilize the items. Students would have a variety of tools that promote writing and build fine motor skills to increase writing confidence. All students in the classroom would benefit regardless of their skill set.

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**Project Title:** Field Trip in a Box (**Distance Learning**)

**Teacher:** Loretta Gregory

**Project summary:**

The Arboretum is putting together field trips in a box. The first box that would be of interest to my classroom is "Minnesota Harvest Time" and the Minnesota Harvest "Live" Virtual Instruction with an Arboretum Educator.

The description of this field trip is as follows:

Celebrate fall in Minnesota! Sharpen your science skills and investigate corn and pumpkins with your hands, minds, and taste buds.

- Sprout seeds in your own personal "greenhouse" to keep Design & conduct a class experiment to learn how plants grow
- Digital exploration of pumpkin plant parts
- Taste pumpkin seeds

Next field trip in a box is "It's a Bulb's Life" the description is as follows:

Grow your students' understanding of bulbs in this underground, inside-out, hands-on adventure!

- Explore bulbs, seeds, and different plant parts
- Understand the different layers of a bulb with a paper "dissection" activity
- Plant your own paper white bulb and race it against a seed

The final part of this project is getting the Arboretum Plant mobile to come to the school in the spring of 2021. This in-house field trip was created just for 1st graders:

Become a desert detective! Using a bit of imagination and lots of live plants, students explore the desert environment, learning all about adaptation by finding the surprising tricks desert plants use to survive in such an extreme habitat.

- Compare a plant's life in Minnesota to life in the desert, and discover how to safely touch the prickly parts!
- Go on a plant adaptation hunt through the classroom to investigate their diverse characteristics through hands-on exploration
- All students will plant their own take-home desert plant!

**Project Title:** Science Tools for Scientists!

**Teacher:** Sara Schumacher

**Project summary:**

Our target learners are 3 sections of IHD students and 2 sections of Shako Online students who need exciting and engaging learning now more than ever.

The need to help students “see” Science concepts in action has never been more critical as we are striving to maximize every possible minute we have with these students during this challenging time. Tools like microscopes and specimen slides should be standard in a quality 5th grade Science program as we consider how these students will be academy bound in only a few short years, we strive to start closing the gap between what we have and what we need with this project.

Upon receiving notification that we are being funded, we can immediately draw up our wish list and begin narrowing it down based on rank order. We expect to spread out the resources over several different units both to keep engagement high and to shore up units where we are lacking resources.

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**Project Title:** Kids with Character (promoting character development)

**Teacher:** Catie Suflita

**Project summary:**

As a center-base EBD and behavior intervention teacher, we see a need for general education teachers to have easy access to quality character education and social skills intervention curriculum to integrate into their daily teaching, such as during reading workshop or morning meeting. Each social emotional topic in the resource we want to purchase includes a focus of the week that pairs with a mentor text, a video clip that helps students generalize the skill, an engaging activity (skits, discussions, building anchor charts, and games).

The resource also provides excellent visuals for most of the topics that could potentially be posted in classrooms, the hallways, and other areas in the school to provide visual reminders and supports students who are English Learners or are learning how to read. Weekly journals are provided that include a back page of home connections for students to take home and share with family members. By using the weekly journals, teachers will be able to engage with home and the community to provide consistency of language used in different settings. Students are positively reinforced when they demonstrate the topic of the week when adults working in the classroom can fill out character tickets.

This provides students opportunity to generalize the social and emotional skills they are learning in the classroom. With the purchase of this resource and additional materials, we would like to make the resource available to all staff so they can select a character trait to teach each month, each week, or simply as needed based on the needs they see in the classroom. This resource could be used for small group and large group purposes, as well as in the special education and general education setting. If we receive the grant, our goal to measure the effectiveness of the resource is to select a couple of teachers to use the resource on a weekly basis to see if over the course of the year, as students gain knowledge and practice with using appropriate and expected social skills and emotional coping strategies, teachers will see a decrease in office referrals.

## Jackson Elementary School

**Project Title:** Scholastic News for Third Grade

**Teacher:** Sarah Reiersgard

**Project summary:**

Scholastic News is a weekly news article for kids that provide grade-level non-fiction texts that relate to real world and current topics for kids. Each weekly issue includes a variety of articles and a set of comprehension questions for the reader to complete. Each subscription includes one weekly issue through May 2021.

## Red Oak Elementary School

**Project Title:** Drum Fit for Elementary PE

**Teacher:** Karla O'Brien

**Project summary:**

With the new way of teaching this year, I would like to introduce a new activity to keep my kindergarten active safely while meeting Physical Education Standards. Drum fit is a way that I can have each student use their own equipment and be active in their own space. I can also use the technology I already have including projector and microphone system to teach students the routines that go along with the drum fit equipment.

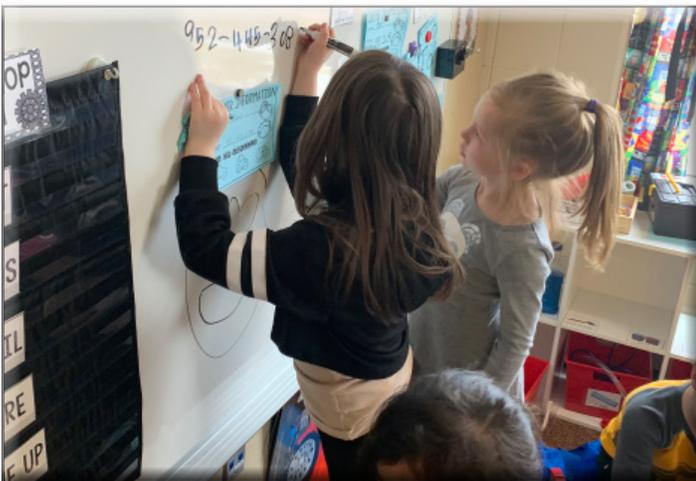
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**Project Title:** Mad Scientists

**Teacher:** Shelly Schanen

**Project summary:**

SEEF Funds will purchase supplies for students to conduct scientific experiments. Students learn best from being engaged with authentic hands-on experiences they conduct themes. Funds will purchase safety goggles, lab coats, and gloves for students to wear for safety, as well as bowls, measuring cups, eye droppers etc. to complete experiments. Students will learn and carry out the scientific method, including making a hypothesis, carrying out an experiment, and making conclusions about their hypothesis.



*All photos are from grants awarded in the 2019-20 school year.*

**Project Title:** LEXIA CORE 5 Literacy Program

**Teacher:** Christina Phillips

**Project summary:**

The purchase of the Lexia core 5 literacy program will allow special education students, who are reading way below grade level, to have access to an independently run literacy program. Lexia Cores is a program that provides students with the opportunity to work independently at their own pace to develop fundamental reading skills in a structured, sequential manner. Lexia Core 5 is the most rigorously researched, independently evaluated, respected reading program. It would target the students who receive reading services within a small group setting and identified with Developmental Cognitive Disabilities, Mild to Moderate and Severe to profound Autism, Learning disabilities and Other Health Impairments. These students require additional support that is not provided within the general education curriculum. The Lexia Core 5 reading program supports students who need intervention with Phonemic awareness, phonics, fluency, vocabulary, and comprehension to be proficient readers. All of these components of reading are included in the Lexia Core5 literacy program.

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**Project Title:** Literacy Footprints intervention Partner Readers

**Teacher:** Paige Saterdalen

**Project summary:**

My request is to purchase 2 sets of Literacy Footprints partner readers. My target group is special education readers in grades K-5 that are reading below grade level. The reading levels in this set includes levels from Pre-beginner A (early K) - Level N (end grade 3). Many of our special education students are reading 1-3 grades below grade level, so I could use these readers with all elementary grades.

The target group is students with a specific learning disability in reading. These students require additional reading support that is at their level that is not provided in the regular classroom. This is provided in small group sessions with a special education teacher. These students need support in the areas of phonics, fluency, decoding, vocabulary, comprehension, phonological awareness, along with strategic processing. This curriculum supports reading, but it also supports writing, which is another area that special education students need to improve. These materials are not consumable, so they could be used year after year. The student moves through the levels of readers upon mastery.



*All photos are from grants awarded in the 2019-20 school year.*

## Sun Path Elementary School

**Project Title:** Core Vocabulary Interactive Books (“CORE it out” with children’s books)

**Teacher:** Katie Wittkop

### **Project summary:**

Literacy activities are part of every child’s school day. Literacy time can include Read Aloud, Guided Reading, or Independent Reading. These activities are also part of center-based classrooms. Within these classrooms, students have access to Raz Kids books, Board maker created books, and traditional storybooks.

However, traditional storybooks often have too much language and are too long for some of our students. When this happens, teachers are often paraphrasing “on the fly” to maintain the student’s attention. In addition to listening to the story, paraprofessionals are often modeling core vocabulary (a district-wide communication initiative) on communication boards.

In response to this, 5 “cored out” books were created and tried to determine if they were beneficial to our students. When these “cored out” books were used, the following was observed

- Student’s attention was maintained, as symbols were recognized,
- Student engagement increased as a motor component was added in,
- Teachers were able to read without interruption,
- Paraprofessionals knew what words to model on the core board,
- Students were observed to select these books during independent reading times

Use of core vocabulary, age ranges, and frequently read titles will be considered in the selection of books. These books would be available to staff using core vocabulary in their classrooms.



*All photos are from grants awarded in the 2019-20 school year.*

## Sweeney Elementary and Jackson Elementary Schools

**Project Title:** Young Scholars Lesson Books

**Teacher:** Rachael Schweigert

### **Project summary:**

The Young Scholars program will be starting its sixth year for the 2020-21 school year. We provide innovative enrichment programming district wide for all students K-5, in all five elementary school buildings. This project will provide resources to the Young Scholars program that serves students who have been unrepresented in gifted services. We also provide programming for ALL students with our push in lesson model.

This year, all Young Scholars lessons will be taught remotely, which is different than what we normally do. Because we are teaching remotely, many of our normal resources can't be utilized because they don't work via google meetings. We are reinventing our curriculum to make it work for on-line google meetings and on-line google lessons. The resources we are asking for will help us do this. We will also be able to use these resources in following years, once we are able to teach in person again.

The books we are asking for will be used in all Young Scholars classes, as well as all K-5 classrooms. The purpose of this project is to provide more resources for our Young Scholar lessons that focus on social/emotional well being, creativity, growth mindset, STEM, and career readiness. This project will start as soon as materials are received in November, and will continue throughout the end of the year, and continuing years. We will be asking for 5 copies of each book, to be used at each of the 5 elementary schools.



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## East Middle School

**Project Title:** Classroom Library

**Teacher:** Lies/ Bell-Fleming

### **Project summary:**

Students in both Spanish 1 and Spanish 2 spend a significant amount of time learning to speak in Spanish. To facilitate this, students use children's books in Spanish to practice pronunciation and literacy skills. Students often work in pairs to read aloud the stories and help each other with pronunciation. In Spanish 2, students take it a step further and focus on the meaning in the books - using literacy strategies. This practice takes place primarily each fall, but then is used periodically throughout the year for practice.

## High School

**Project Title:** Teaching Students with Disabilities About Race & Diversity

**Teacher:** Suzi Pierce Fish

**Project summary:**

Race, diversity, and racism are essential topics that students should be learning about throughout their school experience. These topics are part of our public dialogue and integrated into many facets of our world, so it is important that young people be part of the conversation. This is especially true for young people who have disabilities. At Shakopee High School, students in the Setting 3 ASD (Autism Spectrum Disorders) and DCD (Developmental Cognitive Disabilities) programs spend most of their day in the special education setting due to their various needs (i.e., functional, cognitive, social). Because of this factor, these students are not regularly exposed to social studies curriculum and therefore miss out on important learning opportunities surrounding the topics of race, diversity, social justice, and racism. In order for our special education students to receive a well-rounded education, they need exposure to and instruction on these topics. Through the books and resources purchased as part of this grant, this exposure will take place on a regular basis in our special education classrooms.

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**Project Title:** Teddy Bear Clinic

**Teacher:** Paige Murphy

**Project summary:**

The CAPS (Center for Advanced Professional Studies) program includes opportunities for students to grow professionally and make a difference in their communities. As CAPS Healthcare and Medicine students, one of the projects we are currently working on is the Teddy Bear Clinic.

The Teddy Bear Clinic is organized and implemented into the Shakopee Preschool programs by CAPS students. The CAPS students will guide the preschool students as they play the role of medical professionals giving their teddy bear patient a basic well-check. CAPS students will engage preschoolers in basic healthcare such as: hand hygiene, COVID etiquette, dental care, healthy eating, immunizations, and first aid.

The clinic will provide a rare opportunity for students to teach students. This clinic will prepare young students emotionally and mentally for their medical visits. In addition, this clinic will be equally important for the CAPS students, because they will learn how to fulfill leadership and teaching roles. Also, this will give the CAPS students a chance to share a little bit of their knowledge of public health with the community.

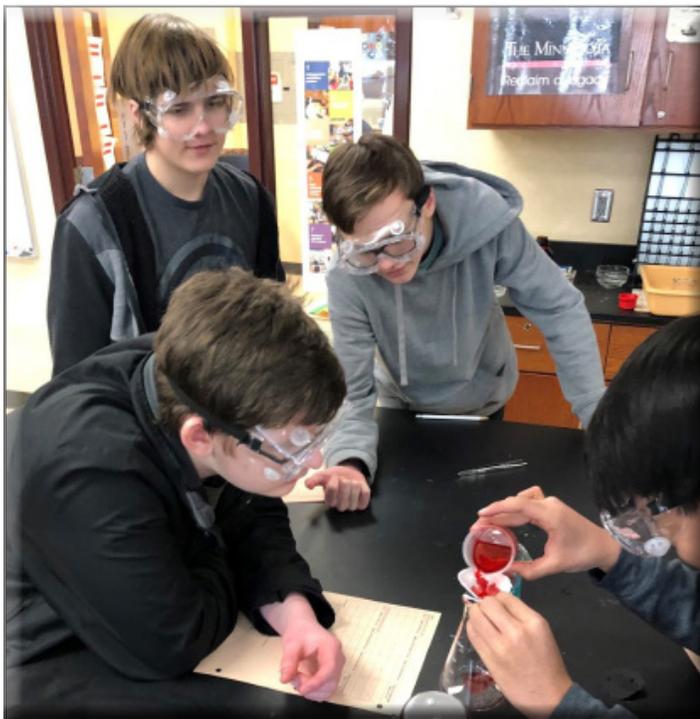
### PLAYING WITH OIL

Funding for this project is provided by SEEF  
- Shakopee Educational Endowment  
Foundation. With funding from SEEF we  
were able to get the chemicals and supplies  
needed to run this cool, new, innovative lab!

THANK YOU!



## Cleaning up Oil Spills with Green Chemistry, 10th Grade



*All photos are from grants awarded in the 2019-20 school year.*



## Shakopee Educational Endowment Foundation 2020-21 Grant Awards

| School             | Name                    | Grade               | Project Title  | Amount Funded |
|--------------------|-------------------------|---------------------|--|---------------|
| Pearson ELC        | D. Arterbury            | Preschool           | Playground Core Vocabulary Communication Boards            | \$2,000.00    |
| Pearson ELC        | S. Kaste                | Preschool           | Snow Much Fun: Learning Through Outdoor Play               | \$680.00      |
| Pearson ELC        | V. Schultz              | Preschool           | Online Preschool Curriculum Support                        | \$2,000.00    |
| All Elementary     | P. David                | Gr. 5               | Cinch Sack Science   | \$980.00      |
| All Elementary     | M. Silkey               | Gr. 5               | No Matter the Distance, 5 Online Reads!                    | \$1,350.00    |
| Eagle Creek Elem.  | J. Bartley              | Kindergarten        | Growing Great Writers                                      | \$475.00      |
| Eagle Creek Elem.  | L. Gregory              | Gr. 1               | Field Trip in a Box  | \$730.00      |
| Eagle Creek Elem.  | S. Schumacher           | Gr. 5               | Science Tools for Scientists!                              | \$920.00      |
| Eagle Creek Elem.  | C. Suflita              | Gr. K-5             | Kids with Character  | \$680.00      |
| Jackson Elem.      | S. Reiersgood           | Gr. 3               | Scholastic News for Third Grade                            | \$820.00      |
| Red Oak Elem.      | K. O'Brien              | Gr. K-5             | Drum Fit for Elementary Physical Education                 | \$1,977.00    |
| Red Oak Elem.      | S. Schanen              | Kindergarten        | Mad Scientist  | \$1,152.00    |
| Sun Path Elem.     | C. Phillips             | Gr. K-5             | Lexia Core5 Literacy Program                               | \$1,332.00    |
| Sun Path Elem.     | P. Saterdalen           | Gr. K-5             | Literacy Footprints Intervention Partner Readers           | \$935.00      |
| Sun Path Elem.     | K. Wittkop              | Pre. K-Gr. 12       | Core Vocabulary Interactive Books                          | \$998.00      |
| Sweeney & Jackson  | R. Schweigert           | Gr. K-5             | Young Scholars Lesson Books                                | \$850.00      |
| East Middle School | L. Bell-Fleming         | Gr. 7-8             | Classroom Library  | \$200.00      |
| High School        | S. Pierce Fish          | Pre. K-Gr. 12       | Teaching Students with Disabilities About Race & Diversity | \$2,000.00    |
| High School        | P. Murphy<br>M. Gaugler | Preschool &<br>CAPS | Teddy Bear Clinic (student led project)                    | \$400.00      |

**TOTAL    \$20,479.00**

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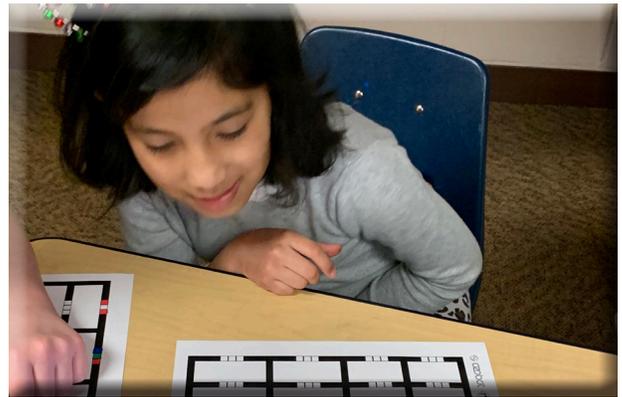
Rachael Schweigert @RSchweigs

ALL 2nd graders at Sweeney got to code with the Ozobot Evo today!  
Thank you SEEF grant!

#YoungScholars @ShakopeeSchools  
@SweeneyElem @WinklerGr2



6:52 PM · 1/31/20 · Twitter for iPhone



Ozobot Evo, Gr. 2



Science from Scientists Residency, Gr. 5



The Brain-Body Connection, Gr. 7



Early Stem Exploration, Gr. 1

*All photos are from grants awarded in the 2019-20 school year.*



Science from Scientists, 5th Grade



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