



November 2021

Funding Highlights

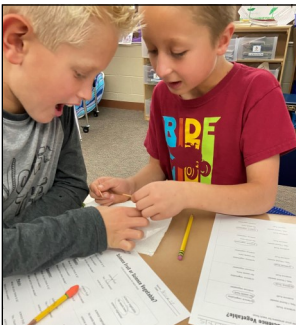
During the 2020–21 academic year, the Hancock Public Schools Foundation awarded more than \$120,000 in grants to support the academic and technology needs of the school district. So far in 2021–22, the Foundation has distributed more than \$85,000 in grants and expects to finish the year with, again, more than \$120,000 in support.

In addition, the Foundation provided more than \$30,000 in post-high school education scholarships during 2020–21 and expects to distribute \$40,000 during 2021–22.

All told, that is more than \$300,000 in support for the schools and students since July 1, 2020.

In this newsletter, there are three examples of recent programs made possible by the Foundation through alumni and community members' support.

Hands-on Science for Elementary Students



Emmet & Bruce discovering seeds...so...can a tomato be a fruit? It depends on who you ask!

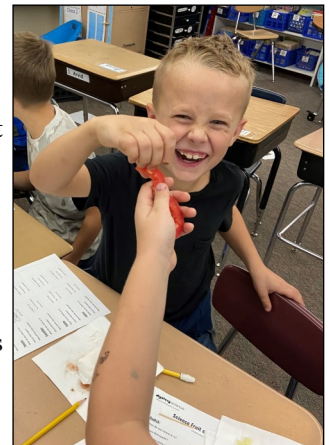
Students buzzing like bees, looking at the innards of fruit and vegetables, and learning about force and motion. Those are some of the activities of Mystery Science, a supplemental science program that encourages collaboration and problem-solving.

“So far this year, we have been bees pollinating flowers and have had to determine if our flowers would make seeds based on the effectiveness of our pollination,” says Heidi Knuuttila, a fourth grade Hancock teacher. “We have students from Pre-K through fifth grade using Mystery Science this year. These hands-on video-based lessons strengthen and deepen our students' science vocabulary and conceptual understanding.”

The program includes assessments to gauge student learning using Next Generation Science Standards. “Based on the data collected so far, students are more engaged and learning science concepts more deeply, thanks to the hands-on nature of the experiments,” Mrs. Knuuttila reports.

“We love using Mystery Science in second grade,” says teacher Becky Garnell. “I appreciate that Mystery Science is organized and includes teaching standards, worksheets, assessments, and hands-on lessons. It is an incredibly valuable resource for us.”

Fourth-grade teacher Kathy Liimatta echoed those comments. “Each lesson has an activity or experiment to do after the lesson,” she says. “These activities allow students to try out the science concept and understand what is being presented and discussed.”



Kellan shares his excitement about a science fruit!



Industrial Arts students' works on display at Surplus Outlet, Houghton

Industrial Arts Technology Enhancements

The Industrial Arts Department in the middle and high schools purchased a computer numerical control (CNC) milling machine and a belt/disc sander, thanks to a Foundation grant. CNC machines can be found throughout industry – they use computer control to issue precise instructions to the machine as it fabricates a product.

“The CNC milling machine provides our advanced students the opportunity to program the machine and produce metal projects,” says Gary Mishica, who teaches industrial education. “This technology is used by all manufacturing companies. Students design the project, program the machine, and then manufacture items from tools to artwork.”

The belt sander replaces a 25-year-old machine and allows students to more easily sand and shape internal and external curves.

Both pieces of equipment expand the department's metal fabrication capabilities provide valuable training for students pursuing Skilled Trades jobs.

Robots, Robots Everywhere!

The Hancock Public Schools continue to implement a seamless STEM (Science, Technology, Engineering, and Mathematics) and Robotics program throughout the K–12 curriculum. During 2020–2021, the Foundation supported a set of classroom kits and materials for grades K–4 and LEGO Mindstorms kits and competition in middle school.

Thanks to a foundation grant, teachers at Hancock’s Barkell Elementary School purchased age-appropriate VEX 123 and VEX GO robots and classroom kits. Both kits align with the Next Generation Science Standards and use hands-on learning to encourage interest in math and science.

Genevieve Nordmark, a second-grade teacher at Barkell Elementary, used the VEX 123 robots with second and third graders in the Northern Lights Summer Program held at the school. “These robots allow students to access coding without using a computer. They had to use teamwork and problem-solving skills to accomplish their tasks,” she said. “We had 30-40 students using the robots in the summer.”

During the 2021–22 school year, all 300 students at Barkell Elementary (including students in Intermediate School District classes) will use the robots.

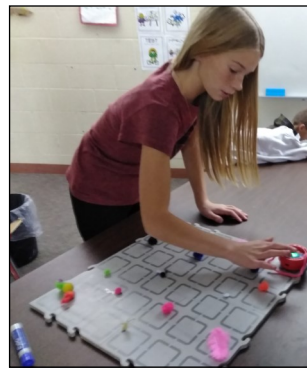
“Every child is learning about using the VEX 123 coding robots,” Mrs. Nordmark said. “In a few weeks, the fourth and fifth grade students will begin the introduction to the more complicated VEX GO robots. The VEX GO robots need to be built before being able to be coded. These require much more precision, problem solving, and troubleshooting which is perfect for our older students. Later in the school year, second and third grade students will be introduced to these more complicated robots as well.”

At the Hancock Middle School, the Foundation enabled the purchase of 12 LEGO Mindstorms kits. The kits allow students to build and program robots to accomplish various tasks. During the 2020–21 school year, about 100 students in the seventh and eighth grades used the robots—either in an elective class or an after-school program.

“We started off the year learning the simple stuff—how to start, stop, go forward, backwards and turn,” said middle school teacher Tyler Sturos. “From there, they learned how fast, how far, how sharp. Lastly, they learned how to use sensors to do all the work for them—after learning how to program the sensors, that is. We built cars, catapults, and so much more.”

After gaining some experience, the students had programming competitions (races around tables) and building competitions (fastest car with the use of gears and a catapult launch).

“The students had a lot of fun with the robots,” Mr. Sturos said. “It was a great introduction to the function of programming—being able to see how the world works through this small, hands-on example.”



A Hancock student works with one of the VEX GO robots.

Contributions from February 1, 2019 to October 31, 2021

Contributions

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Class of '66
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Jeannine & Robert Belhumeur
Craig & Heather Galecka
Karen Hubbard
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In Honor of

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In Memory of

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Funding Highlights

Elementary School

Reading A-Z
Read Naturally
Mystery Science
Title I Computer Lab
Interactive Display Projector
Interactive Display Boards
iPads
Robotics Program
Third Grade Library Books
Chromebook Accessories
Playground Equipment Project

Middle School and High School

LEGO Mindstorm Robotics Program
Document Camera
Science World subscriptions
TI-30XS Calculators

Keyboarding Online program
IXL for Math Subscription
Physics lab equipment
Industrial Ed Strong Start tool kits
Civil Air Patrol Cadet Program
Cameras, lenses, SD cards
Phys Ed strength training equipment

District-wide

Teacher laptops
Prenda Coding Class
Phys Ed nets
Library support
Library Community Room
iPad Pro and Apple Pencil
Junior Library Guild books for library
Gym audio feature upgrade
Scoreboard, videoboard

Many thanks to all those alumni and community members who support the work of the Hancock Public Schools Foundation.

If you would like to be part of this good cause, consider a donation to the Foundation so that it can continue to support and enhance Hancock Public Schools students and teachers.

Mail: Checks payable to Hancock Public Schools Foundation, 501 Campus Drive, Hancock, Michigan 49930

Online: <https://hancockpublicschools.org/school-foundation.php> or download a donation form to mail