

Alternative Seating in Willow River Elementary Classrooms



By Ava Elizabeth Harless, Anna Olson, and Katie Olson, with support from Mrs. Linda Wagner, th grade teacher Willow River Elementary School Hudson School District

Remember the days of sitting in your desk most of the school day? Those days are gone. Active learning results in engaged learners! Students work collaboratively and independently to solve problems, think critically, and use technology to progress in their education. Multiple classes at Willow River have implemented non-traditional seating options this school year. It is often called alternative seating. Although, it looks a little different in each classroom, students and teachers report it has a positive impact on learning.

Alternative seating includes stand-up stations, stability ball chairs, Hokkiseats, comfy chairs, wiggle seats, and more. Research has shown that these types of seating helps kids move, focus, and learn better. Regular chairs and desks don't allow kids to move around as much. Research also shows that when students move around more as they learn, they burn more calories.

We are 4th graders in Mrs. Wagner's class at Willow River Elementary, and we have had alternative seating since the beginning of the school year. Some of the seating options were purchased through money received from a School District of Hudson Star Grant and a Herb Kohl Fellowship Teacher Award.

On November 2nd, our class took a survey on how well they liked the different seating.

One of the questions was, "If you had the option, would you go back to traditional seating (assigned desks)?" Only one of the 21 students in our class said they wanted to go back to traditional seating on the survey. Another question was, "Which is your favorite type of seating?" 40% of the students liked Hokki stools best while 30% liked stability ball chairs best. While 70% preferred Hokki stools and stability chairs over stand-up desks, almost 1/2 the class said they did their very best work at a stand-up desk or stand-up station.

Every student had to write about what they liked about nontraditional/alternative seating and what they didn't like about it. Over 75% of our class couldn't find anything they didn't like about it. However, several students said sometimes other students pick their favorite spot or someone you are sitting by distracts you. Positive comments included seats being more comfortable, an ability to focus better, and that they liked the different options. We agree with these answers. Our survey results conclude that

Continued on Page 4

A Taste of Home: Young Chefs Make Monthly Meals for Residents of Frederick Place

Kayla Breese

Northland Pines' E2 Montessori classroom is getting hands-on in the kitchen, making monthly meals for residents of the Frederick Place homeless shelter in Rhinelander. The students have cooked a meal every month for Frederick PLace the last three months and it is a total team effort. The students and teachers decide the menu and the parents donate the ingredients.

The students and their families make the food at the school and Patricia Rickman, E2 Montessori teacher, delivers it to the shelter for the residents there to enjoy.

"I feel incredibly blessed to have families who give so generously to make this service project successful," Rickman said.

The students enjoy their time in the kitchen, the tasks, the interaction and doing it all for the good of others, she added.

"Each time we prepare a meal we have great conversations about how fortunate we are to have our families and a community that supports us," Rickman said. "They are happy to cook for those who are less fortunate."

Having the students' families in the kitchen is also a positive experience.

"They love having other adults in our classroom to learn and connect with, it helps to build our school-to-home relationships," Rickman said.



Each meal includes salad/bread and a dessert. So far they have made pesto chicken with homemade pesto, a mixed salad with nuts, meatloaf, and Swedish meatballs with a cheese and egg lettuce salad, and a chocolate bundt cake drizzled with a caramel glaze and pecans for dessert.

"They've been hearty meals, they've been very good meals," said Becca Mahoney, house manager at Frederick Place. "It just kind of blows you away that 8- and 9-year-olds cooked to the volume they cooked in. It has taste to it, it's not bland or anything."

Mahoney said the arrangement has been positive for the students and residents.

"It's been received really well," Mahoney said. "It's helping the kids learn cooking skills and practice following directions and they're giving back and they're really, really good cooks."

Not only are theing students learn culinary

Continued on Page 4

THANK YOU TO OUR ADVERTISERS FOR YOUR GENEROUS SUPPORT!

Meemic Foundation • Wisconsin Technical College System • Carthage College • Angel On My Shoulder Building Advantage • Marquette University • Milwaukee School of Engineering • Dream Flight USA Bemidji State University • WEA Credit Union • Kohl's Wild Zoo • WEA Member Trust Benefits • Bellin College Chippewa Valley Orthopedics and Sports Medicine • ABC Construction • Penfield Children's Center

You'll **save** up to **35%** and receive outstanding service and customized coverages!

Join The Meemic Family Today

As a member of the educational community, you give your all, every day. For more than 65 years, Meemic has made sure you got something back.

Meemic offers School Employees these **benefits** and more:

- **\$0 deductible** for covered comprehensive auto losses while on school property

- Available Expanded Total Loss Coverage provides gap coverage and newer car replacement

- Accident Forgiveness

- Available Identity Theft Coverage

- Personal property coverage for school property at home and personal property at school

- **NO-FEE PAYMENT PLANS**, plus **DISCOUNTS** for newly certified teachers, paying in full, bundling your home and auto policies, Good Student Discount and many more

find your
local agent at
Meemic.com/Agent

*Contact us
Today!
for a Quote*





PUBLISHER/EDITOR: Renee Feight
 EDITOR: Andria Reinke
 PAGE COMPOSITION: Andrew Clausen
 WEBMASTER: Scott Bayerl
 SPECIAL ASSISTANT: Allie Zacharias
 ACCOUNT EXECUTIVE: Shaw Liljeqvist
 Please direct articles, advertising, questions or comments to:

Teaching Today WI™
 PO Box 1704
 Eau Claire, WI 54702
 Phone/Fax 715-839-7074
 www.teachingtodaywi.com

Please direct all inquiries to:
 renee@teachingtodaywi.com

Teaching Today WI™ is an independent publication for educators.

The opinions expressed in Teaching Today WI™ are not necessarily the opinions of Teaching Today WI™. We reserve the right to edit any and all materials submitted due to grammar, content and space allowances. Articles, photos and artwork submitted to Teaching Today WI™ are assumed to be released by the submitter for publication.

Teaching Today MN™
 Transportation Today WI™
 Manufacturing Today WI™

From the Teaching Today WI™ Educational Blog
teachingtodaywi.wordpress.com

Windshield Technology

Modern windshields are made with safety in mind. Over the past several decades, the technology behind them has evolved and improved. There are several new trends, and vehicle owners can expect to see more of them in the near future. For drivers who like to save on auto insurance, some of these features might provide additional safety and premium discounts in the future.

Giving Students Space to Learn

“Giving Students Space to Learn”, the theme for the Dream Flight USA STEM Shuttle, is in a sense a description of what the shuttle program is all about. The 45-foot-long converted motor coach, designed on the outside to spur the imaginations of space travel, is in reality a mobile classroom. The mission of the Dream Flight USA Foundation is simple: To motivate students to learn.

CONNECT WITH TEACHING TODAY WI™!

Watch for updates, contests, grant deadlines, and breaking news!



facebook.com/TeachingTodayWI

In this Issue

School, Business, and City Leaders Help Bring Merrill House-Building Project Back Page 5

A Community Vision of a New School Page 5

Appleton High School Students Blend New Home into Established Neighborhood Page 7

Ground Breaking Ceremony Held for Project House 2016 Page 8

Just Ice It: How to use Ice Treatments Page 10

Nursing Services for Students with Special Health Care Needs Page 11

Dream Career Essay Contests (new deadlines!) . . . Page 12

Damian LaCroix Named 2017 Wisconsin Superintendent of the Year Page 14

Wilson Elementary School — 2016 Blue Ribbon School! Page 14

Representing Educators: Reflections on the Teacher of the Year Process Page 15

North Division Students' Mobile App Voted National 'Fan Favorite' Page 17

Middle Schools Shine Light on Positive Programs Page 18

Clinton Students and Staff Give Back Page 18

Blanket Forts & The Future of Learning Page 20

Cardinal Manufacturing Doing Business in Eleva-Strum High School Page 22



We travel from the Zoo to You!

The Zoological Society and Kohl's Cares are on the road with Kohl's Wild Theater. A new line-up of fun, conservation-themed theater performances using drama, songs and puppetry is now available. Programs are free of charge within a one-hour radius of the Milwaukee County Zoo.

Great for Schools, Community Events and Festivals!

Book Kohl's Wild Theater; dates fill quickly!

414-258-2333 • wildtheater.org



A Zoological Society of Milwaukee and Milwaukee County Zoo Partnership



Alternative Seating Continued from Page 1

the majority of our class agrees that alternative seating is a good decision.

We interviewed other teachers at Willow River who have switched to or use alternative seating. Ms. Teresa Rizzarda is a second grade teacher at Willow River Elementary. She told us that she switched last school year. She likes the extra space in her classroom along with the choices it gives her students. She no longer has desks in her classroom.

Mrs. Annette Burns is a third grade teacher. In her classroom, each student has their own desk, however she has flexible seating throughout the room for partner work, small group, and individual work times. She has used stability chairs in her classroom for over 10 years. She wrote a School District of Hudson Star Grant with other teachers while working at E.P. Rock and was able to purchase one for each student. "I felt that it was a great equalizer for all students to benefit from them, not just high need students," said Mrs. Burns. Her current classroom has several standing desks and Hokki stools as well as some stability ball chairs.

"I like that it helps students be successful and that they can pick a spot that works best for them," says Miss Kathryn Buege another third grade teacher at Willow River who has implemented a variety of different types of seating in her classroom. She also believes that different types of seating help students focus.

Mrs. Wendi Draper and Mrs. Julie Warren are both 4th grade teachers at Willow River Elementary. They both started the school year with alternative seating for their students. They agree that the choices can help students focus better on their learning.



Katie Olson, Ava Elizabeth Harless, Anna Olson

According to all of the teachers, there are some challenges that come along with switching to this type of classroom seating. Some teachers do not have any stand-up desks and think some of their students could benefit from them. Several of the teachers would like more Hokki seats. In addition, teachers need to help guide students to choose the seating that helps them learn best over choosing a seat to sit by a friend. Students also need to be taught how to properly sit on Hokki seats and stability ball chairs.

In conclusion, we appreciate being in a classroom with alternative seating. We hope more teachers consider learning about alternative seating for their students. We plan on having our classmates fill out several more surveys throughout the school year to see if the feedback changes or continues to be positive.

hudsonraiders.org
(715) 377-3700

Young Chefs Continued from Page 1

skills, they are learning how a small act of kindness can mean so much to someone in need.

"Being a former school social worker and elementary principal, it's certainly very important from a standpoint of (the students) to understand about giving and understand that a little bit can be very appreciative," said Tammy Modic, executive director of Frederick Place.

"Everybody feels - I think - that we're helping each other learn and be more compassionate to each other and to make the world a better place a little at a time," Mahoney added.

The residents have been impressed with the students' cooking and are very grateful for the meals, Mahoney said, adding there are usually no leftovers.

"The passion that Patricia and her teachers and the kids convey to us is that they're supportive but when you set your mind to do what you need to do you can do just about anything and I think that's a very common thread throughout all of this," Mahoney said.

She believes that learning compassion and understanding for others is important at a young age.

"It's a very easy way to give back too that doesn't cost tons of money or a lot of time," she said. "I think it's one of those virtues that if you don't learn it young you're not going to get it when you're older."

Modic said 80 to 90 percent of the monthly meals at the shelter are donated, which saves the parent organization, the Northwoods Alliance for Temporary Housing, about \$50 to \$100 a meal.

"The residents feel honored that these people are giving their time and their monies to be able to provide a meal to them and they're definitely appreciative of everyone who comes, whether it be the Montessori group or anyone else," she said.

Reprinted with permission from The River News

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

4 Questions to Ask a Financial Planner

Basically, anyone can call themselves a financial planner, but there's a big difference between a Certified Financial Planner, a financial advisor, an investment broker, and an insurance agent. Here are four things to ask a financial planner to make sure they have the training and expertise to fit your needs.

- **What are your credentials?** Pay attention to the alphabet soup of designations that are often listed after a planner's name. For instance, a CFP after the name means the individual is credentialed by the Certified Financial Planner Board of Standards—a good indicator of a high level of financial education and a commitment to ethics. Invest a few minutes to check their background or credentials with FINRA BrokerCheck at finra.org.
- **What exactly do you do?** Because the term financial planner is fairly ambiguous, ask directly what they do, who their typical clients are, and what their area of expertise is. Do this before you get into details about your financial situation and perceived needs. Listen for clues that would indicate they are a good fit. Be sure the planner has experience helping Wisconsin public school employees like you.
- **Are you a fiduciary?** This fancy word means the financial planner has made a commitment to work in the client's best interests at all times and puts YOUR needs before THEIR needs. These individuals adhere to the highest standard of fiduciary and can NOT combine product sales with advice giving. They must also disclose how they are compensated and any corresponding conflicts of interest.
- **How do you get paid and what will it cost me?** How the planner gets paid matters because it's probably the most important thing determining the quality of advice you receive. And, remember that paying more doesn't mean you're getting more. Financial planners can be compensated in a number of ways, commissions, flat fees, and or fees based on assets, etc.

Want to know more?
weabenefits.com/planner

1-800-279-4030
weabenefits.com

WEA Member Benefits™

Auto Insurance Home/Renters Insurance Additional Liability Insurance Long-Term Care Insurance 403(b) Tax-Sheltered Annuity WEAC IRA Financial Planning Services

This article is for informational purposes only and is not intended to constitute legal, financial, or tax advice. Certain recommendations or guidelines may not be appropriate for everyone. Consult your personal advisor or attorney for advice specific to your unique circumstances before taking action. All investment advisory services are offered through WEA Financial Advisors, Inc. For a list of program disclosures, visit weabenefits.com/disclosures.

"But if you ask what is the good of education in general, the answer is easy: that education makes good men, and that good men act nobly." — Plato

School, Business, and City Leaders Help Bring Merrill House-Building Project Back



Lane Kimble

Nick Bowe prefers handling a nail gun over a pencil.

"I've always liked going out in the garage, using power tools," Bowe said.

For the last two hours of his school days the Merrill High School senior and three classmates get to drop their textbooks and head outside behind the school.

"I realized when I took this class that it's a lot of fun," Bowe said.

The Merrill Bluejay Build Team" started construction on a house -- from the ground up

-- this fall. The four-man crew pounds in floor boards and lays floor panels under the watchful eye of teacher Tim Osborn.

"There are lots of life lessons here, lots and lots of them," Osborn said.

Osborn has taught Tech Ed for 22 years. He knows lessons from his class extend far beyond the classroom.

"I'm not trying to turn out carpenters," Osborn said. "If they want to be a carpenter that's great. But get the skills so you can do your own work or you can help a neighbor or your parents or your kids someday."

Helping others is the whole point of the Bluejay Build Team. Merrill Area Housing Authority Executive Director Paul Russell helped bring the house-build program back to Merrill after a few years without it. The recession and housing crisis led to cuts in the program.

"Someone's going to be really excited when they get this house," Russell said after a press conference announcing the house build Thursday afternoon.

Knowing dozens of families around Merrill could use a new home, Russell worked with city and business leaders to cover financing, guidance, and supplies to build one house each school year.

"If you believe in teamwork and having people and organizations to come together for one cause, I think this is a great example of that," Russell said.

Local contractors know the donation trade-off is worth it. They say the more kids in Merrill who have practical skills coming out of school, the more options they have for hiring people in the near future.

It's a concept not lost on teacher Tim Osborn.

"You're gonna make mistakes [in my class] and if you can learn how to fix those mistakes, learn how to figure out how to fix those mistakes, you're way ahead of the game," Osborn said.

"Local contractors know the donation trade-off is worth it. They say the more kids in Merrill who have practical skills coming out of school, the more options they have for hiring people in the near future."

Getting a leg up on the hiring competition while still in school motivates Bowe, who hopes to get his journeyman's license after graduation, to do his best. That turns this

experience into a textbook case of hands-on learning.

"I think I'm going to have a lot of fun with it throughout my life," Bowe said.

The students will work through the winter and spring to finish the house. The Merrill Area Housing Authority will place the finished house and choose a family to move in in 2017.

Reprinted with permission from WJFW

[www.maps.k12.wi.us/
pages/Merrill_Area](http://www.maps.k12.wi.us/pages/Merrill_Area)
(715) 536-4581



A Community Vision of a New School

School District of Sheboygan Falls

In Sheboygan Falls, it takes a community to design a school. And they did.

The School District of Sheboygan Falls asked voters in November to approve a \$30.9 million plan to build a new middle school.

To help voters better understand what the building might look like -- and how it would be different from the current school -- the district asked an architectural firm from Milwaukee to create a rendering, or conceptual design, of the proposed school.

"During our public input sessions we heard from community members that they wanted to see what the proposed middle school might look like, so the Board decided to include a rendering with the referendum information," said Jean Born, District Superintendent.

Design Architect Chris Michaud produced the plan after leading a visioning process that involved district staff members as well as community representatives.

"It helps us get aligned and on the same page with their expectations," Michaud explained. His firm works with many school districts and this type of process ensures that architects create a plan that reflects the core values and mission of the individual district, he added.

During a series of four meetings, Michaud

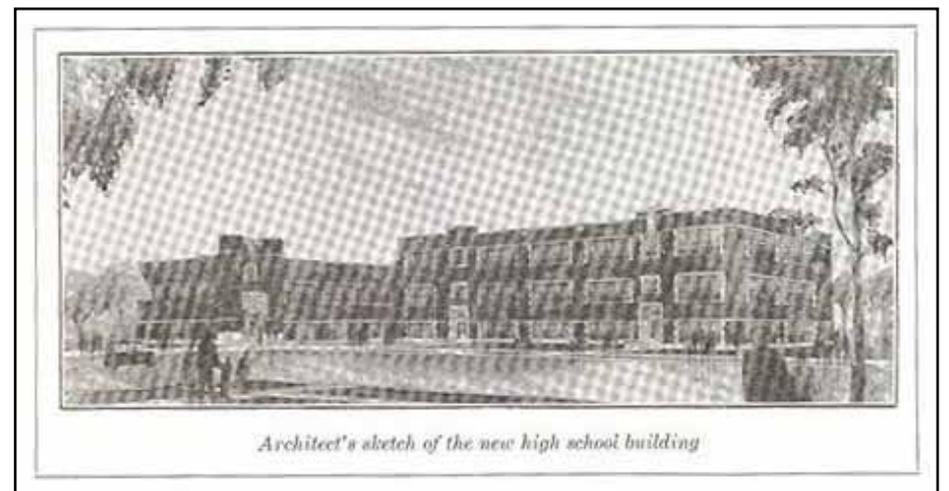
used reflective exercises and questions to get the group to think about the district's educational philosophy and goals for the future as well as the challenges and successes associated with the current middle school building. They were also asked to think about what it meant to be a member of the Sheboygan Falls community.

"The reflective exercises helped Michaud draw out information about making sure we included design ideas such as welcoming entrance that led to a large common space that could be used for both community and school events and a respect for the history of the community and a vision for the future," said Born.

Gina Koene, an elementary special education teacher who has taught at the middle school and has two children enrolled in the district, found the process to be "very powerful." She was especially impressed by how responsive the architects were to the group's input.

"They really took into account what we wanted to see and our vision for the building," Koene said.

She believes the rendering will help the community understand how the district is trying to meet the educational needs of students with the new building. The design includes a large open space (commons) in the middle of the building that has different types of seating so it can be used in multiple



Back in 1928 the community was celebrating the construction of a new high school, which is our current middle school.

ways throughout the day. The new school will be located adjacent to the elementary school and the plan will address the need to improve traffic flow at both buildings.

Although the design is detailed, Michaud notes that it is in no way a final plan for the school.

"We've developed a concept, a plan, a general direction. The building will continue to develop as we engage more people in the design process," he said.

The voters approved the Sheboygan Falls

Middle School referendum. Many thanks to everyone who voted! We are very excited to start the planning process. Watch for great things to come!

sheboyganfalls.k12.wi.us
(920) 467-7899



A P P R E N T I C E S H I P

BUILD YOUR CAREER WHILE BUILDING WISCONSIN

Exciting construction projects are happening all over the state

DID YOU KNOW?

- Apprenticeships typically last three to five years and include both paid classroom education as well as hands-on training.
- The application process for construction trades varies depending on the trade and the area of the state
- Construction Apprenticeships available in Wisconsin are:

Bricklayer	Tile Setter
Carpenter	Operating Engineer/ Heavy Equipment Operator
Cement Mason/ Concrete Finisher	Painter and Decorator
Construction Craft Laborer	Plasterer
Electrician	Plumber
HVAC Installer-Technician	Roofer & Waterproofer
Glazier	Sheet Metal Worker
Heat and Frost Insulator	Sprinklerfitter
Ironworker	Steamfitter
Laborer (Construction Craft Laborer)	Taper & Finisher
	Terrazzo Worker

Visit buildingadvantage.org to learn more about how an apprenticeship in the construction trades can lead you to a rewarding, lifelong career.

Contact:

kkraemer@buildingadvantage.org

mmager@buildingadvantage.org



Building Advantage
731 N. Jackson Street
Suite 620
Milwaukee, WI 53202



Appleton High School Students Blend New Home into Established Neighborhood



Appleton Area School District

Appleton's student-built home was one of 30 newly constructed homes and three remodeled homes to be featured in the Home Builders Association of the Fox Cities (HBA Fox Cities) 2016 Summer Parade of Homes back in August.

This was the first time in the nearly 10-year history of the Appleton Housing Authority (AHA), its companion nonprofit Neighborhood Housing, Inc. (NHI) and the Appleton Area School District's School Youth Build Partnership that a student-built home was selected as a

Parade home.

Parade-goers were invited to see first-hand how local students from Appleton East, West & North have successfully built and aesthetically blended this year's School Build home into a 50-plus year old neighborhood, turning a long-time vacant lot into a homestead that both enhances and completes the area.

Working alongside AASD Technology & Engineering Instructor, Marcus McGuire and

a number of local sub-contractors who have donated their time to the project, the students successfully built the three bedroom home from the ground up, incorporating green build and universal design concepts, zero-step entryways and handicap accessibility features.

"The kids are especially proud of the extra care that we've put into the design of the home to make sure it looks like it belongs with all of the other homes in this well-established neighborhood," McGuire said.

As the weather turns colder, the house has

been fully enclosed for winter. All exterior work on the home structure is completed, including window installation, siding and soffits.

The students are currently working on sheet rocking the walls in preparation of plastering. They will soon be taking a field trip to a plaster company so the students can learn more about the plastering process.

McGuire will be doing some classroom design work with the current students centering on paint color selection, wood finish, trim choices, and cabinet design options.

Over the course of last school year, an estimated 250 students were positively impacted by many hands-on learning experiences, which extend beyond the actual home construction process, including work by interior design, marketing, foods and Tesla students, according to McGuire.

Additionally, participating youth also learned and received valuable insight into the housing concerns that exist in our community from AHA staff, all while making a positive difference for a family in need.

As with previous student built homes, funding for the Summer Parade-featured School Youth Build home was provided by Neighborhood Housing, Inc., the AHA's 501 (c) (3) nonprofit organization. NHI is currently in critical need of funds to keep the students building next school year and beyond.

About Appleton Housing Authority:

The Appleton Housing Authority (AHA) is the largest provider of affordable housing options in the Appleton area, serving over 900 families per month. The agency has operated rental housing, homeownership and family self-sufficiency programs along with other key housing-related programs in the Appleton community for over 49 years.

The AHA's non-profit Neighborhood Housing, Inc. (NHI) organization is committed to affordable housing and the self-sufficiency of families, elderly, veterans and disabled individuals in the Fox Cities. NHI's successful partnership with the Appleton Area School District (AASD), annually brings students from Appleton East, North and West High Schools together to build a new, affordable home for area families in need of an affordable residence. For more information about the AHA's history, mission and programs, visit www.appleton-housing.org.

www.aasd.k12.wi.us
(920) 832-6161



PLAN IT.
MANAGE IT.
BUILD IT.

Construction engineers plan, design and help build everything from skyscrapers to bridges. In the Opus College of Engineering at Marquette University, we develop versatile problem-solvers and skilled managers who can work in rapidly changing environments and ensure the costs, schedule, quality and safety of a project are on track. Our bachelor of science in construction engineering gives students the opportunity to put what they're learning into practice. Build your future at Marquette.

marquette.edu/engineering



**BE THE
DIFFERENCE.**

School Youth Build Home featured in Fox Cities 2016 Summer Parade of Homes

Last summer, the Appleton Housing Authority (AHA) and its companion nonprofit Neighborhood Housing, Inc. (NHI), were pleased to announce that its School Youth Build Home – built by Appleton East, West and North High School students in partnership with the Appleton Area School District (AASD) – was

going to be one of 30 newly constructed homes and three remodeled homes to be featured in the Home Builders Association of the Fox Cities (HBA Fox Cities) 2016 Summer Parade of Homes.™

This was the first time in the nearly 10-year history of the AHA/AASD School Youth Build Partnership for a student-built home to be selected as a Parade home, according to Debra Dillenberg, AHA executive director and NHI vice president. "We are very excited and appreciative that HBA Fox Cities has given us the opportunity to showcase the students' craftsmanship and the



tremendous difference they are making in helping us succeed in creating more handicap accessible, affordable housing options for low-income families in need in our community," Dillenberg said. "It is our hope to use the Parade of Homes as a springboard to help heighten community awareness of the School Build, as well as our current, critical need to dramatically increase local fund raising support to keep the students building beyond this coming school year."

Ground Breaking Ceremony Held for Project House 2016

Sheboygan Area School District

The North and South High School House Construction students held a Ground Breaking Ceremony for Project 2016 on Wednesday, September 14 at 9:15 a.m. at the construction site located at 5105 Green Meadow Place. Project 2016 is the 19th home that will be built by SASD students enrolled in Career & Technical Education classes from Sheboygan North and Sheboygan South High Schools.

The program included a welcome from Larry Brahan, Coordinator of Student and Instructional Services who recognized the program as being one of a select few in Wisconsin. Dr. Joseph Sheehan also spoke at the program, emphasizing how important it is for schools to prepare kids for the future by offering real-world, hands-on learning experiences like this one. Brian Sippel, a Business Representative for the Carpenters Union, commented that projects like this are important to the construction industry and that students who take advantage of this house-building opportunity will have great opportunities for jobs out of high school. He also shared his own involvement as a student working on the SASD's first ever project house and how the experience shaped his career.

Ted Schermetzler is the project instructor. He encouraged parents and community

members to visit the construction site at any time. This is the 5th SASD project house being built in this subdivision and it is estimated to be valued at over \$300,000.

To date, all of the previous homes have been sold with proceeds going towards scholarships, tools and equipment and purchasing more land. Students have direct involvement with the house construction program, including construction, architecture, interior designing, and botany.

For more information and to view photos of the past house projects, visit the House Construction project website at: teachers.sheboygan.k12.wi.us/tschermetzler/houseproject/

About Us — SASD House Construction

The Sheboygan Area School District started its house construction program with North and South High Schools in 1998 and over 535 students have participated in the construction of these houses. To date, all of our finished houses have been sold (we are in the process of listing the current project house) through the program with proceeds going towards scholarships, tools and equipment and the purchasing more land. Over 1,775 students have had direct involvement with the house construction program, i.e. construction, architecture, interior designing, and botany. The community gains a well-designed home that



fits the style of the surrounding homes while students gain first-hand experience and knowledge of home building.

Each project starts out in the drafting rooms of North and South High Schools where students are competing to have their drawings picked as the winner. Each year a committee sits down to review the drawings from each school and picks the top 3 drawings. The top three winners of this competition receive a cash award and luncheon recognition sponsored by the Kiwanis Club of Greater Sheboygan. The committee that decides the winner is made

up of contractors, architects, community members and various other business members related to the construction trades. Each year the competition grows tougher and tougher and the students design some pretty amazing houses, with the winner having the privilege of seeing their house being built the following year.

Two groups of students; one from North and the other from South meet daily to work on the house under the supervision of their

Continued on Page 9

Train, Transform and Triumph with ABC!

Parents and Educators: We are looking for the right students in the right program for the right reasons.

Students: If you are ready to start your career in the exciting world of construction, you are ready for ABC of Wisconsin!

As a statewide construction high-demand position. And the association, we will help you best part? You can complete your train for a high-wage career, hands-on training and fast-track transform your interests into your career with little to no debt. marketable skills and triumph as a professional in the construction industry. Apprentices are paid to attend school!

ABC of Wisconsin has been setting the standards for safety, training and integrity in the construction industry for decades, and we are not about to stop now. If you qualify and are sponsored by an employer, you will get full access to our apprenticeship training – delivered on the job and in the classroom by certified instructors.

The state-approved training will prepare you for a high-wage,

There are great opportunities to start your career in construction.

ABC has been working with various high schools around the state to provide industry-recognized certification to their students. A NCCER certification teaches basic construction skills while verifying knowledge and hands-on abilities. The certification provides a great learning experience for students, along with possible incentives for the school.

In high school, Youth Apprenticeship is now available in construction and ABC contractors have been working with student participants who receive high school credit while working. It is a great chance for students to try out the trades.

ABC has also been providing training in the adult Registered Apprenticeship for nearly 30 years and has thousands of graduates. After high school, students work full time for a contractor while going to school, getting paid both on the job and in the classroom. This combination of earning while you learn has been a proven method to jumpstart exciting and family-supporting careers in construction.

For more information about starting your career in this growing industry, contact ABC of Wisconsin at 800-829-9926 or visit our website at: abcwi.org/educationtraining.



ABC of WI Apprentice Dan Harbison (bronze, plumbing) competes at the National Craft Championships in Florida.



ABC of WI Apprentice Ryan Isbell (silver, insulation) competes at the National Craft Championships in Florida.

**WE ARE READY.
ARE YOU?**

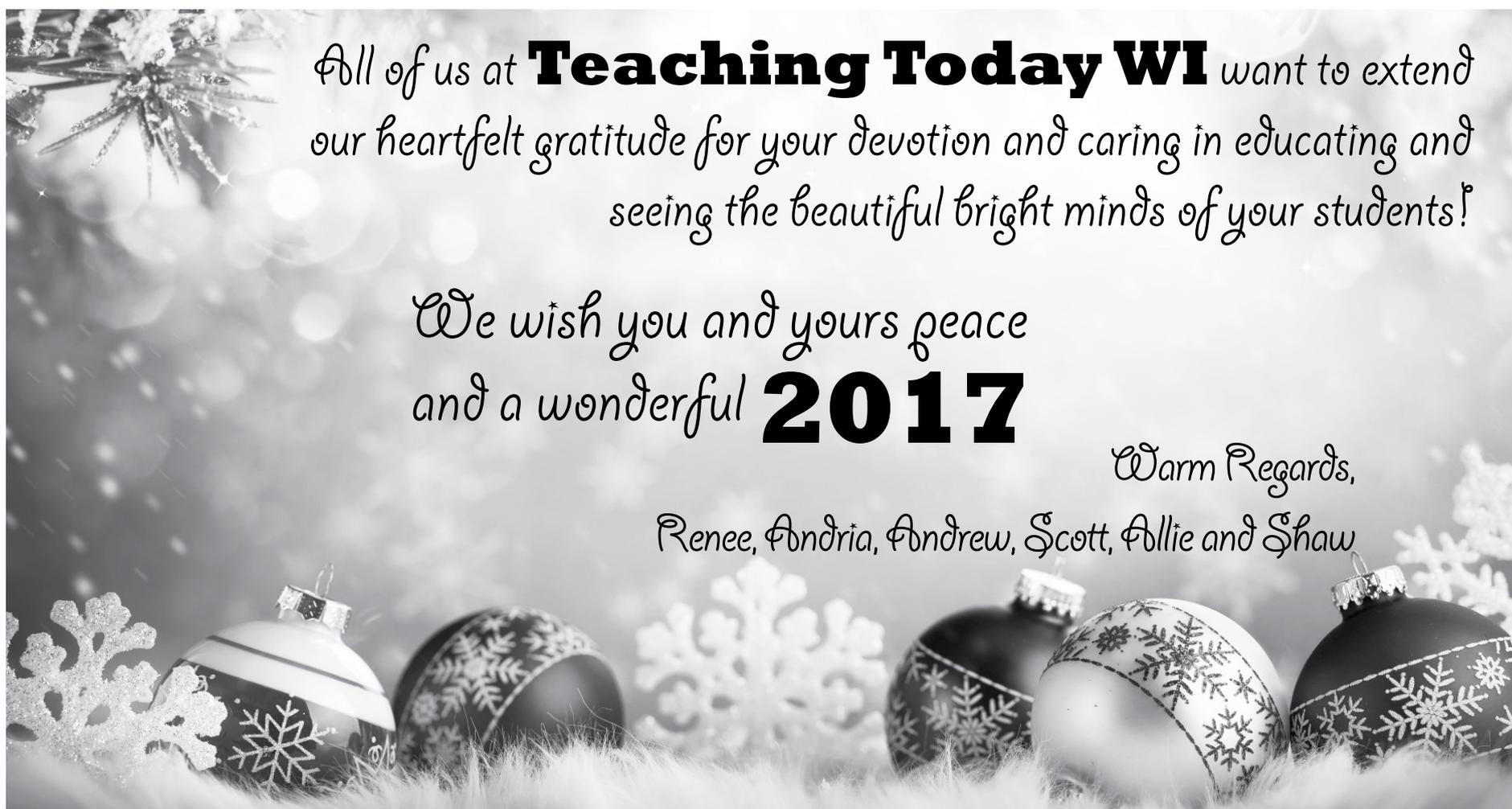


BEGIN A CAREER IN CONSTRUCTION AT
abcwi.org/educationtraining

All of us at **Teaching Today WI** want to extend our heartfelt gratitude for your devotion and caring in educating and seeing the beautiful bright minds of your students!

We wish you and yours peace and a wonderful **2017**

Warm Regards,
Renee, Andria, Andrew, Scott, Allie and Shaw



Who reads

TEACHING
TODAY WI™?



**More than 70,000 readers
across the state!**

Project House 2016 Continued from Page 8



ervation we build Focus on Energy New Homes that meet strict state guidelines. Green building is growing in popularity and we have been doing this for many years now and try certify our homes with the Wisconsin Green Built Home program. Students leave the program with an understanding of why energy conservation is critical right now and why so many contractors are building energy efficient homes.

instructor Mr. Grunewald. The hands-on instruction that these students receive will carry with them throughout their lives. Students are learning how to build a house while discovering problem-solving skills and employability skills. Students are broken down into crews of 3-4 students and work together each day to solve problems together. Each crew is responsible for completing their daily tasks with limited help from the instructor. Students learn quickly how to work as a group and problem solve.

Our program has also benefited from the support and contributions of so many people and businesses in Sheboygan County. This program offers students an education outside of the realm of the textbook and creates skills they will carry with them for the rest of their lives.

To stress the importance of energy con-

www.sheboygan.k12.wi.us
(920) 459-3500



Just Ice It: How to use Ice Treatments



Lynn Reuss, LAT, Chippewa Valley Orthopedics and Sports Medicine

As a Licensed Athletic Trainer, I hear all sorts of ways that people use an ice pack to treat their injury. Is it 20 minutes on and then 20 minutes off? Or should you leave the ice pack on for an hour? Can you ice too much? Or should you use a towel between the skin and the ice pack? Should I use ice at all?

Why use ice?

The benefits of using ice or a cold treatment are to:

- decrease inflammation of soft tissues (muscles, tendons, ligaments)
- decrease swelling in an injured area
- pain relieve

The body always responds to an injury with a predictable inflammatory response, as the first step towards healing. Redness, heat, swelling and pain are associated with this first stage. Redness and heat are caused by increased blood flow. Swelling is the result of the increased movement of fluid and white blood cells into the area of inflammation. The release of chemicals and the compression of nerves due to the swelling in the area of injury cause pain, reduce your movement and decrease the function of the injured body part. The pain and swelling can keep you from using the injured part, serving to protect it from further injury.

When an injury occurs, the tissues are disrupted and some bleeding occurs at the site of injury. There is also other fluid that accumulates in the area as part of the body's response to an injury. What is swelling? Swelling is a normal reaction of the body to an injury. Edema describes fluid, or swelling, that has accumulated in the tissue outside of your joint capsule. This includes swelling in your calf or thigh. Effusion describes fluid that is inside your joint capsule, such as a swollen ankle or knee. Acute refers to swelling that occurs within 24 hours of injury. Chronic refers to swelling that occurs over a long period of time, and can be difficult for an athlete to detect, but can be detrimental if left untreated.

To minimize the amount of swelling, the application of ice to the injured area

is recommended. It is most effective when used immediately following an injury, but also can be beneficial for chronic type injuries as well. It works as an anti-inflammatory by decreasing the blood flow to an area, which helps to minimize the fluids coming into the area.

So just how should you use ice?

There are various types & ways to apply an ice treatment.

1. Ice cubes/crushed ice in a plastic bag. Easily accessible.
2. Frozen vegetables. Peas work great because they conform to the body and can be re-used. Place the bag of peas in another bag to prevent any leakage.
3. Commercial soft ice/gel packs. Reusable, mold easily to the body and come in a variety of sizes.
4. Ice cups. Fill paper cup (6-8 oz size) with water and freeze solid. Peel paper cup off the top of the ice cup and apply to the area, keeping the ice cup moving in small circles until the area is numb (approx. 6-10 min). Do not use longer than 10 minutes to avoid frostbite.
5. Ice bath/bucket. A bucket of water with some ice added. Best for ankle injuries, but cannot, obviously, be combined with elevation. Do not use longer than 10 minutes to avoid frostbite.
6. Instant (chemical) ice packs. Good if you don't have access to any of the above, however, they are expensive and should never be applied directly to the skin or face.
7. Cryo-cuffs are cooling packs that use circulating cold water through a pad. These are typically used following surgery.

An ice pack should be applied to the body part for 15–20 minutes MAX every 2 hours. Studies have shown that leaving an ice pack on longer than 20 minutes is not more beneficial. At the 20 minute mark, your body's response to the cold actually is to try to re-warm itself and therefore increase the blood flow to the area. Also, at the 15–20 minute mark with an ice pack, the skin has typically become numb. This occurs more quickly with an ice massage or ice water immersion, therefore, these treatments should only last 10 minutes. Ice should be applied every 2 hours because the tissues need time to re-warm themselves which takes anywhere from 45–90 minutes before re-applying the ice pack. Ice should not be used before activity unless you have a minimum of 45 minutes before you begin your activity for the tissues to re-warm. Using a thin towel

between the ice pack and your skin can help ease the discomfort of the initial application of the ice, but isn't absolutely necessary as long as the treatment only lasts 20 minutes.

Following the initial soft tissue inflammatory response of the body to the injury, the body begins the healing process, approximately 72 hours after the initial injury. Once the active swelling has stopped, it is time to help get the excess fluid out of the area and therefore, increased blood flow to the area can help. Heat can then be safely applied to body part.

For chronic type injuries, such as tendonitis, ice can help reduce the inflammation following activity or use of the affected body part. Therefore, using ice after activity can help minimize pain/soreness.

Initial Treatment of an Injury

In the acute, or early phase, remember PRICE:

- P** = Protection from further damage
- R** = Rest to avoid prolonging irritation
- I** = Ice (cold) for controlling pain, bleeding, and edema
- C** = Compression for support and controlling swelling
- E** = Elevation for decreasing bleeding and edema

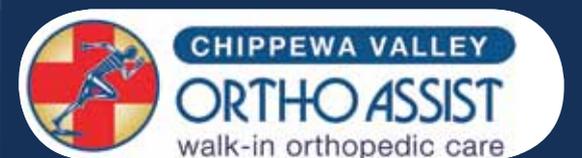
- Protection can mean immobilization with a brace, or a wrap, or even just staying off the body part by using crutches.
- Rest means not moving the body part in a painful way. Movement is good, and can increase healing, but it should be pain free at this stage.
- Ice for the first 72 hours, 15-20 minutes every 2 hours. Leaving ice on longer actually reverses the effect it has, and may increase swelling. Chemical ice-packs should never be applied directly to the skin, or frostbite can occur. Do not use heat for the first 72 hours; heat will increase the swelling.
- Compression, with an ace wrap. Your athletic trainer or doctor can show you how to wrap the body part to minimize swelling.
- Elevation, or resting with the injury above heart level, to encourage swelling to return towards the body, instead of collecting in the extremities where it is difficult to get rid of.

Pre-Cautions

- DO NOT apply directly to the eyes.
- DO NOT apply if you have decreased sensation or decreased circulation to a body part.

GET BACK IN THE GAME

Celebrating more than 30 years as the Team Physicians for UW-Eau Claire and serving area high schools and surrounding communities in the Chippewa Valley by providing a team of licensed athletic trainers for top-quality sports medicine care.



Student athletes: have your injuries evaluated by a Physician Assistant at our walk-in clinic.

Monday–Friday, 12 pm–8 pm
Saturdays & Sundays, 10 am–6 pm
at our Altoona location

1200 Oakleaf Way
Altoona, Wisconsin
715.832.1400

CVOSM also located at
757 Lakeland Dr. Suite B
Chippewa Falls, Wisconsin
715.723.8514



www.cvosm.com

CHIPPEWA VALLEY
ORTHOPEDICS AND
SPORTS MEDICINE

WE ARE YOUR DEDICATED SPORTS MEDICINE TEAM

Nursing Services for Students with Special Health Care Needs

Due to advancements in health care, many students are attending school with significant and complex health care needs. Frequently, school districts provide intensive nursing care for students with special health care needs. When a school district determines that the care cannot be met with existing services, the school district can explore options for additional nursing services.

A school district can hire a special needs nurse or contract with a third party to provide nursing services. In these situations, questions arise regarding accountability, communication, confidentiality, liability, cost, billing, and attendance at educational meetings. This question and answer document explores the nursing care options and provides school districts guidance in working with students with special health care needs.

How does a school district determine the level of nursing care and personnel for students with special health care needs?

A school nurse is a valuable resource in providing a nursing assessment of students' health care needs and determining the type of personnel necessary to provide nursing services. Information regarding the needs may be gathered from many sources, including: the parents, medical providers, home health care agencies, and nursing services outlined in pre-

vious individual education programs. Medical providers' authorization of essential nursing tasks and medications needed by students during the school day is critical information in the decision-making process.

What are the differences between special needs and third party nursing care?

Special needs and third party nurses are the two mechanisms for providing nursing care for an individual student or small group of students with complex health needs in the schools. The special needs nurse is hired by the board of education. Third party nursing is provided through a contract with an independent personal care or private duty nurse or third party agency, such as a home health care agency.

What are the advantages and disadvantages of nursing care through a third party?

One advantage to the school district obtaining the nursing service through a third party is that it saves time since the organization or family completes the hiring process of the nurse. A third party agency can often provide back-up nurses in situations where the regular nurse is unavailable. Often families prefer this model because they have more control over the nurse's credentials and skills. The nurse may also have an existing relation-



ship with the student and family outside of the school day adding to the family's comfort level with the nursing care.

The disadvantages of contracted nursing services include: inability to provide care for other students, inability to use special education and categorical aid for partial funding, the lack of involvement of the nurse in the student's educational needs, and the lack of direct accountability to school personnel for

the nursing care.

What are the funding mechanisms available to school districts to recover some costs of providing nursing services in the school?

For all the following funding mechanisms to apply, school districts must document nursing as a related service in the student's individual education program.

Continued on Page 18

A career in nursing or medical imaging promises a **GREAT** future

Did You Know?

The median earning potential for nurses is over **\$67,000**, radiologic technologists over **\$58,000**, and diagnostic medical sonographers over **\$63,000!***

Program Options:

- Bachelor of Science in Nursing • Master of Science in Nursing
- Bachelor of Science in Radiologic Sciences
- **NEW!** Bachelor of Science in Diagnostic Medical Imaging

Why Bellin College?

- Earn a **bachelors degree**—making yourself more marketable when seeking employment.
- **Direct entrance** into programs of study. Once you are accepted to Bellin College, you are accepted into your program—no waiting!
- With more than 85 clinical partners, you'll get **extensive hands-on experience** across various specialties.
- **Small class sizes** and an intimate campus setting. The student to faculty ratio is 11:1.
- Newly expanded Health Resource Center with **advanced simulation labs**.
- **Exceptional results.** Bellin College consistently reports passing rates of graduates above the national average for the nursing licensure, and radiologic sciences licensure exams.



Bellin College

*Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Statistics, [August, 2016] [www.bls.gov/oes/].



RECOGNIZING PAST WINNERS IN OUR DREAM CAREER ESSAY CONTEST



2013-14 SCHOOL YEAR

Winners

Lucan, Wauwatosa: *Game Development*
 Michaela, Waunakee: *Someone's Hero*
 Breanna, LaCrosse: *Counselor*
 Maxwell, Milwaukee: *Computer Programmer*
 Kelsey, Tomah: *Acting/Producing/Directing*
 Bridget, Wauwatosa: *Clinical Psychologist*



Honorable Mentions

Anna, Wauwatosa: *Veterinarian*
 Janet, Baraboo: *Translator or an English Teacher*
 Kayla, Wauwatosa: *Law enforcement*
 Natalie, Waunakee: *Field of Music*
 Miranda Roberts, Beecher-Dunbar-Pembine: *Art Field*
 Andrew James, Tomah: *Air Force Physicist*

2014-15 SCHOOL YEAR

Winners

Jessie, Mishicot: *Archaeology and Crypto-zoology*
 Teresa, Greendale: *Actuary*
 Miranda, Mishicot: *Traveling Elementary School Teacher and Humanitarian*
 Gracie, Somerset: *Marine Biologist*
 Collin, Big Bend: *Shoe Engineer*
 Cassondra, La Crosse: *Veterinarian*



Honorable Mentions

Jessica, Somerset: *Elementary School Teacher*
 Tanner, Somerset: *DNR Officer*
 Alexis, Prairie du Chien: *Police Officer*
 Kendra, Somerset: *Registered Nurse*
 Zachary, Mishicot: *Astronomer*
 Mikenna, Altoona: *Pediatrician*

2015-16 SCHOOL YEAR

Winners

Allie, Greendale: *Water Quality Technology*
 Lauren, Waukesha: *Nurse Practitioner*
 Kayla, Wisconsin Rapids: *Advocate for individuals with disabilities*
 Derek, Luck: *Oncologist*
 Karli, River Ridge: *Elementary Education*
 Megan, Michicot: *Large Animal Veterinarian*



Honorable Mentions

Pamela, River Ridge: *Author*
 Lucas, Mishicot: *Scientist*
 Alexis, Cornell: *Registered Nurse*
 Alyssa, Greendale: *Psychology*
 Mitchell, Cornell: *Agriculture*
 Kevin, River Ridge: *Firefighter*

ENTER THIS YEAR'S DREAM CAREER ESSAY CONTEST!

WISCONSIN HIGH SCHOOL STUDENTS

DEADLINE: DECEMBER 23RD

WISCONSIN MIDDLE SCHOOL STUDENTS

DEADLINE: JANUARY 31ST

WIN MONEY AND PRIZES FOR YOUR DREAM CAREER!

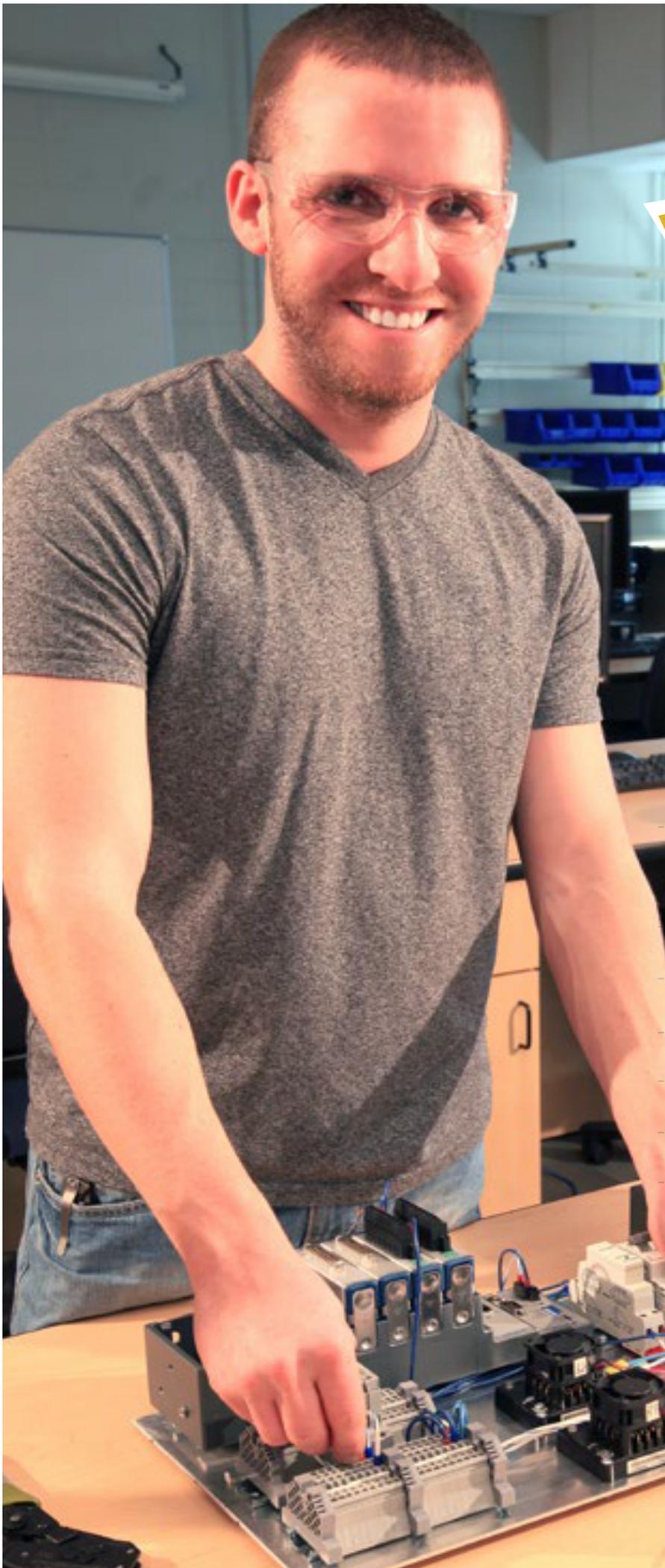
WHATEVER YOUR DREAM CAREER IS. TEACHING TODAY WI
 WANTS TO READ ABOUT IT! SUBMIT YOUR ESSAY SOON!

SEND ENTRIES TO: andria@teachingtodaywi.com or
renee@teachingtodaywi.com.

Call Renee at 715-839-7074 or Andria at 715-360-4875 with any questions.

Essay entries are to be between 400 and 600 words in length. Watch for the winning entries in early 2017. Find more details on our Dream Career Essay Contest in the Fall 2016 Vols. 1 and 2 issues of Teaching Today WI™. Access previous issues by visiting our website at: www.teachingtodaywi.com.





Half of our
graduates are making
**\$40,000
or more!**

Top 10 Jobs in Demand

This is the number of full-time job openings posted by employers on TechConnect in 2015. This is by no means all the job openings in these careers, but it provides a good sample of the jobs in most demand.

1. Nursing Assistant - 3,181
2. Marketing - 3,125
3. Administrative Professional - 2,166
4. Criminal Justice - Law Enforcement - 1,603
5. Business Management - 1,553
6. Electro-Mechanical Technology - 1,454
7. Early Childhood Education - 1,394
8. Accounting - 1,299
9. Nursing Associate Degree - 1,160
10. Truck Driving - 1,133

 Want to check out the rest of the top jobs in demand? Visit:

wistechcolleges.org/explore-careers/jobs-demand

WISCONSIN
TECHNICAL COLLEGE
SYSTEM
we are futuremakers

Damian LaCroix Named 2017 Wisconsin Superintendent of the Year

Howard-Suamico School District

The Wisconsin Association of School District Administrators is pleased to announce the selection of Damian LaCroix as Wisconsin's 2017 Superintendent of the Year.

LaCroix has served for 12 years as the Superintendent for the Howard-Suamico School District (HSSD), a high-performing Pre-K-12 district serving 6,100 students in Northeast Wisconsin. His vision for public education has resulted in the development of innovative student programming aimed at ensuring that all students are college, career, and citizenship ready.

Under LaCroix's leadership, HSSD won the Proficiency Award from the Wisconsin Center for Performance Excellence, Bay Port High School has been recognized nationally by Newsweek and the Washington Post as one of the top high schools in America, and two elementary schools have been acknowledged by the U.S. Department of Education as National Blue Ribbon School of Excellence award winners. Furthermore, in the past five years he has mentored team members to high levels of professional achievement including the Wisconsin Principal of the Year, Assistant Principal of the Year, Business Official of the Year, and the Wisconsin School Public Relations Association Lighthouse award.

His partnership with community supporters

has contributed to successful referenda efforts for school facilities totaling \$60 million during his career. Additionally, more than \$2.5 million has been recently raised through stakeholder donations for targeted community and educational causes such as the Giving Tree Food Pantry and the Howard-Suamico Education Foundation.

While it is recognized nationally for its work toward a digital transformation of teaching and learning as a charter member of the League of Innovative Schools, HSSD is also highly-regarded for its collaborative and innovative staff. With enrollment growth up 25% over the course of LaCroix's tenure, HSSD has become a destination District for students and teachers alike.

In the nomination for Superintendent of the Year, Howard-Suamico Board of Education President Mark Ashley discussed the leadership qualities and the drive LaCroix possesses.

"The Board of Education is extremely pleased that Damian was chosen as the Wisconsin Superintendent of the Year," said Ashley. "We believe this award reflects the genuine desire he shares with our dedicated educators: to serve our students, to provide hope, and to offer a 21st century education."

Ashley said LaCroix inspires the community to support its schools. "Damian's consistent engagement with the community and our business partners has established an unprecedented level of

support for public education in Howard-Suamico."

"This award honors the collaborative efforts of our Board of Education, District staff, families, and community in preparing our children for their future," said LaCroix. "I am humbled to serve in public education and I am grateful for this recognition of exemplary work being done throughout our District every day."

LaCroix noted community support for public education as a cornerstone of HSSD's success. "Our community truly inspires the District ethos of Serving, Learning, and Achieving – Together," LaCroix said. "In turn, our schools and the students we serve reflect the values of our community."

A lifelong educator, LaCroix began his career as a high school Social Studies teacher for the Pulaski Community School District in 1991. He later served as an associate principal and principal at Pulaski High School before joining HSSD as principal of Suamico Elementary in 2002. He was named HSSD Superintendent of Schools three years later.

LaCroix served as chair of the Wisconsin Association of School District Administrators large district caucus. He is an advisory board representative for the League of Innovative Schools, served in a similar capacity for EdLeader21, and a participant in the Educational Research and Development Institute. He has also served as a member of numerous business and civic organiza-



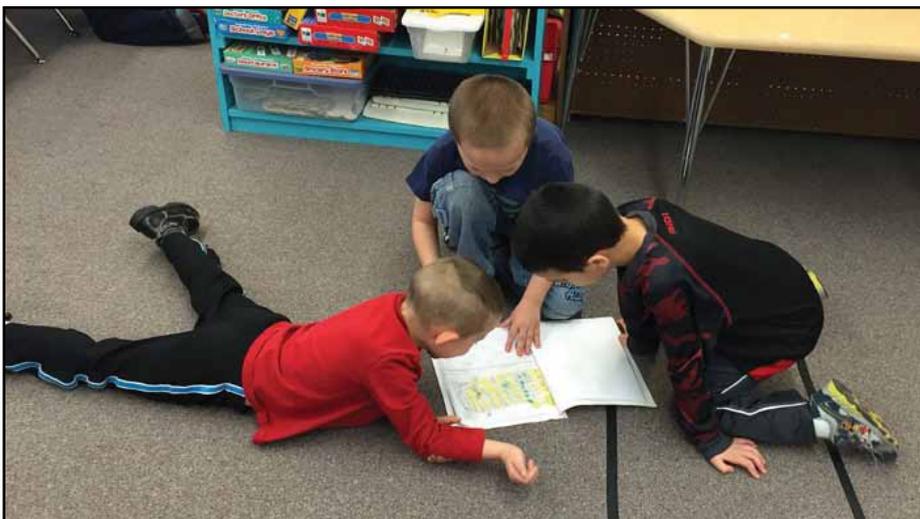
tions serving the greater Green Bay area, including the Chamber of Commerce Partners in Education Board, the Green Bay Community Church Elder Board, the Howard-Suamico Business Professional Association, Achieve Brown County, and the New North Regional Economic Development Board.

LaCroix resides in Suamico with his wife, Melissa. They are the proud parents of four children: Maxwell (20), Zachariah (17), Abraham (16), and Abigail (15).

www.hssd.k12.wi.us
(920) 662-7878



Wilson Elementary School — 2016 Blue Ribbon School!



Beaver Dam Unified School District

Wilson Elementary School is one of six elementary schools in the Beaver Dam Unified School District. Beaver Dam, Wisconsin is a city of approximately 16,000 residents. One of the draws to Beaver Dam is that it is within driving distance to three major metropolitan areas. The proximity to larger cities keeps the school system progressive and competitive. The community takes great pride in our lake, beauti-

ful parks, and family centered values that help make Beaver Dam a nurturing environment for students. The mission of the district, "Guiding Students, Empowering Futures", helps to focus our work on a daily basis and provides the community with our promise to keep students at the forefront of decisions and a pledge to make the most of our impact on their future.

Continued on Page 22





Lead with Character

With the MBA in Education Leadership at MSOE

Integrates character-driven leadership with best practices in business.
Aimed at principals and educators who aspire to lead high-performing schools of character.

- Classes meet only two Saturdays per month for 16 months.
- Qualified applicants receive generous scholarships.
- Wisconsin Principal Licensure at end of program.

(800) 321-6763 | msoe.edu/mbael

Educators' Road Map to Graduate Studies

Representing Educators: Reflections on the Teacher of the Year Process

"This award is not saying you're the best teacher in Wisconsin," observes Chris Gleason, the state's 2016-17 representative in the National Teacher of the Year Program, who recently filed his application for the national honor.

"I don't know if on some days I'm the best teacher in my hallway – I love that quote."

Indeed, identifying the "best" teachers in Wisconsin would be an impossibility.

Instead, the process starts by identifying four of the many Wisconsin teachers who are great at what they do, designating these Wisconsin Teachers of the Year as representatives of the teaching profession for that year.

From at least as far back as 1990, the selection process has piggybacked on the

similar criteria of the Herb Kohl Educational Foundation's Teacher Fellowships. Each year's Kohl Fellows are considered for four Wisconsin Teacher of the Year slots. For more than a decade, the Kohl Foundation has also sponsored monetary awards for the Wisconsin Teachers of the Year.

Chosen from these four honorees, the state's national representative is just that: not the "best of the four," but the one seen as the best fit to represent the state's teachers on the national stage that year.

That person also applies for the next level – to represent all teachers in the nation as the National Teacher of the Year. This "has been a humbling experience," Gleason said, "but at the same time it's like, we get one shot at this, no do-overs."

He and the other three Wisconsin honorees are "really energized, saying how can we

make the biggest impact" for good, with the attention that comes from being identified as a Wisconsin Teacher of the Year.

Gleason worked hard on his application with the ambition of communicating to the nation the "complexity of education."

"To say, this is a really difficult task, we're working with human beings, who have spirits and souls and desires and wishes and everything else. It takes special people to do this, it's not something you just tick off a sheet and say, 'Done.'

"You've got to keep working."

Education is "kind of like money and religion," Gleason says: people often have strong opinions reflecting their own backgrounds, their own personalities.

But if good research and great methods can prevail, he senses society may be "on the cusp of some really great things."

"You can see it poking through, some personalized learning and different ways of collaborating, looking at kids differently.

"Rather than this jar or vessel that we just fill up with facts, looking at them as these really creative little beings that have this infinite amount of potential to think creatively and do things in a different way."

If Gleason receives the national honor this school year, he would be the second in Wisconsin history.

The first was Helen "Missy" Adams,



Chris Gleason

a kindergarten teacher in the Cumberland School District, in 1961. Adams was lauded by Look magazine (then a co-sponsor of the National Teacher of the Year program) for "the unstinting love and skillful technique that mark a great kindergarten teacher."

Her 2007 obituary in the Superior Telegram observed that in Cumberland, "her name came to symbolize the best in elementary education as she helped youngsters begin their educational careers in the most positive, loving and effective way." After retirement, she moved to La Crosse.

The National Teacher of the Year program is expected to announce its 4 finalists for 2017 in February and the National Teacher of the Year later in the spring.

Source: Wisconsin DPI

BEMIDJI STATE UNIVERSITY



Graduate Programs in Education and Special Education

- Master of Arts in Teaching (MAT) with emphasis areas in Online Teaching Certificate, Reading Certificate, Special Learning Disabilities (SLD), Emotional Behavioral Disorders (EBD), Autism Spectrum Disorder (ASD), Health and many others.
- **NEW** ONLINE DAPE Licensure, Spring 2016.
- SLD, EBD, or ASD licensures lead to Master of Special Education with three additional classes.
- Affordable degrees you may complete in 2-4 years!
- Know someone who wants to be a MN elementary or high school teacher? If so, go to:
Elementary: www.bemidjistate.edu/academics/dlite/
*High School: www.bemidjistate.edu/academics/fastrack/

*Standards of Effective Practice courses may be used toward the MAT.

218-755-2027 or 1-888-386-8464 | grad@bemidjistate.edu
www.bemidjistate.edu/academics/graduate_studies/

100% Online!

Student Contests and Awards

Meemic Masterpieces Grant and Contest

Join The Meemic Foundation in showcasing the artistic ability of our youth. Any Meemic Foundation Club member can sponsor a student by submitting their original art masterpieces in one of three themes: Be Green/Healthy Living, School Spirit or the Meemic Tree. The sponsoring member's school will receive a \$300 grant for art supplies, and the winning artist will receive an Amazon Fire® Tablet. Winners will be announced by Feb. 14, 2017.

Entries must be original artwork created by the student and cannot be drawn from any existing artwork not created by the student. No copyrighted images may be used.

Deadline: December 30, 2016

Get full details and rules at: www.Meemic-Foundation.org/Masterpieces

Ready to get started? Login to your Foundation Club member account to access the applications. Not a Foundation Club member? It's free and easy to join.

Visit: www.MeemicFoundation.org/FoundationClub.

EngineerGirl Essay Contest

The annual EngineerGirl Essay Contest encourages students to write about the role of engineering in society and the impact it has on our world. Essays for the current contest, which is entitled, "Engineering and Animals,"

should explain engineering ideas to improve life for endangered, critically endangered, and vulnerable animals.

First-place winners are awarded \$500, second-place entries \$250, and third-place entries \$100

Deadline: Essays due February 1, 2017

Website: www.engineergirl.org/GetThere/Contest.aspx

JFK Profile in Courage Essay Contest

The book "Profiles in Courage," written by President John F. Kennedy and published in 1956 when he was a US Senator, inspires the JFK Profile in Courage Essay Contest. The contest challenges students to identify an example of political courage on the part of a US elected official at the local, state, or national level who served during or after 1917, and then analyze what made the person's decision and actions a "profile in courage."

Grants of \$20,000 are awarded for the first-place winner, plus travel and lodging expenses for the winner and their parents for the trip to Boston

Deadline: Applications are accepted through January 4, 2017

Website: www.jfklibrary.org/Education/Profile-in-Courage-Essay-Contest.aspx

Extreme Redesign Contest 3-D Printing Challenge

The Extreme Redesign Contest 3-D Printing Challenge is an annual competition open to students worldwide. Students work alone or in a team of two to design an original piece of art, jewelry or architecture, or to make an existing design better. Winning entries must be creative, mechanically sound, and realistically achievable. There are three contest categories:

- Engineering: secondary education is open to students in middle school and high school.
- Engineering: postsecondary is open to university, college, or postsecondary school students.
- Art, Jewelry and Architecture: open to students of any grade level.

Scholarships of \$2,500 for a first-place winner, and \$1,000 each for second-place winners are awarded

Deadline: Entries are due March 9, 2017

Website: www.stratasys.com/industries/education/extreme-redesign

Toshiba/NSTA ExploraVision Competition

ExploraVision is a science competition that engages students teams in research and development with a strong emphasis on science,

language program and strengthen students' and teachers' language skills and cultural understanding of the target country or region.

Deadline: Host school applications are due January 23, 2017

Website: www.americancouncils.org/programs/teachers-critical-languages-program-tclp

High School Weight Room Grants

The Lift Life Foundation's mission is to help provide young people with tools to improve their fitness levels and boost self-worth. The foundation provides high schools across the United States with the opportunity to have their school weight room transformed with brand-new equipment. To be considered for a weight room makeover, high schools must be nominated. Anyone may nominate a high school; nominations must be submitted online.

Deadline: Nominations are accepted year-round

Website: www.liftlifefoundation.org/#spark

technology, engineering, and mathematics (STEM). Working in teams of two, three, or four members, students study a technology of interest and predict what that technology might be like in 20 years, and then explore what is necessary to make their visions a reality.

Four teams receive a first-place prize of a US EE Savings Bond worth \$10,000 at maturity for each student. Four teams receive a second-place prize of a US EE Savings Bond worth \$5,000 at maturity for each student.

Deadline: Projects are due February 6, 2017

Website: www.exploravision.org/what-exploravision

We the Students Scholarship Essay Contest

The Bill of Rights Institute seeks to help high school students understand the freedom and opportunity that the Constitution offers through programs such as the We the Students Essay Contest.

The grand-prize winning student receives \$5,000 and a scholarship to Constitutional Academy; six runners up receive \$1,250 each; eight students receive honorable mention and \$500 each; and teachers of winners receive \$100 each

Deadline: Applications due February 5, 2017

Website: www.billofrightsinstitute.org/engage/students-programs-events/scholarship/

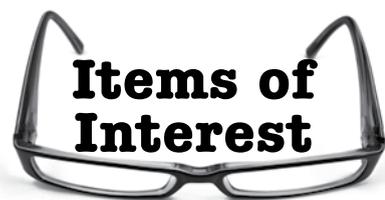
C-SPAN's StudentCam Video Documentary Competition

C-SPAN's StudentCam is an annual national video documentary competition for students in grades 6 through 12. Individual students or teams of up to three students create a short video documentary on the theme of "The Three Branches and You." Each video documentary should tell a story that demonstrates how a policy, law, or action by either the executive, legislative, or judicial branch has affected the applicant's community.

One grand prize of \$5,000 is awarded to the student or team and \$750 to the teacher advisor or school to purchase digital video equipment for the school. First-place prizes of \$3,000 each to the student or team and \$500 each to the teacher and school are awarded. Second-place prizes of \$1,500 each to the student or team and \$250 each to the teacher and school are awarded. Third-place prizes of \$750 each to the student or team and \$125 each to the teacher and school are awarded. Honorable mentions of \$250 each to the student or team are awarded.

Deadline: All entries must be uploaded by January 20, 2017

Website: www.studentcam.org/



Alan Shepard Technology in Education Award

The Alan Shepard Technology in Education Award rewards excellence in the development and delivery of technology programs. Programs that focus on aerospace or aeronautics are given priority to other programs. Applicants must demonstrate how their programs ultimately benefit the students in a school or organization.

The winner receives a cash award of \$1,000

Deadline: Applications due February 1, 2017

Website: www.astronautsmemorial.org/alan-shepard-award.html

Summer Research Education Experience Program

The purpose of the National Institutes of Health (NIH) Summer Research Education

Experience Program is to provide a high-quality research experience for high school and college students and for science teachers during the summer academic break. The overarching goal of the program is to support education activities that foster a better understanding of biomedical, behavioral, and clinical research and its implications.

Grants up to \$100,000 in direct costs per year are awarded

Deadline: Optional Letters of Intent are due 30 days before the deadline. Applications due March 23, 2017 and March 23, 2018

Website: grants.nih.gov/grants/guide/pa-files/PAR-15-184.html

Teachers of Critical Languages Program

The Teachers of Critical Languages Program (TCLP) is open to all public, private, and charter schools in the United States that have developing or established foreign language programs in Mandarin Chinese or Arabic. TCLP is designed to increase the number of Americans teaching and studying Mandarin and Arabic. The program sponsors teachers from China, Egypt, or Morocco to spend an academic year in participating US schools, to enhance the respective lan-

North Division Students' Mobile App Voted National 'Fan Favorite'

Students recognized at MPS Board meeting for app aimed at supporting children battling disease and in need of encouragement



Qaira Mathews and Tatiana Loyd give a video demonstration of their Emoji Encouragement app.

Milwaukee Public Schools

Two Milwaukee Public Schools students studying mobile app development were recognized for their first place finish as a "Fan Favorite" in a national app competition.

North Division High School students Tatiana Loyd and Qaira Mathews were awarded the MPS Board of Directors Excel-

lence in Education Award for their achievement at the MPS Board meeting Thursday evening. The two North Division students' "Emoji Encouragement" app is one of just two teams voted first place nationwide in the "Fan Favorites" category in the Lenovo Scholars Network competition.

The app is designed to support students battling cancer, sickle cell anemia, depression and other diseases or those with low self-esteem with words of encouragement. The two students stayed after school, worked from home and even came

in over spring break to work on the app and accompanying video presentation, according to North Division lead computer science teacher Melissa Menge.

The students earned a tablet and a trip to the National NAF Conference in Orlando from Lenovo and NAF. NAF (formerly the National Academy Foundation) transforms

the high school experience by infusing STEM and work-based learning experiences into curriculum to ensure students graduate and are college, career, and future ready. The winning team plans to enter another app in the contest this year and will further develop their mobile app programming skills in the Advanced Placement Computer Science Principles class at North Division. This is the first time this class the College Board as offered this class.

North Division is only one of two MPS high schools to implement Academies of Information Technology, which offers students industry-specific classes related to the growing field of IT. Students participate in work-based learning activities and internships to put their lessons into action.

The two MPS schools – North Division and Washington High School of Information Technology – are also among only 30 schools nationwide to be chosen to take part in the Lenovo Scholars Network, which works to train the next generation of mobile application developers with MIT's App Inventor, provides ongoing support from MIT faculty, hosts teacher training and awards a class set of laptops and tablets to schools selected for the grant. This is the second straight year MPS students have won the Fan Favorite award.

MPS Superintendent Dr. Darienne Driver



joins North Division Principal Keith Carrington and the MPS family in congratulating the students, their educators, their families and the support staff that helped make this national accomplishment possible.

The Emoji Encouragement App is available for no cost on Google Play at:

tinyurl.com/gsfjbqw

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

Join the conversation at the

TEACHING TODAY WI

Educational Blog

Engage with timely articles of interest on:
Leadership, Administration, Careers, Grants, Awards, Health & Wellness, STEM, Special Needs, and "In the Classroom"

teachingtodayWI.wordpress.com

TRANSPORTATION TODAY WI™

Winter Issue Available Now

Explore careers, resources, and information, as you discover the world of Transportation in Wisconsin!

www.transportationtodaywi.com

YOUR WISCONSIN TRANSPORTATION CONNECTION

Middle Schools Shine Light on Positive Programs

Middleton Cross Plains Area Schools

Glacier Creek and Kromrey administrators, staff and students gave updates on how the school year has gone in each building and some of the most important programs taking place.

Glacier Creek principal Bill Deno said his goal since taking over as principal in January 2017 is to make the schools more similar. He has really worked to make the school more inclusive.

Glacier Creek staff members Tim Ashe and Mary Kern introduced seven eighth-graders who spoke about the Where Everyone Belong (WEB) program,

which exists at both middle schools and helps fifth-graders transition to a new building. The program was implemented in 2014, when fifth-graders moved out of the elementary schools. They also shared how the program has helped eighth-graders develop as speakers and leaders.

"You're the role models," Board member Kurt Karbusicky said. "Looking at this group, I have no doubt that are fifth-graders are going to do great."

Added Superintendent George Mavroulis:

Kromrey counselor Fred Bartman said the school's mentor program is in its fourth year and has grown from four mentors in Year 1 to more than 40 this year.

You're making a bigger impact than just on the fifth-graders. You're helping impact the entire school climate and then, ultimately, at the high school. You're doing an amazing job."

Sarah Edbauer, a fifth-grade teacher, and Dean of Students Colleen Young spoke about Glacier Creek's inclusion and equity efforts. They said they are trying to build community and to model their efforts they asked every-

one at the meeting to think about what kind of student they were in middle school and then find someone to talk with about that question. Young later said the goal of the equity work this year is to create a safe

space where everyone can have these kinds of conversations.

Kromrey principal Steve Soeteber said the extended day program has involved from mainly an intervention to support for more students. He said a hip hop club has formed. He said encore schedules have been dependent on 10 sections per grade in the past but now using a small block as move toward 11 or 12 sections. In a small block, two teachers teach two subjects apiece.

An effort has been made at Kromrey to



get more staff involved in supervisions such as literacy block rather than lunch or playground supervision, associate principal Eric Engel said. Kromrey counselor Fred Bartman said the school's mentor program is in its fourth year and has grown from four mentors in Year 1 to more than 40 this year. Mentors meet with students once a week for about 45 minutes for the entire school year.

"It's been incredibly effective," Bartman said.

Physical education teacher Heidi O'Connor has been a mentor for four years and shared how the student she is currently working with has blossomed over the years.

www.mcpasd.k12.wi.us
(608) 829-9000

Nursing Services for Special Needs

Continued from Page 11



Medicaid School-Based Services

If the student is preauthorized to receive at least eight hours of nursing services a day, then the student may qualify for Medicaid-covered private duty nursing. The nursing services do not have to be "continuous," but the child must have a need for more continuous nursing services than can be provided on a part-time or intermittent basis.

Special Education Categorical Aid

School districts are eligible to receive special education categorical aid for nursing

provided by school nurses, including special needs nurses. School districts can claim state special education categorical aid at a rate of 29 percent of a school nurse salary and fringe benefit as certified costs eligible for reimbursement.

High Cost Special Education Aid

For students with complex medical needs, the school district may be able to seek reimbursement through the DPI's

High Cost Special Education Aid. Eligible costs under the program include all costs (except secretarial and administrative) related to educating a student with high cost special education needs.

Source: Wisconsin DPI

Clinton Students and Staff Give Back



Theresa Wellnitz, CHS Teacher
Clinton Community School District

The Clinton Community School District teachers and staff started off the school year by having Clinton Police, Fire and EMS give a presentation called Casualty Care in the Classroom. Through this program, CCSD staff were taught what to do in an emergency situation, from how to pack a wound to how to block a classroom door from an intruder.

To show our continuing support for all that first responders do for our schools and our community, District Administrator Jim Brewer challenged the staff to raise \$600 to purchase one set of tactical response gear for the Clinton Fire and EMS.

Rising to the occasion, staff, students and parents raised \$3150, allowing for five sets of safety gear to be purchased.

Each school held fundraisers to try and

beat the other schools. The Clinton Elementary School held a "Hat Day" where students and staff paid \$1 to wear a hat. Donation jars were also put out at conferences.

The Clinton Middle School also held a "Hat Day" and "Penny Wars," challenging the 5th, 6th, 7th and 8th graders to raise more than the other classes and their teachers. Teachers were also invited to participate in "Dollars for Denim" and pay to wear jeans to school.

Finally, the Clinton High School held "Hat Day" and "Dollars for Denim," plus a "Penny War", pitting the 100 hallway staff against the staff in the 200 and 300 hallways. Also, the Key Club made shakes for students and staff during study hall, with all proceeds going toward the tactical safety gear. Student Council also held a "Penny War" during Homecoming week. Mrs. Benisch and Mrs. Shoemaker's business classes had their own fundraiser, competing to see which class could raise the most money to "fill a boot".

The students and staff of Clinton Community Schools know that supporting the community makes all of us better and stronger.

www.clinton.k12.wi.us
(608) 676-5482

Graduate Programs in Education *at Carthage*

Our curriculum is designed and delivered by educators who understand the current needs and trends in education, and we are dedicated to providing the programs needed to advance your career, gain licensure, or refresh your skills.

Master of Education

FIVE SPECIALIZED CONCENTRATIONS

- Classroom Guidance and Counseling
- Leadership in Teaching
- Curriculum and Instruction
- Higher Education
- Self-Designed Concentration

LICENSED CONCENTRATIONS:

- Administration/Principal's License (151)
- Reading Licenses (316 and 317)
- Cross-Categorical Special Education License (1801)
- English Language Learning License (1395)

Accelerated Certification for Teachers

- Designed for students who already hold a bachelor's degree to become a licensed teacher at the middle and high school level
- 14 credits away from earning a Master of Education

Apply now: **CARTHAGE.EDU/GRAD**

Start your Master of Education degree at three convenient times: fall, spring, or summer.

SPRING APPLICATION DEADLINE: FEB. 1



Blanket Forts & The Future of Learning



Paul Hermes, Associate Principal
Bay View Middle School

It has been said that for first time in human history the value of unique knowledge and expertise is declining significantly due to the proliferation of accessible digital technology. This phenomenon has happened in history before (see the Protestant Reformation and the works of Martin Luther and many others), however not at this pace and not to this scale. Access to information, knowledge, and each other is historically unprecedented.

This was very apparent to me, and its implications to education, last week when my daughter (Ellen, 6) and son (Eddie, 3) were building a blanket fort in our living room. When I came home Ellen informed me that they had built the *Millennium Falcon*. As I toured their creation, I asked her how and why they built it the way they did. My daughter informed me that they “googled it.” (*duh dad?!*) She continued to describe how they used our iPad to look up pictures and information on the features and look of the *Star Wars* ship. Amazingly they did a pretty good job— including satellite dishes on its top, a spaghetti strainer for one of the windows, correct shape of the ship, etc.

Her statements, explanations, and process really hit me. Here I am listening to my 6-year old, who is completely comfortable and competent in using devices like our iPad, discuss how she used tools and resources available to her to access knowledge that previously she would not have had access to. (Get ready for it . . . obligatory parent line coming) . . . *When I was a kid, I never could have done this.* Not only did I not have I the internet or devices, but if I needed to learn something, I needed to seek out someone, an expert who could teach me about it.

So what does this experience mean and have to do with a blog about education? . . . *A LOT!*

- The world has changed.
- The impact of digital technology (i.e.

devices, internet, etc.) is significant.

- Our children will learn and experience their world very different that we ever did.
- We, in education, must understand the above and adjust our practices accordingly. And if we fail to, we risk increasing our ineffectiveness and even the potential for total irrelevance.

My kids were demonstrating the skills, abilities, and mindsets that soon (if not now) all of our nation’s schoolchildren will possess. Therefore we, in education, can no longer “hang our hat” on the fact that schools are the only place for knowledge and learning. We cannot place a great deal of value on information, memorization, compliance, and one-directional dissemination — teacher to students. Teachers are no longer the experts, holder of all of the knowledge, while the students are the naive, passive receivers of this process.

Now this is not all bad news for education — it only is bad news if we ignore it and change nothing. I would argue that if we approach this correctly and openly, we can begin a whole new era of American education. An era where we can inspire a whole new generation of thinkers and creators that can compel our nation deep into the 21st century. However to do this, we have to keep in mind the lessons from my blanket fort experience.

Lesson #1— Re-Evaluate Knowledge

My kids built a *Millennium Falcon* blanket fort on their own, as learners, using curiosity, accessible knowledge and technology, and their own abilities to find and apply information. We need to re-examine and re-order our views and values related to knowledge. We cannot continue to emphasize learning and knowledge in the traditional sense. Information exposure is not the concern, it is information processing and application that now is more important.

Lesson #2 — Be a Travel Agent

My kids built a *Millennium Falcon*

blanket fort on their own without the direct role of ‘experts’. We, in education, also need to change our view, conception, and primary role of teachers. Shifting from being the keepers and sole knowledge bearers, to guiders and igniters of exploration and application. This doesn’t make the teacher any less significant in the learning process, in fact I would argue it makes the teacher more vital. Teachers can now serve so many more important roles to learning (e.g. facilitator, resource, vision caster, challenger, etc.), in addition to still being an expert on the subject area/material they have taught traditionally. As I have heard it said, “*Highly effective teachers are more like travel agents, than tour guides.*”

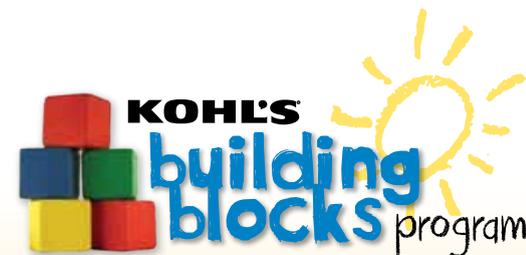
Lesson #3 — Create Empowered Learning Opportunities

My kids now know and will remember more information and features of the *Millennium Falcon* because of the opportunity they had. This is probably the most critical step in our re-visioning of the learning process and schools. If we only learn lessons #1 & #2, we will be missing the larger point and will actually do more harm than good to our students and their futures. We need to create more applicational learning opportunities for our students. Places/times when they

can explore curiosities, develop hypotheses, navigate through the ocean of information, ask questions, share their ideas with others, re-learn from their peers, seek out support and advice from others, and ultimately “create” things. If we do this, not only will we increase student engagement and stronger learners, we will become more effective in teaching the “traditional knowledges” we have always wanted to emphasize.

In building their blanket fort, my children effectively used their technology skills, were disseminators of available information, applied their learning to create something/ solve a problem, shared it with others, were highly engaged, AND developed a strong knowledge base of *Millennium Falcon*. Knowledge, skills, and mindsets that we need to emphasize in schools. Not bad for a Sunday afternoon . . .

bayviewhssd.weebly.com
(920) 662-8196



Hands-on Workshops for Kids!

The Kohl's Building Blocks Program offers FREE workshops at your location that teach about acceptance and celebrating children of all abilities.

Workshops are great for:

- Classrooms
- Summer/after-school programs
- Scout meetings and more!

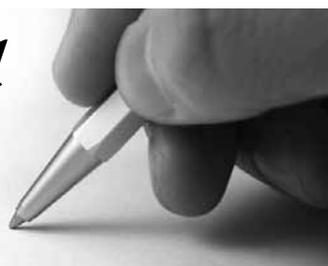


For more information:

(414) 344-7676
PenfieldBuildingBlocks.org/outreach



Apply for a Grant



For Our Schools Grant

The Meemic Foundation for the Future of Education has partnered with Office Depot, Inc.®, to provide up to \$500 for supplies for a school* you wish to honor. Foundation Club members can nominate any eligible school* in Wisconsin. It's easy to apply online – just provide us information about the school and why you wish to honor them. Winners will be notified by Feb. 1, 2017.

Deadline: Dec. 31.

Get full details and eligibility rules at www.MeemicFoundation.org/ForOurSchools

Ready to get started? Login to your Foundation Club member account to access the applications. Not a Foundation Club member? It's free and easy to join.

Website: www.MeemicFoundation.org/FoundationClub.

Toshiba America Grant Program for 6-12 Science and Math Educators

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms.

Grants up to \$5,000 are awarded

Deadline: Grades 6 through 12 applications are accepted year-round. Requests for grants of more than \$5,000 are due August 1 and February 1, annually

Website: www.toshiba.com/taf/612.jsp

AIAA Foundation Classroom Grant Program

The AIAA Foundation Classroom Grant program promotes aerospace education activities in classrooms from kindergarten through grade 12. The program encourages development of innovative aerospace activities within the prescribed curriculum.

Grants up to \$250 are awarded

Deadline: Applications due February 12, 2017

Website: www.aiaa.org/Secondary.aspx?id=4184

Air Force Junior ROTC Grants

The Air Force Association Junior ROTC (AFJROTC) grant program was established to promote aerospace education throughout

classrooms and units. Applications are judged by the importance and the impact the selected aerospace activity will have on students.

Grants up to \$250 are awarded

Deadline: Applications are due February 10 and October 10, annually

Website: www.afa.org/afa/informationfor/teachers/k12grants/airforcejuniorrotcgrant

Fluid Power Challenge Grants

NFPA awards grants to schools and educational institutions to facilitate the teaching of hydraulics and pneumatics. Fluid Power Challenge Grants are available to educators planning to teach fluid power in their classroom or through a Fluid Power Challenge event.

Grants of \$250.00 are awarded

Deadline: Applications are accepted and reviewed year-round

Website: www.nfpa.com/nfpafoundation/actionchallengegrants.aspx

ecoTech Grants

The Captain Planet Foundation, Inc. (CPF) is offering grants through a competitive program for schools and nonprofit organizations. Grants are awarded to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environmental problems in local communities.

Seventeen grants of \$2,500 each are awarded

Deadline: Applications are due March 15, annually

Website: captainplanetfoundation.org/ecotech-grant/

Gerald C. Corcoran Education Grant

The North American Native Fishes Association (NANFA) supports projects to educate the general public about native North American fishes and their environment. Project categories include: producing and distributing educational materials such as books, brochures, posters, displays, video, and internet resources; stream surveys with public education as a primary goal; public lectures; nature center displays; school materials and displays; field and laboratory supplies; and teacher training workshops.

Grants up to \$1,000 are awarded

Deadline: Applications are due March 31, annually

Website: nanfa.org/corcoran.shtml

Captain Planet Small Grants

Grants from the Captain Planet Foundation are intended to serve as a catalyst to getting environment-based education in schools, and to inspire youth and communities to participate in community service through environmental stewardship activities. Projects must be performed by youth and have real environmental outcomes.

Grants ranging from \$500 to \$2,500 are awarded

Deadline: Applications are due January 31 and September 30, annually

Website: captainplanetfoundation.org/apply-for-grants

Academic Enrichment Grants

The McCarthy Dressman Education Foundation offers Academic Enrichment Grants designed to develop classroom and extracurricular programs that improve student learning. The foundation considers proposals that foster understanding, deepen students' knowledge, and provide opportunities to expand awareness of the world around them.

Grants up to \$10,000 are awarded

Deadline: Online applications are accepted January 15 through April 15, annually

Website: mccarthydressman.org/academic-enrichment-grants

Amber Brown Grant

The Society of Children's Book Writers and Illustrators (SCBWI) offers the Amber Brown Grant to commemorate author Paula Danziger. The grant is awarded annually to one school and includes a visit by a children's book author or illustrator to encourage children and youth to read and connect them with creative influences.

The winning school receives a visit by an author or illustrator, a \$250 stipend, and \$250 worth of books by the visiting author or illustrator

Deadline: Applications are accepted November 1 through April 15, annually

Website: www.scbwi.org/awards/grants/amber-brown-grant

Instrumental Music Grants

The Fender Music Foundation awards instruments and equipment to eligible music instruction programs that are part of US public schools or qualified nonprofit organizations. The instruments and equipment are lightly used, blemished, or otherwise imperfect and have been collected from manufacturers and retailers.

Deadline: Applications are accepted year-round

Website: www.fendermusicfoundation.org/grants/grants-info

Mary Lou Anderson Reflections Arts Enhancement Grants

The National PTA Mary Lou Anderson Reflections Arts Enhancement Grants provide matching grants to local PTAs to support in-school and after-school arts enhancement programs. Grants may be used to engage families, support student success, improve the health and safety of students and families, increase access to arts education, and celebrate advocacy and diversity. Grants up to \$1,000 are awarded

Deadline: Applications are accepted January 10 through March 17, 2017

Website: www.pta.org/members/content.cfm?ItemNumber=3101

School In-Service Training Grants Grades 9 through 12

School In-Service Training Grants for Grades 9 through 12 provide funding support to secondary schools for in-service education in mathematics. Proposals must address need, mathematics content, scope of the plan, other contributing sources of funding, number of teachers and students impacted, distribution of costs, and factors such as urban-rural isolation and multiethnic student body, as applicable.

Grants up to \$4,000 are awarded

Deadline: Applications are due May 5, 2017

Website: www.nctm.org/Grants-and-Awards/grants/School-In-Service-Training-Grants-%289-12%29

Japanese Teaching Material Purchase Grants

The Japan Foundation, Los Angeles (JFLA) funds small grants to support nonprofit educational institutions in the United States with purchases of teaching materials for Japanese language programs. Eligible materials include textbooks, multimedia materials, dictionaries, and teachers' reference books.

Grants up to \$1,000 are awarded

Deadline: Grant applications are due March 15 and September 15, annually

Website: www.jflalc.org/grants-jle-materials.html

Minigrants for Youth Amateur Radio Groups

The ARRL Foundation of the American Radio Relay League (ARRL) administers grants through the Victor C. Clark Youth Incentive Program. The primary focus is to support programs and projects for youth that enrich the experience of radio amateurs under the age of 18. Minigrants are made for the following types of projects: securing equipment for antennas for club stations; purchasing training materials; and local service projects that bring favorable public exposure.

Grants up to \$1,000 are awarded

Deadline: Grant requests accepted year-round
Website: www.arrl.org/the-victor-c-clark-youth-incentive-program

Cardinal Manufacturing: Doing Business in Eleva-Strum High School



Eleva-Strum School District

Learning is the main focus of the Cardinal Manufacturing program at the Eleva-Strum School District. Since 2007, Cardinal Manufacturing has been providing exceptional education opportunities for students to build professional, problem solving, and career skills. The program also was designed as a localized way to address the skills gap in advanced manufacturing and to engage our students in meaningful education. We are exposing students to the potential of manufacturing-related careers, sharpening their technical skills, and instilling the soft skills and professionalism that employers crave.

Our story

Cardinal Manufacturing began in the Eleva-Strum School District during the 2007-2008 academic year when instructor, Craig Cegielski, approached the School Board about the potential of pursuing an in-school manufacturing business similar to one he started in

his prior position in the school district of Antigo, WI.

The school board approved and since that time Cardinal Manufacturing has gone from its infant stages to a company with significant annual sales and national notoriety. The growth of the program has attracted national and international attention and Cardinal Manufacturing has attended national tradeshows and hosted celebrity guests. Cardinal Manufacturing has served hundreds of customers from private individuals to clients throughout the state of Wisconsin and other parts of the country. A number of students

have gone directly to skilled employment positions after high school, but most choose to go on to post-secondary education through technical college or the university system.

“Students in Cardinal Manufacturing are the cream of the crop.” Cegielski states. “We only take the best. People wanting to get in need to go through an interview process, just like at a real business, and our admittance is limited.”

This rigorous admission procedure may seem like a chore to some, but one student sees them much like the Pearly Gates. “It’s like judgment time, to see whether you make the cut. Do you get in or don’t you? I mean, once you make it, it’s like any shop student’s dream. To work during school... for a paycheck.” It’s true. Students do get a part of the profit. After all the figures have been totaled, the shop expenses cut out, and reserve money set aside, the rest goes to the students. Cegielski’s payment system is based not only on total hours, but also performance reviews. That means if a student has kept his tardy and sick days to a minimum, they might just find a bonus in their paycheck.

Every year, Cardinal Manufacturing seniors are graduating with priceless expe-

rience that can’t be taught in a classroom. These seniors enter college with two years of experience with running a business under their belt. Many even have guaranteed jobs with local businesses and a scholarship is given to a deserving senior each year.

cardinalmanufacturing.org
www.esschools.k12.wi.us
 (715) 695-2696



Cardinal Manufacturing Open House

Many teachers and administrators contact Cardinal Manufacturing each year to learn how to create a program like it in their districts. We will be holding a workshop on Friday, January 20, 2017 to show you how we started and how we do things today.

www.cardinalmanufacturing.org/for-schools

Wilson Elementary Continued from Page 14

Wilson Elementary is located in the heart of downtown Beaver Dam and the original building was built in 1966. A necessary addition to the building in 1998 provided a library and cafeteria. We are a true “neighborhood” school and many of our students walk the short distance to school every day. At student pick-up at the end of the day, you will see parents and grandparents walking up to the front doors and waiting patiently for the children to be dismissed. At Wilson school, because we are a single-section elementary with only one section of each grade K-5, it really is a place where everyone knows your name.

This small, cozy learning atmosphere provides students with the secure knowledge that all staff are here to help them be successful. Due to this community culture, the roles and the responsibilities of the staff are quite different than what you may find in a much larger school. Here, everyone takes responsibility for the success of our students and the collaboration that occurs is a vital part of the success of our school.

For the past three years, our focus on a strong core curriculum has strengthened our work around Response to Intervention and renewed our focus on using student data to guide our instruction. With the creation of Data Teams and Pupil Service Teams, we are able to bring people together to focus conversation around specific student needs and problem solve strategies to reach students who may need

differentiated instruction. This student-centered approach has been applied to both academic with the adoption of curriculum that is closely aligned to our standards, and behavior with our adoption of Positive Behavioral Interventions and Supports (PBIS).

At Wilson, our adoption of PBIS has brought our small school even closer together. All staff are involved in the PBIS team to make decisions regarding school expectations, celebrations, and problem-solving efforts. The whole school participates in a Monday Morning Meeting in the gym where we celebrate student successes and share our behavioral focus for the week.

The students at Wilson are able to participate in a district programs such as our Gifted and Talented Education (GATE), Partners Are Learning (PALs) which is a tutoring and mentoring program designed to improve academic performance and is run by community volunteers. Parents at Wilson are also able to participate in a robust Parent Teacher Organization (PTO) that provides our school with assemblies, dances, activity nights and funding for field trips and other things that make our school such a fun place to be!

www.bdusd.org
 (920) 885-7300



WRAP UP YOUR HOLIDAY SHOPPING WITH A HOLIDAY LOAN

RATES AS LOW AS

6.90% APR*

FOR 12 MONTHS

GREAT RATES FOR OTHER TERMS AVAILABLE.

APPLY ONLINE TODAY!

WEA Credit Union

800-457-1142 . weacu.com

Membership eligibility required. *APR = Annual Percentage Rate. Repayment example: 12 month loan at 6.90% APR is \$66.47 per month per \$1,000 borrowed. Limited time offer, call for details. Rates based on credit score. Some restrictions may apply.

Individuals don't get cancer - entire families do.

Angel On My Shoulder is a registered 501 (c) (3) non-profit cancer support foundation that offers **cost-free** camps to kids and teens with a sibling, parent, or grandparent living with cancer or lost to cancer. We provide them with a chance to have fun and grow in their shared experiences.

We have two exciting winter camps coming up soon!



Camp Angel is for kids ages 7-12 and is being held January 27th-29th, 2017 in Boulder Junction, Wisconsin. Kids enjoy many fun and exciting winter activities including:

- Ice Fishing
- Sledding
- Snowmobiling
- Snow Shoeing & More!



Angel Adventures is for teens ages 16-18 and is being held February 10th-13th, 2017 in Three Lakes, Wisconsin. Campers will experience:

- Tubing
- Cross-country Skiing
- Snowshoeing
- Broomball
- Directed sharing sessions held in a safe & nurturing environment



All enrollment is on a first come, first serve basis. For more information on these or our other camps held throughout the year, please contact info@angelonmyshoulder.org or visit our website at angelonmyshoulder.org

The STEM field trip that comes right to your school!



Mission Control to all 4th through 8th Graders . . .



Climb aboard the Dream Flight USA STEM Shuttle for an exciting, hands-on learning experience!



- Design a space station
- Study lunar and solar eclipses
- Learn to read star maps
- Discover spectrometry
- Operate a robotic arm
- Find out what it's like to work in space
- Led by experienced educational professionals



We give students Space to Learn!

www.dreamflightusa.com

***Scheduling now
for Spring 2017!***

***Contact us today to have the
Dream Flight STEM Shuttle
visit your school!***

***For your personal Dream Flight STEM Shuttle experience,
call 715-845-6392, or e-mail: dream@dreamflightusa.com***