# Summer/Back-to-School 2025 WISCONSIN'S 4K-12 EDUCATION CONNECTION



# Building Futures: Delavan-Darien's Construction Pathway Prepares Students for Real-World Success



Delavan-Darien School District

As the demand for skilled trades continues to grow across Wisconsin and the nation, Delavan-Darien High School and DD Technical Schools are answering the call with a hands-on, career-focused Construction Pathway program that's helping students graduate ready for the workforce — or further technical training. Under the leadership of educator Mr. Tom Duval, the program has become one of the district's most successful examples of connecting classroom learning with real-world application.

Launched as part of the district's broader commitment to college and career readiness,

the Construction Pathway introduces students to the foundational skills and technical knowledge required in today's construction industry. The program combines in-class instruction with industry certifications and hands-on experiences to give students a comprehensive view of what a career in the trades can offer.

"Our goal is to help students see the real-world value of what they're learning," says Mr. Duval, who brings over two decades of experience in both teaching and the construction industry. "We're not just teaching them how to swing a hammer, we're teaching them how to think critically, work as a team, and understand the systems behind what they're building."

Through a sequence of courses that begin as early as freshman year, students learn everything from safety protocols and tool usage to blueprint reading, framing, and finishing techniques. They also gain exposure to plumbing, electrical, and HVAC systems to better understand how all trades work together on a job site. The curriculum is aligned with industry standards, and students can earn certifications such as OSHA 10 and First Aid/CPR, which give them a competitive edge when entering the workforce.

One of the standout features of the program is the opportunity for students to work on real construction projects. In partnership with local businesses, nonprofits, and municipalities, Mr. Duval's classes have completed everything from storage sheds and remodeling projects to building a

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# Middle Schoolers Become Digital Storytellers at Video Production CTE Camp



Madison Metropolitan School District

Middle schooler Carter B has been livestreaming on Twitch for more than a year, engaging in the world not only through books and letters, but through internet videos and photos. This is a common experience for many students in the modern age, whether it's using video for outlets like Twitch or other social media platforms, school projects, or simply personal enjoyment.

Whatever the case, it's clear now that much as reading and writing is a foundational skill for students, the internet has made understanding photography and videography just as important for thriving in the professional and social worlds. However, education on those subjects is still mostly lacking for prehigh school students, as video production is

not a CTE subject offered in MMSD middle schools.

Starting last summer, MMSD has been taking strides to close that educational gap, providing a camp aptly titled Discover the World of Video Production that teaches the basics of videography to middle schoolers. The camp is one of 23 different opportunities in the summer Career and Technical Education (CTE) programs, taking advantage of the new lab spaces in MMSD high schools built thanks to the 2020 referendum.

Like all of the full-day CTE camps, Discover the World of Video Production runs for four day sessions, from 8:30 a.m. to 4:30 p.m. each day. Though the camp, located at

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The Wisconsin Department of Workforce Development has included the Pipe Trades in its Top 50 Hot Jobs outlook through 2032. Hot Jobs pay more than the state average, are expected to grow faster than the average, and have the most projected openings.



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### Setting Students Up for Success: Exploring Careers in Wisconsin's Pipe Trades

Kaukauna, WI – In classrooms across Wisconsin, one question unites every high school teacher, "Are my students prepared for success after graduation?" For some, that means a four-year university. But for others, it's about finding a career pathway that blends job security, strong earning potential, and hands-on learning.

The state's labor market data makes a compelling case for including the pipe trades: plumbing, steamfitting, HVAC/R service and pipe fabrication, front and center in those career discussions. According to the Wisconsin Department of Workforce Development, these trades remain in high demand, with job growth projected at 6% between 2023 and 2032, outpacing the national average.

For Wisconsin students, the financial outlook is equally attractive. Journeymen in the pipe trades routinely earn over \$50 per hour, far surpassing the state's median wage of roughly \$32 per hour. And these are not jobs likely to be displaced by artificial intelligence; while BMG Research reports that 50% of young adults worry AI will limit their opportunities, skilled trades remain rooted in human judgment, adaptability, and physical expertise.

### Why Teachers Should Promote the Pipe Trades

Teachers are not just conveyors of knowledge; they are gateways to possibility. Introducing students to the pipe trades means introducing them to a career that:

- Offers a debt-free "earn while you learn" apprenticeship model.
- Pays well above the state median wage.
- Provides advancement opportunities into supervision, project management, or business ownership.
- Supports local economies by filling critical infrastructure roles.



Bill Bishop, Pipe Fabrication Instructor with UA400, reviews a school's submission to the Kick Off Your Career Skills Competition, providing judging and professional feedback on correct dimensions, weld quality and overall design/accuracy/creativity.



A student readies their team's Kick Off Your Future Skills Competition entry for judging during a Plumbers & Steamfitters Local 400 event to promote interest in youth apprenticeships in the pipe trades.

For many students, these opportunities are invisible unless an educator places them in view.

#### Who Makes a Good Candidate?

While technical aptitude helps, the strongest candidates for the pipe trades often share traits already nurtured in classrooms:

- Problem-Solvers who can think critically when challenges arise.
- Team Players who work well in coordinated crews.
- Detail-Oriented Workers who understand that safety and precision matter.
- Hands-On Learners who prefer active engagement over desk-bound routines.

The modern pipe trades also present

opportunities for students who may have previously been overlooked, including young women. In years past, misconceptions about physical strength kept many from considering construction-related careers. Today, those assumptions no longer hold. With safe lifting recommendations in place from OSHA and NIOSH, assistive devices offered by responsible mechanical contractors, and the industry's widespread use of lighter-weight materials like PVC pipe, the physical demands are more about technique, safety, and efficiency than brute strength. This opens the door to a broader and more diverse workforce—one that reflects the communities these trades

### **Overcoming Obstacles**

Barriers remain—often rooted in perception and access:

- <u>Stigma</u>: Trades are sometimes framed as "less than" college. Counter this by sharing wage data, career progression charts, and stories of successful tradespeople.
- Awareness: Many students simply haven't seen what the work looks like. Arrange field trips to local training centers, job shadows, or guest speakers from local unions. Point out how integral the trades are
- <u>Perception</u>: Many young people assume plumbers spend most of their time



Nick Johnsen, UA400 Pipe Trades Recruitment Coordinator, supports a participant in WRTP | Big Step's Northeast Wisconsin Summer Trades Academy as they prepare pipe with tape before applying sealant and connecting it to a pipe fitting at UA400's Kaukauna training center.

unclogging toilets, when in reality the most skilled professionals are working on large-scale new construction projects like schools, hospitals, and arenas that are essential to community infrastructure.

### **Industry Perspective**

As educators consider how to connect students with real-world opportunities, the voice of industry leaders can underscore what's at stake. For Nick Johnsen, Director of Recruiting for Plumbers and Steamfitters UA Local 400, the message is clear: the pipe trades aren't just jobs—they're essential roles that safeguard community health and keep vital systems running.

"The pipe trades offer stable, high-paying careers that directly impact public health and safety. Partnering with schools allows us to show students how their skills can build a future they can be proud of."

Nick Johnsen, UA400 Pipe Trades
 Recruitment Coordinator

### Five Ways to Help Students Explore the Pipe Trades

**1.** Invite Apprentices and Journeymen to Speak

Partner with local labor unions to bring professionals into your classroom. Guest speakers can share firsthand experiences about training, daily work, and career advancement. These discussions can also introduce students to concepts beyond entry-level work—like pensions, benefits, and collective bargaining.

**2.** Embed Apprenticeship Pathways into Career Modules

Use apprenticeship models as real-world case studies in your career-planning lessons. Have students map out year-by-year milestones leading to journeyworker status.

3. Promote Youth Apprenticeships Actively

Youth Apprenticeship programs let juniors and seniors earn wages while gaining trade experience. Some grant credits toward high school or apprenticeship coursework. Work closely with guidance counselors to make these programs visible and accessible.

4. Participate in Skills Challenges

Give students opportunities to compete in team-based trade challenges hosted by local unions. These events offer real-world feedback, promote school pride, and let students showcase their individual abilities beyond athletics and performing arts.

**5.** Encourage Curriculum That Builds Transferable Skills

Reinforce the value of courses like welding, AUTOCAD, automotive, and woodworking, which develop technical and problem-solving abilities and give students experience using tools and following schematics. Stress the importance of four years of math—especially algebra and geometry—which are essential for success in the pipe trades.



### **Habitat and Student Builders Unite for First Full-Scale Home Build in West Bend**

Home is where the heart is, as the saying goes—and there is plenty of heart going into the latest Habitat for Humanity home build in West Bend.

Many helping hands have come together erect a 1,920-square-foot house with attached garage at 341 S. 7th Ave. Most notably, under the guidance of West Bend Technology Education Teacher Rob Willmas, more than two dozen high school students from West Bend, Kewaksum, and Living Word high schools have spent much of the 2024-25 academic year building out the framework and laying the foundation.

The three-bedroom residence will eventually be the new home of Crystal and her two children. Like all Habitat for Humanity homeowners, Crystal will purchase the home at cost with no interest. Her monthly payments will, in turn, help fund future Habitat builds—a cycle of giving that helps more families realize the dream of homeownership.

This is the first time Habitat for Humanity of Washington and Dodge Counties has partnered with Willmas's school build program for a full-sized home construction project. On Tuesday, May 27, the groups celebrated their partnership and progress with a symbolic groundbreaking ceremony.

"This will be a gift to the family who will live here and to the neighborhood, and it's been a true gift to the students involved in building it," a visibly emotional Willmas said as he addressed the crowd that gathered at the

While Willmas and students have partnered with Habitat in the past to build tiny homes, the project on Seventh Avenue was a leap in scale and complexity that came with both challenges and unforgettable lessons. For example, students were able to complete the construction of the tiny homes fully indoors at a nearby technical college.

The Seventh Avenue effort began indoors, too, with students pre-building the home's framing inside the college facility. But this time, the pieces were too large to stay indoors. They had to be transported and assembled on-site, exposing the students to the unpredictable Wisconsin elements and the realities of outdoor construction.

Despite weather delays and the natural learning curve of building at full scale, the students rose to the occasion. Come fall, a new group of high school students will pick up where this year's builders left off, with the home expected to be completed by spring or summer 2026.



"Seeing something you built with your own hands become a home for a real family, that's powerful," said Habitat Executive Director Russ Wanta as he addressed the group of students at the ceremony.

Tuesday's groundbreaking was more than a ceremonial turning of soil. It was a celebration of education, community, and the powerful impact of coming together for a cause greater than oneself. For the Yepez family, it marks the beginning of a new chapter. For the

students, it is a lesson in craftsmanship and compassion they will carry for life. And for the West Bend community, it's a reminder of what can be built when we build together.

Courtesy of the City of West Bend





Wisconsin is unique among the 50 states in requiring that employers pay their apprentices for both time worked and time spent in required classroom instruction, recognizing the equally important weight of both aspects of apprenticeship training.

Scan the QR code below to download "Getting into the Trades" and begin exploring apprenticeships in Wisconsin!



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# **Bridges Construction Celebrates Home Build**



Green Bay Area Public School District

Twenty students showed off their hard work at 929 N Broadway in Green Bay after months of building a home as a part of the Bridges Construction & Renovation program.

Families, friends and local leaders gathered to tour the house and celebrate the students on May 14, 2025. Students in the class represented East, Preble, Southwest, and West High Schools.

At the celebration, Bridges instructor Chris Ziegler presented students with a toolbelt full of tools and shared each student's future plans. Superintendent Vicki Bayer, Ziegler, and industry leaders, Pam Sylvester and Noel Halvorsen, spoke at the event.

Bridges Construction & Renovation is an educational pathway within the Green Bay Area Public School District that offers students a community-based, hands-on learning experience in the construction and renovation industries.

Students work with professional contractors to learn about structural design, building safety, blueprint reading, rough and finish construction, modern design and home improvements. Students also explore the application of carpentry, masonry, home wiring, plumbing and architectural design.

Bridges students also have the opportunity to receive OSHA 10 certification. OSHA is the Occupational Safety and Health Administration, and is responsible for worker safety and health protection.



Upon completion of the program, students are prepared for an apprenticeship or additional educational opportunities at NWTC and in-demand careers with high earning potential

Beyond skills building, the program provides an opportunity for students to make a positive impact on their community by building and renovating safe, affordable housing.

This project was made possible by various community partnerships and with thanks to the first loan made through the Greater Green Bay Community Foundation's Impact Investment Program. This program provides a low interest loan and saves NeighborWorks Green Bay thousands of dollars in construction loan interest costs. This also allows the new home to go to market at a significantly lower price than are otherwise available.

A full class of students from East, Preble, Southwest and West High Schools are set to enroll in the Bridges Construction & Renovation program for the 2025–2026 school year.

Students will be able to work on two projects this school year: a single family home at 158 N Maple Ave. and townhome project at 418 4th St. on Green Bay's westside.

If you have any questions about Bridges Construction & Renovation, call West High School at (920) 492-2600 or email Chris Ziegler cjziegler@gbaps.org

### **Other Recent Projects:**

#### 1162 & 1164 Day St.

For the 2023–24 school year, Bridges students built new home builds at 1162 and 1164 Day Street on Green Bay's east side, in partnership with NeighborWorks Green Bay.

Both homes are three-bedroom, two-bathroom homes. 1162 Day Street is 1391 sq ft, including a bedroom and bathroom in the basement. 1164 Day Street is 1362 sq ft with all rooms on the first floor. The basement is completely unfinished, but an egress window was installed so a future owner could add additional living space in the basement.



### 421 4th St. (above) and 1200 Doty St.

For the 2022–23 school year, Bridges students worked on two new home builds in partnership with NeighborWorks Green Bay:

A house at 421 4th St. in Green Bay — The site was previously a vacant lot. The new single-family home has three bedrooms and two baths. The students built a 24' x 24' detached garage. Students worked on the floor, walls, framing, siding, roofing and finished carpentry of the home. Because these homes have a smaller footprint, students had the opportunity to do more roof framing, most of the drywall, and most of the finished carpentry.

#### A house at 1200 Doty St. in Green Bay

— The site was previously a vacant lot. The newly built house has three bedrooms, two and a half baths, and is a single family home. Students built a 24' x 24' detached garage. Students worked on the floors, walls, framing, siding, roofing and finished carpentry of the house.

#### 331 S. Irwin St. (Below)

For the 2021–22 school year, Bridges students worked on a new home at 331 S. Irwin St. in Green Bay in partnership with NeighborWorks Green Bay.

The house is a three bedroom, two and a half bath single family home. Students built a 24' x 24' detached garage. They also worked on the floors, walls, framing, siding, roofing and finished carpentry of the house.



www.gbaps.org



### **Doctor Gives Back to Bridges Construction & Renovation**



Dr. James Bailey, a cardiothoracic surgeon at Bellin Hospital, made a very generous gift to students in West High School's Bridges Construction & Renovation program on April 11, 2025.

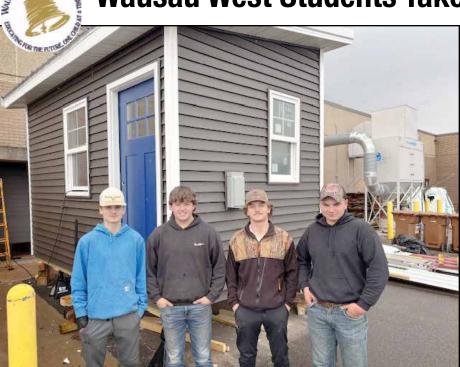
Dr. Bailey catered lunch for the students from Mission BBQ and gave new Milwaukee Tool Sawzall® reciprocating saw and a hammer drill and impact driver combo set to the seniors and t-shirts to the juniors in the program.

Earlier this year, Dr. Bailey donated new tool chests to seniors in East High School's City Stadium Automotive program.

Dr. Bailey graduated from Westwood High School located in Michigan, where he had participated in their automotive program. He shared that the automotive program was an important experience for him and said he wanted to give back to the community.

"I felt that doing something like this would be really helpful for them and help set them off on a good career path . . . this is something I knew that if I was in their position, I would be really excited to get and I wanted to do the same thing for them," Dr. Bailey said.

# Wausau West Students Take Pride in Tiny Home Build



Wausau School District

Advanced Manufacturing students at Wausau West High School, located within the Wausau School District, have completed a tiny house. That house will be placed in the Wausau area.

Brian and Lori Wolslegel from 'Indoors Wausau' brought their concept of a tiny house community that would serve a small portion of the unhoused population in and around Marathon County. In an effort to include and engage local non-profit organizations, namely

high school technology education programs, they presented this as a relevant and timely project to positively impact the community.

"The students started this project as they do many projects with an attitude of getting it done for the sake of a grade. However, as it grew closer and closer to completion, you could see the students' pride in completing something that will benefit others in their

own community. This is an opportunity for students in our community to use their talents and ambition to create real, positive change in someone and something bigger than themselves," said Wausau West Technology and Engineering Teacher Theran Peterson.

About a dozen students helped with the project — with 5 or 6 committed from start to finish.

"Many of the traditional building systems were represented in the project, albeit, at a small scale. Students had the opportunity to experience rough framing,



insulating, electrical, siding, roofing, drywall, painting, flooring, trim all in this very small structure," said Wausau West Technology and Engineering Teacher Theran Peterson.

A HUGE thank you to Brian and Lori Wolslegel for their leadership, coordination and vision.





# **Turning Wood Waste Into a Community Resource**

By Tim Bartelt All photos courtesy of Kyle Schmidt

Human nature tells us to give of ourselves and to give back to our community. Your company vehicles probably drive by a dozen places every day where people could benefit from your giving. And chances are, your kids or your neighbors' kids are those people. We're talking about the local high schools - both vocational/technical schools or general education. And what you'd be donating are the logs you'd otherwise be disposing of anyway.

Kyle Schmidt is a tech-ed teacher, aka the "Fab Lab Director," at Prescott High School in Prescott, Wisconsin, and the innovator behind a grassroots program that benefits the students, the schools and local tree care companies. The program's students mill donated logs into lumber and use it to create furniture and other products in school woodworking shops. Schmidt even started his own tree care company, Home Yard & Tree Services in Hammond, Wisc., in part to provide wood for the program.

Schmidt says the program takes a bit of initial investment, but has been a win-winwin. The tree care company wins through a charitable tax donation, as well as helping their local community, according to Schmidt. The school wins by reduced funding for these programs and generating revenue with the processed lumber. And the students win by learning real-world job skills and getting exposure to career opportunities in forestry, urban tree care and numerous other areas.

### How does the program work?

A main hurdle to success in this program is pitching the idea to your local school's administration and making sure the school is on board with the curriculum, as well as having an instructor who is behind the program. Schmidt was the driving force at Prescott High School, and his program was inspired by UWSP instructor Jared Schroeder.

Schmidt had ideas about such a program, and when he attended a four-day seminar on the math and science of milling and kiln-drying lumber led by Schroeder, they got to talking. Schroeder provided his curriculum, and it put Schmidt's program on the fast track to success. Donations began from Schmidt's own tree care business, and when other tree companies heard about his program – and this outlet for upcycling unused logs - they began making donations to the Prescott program as well. Even local community members have donated logs from trees cut on their properties.

For the program to be successful, you'll need to show the school how the investment in a small, reliable mill (cost between \$10,000 and \$15,000) can ultimately lead to reduced costs and future savings for school programs. Another need, to speed the process of drying the raw logs, is a dehumidifying kiln.



Prescott High School students stand with wood they milled as part of their wood technology program. This stack calculated out to be 1,566 board feet, totaling \$12,791 in savings and fund generation.

Prescott High School developed plans to build its own kiln at a cost of only \$900. Schmidt's student built the kiln in two weeks, and he's willing to share the construction plans for the kiln. Once completed, the students were drying logs almost immediately, already saving money. Prescott High School realized a payback on their investment within one year. Other schools may take two years, says Schmidt.

#### In class

You also need to show the school that the donations they're receiving will eventually become something functional for the school and beyond. "This wood is used for any class that needs it in the entire district," says Schmidt.

The Wood Technology classes at Prescott self-design furniture, blueprint each individual piece and then calculate the board feet they will need to create it. Students calculate the cost using the current market price of the lumber. The student (or the student's parents) buys the lumber at half the market value. If a student's project costs \$100, they would pay the instructor, and then the magic starts for the

"The students fill their dehumidifier kiln and do moisture testing on the lumber till the hardwood is below 12% and the softwood is below 9%. Usually, it's 15 to 19 days in the kiln," says Schmidt. Once the lumber hits those dryness values, the projects can be started.

"We build community projects for parks and trail systems, and have built \$5,000 to \$6,000 worth of cabinets for under \$1,500 for departments in the school that have been waiting almost a decade for cabinets," says Schmidt. "Sometimes, the funding just isn't there in school districts. So we solve the problem for them. In the last five years, we've reached a difference of nearly \$150,000 in savings and funding generation by doing just this. At Prescott High School, the students do it all."

Talk about a functional program that provides real-world experience! Schmidt calls it

Schmidt goes on to detail some other

"from forest to furniture." Growth



A community member liked the firewood sheds the students built, with slab wood as siding, and ordered one. Now they have three shed orders for next year, according to Kyle Schmidt.

done wonders for us. Our community has made suggestions to help our woods program. 'Why don't you sell the slabs and unusable wood as firewood?' Then another community member saw the firewood sheds we built. He liked that we used the slab wood as siding, and he ordered a shed. Now we have three shed orders for next year."

"The program keeps growing in ways we never saw coming," Schmidt says. "Harley Hotchkiss, from one of the tree companies, sent us a sawdust fi re-starter idea, and now our welding students are building a bottle jack press to compress the sawdust. The welding students have built steel ramps for the logs and a hook to hang a sawdust collection system off the end of our mill. I give 95% of the credit to our students. The program is blowing up because of them."

As the program continues year after year, the school begins to realize more revenue, and the costs of equipment and future logs pay for themselves. For Prescott High School, "In the first year, we have saved more than \$15,000 that can be spent on other program improvements and other materials," says Schmidt.

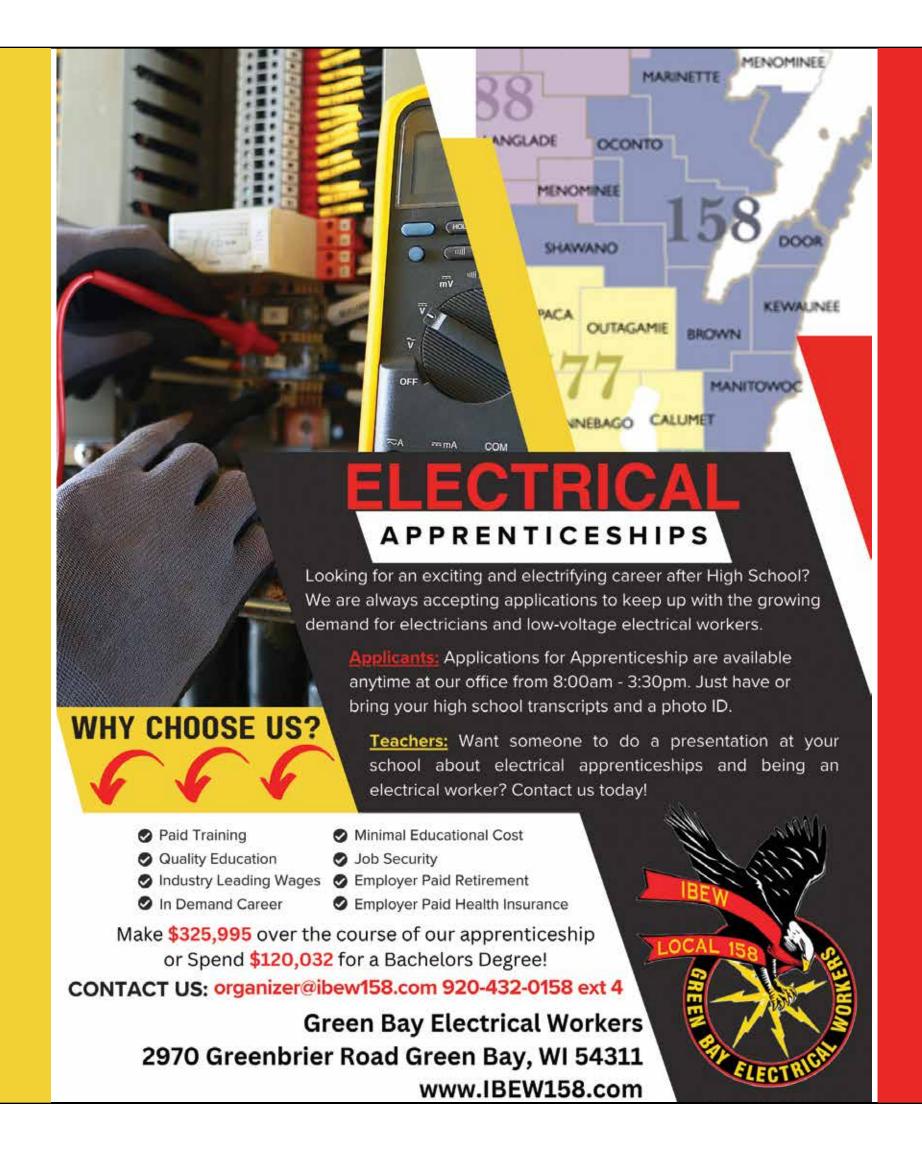
The school was spending \$10,000 to \$15,000 a year on lumber and does not have to do that anymore due to the donations from local tree companies, according to Schmidt.

#### **Cutting costs and making money**

Data from real schools undertaking this program is an excellent carrot to entice your local school to get interested, according to Schmidt. Here are some real-world figures shared by Schmidt and what Prescott High School has realized for their tech-ed program in the short duration of a curriculum like this. "We have done a \$28,000 turnaround in just eight weeks of school, and can easily hit \$60,000 in a year's time," he offers. For participating tree companies that donate, the school will provide a receipt for the market value of the logs, depending on the type of wood and estimated board feet that can be drawn from the logs. Across many areas of the country, it can be difficult to get rid of cut logs. Often, a tree care company needs to drive long distances to a compost site and actually pay the site to dispose of logs. With this program, although there is no revenue up front, the tree company is getting a future tax write-off and creating a bond with its local community.

### **Workforce development**

Besides your tree care company making a tax-deductible contribution to your local school, you're also helping develop the next generation of forestry industry employees, whether they end up in forestry management, become an arborist or become employed in cabinetry or housing



# Turning Wood Waste Into a Community Resource Continued from Page 8



The stack took 18 days to dry in the school's dehumidifier kiln. It is one of three they currently have on site.

construction. According to Schmidt, each student's future employability is enhanced with each project, and it's a great way to get students of all genders exposed to real-life work experience.

"The students learn actual forestry skills among other skills, including math (by calculating board feet in a felled log), science (identifying species, observing wood-grain patterns, documenting the natural drying of lumber through moisture-content readings) and participating in customer service (taking orders from individuals for what to build with the milled timber), creating a healthy work ethic and much more," says Schmidt.

The students also develop a "pay it forward" mentality, where they realize someone is providing something to them and they eventually pay that off by using those resources to benefit someone else.

Creating a program like this from the ground up in your community also can be a public-relations opportunity. Once the school starts realizing benefits, be sure to share their data and successes with the local paper or on your website. "Especially, share it with other TCIA members," says Schmidt, "who will be inspired to follow your lead and start a program in their community."

### **Conclusion**

Although investing in a program like this takes a little time to show its financial rewards to the school, Schmidt relays there are long-



Students self-design furniture, blueprint each individual piece and then calculate the board feet they will need to create it.

lasting residual effects of what your company is doing to help the students learn and what the community gains.

What can you do next? Start researching tech/vocational schools in your area to see if they can benefit from your donation. Not sure where to start? Schmidt is a major resource to help get a program started. To learn more about this program and how to turn your wood waste into a community resource, contact

Kyle Schmidt at (715) 970-0078, or email him at homeyardtreeservice@gmail.com.

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### Delavan-Darien's Construction Pathway Continued from Page 1



new partnership with Habitat for Humanity, taking on a range of construction and repair work. These projects allow students to see a job from concept to completion, managing timelines, budgets, and materials, just like a professional crew.

"We treat each build as if it's going to a real client because it is," Duval explains. "That level of accountability teaches students not only technical skills, but also professionalism and pride in their work."

The Construction Pathway is housed within DD Technical School, a state-of-theart facility located on the DDHS campus that mirrors the experience of a technical college environment. Equipped with updated tools, equipment, and lab space, the program supports a variety of learning styles and fosters a strong sense of community among students who share a passion for hands-on learning.

Many program graduates go on to apprenticeships, technical colleges, or full-time employment with local contractors. Some even return to the district as guest speakers or mentors, paying forward the mentorship they received.

"Seeing our students walk out the door with a skill set they can use on day one, that's the most rewarding part," says Duval. "They're building their future, literally and figuratively."

As Delavan-Darien continues to expand its Career & Technical Education offerings, the Construction Pathway stands as a model for how public schools can support student success in the skilled trades. With community partnerships, dedicated instructors, and a vision for workforce development, DDHS is helping build more than structures, it's building futures.

For more information about the Construction Pathway and other Career & Technical Education programs at Delavan-Darien High School, visit <a href="https://www.ddschools.org">www.ddschools.org</a>.

www.ddschools.org







# Greater Fox Cities Habitat for Humanity Youth Build Program Provides Menasha Students and Students in the Fox Valley Hands-On Training in Construction



Greater Fox Cities Area Habitat

At Greater Fox Cities Area Habitat for Humanity, building homes is also about building futures. Through our Youth Build program, the Menasha High School students gain practical construction skills, confidence and a deeper sense of purpose, all while helping create a safe and affordable home for a family!

Working side by side with partner families, experienced senior crew volunteers, industry professionals and Habitat staff, students see a home come to life from the ground up. Students learn problem solving, accuracy, teamwork, leadership, safety and responsibility. They are there after the basement foundation is poured, watching the roof trusses

being set, and this year taking part in an on the ground instruction during roofing installation. Along the way, they gain invaluable skills of drywall backing; air sealing and insulation; wall installation; siding and painting.

"One thing I have learned from this experience of building a house is that it's important to have patience and get your measurements right. For example, while doing the floor joists it is important to get the wood in the right place, so the rest of the measurements of the house can stay accurate."

- Jocelyn, Menasha High School Student

As the build nears completion, students lead peer-to-peer tours of the home, sharing what they have learned and inspiring others to get involved. These experiences are complemented by classroom learning where Menasha Tech-Ed Instructor, Bryan Arnold works with local contractors and trade associations to share education, trade pathways and career opportunities.

"The partnership between Menasha Joint School District and Habitat for Humanity has provided invaluable hands-on experience for

Continued on Page 12

### Fox Valley Community to Schools and Youth Groups

Fox Cities Habitat is launching a pilot program for youth to be involved with Habitat for Humanity in the Fox Valley. Through school shop classes and youth groups, students will be provided the opportunity to learn about Habitat and build items like picnic tables, Leopold benches, or small sheds. These projects will be donated to the Habitat ReStore, displayed, and sold to the public. The proceeds will go back into the Youth Build program. At the ReStore, we'll be creating a special display area to highlight student-built projects and recognize our Youth Build partners



# Third Annual STEM Showcase Highlights Students' Technical Skills and Creativity



Middleton-Cross Plains Area School District

Nearly 50 Middleton High School and Clark Street Community School students shared their end-of-year projects at the STEM Showcase on May 30.

"For many students, their project is a representation of their career interests and exploration to discover their passion," said Career & Technical Education Coordinator Dave Thomas, who organized the showcase with Engineering Design and Development Teacher Ben Shrago.

The third annual showcase brought together community volunteers from local businesses as well as MCPASD administrators to listen to students' presentations and provide feedback.

"The genuine curiosity and feedback of our attendees, who are represented by fellow high school students and community guests, reinforces for student presenters that they have developed technical skills that are valuable and in-demand in our community," Thomas said.

The showcase included students from multiple classes, including engineering design and development, civil engineering and architecture, digital electronics, game design and development (an integrated course with computer science, digital art and English), advanced art, and Clark Street Community School Career Projects.

Thomas said the event has evolved from a focus on the national Project Lead the Way curriculum to emphasizing a capstone presentation experience. Shrago collaborated with other instructors to ensure that the showcase offers a multi-disciplinary approach and welcomes students from programs and courses that have a focus on project-based learning.

"I love that this event represents the High Quality Project Based Learning Framework, which is supported by the Project Management Institute Educational Foundation," Thomas said.

The framework focuses on six criteria: Intellectual Challenge and Accomplishment, Authenticity, Public Project, Collaboration, Project Management and Reflection. Thomas noted the showcase also aligns with MCPASD's future-preparedness framework: A Cardinal's Journey.

"As the District moves forward with the

comprehensive future-preparedness framework for all students, this showcase can provide a supplemental opportunity for our project-based learning students and programs to demonstrate the skills, competencies, and attributes that are represented in A Cardinal's Journey," Thomas said.

"My favorite part of the showcase is the pride that students display in their learning and how they adapt to the challenge of getting outside of their comfort zone to speak publicly about their project," Thomas said.





### Greater Fox Cities Habitat for Humanity Youth Build Program Continued from Page 11



Appleton Area School District Youth Build Project

our Tech Ed students that goes beyond the classroom. These learning experiences also allow our students the opportunity to contribute to the betterment of the community, build connections and promote their own personal and professional development. We are excited to see continued growth in this program. ""Working alongside Fox Cities Habitat was great. All the staff and volunteers were so helpful in teaching the kids. This experience wouldn't be possible for us without Habitat"

- Brian A, Menasha Tech Ed Teacher

This year, Habitat is launching a pilot program for all youth in the Fox Valley, to get involved with the Youth Build Program. Through school construction/tech-ed classes and youth groups, students will be provided with the opportunity to learn about Habitat and build items like picnic tables, Leopold benches, or small sheds. These projects will be donated to the Habitat ReStore, displayed, and sold to the public. The proceeds will go back

into the Youth Build program. At the ReStore, we'll be creating a special display area to highlight student-built projects and recognize our Youth Build partners.

Through this experience, students develop responsibility and an understanding of the importance of giving back to their community. By participating in Youth Build Program, young people contribute directly to creating positive changes while preparing for their own futures. Whether they pursue careers in construction or simply carry forward the values of community and compassion, the lessons learned during our Youth Build stay with them for a lifetime.

It's a full-circle experience. Students build. Communities support. Futures are shaped.





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### STEM for All in South Milwaukee Schools



School District of South Milwaukee

What does STEM (Science, Technology, Engineering, and Math) education look like in a South Milwaukee elementary classroom? It looks like students having the opportunity to create and make while learning future-ready

skills in math, science and technology. It like groups of students working together to solve simple and complex problems while learning the first steps to coding and programming. It looks like a robot named Rosie spinning around and seeds flying out of the robot's cup to mimic how squirrels disperse seeds in their environment. It looks like a local news meteorologist visiting to talk about how clouds work and students getting the chance to replicate it in the classroom. It looks like students learning how to market

products they create and develop their speaking and listening skills.

"STEM in the elementary setting is so exciting and South Milwaukee is really the first district

in this area to be piloting a program like

this, starting as young as kindergarten," said STEM Teacher Katy Casleton.

She's one of three teachers hired in the 2024-25 school year by the district to start a kindergarten to fifth-grade STEM class that all students take as part of their weekly enrichment classes. That means, like Art, Music, Library, and Physical Education, students are given dedicated time by specialists like Casleton, Jennifer Haynor, and Jolene Wasilewski to focus on STEM.

STEM education has always been important to the community of South Milwaukee. The high school expands the courses in technology and engineering each year, and the middle school recently added a second STEM course called Entrepreneurship Through STEM as data shows so many future jobs are going to be in that field. "We wanted our elementary students to have that same experience as an early step in career exploration. What do they want to be when they grow up? We ask little kids that all the time, but then we don't tie some of that to what we're actually doing in schools. STEM is one additional way to give our students opportunities to be creative, but also to see where that creativity and passion can turn into a real job in their future," Superintendent Deidre Roemer said. "We are fortunate that the community supported a \$2 million

per year, 5-year referendum in April 2024. In addition to security upgrades and helping keep the district's salaries competitive for teachers, that referendum helped equip the STEM classrooms and hire the teachers."

As a result, South Milwaukee now offers some form of STEM education at every grade level.

"I really want students to come home just like very excited about the possibilities of the things they're going to do in STEM class," Wasilewski said.

Parents regularly report that their students are having just that experience. One parent shared that when he asks his son, each day, how school went, he gets a different answer on the days he has STEM. On those days, he gets a lengthy explanation of all the things he gets to explore and make. The hands-on, rigorous learning is working for students, staff, and parents in our community!

www.sdsm.k12.wi.us



# South Milwaukee Students Participate in NASA TechRise Challenge



School District of South Milwaukee

When South Milwaukee Middle School STEM Teacher Isabel Mendiola watched the weather balloon lift off the ground this summer, carrying her students' weathermonitoring device, she thought of all the hours of work the students put in that led to that moment.

"It was amazing, amazing work," she said. "Seeing the device, the payload,

working ... I was proud of them."

Her team of students – just one of 60 in the nation and the only one from Wisconsin — was selected for the NASA TechRise Challenge in January.

That challenge was to build a device that would collect the kind of data they promised in the application and that would survive the heat of the desert launch area, the seven hour flight it would take in the frigid cold of the earth's atmosphere at 78,000 feet above the ground, and the not-so-gentle crash of the weather balloon at the end of the mission.

Beginning in February, the teens met twice a week after school. On Tuesdays, they did the work – soldering sensors to computer boards and writing the programming that would go into the device. On Thursdays, they held Zoom meetings with NASA engineers to report their progress and troubleshoot any issues the students ran into.

"The project we worked on is a device that monitors VOC levels in the atmosphere. VOCs are volatile organic compounds that are basically dangerous gases that cause health problems like allergies, asthma, and even cancers," said Eighth grader Fathima Sayyed.

"We're also measuring temperature, humidity, methane, benzene, and fluoride levels," adds Kaylyn Crawford, also an eighth grader.

Now that the device has been to the edge of the atmosphere and back, it's been sent home to South Milwaukee to continue the learning. "Every sensor that was there worked. We got beautiful photographs," Mendiola said.

The team, even those who are now freshmen, will reunite in September to dig

through the trove of data — and photos — that the device collected.

"They are the ones who put all the sensors in the payload. They know the code, they know the processes," Mendiola said.

Current Middle School students won't have to be jealous of the TechRise team. They'll soon have their own NASA projects to work on. Mendiola was recently accepted into the 2025–26 Growing Beyond Earth® (GBE) Program, a national classroom-based citizen STEM initiative developed in partnership with NASA.

"As a new GBE teacher, I'll be leading our students in conducting NASA-aligned research trials across both the fall and spring semesters. We will explore how plants can be grown in controlled environments to support space exploration and life beyond Earth," she said. "This opportunity will provide our students with a chance to contribute to authentic research that supports NASA's long-term mission."

www.sdsm.k12.wi.us





### **Elmbrook FTC Robotics Teams Excel at State and World Competitions**

School District of Elmbrook

Elmbrook's FIRST Tech Challenge (FTC) robotics teams wrapped up a remarkable season with standout performances at both the Wisconsin State Championship and the World Championship in Houston, Texas. With exceptional technical prowess, community engagement, and teamwork, Elmbrook teams once again showcased the strength of STEM education in our schools.

#### State Championship & Mentorship Success

The FTC Wisconsin State Championship took place March 7–8, bringing together 27 of the state's top teams in a competitive display of innovation and skill.

- Team Hazmat (#13201) earned the 1st Place Inspire Award, the highest honor in FTC. This award recognizes excellence across all areas of the program, from engineering and outreach to teamwork and professionalism.
- GEarHeads (#16460) received the 2nd Place Inspire Award and made a commanding impression on the field by captaining the winning alliance in the robot game and setting a new state record.
- Team Superstellar (#19417) was honored with the Control Award, recognizing advanced programming and robot control.
   Eight Elmbrook students were named

Dean's List Semifinalists, celebrating their leadership, dedication, and contributions to their teams:

- Annalise Turner and Vinayak Menon (Hazmat)
- Vaidehi Ramachandrula and Victor Han (GEarHeads)
- Aarushi Banerjee and Hasini Manne (Superstellar)
- Adee Niljikar and Vybhav Parthan (Pack A Punch)

In recognition of exceptional mentorship, Amjad Jabbar, coach of Team Hazmat, received the Compass Award, given to an individual who provides outstanding guidance and support to FTC teams. Additionally, BEAST Robotics' mentor Barry Black won the FIRST Wisconsin Regional Volunteer of the Year Award at the First Robotics Competition (FRC) Wisconsin Regional Competition for his time and dedication to BEAST and FIRST.

#### World Championship Triumphs

After their outstanding state-level performances, Team Hazmat and GEarHeads earned invitations to the FIRST Tech Challenge World Championship, held April 16–19 in Houston. They were among only three Wisconsin teams selected from a global field of over 8,800 teams, with the top 256 advancing to the final championship.

· Team Hazmat competed in the Edison



Division and won the Inspire 2 Award, placing them among the top 5–8 teams in the world. The Inspire Award honors a team that exemplifies the ideals of the FTC program and serves as a role model through their outreach, engineering process, and gracious professionalism.

GEarHeads competed in the Jemison Division and won the Connect Award, recognizing efforts to connect the local community with engineering and FIRST values. They were the #2 seed after qualifications in their division, led the first alliance, and concluded the season with a 95.7% win rate and the 10th highest Offensive Power Rating (OPR) globally.

From local scrimmages to the global stage,

Elmbrook's FTC teams have exemplified the values of collaboration, perseverance, and innovation. Their accomplishments reflect months of dedication, countless hours of design and programming, and a deep commitment to learning and leadership.

Congratulations to Team Hazmat, GEar-Heads, Superstellar, and Pack A Punch for an outstanding season, and thank you to all mentors, families, and supporters who make these achievements possible.

Elmbrook FTC is truly a force to be reckoned with on the world stage.

elmbrookschools.org



# Transform Your Classroom with REAL-WORLD STEM

eCYBERMISSION is a free, virtual STEM competition for 6-9 graders.
Students form teams of 2-4, led by an adult Team Advisor, and select a community problem to investigate with science or solve with engineering. Register today at www.ecybermission.com!













# eCYBERMISSION Supports Teachers

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website, including
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STEM Professionals Students have access to Mission Mentors,

to Mission Mentors, STEM professionals available to help with projects.

### Mini-Grant Funding

All teachers are eligible to receive up to \$26/student to support the cost of project supplies and as a professional stipend.

Page 16 Electronic Edition: www.teachingtodaywi.com



# Fondy Fire Robotics Team 2194 Goes Undefeated and Wins Prestigious R20C Offseason Event



School District of Fond du Lac (Fondy Schools)

The Fondy Fire Robotics Team 2194 delivered an outstanding performance at the Rock River Offseason Competition (R2OC) on July 26-27, 2025, going undefeated and claiming the championship title at one of the Midwest's most prestigious offseason events in the FIRST® Robotics Competition (FRC) circuit.

The event, hosted in Rockford, Illinois, featured top teams from across the region competing in a high-energy environment that celebrated innovation, strategy and teamwork. Team 2194's robot performed flawlessly throughout qualification and playoff rounds, earning them the top spot and a perfect win record.

In addition to the team's competitive success, Mathew Janke, a Fondy Fire senior, was honored with the R2OC Scholarship. The scholarship recognizes students who exemplify the values of FIRST®, including leadership, community involvement and a passion for STEM education.

"We're incredibly proud of our students," said Mark Holschuh, Head Mentor of Fondy

Fire. "Winning R2OC without a single loss is a testament to the students' hard work, perseverance and collaboration. And Mathew's scholarship win highlights the academic and personal growth we strive for as a team."

Fondy Fire Robotics has built a strong reputation in the FRC community since its founding in 2007. Known for its student-driven approach and commitment to STEM excellence, the team continues to inspire

future engineers, programmers and leaders.

With sincere thanks to Fond du Lac schools, local businesses, mentors and families for their continued support, Team 2194 is now looking ahead to their next competition, TWIST, as they build on their momentum and prepare for the upcoming school year.







### **Marcy Students Grow Confidence Through STEM Arcade Project**



Hamilton School District

Fourth grade students at Marcy Elementary School invited families and younger students to join them for Arcade Day. The celebration was the culmination of a month-long STEM project that involved designing and building their own cardboard arcade games.

STEM projects engage students in handson learning by combining science, technology, engineering and math. The projects are designed to spark curiosity and problem solving skills.

"STEM asks a lot of students," explains Marcy Elementary School Teacher Julie Greenwald. "In math, for example, students can be uncomfortable as they figure things out, as they try new strategies and as they build their confidence while learning new skills. Throughout the year, we do a variety of STEM challenges to help students get comfortable with being uncomfort-

able: practicing grit, perseverance, starting over and learning what to do when your first attempt fails. This project allows students to show their growth. They get to build, succeed, sometimes fail, redesign and repeat until they are satisfied with a game they can share."

Students design and plan all elements of their arcade games including how points are scored and what skills are used. Students are each asked to bring a cardboard box to school. Students use the boxes as well as other donated classroom supplies to complete their arcade games.

Greenwald says she can feel different energy in her classroom when students are building their games. "There is a hum as the kids take supplies and add their creativity," she says. "When the kids are done and ready to share their games, multiply that feeling by one-hundred! The room vibrates with excitement when they know the first graders and their families are coming to play their games. It's all they talk about leading up to Arcade Day!"

Many parents have shared that students continue building new arcade games at home when delivery boxes arrive. "I love to hear that," says Greenwald. "I love to hear that students keep building, exploring and growing their grit."



# Middle Schoolers Become Digital Storytellers Continued from Page 1

East High School, only has three sessions this summer, each session is packed tight with activities and experiential learning to give students the greatest sense of familiarity with video production tools possible with the time given.

"Mostly, they're hands-on, working with video cameras," Nancy Stillwell, the CTE teacher leading the class, said. "We learned about tripods. We're going to learn about microphones. We're going to sit in the studio in a little bit. So they're just getting a . . . taste of what video production is all about."

Students aren't just getting the technical knowledge of video production; the class also leads students through creative projects that allow them to think artistically about the stories they're telling. Within these projects, the students are taught the basics of cinematic storytelling, from the beginning, middle, and end of a story to camera movement/angles to sound effects, as well as how to develop a story based on a prompt.

On the second day of the session, they were tasked with the creation of a silent film that needed to involve a baby doll prop. These projects ensure not only that students are familiarized with the tools of video production, but know how to employ them effectively as well.

Many students enter the camps with basic knowledge of video production, but Stillwell still works hard to make Discover the World of Video Production a rewarding experience for all children enrolled. This summer, the camp also provided field trips to studios and to places like the zoo, where students engaged in activities such as a video scavenger hunt, or WMTV, where students observed how videography is used in a professional setting.

"What I really love is being able to help these kids elevate their skills because, you know, they're all shooting video on their phones almost every day," Stillwell remarked. "So if we can make even their little videos they do with their friends that much better, that's so cool. And some of them are very talented, and they're bringing in lots and lots of experience."

Importantly, the camp gives middle school students a place to explore the realm of video production that they would likely not have otherwise. The kids are enthusiastically taking advantage of that opportunity. Some are enjoying the camp as a way to deepen their pre-existing passions.

www.madison.k12.wi.us



# **Bellin College Healthcare Academy Engaging High School Students in Exploring Careers in Healthcare**

The Bellin College Healthcare Academy is engaging Luxemburg-Casco High School students in exploration of careers in the healthcare field. The program additionally offers a head start on obtaining related college credits at a reduced rate, thereby mitigating future student loan debt.

Pair that with quality practical experience in a work-based healthcare environment, and you have a winner for L-C students.

"Students tell me that the Healthcare Academy has been an amazing experience for them," says Mike Snowberry, director of learning services for the Luxemburg-Casco School District. "It is important for them to explore all of the available careers within a healthcare system – they just don't know. The hands-on aspect of it really has helped them in making their career choices.

The Bellin College Healthcare Academy (HCA) began in the 2022-23 school year with 34 students from three area high schools, among them 18 students from Luxemburg-Casco. L-C subsequently had 26 students participate in the 2023-24 and 2024-25 academic years, according to High School Counselor Kurt Wolske.

Health Occupations, a career-exploration

course, is offered to freshman and sophomore students at L-C. A very popular class with 2-3 sections each year, it provides an initial gauge for students of their interest level in participating in the Healthcare Academy.

The students who choose to continue on to the Healthcare Academy can earn up to 42 college credits while in high school by taking advantage of every course available through Bellin College.

Core Healthcare Career courses include Introduction to Healthcare, Customer Service in Healthcare, Medical Terminology, and Nursing Assistant. These classes are offered as asynchronous online or hybrid.

L-C students participating in the Healthcare Academy curriculum are given the flexibility within their personal schedules to complete their online courses during study halls, according to Snowberry.

Three Science courses – Anatomy and Physiology I, Anatomy and Physiology II, and General Chemistry – must be taken in person at Bellin College. The college works with the district on the placement of those classes in student schedules.

HCA courses are transferable to most Wisconsin colleges and universities should



a student later decide not to attend Bellin College or to pursue a degree outside of the healthcare field.

A key component of Healthcare Academy participation, Snowberry says, is the opportunity for job-shadow experiences. These offer

the chance for career exploration and provide students with a better idea of which classes they would like to take.

Many Healthcare Academy students

Continued on Page 18

# Do You Want a Fulfilling Career Helping Those in Need?

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# D

# **Reality Day at DeForest Area Schools**



DeForest Area School District

### What is Reality Day?

It is a fun, interactive financial literacy simulation for all high school juniors to learn the "realities" of life after high school or college.

#### How does it work?

All 11th-grade students will complete a career cluster survey and identify a potential occupational area they may be interested in pursuing in their future. After completing an application form, business people evaluate

their application to determine an occupation and "life status." Local businesses provide real-life product, service, and cost information and staff the reality day "stations" (housing, groceries, debit/savings accounts, etc.).

Students are assigned a future occupation and "life status" (with a personal financial profile) based on their career area of interest and the completion of their application form. The Reality Day career and life status assumes an age range from 28 to 30 years old.

Students navigate through the Reality Day stations and manage their personal financial resources to pay for one month of life's necessities while making choices about what additional products and services to purchase.

# How does the program impact students?

As a result of Reality Day, students:

- Learn why financial planning skills, goal setting, and decisionmaking are so important to their futures.
- Learn the relevance of what has been taught in school, and the impact financial literacy has on their lives.
- Examine their attitudes and understanding about career choices, earning potential, job satisfaction, and the role of those concepts in attaining a quality of life.
- Interact with DeForest area business people, community members, teachers, support staff, and administrators.
- Work with other students, school staff, and the business community in an action-oriented setting that has the power to change student perceptions about their future.

### Quick overview of the process:

- Students use a checklist to document their station visits and purchases
- · Students visit every station (volunteers



initial each student's checklist to verify their visit) where purchases may be required or optional

- As students approach each station, volunteers answer questions and help them make wise decisions based on their "life status"
- There is an SOS station for those students who need additional assistance.
   (All students' goal: to leave the Reality Day event with \$0-\$200 left in their checking account)
- "Fate Cards," "Police Tickets," and "Health Alerts" randomly present circumstances for students to deal with

For more information Contact Austin Hofer, CTE Coordinator, at (608) 842-6619



# **Bellin College Healthcare Academy**

**Continued from Page 17** 



apply and interview for healthcare-related internship opportunities through the district's youth-apprenticeship program, securing high-level practical experience.

According to Jolyn Helgeson, youth apprenticeship coach based in LCHS, students this year have filled positions including nursing assistant, Certified Nursing Assistant (CNA), surgical CNA, occupational assistant and resident aide. Their roles are at healthcare and therapy facilities, along with senior- and assisted-living facilities.

The YA work experience in healthcare is

a win-win, providing benefits to both the students and their employers.

"The students are very productive employees," Snowberry shares of the feedback he and other L-C administrators have received. "They want to learn, and they also want to do a really good job in the field they are in. The organizations who have employed our students have been very happy."

Bellin College also collaborates with area clinical agencies to enable students to shadow professionals in different healthcare fields, in addition to providing many career-focused exposure events each year.

It just goes to prove that Luxemburg-Casco students not only can dream of playing doctor or nurse, they can start on a path to doing it through participation in the Bellin College Healthcare Academy.

www.luxcasco.k12.wi.us

# Accounting Careers: A Comprehensive Overview

Accounting is a dynamic field with diverse career paths for individuals with a strong aptitude for numbers, analytical thinking, and a commitment to accuracy and ethical conduct.

### Types of accounting roles

- Public accountants: Work for accounting firms providing services to various clients. Their work typically includes auditing, tax preparation, and consulting.
- Corporate accountants: Manage the finances of a specific company. Their responsibilities include maintaining financial records, preparing financial statements, and ensuring compliance with regulations.
- Government accountants: Work for government agencies, focusing on areas like budget analysis and financial reporting in the public sector.

 Forensic accountants: Investigate financial crimes like fraud, embezzlement, and money laundering. They use their expertise to analyze financial documents and provide litigation support.

### Specific job titles

The following are some common accounting career titles:

- Accountant
- · Auditor
- · Bookkeeper
- Certified Public Accountant (CPA)
- Chief Financial Officer (CFO)
- Controller
- · Financial Analyst
- · Forensic Accountant
- · Senior Accountant

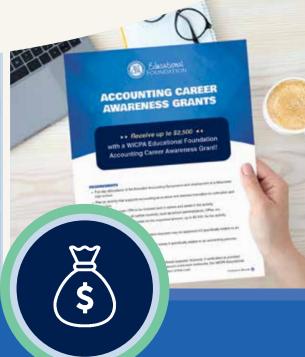
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### Five Educators Selected as 2026 Wisconsin Teachers of the Year



The Wisconsin Department of Public Instruction, in partnership with The Herb Kohl Educational Foundation, is proud to announce the five educators selected as 2026 Wisconsin Teachers of the Year. These exceptional educators were surprised with the news during surprise ceremonies at their schools, where they were joined by students, colleagues, family, and friends.

As part of their recognition, each Teacher of the Year will receive a \$3,000 award from the Herb Kohl Educational Foundation. One of the five educators will also be selected through an interview process to represent Wisconsin in the Council of Chief State School Officers' National Teacher of the Year Program.

The 2026 Wisconsin Teachers of the Year are:

### Mark Acherman

Meet 2026 Wisconsin Teacher of the Year, Mark Acherman, from the Darlington Community School District!



Acherman has taught in Darling-

ton since 1994 and is known for his hands-on approach to science education, incorporating field trips, guest speakers, and community partnerships. He also coaches youth and school sports, advises STEM clubs, and helped found the Jim Huston Nature Trail — an outdoor classroom that connects students and the community to nature and science.

Mark's infectious energy for science, nature, and his students makes him an invaluable member of the Darlington community. He inspires his students to engage with our big beautiful world and encourages them to find their passions.

He is a lifelong learner who loves sharing his knowledge and creativity with students and colleagues. Thank you for all you do, Mark! — WI DPI

We are beyond proud to celebrate an extraordinary milestone — Mark has been named a 2026 Wisconsin State Teacher of the Year, one of only five educators selected across the entire state!

This incredible honor is a reflection not just of Mark's passion for education, but of the heart, dedication, and compassion he brings into his classroom every single day. His unwavering commitment to making a difference in the lives of students is what sets him

apart - not just as a teacher, but as a truly remarkable person.

What an amazing achievement for Mark, Stephanie, and the entire Acherman family. Your school community is bursting with pride!

Please join us in congratulating Mr.
Acherman on this well-deserved recognition!
— Darlington Community School District!

darlington.k12.wi.us



### **Joel Coyne**

Meet 2026 Wisconsin Teacher of the Year, Joel Coyne from Sun Prairie Schools!

Joel's business acumen comes in handy teaching his students in



his Business and Marketing classes where they get hands-on experience working with partners ranging from non-profits to Fortune 500 companies.

But the biggest takeaway wasn't the insand-outs of his business strategy, but the kind and caring culture Joel has cultivated by empowering his students to take their knowledge and apply it to what they're most passionate about. He's a mentor, a cheerleader, and an incredible support system for kids branching out into something new. Congratulations, Joel! – WI DPI

"I'm truly honored to be working with some of the best people around the state. People that can take an idea, a dream, and make it a reality," said Coyne. "I'm appreciative of the community that has continued to support work like this. Work that makes a difference in people's lives, and that will be things that will be able to be carried on." — courtesy of WKOW

sunprairieschools.org



### **Megan Dixon**

Megan Dixon, 2nd Grade Teacher from the School District of Greenfield has been named a 2026 Wisconsin Teacher of the Year!

Megan brings a powerful philosophy into

her classroom, believing that school is the foundation for accessing opportunity and fostering equality. She finds the strengths in each individual student and through com-



munity and engaging lessons, she prioritizes their own growth and ensure that kids know every door is open to any opportunity.

She also takes the time to get her students excited about library visits, encouraging them to pick out what they want to read and make recommendations based on what connects with them. Allowing students to express their passions, inspires and encourages other students to pick up reading and helps them improve their writing skills.

Megan's warmth and dedication to her students (known as her "Dream Team") are clearly an intentional way to connect with kids and foster the next generation of smart, engaged, and curious children. Thank you, Megan! — WI DPI

We are thrilled to announce that Megan Dixon has been named a Wisconsin Teacher of the Year!

Megan has dedicated the past 13 of her 26 years in education to teaching second grade at Glenwood Elementary School in the School District of Greenfield. Her tireless efforts to inspire, advocate, and empower both students and educators have made a profound impact on our community.

Megan's leadership extends beyond the classroom, as she actively serves in various roles within our district, community, and at the state level. Her commitment to excellence and passion for education are truly commendable.

Megan is an exceptional teacher with a superpower of finding a special thing about every student in her class and using that to enhance their learning.

Join us in celebrating Megan Dixon's outstanding achievements and contributions! — School District of Greenfield

greenfield.k12.wi.us



### **Toni Fink**

Meet 2026 Wisconsin Teacher of the Year, Toni Fink from Milwaukee Public Schools!

Fink has been a classroom teacher in second

and fifth grades at Milwaukee Spanish Immersion School in Milwaukee Public Schools for

over 25 years. As a key member of the school's leadership team, she is credited for developing school-wide instructional strategies that focus on enhancing academic and social emotional practices in the classroom. Her dedication to creating and maintaining meaningful relationships with students and families has impacted the lives of so many.

Toni puts her students first and ensures their success by turning their strengths into the guiding posts for their learning.

She is a creative educator, who has spent her career fostering a safe learning environment for her students who are taking on the challenge of learning a second language. With her encouragement and fierce passion for growth and learning, kids in her classroom are consistently making big strides as students and people. — WI DPI

The entire student body was gathered in the gym, expecting a regularly scheduled assembly, when the surprise announcement was made as the teacher's family waited behind the scenes.

Fink's students shared their thoughts about why Fink was selected. "She always helps all of her students when they need it. She creates a warm, loving classroom, and she always cares," Olive Medina said. Milwaukee Spanish Immersion students watch the surprise award ceremony.

Carter Lopez echoed the sentiment. "From the beginning of the school year to the end, she works hard with every student to make sure they improve in their own ways."

The principal made it clear that Fink is special: "Relationship building is so important, and that's something that I see she does every day, and that's why her kids love her so much. They come back year after year because she touches each of their lives. She gets to know them more than just as students, but as actual children and as adults, and I think that is her magic." — Milwaukee Public Schools

mps.milwaukee.k12.wi.us



### Lisa Van Hefty

Lisa van
Hefty, Elementary
Special Education
Teacher from the
School District of
Mishicot has been
named a 2026 Wisconsin Teacher of
the Year!



Van Hefty has dedicated the past 27 years to serving as a special education teacher at O.H. Schultz Elementary School in the School District of Mishicot. Throughout her career,

**Continued on Page 22** 



as a teacher, administrator, counselor, researcher or community leader!

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### West Spanish Teacher Named State's Global Educator of the Year



School District of New Berlin

New Berlin West Spanish teacher Jessica Santiago was named the Wisconsin Department of Public Instruction's 2024–25 Global Educator of the Year.

With 23 years teaching middle and high school Spanish, Santiago has distinguished

herself as a passionate and inspiring leader, advocate, and model for global education in her school community and across the state. Her teaching goes beyond language instruction – she also teaches about the world through language, helping students become globally competent citizens.

"We're incredibly proud of Ms. Santiago not only for this recognition, but for the work she does to infuse her love of the Spanish language and culture into our school and community," Superintendent Joe Garza said. "Her students no doubt benefit from the language skills she shares with them, and the real-world experiences she provides."

Santiago was recognized May 20 at an event hosted at West and attended by school and district officials, our State Superintendent and other DPI representatives.

As a recent participant in a U.S. Department of Education-funded Global Curriculum development Program, Santiago, through collaboration with other global educators, helped design an inquiry-based, standardsaligned Spanish unit to engage students with

real-world environmental issues around the globe. She credits the experience as pivotal in motivating her to bring authentic, real-world content into her classroom.

Santiago also serves as president of the Wisconsin Chapter of the American Association of Teachers of Spanish and Portuguese and is a trained facilitator in global learning. Her commitment to professional growth and community partnership is evident in everything she does – from designing curriculum to building inclusive, globally aware school communities.

"Ms. Santiago exemplifies the very best of what it means to be a global educator," Underly said. "She ignites curiosity, encourages critical thinking, and creates meaningful opportunities for students to connect their learning to the world. Her leadership, both in and out of the classroom, is an inspiration. I am proud to recognize her as the Global Educator of the Year."

As the 2024-25 Global Educator of the Year, Santiago will receive a Council on International Educational Exchange scholarship to

represent Wisconsin on a global site visit to Rome, Italy.



The application for Global Educator of the Year is not available yet for the 2025–26 school year. However, the Wisconsin Department of Public Instruction (DPI) has a program for the "Global Educator of the Year" award. See <a href="https://dpi.wi.gov/international-education/global-ed-award">https://dpi.wi.gov/international-education/global-ed-award</a>

The DPI application form is available for download and requires completion with signatures, and submission to the DPI, according to the DPI website. The application asks for information addressing the award criteria, including the nominee's global educator statement and letters of endorsement.

### Wisconsin Teacher of the Year — How does it work?



The road to become a Wisconsin Teacher of the Year starts when teachers are nominated for a Herb Kohl Educational Foundation Teacher Fellowship Award.

#### The Kohl Teacher Fellowship

The Kohl Teacher Fellowship program recognizes and supports teaching excellence and innovation in the state of Wisconsin, USA. Our goal is to support Wisconsin teachers in the pursuit of their unrealized goals for their classrooms or professional development. The 100 Herb Kohl Fellowship recipients and the 100 Wisconsin schools of those teachers will each receive a \$6,000 grant. Nominations for the Herb Kohl Fellowship are only using this website's online nomination form. Award cycle application period opens in September each year and closes in January. All nominations received after the previous award cycle closed are held until the next application cycle opens and the nominee is notified thereof.

Public school recipients of Herb Kohl Teacher Fellowships automatically become candidates for the Wisconsin Teacher of the Year (TOY) program, and a state selection committee selects five Teachers of the Year from the annual pool of Kohl Fellowship recipients. A review committee interviews the five selected teachers to determine Wisconsin's nominee to the National Teacher of the Year Program.

### **Nomination Process**

Teachers must first be nominated for a Kohl Fellowship to be eligible to compete for the award. Nominations are only accepted using the online nomination link on this website: <a href="https://www.kohleducation.org/teacherfellowship/public/nominate\_a\_teacher.php">https://www.kohleducation.org/teacherfellowship/public/nominate\_a\_teacher.php</a>

Teachers can be nominated by students, parents, other teachers, community members, or administrators. Self-nomination is not allowed. Because the program's purpose is to recognize the contributions of Wisconsin classroom teachers, staff members whose assignments are administrative or supervisory are not eligible. All PK-12 classroom teachers who plan to continue teaching in their current or similar capacity for a minimum of 50% full-time equivalency for at least the upcoming school year are eligible to be nominated and apply. Pre-school 4K teachers in community-based centers must teach in a 4K program that is affiliated with an elementary school or school district and must be a currently licensed teacher in Wisconsin.

Special services teachers are also eligible. Special services teachers are those who serve in a PK-12 capacity other than that of a classroom teacher. Like classroom teachers, they must have daily face-to-face contact with students. Teachers employed as virtual school teachers associated with a school district are also eligible for nomination. Special ser-

vices roles can include but are not limited to special education, gifted and talented (or other exceptional needs), instructional resource or interventionist, speech language pathologist, school counseling, school psychologist, school nurse, school social worker, or instructional media personnel.

Once nominated, a teacher receives email notification of their nomination, and a link to begin the application process. The teacher must accept the nomination and complete the online application process in order to compete.

Successful applicants' materials are for-

warded to a State Selection Committee in February each year. Representatives of the Herb Kohl Educational Foundation, CESAs and MPS, the Wisconsin Newspaper Association Foundation, state education-related associations, and community leaders serve on the State Selection Committee. Applicants who have reached the Statewide Selection Committee are contacted in March with the results

For more information go to <a href="https://www.kohleducation.org/teacherfellowship">https://www.kohleducation.org/teacherfellowship</a>

# Five Educators Selected as 2026 Wisconsin Teachers of the Year

### **Continued from Page 20**

she has been a champion for inclusive education and student advocacy, building strong, meaningful connections with her students, families, and colleagues. Van Hefty is widely recognized for creating nurturing, student-centered learning environments that foster growth, independence, and confidence. — WI DPI

Lisa goes to great lengths to provide a stable, encouraging learning environment for her students, ensuring they all receive appropriate and equitable lessons. She creates a sense of trust with the kids in her care and with their families to achieve mutually agreed upon goals that help them learn and thrive outside of the classroom.

She is also a champion for her colleagues by supporting new teachers and helps them develop the necessary skills needed. Her collaborative and kind nature create a tightknit community that Lisa is a critical part of. She makes Mishicot a better school district and a safe environment for kids. — School District of Mishicot

Congratulations to all of our 2026 Wisconsin Teachers of the Year!

mishicot.k12.wi.us



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# Wisconsin's 2025 Principals of the Year

Awarded by the Association of Wisconsin School Administrators

Supported by the Herb Kohl Educational Foundation, the Principal of the Year award recognizes school leaders who have helped drive student learning, foster instructional collaboration, and create safe and positive school environments. Recipients are selected based on their dedication to professional excellence, leadership skills and service to their communities.

# 2025 Wisconsin Elementary School Principal of the Year Samuel Karns



Karns serves as principal of Todd Elementary School, a 4K-5th grade building in the School District of Beloit. In just three years, he has guided the school from a "fails to meet expectations" rating to "meets expectations" on the State Report Card. His leadership style centers on service and shared accountability, creating a culture where all staff, students, and families are empowered to succeed together.

Additionally, Karns has embedded a continuous improvement cycle into the school's leadership structure, using 100-day plans and data-informed decision making to identify needs and drive change. His efforts have expanded tiered supports for social-emotional learning, increased student engagement, and raised attendance by 2.7 percent year over year.

"As a principal, Mr. Karns leads with heart, purpose, and an unwavering belief in the potential of every student," said Superintendent Dr. Willie E. Garrison II. "His commitment to educational equity, community partnership, and continuous improvement has transformed Todd Elementary into a thriving, student-centered school. Mr. Karns is a model for what strong, servant leadership looks like in action."

Karns holds a master's degree in education and a bachelor's degree in kinesiology. He has also been an active member of the NAACP, AWSA, HEAR (Health Equity Alliance of Rock County), and the Beloit Back to School CommUNITY Health Fair Planning Committee.

"On behalf of AWSA, we would like to congratulate Samuel Karns on earning the 2025 Wisconsin Elementary Principal of the Year award," said AWSA Executive Director Jim Lynch. "His vision, collaborative approach, and commitment exemplify the work of elementary school leaders across the state. This is a well-deserved honor for a truly dedicated school leader."

# 2025 Wisconsin Middle School Principal of the Year Luke Spielman



Spielman serves as principal of Park View Middle School in the Mukwonago Area School District (MASD). There, he has focused on fostering a culture of continuous improvement, collaboration, and empowerment, while prioritizing relationship building and trust. He has led strategic efforts to restructure the school schedule, extend instructional time, and create protected collaboration periods for teachers, which have directly improved student outcomes.

Under Spielman's leadership, Park View has implemented inclusive, data-driven practices that close achievement gaps and promote college and career readiness. Proficiency among students with disabilities has improved significantly in both math and English Language Arts. Park View's DPI Growth Priority Score also rose from the 11th to the 75th percentile in just two years.

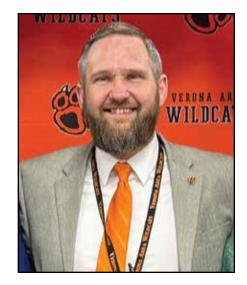
"Mr. Spielman is the kind of principal every community hopes for—thoughtful, strategic, and relentlessly student focused," said MASD Superintendent Dr. Joe Koch. "Under his leadership, Park View Middle School has become a place where students are challenged, supported, and inspired to grow. The impact of his leadership is visible not just in data, but also in the culture he has cultivated at the school."

Spielman cultivates leadership among staff and students, establishing structures like the Guiding Coalition and student government. He also extends his impact regionally, facilitating a professional network of 44 area middle school principals and teaching graduate-level education courses.

Before becoming Park View's principal in 2018, Spielman served as an associate principal in the Watertown Unified School District, and he began his career in education as a social studies teacher. He holds a master's degree in educational leadership and a bachelor's degree in secondary education.

"On behalf of AWSA, I am thrilled to congratulate Luke Spielman on being named the 2025 Wisconsin Middle School Principal of the Year," said AWSA Executive Director Jim Lynch. "He leads with heart and vision, empowering staff and students alike to reach their full potential. He exemplifies the work that school leaders do every day."

# 2025 Wisconsin High School Principal of the Year Dr. Brian Cox



Dr. Cox is the principal of Verona Area High School. Known for transparency, servant leadership, and a commitment to equity, he has impacted the school by developing coherent systems that support all learners—especially those traditionally underserved.

Under Dr. Cox's leadership, VAHS has supported efforts like the Hope Team, Wildcat Academy, and schoolwide AVID implementation. These programs have contributed to measurable gains when it comes to student perceptions of safety, reduced disciplinary incidents, and expanded access to advanced coursework through Equal Opportunity Schools and AP enrollment. This has helped the school earn an AP Silver recognition.

"We are thrilled that Dr. Cox has been honored with the 2025 Principal of the Year award," said Superintendent Dr. Tremayne Clardy. "In his time at VAHS, he has proven himself a truly dedicated and dynamic leader, with a style that empowers students, staff, and families. This award is an enormous point of pride for our entire school community, and a well-deserved honor for a highly skilled educational leader who always acts in the best interests of the students he serves."

At VAHS, Dr. Cox has established advisory councils and restructured leadership teams into collaborative, data-driven units focused on continuous improvement. His advocacy extends beyond the building, as he has become a national voice for education policy through his work with NASSP and advocacy efforts at the federal level.

"On behalf of AWSA, I would like to congratulate Dr. Brian Cox for his selection as the 2025 High School Principal of the Year," said AWSA Executive Director Jim Lynch. "He is a great representative of the extraordinary work school leaders do every day throughout our state."

Prior to his time at VAHS, Dr. Cox was principal of Johnson Junior High School in Laramie, Wyoming. He also has experience as an assistant principal and associate principal. He began his career in education as a high school science teacher.

Dr. Cox holds an Ed.D. in educational leadership, a master's degree in space studies (curriculum and instruction), and a bachelor's degree in biology and chemistry secondary education.

Courtesy of the Association of Wisconsin School Administrators

# L-C Special Education Teacher Cherney Honored with WCASS Award



Luxemburg-Casco School District

Morgan Cherney, a special education teacher at Luxemburg-Casco High School since September 2021, has received recognition for Outstanding Achievement and Contributions in Special Education from the Wisconsin Council of Administrators of Special Services (WCASS) in Region 7. She was surprised with the award by Rachel Kad-

erabek, regional special education network director for CESA 7, at a May 28th district staff meeting.

"Morgan's unwavering compassion and advocacy for her students are the foundation of an inclusive and supportive learning environment where every student feels seen and valued," said Jane Mathes, director of student services for the Luxemburg-Casco School District, in nominating Cherney for the award. "She goes above and beyond to build meaningful connections, ensuring that students have not only academic success, but also the confidence to thrive socially and emotionally."

Cherney oversees the district's Best Buddies program, which pairs students with intellectual disabilities with peers for activities in and out of the classroom, along with coordinating the Be the Spark! Spartan Coffee program, providing special education students with real-world learning experiences. She additionally participates on the district special education leadership team and has mentored a new teacher with thoughtfulness and care, according to Mathes.

Outside of L-C responsibilities, Cherney has continued her passion for inclusion to help shape a more prepared and empowered future for students with disabilities. She was a pan-

elist at the annual WI Transition Conference and has guided initiatives through her leadership on the County Communities on Transition group in Kewaunee County, which supports the transition of students with disabilities from high school to functioning, participatory members within their community to the maximum extent possible.

"Receiving the award from WCASS is both a tremendous honor and humbling experience," says Cherney. "Those who know me know that I don't do what I do for recognition – I do it because it's a passion deeply rooted in my heart. This recognition represents far more than my individual achievement; it honors the shared dedication of students, families, colleagues, mentors and advocates who work together to build inclusive, supportive and equitable educational spaces for every learner."

While special education is her career, Cherney indicates that it has a larger meaning for her, framing her overall outlook.

"Special education is far more than a career for me – it's my passion, my purpose and the heart of everything I do," Cherney says. "Every day, I am driven to make a difference in the lives of students who inspire me with their resilience and potential. This award

reaffirms the value of my philosophy and the importance of continuing to innovate, collaborate and advocate for all."

The Wisconsin Council of Administrators of Special Services serves the state's special education and student services leaders through the support of effective practices, professional learning, policy and legislative advocacy, and professional networking. Each spring, WCASS presents regional awards in eight different categories.

A 2011 graduate of Luxemburg-Casco High School, Cherney and her husband, Tyler, along with their two children, Brexton (6) and Braelynn (4), live within the L-C community.

"My commitment to inclusion doesn't end in the classroom," she adds. "At home, I make it a priority to teach my own children the value of empathy and acceptance for all."

Educators like Cherney are truly invaluable, according to Mathes, who says that there is a continued and pressing need for passionate, dedicated individuals to serve as special education teachers.





# 2025 Special Education Conference November 13-14, 2025





Katie Berg: Katie has been supporting students for more than 20 years. In the private sector, public education and now statewide her experiences include providing one on one therapy, classroom teaching, administration, technical assistance, coaching and district and statewide training. Katie has extensive experience working with unique neurodiverse learners focusing on the Social Emotional Learning skills that help students and educators problem solve around behaviors that are challenging.



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Brandi Lust: Is the founder of Learning Lab Consulting & author of Myths of Being Human: Four Paths to Connect with What Matters. Through her work nationally as a speaker & consultant, she helps organizations lower stress, build resilience, and create more connection for employees through tools like mindfulness and social emotional learning. Brandi believes that our common humanity enhances the workplace and our lives; when we bring our whole selves to everything we do, we are more fulfilled and more effective.

Proposals, Registration & Lodging Information available at <a href="EdEvents.org"><u>EdEvents.org</u></a>



# Megan Sipiorski Named 2025 Wisconsin High School Social Studies Teacher of the Year



Middleton-Cross Plains Area School District

Congratulations to Middleton High School teacher Megan Sipiorski on being honored as the 2025 Wisconsin High School Social Studies Teacher of the Year by the Wisconsin Council for the Social Studies (WCSS)!

Ms. Sipiorski is being recognized for her exceptional work in social studies education, particularly with her innovative approach to simulation-based experiential learning through the Legislative Semester program. Through the program, Ms. Sipiorski immerses her students in the legislative process, allowing them to experience firsthand how government operates and the critical role citizens play in shaping public policy.

In addition to teaching social studies, Ms. Sipiorski serves as the advisor for Middleton High School's Model United Nations club.

"Megan's passion for education and dedication to her students is inspiring," said Middleton High School Principal Peg Shoemaker. "I'm thrilled she has earned this prestigious recognition to highlight the impact she's making at Middleton High School. This honor also enables educators and students beyond our District to learn from her wonderful work."

"What sets Ms. Sipiorski apart is her ability to create an environment where civil discourse flourishes," said Sarah Kopplin, WCSS president. "She teaches her students not only the importance of disagreement in democracy, but also the tools to navigate these disagreements with respect and understanding. In her classroom, students are encouraged to engage in thoughtful dialogue, listen to diverse perspectives, and debate ideas in a manner that promotes mutual respect, even when opinions differ. This approach fosters a culture of inclusivity and openness, ensuring that every student feels valued and heard."

The Teacher of the Year award is presented annually to a full-time high

school social studies educator who demonstrates excellence in the class-room and is recognized by colleagues for their outstanding teaching. It honors educators who foster inquiry, inspire student engagement, and continuously seek to improve their knowledge and skills in social studies instruction.

The Wisconsin Council for the Social Studies is committed to enhancing social studies education at the K-12 level by offering resources, networking opportunities, and recognitions like the Teacher of the Year award.

www.mcpasd.k12.wi.us

# Pam Casey Named 2025–26 HR Director of the Year



School District of Elmbrook

Pam Casey, Elmbrook's Assistant Superintendent for Human Resources, has been named the 2025-26 Human Resources Director of the Year by the Wisconsin Association of School Personnel Administrators (WASPA). This distinguished honor recognizes her outstanding leadership, commitment to advancing HR practices in 4K-12 education, and her lasting impact on both the Elmbrook Schools community and the broader network of HR professionals across the state.

Pam was nominated by Superintendent Dr. Mark Hansen for her leadership, continuous development of innovative human resources strategies, and her active involvement in WASPA. Her work has shaped best practices that have not only strengthened the Elmbrook district but have also served as models for school systems statewide. Over the past year, she was an integral part of rolling out the District's brand new compensation model for staff.

"Pam's work has set a new standard in educational human resources," said Dr. Hansen. "She is a relentless advocate for staff, students, and systems that support both. Her integrity, clarity of purpose, and ability to build trusting relationships have transformed how we approach growth, hiring, and retention."

Pam's influence extends beyond the district through her years of leadership within WASPA, where she has contributed to the development of HR-focused programming, policy recommendations, and peer mentoring networks that elevate the profession as a whole. Under her guidance, Elmbrook's HR department has become a model for alignment between organizational goals and employee support systems.

Reflecting on the honor, Pam shared,

"I'm deeply humbled by this recognition. To be acknowledged by peers I respect so greatly is an honor, but I'm especially proud of the incredible team we have in Elmbrook. Human Resources is about people first, and everything we do is aimed at helping others thrive. This award is a reflection of that collective effort." Pam will be formally recognized at the 2025 WASPA Fall Conference on Thursday, November 6, and again during

the Opening General Session at the Wisconsin State Education Convention at the Baird Center in Milwaukee on Wednesday, January 21.

Congratulations, Pam!

elmbrookschools.org



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