2017-18 Mini Grants

There were a total of 7 Mini Grant applications submitted for the 2017-18 school year for a total requested amount of $35,327.31. After the review process, the following grant applications are recommended for approval.

Submitted By	Bldg	Title and Description	Proposed Cost
Brooke Ruch	LB and HW	**Full STEAM Ahead: Bringing Genius Hour to the Intervention Classroom** - Using Google's "20% Time" philosophy and "genius hour" at-risk students will be motivated to explore math outside of their K-3 classroom requirements. During "genius hour" identified students will choose from stem activities, coding, puzzles, building challenges, art design challenges, etc. to work on during their creative period. When they complete the activity they receive a punch on their punch card and when the card is filled they earn Genius Day. Students will also have the opportunity to share with their classmates.	**$6,000.00**
Corry Robbins	MS and HS	**Graphic Novels: More Than Just Pictures** - This will enhance a pilot program tested in 2016-17 school year by providing a small graphic novel section. Circulation statistics are high for this collection. Reluctant readers are pulled into the story by visual elements. Graphic novels provide students of all learning levels and learning challenges. They require readers to engage in the process of decoding and comprehending a range of literary devices including narrative structure, metaphor, symbolism, point of view, the use of puns and alliteration and inference. Students can be creative by editing their own ending to an orginal novel and create their own endings with pictures to go with it.	**$4,266.90**
David Dougherty	HS	**STEM High-Speed Camera Laboratory** - By using a high-speed-camera laboratory students can set up and observe an experiment and capture the reaction that occurs in a split second, something that is impossible without this type of camera. Students will set up the camera angles and lighting, allocate appropriate lab equipment through design and discovery and confirm results through visual analysis of video data. This data will be recorded onto the student laptops.The data can be slowed to microseconds and interactions can be anaylzed in great detail. This style of learning lets students take charge through their natural curiosity.	**$9,387.03**

Lynn Yocum	MS	**"Finding the Maker in US"-** ***Creating and Cultivating a Space and curriculum for design based education in the middle level educational environment*** - Our team of five teachers want to secure educational training on implementing maker centered learning through a course titlted "Thinking and Learning in a Maker-Centered Classroom" which is online through Harvard Graduate School of Education Project Zero. Using design we know is essential beyond the art classroom. This would allow MS students to rotate through 2 newly created Maker-Spaces as well as 1 existing Maker-Space at the middle levels. This would give students more opportunity to become problem solvers as the act of designing follows a repeatable process for solution finding.	**$2,730.60**
Brian Hines	MS	**Pennsylvania Trout in the Classroom** - This interdisciplinary cross-curricular program teaches students about ecology and biology while studing the life cycle of brook trout, by monitoring water quality and its impact on local citizens, examining ecosystem technology, and fostering a conservation ethic. Half of the eighth grade school year is allocated to ecology, however, there is no in-person ecosystem utilized for direct study and interaction. Staff will integerate program activities into the areas of science (chemicals and water quality, lab set-ups, dead trout specimen dissection); math (using quantitative data); social studies (importance of brook trout harvest and watershed protection regulations).	**$1,132.78**
Wendy Bonsall, Jaana Lehtinen, Angela Fulmer	HW	**Yoga and Mindfulness in the School** - Staff will be educated in the theory, practices and benefits that a yoga and mindfulness program can bring both to students and staff. Many staff members are currently using movement breaks to improve student focus during the instructional day. By teaching and embedding the practice of yoga and mindfulness strategies into daily student routines students will be able to self-regulate their own behaviors. The activities are easily adaptable for the typical classroom space and can be done standing beside or sitting at desks. Studies show that yoga has beneficial effects in reducing stress and negative emotions and improvements in symptoms associated with Attention Deficit, Hyperactivity Disorder.	**$5,850.00**
		Total Proposed to be Funded	**$29,367.31**