



## Easy as Drink, Pour, Dump! Success Found in Milk Carton Recycling



Susan Schuller, *EE in Wisconsin*

Madison Elementary, an elementary school in Stevens Point, WI with 400 students and 70 staff members, started their journey in Green & Healthy Schools Wisconsin in 2014. One of their first steps was looking at opportunities to implement more sustainable waste management practices. In four years, Madison has made great strides, but none more impactful than starting Milk Carton Recycling.

Madison Elementary students drink an average of 1,500 pint sized cartons of milk per week. It was common practice to throw the wasted containers into the landfill. In 2017, the Green & Healthy Schools Committee at Madison Elementary (a committee of the Parent/Teacher Organization) approached Recycling Connections, a non-profit organization dedicated to promoting waste reduction, reuse, recycling, and resource conservation, for help to start carton recycling at the school. With over 30 years of experience with recycling programs, they suggested we work together to write a grant to the Carton Council

to fund the project.

With approval from the school principal and facilities director, a grant was received to purchase new bins for the cafeteria, pay for printing costs of signs and a flyer for families, and staff time from Recycling Connections. The flyer on the right was sent home with students to promote the initiative and inform families about carton recycling at home.

As the school year started, milk cartons were diverted from the landfill. The building facilities director kept data on the amount of bags going to the landfill and those recycled. Quickly, the school needed to contact the waste hauler to adjust the size of the recycling receptacles behind the school. The school upgraded the recycling receptacle from using two 90-gallon carts for milk cartons to one larger dumpster that was able to handle the increased diversion of waste into the recycling stream. Adjustments needed to be made to the bins in the cafeteria. A lid with a cut hole in it was put on the bin designated for cartons only and help decrease the waste contamination in the recycling bins. Clear signs were created to properly label the bins.

Data were compiled at the end of the year. As a result, 20% of the waste in volume was diverted into recycling streams verses being hauled to the landfill. This is considered a major accomplishment at the school. Starting the next school year off, it was seamless to continue carton recycling. Furthermore,

**Continued on Page 4**



## Equity-Beyond Equality

Maggie McHugh,  
*La Crosse Design Institute  
School District of La Crosse  
2019 Middle School Teacher  
of the Year*

Who am I to talk about equity?

I'm a white girl from Wisconsin. I grew up in a middle-class home where my father read me books every night and my mother sat me down at the kitchen table to ensure my homework was completed. All summer long, I ran around with kids from the neighborhood until my parents called me back home, never fearing for my safety or worrying about what was for dinner. I experienced little adversity during my childhood.

Flash forward 20 years, and I'm teaching students who live not more than one mile from my childhood home, yet I hear languages other than English spoken regularly and taste food so different than my farm girl, meat and potatoes diet. I see children wearing worn-out clothing, lining up to take food from our school's food pantry. I hear stories of abuse and neglect, of single-parents barely making ends meet, of foster children who have bounced around from one home to the next, not believing they are loved. I talk to children who



are not yet teenagers contemplating taking their own lives, adolescents who have yet to know of the beauty of living because their lives are so chaotic, they truly cannot slow time down to be a kid. Tiny pieces of my heart break after each story or passing comment, and yet, I know my job is to show love and compassion to these precious souls all the while trying to achieve academic, social, and emotional well-being.

"How could I not foster discussions on these topics when these young ones were living and breathing an entirely different childhood experience than my own. Put simply by educational speaker Kristin Souers, 'Children haven't changed; childhood has.'"

In my early career, I shied away from talking about the "big" topics of racism, sexism, classism, or injustices of any kind. How could I consider teaching about injustice when I had not experienced it myself?

Yet, I quickly realized, how could I not foster discussions on these topics when these young ones were living and breathing an entirely dif-

**Continued on Page 4**

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## From the Blog

[teachingtodaywi.wordpress.com](http://teachingtodaywi.wordpress.com)

### Stay Safe During Holiday Shopping

Shopping for that perfect gift or groceries for the week can be stressful enough without the threat of theft or other crimes. Unfortunately, busy people can become careless and more susceptible to potential problems. Remember to be careful, prepared and aware, especially during the holiday season.

### Keep the Chill Out with a Space Heater, but Be Sure to Be Safe

Each year, fire claims the lives of 4,000 Americans, injures tens of thousands and causes billions of dollars of damage. People living in rural areas are more than twice as likely to die in a fire as those living in mid-sized cities or suburban areas. The misuse of wood stoves, fireplaces, portable space heaters and kerosene heaters is especially common in rural areas.

### 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 current theme. Each video documentary should choose a constitutional right, national characteristic, or historic event and explain how it defines the American experience.

All entries must be uploaded by January 20, 2019.

## In this Issue of Teaching Today WI

In the Wisconsin Rapids School District, LHS Construction Class Provides Direct Line to Workforce . . . . . Page 5  
 BMHS Construction Class Building for the Future . . . . . Page 6  
 Mukwonago High School Partners with Korndorfer Homes on School-to-Work Home . . . . . Page 7  
 Construction Academy at Amery High School . . . . . Page 7  
 Keep the Chill Out with a Space Heater, but Be Sure to Be Safe . . . . . Page 9  
 Ready to Lend a Hand . . . . . Page 11  
 Racine Elementary Student Wins Annual 'Wisconsin YES!' Youth Business Plan Contest . . . . . Page 12  
 D.C. Everest Promotes Inclusion As Part of the Special Olympics Unified Champion Schools Program . . . . . Page 13  
 Mindfulness Room at Washington Middle School . . . . . Page 14  
 Fifth-Graders Gifted \$10,000 Worth Of New Books for Classroom Libraries . . . . . Page 14  
 Summer School Science Explores School Forest, Introduces Project Based Learning to Elementary School Learners . . . . . Page 15  
 Arctic Barn Quilt Project STEAMs Ahead . . . . . Page 15  
 Grants . . . . . Page 16  
 Student Contests . . . . . Page 17  
 Bryce Bird — 2018 Rural Administrator of the Year . . . . . Page 18  
 Justin Gerlach — 2018 Rural Teacher of the Year . . . . . Page 18  
 Liz Gulden Named 2019 Elementary Teacher of the Year . . . . . Page 19  
 Maggie McHugh Named 2019 Middle School Teacher of the Year . . . . . Page 20  
 Benjamin Grignon Named a 2019 High School Teacher of the Year . . . . . Page 21  
 Sarahi Monterrey Named a 2019 High School Teacher of the Year . . . . . Page 22  
 Michael Wilson Named 2019 Special Services Teacher of the Year . . . . . Page 22

## Easy as Drink, Pour, Dump! Success Found in Milk Carton Recycling

Continued from Page 1

other schools in the area became interested in implementing or expanding carton recycling as well.

Additionally, the school has participated in the following initiatives to further their sustainable waste management efforts:

- ShoeBox Recycling Program to collect gently used shoes for reuse.
- School markers are recycled through Crayola's ColorCycle Program.
- For two years, the school community participated in the Trex Plastic Film Recycling Challenge diverted more than 1,700 pounds of plastic from going into the landfill.

The school is currently searching for more ways to reduce their waste specifically keeping uneaten/unopened food from being thrown away. There is a "share table" during lunchtime to help. They are also hoping to stop the use of straws in the cafeteria.

If you are looking to start carton recycling at your school, here are a few recommendations:

- Implement a good flow of waste disposal in your cafeteria at the beginning of the year or semester, if possible.

- Keep an open line of communication with the custodial and food service staff. Check-in with staff on a weekly or biweekly basis for the first month or two.
- Coordinate a group of older students to become "lunchroom cadets or stewards" to help monitor the waste stream.
- Clearly labeled bins. With appropriate sized holes cut in lids for draining milk as needed and recycling containers.
- Visit Carton Council. In addition to grants available, get free carton shaped recycle bins, posters, how to guides, etc.

If you are looking for support and resources for your carton recycling program, Recycling Connections is an excellent resource. They can help you write grants or get resources to aid your success. Or visit the Green & Healthy Schools Recycling & Waste Management Page.

[pointschools.net/Madison](http://pointschools.net/Madison)  
 (715) 345-5419

## Equity-Beyond Equality

Continued from Page 1

ferent childhood experience than my own. Put simply by educational speaker Kristin Souers, "Children haven't changed; childhood has."

With each student who comes into my life, I am becoming more aware of the systemic issues facing these young adults and their lives. I am becoming more aware of how varying family dynamics impact my students' home life, like Nate who takes care of his younger sister all night when mom works second shift. I am becoming more aware of how language barriers affect the whole child as PaHoua translates every email, phone call, and parent-teacher conference from English to Hmong and back again. I am becoming more aware of the societal perception of technology-obsessed youth that conflicts with my own experiences of young adolescents like Liza who uses technology to create projects to better our society.

I am becoming more aware of the extent to which my children grapple with issues of poverty as Robert is sleeping on a friend's couch while his family is separated into three other homes, waiting for space to

open up at the Salvation Army. I am becoming more aware of the ever-growing mental health needs of my students as Traci battles her inner demons of anxiety and depression

"I am becoming more aware of the continued resilience of my students, who come to school every day wanting to learn despite the hurdles they may face."

as a 13-year-old. I am becoming more aware of how many students have faced trauma and my role to embrace learner-centered healing as Sagar punches a wall because he cannot hold in the

anger from past hurts.

I am becoming more aware of the continued resilience of my students, who come to school every day wanting to learn despite the hurdles they may face.

So who am I to talk about equity?

It's not who I am. It's who I am becoming.

Source – WI DPI ConnectEd

[www.lacrosseschools.org](http://www.lacrosseschools.org)  
 (608) 789-7600



## In the Wisconsin Rapids School District, LHS Construction Class Provides Direct Line to Workforce

By Kris Leonhardt

A Lincoln High School class is providing education in construction skills and producing skilled workers that might move directly into the workforce, while producing a new home each year for the past two decades.

“The class was started 20 years ago by Lincoln High School Technology Education teacher Bob Peters,” said Jerry Klonowski, retired LHS teacher. “Bob built the first several houses then retired in 2006. At that time, Terry Bores took over the Building Construction class and is still teaching it today. The class was started to get students actual on-site training in the construction field.

“Students arrive at the house site at the beginning of the school year. During the first trimester, students are on site from noon to 3 p.m. every day. They start building the house from scratch. As the fall trimester progresses, students frame the house and garage, then install windows, exterior doors, shingles, etc. and get house totally enclosed by second/winter trimester.

“The second trimester is a different schedule. Then, students are in the class for one hour each day, and they stay at school and work on things for the house that will be installed during the third/spring trimester;

they make the window trim, baseboard trim, stain interior doors, etc.

“Then during third and final trimester, the students are back on site three hours a day. They install doors, all the trim, siding, and complete the house.”

Klonowski said the Wisconsin Rapids Public Schools posts a call for applications from people that would like a house built. The district gathers information from each applicant, including: information on the land, is the land in the school district, how far from LHS is it, and desired square footage, along with house drawings and other information. The applications are then reviewed and one house project is chosen.

As the new school year begins, students enter into the first of three phases of the building project.

“To me the most interesting part was watching the students progress as builders,” Klonowski explained. “When they arrive at the house site and begin building in the beginning, their construction skills are limited. Mistakes are made, but with guidance from the teacher, they back up and fix mistakes and then go forward, learning as they go.

“By this late in the school year, the growth in skills is quite noticeable and their



confidence and quality of work is so much stronger. They are skilled in several different areas of building.”

That growth is measured in the next steps they take as they exit high school. Klonowski said that the success of the program is reflected in the contractors involved in the project.

“All of the contractors for this house – electrical, plumbing, excavating, concrete, drywall – are LHS grads,” he said. “Most

of them were in this construction class years ago.”

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## BMHS Construction Class Building for the Future



Brian Vissers  
Public Information Officer  
School District of Beloit

Over the past two school years, 2017–18 and 2018–19, Mr. Scott Abbott and fourteen students from Memorial High School have been busy building housing for the community of Beloit. Back in 2017 the School District of Beloit purchased four vacant lots on the northwest side of town near Converse Elementary and McNeel Intermediate Schools. The School District worked with the City of Beloit to rezone four lots into three with the purpose of having the ability to build more spacious houses and offer buyers a nicer lot from which

to choose. These lots, located on Trevino Court between Fir Drive and Christilla Drive, are in a still to be fully developed area of the city.

After a few challenges with the construction program Director of Career and Technical Education, Mitch Briesemeister and Mr. Abbott were able to revive the program with these new projects. Mr. Abbott says “Construction is challenging,

there are always deadline to be met and projects to complete”. Keeping all the students and subcontractors coordinated is a challenging endeavor. Mr. Abbott went on to say that he observed tremendous student growth while completing this first house, according to him students are very tentative initially but grow more confident in their skills and abilities over time. Doing home construction is an outstanding “real world experience” for them and they quickly learn that it’s different than most classes they take. In most classes if you make a mistake you can correct it and improve.

However, when it comes to construction any mistakes can be both time consuming and

costly so it’s important to do things correct the first time. Mr. Abbott stresses the “Measure twice and cut once” philosophy. This project was also a good real-life experience because they made changes on site to the original blueprints. These modifications included things like eliminating a planned front closet because it just didn’t fit right space wise, adding a full wall where the plans only called for a half-wall, and moving the washer and dryer hookups to the basement in order to create a much needed pantry in the kitchen area.

Classes like these also bring great partnerships with businesses and the community. Through the Perkins Grant Mr. Abbott was able to purchase first-rate tools such as cordless drills, etc. He says that there are too many community partners to list but sincerely thanks each and every one of them for their support of our construction program and the School District of Beloit.

The finished product is a beautiful 1485 Square Foot, three Bedroom with two full bathroom house. It currently has an unfinished basement but has the capability to easily add



two bedrooms or office spaces in the basement. Fortunately, the School District has received a few offers on this property. If you are interested in either of our two future houses please contact Robert Thom, Executive Director of Business Services at (608) 361-4015 or [rthom@sdb.k12.wi.us](mailto:rthom@sdb.k12.wi.us).

Now that this project is nearly completed work will begin immediately on the adjacent lot with the hopes of having a second house completed sometime in the 2019–2020 school year.

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## Mukwonago High School Partners with Korndoerfer Homes on School-to-Work Home



*Ben Kossow  
Coordinator of Student Assessment and Data  
Mukwonago Area School District*

Mukwonago High School (MHS) students are gaining valuable on-the-job experience partnering with Korndoerfer Homes to build a new single-family home in The Orchards of Mukwonago subdivision this fall. Students in the Building and Trades Class are working closely with skilled workers from Korndoerfer Homes while completing the 1,933 square foot ranch home expected to be ready for occupancy in February.

The current School To Work home continues a tradition of MHS students working step-by-step with local subcontractors to complete home construction which dates back to 2000 with support from the Mukwonago Rotary Club and the Mukwonago Education Foundation. Since that time, six School to Work homes in the Mukwonago area have been completed with MHS students learning while they work. The current home is the result of a new partnership with Korndoerfer Homes.

While participating in the School to

Work home project, students work at the jobsite up to four days a week. While gaining this practical experience, MHS students also earn transcribed credit through a nearby technical college providing them a head start on their post-high school career.

“This project allows our students to work closely with professionals in multiple disciplines within the trades,” said Mukwonago Schools Coordinator of College and Career Readiness Dustin Lehman. “This is something that cannot be replicated in the classroom setting and we are very fortunate to work with an outstanding partner like Korndoerfer Homes.”

During a recent groundbreaking ceremony, Korndoerfer Homes Scheduling and Construction Manager John Korndoerfer said, “We are proud to invest in a future workforce that is critical to the success of home building in southeast Wisconsin.” Korndoerfer Homes is a third-generation single-family home builder operating in southeast Wisconsin since 1926.

MHS teacher Mark Soiney says that the project benefits students and subcontractors

**Continued on Page 8**



## Construction Academy at Amery High School



*Tracy Hendrickson  
School District of Amery*

If all goes well, by summer of 2019, Mr. Ganje and the Amery High School Construction Academy students will be posting a ‘For Sale’ sign on their newly built house. The Construction Academy is part of the Career and Technical Education (CTE) program. CTE programs in Wisconsin prepare students for careers that reflect the contemporary workplace.

The building site serves as a classroom providing real-life, hands-on learning opportunities in the construction industry. Students will get a taste of every element of the process including framing, electrical, plumbing, HVAC, finish work, zoning, excavation, architecture/design, project management, finance/mortgages, and more. Experience on the project and at the job site may encourage students to become skilled tradespeople or steer them toward careers in architecture or engineering.

The ten members of the student Construction Academy team began the process by enrolling in Mr. Ganje’s ‘Understanding Construction’ class, applying for a spot on the team, and completing an OSHA 10

safety training. During the spring months, team members were learning about different types of construction, careers in construction, architectural styles, framing, and site selection. They solicited bids from contractors, learning how to read scales and prints, and discovering how mortgages work. They filed a Digger’s Hotline request, obtained proper permits from the City of Amery, and constructed a model home to scale. Team members met with a surveyor to layout the building location and put up a silt fence. Excavation began in June, concrete was poured in July, and students will be building every day through the 2018–19 school year.

Late last spring, Ryan Daszczyszak, AHS Junior and member of the team, was most excited for the framing of the house since they were already starting to build the interior walls in the high school shop. Amber Hinz, also a Junior at the time, and the only female on the team, was excited to see how all of the planning and the different trades involved in the construction process will come together. For both Ryan and Amber, they were most surprised by the amount of

**Continued on Page 8**



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# Careers in the Construction Industry

## Construction Laborers

Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types: air hammers, earth tampers, cement mixers, small mechanical hoists, surveying and measuring equipment, and a variety of other equipment and instruments. May clean and prepare sites, dig trenches, set braces to support the sides of excavations, erect scaffolding, and clean up rubble, debris and other waste materials. May assist other craft workers.

**Median wage (2016)** \$16.07 hourly, \$33,430 annual

## Construction Managers

Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.

**Median wage (2016)** \$42.93 hourly, \$89,300 annual

## Construction & Building Inspectors

Inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. Inspections may be general

in nature or may be limited to a specific area, such as electrical systems or plumbing.

**Median wage (2016)** \$28.12 hourly, \$58,480 annual

## Operating Engineers & Other Construction Equipment Operators

Operate one or several types of power construction equipment, such as motor graders, bulldozers, scrapers, compressors, pumps, derricks, shovels, tractors, or front-end loaders to excavate, move, and grade earth, erect structures, or pour concrete or other hard surface pavement. May repair and maintain equipment in addition to other duties.

**Median wage (2016)** \$22.06 hourly, \$45,890 annual

## Civil Engineers

Perform engineering duties in planning, designing, and overseeing construction and maintenance of building structures, and facilities, such as roads, railroads, airports, bridges, harbors, channels, dams, irrigation projects, pipelines, power plants, and water and sewage systems.

**Median wage (2016)** \$40.16 hourly, \$83,540 annual

## Construction Carpenters

Construct, erect, install, and repair structures and fixtures of wood, plywood, and wallboard, using carpenter's hand tools and power tools.

**Median wage (2016)** \$20.96 hourly, \$43,600 annual

## Cost Estimators

Prepare cost estimates for product manufacturing, construction projects, or services to aid management in bidding on or determining price of product or service. May specialize according to particular service performed or type of product manufactured.

**Median wage (2016)** \$29.71 hourly, \$61,790 annual

## Cement Masons & Concrete Finishers

Smooth and finish surfaces of poured concrete, such as floors, walks, sidewalks, roads, or curbs using a variety of hand and power tools. Align forms for sidewalks, curbs, or gutters; patch voids; and use saws to cut expansion joints.

**Median wage (2016)** \$18.84 hourly, \$39,180 annual

## Electricians

Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems.

**Median wage (2016)** \$25.35 hourly, \$52,720 annual



## Plumbers

Assemble, install, or repair pipes, fittings, or fixtures of heating, water, or drainage systems, according to specifications or plumbing codes.

**Median wage (2016)** \$24.74 hourly, \$51,450 annual

## Architects

Plan and design structures, such as private residences, office buildings, theaters, factories, and other structural property.

**Median wage (2016)** \$36.99 hourly, \$76,930 annual

## Heating and Air Conditioning Mechanics & Installers

Install, service, or repair heating and air conditioning systems in residences or commercial establishments.

**Median wage (2016)** \$22.07 hourly, \$45,910 annual

Source: O\*NET

## Mukwonago Partners with Korndoerfer Homes on School-to-Work Home

Continued from Page 7

alike. "The contractors have been great and are already inquiring about hiring some of the students as soon as they turn 18," said Soiney. "Our students now understand the importance of the terminology that we have been working on in the classroom and how that relates to the job site."

The opportunity to gain valuable real world experience is what draws students to the project.

"It is great learning on the actual jobsite and not in the classroom on smaller, simulated projects," said senior Mikey Gindart.

Students started the project by surveying the lot in early September and have participated in each step involved in new home construction, leading to the finishing touches in early February.

"Working right along the contractors has been great," said senior Jake Adler. "I think I have learned so much more being on the jobsite than I would if I was in the classroom."

The 3 bedroom, 2 bathroom Geneva Ranch home is located in Mukwonago on Regees Road. The home will feature a 3-car garage and a walkout lower level.

### About Korndoerfer Homes

Korndoerfer Homes, Inc. is a family-owned third generation, single-family home builder with offices in Brookfield and Sturtevant, Wisconsin. Every home is designed and built with a focus on quality and value while including livable floor plans, architectural character, energy efficiency, and a new home warranty. Korndoerfer Homes proudly builds in seven counties in south-eastern Wisconsin. For more information, visit [www.korndoerferhomes.com](http://www.korndoerferhomes.com).

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## Construction Academy at Amery High School

Continued from Page 7

time and work spent on the rules, regulations, codes, paperwork, permits, and bids.

It will take more than Mr. Ganje and the student team to bring the house to completion. The project will involve additional Amery High School CTE programs and partnerships with a number of local businesses. Other Amery High School CTE programs will play a role through landscaping and advertising/marketing. Local contractors had the opportunity to bid the project, and students will work side-by-side with them throughout the entire process.

The School District is funding the project. The number one goal is to build the house as a learning tool, but Mr. Ganje hopes they are able to generate some profit to funnel back into the program for future projects and student scholarships.

Fall, 2018 updates:

### Complete:

- Roof and shingles
- All interior walls
- All windows and doors
- Rough plumbing

### Current:

- Pulling wire and putting up electrical boxes
- HVAC

### Soon:

- Insulating
- Hanging sheetrock before Christmas

The plan is to have a 'For Sale' sign up by June 6, 2019

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## Keep the Chill Out with a Space Heater, but Be Sure to Be Safe



By Meemic Insurance

Each year, fire claims the lives of 4,000 Americans, injures tens of thousands and causes billions of dollars of damage. People living in rural areas are more than twice as likely to die in a fire as those living in mid-sized cities or suburban areas. The misuse of wood stoves, fireplaces, portable space heaters and kerosene heaters is especially common in rural areas.

The United States Fire Administration (USFA) believes fire problems can be reduced by teaching people to recognize potential hazards. And remember: Having a working smoke alarm and carbon monoxide detector (with battery backup) dramatically increases your chances of surviving a fire. Practice a home escape plan frequently with your family.

The following precautionary steps from the Michigan Committee for Severe

Weather Awareness can greatly reduce an individual's chances of becoming a fire casualty:

### Electric Space Heaters

Only buy heaters with the Underwriter's Laboratory (UL) safety listing. Check to make sure it has a thermostat control mechanism and will switch off automatically if the heater tips over. "Space" heaters need their space. They are not dryers or tables; don't dry clothes or store objects on top of your heater. Keep combustibles at least three feet away. Never use an extension cord and always unplug your electric space heater when it is not in use.

### Kerosene Heaters

Buy only UL-approved heaters, and check with your local fire department on the legality of using a kerosene heater in your community. Never fill your heater with gasoline or camp stove fuel; both flare up easily. Only use crystal clear K-1 kerosene. Never overfill any portable heater or fill when it is still hot. Only use the kerosene heater in a well-ventilated room.

### Wood Stoves

Wood stoves cause more than 9,000 residential fires every year. Carefully follow the manufacturer's installation and main-

tenance instructions. Check for cracks and inspect legs, hinges and door seals for smooth joints and seams. Use only seasoned wood for fuel, not green wood, artificial logs or trash. Inspect and clean your pipes and chimneys annually, and check monthly for damage or obstructions. Be sure to keep combustible objects at least 3 feet away from your wood stove. For more information, visit our [Wood-Burning Stoves Safety page](#).

### Wood Burning Fireplaces

Fireplaces regularly build up creosote in their chimneys. Fireplaces need to be cleaned out frequently, and chimneys should be inspected for obstructions and cracks to prevent deadly chimney and roof fires. Check to make sure the damper is open before starting any fire. Never burn trash, paper or green wood in your fireplace. These materials cause heavy creosote build-up and are difficult to control. Use a screen



heavy enough to stop rolling logs and big enough to cover the entire opening of the fireplace to prevent sparks from igniting carpet, furniture or other combustible items. Don't wear loose-fitting clothes near any open flame. Make sure the fire is completely out before leaving the house or going to bed. Store cooled ashes in a tightly sealed metal container outside the home.

For more information, visit [Meemic.com/Safety](http://Meemic.com/Safety)

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We wish you a safe and happy holiday and a wonderful **2019**

Coming next issue: Winning entries from our 2018 Dream Career Essay Contest



## Careers in Nursing

CNAS will be in greater demand, and the job outlook is projected to increase 11% from 2016 to 2026. The median CNA salary is \$27,510, and certified nurse assistants employed by the government earn \$32,860 a year or more on average.

### Clinical Nurse Specialist (CNS)

A clinical nurse specialist (CNS) is an advanced practice nursing professional who has trained extensively in a specialty practice area. These specialty areas are based on specific patient populations, treatment modalities, or diagnoses. Some of the more popular CNS credentials include women's health, emergency, oncology, or pain management. You must earn an MS in nursing (MSN) to obtain these advanced credentials; many CNS practitioners subsequently earn a doctor of nursing practice (DNP).

The U.S. Bureau of Labor Statistics projects that employment of registered nurses, including clinical nurse specialists, will increase by 15% between 2016 and 2026.

### Labor and Delivery Nurse

Labor and delivery nurses assist pregnant women throughout the childbirth experience, from early labor through delivery and

the immediate postpartum period. Labor and delivery nurses coach mothers through difficult contractions, offering encouragement and advice on pain management. They also monitor both the baby and the mother's tolerance for labor, and stay alert for any potential medical complications that can occur. Labor and delivery nurses administer medications, including epidurals, and assist physicians or midwives with the actual delivery. Following the birth, their care extends to the newborn and mother's needs.

### Nurse Anesthetist (CRNA)

Nurse anesthetists are advanced practice registered nurses (APRNs) responsible for administering anesthesia to patients. This practice specialty is unique among nursing careers, as the advanced training required for the job puts nurse anesthetists on a level similar to physicians. Nurse anesthetists work independently, often serving as the sole anesthetist within a practice or facility. To become a nurse anesthetist, nursing professionals must earn a baccalaureate degree, a Master of Science in Nursing (MSN) degree and Certified Registered Nurse Anesthetist (CRNA) credentials. Training requirements also call for a minimum of one year of experience in an acute care or ICU setting.

### Nurse Practitioner

Nurse practitioners (NPs) are advanced practice nursing professionals (APRNs) who occupy a space between physicians and staff nurses. They assess patients, perform basic diagnostic testing and initiate treatment plans. Nurse practitioners bring a holistic approach to patient care by evaluating all factors that impact a person's health. This wider perspective allows NPs to identify lifestyle choices and disease management steps for patients to improve their health.

### School Nurse

A school nurse works with children from preschool through high school. They are responsible for keeping children healthy and promoting wellness, disease management and hygienic health practices. Once limited to bandaging skinned knees and taking temperatures, today's school nurses handle a complex set of responsibilities designed to sustain a healthy learning environment.

The nursing profession is projected to grow significantly over the next decade. The U.S. Bureau of Labor Statistics anticipates a 15% increase in the number of available nursing jobs between 2016 and 2026.

Source – *Nursing.org*

### Certified Nursing Assistant (CNA)

A certified nursing assistant (CNA) provides varying levels of care and support to physically and/or mentally disabled individuals who are unable to care for themselves. CNAs care for patients of all ages in hospitals, inpatient mental health facilities, and clinics. Some certified nurse assistants are employed by a patient's family and make in-home visits, where they physically care for the patient and provide companionship. Many CNAs are employed at nursing homes and assisted living facilities for the elderly.

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## Ready to Lend a Hand



### School District of Sheboygan Falls

It could happen at home. It could happen at school. It could happen anywhere.

And now thanks to training this year in CPR (cardiopulmonary resuscitation), dozens of Sheboygan Falls Middle and High School students will be ready to offer potentially lifesaving skills if they encounter an emergency situation.

"You never know when this could happen," said school nurse Lisa Hackbarth, who helped physical education teachers with the training. "We focused students on being confident in the skill, and that they had something they could do to help save a life."

The training, known as "hands only" training, used kits and information from the American Heart Association. It differs from full CPR training in that students did not learn mouth to mouth resuscitation. Instead, the two step training involves first calling 911 for help then applying pressure to the chest in order to restore breathing to someone who has collapsed from cardiac arrest.

The training was offered to students taking seventh and eighth grade health classes as well as students in freshman physical education classes. The impetus for the training was a new state law requiring CPR training in any health education class offered to students in 7th through 12th grades. The law also requires students to be taught about AEDs (automated external defibrillators).

At Sheboygan Falls Middle School, physical education teacher Lindsey Schreurs offered a one-day workshop on hands-only CPR. Students watched a video and practiced on mannequins. They also learned about the average response time of emergency responders (8 minutes) and

how having someone apply CPR during that time can literally save lives.

According to the American Heart Association, using immediate hands-only CPR can double or even triple the odds of a person surviving an attack.

"The motto is that some CPR is better than no CPR," said Schreurs. "It significantly increases the odds of survival."

She said the training went well and students seemed attentive and focused. The mannequins had a mechanism inside that clicked when students pressed hard enough on the chest. That was especially helpful to remind students how hard the compressions need to be, Schreurs added. The American Heart Association recommends compressions for an average adult should be about two inches into the chest.

At Sheboygan Falls High School, physical education teacher Matt Pfister offered a 70-minute training to his classes. At the end three-student teams competed with each other to see who could respond the fastest.

The American Heart Association suggests that compressions be administered at a rate of 100 to 120 per minute. To help students learn that pace, they practiced compressions while listening to the Bee Gees hit "Stayin' Alive," whose rhythm includes beats of 100 to 120 per minute.

Pfister also talked with students about other ways to help during an emergency situation

such as crowd control. They discussed different places where an emergency could happen – students who have a part-time job could be called to respond there. Other students might have to respond at home to an emergency concerning parents or grandparents.

He was pleased with the students' response. "I think this is something that will stay with them," he said.

He appreciated Hackbarth's participation, noting that she was able to offer some information from her medical training that he did not have.

Before she became a school nurse, Hackbarth worked in an emergency room for 20 years where she saw first-hand what happens if someone collapses and there is no one available to give CPR right away.

"There's no feeling more helpless than to stand there and not be able to help," she said.

She believes that training students in CPR is especially critical in light of the current opioid crisis.

"I think it's really, really important these days," she said. "It truly could be a friend who needs help."

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## Racine Elementary Student Wins Annual 'Wisconsin YES!' Youth Business Plan Contest



Alex Hart-Upendo, a 5th grader at Gifford Elementary School in Racine who has made a splash in national news media, is the grand prize winner in Wisconsin YES!, a state-wide youth business plan contest for students in middle and high school.

Hart-Upendo's company, Build-A-Bow, is a custom eco-friendly bow retailer specializing in bow ties, hair bows and bow ties for dogs. Hart-Upendo founded Build-A-Bow when he was just nine years old.

In addition to starting his business, Hart-Upendo is the author of "Bullies, Bowties and Brilliant Alex." Written at only nine years old and published in 2016, Hart-Upendo wrote the book to encourage the inner entrepreneur in

children, while bringing awareness to bullying. Hart-Upendo has been featured in Forbes and GQ magazines and received attention from Ellen Degeneres, Steve Harvey, Harry Connick Jr. and ABC's Shark Tank.

Students submitted their ideas in a 250-word online summary to compete in Phase 1 of the contest. Professionals from across the state served as judges, provided feedback and scored the ideas. About two-dozen entries were selected to move on to Phase 2, where they submitted 1,000-

word executive summaries covering company overview; product or service description; customer definition; market description, size and sales strategy; competition; management team; financials; and capital needs.

Second place was awarded to Noah Doble of Brookfield Academy for his entry Protein Bean, a nutritious, quick-service cafe in which customers can create their own protein- and coffee-infused drinks. Rahul Mullick of University School of Milwaukee was awarded third place with his entry, Probiotic Infant Foods, a baby food line fortified with probiotic strains to improve infant health.

In alphabetical order of the submission name, other participating finalists in the sixth

annual contest were:

**Azo-Heat** – Ronan P., Whitman Middle School

**Cord Clip** – Jordan S., Neenah High School

**Eco-wipes** – Myles C., Whitman Middle School

**Evacside** – Savannah W., Whitman Middle School

**Gardening Buddy** – Arthur W., Longfellow Middle School

**Glo-Cord** – James B., Whitman Middle School

**Happy Campers** – Paige F., Crivitz High School

**Helping Hands** – Nyagoah B., Madison East High School

**Hydrovitae** – Greta K., Longfellow Middle School

**Palette Shoes** – Esteban G., Neenah High School

**RoboScoop** – Zachary W., Crivitz High School

**Sozoderm** – Greta K., Longfellow Middle School

**Stuf-Cakes** – Nick B., Brookfield Academy

**SwiftScore** – Vivi A., Longfellow Middle School

**Swiss Kitchen Tool** – Arthur W., Longfellow

Middle School

**Switch It Water Bottle** – Maeve K., Longfellow Middle School

**The Daily Routine** – Mya H., Longfellow Middle School

**The Greencube** – Erik B., West High School

**The Health Band** – Audrey H., Longfellow Middle School

**The PockeTop** – Courtney C., Neenah High School

**The Vital Monitor** – Ximena C., Longfellow Middle School

The Wisconsin YES! contest is produced by the Wisconsin Technology Council.

*Modeled after the successful Governor's Business Plan Contest, Wisconsin YES! is designed to teach students how innovation in science and technology fields can be developed into plausible business plans. It is an opportunity for students to explore the connections between science, technology and entrepreneurship, and for educators and judges to cultivate an interest in these arenas. Visit [www.wisconsinyes.com](http://www.wisconsinyes.com) to learn more.*

[www.rusd.org/gifford](http://www.rusd.org/gifford)  
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## Need A Fun Activity for Winter Break? You're Never Too Young to Start a Business!

Kids, here are 5 Steps you can take to get your business started in as short of time as your winter break.

**1 Choose a business idea.** Write a list of the top 2-3 things you like to do in your spare time, what you are good at or what you've learned to do. Then look at a problem to solve that is related to your interests and skills. Narrow it down to 1 or 2 ideas to move forward with.

**2 Test your idea** with potential customers. Entrepreneurs take risks but they can limit how much risk they take by

testing their ideas. Ask potential customers, friends and family about your idea. Questions like: Do they feel it is a good solution to the problem you are solving? Would they pay money for it? Then narrow it down to one idea to work on.

**3 List the items and cost** of what is needed to start the business and make your product or provide your service. Then figure out you will get the money to do it. Start-Up Items are what you need to start a business (i.e., computer, phone,

etc.), the cost to make your product are the raw materials to make it and your time. You may need to ask family members for a loan or ask if you can do chores and get paid for them. Then you will need to figure out a price for the product or service based on costs, competition.

**4 Create a business name and brand.** A brand is what others think of

or feel when they hear your business name, see your logo or other marketing materials. Test your name with potential customers and think about what feelings you want your brand to portray. Hire a friend or family member to help with this if art or design are not your strong skills.

**5 Create a Plan.** A marketing plan will help determine how you are going to get the word out and an operational plan will help you run your business.

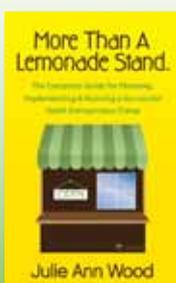
Don't forget to get Parent Approval and check and see if any legal permits are needed with your municipality.



*These 5 steps will give you a great start for getting your business going. If you want a more detailed Step-by-Step Guide, purchase my e-book You're Never Too Young to Start a Business from Amazon. Visit [eseedling.com](http://eseedling.com) for more information on Julie Ann Wood and the *More Than a Lemonade Stand* experiential youth entrepreneurship curriculum.*



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## D.C. Everest Promotes Inclusion As Part of the Special Olympics Unified Champion Schools Program

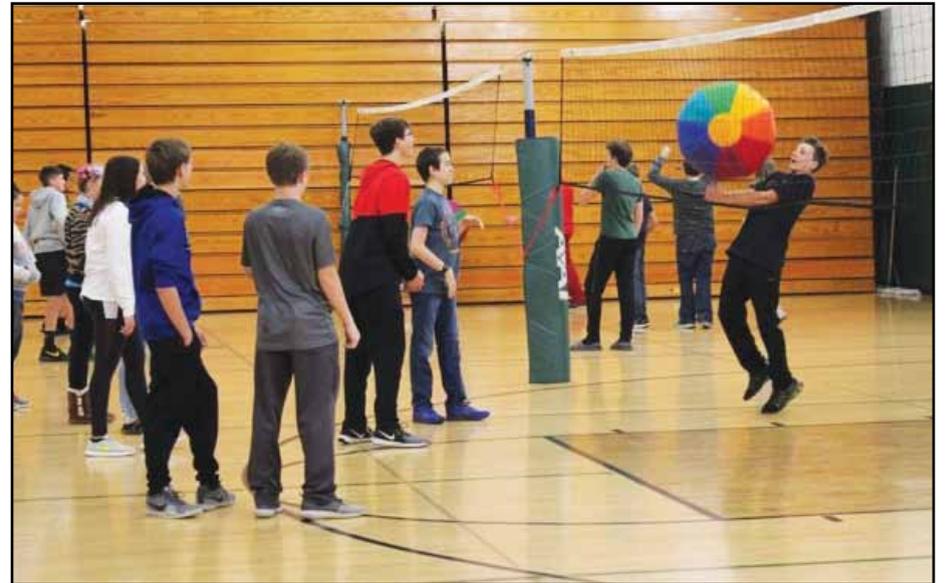
*D.C. Everest Area School District*

The Special Olympics Unified Champion Schools program is designed to promote inclusion of students with disabilities and build a school culture that is tolerant, accepting and supportive of each student's abilities. The idea is to implement inclusive athletic activities, youth leadership opportunities and engaging classroom experiences that become the building blocks of an inclusive school environment.

The D.C. Everest Area School District has a wide range of programs in place to promote inclusion, end prejudice and empower students to play an active role in creating a supportive school environment. A few years ago, the D.C. Everest Junior High began hosting inclusive sporting events during Extended Learning Time (ELT), a daily block of time in which students can choose to work on homework, get assistance from teachers or pursue an interest. Todd Tretter, Specially Designed Phy Ed teacher, has led the initiative. "We've always had very high turnout at our Project Unify events," he notes. "The gym is packed with students who simply want to get together and have a good time on the playing field. We have people with and without intellectual disabilities on the same team. Playing together is a

great way to build friendships and understanding." Project Unify events take place at the DCE Senior High and DCE Middle School as well. To expand on this initiative, Mr. Tretter is working to establish a D.C. Everest Special Olympics team.

Currently, the district is home to four businesses run by students with disabilities. These businesses are hands-on learning opportunities that integrate academic, social and adaptive skills. At Riverside Elementary, the students create and sell unique buttons. The Eagle Bean student business at Evergreen Elementary delivers hot drinks to staff members. Special needs students at the DCE Junior High run a homemade snack business. And the students' Puppy Treat business at Mountain Bay Elementary, which originally limited its sales to staff members, is now expanding its service to the DCE Administration building, a local hospital, nursing home and grocery store. DCE instructor Alissa Aldrich, who helped launch the Puppy Treat business notes that "the students do everything — shopping for supplies, measuring and mixing ingredients, cutting and rolling out treats, counting money, cleaning the workspace, tracking orders, labeling and delivering the products." The business



The gym is packed with students who simply want to get together and have a good time on the playing field. Playing together is a great way to build friendships and understanding.

not only hones students' academic skills, but provides the students with an opportunity to work on leadership and life skills. "It's been a great way to get my students more involved with others at the school and in the community. They've worked hard, assumed a lot of personal responsibility and saved their money. It's very empowering for them to use their earnings to get outside of the classroom and explore the community with their friends."

When they enter DCE Senior High, students with developmental disabilities can participate in the Take Your Legislator to Work Day campaign, which brings together legislators and constituents with disabilities to highlight the benefits of community-integrated jobs for people with disabilities.

The DCE Senior High students also can participate in Project Search, a national program that helps special needs students develop critical job skills that will help them transition after they graduate from high school. Several of the DCE students work at local hospitals and attend classroom sessions that allow them to explore different departments and find a good fit. According to Julie Weller, Assistant Director of Special Education, "This program helps our students explore job opportunities while learning about themselves. They discover what they are interested in and what they are capable of doing. These opportunities are priceless."

Jim Dahlgren, a business and IT teacher at the DCE Junior High, Lisa Wistrom, Intellectual Disabilities Teacher and Amanda Buege, Speech and Language Therapist also lead a DCE Junior High business class for students with intellectual disabilities. "Our main focus is to provide these students with the skills they will need for future employment and independent living," he states. Trig's grocery store,

which is located just down the hill from the junior high, has partnered with the school and provides students with the opportunity to work at the store during their business class period gaining crucial work experience. "The partnership helps students develop skills they will need for part- or full-time employment. The opportunity to gain real world experience like this is something we can't teach in the classroom," adds Dahlgren.

Local business owners also share their expertise with the students during behind-the-scenes field trips. "These tours also help us demonstrate to potential employers that these students have a lot of untapped potential," notes Julie Weller. "In Wisconsin, the typical employee turnover rate is 45 percent; for employees with disabilities it's 8 percent. Research shows that employees with disabilities have nearly identical job performance ratings as employees without disabilities, and that they require similar supervision. The more we can meet with businesses, the better we can discover opportunities for our students with disabilities."

Ultimately, opportunities like these throughout the district empower youth with disabilities while promoting inclusion. "D.C. Everest is dedicated to removing barriers for all of its students and ensuring that every student has access to opportunities that empower them. In doing so, we are building school climates that accept and respect the differences of others," concludes Weller.



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## Mindfulness Room at Washington Middle School



### Green Bay Area Public School District

Team Three from the Leadership Green Bay Class of 2018 recently unveiled a room at Washington Middle School that focuses on mindfulness practices.

In times of stress and anxiety, the mindfulness room offers students the opportunity to calm down, clear their minds, reset, and return back to class for a successful day of learning. The room offers flexible furniture, a weighted blanket, stress relieving tools and more. Staff members are also welcome to utilize the room.

The Leadership Green Bay team took a three-armed approach to incorporating mindfulness practices into Washington Middle School: 1) renovate a physical space for mindfulness activities; 2) create a strategy for professional development, training and program for teachers and staff; and 3) plan for a systematic integration of the tools. With the help and support of numerous community sponsors, advocates and donors, the first arm of the project is complete. The group exceeded its initial fund-raising goal to reno-

vate a physical space for mindfulness activities and has received sufficient funding to support the second arm of the project — create a strategy for professional development.

The final two arms of the project will consist of strategy for professional development and systematic integration of the tools.

The Leadership Green Bay team raised more than \$14,000 in monetary donations and secured more than \$17,000 in in-kind donations. “We started this project with our goals set high and it was inspiring to see the community rally behind us as we met and then exceeded our initial goals,” shared Jared Spude, strategic account manager at Breakthrough and one of the Leadership Green Bay team members. “This level of community support is what makes Greater Green Bay a great place to live and work.”

Leadership Green Bay, a community-based leadership program of the Greater Green Bay Chamber, helps participants grow as



leaders and become more engaged in the community. Each year, the program requires class participants to coordinate community projects.

A sincere thank you to Leadership Green Bay and the many community partners and sponsors for this wonderful new addition to Washington Middle School!

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(920) 448-2000



## Fifth-Graders Gifted \$10,000 Worth Of New Books for Classroom Libraries



### School District of La Crosse

Thanks to the generosity of the La Crosse community, dozens of fifth-grade classroom libraries throughout the School District of La Crosse will receive collections of new books. The La Crosse Public Library’s recent “Give-a-Gift” event will fund \$10,000 towards the first annual partnership with the School District of La Crosse

and the La Crosse Public Education Foundation (LPEF) to provide books for elementary school classroom libraries, putting a variety of books at the fingertips of students.

“The La Crosse Public Library is delighted to partner with the La Crosse School District on this year’s “Give-a-Gift” fundraiser,” said La Crosse Public Library director Kelly Krieg-Sigman. “This lovely

event is a great opportunity for our two public institutions to come together and share in our dedication to promote reading and learning both in and out of the classroom.”

To celebrate “Giving Tuesday”, the first collection of classroom library books were delivered November 27 to Northside Elementary/Coulee Montessori. Fifth-graders from the school met the La Crosse Public Library’s Pop-Up Library van at the school’s Kane Street entrance to receive the book delivery.

“There are few things more valuable in the educational process than instilling the love of reading in a child,” said School District of La Crosse supervisor of academic programs and staff development Rob Tyvoll. “The fact that well-developed classroom libraries are easily accessible, cover a range of reading levels, and are specific to a classroom means that students can always be assured of having these books on hand. They are a powerful resource toward advancing literacy in our young readers.”

The organizations plan to continue the partnership annually. Each year, a different grade level in the School

District of La Crosse will be featured until the need for classroom library books is met.

“La Crosse is a community of readers and this is a great opportunity for library patrons to share their joy of reading with youngsters in the La Crosse public schools,” said La Crosse Public Education executive director David Stoeffler. “Our thanks to the library for opening up this opportunity to partner with them and the district to bring new books directly into school classrooms.”

[www.lacrosseschools.org](http://www.lacrosseschools.org)  
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## Summer School Science Explores School Forest, Introduces Project Based Learning to Elementary School Learners



Greendale School District

Helping students develop an appreciation for nature and introducing them to the principles of Project-Based Learning were just two of the goals of elementary Summer School Science in 2018. Last June and July, Greendale second and third grade students had the opportunity to spend their days in one of the District's state-certified school forests,

Canterbury Woods, while learning important life lessons and scientific facts about the world around them.

During the four-week summer session, students learned about 'Forest Etiquette', utilized their five senses to understand the importance of the forest in the ecosystem, and observed the many living and nonliving elements of the forest comparing and contrasting how each is important to the forest.

The curriculum for the summer school course is based on second and third grade science education standards and utilizes literacy, science, and the forest education lessons created by Greendale's School Forest Coordinator, Marlene McIlheran. Student work included reading texts and literature about the forest, writing and reflection on lessons. It also included a Project-Based Learning (PBL) opportunity for students.

"The forest as a habitat was one area of learning for students in this course and was the basis of the PBL work they completed," said Mike Mullen, Canterbury principal and co-author of this summer science curriculum. "Students learned where animals live in the forest and did research on what they could do to create habitats. They learned about the

appropriate materials to use, raised money to purchase them, and then built and installed bird and bat houses in Canterbury Woods."

Mullen explained that teaching students in the outdoor classroom helps to give them a greater understanding and appreciation of natural resources. "Working in the woods allows students to learn first-hand about it by seeing, touching, and experiencing it," he said. "The more they learn about it and work with in, the more they know and understand its value to all of us."

Mullen said students were also introduced to the many jobs they could do in the forest as adults. "Students at Canterbury know I was a forest ranger at one time in my career," Mullen



said. "Introducing students to a life working in the woods is something discussed often."

Find the video at: [tinyurl.com/yakrtead](http://tinyurl.com/yakrtead)

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## Arctic Barn Quilt Project STEAMs Ahead



Benjamin Kossow,  
Coordinator of Assessment and Data  
Mukwonago Area School District

Mukwonago educators are jumping on a national trend to integrate art into STEM-based activities making STEAM. Recently, the Rolling Hills art department and Mukwonago High School technical education department began an exciting collaboration around Rolling Hills' Arctic Barn Quilt project. The project helps students at both levels see how technology can be used in innovative and creative ways.

Julie Theim, Rolling Hills art teacher, created the project to capitalize on the barn quilt craze and her own experiences visiting Svalbard in the High Arctic with National Geographic and Lindblad Expeditions. To make the project a reality, she reached out to Eric Rutowski in the MHS art department, who worked together with technical

education teacher Mark Soiney to plan outlines of arctic animals to be made on the high school's new CNC machine, a computer controlled tool used to produce high-precision metal, wood, and plastic parts.

High school students assisted with transferring the graphic files to the machine and programming it to cut the animal

outlines. After the machine cut the shapes, students in the high school's woodworking classes sanded them.

"I am so grateful for these opportunities that enhance the curriculum, as well as the collaboration with other art teachers since that isn't always possible in every district," Theim said. The elementary art club students watched a video of the CNC machine cutting out the shapes, and will be using them to form the basis of the Arctic Barn Quilts. The quilts will be showcased at the annual Rolling Hills Art Show in spring.

[www.masd.k12.wi.us](http://www.masd.k12.wi.us)  
(262) 363-6300





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7401H17

# Apply for a Grant



## Two Grant Opportunities from The Meemic Foundation!

Do you know of a school in need? Whether it's your child's school, a former school you attended or a local school in your community, you have an opportunity to show your support by nominating them for a \$500 For Our Schools grant that they can use exclusively at Office Depot Inc.

**Find out more at:** [MeemicFoundation.org/ForOurSchools](http://MeemicFoundation.org/ForOurSchools)

Need new math manipulatives? Microscopes? Art supplies? A special school-wide speaker? Whatever the need, our third quarter Traditional grant provides funding up to \$500.

**Get details at:** [MeemicFoundation.org/Traditional](http://MeemicFoundation.org/Traditional)

Not a Meemic Foundation Club Member? It's free and exclusively available to all school employees.

**Sign up today at:** [MeemicFoundation.org/Register](http://MeemicFoundation.org/Register)

**Deadline:** Applications accepted through Dec. 31, 2018.

## ecoTech Grants

The Captain Planet Foundation (CPF) is offering grants 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.

Grants up to \$2,500 are awarded.

**Deadline:** Applications are accepted July 16 through January 15 and January 16 through July 15, annually.

**Website:** [captainplanetfoundation.org/grants/ecotech](http://captainplanetfoundation.org/grants/ecotech)

## ecoSolution Grants

The Captain Planet Foundation (CPF) awards ecoSolution Grants to support solution-oriented, youth-led projects that result in real environmental outcomes. Projects must be solution-oriented, project-based, performed by youth, and have real environmental outcomes.

Awards range from \$500 to \$2,500.

**Deadline:** Applications are accepted July 16 through January 15 and January 16 through July 15, annually.

**Website:** [captainplanetfoundation.org/grants/ecosolution](http://captainplanetfoundation.org/grants/ecosolution)

## Youth Garden Grant

To be eligible, schools or organizations must plan a new garden or expand an established one that serves at least 15 children aged 3 to 18 involved in the project. The selection of winners is based on the demonstrated program impact and sustainability. Applications must be submitted online.

The top five programs receive garden award packages valued at \$2,100. Twenty programs receive garden award packages valued at \$500.

**Deadline:** Applications due Dec. 17, 2018.

**Website:** [kidsgardening.org/garden-grants](http://kidsgardening.org/garden-grants)

## Project Produce: Fruit and Veggie Grants for Schools

The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits. Proposed projects must be planned with the intention of offering activities to all students in the school building. Lunchtime-based projects are preferred because they offer access to all students.

Grants of \$2,500 are awarded.

**Deadline:** Applications are accepted year-round.

**Website:** [www.chefannfoundation.org/programs-and-grants/project-produce](http://www.chefannfoundation.org/programs-and-grants/project-produce)

## Emeril Lagasse Foundation Grants

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. The foundation makes Small Grants to support schools, and community organizations partnering with schools, that have an existing school garden or a culinary education program.

Grants up to \$10,000 are awarded.

**Deadline:** Concept Papers are accepted year-round.

**Website:** [emeril.org/small-grants](http://emeril.org/small-grants)

## American Honda Foundation Education Grants

The American Honda Foundation supports education with a specific focus on the areas of science, technology, engineering, and mathematics (STEM); the environment; job training; and literacy. It engages in grant making that reflects the basic tenets, beliefs, and philosophies of Honda companies.

Awards range from \$20,000 to \$75,000 over a one-year period.

**Deadline:** For new applicants, applications are due February 1 and August 1, annually. For returning applicants, applications are due May 1, annually.

**Website:** [www.honda.com/community/applying-for-a-grant](http://www.honda.com/community/applying-for-a-grant)

## Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants

Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants are awarded to classroom teachers in prekindergarten through grade 12 to encourage innovative use of technology and other tools for effective teaching and meaningful student learning. Eligible grant expenses include materials such as books, calculators, tablets, computers, or related equipment, as well as professional development in the use of the designated tools and technology.

Grants up to \$3,000 are awarded.

**Deadline:** Applications are due May 3, 2019.

**Website:** [www.nctm.org/Grants-and-Awards/Grants/Enhancing-Student-Mathematics-Learning-through-the-Use-of-Tools-and-Technology-Grants-%28Pre-K-12%29](http://www.nctm.org/Grants-and-Awards/Grants/Enhancing-Student-Mathematics-Learning-through-the-Use-of-Tools-and-Technology-Grants-%28Pre-K-12%29)

## Toshiba America Grant Program for 6-12 Science and Mathematics 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.

**Deadline:** Applications are accepted year-round for requests less than \$5,000.

Requests for grants of more than \$5,000 are due June 1 and November 1, annually.

**Website:** [www.toshiba.com/taf/612.jsp](http://www.toshiba.com/taf/612.jsp)

## Saxena Family Foundation Grants

The Saxena Family Foundation has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the empowerment of girls, female children, and young women so that they have equal rights later in life. The foundation focuses on empowerment programs to include economic, educational, and political empowerment of women through literacy programs, jobs, and life-skills training.

Most awards range from \$5,000 to \$50,000.

**Deadline:** Applications are accepted year-round.

**Website:** [saxenafoundation.com](http://saxenafoundation.com)

## 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 are due January 11, 2019.

**Website:** [www.aiaa.org/Secondary.aspx?id=4184](http://www.aiaa.org/Secondary.aspx?id=4184)

## Calvin K. Kazanjian Economics Foundation Grants

The primary focus of the Kazanjian Foundation is to increase economic literacy. It gives special attention to proposals and projects with national impact, specifically programs that:

- Raise the public's participation in economic education or create a demand for greater economic literacy.
- Apply new strategies for teaching economics, including online and web-based instruction.
- Encourage measurement of economic understanding.
- Help otherwise disenfranchised youth and young adults with children learn to participate in the economic system.

Grants up to \$150,000 are awarded.

**Deadline:** Applications are due February 15 and September 15, annually.

**Website:** [www.kazanjian.org/grants/apply](http://www.kazanjian.org/grants/apply)

## Japan Foundation Grants

The Japan Foundation's Center for Global Partnership offers Education Grants for projects designed to increase awareness and understanding of Japan in the United States by addressing the needs of students and teachers in kindergarten through grade 12. Funds support teacher training, curriculum development, and community outreach efforts.

Grants up to \$5,000 are awarded.

**Deadline:** Applications are accepted year-round.

**Website:** [www.cgp.org/grassroots-exchange-and-education/education-grants](http://www.cgp.org/grassroots-exchange-and-education/education-grants)

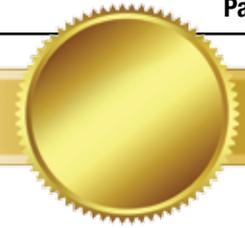
## Music Education Grants

The Guitar Center offers grants that support music education projects and programs. The company believes that music inspires creativity and personal expression, builds self-esteem, and teaches cooperation and team building from playing music together.

**Deadline:** Applications are accepted year-round.

**Website:** [www.guitarcenter.com/pages/corporate-giving](http://www.guitarcenter.com/pages/corporate-giving)

# Student Contests and Awards



## eCYBERMISSION

eCYBERMISSION is a web-based science, technology, engineering, and mathematics (STEM) competition free for students in grades 6 through 9. Teams of students can compete for state, regional, and national awards while working to solve problems in their communities.

**Deadline:** Team registration deadline is December 19, 2018.

**Website:** [www.ecybermission.com/HowToCompete](http://www.ecybermission.com/HowToCompete)

## Wonder League Robotics Competition

The competition is intended to help students develop computational thinking, problem-solving, and creativity by learning to code; encourages growth mindset and twenty-first century skills; and builds teamwork and community spirit. Student teams design solutions to real-world science and technology challenges by programming robots.

Three winning teams receive a cash prize of \$5,000. Each member of the winning team also receives a robot of choice.

**Deadline:** Registration due Dec. 31, 2018.

**Website:** [www.makewonder.com/classroom/robotics-competition](http://www.makewonder.com/classroom/robotics-competition)

## 2019 NASA Langley Student Art Contest

Calling all artists in grades K-12! NASA's Langley Research Center invites you to take part in its 2019 Student Art Contest. The theme for this year's contest is "Explore" and encourages you to illustrate your vision of the future in aeronautics, exploration and Earth science. Artwork entries may consist of drawings, paintings, mixed media and digital creations. Prizes will be awarded to the top entries in each grade level. Plus a grand prize winner will be chosen from all entries.

**Deadline:** Entry Deadline: Dec. 31

**Website:** [artcontest.larc.nasa.gov](http://artcontest.larc.nasa.gov)

## 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 For Your Community," should convince other to improve the community's infrastructure.

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

**Deadline:** Essays are due February 1, 2019.

**Website:** [www.engineergirl.org/108311/2019-contest](http://www.engineergirl.org/108311/2019-contest)

## U.S. Environmental Protection Agency's President's Environmental Youth Award

The U.S. Environmental Protection Agency's President's Environmental Youth Award recognizes outstanding environmental projects by students in grades K-12. Submissions can include projects developed by individuals, school classes, summer camps, public interest groups and youth organizations. Winning projects have included a wide range of activities such as creating videos, skits and newsletters focused on environmental issues, recycling in schools and communities, restoring native habitats and planting trees.

**Deadline:** Application Deadline: Feb. 1, 2019

**Website:** [www.epa.gov/education/presidents-environmental-youth-award](http://www.epa.gov/education/presidents-environmental-youth-award)

## Toshiba/NSTA ExploraVision Competition

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

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

**Deadline:** Projects are due February 8, 2019.

**Website:** [www.exploravision.org/what-exploravision](http://www.exploravision.org/what-exploravision)

## The Paradigm Challenge

The challenge is intended to inspire youth to use science, technology, engineering, and mathematics (STEM) skills and kindness, creativity, and collaboration to help solve real-life problems and make a difference. This year's challenge brings back the first three challenge projects, reducing injuries and fatalities from home fires; helping the environment through the reduction of waste; and improving personal health through wellness and healing; and adds a new project, the security of global food system.

One grand prize of \$100,000; first-place prizes of \$10,000; second-place prizes of \$2,000; third-place prizes of \$1,000; and finalist prizes of \$200 are awarded.

**Deadline:** Entries are due May 1, 2019.

**Website:** [www.projectparadigm.org/rules](http://www.projectparadigm.org/rules)

## National Science Bowl

The US Department of Energy (DOE) National Science Bowl (NSB) is a nationwide academic competition for middle and high school students that tests knowledge in all areas of science and mathematics. It was created in 1991 to encourage students to excel in mathematics and science and to pursue careers in those fields.

**Deadline:** Regional competition dates vary, but are typically between January and March. See the website for specific dates.

The national competition will take April 26 through 30, 2018; April 25 through 29, 2019; and April 30 through May 4, 2020.

**Website:** [science.energy.gov/wdts/nsb](http://science.energy.gov/wdts/nsb)

## American Association of Physics Teachers High School Physics Photo Contest

For many years, the American Association of Physics Teachers (AAPT) High School Physics Photo Contest has provided teachers and students an opportunity to learn about the physics behind natural and contrived situations by creating visual and written illustrations of various physical concepts. Students compete in an international arena with more than 1,000 of their peers for recognition and prizes.

**Deadline:** Entries are accepted March 1 through May 15, annually.

**Website:** [aapt.org/Programs/photocontest/index.cfm](http://aapt.org/Programs/photocontest/index.cfm)

## World of 7 Billion Student Video Contest

Population Education is sponsoring a video contest open to all middle and high school students in grades 6 through 12. Contest entrants create a short video of 60 seconds or less that illustrates the connection between population growth and one of the three following global challenges: (1) preserving biodiversity; (2) sustainable resource use; and (3) protecting human rights. All videos must include how population growth impacts the issue and provide at least one idea for a sustainable solution.

For high school, one first prize of \$1,000; one second prize of \$500; and two honorable mentions of \$250 are given, for a total of 12 prizes. For middle school, one first prize of \$500 and one runner up prize of \$250 are given for a total of six prizes.

**Deadline:** Entries are due February 28, 2019.

**Website:** [www.worldof7billion.org/student-video-contest](http://www.worldof7billion.org/student-video-contest)

## 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 current theme. Each video documentary should choose a constitutional right, national characteristic, or historic event and explain how it defines the American experience.

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, 2019.

**Website:** [www.studentcam.org](http://www.studentcam.org)

## Poetry Out Loud National Recitation Contest

The National Poetry Out Loud Competition invites high school students in grades 9 through 12, as well as eighth graders that participate in high school-level classes, to compete in local, state, and national finals in the recitation of poetry. Prizes are awarded to winning students and their schools at the state and national levels.

States hold their competitions by mid-March (see <http://www.poetryoutloud.org/competition/state-finals> for more information). Following the state finals, the National Finals are held in Washington, DC at the end of April, annually.

**Website:** [www.poetryoutloud.org/about](http://www.poetryoutloud.org/about)



## Bryce Bird — 2018 Rural Administrator of the Year



Riverdale District Administrator Bryce Bird receives 2018 Rural Administrator of the Year Award from by Wisconsin Rural Schools Alliance (WiRSA).

### *Riverdale School District*

Bryce Bird was honored by the Wisconsin Rural Schools Alliance (WiRSA), a non-profit organization that is dedicated to helping address challenges faced by rural school districts, at the annual Rural Schools Conference on October 29, 2018.

For the past thirteen years, Riverdale District Administrator Bryce Bird has devoted

countless hours working to bring opportunities to the students, staff, and community. First and foremost, Mr. Bird prioritizes student growth daily through the many decisions he faces. He has initiated many conversations within the district and with leaders from area districts to provide the most up-to-date programming for Riverdale students. Although decisions may be tough to make at times, especially when

budgets are concerned, there is no doubt that Mr. Bird puts the welfare of the students first when making those choices. A few specific choices that stand out as highlights of Mr. Bird's leadership in the area of student growth are the PEP Grant, our district safety initiative, and the BOOST Learning Consortium.

Mr. Bird also recognizes that our students will thrive best when our staff is knowledgeable and appreciated. He is very supportive of professional development and has worked to develop an in-district system to provide more continuity and follow-through on teacher training. One key avenue through which he has done this is through providing time in teacher contracts for math coaching, literacy coaching, and technology coaching. With staff in the district responsible for these roles, Mr. Bird is very dedicated to communicating with the coaches to provide the best resources, curriculum, and training opportunities for our staff in these areas.

Mr. Bird is chiefly responsible for developing a positive climate in our buildings between administration and other staff. After Act 10, Mr. Bird worked diligently with our school board and teaching staff to maintain a balance that respected all involved. He knows and cares about each person working for the district on a personal level, and his employ-

ees know he will listen to concerns and tackle them fairly.

Other award winners honored by WiRSA at the Rural Schools Conference were Dan Viste, Southern Door County School District, Rural Support Staff Person of the Year; Steve Pate of Portage, Rural Board of Education Member of the Year; Justin Gerlach, teacher in the Mishicot School District, Rural Teacher of the Year; and Heather DuBois Bourenane, Executive Director of WPEN, Rural Advocacy Award.

The Wisconsin Rural Schools Alliance was formed to help rural school districts address the unique issues that affect rural schools as they seek to achieve the highest quality education for every student. Members include a cross-section of administrators, educators, school board members, post-secondary representatives, rural community members, business leaders, and other concerned individuals who want a strong voice for rural education.

[www.riverdale.k12.wi.us](http://www.riverdale.k12.wi.us)  
(608) 739-3832



## M Justin Gerlach — 2018 Rural Teacher of the Year



Michicot's Justin Gerlach receives 2018 Rural Teacher of the Year Award from by Wisconsin Rural Schools Alliance (WiRSA).

### *School District of Mishicot*

Justin Gerlach was honored by the Wisconsin Rural Schools Alliance (WiRSA), a non-profit organization that is dedicated to helping address challenges faced by rural school districts, at the annual Rural Schools Conference on October 29, 2018.

Justin is an outstanding teacher, and life-long learner who seeks to teach students how to form real world connections between

his curriculum and the greater community. Justin has modified his role to wear a variety of hats in the district during his fifteen years including HS Biology Teacher, HS and MS Spanish Teacher, HS Agriscience Teacher, Coaching track and cross-country, advising FFA, National Honors Society, and Global Connections. Justin's personal educational philosophy is to develop a love of learning in every student via individualized education

developed through strong relationships and industry recognized standards.

Mr. Gerlach works tirelessly to help each student find personal opportunities to grow through hands-on experiments from summer school garden, to forestry programs with local wood crafters to developing deep analytical writing in lab reports and demonstration reviews. In his Agriscience classes, 100% Supervised Agricultural Experience (SAE) incorporation exist meaning that he ensures every single student performs a minimum of 20 hours of outside of class agriculture related work/learning through internships, job shadows, youth apprenticeships and experimentation. Justin models continual learning in class by debriefing and applying professional development techniques gained from yearly conferences.

Student feedback has most recently allowed Justin the opportunity to help drive a new STEM (Science, Technology, Engineering and Math) initiative at Mishicot. The STEM focus will only increase his already strong rigor with hard science directly embedded into the curriculum. His work will continue to impact his rural community by saving tax payers and families money through in class and out of class experiences, college credits at the HS level and youth experiences to promote job placement. He and his family truly embody what it means to be a rural school champion!

This state award qualifies also qualifies Mr. Jason Gerlach as a semi-finalist for the National Rural Education Association and Monsanto Teacher of the Year Program.

Other award winners honored by WiRSA at the Rural Schools Conference were Dan Viste, Southern Door County School District, Rural Support Staff Person of the Year; Steve Pate of Portage, Rural Board of Education Member of the Year; Bryce Bird, District Administrator of the Riverdale School District, Rural Administrator of the Year; and Heather DuBois Bourenane, Executive Director of WPEN, Rural Advocacy Award.

The Wisconsin Rural Schools Alliance was formed to help rural school districts address the unique issues that affect rural schools as they seek to achieve the highest quality education for every student. Members include a cross-section of administrators, educators, school board members, post-secondary representatives, rural community members, business leaders, and other concerned individuals who want a strong voice for rural education.

[www.michicot.k12.wi.us](http://www.michicot.k12.wi.us)  
(920) 755-4633





## Liz Gulden Named 2019 Elementary Teacher of the Year



In a surprise ceremony at her school, Elizabeth (Liz) Gulden, a kindergarten teacher at Gordon L. Willson Elementary School in Baraboo, was named Wisconsin's 2019 Elementary School Teacher of the Year.

As part of the Teacher of the Year honor, Gulden will receive \$3,000 from the Herb Kohl Educational Foundation.

Gulden turns to Mary Poppins as a role model, sharing the character's belief that "In every job that must be done, there is an element of fun." Her classroom is an active and collaborative teaching and learning environment where students "are in a constant state of fun." She motivates and inspires her students' love

of learning by practicing and learning along with them. "We read, write, solve math problems, and research new ideas together," she said.

She spearheaded what became a districtwide initiative to accelerate the number of sight words kindergartners master before the end of the school year. Each new sight word is introduced verbally, added

to the word wall, and spelled kinesthetically so multiple senses are involved in learning. With the addition of video recordings of students and staff members spelling words with their bodies for continued practice and review at home, kindergarten achievement data shows most students recognize 75 to 100 sight words by the end of the school year and have improved reading achievement on standardized assessments.

At the beginning of one recent school year, Gulden had 43 percent of her class that started below grade-level. By working with the

school principal and district reading specialists, she improved her guided reading practices, worked with struggling students, and explored materials to include in book boxes and other research-based interventions to ensure these students were ready to move to first grade along with their peers. A former student noted how her teacher sent home books and math and writing activities in English and Spanish so her dual-language family could support learning at home. When it was time for parent teacher conferences, the student was surprised when Mrs. Gulden spoke to her mother in Spanish. "I know my family appreciated her effort during my time with her," the student said.

Gulden's efforts at inclusiveness include restructuring Math Night to incorporate games from around the world, asking a grandparent to share games from the Ho-Chunk Nation, and bringing in parents, grandparents, and community leaders in to the classroom to support student learning.

She addresses the increased emphasis on STEAM (science, technology, engineering, arts, and mathematics) through lessons that have students construct houses for the three little pigs that can withstand the huffing and puffing of the wolf, and competing with Lego cars, teaching foundational science and math concepts while developing social and team-

work skills.

Gulden has served as a peer coach and mentor, taking an active role to guide new educators in their first years and assisting veteran teachers in refining their teaching practice. She is a leader in educator effectiveness and guiding her peers in the use of data to set individual student goals and incorporate literacy learning into more facets of the school day. She championed the Playground Fundraising Committee, which held events to raise money to replace and upgrade playground equipment that benefits the school and community.

Gulden earned her National Board Certification in 2017 and was named the district's Elementary Teacher of the Year in 2013. She has been with the Baraboo School District since 2005, teaching at the West Kindergarten Center prior to working at Gordon L. Willson Elementary School. She holds a bachelor's degree in early childhood and a master's degree in professional development, both from the University of Wisconsin-La Crosse.

*Courtesy of a WI DPI press release*

[www.baraboo.k12.wi.us](http://www.baraboo.k12.wi.us)  
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## Maggie McHugh Named 2019 Middle School Teacher of the Year



not what to learn. She focuses on differentiation through Universal Design for Learning, providing students multiple access points such as reading, listening to a podcast, exploring through manipulatives, or engaging in dialogue as they pursue personalized, project-based learning. “When educational experiences match real-world opportunities, student learning

moves far beyond what could be imagined,” she observed.

McHugh plays many roles in the “Playgrounds for All” project as she helps students understand mathematical concepts and connect with experts to gain background information. Students learn about equity as they discuss that playground accessibility goes beyond physical disabilities to include children with other sensory needs such as hearing, vision, or intellectual issues. Additionally, students gain perspective on the costs of buying accessible equipment compared to traditional playground equipment. The “Walls” project helps students

understand physical and invisible walls that divide people by race, socioeconomic status, or gender. They create a physical manifestation of the invisible walls they explored to show their learning. In both these projects, students present to an “authentic audience.” McHugh, who continues to teach a class at the University of Wisconsin-La Crosse, invites students and faculty from the university to listen and provide feedback.

A colleague from UW-La Crosse commends McHugh for “creating novel opportunities for my teacher candidates to investigate how middle school students learn mathematics.” These opportunities range from interviewing her sixth-grade students on their understanding of fractions, bringing students into pre-service classrooms so they teach future teachers how to integrate technology into learning experiences, and working with future mathematics and science teachers in the design and implementation of STEM (science, technology, engineering, and mathematics) lessons.

Recognizing that family desire to help their child hits an obstacle as content moves outside adults’ comfort zone, McHugh provides events to teach families how to foster a curious mindset about the world. “Families can be involved in their student’s educational experience by asking open-ended questions,

discussing family history connected to major world events, and discussing aspects of their career that connect to the project process,” she said.

McHugh is an active board member of Sparta Transitions, a non-profit that helps Wisconsin Challenge Academy graduates integrate into work, college, or the armed forces, serving as a host mom to a Challenge Academy cadet. She serves on the Wisconsin Mathematics Council (WMC), where students join her in presenting on project-based learning during the organization’s fall conference. Additionally, she spearheaded the WMC #mathchats, a biweekly Twitter professional learning opportunity for teachers around the country.

A project-based learning charter school in the La Crosse School District, La Crosse Design Institute students take elective classes such as music, physical education, and technology education at Longfellow Middle School. McHugh began at the La Crosse Design Institute in 2013. Previous professional positions include the Brookhill Institute of Mathematics in Waukesha, UW-La Crosse, and Bangor High School. She earned a doctorate in curriculum and instruction with an emphasis on social justice mathematics and holds bachelor and master’s degrees from UW-La Crosse.

*Courtesy of a WI DPI press release*

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**“No problem of human making is too great to be overcome by human ingenuity, human energy, and the untiring hope of the human spirit.”**

— George H. W. Bush



## Benjamin Grignon Named a 2019 High School Teacher of the Year



In a surprise ceremony at his school, Benjamin Grignon, teacher of traditional Menominee crafts at Menominee Indian High School in Keshena, was named a Wisconsin 2019 High School Teacher of the Year.

As part of the Teacher of the Year honor, Grignon will receive \$3,000 from the Herb Kohl Educational Foundation.

As a teacher of traditional arts, specifically Menominee arts, Grignon is unique in the world. “I work with students not only on the art forms of our people, but the language and cultural practices that go along with these arts,” he said. He works with science teachers to incorporate plant and mushroom identification and the chemistry of mordants and plants for dying weaving and basketry projects. Students learn geometry formulas as they design loom beadwork based on the geometric forms that are part of ancient Menominee aesthetics. “I am constantly finding opportunities to use our culture to reinforce other subjects in our school,” he said.

Grignon shows deep respect for the elder teachers, saying he strives to pass the knowledge on to the next generation of Menominee youth. “My students are taught about menacehaew (respect) for themselves, each other, and for the knowledge passed on to us from the elders.” He incorporates language learning into everyday tasks. Many of the expressions Grignon uses become a part of students’ everyday conversations, and students depend on the classroom community for help when they forget the Menominee language term for something.

“Within Menominee culture, we have a belief that you should never create something if your mind is troubled,” Grignon related. He uses classroom meditation to help students center themselves and offers alternatives for those who feel they cannot make art that day. These actions are part

of his effort to create a safe place for students to learn and support programming to address Adverse Childhood Experiences (ACEs), which are prevalent in the high-poverty district. Grignon notes that through traditional art and symbolism, students reflect Menominee history in their creations, but also their present and future. He says that the elements in students’ work, the symbols and colors they use, allow them to share something about themselves, the struggles they face, and the accomplishments they have achieved.

Grignon serves as vice chairman of the Menominee Language and Culture Commission. The panel oversees immersion efforts at the Menominee Tribal Daycare, which is using a program based on the Language Nest idea developed by the Maori of New Zealand. As co-founder of the Mawaw Ceseniyah Center for Language, Culture, and the Arts, Grignon helps lead traditional experiences such as maple tree tapping, wild rice gathering, and storytelling activities that unite the school and community. By working with the University of Wisconsin Extension, Grignon was able to establish a Menominee Immersion Club at the high school that uses language to cook healthy foods. His principal notes that Grignon’s positive effect on the student body afterschool is so great that he’s had to request special busing so students can get home. Principal Jim Reif also commends Grignon as a resource for non-Menominee educators, calling Grignon “an irreplaceable embodiment of what it means to be a revered Menominee leader and teacher.”

In addition to working at Menominee Indian High School, Grignon teaches community art workshops at East-West University and the College of Menominee Nation. He previously worked at the Menominee Tribal School in Neopit, teaching kindergarten through eighth-grade Menominee Language classes. He has earned an associate’s degree in fine art, a bachelor’s degree in fine art and a master’s of fine art.

*Courtesy of a WI DPI press release*

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## Sarahi Monterrey Named a 2019 High School Teacher of the Year



the pivotal role teachers play in students' lives. "The power in making students feel welcome and safe cannot be underestimated," she said. Monterrey's work on inclusion includes the visible, "Dreamers Welcome" and "This School Welcomes You" posters. Not as visible, but just as important, are her extra efforts to ensure a curriculum that is representative of various backgrounds so students feel inspired; her work to improve family communication so parents understand

they are part of their student's success; and her outreach to ensure that English learner (EL) students have access to extracurricular activities and support to be ready for college.

When Monterrey arrived at Waukesha North, the school had a single bilingual study skills class for newcomer students. The next year, the school began offering English as a Second Language and redesigned the study skills curriculum to focus more on enrichment. Through the examination of student achievement data, Monterrey

and her colleagues identified classes where EL students were not successful. Through the co-teaching model she introduced, content and specialty teachers work together to make classes comprehensible to all students. The school now offers three levels of English as a Second Language and staff co-teach English 9, algebra I and II, geometry, Spanish IV, and chemistry. Additionally, more EL students take Advanced Placement coursework, helping them gain college readiness skills.

Her sessions on immigration policies and the impact those policies have on students helped other teachers increase their awareness of the topic. She has offered professional development sessions to staff throughout her career, focusing on serving EL students, equity, and culturally responsive practices. Waukesha North is also growing its Dual Language Programs. The school was one of the first in the state to offer Wisconsin Seal of Biliteracy awards to recognize students who have demonstrated advanced achievement in bilingualism, biliteracy (in two or more languages), and sociocultural competence.

Girl Talk, a club she created with a mission to inspire and empower students, helps participants be decision makers, hone problem-solving skills, and volunteer in the community. A former student commended her teacher for going "well beyond what a

teacher's job is. She believed in me when I did not believe in myself." The student said Monterrey helped her get involved in the community, taught her the importance of resiliency, guided her in her development as a scholar, helped her look for scholarships, and believes her teacher's guidance is the reason she is in college.

Monterrey volunteers at the Waukesha Food Pantry, the Hope Center, and the Hunger Task Force in Milwaukee. She is also involved in the Waukesha Hispanic Collaborative Network, which works to improve members' access to services. Some of those services have included a health fair and a financial planning workshop.

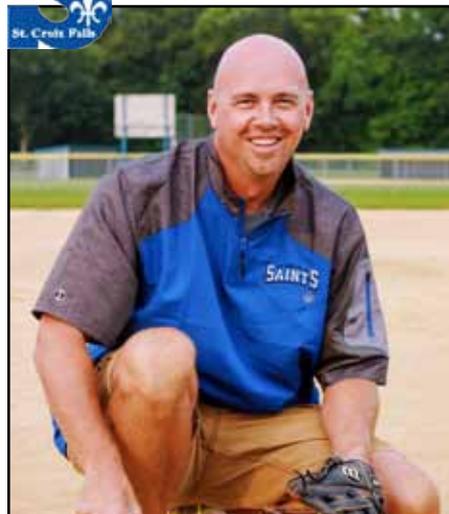
Prior to working at Waukesha North, Monterrey worked at Waukesha South and Whitewater high schools. She started her career as a Spanish and English learner teacher for grades seven through 12 at Whitewater middle and high schools. She holds both a bachelor's and a master's degree.

*Courtesy of a WI DPI press release*

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## Michael Wilson Named 2019 Special Services Teacher of the Year



In a surprise ceremony at his school, Michael Wilson, a school counselor at St. Croix Falls High School, was named Wisconsin's 2019 Special Services Teacher of the Year.

As part of the Teacher of the Year honor, Wilson will receive \$3,000 from the Herb Kohl Educational Foundation.

A self-described champion for mental health awareness and reducing stigma around

the topic, Wilson pioneered a Bandana Project for students to show support for mental health issues. The initial 100 white bandanas were intended as a visible message that mental health is important and that the bearers will either ask for or offer help when needed. Displayed on jackets, backpacks, and computer bags, about two-thirds of the high school population sport the bandanas. "Research shows that students typically go to someone their age for help in a time of need," Wilson said. The bandanas, signs of support from one student to another, are a project of the Students Offering Support (SOS) group, which he leads.

Wilson has streamlined some components of the BARR (Building Assets Reducing Risks) program to provide real-time, shared data that improved efficiency and effectiveness. With staff focused on the whole child and acting quickly to intervene, St. Croix Falls has reduced the percentage of ninth-grade students who fail a class from a high of 34.2 percent in 2014-15 to 11.25 percent for the 2016-17 school year. Wilson's leadership brought mental health screening to first-year high school students to ensure their needs can be met on multiple levels. Additionally, he assisted area coun-

selors in securing office space in the school so students can receive counseling services confidentially, without leaving school. He stresses that students' lives outside of school directly affect their performance. "Students in crisis or students who are dealing with serious situations need more than just a friendly ear. They need guidance, assistance, and a coach to help them through the tough times," he said. In a letter of recommendation, Wilson is recognized as "a dedicated professional educator who forms meaningful bonds with his students as he helps them transition from adolescence to early adulthood."

Wilson created Career Day, which brings community members in to teach students about a variety of professions. With 40 percent of parents having a high school diploma or less, Wilson recognizes that "first generation college students need extra support." From increasing access to college campus visits to individual and parent meetings held throughout the year, Wilson makes sure students get the attention and information they need to think beyond high school and apply for college and financial aid.

Outside of school, Wilson has coached or been assistant coach for 20 plus baseball

teams, sometimes multiple age groups in the same year. He serves as the St. Croix Falls Baseball Association President, helping the community-based organization raise money and improve the youth baseball program in St. Croix Falls. In the summer of 2017, more than 200 youth played baseball from tee-ball to eighth-grade traveling teams. Explaining the reason for his efforts coaching baseball, basketball, or football or leading an association meeting, Wilson said, "Our school is the center of our community and students' connection to school through involvement fosters positive results in the classroom."

Prior to working at St. Croix Falls High School, Wilson was a grade six to 12 counselor at Clear Lake Junior and Senior High School. He holds a bachelor's degree in psychology and master's degree in guidance and counseling and a Master of Science in Education from UW-River Falls.

*Courtesy of a WI DPI press release*

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