

Transition Program in Somerset Teaches Valuable Work Skills



By Abbie Bohatta
Special Education Instructor
Somerset School District

Somerset began a Transition Program 6 years ago. The idea in designing the transition program was to provide a different learning opportunity for students with disabilities who

have finished their high school years and need more opportunities to learn life skills. Students with Disabilities can continue in school through their 21st birthday.

The students in the Transition Program learn valuable work skills by participating in 4 different work experiences each week in their community. They volunteer at the local church

and Senior Center lunch. They also help with recreation activities with the elderly. Students are supported with a job coach who helps them be as independent as possible while they are learning how to be productive and successful workers on the job. The students are taught how to do the job and then we scale back that support to see how independent they can work. We have been very lucky to develop some great working relationships with community work sites who have continued to support the students and the transition program.

Another part of the transition program the students participate in is learning life skills that will help them be as independent as they can as an adult. Students start their week planning their lunch menus (they make their own lunches daily) and go shopping for their supplies while comparing prices to make sure they are getting the best deal for their money. They

also work on individual, functional academics in the areas of reading and math to help them keep their skills sharp.

In addition students participate in community recreation. They attend The Centre in New Richmond 2 days a week to work on their physical fitness and how to positively participate in their community. One day a week students participate in a community day where they learn how to use a community resource independently. The students work with their teacher and para-professional to plan

these days and make necessary reservations.

While in the transition program students and their families are connected to the agencies that will support them as adults. The hope is to make the transition as smooth as possible for them and to continue to help the student be

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Pilgrim Simulation at Brillion Elementary School

Cheryl Kittel
Fourth Grade
Brillion Elementary School

The fourth grade students at Brillion Elementary participated in a simulation about the life of the Pilgrims in 1620 through activities that involved reading, math, writing, social studies, science, and cooperative learning. The students established colonies in the New World and tried to do a better job of surviving than the original Pilgrims. Students weren't competing against each other, but instead, they were competing against the Pilgrims. Their success depended on hard work, good decisions, cooperation and a little luck.

During the simulation, teams were able to follow their progress and compare it to the historical Pilgrims on a map. From the map, they were able to see the houses they built, the fields they had planted, and the number of their colonists who had survived. Each team was challenged to try and surpass the Pilgrims' achievements by working harder and making better decisions.

Students began the unit by reviewing the story of the Pilgrims, formed teams, and created a list of 104 colonists who would sail on the Mayflower. One of the most popular activities they did in their teams was to board a "ship" that was marked out on the floor in a 6 foot by 3 foot rectangle. This was the amount of space each Pilgrim had aboard the Mayflower. Students quickly realized what it was like to be in crowded conditions and earned points along the way to make it across the Atlantic Ocean.

Once they landed in the New World, the colonists had to create their own laws to govern themselves and select sentries to guard against Native American attacks. They had to build houses, search for food, and plant crops. They also learned to make peace with the Native Americans and traded beads and trinkets for beaver furs and otter skins to pay off their debts to the king back in England who had paid for their voyage to the New World.

The Pilgrims faced hardships in the New World and so did the students. They had to overcome disease, hunger, cold, and fire. Fate



cards were used to determine the hardships the students would face. Students had to write entries in a Pilgrim Log of the information they were learning, and the better the entries in the log the better their fate.

Throughout this Pilgrim simulation,

students increased their knowledge and understanding of the hardships Pilgrims faced and the difficulties they had in being the first New England settlers in the New World. Students

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Meemic's NEW Back to School Grant Program **Apply May 1–June 30**

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The Meemic Foundation has created a Back to School grant program to help fund any and all classroom needs to kick start the 2015–16 school year. Applications (just three simple questions) for the \$100 grants are only accepted May 1 through June 30, 2015. Recipients will receive a pre-paid credit card to use to purchase their back-to-school classroom needs.



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From Our Blog teachingtodaywi.wordpress.com

6 ways to help students with ADHD succeed on writing assignments

Academic writing instructor Tracy Collins outlines six common problems students with attention-deficit/hyperactivity disorder face during essay writing assignments and suggests ways to help students overcome them.

The Art of Dialogue

Discussion and debate have their place—but to bring out leadership and new ideas, consider practicing the art of dialogue. In a single one-hour time span on a typical school day, five leaders at one middle school used communication to build connections and achieve results.

Teacher's effort to get to know students goes viral

Colorado elementary-school teacher Kyle Schwartz gave her students a writing assignment to complete the sentence "I wish my teacher knew . . ." an assignment that has gone viral. The responses have given Schwartz a look inside the lives of her students, most from families with low incomes.

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Transition Program in Somerset

Continued from Page 1

successful after they have finished the transition program. The transition is gradual during their last year in the program. They usually attend part time while beginning to work at jobs outside of school and move towards more time at their real jobs. The hope is that they will bring the skills they gained during the transition program with them to be successful employees and community members.

The program continues to change and modify to meet the individual needs of the students who are in the program each year. This year we have incorporated vocational kits that have the students work on a very specific work skill in our building. It allows them to sharpen their work skills, be it following directions, paying attention to details, working independently, staying on task or increasing their work stamina. These kits have been a valuable addition to the program because they help address each of the student's individual areas that need growth.

The overall focus of the transition program is to provide opportunities for students with disabilities, who are finished with high school, to learn skills that will help them prepare for adulthood and to be as independent as possible. Most of the students who have graduated from the transition program have gone on to work independently or with supports in their community. Some have moved on to adult supported programs that continue to focus on work skills and community involvement. We have graduated 8 students since the beginning of the program and I am happy to report they are all doing well and thriving as members of our community!

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Pilgrim Simulation

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were asked to reflect at the end of the simulation about the most interesting fact that they learned, the most difficult activity they encountered and the activity that was the most fun. Here were some of their responses:

Interesting facts:

- Thanksgiving actually took place at the end of the summer not the fourth Thursday in November like we celebrate today.
- Samoset and Squanto had to teach the Pilgrims how to plant corn as they had no idea how to do it.
- Only 52 of the 104 Pilgrims survived the first year in the New World.

Most Difficult Activities:

- Crossing the Atlantic Ocean on the Mayflower because of the little amount of space given to each person
- Spring planting because it was hard to acquire acres of corn
- The Trading Expedition because you

didn't know when to stop trading so you would have enough money to send back to England

- Making houses because you needed a lot of teamwork

Most Fun Activities:

- Building the settlement because it was such a rush and it was fun to see everyone running around and working together
- Trading beads and trinkets for barrels of fur because I liked watching the people in my group get nervous and try to decide when it was time to stop trading before we lost everything
- Crossing the ocean because we had to stay in our ship which was challenging, but I like challenges

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Apply for a Grant



National Weather Association Sol Hirsch Education Fund Grants 2015

Sol Hirsch Education Fund Grants are awarded annually to teachers/educators of grades K-12 to help improve the education of their students, school and/or community in the science of meteorology.

Grant Amount: \$750

Deadline: June 01, 2015

Website: www.nwas.org/grants/solhirsch.php

Captain Planet Foundation

The Captain Planet Foundation (CPF) funds innovative hands-on environmental projects to encourage youth around the world to work individually and collectively to solve environmental problems in their homes, schools, and communities. The foundation's mission is to promote and support high-quality educational programs that enable children and youth to understand and appreciate our world through learning experiences that engage them in active, hands-on projects to improve the environment.

Deadline: Applications are due February 28 and September 30, annually.

Website: captainplanetfoundation.org/apply-for-grants

Meemic Foundation Introduces: Back to School Grants

The Meemic Foundation has created a Back to School grant program to help fund any and all classroom needs to kick start the 2015-16 school year. Applications for the \$100 grants are only accepted May 1 through June 30, 2015.

Grant recipients will receive at the start of the school year a pre-paid credit card to make their classroom purchases. Applying for this grant is easy with three short questions.

The Foundation is also accepting Traditional grants, which currently have a \$1,000 maximum per grant. Last year the Foundation awarded 89 grants worth \$50,776 to Wisconsin teachers and administrators. Any teacher or administrator of a PK-12 public or private school may apply. No restrictions on the number of times a person can apply. Yes, you may apply for both a Traditional and Back to School grant.

Deadline: Back to School and third-quarter Traditional Foundation grant applications are due June 30. All recipients will be notified in mid-August. Funds for both

grants will be available late August or early September.

Website: www.MeemicFoundation.com

Art Teacher Incentive Grants

Teacher Incentive Grants are given to projects that promote the teaching of art. Eligible projects may address instructional process, curriculum, student learning, student assessment, classroom behavior, management, discipline, or other practices relating to instructional interaction and the achievement of student learning.

Grants up to \$2,500 are awarded.

Deadline: Applications are due October 1, annually.

Website: www.arteducators.org/grants/national-art-education-foundation

Music Education Grants

The Mockingbird Foundation offers grants to public schools and nonprofit organizations to support projects in music education. The primary focus is students, ages 18 and younger, with particular interest in projects that target underserved children.

Grants range from \$100 to \$5,000 and are made on a one-time basis.

Deadline: Initial inquiries are due August 1, annually.

Website: mbird.org/funding/guidelines

Roots in Science and Engineering (RISE) Awards

Google RISE Awards support organizations that promote access to computer science education and give students ages seven to 18 the opportunity to become creators of future technological innovations. In particular, Google is focused on partnering with organizations that specifically target girls as underrepresented in the field of computer science and STEM, and that have the potential to scale their efforts and reach more girls. RISE goals are to fund organizations that inspire, engage, and retain students on a long-term path in the field of computing.

Awards range from \$15,000 to \$50,000.

Deadline: Applications are due September 30, annually.

Website: www.google.com/edu/resources/programs/google-rise-awards/#

More Grants on Page 16

Weston Dairy Sheep Project



Randi Osborne
Agriculture Teacher
Weston School District

It all started with Scooter--a small, Jersey bull calf, and a flock of chickens. Two years ago, the animals were such a hit with Weston's agriculture students that they wanted to expand the school farm, and with the district sitting on nearly 68 acres, there

was plenty of space to do it. After several hours of research and discussion, they decided that raising and milking a flock of 10-12 dairy sheep was a good option. After visits to dairy sheep farms at an agricultural research center, and a farm near Hayward, the students were sure that a dairy sheep operation at Weston was a good fit.

Then the hard work began. Students

determined housing and feeding needs, drew up plans for a barn complete with a milking parlor and milk house, and presented the information to the school board. After board approval, fundraising began since no school funds were to be used for the project. Local businesses and community members generously supported the project with monetary donations of around eight thousand dollars. The owner of a nearby cheese factory not only committed to three years of financial support, but also offered to purchase frozen milk to produce his award winning sheep cheese. A veterinarian, a sheep owner himself, offered free veterinary services. The out pouring of support has been remarkable and has shown Weston's agriculture students how a community will work together to support the education of their young people.

As the project got off the ground, the WSDC surprised students and donated a ewe, and Weston FFA Alumni members purchased another to start the flock. The ewes, Emily and Miss Baa, were an instant hit with most everyone at Weston. When it came time to breed them, the manager of the agriculture research center offered the use of a ram. The Weston FFA president, his grandfather, seven students and their teacher all made another trip north to pick out a ram. Jethro Swift, the ram, rode the four hours

home in the back of a truck belonging to the president's grandfather. Jethro did his job well and late this winter each ewe had triplets for a total of three ewe lambs and three ram lambs. The ewes will all remain in the flock and two of the rams will be sold to students for a minimal cost to diversify the genetics of their flocks. The last ram will be sold to help offset costs of the project. As the flock has grown, students have experienced sheep shearing, trimming hooves, bottle feeding lambs, vaccinating, tail docking, record keeping, and other aspects of caring for the flock.

This fall two community members, experienced carpenters, guided students as a pole-type barn was erected. Students set posts, added girders and purlins, cut and fasted steel, and installed windows. Students also built 660 feet of fence around a brushy area near the barn which will be where the sheep graze. This area will be developed into prime pasture as the project moves forward.

The next step for students is to raise more money to complete the milking center. Several agriculture classes will use this portion of the project for learning new skills. Ag Structures students will develop a materials list, calculate how many yards of cement

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SHEEP HERITAGE FOUNDATION MEMORIAL SCHOLARSHIP

Through the American Sheep Industry Association, a Sheep Heritage Foundation Memorial Scholarship in the amount of \$2,500 is being made available for sheep-related graduate studies. The scholarship is for the advancement of the sheep industry, lamb and wool through financial support of a graduate-level (MS or PhD) student who is attending a school in the United States.

Applicant requirements:

- Be a graduate student involved in sheep and/or wool research in such areas as animal science, agriculture economics or veterinary medicine with proof of graduate school acceptance,
- Complete an application and
- Present two letters of reference.

Learn more at www.sheepusa.org

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Farm to School Taste Tests a Treat for Students



By Candice Wagener

Have you ever seen a Beauty Heart Radish, which looks like an all-white turnip on the outside but is a spectacular bright pink on the inside? Did you know there are Regent and Empire varieties of apples? Have you tasted bright pink hummus made with beets?

If your children go to Sauk Trail, Elm Lawn, Northside, Sunset Ridge, Park or West

Middleton elementary schools, chances are they would answer “yes” to all of those questions, or at least be somewhat familiar with the products, thanks to the Farm to School Taste Tests, which are held in the lunchroom once a month, October through April.

Not only does the Farm to School program aim to expose students to fruits and vegetables that may be unfamiliar to them, but it also pro-

motes locally-grown farms. All of the products used in the taste tests are from Wisconsin farms, most within 30 miles of Middleton.

The majority of the prep work for the Farm to School Taste Test products is done in the MCPASD’s Central Kitchen facility before being delivered to the elementary schools, where parent coordinators portion out and offer samples to every child in the lunchroom. Staff often take part in the sampling, too!

“Heart Beet Hummus” made an appearance at Sauk Trail elementary school.

Farm to School coordinators work to educate the school about each taste test item, creating awareness about where that particular fruit or vegetable was grown in the state, as well as the health benefits and history behind each fruit or vegetable. For instance, February’s taste test was “Heart Beet Hummus” because beets promote heart health, the perfect accompaniment to a month dedicated to heart health awareness.

Students are encouraged, not required, to try the foods. Coordinators make the taste tests fun by handing out stickers to students and taking “like it or leave it” type polls throughout the course of the lunch period.

There is always a sense of accomplishment



when students proclaim liking something they were unsure of just minutes before. During the recent beet hummus taste test, a parent told the Sauk Trail Farm to School coordinator that her son “stuck out his tongue” when she told him what the sample would be as she sent him off to school. Five hours later, that same student was coming back for his fourth helping. Mission accomplished!

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School Gardens Make Impact on Education in Greendale Schools

Kitty Goyette
Communications Director
Greendale Schools

Greendale School District’s School Garden is a collaboration bringing its community together. In the summer of 2011, the District, a 2014 U.S. Department of Education Green Ribbon Schools District Sustainability Award Winner, established a school garden in a previously underused grassy area behind Greendale High School. With the support and expertise of a Master Gardener Program, the Greendale team set to work in creating and implementing a plan.

This garden has spaces for vegetables, flowers, butterfly gardens, berries, pumpkins and each school has a dedicated garden plot. It offers an ideal location for the school district to develop and maintain an outdoor classroom for use by students of various abilities and in multiple grade levels. This school garden of nearly one half acre yielded over 1,000 pounds of produce over the past two growing seasons under the tender care of students, staff, master gardeners and volunteers from the area. Students from all of our schools contribute to its success — planting and tending the garden; teachers utilize the outdoor classroom for science instruction at



all levels.

Our youngest learners in 4K plant pumpkins and visit the garden with their parents to harvest the vegetables. Elementary and middle school students plant seeds in classrooms and then walk with their seedlings to the garden to plant them in the

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Agriculture at the Stanley-Boyd Outdoor Education Center



Jordan Donnerbauer
Stanley-Boyd School District

I have had the privilege of teaching agriculture and advising FFA at Stanley-Boyd Schools in Stanley, WI for eight years. The Stanley-Boyd School District provides unique outdoor hands on learning opportunities for its students through the Stanley-Boyd Outdoor Education Center which is also known as the SBOEC. The SBOEC was created in 2007 when the School District purchased 80 acres

of agricultural land adjacent to the school. This 80 acres of land has been transformed to an outdoor classroom with a pavilion, orchard, pond, trails, agricultural crops, and Christmas tree plantation.

Much emphasis is put forth to manage the SBOEC for multiple uses. Teachers at Stanley-Boyd Schools have the privilege of utilizing the SBOEC to educate our students about the environment. As the agriculture teacher the SBOEC has solidified my curriculum and provided my

students with practical and hands on learning. I offer a diverse agricultural curriculum with course ranging from dairy science and animal science to wildlife, landscaping, environmental science, and forestry. In forestry, wildlife, and environmental science we use the SBOEC on a weekly if not daily basis. We have planted thousands of trees, raised over 100 pheasants from egg to adult, grown canola for biofuel production, conducted corn moisture and yield tests, tree measurements, population studies, and pruned apple and pear trees to name just a few opportunities that our students have had.

The SBOEC has been an awesome resource where I can take my forestry class outside to determine tree volume just minutes after discussing it in class. As an agricultural educator it is my responsibility to prepare my students for not just career success but to be better citizens who can make educated choices to use and protect their environment. All students enrolled in an agriculture course utilize the SBOEC in some shape or form.

The FFA Forestry and Wildlife Career Development Teams practice for their competitions on the school land. The Stanley-Boyd FFA also uses the Stanley-Boyd Outdoor Education Center. They also host an Earth Day celebration each spring where all Stanley-Boyd Elementary students spend several hours enjoying the SBOEC through involvement in

a variety of activities taught by high school members to teach these younger students about the environment.

Agricultural Education programs are a huge asset to any Wisconsin school district in that they can be tailored to fit the needs of the community. My program here at Stanley-Boyd High School looks a little different from the program at Milwaukee King High School, but both programs provide a unique educational experience through hands on learning and career exploration. Agriculture programs also serve as a link between the school and community through outreach programs such as community service projects and landscaping courses. The landscape course at Stanley-Boyd goes out in the community and conducts landscape projects such as retaining walls, patios, and tree and shrub planting for both businesses and residents of our surrounding communities. Agricultural programs across the State like Stanley-Boyd's are diverse and have expanded beyond production agriculture and include nearly every aspect of the agriculture industry.

www.stanleyboyd.k12.wi.us
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Coming Soon at Verona's Badger Ridge Middle School: an "Edible Forest"

Kelly Kloepping
Public Information Officer
Verona Area School District

Verona Area School District's Badger Ridge Middle School students will begin seeing "growth" in their school . . . but not what you would expect. Teachers Diana Lenherr and Ross Cohen recently received a grant to start an "edible forest" at the school by the end of this school year.

"This garden will be an asset to the environmental learning of students within our district," said Cohen, who teaches information technology. "Students will learn all aspects of "seed to table" food production and gain understanding in solutions to real world problems." The project will support peach trees, apple trees, blueberries, and even a unique "pizza garden" in which a plot, laid out like a pizza, with home-grown pizza condiments such as onions, mushrooms and basil."

One aspect of the planning was creating a to-scale map/plan of the area our project is going to be built in. We got access to one of those rolling measuring tools and had two of our students go out and measure (and re-measure) our planned area. Then using graph paper, a ruler and a compass, they made a to-scale map of our area and began drawing in where our paths and plants would go.

Another student who needed extra credit in English got it by writing a letter to the City of Verona asking if they would be interested in donating some materials to the project. The city responded and will be donating mulch, gravel and soil.

Cohen shared that students in *countless* classrooms will utilize this forest in various aspects of learning. They will take part in growing food in a sustainable way and learning what it means to eat healthy, locally grown, chemical free food. Skills in other disciplines such as math and science will also be gained through this hands-on learning experience. The school's own cafeteria even looks forward to utilizing some of the food grown from the experience.

"More exciting is the fact that some students can even learn the business, communications and marketing side of this project as we hope to have them join the local Farmer's Market to sell the items," Cohen shared. Proceeds go back into the project for sustainability and to also support a summer course and camp for students to engage over the summer in the forest's success.

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Weston Dairy Sheep Project

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will be needed for the floor, install drains and electrical wiring, build walls, and insulate while those in Plant Science will be responsible for renovating a fallow field to produce hay for winter. Animal Science students will continue caring for the flock and prepare for the next breeding season while those in middle school will explore guard animals to protect the flock and determine the best type of guard animal for our school setting. All agriculture students are working toward the goal of producing a saleable product with the sheep milk they will be collecting; whether it is sheep milk soap or production of gelato

to be sold at school functions.

To find out more about Weston's dairy sheep project and see students in action, visit Emily and Miss Baa's, Facebook page at:

[www.facebook.com/pages/
Emily-and-Miss-Baa/1483428601900719](https://www.facebook.com/pages/Emily-and-Miss-Baa/1483428601900719)

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Middleton-Cross Plains Area School District Wins Sustainability Award

The district is among only 14 nationwide to receive the 2015 U.S. Department of Education Green Ribbon Schools District Sustainability Award.



The aim of U.S. Department of Education Green Ribbon Schools (ED-GRS) is to inspire schools, districts and Institutions of Higher Education (IHEs) to strive for 21st century excellence, by highlighting exemplary practices and resources that all can employ. To that end, the award recognizes schools, districts, and IHEs that:

1. Reduce environmental impact and costs;
2. Improve the health and wellness of

schools, students, and staff; and

3. Provide environmental education, which teaches many disciplines, and is especially good at effectively incorporating STEM, civic skills, and green career pathways

Combined achievement in ALL three of these areas, collectively known as Pillars, serves as the basis for recognition. Each Pillar is divided into Elements, which provide further

guidance on each of the three main areas.

Middleton-Cross Plains Area School District encourages and supports green and healthy practices in all its schools. Two schools, Middleton High School and Park Elementary School have already been honored as U.S. Department of Education Green Ribbon Schools and both are Wisconsin Green and Healthy Schools at the Sugar Maple level. Located adjacent to Wisconsin's Capital city, this suburban district strives to lead by example.

Pillar I: Reduced Environmental Impact

The Middleton-Cross Plains Area School District (MCPASD) over the last ten years has upgraded its schools to be energy efficient. All ten schools have received Energy Star status since 2007, which saved over \$2.7 million in energy cost avoidance since 2004.

Recently, an inefficient Kromrey Middle School, which had mold issues has been replaced with a new building that has geothermal heating and cooling. Moreover, a fifth grade addition to Glacier Creek Middle School has also incorporated geothermal heating and cooling. Many energy efficient, water saving, and healthy choices have been incorporated in

both building projects.

MCPASD Transportation Services have also replaced inefficient, old buses with energy efficient models. The transportation department has incorporated software for optimal routing and has reduced idling in order to decrease pollution and fuel use. Four sub-bans have been made available for use with small groups to conserve fuel.

Middleton High School (MHS) and both middle schools have included solar hot water; Clark Street Community School and MHS have demonstration solar panels (energy for one classroom) for environmental education. MHS has a permeable all-season turf with rainwater storage for infiltration and stormwater reduction. MCPASD is in the top 25% of energy efficient districts in the United States.

The district has schools where students recycle milk cartons, maintain gardens, compost garden waste, has prairie plots, rain gardens, a school forest, and integrate pest management for reduced pesticide use in order to reduce environmental impacts.

Pillar II: Improved Health & Wellness

Continued on Page 21

Career: Environmental Engineer

Back in 1910, President Theodore Roosevelt stressed the importance of treating our natural resources well. He said that we must pass them on to the next generation improved — not impaired.

Environmental engineers work toward that goal. They help cities and construction companies find ways to build that don't damage the environment. They help to clean up environmental problems from the past. They work with factories so they pollute less. Environmental engineers do their part to make sure that the earth will be in good condition for those who live here tomorrow.

Make High School Count

- Go for challenging math and science courses, like calculus, chemistry, physics, environmental science, and biology.
- Pay attention in English. As an engineer, you'll need to be able to read complex materials and write reports.
- Volunteer, intern, or work with an environmental group.

How to Become an Environmental Engineer

Environmental engineers must have a bachelor's degree in environmental engineer-

ing or a related field, such as civil, chemical, or general engineering. Employers also value practical experience. Therefore, cooperative engineering programs, which provide college credit for structured job experience, are valuable as well. Getting a license improves the chances of employment.

Outlook

Government economists expect jobs for environmental engineers to grow faster than the average for all careers through 2020. These engineers will be needed to decide how to repair damage to the environment and how to follow new laws meant to prevent future problems. They also will be needed to help clean up contaminated water and create more-efficient ways of using water.

Compensation

The U.S. Bureau of Labor Statistics estimates the average yearly earnings of environmental engineers in 2012 as \$80,890 per year.

www.bls.gov

Summer Camp with a Future



Encourage your students to join hundreds of other high school students this summer at MSOE for week-long, resident programs, all in July. Activities are project based and participants experience what it would be like to be an engineer, business person or health care provider and what real college life is like.

Discover the Possibilities in Engineering

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Southwest Energy Madness

Students at Green Bay Southwest High School used March Madness to teach energy conservation this year. Their version, called Southwest Energy Madness, challenged people to choose the best energy savers through brackets set up just like March Madness. But the “teams” playing each other in the tournament “games” were energy-saving methods or strategies. Those who played Energy Madness picked winners through to the Sunny Sixteen, Electric Eight, Fluorescent Four, and finally an energy saving champion.

Southwest Energy Madness was hosted online through Challenge!

(Challenge.com/swenergymadness) where students taking Scott Liddicoat’s Energy Class placed all of the original pairings and directions for how to participate. To assist those who might not know much about the “teams,” a complete program with “scouting reports” on each energy-saving method or strategy was available with one mouse click.

Over 100 people (mostly Southwest Students) picked a bracket, competing for a variety of gift certificate prizes. These were donated by Wisconsin Public Service, which is Southwest’s energy service provider. Winners were posted throughout the tournament on a timeline that paralleled March Madness. Tournament scoring was similar too, with more points earned with each win as Energy Madness progressed. Short “press releases” outlining why each team won or lost a given game were provided along the way.

“Doing this project was both fun and educational. It was nice to be able to tie something school related to a sports event. Most classes are just a straight path for learning but it is nice to change it up and do something new that hasn’t been done before. Just working in the small class and seeing everyone’s ideas come together was an amazing experience.”

— Clayton Ladsten

Will Energy Madness continue? “If we want to open it up to more people

next year, we’ll have to improve our marketing skills,” said Liddicoat. “In that way, it’s no different than teaching about energy conservation in general—it’s all about marketing.” “This was fun and educational, for both my students, and those who played Energy Madness,” concluded Liddicoat.



Energy Class student reflections on developing Energy Madness:

“Southwest Energy Madness was educational and fun to create. We were able to learn about different energy saving techniques and package the techniques into a game that everyone could understand.”

—Adam Czech

“The creation of Energy Madness was a unique learning experience in advertising and marketing. We applied the many methods of energy conservation that we have learned to a challenge that we created in order to educate our peers in a fun way. It was quite exciting to watch the growth in the amount of participation, a determinant of our success. This was a meaningful lesson that I will never forget.”

—Evan Krug

“I enjoyed Energy Madness because it was a fun way to educate other students about energy saving methods. We delivered the education in a way that interested students and it was something they wanted to be involved in.”

—Haley Jankowski

“Doing this project was both fun and educational. It was nice to be able to tie something school related to a sports event. Most classes are just a straight path for learning but it is nice to

change it up and do something new that hasn’t been done before. Just working in the small class and seeing everyone’s ideas come together was an amazing experience.”

—Clayton Ladsten

“Energy Madness was a fun educational competition and all who played will have better knowledge of saving energy.”

—Kelvin Jones

“Energy Madness was topical to the highly anticipated annual sporting craze that is March Madness, but also manages to show its originality. The event made people eager to learn about the teams, like in any bracket. This event received a good number of participants who learned about energy, while possibly winning prizes. At the same time the event was interesting and user-friendly to a wider audience.”

—Eli Ver Haagh

Reprinted with permission from the Wisconsin K-12 Energy Education Program (KEEP) newsletter

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“Air, Air Everywhere” Poetry Contest

Help the Wisconsin DNR celebrate Clean Air Month this May with the *Air, Air Everywhere Teacher’s Activity Guide*, which aims to teach 3rd, 4th & 5th grade students about air quality and the importance of clean air.

Teachers can submit original poems or riddles created by their students as part of the “Where’s the Air?” activity in the guide. One winner and two runners up will be selected.

Entries must be received by Friday, May 15, 2015.

Learn more at: dnr.wi.gov/org/caer/ce/eeek/teacher/airpoetrycontest.htm





Tony Duffek, ERES/MS Principal
Northland Pines School District

Our goal at NPSD is to empower all students to reach their greatest potential and provide an education that will prepare them for a successful future. There is a lot that teachers and staff do on a daily basis to ensure we live up to this standard. Daily tasks include planning lessons and curriculum, analyzing assessments, correcting assignments, scheduling, organizing classrooms, taking part in professional development, teaching, and much more. All of these

PBIS at Northland Pines

responsibilities are important and lead to student learning but there is one that is most important, and that is creating a positive school climate. This may seem like an easy and natural task, but the truth is that it takes a lot of hard work and the Northland Pines Middle School (NPMS) and Eagle River Elementary School (ERES) staff work extremely hard to accomplish this, but it pays off dividends in student learning.

The NPMS has been using the framework of Positive Behavior Intervention Supports (PBIS) to help establish this positive school climate. PBIS is a systematic approach to establishing a positive school culture. PBIS is not a packaged curriculum, scripted intervention, or manualized strategy. PBIS is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. A major aspect of PBIS and our belief in creating a positive school is rewarding students for expected behavior. Students can earn “eagle claws” for doing kind things for others, going above and beyond expected work and for various other positive interactions. These “eagle claws” can then be used to earn a variety of prizes, which are drawn every week. Another way we reward positive behavior is by having monthly recognition assemblies in which students are rewarded for being student of the month in all subject areas. Other activities that are organized to create school spirit and promote a positive learn-

ing environment include a staff vs student basketball game, field trips as rewards for good grades and behavior, school dances, dress-up weeks, team building activities, and much more. Being an adolescent can be difficult and creating a sense of school pride and a positive place to grow maximizes their learning opportunities.

ERES has also been using PBIS for the past few years as a framework for establishing a positive learning environment. Similar to “eagle claws,” elementary students earn “eagle tickets” and “eagle feathers” for being caught using positive behaviors. They use feathers and tickets to redeem prizes such as books, crafts, pencils, extra recesses, pajama days and much more. We also have a word of the month that we focus on to teach students positive virtues. We then have a Pines Pride Assembly each month to reward students of the month for exhibiting the virtue or word of the month. Other activities ERES uses to establish a positive climate include “kindness week” (to stop bullying), reading challenges, community involvement and much more. ERES is a safe, rich, and joyful learning environment that allows for students to reach their greatest potential.



To maximize students’ learning they have to feel safe, welcome and enjoy school. If they have a positive learning environment they will want to come to school and will be motivated to learn. That is why we work hard at utilizing PBIS and many other activities to establish a positive school culture. Establishing a positive school climate and instilling a sense of Pines Pride will allow our students to reach their greatest potential.

www.npsd.k12.wi.us
(715) 479-6487



YOU ARE NOT ALONE.

WE ARE HERE TO HELP.

Growing up can be tough, and it's perfectly normal to feel sad or irritable every now and then. But if these feelings don't go away or become so intense that you can't handle them, you may need help. The good news is that you don't have to feel this way.

Call **715.717.5899** for more information or to make an appointment with one of our mental health experts.



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MPS Student Wins 2nd Prize in National Essay Contest

MLB, Scholastic “Breaking Barriers” contest encourages youth to follow the lead of Jackie Robinson

She calls it the barrier that controlled her youth.

Brianna Guzman, an 8th-grade student at Milwaukee Public Schools’ James Fennimore Cooper School, wrote about taking on depression and anxiety in an essay that won her a national second-prize finish in Major League Baseball and Scholastic’s Breaking Barriers Essay Contest.

The contest encourages students to use the values of Jackie Robinson to “face their own barriers.”

“I don’t know how it started,” Brianna wrote, “but it slowly overcame my whole life.”

Ultimately, she said, she decided to “destroy” the barrier that controlled her youth.

To do so, she sought help from family and a therapist. Her friends drew butterflies and wrote their names on Guzman’s wrist to let her know she wasn’t alone.

“My family, my therapist, my friends, the medicine and me all used teamwork to lift me up. Jackie had his teammates and his coach to overcome that color barrier,” the 8th grader wrote. “If he didn’t have his team to lift him



up when he was down, maybe he would have failed. If I didn’t have my team, maybe I would have just become another statistic. Teamwork goes a long way.”

As one of only four second-prize winners in the nation, she receives a laptop computer. Brianna’s win means Cooper will receive 30 copies of the book “Promises to Keep,” by Sharon Robinson and 30 “Breaking Barriers” t-shirts.

MPS Superintendent Dr. Darienne Driver, Cooper Principal Jennifer Doucette, Brianna’s teacher Tracy Gavronski and the entire MPS family all congratulate Brianna on her award-winning essay as well as her courage to both break down her barrier and to speak about it so others might be helped by her story.

mps.milwaukee.k12.wi.us
(414) 475-8393

MPS employee named state School Psychologist of the Year

MPS school psychologist Dr. Amy Nelson Christensen honored for pioneering leadership on impact of trauma on students’ learning, social development

Milwaukee Public Schools school psychologist Dr. Amy Nelson Christensen has been named Wisconsin School Psychologists Association.

At the organization’s spring conference March 26, Dr. Nelson Christensen was recognized for the exemplary way she serves students as well as her pioneering leadership and work on the issue of trauma and how it affects students’ learning and social development. Her work takes her to schools across the district.

A five-year veteran of MPS, Dr. Nelson Christensen and MPS social worker Pam Hansen developed a research-based program to help students and staff understand how trauma impacts the lives of many children in large urban communities. Their trauma training also touches on the challenges educators face in working with children who are undergoing trauma.

Dr. Nelson Christensen is now eligible for the National Association of School Psychologists’ School Psychologist of the Year award.

“I am truly honored to receive this award and represent school psychologists, who are a highly educated and dedicated group of educators in our district,” she said. “School psychologists advocate for children and their needs on a daily basis, and this award further supports the MPS Department of Specialized Services’ efforts as a whole toward trauma-sensitive practices in our schools throughout the district. I hope this recognition validates that our district is at the frontier of this pioneering work and solidifies our momentum towards meeting our students’ academic needs indirectly through practices that support their personal resiliency.”

Every MPS school has access to a school psychologist through the MPS Department of Specialized Services.

mps.milwaukee.k12.wi.us
(414) 475-8393

Do You Have Students with Obsessive-Compulsive Disorder (OCD)?

OCD is a serious and debilitating condition that leads to mood and behavioral changes, negatively impacts academic performance, and greatly affects quality of life and student perceptions about their academic experience. According to the International Obsessive-Compulsive Disorder Foundation, it is estimated that 500,000 children and adolescents in the U.S. suffer from OCD.

Obsessions are defined as unwanted thoughts or images based in fears. Compulsions are behaviors performed in an attempt to reduce anxiety. This can present in different ways. Fears related to school success often result in perfecting, repeating, excessive editing or note taking, excessive erasing, re-writing, overly-meticulous handwriting, re-reading multiple times, having to complete things in a particular order, or excessive organizing of a desk or locker. A student concerned with contamination may have red and chapped hands from excessive hand-washing. They may ask frequently to be excused to use the restroom or may avoid contact with others and objects. In an attempt to not experience feelings of anxiety, students may avoid by not completing work or not wanting to go to school. These examples are merely a snapshot of how OCD can present.

Proper diagnosis and treatment in the form of Exposure and Ritual Prevention (ERP), a specific type of Cognitive Behavioral Therapy, are key to reduction and elimination of OCD symptoms and behaviors.

Visit ocdwisconsin.org for additional information and RogersInHealth.org for video stories from teens in recovery from OCD and videos on how to support students with anxiety in the classroom.



Life experiences from youth, parents, and educators help us understand and develop skills to support resilience.

Video library offers brief clips that include:

- Youth and Parent **Perspectives** on specific mental health challenges, resilience, and the path of recovery.
- Teachers implementing **Strategies** to engage students in real classrooms with real challenges
- Parent, teacher and provider **Collaboration** tips to navigate care for children with mental health challenges.

Visit RogersInHealth.org. A unique, free, video resource for educators.



Types of Knee Injuries

All those working parts mean there are a bunch of ways to injure a knee. Common causes for injuries are overuse (from repetitive motions, like in many sports), sudden stops or twists, or direct blows to the knee.

Here are some of the more common ways teens injure their knees:

Sprains

A sprain means you've stretched or torn a ligament. Common knee sprains usually involve damage to the ACL and/or MCL. The most serious sprains involve complete tears of one or more of the knee ligaments. Symptoms of knee sprains include:

- a popping or snapping sound in the knee at the time of injury
- pain that seems to come from within the knee, especially with movement
- not being able to put any weight on that leg
- swelling
- fluid behind the kneecap
- the knee feels loose or unstable or gives way

Strains

A strain means you've partly or completely torn a muscle or tendon. With knee strains, you may feel symptoms similar to a sprain and may see bruises around the injured area.

Tendonitis

Tendonitis happens when a tendon gets irritated or inflamed. It is often caused by overuse. A person with tendonitis in the knee might have pain or discomfort when walking, or when bending, extending, or lifting a leg.

Meniscus Tears

Damage to the menisci is a really common sports injury, especially in sports where sudden changes in speed or side-to-side movements can cause them to tear. Meniscus injuries often occur together with severe sprains, especially those involving the ACL.

Meniscus injuries can cause tenderness, tightness, and swelling around the front of the knee. Sometimes fluid collects around the knee (this is called effusion).

Fractures and Dislocations

A fracture is a cracked, broken, or shattered bone and is usually diagnosed by an X-ray. You may have trouble moving that bone and are likely to have a lot of pain.

Patellar dislocation happens when the patella (the kneecap) is knocked off to the side of the knee joint by twisting or some kind of impact. Sometimes it will go back to its normal position by itself, but usually it will need to be put back into place by a doctor. Symptoms include swelling and a lot of pain at the front of your knee. There will usually be an abnormal

bulge on the side of your knee, and you may be unable to walk.

Cartilage Injuries

Sometimes a small piece of bone or cartilage softens or breaks off from the end of a bone, causing long-term knee pain. This is called osteochondritis dessicans (OCD). Symptoms of OCD include pain; swelling; an inability to extend the leg; and stiffness, catching, or popping sensations with knee movement. Treatment can include resting the knee, wearing a cast for a couple of months, and sometimes surgery in older teens.

Chondromalacia patellae happens when the cartilage in the knee joint softens because of injury, muscle weakness, or overuse, and the patella and the thighbone may rub together. This causes pain and aching, especially when a person walks up stairs or hills. Treatment may involve surgery.

Bursitis

A bursa is a sac filled with fluid over a bony bump to prevent friction. If a bursa in the knee becomes irritated and swollen from overuse or constant friction, it can develop into a condition called bursitis. Symptoms of bursitis in the knee include warmth, tenderness, swelling, and pain on the front of the kneecap.

Osgood-Schlatter Disease

Osgood-Schlatter disease is a painful disorder caused by repetitive stress on the front end of the tibia where the patellar tendon connects to the bone. It happens most frequently in young athletes between the ages of 10 to 13 years. Symptoms include a bump below the knee joint that's painful to the touch and is also painful with activity. Pain is relieved with rest.

Preventing Knee Injuries

Preventing knee injuries from the start is a lot less painful and a lot less hassle than undergoing surgery. If you play sports, always wear appropriate protective equipment during practices and competitions. Kneepads and shin guards (as well as helmets and other protective gear) will help to protect you from injury. You'll also want to make sure you wear supportive shoes that are in good condition and appropriate for your sport.

When it comes to your workouts, always warm up and cool down, and remember to work up to your training program slowly. Suddenly increasing the intensity or duration of your workouts can lead to overuse injuries. Try weightlifting to strengthen your muscles and stretching, Pilates, and yoga to improve your flexibility because strong, flexible muscles help support and protect joints.

If you play only one sport, try conditioning and training year-round — even if it's at a lower intensity than during your competitive season — to maintain coordination and balance. That way you'll be less likely to injure yourself



during your competitive season.

In growing kids and teens, imbalances in muscle flexibility and strength can lead to injuries and inflammation from overuse. Regular stretching can help. After an injury or surgery has healed, it is also important to continue a regular stretching or conditioning program to prevent another injury.

The way you move also can help you prevent knee injuries. If your sport involves a lot of jumping, make sure to bend your knees when you land, which takes pressure off of the

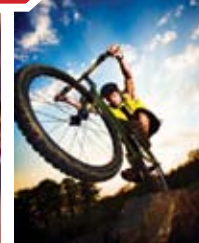
ACL. Do you have to cut laterally or pivot frequently in your sport? Use your joints to crouch and bend at the knees and hips, reducing your chance of a ligament injury.

If you notice any signs of knee injuries or knee pain, tell your coach, parent, or doctor. Limit your activities until you can get treatment or a diagnosis. Taking care of injuries right away saves a lot of trouble and hassle later.

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YOUR DEDICATED SPORTS MEDICINE TEAM

Trip and Travel Insurance

By Clark Howard

Remember the volcanic eruption in Iceland that left millions of travelers stranded on both sides of the Atlantic a few years ago? Boy, did that present one compelling argument for buying trip insurance.

Trip insurance is something I get so many questions and there seems to be confusion surrounding it.

Policies are designed to protect consumers by giving them refunds in the event of illness to the traveler or immediate family member, or to provide a refund in the case of company, tour operator, or airline default.

Follow these tips to understand the basics of trip and travel insurance

When do you need it?

These policies should always be purchased when you are taking a cruise, a tour or traveling on a trip that requires pre-payment of thousands of dollars.

What kind of coverage does it offer?

Policies are designed to protect consumers by giving them refunds in the event of illness to the traveler or immediate family member, or to provide a refund in the case of company, tour operator or airline default.

How much does it cost?

Policies cost about 5% of total cost of a trip, but it's worth it. Consumers should always purchase a policy independent of the cruise, tour or vacation planner. Never purchase the trip protection plan from the trip organizer. They are designed to protect only the company and not the consumer. Always pay deposits and final payments by a real credit card and never by debit card or check.

Where should you get it?

You can comparison shop for trip insurance that suits your needs at InsureMyTrip.com.

Other good things to remember when traveling

Preparation can be easy

When you're planning a trip, you've got to keep track of hotel reservations, car reservations, flight plans, and so much more. Thankfully, there are websites that will do it for you for free.

Remember to keep a cool head

Flight delays are sometimes an unavoidable fact of life when you're traveling. Yet so often, they're more of an annoyance or a nuisance, not a disaster. My advice is to try to keep perspective. Let little hassles roll off your



back if you can. If you miss a connection or are delayed with a flight cancellation, do not stand in line at the airport. People will queue up for a tenth of a mile to talk to customer no service and it does no good. Get on the phone or online and see what you can accomplish instead.

Know your rights when bumped from a flight

Have you ever been bumped from a flight? There are some things you should know in order to maximize your compensation. Airlines will typically offer a guaranteed seat on any flight to the highest level members of their frequent flyer program. That means they are going to be asking for volunteers willing to give up a seat.

The offers vary by airline. If you are a volunteer, it will be free tickets or a voucher

for a dollar amount like a gift certificate. But many airlines restrict the way you can redeem those vouchers. So if it's a choice between a voucher and a certificate for future travel, take the certificate.

If you are involuntarily bumped from a flight, they are required to give you cash, hard cash if you ask. It will be up to 400% of what you paid for your ticket, with a hard cap of \$1,200. That's if you are forced off the flight to accommodate a frequent flier. That's when it's a case of show me the money!

Read more about your rights as an airline passenger at the Aviation Consumer Protection Division of the US Department of Transportation.

Read more at:

www.clarkhoward.com/trip-travel-insurance-guide

ACHIEVE

Encouraging kids to believe in themselves can lead to amazing things. That's why Junior Achievement and Kohl's Cares partnered to bring you *JA BizTown* and *JA Finance Park*. Housed in the Junior Achievement Kohl's Education Center, these programs empower kids as they experience the challenges of adult life. With the help of JA's 90-year history, rewarding K-12 curriculum, and volunteer network, we'll continue to inspire kids to pursue their biggest dreams.

Learn more at wisconsin.ja.org

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Membership eligibility required. Some restrictions may apply.

Greendale School Gardens

Continued from Page 6

individual school garden plots. Other students are raising worms to help nourish the soil and create compost.

The outdoor classroom offers a practical location for high school science experiments and instruction. GHS Science Essentials students work with elementary students in the garden. Students collaborate across grade levels in learning valuable lessons about the world around them and how this stewardship of the earth is essential. In addition to work in planning, planting, growing, harvesting, and general education regarding the garden, high school special ed/job training students prepare a variety of foods with it for Free Sample Fridays at the high school. This introduces students and staff to new, healthy foods as well! The Garden Club, which includes 18 core members, works in planning, planting, growing, harvesting, and general education regarding the garden. In past years, the group has raised money for supplies this fall with a mum and kale sale.

A dedicated effort to cut waste by composting has been launched in 2015. Using the

services of a contractor, Greendale Schools is starting its program with food waste from the kitchen at Greendale High School. As the program takes hold, it will expand to include waste from the other school kitchens, as well as the high school student cafeteria. The goal is to divert approximately 75% of the District's trash to compost instead of the landfill. Compostable items include food waste, sod and garden materials, paper towels, napkins, plates, and cups, and bathroom paper towels.

Greendale, known as the Garden Community, takes pride in its beautiful gardens and green spaces, and the establishment of the school garden for outdoor education and community recreation was a natural step to celebrate this culture.

www.greendale.k12.wi.us
(414) 423-2700

Apply for a Grant



Education Grants

Waste Management, Inc. supports environmental and science education programs, such as science fairs and Earth Day projects targeting middle and high school students. There is also interest in proposals to preserve and enhance natural resources. Local facilities may identify and support other causes that are important to the immediate community.

Deadline: Applications are accepted and reviewed year-round.

Website: www.wm.com/about/community/charitable-giving.jsp

The Herb Society of America's Donald Samull Classroom Herb Garden Grant 2015-2016

The Herb Society of America will award four (4) schools each year indoor window sill herb gardens. The classrooms selected will receive three (3) windowsill herb garden kits including pots, soil, seeds and educational materials to use in the classroom. The Herb Society of America will provide the educational materials.

Grant Amount: \$200

Deadline: October 01, 2015

Website: herbsociety.org/resources/samull-grant.html

Small Grants Program

The Clif Bar Family Foundation's Small Grants are awarded for general organizational support or to fund specific projects in the foundation's priority areas: (1) protecting Earth's beauty and bounty; (2) creating a robust, healthy food system; (3) increasing opportunities for outdoor activity; (4) reducing environmental health hazards; and (5) building stronger communities.


The average grant awarded is \$8,000.

Deadline: Applications are due February 15, May 15, August 15, and November 1, annually.

Website: clifbarfamilyfoundation.org/Grants-Programs

Crayola Champion Creatively Alive Children Grant Program

Crayola Champion Creatively Alive Children grant program provides grants for innovative, creative leadership team building within elementary schools.



10

STEPS TO FINANCIAL FITNESS

#9 PREVENT FINANCIAL INJURY

As hard as we try to keep moving forward financially, poor financial habits can slow us down. Here are a few habits that can trip up your financial fitness plan and ideas to help you overcome them so you can get back in the game.

No budget. Planning your budget helps you gain control of your finances, set goals, and measure your success. Visit weabenefits.com for an interactive budget sheet and free financial calculators.

Spending more than you earn. This can be easy to fall into! Set up that budget and stick with it. Include a way to pay yourself first to build your savings—it's easy when you use payroll deduction or electronic funds transfer (EFT).


No emergency fund. Try to save six months of your salary for emergencies. It seems like a lot but even saving \$20 per paycheck will help it grow.


Not saving for the future. Your short-term goals may be more obvious but don't forget to plan for long-term goals like retirement. Member Benefits' low-cost 403(b) and IRA programs are great options.

Paying too much in fees. Fees can have a dramatic impact on your retirement earnings. Learn more about common fees that can affect your returns by visiting weabenefits.com/fees.

Not enough insurance. Insurance plays an important role in your financial health by decreasing your financial risk against accidents, major health issues, and property loss. Our personal insurance consultants can review your current insurance coverage to make sure you're adequately covered.

Do you have questions about your finances? Wisconsin public school employees can always talk to our one of our consultants or set up a free financial consultation. Give us a call today or e-mail memberbenefits@weabenefits.com.






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Up to 20 elementary schools in the United States or Canada will be selected to receive Champion Creatively Alive Children grants to develop school Creative Leadership Teams that deliver professional development and document the impact increased school-wide art-infused education has on student

outcomes. Each selected school will receive a \$2,500 monetary grant and \$1,000 worth of Crayola products.

Deadline: June 22, 2015

Website: www.crayola.com/for-educators/ccac-landing/grant-program.aspx

Eagle Eye News Journalism Program at Northland Pines High School



Scott Subach, Business teacher
Josh Olivotti, English teacher
Northland Pines School District

A collaborative effort between the Northland Pines School District, The Vilas County Economic Development Corporation, and WJFW out of Rhinelander has sprouted a tremendously successful student led journalism initiative that has given

students real world technical experience in media production and dissemination. Furthermore, this endeavor has given community members, students, and staff access to digital content regarding sports teams, school events, and community events. Students involved in Video Production classes through the Business Education Department and students that are a part of a Sports Journalism independent study through the

English Department are primarily involved, but all students are encouraged to join. Currently, English teacher Josh Olivotti and Business teacher Scott Subach oversee the project that involves over 20 students at Northland Pines. The program has gained tremendous momentum recently due to strategic partnerships with community groups and businesses.

The Vilas County Economic Development Corporation (VCEDC) graciously donated over \$12,000 worth of video and sound editing equipment at the beginning of the 2014-2015 school year. The donation included high end computers, sound recording devices, video editing software, and high definition cameras. Students are now able to attend multiple events each week and use industry standard equipment to capture all of the happenings around the community. After students produce their videos, they are posted on the Eagle Eye News Youtube Channel and the Northland Pines page of the Rhinelander station.

WJFW offered to create a dedicated page on their website for Northland Pines and other local area schools that would be solely dedicated to regional sports coverage in the Northwoods. The development of the high school pages on their website began with a career based trip two Pines students took to

the television station last May, and plans the news station was making for changing their regional high school sports coverage. With the guidance of Mr. John Quaderer, News Director, Eagle Eye News was able to formulate an educated plan for beginning their journalism work. The partnership has really put the onus on students to create industry standard materials when submitting videos or articles to the local news source.

As the fall semester went on, the journalism work was recognized by several other media outlets in our area and this has evolved into more opportunities for students. A local print publication, The Border Bulletin, has afforded the NPHS group a column in their bi-weekly paper. Our primary local newspaper, The Vilas County News-Review, looks to the Eagle Eye News group for the video of the week posted on their website. Gary Ridderbusch, Editor of the paper, also gave the group the opportunity to produce a highlight film for the 2015 World Championship Snowmobile Derby's Friday Night Thunder and opening ceremonies in January. One other media outlet for the students has been Wisconsin Prep Hockey. This is the leading website for prep hockey in the state of Wisconsin and Eagle Eye News writes game

Continued on Page 21

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Classmates get to know each other better during Crescent's Kindergarten Family Night



Marcus Nesemann

The kindergarteners of Crescent Elementary School were in the spotlight Thursday evening for the school's special Kindergarten Family Night.

The school has a long history of building a sense of family within its walls, but Thursday's event was a bit different than normal. This time around, it was all about the kindergarteners.

This year, Crescent has five kindergarten sections. The kids are encouraged to socialize with the other sections as much as possible, but during a busy school day, that's not always possible. Kindergarten Family Night was created to help students socialize with their classmates.

"Kindergarten Family Night is a way for families to get know the other kinder-

garteners and their families, and for the kindergarteners to get to know each other," event organizer and kindergarten teacher Julie Gerth said.

In order to achieve that goal, each student created a visual biography explaining who they are and what they like to do in and out of school.

"In the past, we did this in the classroom and we had a 'Kid of the Week,' but we thought something different would be fun and would allow us to open it up so everyone could mingle. We've got five sections, so this is a nice way to get to know each other," Gerth said.

"We sent home a few labels titled 'I am ...' 'I can ...' 'We are ...' and 'We like ...' that the kids used to create their posters. The students made them at home with their

families and brought them back to school."

The posters will be displayed throughout the year.

"Our goal is to celebrate each student in the classroom and spend more time going through each poster and talking a little bit more about each student," Gerth said.

As with any Crescent event, fun has to be involved in addition to learning. To that end, children's librarian Tom Hurlburt was on hand to entertain the kids and there were refreshments available. The school's Parent Advisory Council also set up a raffle.

For learning opportunities, other than the biographies, there was a reading station set up to help parents better understand what their kids are doing in school in terms of reading and literacy.

"We've got reading resources and a slideshow showing what reading lessons now look like in the current kindergarten classroom," Gerth said.

"It's a lot different now than in the old days. We're teaching reading and vowels and spelling, so we wanted to be able to show the families what the kids are learning," she added.

Creating that sense of family within the school's walls was the main goal and the reason why the school is hoping to make

the Kindergarten Family Night an annual event.

"We just wanted to give our families a fun night out and a chance to meet everyone and build on that spirit of the Crescent family," Gerth said.

"We think this concept is a good idea because we can get the families in to visit and socialize, to relax a little bit, and to get to know everyone. Plus, it gives everyone a chance to take advantage of the reading tricks and trips we're highlighting. So, we're very excited to make it a yearly thing."

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“Summer Library” at Red Smith School

Amy Kline, Library Media Specialist
Red Smith K-8 School

Red Smith School, located in the far northeast corner of Green Bay, serves almost 1,000 students in grades 4K–8 and opened in 1999 as part of the Green Bay Area Public Schools. The library has been growing, changing and adapting ever since. Amy Kline has been the library media specialist at the school since 2000.

There have been a lot of changes in the library in the last fifteen years. Popular series have peaked and become classics, curriculums have been updated and then updated again, and of course, technology has become much more prominent throughout the school. One thing that hasn't changed is the great number of students that love to read. To help students gain access to books over the summer (the city bus does not come out as far as the school), a summer library program was started around 2002. As the years passed, the “Red Smith Summer Library” hours expanded and programming was added. Today, over 250 different students check out books, attend storytime, or just come and hang out for a couple hours.

Around 2010, Red Smith teamed up with the Brown County Public Library in order to serve as a satellite location for the Public Library's Summer Reading Program. It has been extremely beneficial for both librar-

ies. Red Smith gains access to more enticing reading incentives, and a ready-made reading program, while the public library increases their participation numbers in this area of the city.

Extra programming was added a few years ago and it has been a huge hit. Middle school students enjoyed making mini-bow and arrows to celebrate the Hunger Games, and also created wands for Harry Potter Day. Elementary students, along with siblings too young for school, race to our mini-maker-spaces centers to color and draw, create with Legos, or design a marble run.

Retired teachers have been volunteering since the first year of “Summer Library”. Nancy Wittman, a former Red Smith first grade teacher, first suggested creating a summer library program and has been coordinating the storytime sessions ever since. Carole Phillips, former kindergarten teacher, also participates in storytime and teaches the students songs to go with the stories. Many families with children too young for school come to participate, in addition to a nearby daycare center that walks over each week for the wonderful storytimes programs created by these wonderful teachers.

Another great feature of the summer library program is the student assistant program. Students graduating from 8th grade can earn service hours for their high schools



by helping the younger students find and check out books and shelve them as the books come back in. They learn valuable customer service job skills while serving as role models for the younger students. With weekly attendance averaging over 150 patrons, these students do a great job at the circulation desk and re-shelving books.

This summer is going to be another fabulous year for the Red Smith Summer Library Program. The theme will be “Heroes” and will include a lot of activities and storytimes

about real life community heroes and also the make-believe kind. If you would like more information about running a Summer Library Program, please contact Amy Kline at arkline@gbaps.org.

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Efforts To Encourage a Love of Reading Get Some Help



Perry Hibner
Community and Media Relations

Glacier Creek's Amy Weber and Park's Karen Murphree have received grants from the Meemic Foundation totaling nearly \$1,000.

Both teachers received the checks from Jenna Williams, who works for Weis Agency on Madison's west side, during ceremonies at their respective schools.

Weber, who teaches fifth grade, received \$500 to purchase fiction and non-fiction for fifth-graders.

"With the right books, students are able to find books that are just right for them," she wrote in her application. "Limiting student choice in the classroom library doesn't help me work with students to develop a love of reading. Having a strong, well-filled student library . . . helps me be successful in challenging my students to become better, stronger readers."

She pointed out that students who are strong readers and have a passion to read are likely to read more often and will likely do better in school because their reading level won't limit them as they tackle more difficult subjects. She also noted that with fifth-graders moving to the middle schools this year they often find that the books available in the school library are geared more toward older students.

"I need to increase my book options at the lower end," she wrote. "These are the readers who need the biggest push, tend not to love reading, and haven't found a passion yet for books. I need to help them find it."

Weber has 26 students in her classroom this year but expects the books to be used for

years to come.

"These books will become a part of my library forever -- or until they are worn out from love," she joked. "Watching my students settle in to read a great book, rush over to our classroom library to pick a new one, or share their love of a book with another child is priceless."

Murphree, the reading specialist at Park, received a grant for \$494.95 to purchase books. She plans to have a Free Little Library at the school so children can have free access to books to read at home.

This should allow students to pick the book that is at the appropriate level for them, find books that interest them, practice the skill of reading independently, increase oral language and excitement for books by recommending books to peers and show responsibility by returning the book when finished.

She said research shows that students who read at least 20 minutes per day outside of school achieve at higher levels than those who don't.

"Students have a greater chance to fall in love with books and become lifelong readers and learners," said Murphree, who anticipates that anywhere from 100 to 500 students will be impacted by the program.

"I believe the school community will be

excited about an easy way to choose and read books," she said. "If the interest wanes, we refresh the library with new books!"

Four other District teachers have received Meemic Foundation grants over the past two years. Elm Lawn fourth-grade teacher Anne Solie won a grant for nearly \$1,000 earlier this fall. Park fourth-grade teacher Brenda Autz and Sunset Ridge first-grade teacher Karin Koenig won book grants totaling more than \$900 in January, while West Middleton first-grade teacher Casey Harrod received a nearly \$500 grant to help with the school's phonics program last fall.

Meemic Foundation grants are available to teachers in Wisconsin and Michigan. The foundation has provided grants and other financial assistance to schools and educators since 1992. The foundation's efforts have impacted more than 1.5 million students.

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Sustainability Award Continued from Page 10

Middleton-Cross Plains Area School District is committed to providing school environments that promote, protect and sustain health and well-being. Health education is incorporated into all elementary and middle schools and high school students must take a semester health class for graduation. MHS offers a year round movement-improvement and conditioning program to all 9th–12th graders (athletes and non-athletes, alike) at no cost.

The integrated PE/Health and Wellness curriculum “Rest-Eat-Move” is both a K–12 comprehensive education program, as well as a staff wellness initiative designed to provide skills and resources for achieving and sustaining healthy living for life. The “Rest” element focuses on three areas: Passive rest (how to get a good night’s sleep); Active rest (daily physical decompression); and Mindful rest (strategies for stress reduction). The “Eat” portion of the program emphasizes the importance of choosing real (rather than processed) foods and stresses the enjoyment of buying, preparing and sharing meals. The “Move” portion of the program—for students, athletes and staff—aims at creating bodies that are physically “literate,” balanced, and adaptable, rather than simply adapted.

Pillar III: Effective Environmental and Sustainability Education

All district elementary schools participate in field trips, led by trained naturalists, to the local Pheasant Branch Conservancy (PBC) to have lessons aligned with Foss science units. Topics include trees, soils, plants, water, web of life, and landforms. An intergenerational grant was received in 2013-14 from American Girl to fund art projects by Sauk Trail Elementary’s fourth graders who visit a natural area, hear stories about nature from senior citizens remembering their youth, and with the seniors’ help, create art inspired by nature and these stories.

MHS biology students learn about data

collection in the prairies of PBC during a scientific methods unit and return to do service at PBC, Holy Wisdom Monastery, and/or Governor Nelson State Park. They learn to seed collect or remove invasive species and dates when they can return for more volunteer service. Eight Saturday mornings, fall and spring, are reserved for HS volunteers for restoration work.

A youth farm, along with raised gardens at MHS and the district’s charter school, serve the district as outdoor learning environments. Run by two former MHS students, the MHS greenhouse uses high school students to help raise and transplant seedlings. A summer program uses college interns to work with elementary students to tend the gardens and learn about the benefits of organic food. A community-supported agriculture (CSA) was established for the harvests of 2014. Vegetables from the gardens will be used in the annual fall Organic Dinner, a sustainable dining experience for the community hosted by the Ecology Club.

Three levels of photography classes take nature shots at the PBC and all students enter one to five images in the Friends of Pheasant Branch (FOPB) Photo Contest. Winning photos appear in the FOPB Phenology Calendar. A 2014-15 grant was awarded to connect the Business Video Production class with the FOPB to produce four nature videos, including a history of the PBC.

These initiatives, plus AP Environment and Environmental Studies I and II classes at MHS, and infusion of environmental education into other disciplines and grade levels develop environmentally aware citizens.

You can read more about the 2015 green Ribbon awards at www2.ed.gov/programs/green-ribbon-schools/index.html

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Eagle Eye News Continued from Page 17

review and summaries on a weekly basis as well as providing highlight video links to the Youtube channel.

Eagle Eye News has opened up several career and technical opportunities for students who are interested in journalism, video production, sound production, broadcasting, directing, and marketing. Students will be able to walk on to a college campus with years of experience in the field already in hand. Considering the growing demand for digital content, coupled with the capabilities of technology in the field, the opportunity for a chance at a high paying career is a reality for these students. As the program con-

tinues to build, the students are looking to expand their operation and offer the opportunity to more students who believe they might be interested in a media or journalism career. If you have any questions about the program, please direct them to Josh Olivotti (jolivotti@npsd.k12.wi.us) or Scott Subach (ssubach@npsd.k12.wi.us)

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Student Contests & Awards

STEM Scholarship Essay Contest

Reed Technology and Information Services sponsors an essay contest with a scholarship prize. The essay limit is 750 words, with one essay per student accepted. The winning essay is selected based on the quality of writing and thinking on the topic, innovation selected and a well-supported rationale, and recommendations for improvements that are reasonable and feasible.

One scholarship of \$1,000 is awarded.

Deadline: Essay submissions are due May 30, 2015.

Website: www.reedtech.com/about-us/scholarship

American Association of Physics Teachers High School Physics Photo Contest

Sponsored in part by Vernier Software & Technology and supported by the Committee on Physics in High Schools and the Committee on Educational Technologies, the contest is open to high school students in grades 9 through 12. Entries are limited to 15 per school each year.

Photos may be entered in one of two categories: (1) natural photos are those that

involve everyday situations that may demonstrate a variety of physics concepts; and (2) contrived photos are those that are set up to show a particular physics concept or related set of concepts.

Deadline: Entries are accepted annually from March 1 to May 15 for this year’s competition.

Website: aapt.org/Programs/contests/photo-contest.cfm

Adventure Write Totem Heads Story Contest

This writing contest is open to kids ages 19 and under who are legal residents of the USA. Write an original adventure story that is made for kids, starts with “So there I was...”, and is no more than 1500 words in length. Judging is done in six age categories; winners from each category will have their story published on the Adventure Write website, plus they will receive \$50 cash and a certificate of achievement. Entries for the 2015 contest must be received by December 31, 2015.

Website: www.adventurewrite.com/kids/contest.html



The New Civics Initiative

The Spencer Foundation New Civics Initiative funds research projects that ask critical questions about how education can more effectively contribute to the civic development of young people. Research may span the life course from early childhood to adult learning, within formal and informal educational settings and contexts. Preference will be given to proposals that demonstrate potential to shape future research and practice, align outcomes with institutional or systemic change, and focus on developmental patterns in childhood through age 30.

Grants up to \$50,000 are awarded.

Deadline: Small Grant proposals are due April 9, June 2, and August 20, 2015.

Website: www.spencer.org/content.cfm/the_new_civics

Best Civil War Lesson Plan Contest

The Civil War Trust sponsors an annual contest for the best Civil War lesson plans at the elementary, middle school, and high

school levels. Three winning teachers receive cash awards for first, second, and third prize. Lesson plans are judged on creativity, classroom usefulness, and use of primary source materials.

First-place winners are awarded \$2,500, second-place winners are awarded \$1,000, and third-place winners are awarded \$500.

Deadline: All lesson plan entries must be submitted by July 1, 2015.

Website: www.civilwar.org/education/contests-quizzes/best-lesson-plan/best-lesson-plan.html

Saucony Run for Good Program

The Saucony Run for Good Foundation encourages active and healthy lifestyles for children and is dedicated to preventing and eliminating childhood obesity. In addition, the foundation acts to inform the public about the causes and prevention of childhood obesity and provide funding to optimize the impact and success of community organizations, including public schools that promote running and fitness programs for kids.

Grants up to \$10,000 are awarded. Up to seven grants are awarded each cycle.

Deadline: Applications are due June 13 and December 13, annually.

Website: www.sauconyrunforgood.com/how-to-apply/

VAHS librarian moves school 'Forward'

Voss wins statewide award

By Scott Girard

Seventeen English Language Learner students perused the shelves at a Madison area bookstore on a recent Thursday morning.

They found books on international soccer players Lionel Messi, Neymar and Luis Suarez, asking Verona Area High School librarian Teresa Voss if they could include them in their mass book purchase to stock the VAHS shelves.

One even asked if "Badass Survival Secrets" was an appropriate book to have at the VAHS library.

"I'll think about it," Voss told him with a smile.

The field trip to Madison was just one activity Voss has put in place that helped her win the Forward Award from the Wisconsin Educational Media and Technology Association. The award took quite a bit of work from Voss, including submitting student work examples, lesson plans and evidence of professional growth.

But she said it was worth it, and she was "totally surprised" to win.

"It was a nice way for me to get feedback from an outside source," said Voss, who has been VAHS' full-time librarian since 2006. "It

guides my thinking about what maybe I should be doing and it helps my principal."

She also pointed to her colleagues at VAHS — teachers and administration included — as key to winning the award.

"This is kudos to all," she said. "If the teachers and the students didn't use the library, we wouldn't continue to grow the library."

The award entry included praise from those very same colleagues.

"Voss is absolutely one of the key instructional leaders in our building," VAHS English and English Language Arts teacher Elissa Jones said in a news release. "She serves in so many capacities, including overseeing instructional mentoring, providing staff development that integrates technology with personalized learning, and leading us through the new Educator Effectiveness system, keeping our focus on teacher growth for student achievement."

Voss was also glad to be able to show her bosses that what she's doing is something others in her field feel is outstanding for evaluation purposes.

"I'm able to show this is what I can offer," Voss said. "Sometimes I just do it and it's more natural and I don't stop and think, 'Am I telling people that I'm doing it? Does my administration know?'"



She said in her time as a librarian, she's seen many changes, but the most significant has been incorporating technology into students' learning.

"Making sure they understand the ins and outs of technology," she said of her responsibilities now. "Understanding what's credible, who has authority on the Internet."

But, she pointed out, "Kids still love to

read and they still love books."

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