

TEACHING TODAY WI

Fall 2019, Volume 1

WISCONSIN'S 4K-12 EDUCATION CONNECTION

D.C. Everest Teachers Immerse Themselves in 18th Century American History



Kevin Podeweltz

D.C. Everest Area School District

This summer, two teachers from Riverside Elementary — Gretchen Lorge and Kevin Podeweltz — attended the five-day George Washington Teacher Institute Summer Residential Program at Mount Vernon, the home of U.S. President George Washington.

The renowned institute immerses teachers in 18th-century American life via a series of seminars and brainstorming sessions designed to help instructors make history more accessible and compelling to students.

The week-long session entitled, “The Great Experiment: George Washington and the Founding of the U.S. Government,” explored the variety of roles he played — as a general, president, farmer and slave owner. “I was most surprised to learn that while Washington was not traditionally educated, he continually sought to learn and grow through books, mentors and the insights of his peers,” noted Mrs. Lorge. “Through these relationships he shifted his ideals

on enslaved people and freed all of his enslaved people upon the death of his wife — which was unheard of in his time.” On the final day, Mrs. Lorge had the honor to placing the wreath at the Slave Cemetery memorial on the grounds of Mount Vernon.

The subject matter experts also provided teachers with interactive digital resources for the classroom. The www.bewashington.org website allows a student to “walk in the shoes” of Washington. Students can choose a historical scenario from Washington’s era, watch a recreation of the events, receive “counsel” from Washington’s peers, choose how they would address the crisis and then discover what path Washington chose. The www.icivics.org site offers a variety of games that challenge students’ knowledge and decision-making. Students can, for example, argue a Supreme Court case, solve an international crisis, attempt to craft a law or run a political debate. Both of these sites are free for

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Gretchen Lorge



Clark Street Community School One of Six Schools to Receive National Recognition

Middleton-Cross Plains Area School District

Clark Street Community School (CSCS) was one of six schools, and the only one in Wisconsin, to be awarded a 2018–19 Gold Recognition by the Schools of Opportunity high school recognition program.

The other schools to be recognized were Casco Bay High School in Portland, Maine; Native American Community Academy in Albuquerque, N.M.; Pocomoke High School in Pocomoke City, Md.; Salt Lake Center for Science Education in Salt Lake City, Utah; and Social Justice Humanitas Academy in San Fernando, Calif.

A seventh school, Dr. Martin Luther King Jr. Early College in Denver, received silver recognition.

“We are honored by this recognition,” CSCS principal Jill Gurtner said. “CSCS is built on the belief that schools can be designed to value and honor all students, educators, and communities in a manner which serves to strengthen all learners and the community. The MiddletonCross Plains Area School District and many dedicated educators, students, families and community partners have made this possible. We are excited to have opportunities to continue to share what we have learned as the school district strives to ensure that all of our schools are places where every student thrives.”

CSCS held a celebration during the final Presentations of Learning on Friday, June 7.



Among the guests in attendance was UWMadison Associate Dean for Education and Professor Julie Mead, who also spoke at the ceremony.

Mead is a fellow with the National Education Policy Center, which began the Schools of Opportunity in 2015. So far, just 25 schools nationwide have earned Gold Recognition. CSCS is the only Wisconsin school to be recognized.

“It’s a very big deal,” Mead said. “It’s a national award.”

Mead nominated CSCS, which triggers an invitation to apply. CSCS then had to submit a portfolio, along with data and a narrative, Mead said. The process also included site visits and interviews with staff, students and families.

“It’s all their hard work. It’s a very rigorous process,” she said. “To provide all of that and to then be selected is a mark of the really wonderful things happening at CSCS. It’s a privilege to have them in the community and learn from them.”

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The High Costs of a Drunk Driving Arrest

About 1.5 million people are arrested annually for driving under the influence, according to the National Highway Traffic Safety Administration. If you are arrested, you can expect to pay out substantial sums that could be close to \$20,000. You'd not only be looking at fines, but also legal fees, impound fees and many years of higher insurance premiums, among other costs.

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D.C. Everest's Future Ready Design / Plan / Construction Phases



Weston Groundbreaking September 10, 2019

D.C. Everest Area School District

The D.C. Everest Area School District prides itself on offering high quality educational opportunities for all students — and providing an environment conducive to learning is critical to that mission.

In order to improve the safety of our facilities, reduce crowding, upgrade our classrooms to 21st century standards and secure necessary infrastructure updates we partnered with Nexus Solutions, expert educational facility consultants, and conducted a District-wide facility assessment that resulted in a 500-page audit. After months of careful review and input from

District personnel, we compiled a list of major projects and improvements to be completed at each school. The Referendum Proposal was submitted to the DCE School Board for a vote and approved in December 2017. On April 3, 2018, our community voted to approve the \$59.8 million Future Ready referendum.

We are meeting bi-weekly with project partners and building staff to determine building priorities and finalize the project designs. The first four buildings being prepared for construction are Rothschild Elementary School, the Junior High School, Senior High School, and Weston Elementary.

The D.C. Everest Area School District is

grateful for the support of our DCE families, community members and businesses. Because of their support, our schools and community will be future ready!

Design and construction for building projects districtwide will continue through 2021.

D.C. Everest Senior High School Progress

In the Works

The first phase of construction is almost completed. The storage area is being filled with drama and music equipment, as well as equipment that needs a home during the second phase of construction. The lights, flooring, and other finishes are being completed in the classroom addition.

The second phase of construction at the Senior High has started with outdoor site preparation work in full swing. The contracts were awarded to JH Findorff Construction, Fore Front Mechanical, Wisconsin Mechanical Solutions, Total Electric, Quality Roofing, Sunrise Trucking, and Integrity Fire Protection.

The Tech Ed instructors have begun to move equipment and materials. The construction classes will held in a garage south of the current Tech Ed area. The Habitat for Humanity house will have a new site east of the garage. Automotive classes will held in the District garage. Welding and Metals classes will travel

to NTC. Agriscience courses will be held in one of the brand new classrooms.

The planning for the third phase of construction began on April 3. Bids will be opened for this phase of construction on November 21. This phase includes remodeling of the Main Office area, hallway locker replacement, staff restrooms, and the Family and Consumer Culinary Arts area.

D.C. Everest Junior High School Progress

Work on the heating and cooling, ceilings, and lighting for the south end of the Junior High was completed in the summer of 2019.

During the summer of 2020, the north end of the Junior High will be under construction. This work will include more remodeling. The Little Theater will receive a facelift. The health room will move to the first floor, and the IMC will have a new ramp in place of the lift. In addition, heating, cooling, lighting, and ceilings will be changed over next summer for the north end of the building. The final finishes will be done to all classrooms.

Rothschild Elementary Progress

Groundbreaking took place Monday, April 29. Because of the large scope of this project, the work will be done over two years. Some

Continued on Page 7

Tip for solving facilities problem:

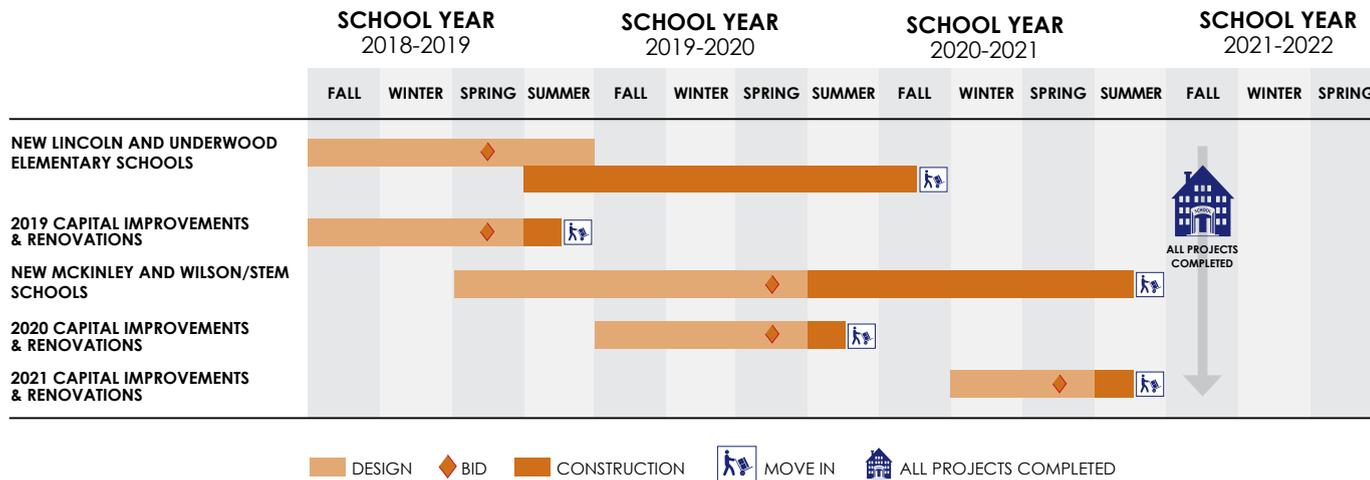
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Wauwatosa School District Under Construction



VJS Construction Services, one of Wisconsin’s largest general contractors, construction managers and design builders, has completed more than 176 education projects throughout our 72 years in business. VJS was hired in June of 2017 to assist the Wauwatosa School District, along with Plunkett Raysich Architects (PRA) and a community-based Facility Advisory Committee (FAC), in identifying priorities, deficiencies, and opportunities for building improvements as well as upgrades within their 14 facilities. VJS provided assistance with option development that included

budgeting and scheduling of proposed options. The FAC provided a recommendation to the Wauwatosa School Board in June of 2018 that four of the district’s oldest elementary schools, (Lincoln, Underwood, McKinley and Wilson) be replaced/renovated and addressed prioritizing needs at all 10 other District schools in the following areas:

- Building maintenance and HVAC systems improvements
- Safety and security upgrades
- ADA accessibility upgrades
- Classroom updates to create modern day

learning environments, including Tech Ed spaces

Residents of the Wauwatosa Community approved a \$124.9 million facilities referendum in November 2018.

Construction is currently underway on the new Lincoln and Underwood Elementary Schools, which will be completed next fall. Improvements to East High School, West High School and Roosevelt Elementary School were completed this fall. All projects are scheduled to be completed fall of 2021.

The Pre-Referendum Fact Sheet shows what is being done at the 14 different sites: tinyurl.com/y5fqayby

Lincoln Elementary

Recently Completed Work

- Construction of the west masonry wall for the gym is continuing.
- The drop off lane on Underwood Avenue is complete with bollards (vertical safety posts) in place.
- The ramp and stair walls for Underwood Avenue are complete.
- The new gas and water services have been brought into the building.

Upcoming Work

- Structural steel is set to arrive on-site in October.
- Masonry work to create the structure of the gym is ongoing.
- The elevator shaft in the new building will begin soon.
- Temporary air handling units will be installed to heat the existing school to prepare for the upcoming colder weather.
- Ongoing concrete footings and foundations are being poured for the new building.

Underwood Elementary

Recently Completed Work

- The masonry stair tower in the classroom wing of the school is complete.
- Footings and foundation walls for the classroom wing and commons areas are

now complete.

- Excavation and concrete pours for the gym are wrapping up, allowing construction of exterior masonry walls to start.

Current & Upcoming Work

- Concrete foundations are ongoing for the community, music and art room. In addition to those rooms, the foundation for the main entrance and lobby will begin.
- Masonry stair tower leading down into the commons area will be completed soon. After the stair tower is complete, the masons will begin the elevator and gym walls.
- Steel will be arriving on-site and the structure of the building will become more evident. Installation of the steel will begin with the classroom wing.
- Underground plumbing has recently started on the classroom wing and the commons area to follow.

Roosevelt Elementary

Recently Completed Work

- All drywall patching and painting activities, ceiling rework activities, and final cleaning have been completed.
- All doors and door hardware have been installed.
- Relocation and renovation of main entrance, to create sequenced secure entry, have been completed.
- Air handling units were installed, wired, and started. These are part of the HVAC system and how heating and cooling are controlled.
- Miscellaneous mechanical work will continue through September and into October.
- Walls in the cafeteria were painted and floors refinished as part the reconfiguration of the previous cafeteria/kitchen space.

West High School

Recently Completed Work

- HVAC Upgrades
 - Mechanical equipment installation, wiring, and startup has been completed.
 - Temperature control work was ongoing through the end of September.
 - System testing and balancing was ongoing through the end of September.
- Center for Design and Innovation (Tech Ed Space)
 - Site landscaping (grass repairs/seeding) has been completed.
 - New entrance hardware has been installed, powered, and coordinated.



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Building For The Future

Addressing current growth and capacity, learning spaces and safety and security in our schools.

Cedarburg School District

Voters Approve Referendum Question

Cedarburg School District voters approved a referendum question on the November 6, 2018 ballot. The District asked for \$59.8 million for the public purpose of paying the cost of a District-wide school facilities improvement program consisting of: classroom, common area, and other learning space additions, remodeling and renovations at District schools to accommodate increased enrollment and to update instructional areas, including Technical Education (STEAM); District-wide safety and security improvements, including upgraded secure main entrances; other capital and site improvements; and acquisition of related furnishings, fixtures, equipment. Establishing a Long-Range Master Plan, which began in 2014, provided data and information relative to curriculum goals, facility assessments, capacity/enrollment at every school and future recommendations 5-, 10- to 20- years from now. The district-wide conversation on continuous improvement has been ongoing. In fact, the continuous improvement mindset is rooted in our 130 years of providing educational experiences of the highest caliber. District leaders, past and present, have recog-

nized and continue to address the importance of taking deliberate steps to plan for success.

The Cedarburg School Board thanks the Cedarburg community for exercising their right to vote on the referendum.

Building Progress

Following extensive schematic and design development phases, construction work began at the High School and all Elementary School sites this past June. Remodeling work at the Middle School is scheduled to begin the summer of 2020. It's an exciting time for the Cedarburg School District as our building project is now underway and we begin to engage students and staff in the process! 'Building For The Future' webpages on the district's website are dedicated to providing up-to-date information throughout the Long-Range Master Plan Building Project. Each week we will feature what's been completed for the week and what's coming up.

As of September 27, 2019:

Cedarburg High School

Progress This Week

- Continued Masonry 3 Hour Walls at the New Cafeteria Area
- Continued With Primary Electric Work

- Continued Site Utility Excavation and Installation of Site Utility Structures
- Stripped Topsoil for the New Maintenance Building

Two Week Look Ahead

- Continue With Masonry 3 Hour Walls
- Prep for Structural Steel Delivery
- Electrical Service Switchover

Westlawn Elementary

Progress This Week

- Completed the Footings and Foundations

Two Week Look Ahead

- Structural Steel Delivery and Installation

Parkview Elementary

Progress This Week

- Structural Steel Installation for New Classroom Addition
- Completed Backfilling Foundations

Two Week Look Ahead

- Complete Classroom Addition Structural Steel Installation
- Subgrade Plumbing and Electrical
- Grading and Seeding South Of The School

- Caulking Gym Precast Panels

Thorson Elementary

Progress This Week

- Completed the Masonry 3 Hour Walls
- Continue Forming and Pouring Footings And Foundations
- Started Caulking Gym Precast Panels

Two Week Look Ahead

- Continue Work on Classroom Addition Foundations
- Subgrade Plumbing and Electrical
- Start Structural Steel Installation

Weekly updates can be found at:

www.cedarburg.k12.wi.us/about/building-for-the-future.cfm

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From Bonds to Bricks, OCFSD is Building Successful Futures



Walls are going up at Meadowview ES for the new gymnasium — one of five gymnasiums planned districtwide.

Oak Creek-Franklin School District

Since the referendum passed in November 2018, the Oak Creek-Franklin School District has been busy working with its facility services partner to manage the design, bidding and construction process for facility improvements districtwide. Over the last nine months, a three-year project schedule has been established, design and bid work for five school buildings has been completed and construction at five schools has begun.

Some of the most noticeable project highlights from this summer include:

Edgewood & Meadowview Elementary Schools' interior updates are wrapping up. Staff and students will return to a remodeled main office area and renovated classrooms — many with fresh paint and new flooring, ceilings, sinks, and cabinetry. Both schools also underwent Americans with Disabilities Act (ADA) upgrades this summer to improve accessibility to classrooms, bathrooms, and sidewalks.

New parking at Meadowview (with improved traffic flow) will be ready for use

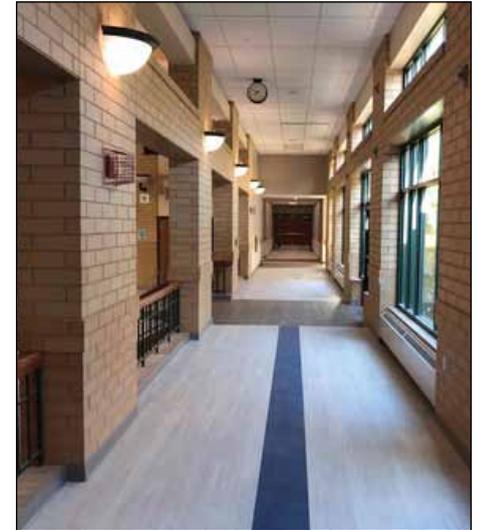
at the beginning of this school year, however, work on the new gym additions at these two schools will continue through the school year. Concrete foundations are in place, walls are going up and the gymnasiums are scheduled for completion during the summer of 2020.

Deerfield Elementary School interior remodeling is complete and will provide more educational support spaces for students in the upcoming school year. Exterior improvements to the main parking lot and traffic circulation were also completed over the summer.

East Middle School safety and security updates — including new security doors in corridors for building compartmentalization and protective fencing around classroom courtyards — were completed this summer.

West Middle School interior remodeling finished up this summer to create additional small group breakout spaces in the Library, as well as flexible spaces for large group instruction. Staff and students will return to a remodeled main office and refreshed classrooms/hallways — many with fresh paint, new flooring, and ceilings. Like East, new security doors were also added in corridors for security compartmentalization.

Additionally, these school buildings received LED lighting updates for improved performance, less maintenance, and gains in energy efficiency.



West Middle School Hallway

To view the design and construction schedule for districtwide projects over the next three years, visit ocfsd.org/referendum.

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D.C. Everest's Future Continued from Page 4

general completion milestones are:

- The new bus turnaround will be left unpaved to allow construction equipment to move and not damage pavement. It should be paved by the end of October.
- The new glass wall towards the river will likely be installed by the end of September.
- The exterior of the new additions will likely look virtually complete by the end of October.
- Finishes such as paint, ceilings, floor coverings, casework, and white boards will start to be installed over the winter.
- New mechanical, electrical, and plumbing systems will be installed in the new additions over the winter.
- In summer of 2020, the glass block by the existing entrance will be replaced and updated fascia.
- In summer of 2020 the final layer of pavement and painting will be installed.
- The remainder of the summer work for 2020 will mainly be interior HVAC upgrades.

Proposed Changes to Weston Elementary

Weston Elementary was built in 1969. The referendum provides the funding needed to

address district-wide improvements, including these updates to Weston Elementary School:

- Relocate Main Entrance — Improve Security and Expand Office Space, Health Room, and Kitchen. The new entrance will face Sternberg Street.
- Update and Modernize Classrooms
- Create Collaboration Spaces
- Reconfigure Spaces for Additional Special Education and Kindergarten Classrooms
- Add New IMC and Cafetorium (Cafeteria/Multi-Use Space)
- Redesign Bus and Parent Traffic Flow and Parking. More parking will be available off of Sternberg. Buses will enter and leave via a new lane on the east side of the school off of Ross Ave.
- Complete Overdue Maintenance and Improve Building Accessibility

For continued updates see:

www.dce.k12.wi.us/domain/1017

www.dce.k12.wi.us
(715) 359-4221



Referendums for Construction Passed in April, 2019

Baraboo School District



On April 2, 2019 Baraboo School District voters passed a \$41.7 million facilities referendum to revitalize Jack Young Middle School. Passage of the referendum will allow the District to complete important infrastructure improvements, modernize learning spaces and expand common areas at the aging middle school.

Built in 1976, Jack Young Middle School last received an addition in 1997. The proposed facilities referendum addresses Jack Young Middle School's most significant issues: Repair aging infrastructure; Modernize outdated teaching and learning spaces; Expand undersized common areas.

Deforest Area School District



Question 1:

Shall the DeForest Area School District, Dane and Columbia Counties, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$125,000,000 for the public purpose of paying the cost of a school building and improvement project consisting of construction of a new intermediate school and maintenance building on District owned land in the Village of Windsor; renovation of Yahara Elementary School; renovation of DeForest Area Middle High School; site improvements; and acquisition of furniture, fixtures and equipment?

Question 2:

Shall the DeForest Area School District, Dane and Columbia Counties, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$2,500,000 starting in the 2019–2020 school year and thereafter for recurring purposes consisting of operating the new intermediate school and addition to the high school, expanding District programming supporting student achievement and the District's capacity to attract and retain quality staff, and reducing capital project borrowing costs?

We will now begin planning for the projects that will:

- increase capacity for our rapidly growing student population
- address aging facilities and infrastructure
- provide collaborative, flexible learning spaces to support evolving teaching and learning needs
- support operational expenses associated with new facilities and improved educational programming

Fond Du Lac School District



The Fond du Lac School District is extremely grateful for the enormous community support that will

lead to a most exciting future in the District and greater community! Both referendum questions were approved by voters on April 2, 2019 and that support will help us transform the District for kids, staff, families, and the community for decades to come.

Question #1 will ask the community to approve \$91.5 million in funding to address various needs at the schools related to three main focal areas: improving safety and security; upgrading building exterior by replacing roofs, windows and doors; and updating building systems related to heating, ventilation, electrical and plumbing.

Question #2 will ask the community to approve \$7 million in funding to add air conditioning in the eight buildings that currently do not have it. That would allow every school to provide the same climate-controlled learning environment for students and staff. Hence, a total of \$98.5 million will be requested from the community.

Maple Dale Indian Hill School District



On April 2, 2019, residents voted to support the district's facilities and operating referenda. Your support allows us to address improved safety, accessibility and traffic flow in addition to addressing critical capital maintenance projects and improved learning spaces, while continuing the high quality instructional program our students deserve and our community has come to expect. We look forward to the design, renovation, and construction process and will continue to keep our community informed regarding the work ahead. Thank you!

Question #1

Requests permission to exceed the district's state revenue limit by \$980,000 per year for ten years to maintain instructional programs, services, and staffing. The district's current operational referendum of \$800,000 per year is expiring in 2019 and this new referendum amount replaces these funds and adjusts for inflation.

Question #2

Requests permission to borrow funds (issue debt) in an amount not-to-exceed \$16,370,000 to address imminent capital maintenance projects and high priority safety, security and learning space improvements at both Maple Dale and Indian Hill schools.

School District of Milton



On April 2, 2019, voters approved the district's proposed \$59.9 million dollar facilities referendum.

Question: *What Is On the Ballot on April 2, 2019?*

Answer: A capital referendum facilities question designed to address the district's facilities needs, with an emphasis on reducing overcrowding in classrooms, and replacing the

failing pool. The specific referendum ballot question is found within the link below.

Sample Ballot Question

Question: *What Improvements Would Be Made To Our Schools?*

Answer: Our Board of Education spent months engaging the community in a strategic planning process that focused on improving learning environments throughout our school district. ALL of our schools with the exception of Northside Intermediate School would have new construction and additional learning spaces created within this K–12 solution. To learn more about the projects at each school and their conceptual plans, please click on the documents below.

Salem School District



Passed April 2, 2019

Shall the Salem School District, Kenosha County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$1,500,000 for the 2019–2020 school year, by \$3,000,000 for the 2020–2021 school year and by \$3,600,000 for the 2021–2022 school year, for nonrecurring purposes consisting of general operational costs associated with repairing roofs and the facilities, upgrading safety, security and technology, and maintaining educational programming?

Shorewood School District



Shorewood residents voted to approve two referendum questions on the ballot to improve the Shorewood School District's historic school facilities. The April 2nd election results indicate that 61% of Shorewood residents voted in support of the first referendum question, which will authorize the District to borrow \$65M for District-wide facilities projects, while 66% voted in favor of the second question, which will increase the annual revenue limit by \$275,000 for ongoing and recurring District-wide facilities maintenance costs.

The referendum will address prioritized needs at all four District schools in the areas of:

- Safety and Security;
- Americans with Disabilities Act (ADA) Accessibility;
- Building Systems and Infrastructure; and
- Learning Spaces.

Somerset



On April 2, 2019 Somerset residents voted to approve two referendum questions on the ballot to make improvements, update facilities, and for district operation and maintenance expenses.

Question Number 1

Shall the School District of Somerset,

St. Croix County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$1,000,000 beginning with the 2019–2020 school year, for recurring purposes consisting of the district operation and maintenance expenses?

Question Number 2

Shall the School District of Somerset, St. Croix County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$28,600,000 for the purpose of paying the cost of a school improvement project consisting of: capital maintenance improvements, safety and security upgrades, including site improvements, and facility updates at all three District schools; and acquisition of related fixtures and equipment?

Spring Valley



On April 2, 2019 Spring Valley residents voted to approve funding for a new elementary school.

Referendum question:

Shall the School District of Spring Valley, Pierce, St. Croix and Dunn Counties, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$22,800,000 for the public purpose of paying the cost of constructing and equipping a new elementary school on District-owned land, tearing down the current elementary school, relocating the softball field and completing related site improvements?

Sun Prairie Area School District



On Tuesday, April 2, voters in the Sun Prairie Area School District passed a \$164 million facilities referendum and passed an accompanying recurring \$5 million operational referendum.

The \$164 million from the facilities referendum will allow the district to construct a second high school to serve over 1,600 students on land already owned by the district, upgrade the current Ashley Field to become a multipurpose stadium to be used by both high schools and the community, and reconfigure Cardinal Heights Upper Middle School to hold grades 6th–8th while also providing two separate and dedicated spaces, one for staff professional development and the other for the students attending Prairie Phoenix Academy. The recurring \$5 million from the operational referendum will allow the district to permanently increase state revenue limits by \$5 million a year to liquidate some borrowing costs; to staff, operate and maintain the new school; and to increase teacher compensation.

5 reasons to 403(b)

As a Wisconsin public school employee, you have the opportunity to save for your future by taking advantage of a 403(b) retirement savings program offered by your district. **Here are five reasons you should participate:**

5 FILL THE INCOME GAP

Wisconsin public school employees will need to fund between 22%-46% of their retirement from personal savings. A 403(b) can help fill the gap your Wisconsin Retirement System (WRS) pension and Social Security benefit won't cover.

4 TAX ADVANTAGED SAVINGS

One of the easiest ways to reduce your taxable income is to contribute to a pre-tax savings account like a 403(b). When contributions are taken before taxes, you receive the tax benefit now. If you are concerned about your tax liability in retirement, consider after-tax or Roth contributions if available. With a Roth, taxes are paid now so all qualified withdrawals in retirement will be tax free.

3 START SMALL, START NOW

Automatic contributions make it easy. 403b contributions are made through payroll deduction; it's built in budgeting. You can start saving with as little as \$25. Regular/ongoing contributions are a great strategy.

2 PLAY CATCH-UP

The earlier you start the better, but if you get a late start you have the option to make up some ground. If you are 50 years of age or older, max out your contributions and, if possible, consider catch-up provisions to help top off your savings.

1 YOU CAN TRUST US WITH YOUR FINANCIAL FUTURE

Join the over 45,000 Wisconsin public school employees who participate in the 403(b) program offered by WEA Member Benefits. Our program has been nationally recognized by *Forbes Magazine* and the *LA Times* as a low-cost, soundly managed program for Wisconsin public school employees.

GET STARTED TODAY:
weabenefits.com/ENROLL
 1-800-279-4030



Auto insurance | Home/renters insurance | Umbrella insurance | Long-term care insurance
 403(b) Tax-Sheltered Annuity | IRA | Financial Planning Services

This article is for informational purposes only and is not intended to constitute legal, financial, or tax advice. Certain recommendations or guidelines may not be appropriate for everyone. Consult your personal advisor or attorney for advice specific to your unique circumstances before taking action. The 403(b) retirement program is offered by the WEA TSA Trust. TSA program registered representatives are licensed through WEA Investment Services, Inc., member FINRA.

“The gratitude of the nation to the sovereign arbiter of all human events should be commensurate with the boundless blessings which we enjoy.”

— President James K. Polk

D.C. Everest Teachers Immerse Themselves in 18th Century American History

Continued from Page 1

classroom or individual use.

One of the biggest challenges faced by teachers is incorporating primary source documents into the classroom. Notes Mrs. Lorge, “Some students struggle with reading texts from the 16th, 17th, and 18th centuries. Our resident scholar gave us innovative ways to break down the complex text and strategies to interpret visual representations of the time. We also developed a number of ideas concerning how we can create inclusive classrooms that make it easy for students’ to share their ideas. I’m excited to see how these ideas work within our own classrooms.” Mr. Podeweltz agreed. “Having returned to school, I’ve brought back with me new ideas for the continued use of primary sources in teaching. We saw so many primary sources that tie together — artwork, Washington’s Farewell Address and his Circular Letter to the States.”

The institute provided attendees with the opportunity to expand their knowledge of the era

and to discover new troves of historical information that can be incorporated into the classroom. “As history teachers, we often default to Library of Congress to find primary sources,” noted Mr. Podeweltz. “At Mount Vernon we learned that the Mount Vernon library has their own digital collections of primary sources.” Ultimately, these new historical primary and digital resources will provide the instructors with new ways to engage their students with American history, while challenging students to make connections between contemporary culture and that of the past.

www.dce.k12.wi.us
 (715) 359-4221



Clark Street Community School

Continued from Page 1

NEPC is a group of academicians from across the country who study education policy from multiple vantage points, Mead said. A group of fellows get together annually to talk about issues and what kinds of things can be involved in. A few years ago there were several conversations that test-based accountability measures in federal and state law were judging schools on too narrow a set of data. Schools of Opportunity was developed to recognize there are “Lots of other things that are good for kids and make schools successful,” Mead said.

“They are really looking at who meets these stringent criteria and they are not easy to meet,” she said. “Clark Street is in a really small club. It’s very exciting and exciting to see the school recognized in this way.”

In April, CSCS was ranked one of the top 50 blended learning high schools in the United States, according to Study.com. CSCS was ranked 36th.

The Schools of Opportunity team was particularly impressed with the rich, cross-disciplinary learning opportunities that CSCS provides all students, including a significant number of students with IEPs. Creative but focused assessments target a range of learning outcomes and engage students in feedback in positive and productive ways. All of this occurs within a democratic learning environment that is intentional about students’ well-being and social-emotional health.

The Schools of Opportunity project arised out of the reality that existing recognitions strongly favor schools that enroll students who, outside of school, have the richest opportunities. These recognitions favor high schools that

are selective or serve students who are affluent. While many of those schools are indeed outstanding, the Schools of Opportunity program believe it important to recognize schools that are excellent because they engage in research-based practices that focus on closing gaps in opportunity, regardless of the students they serve.

Providing the highest-quality education means creating rich opportunities to learn by addressing the educational factors that are under the control of schools. Accordingly, this project recognizes high schools that have demonstrated an extraordinary commitment to equity and excellence by giving all students the opportunity to succeed. Based on the principles of the Closing the Opportunity Gap book, we recognized schools for engaging in proven practices that close opportunity gaps for student learning. In doing so, we encourage such practices by bringing attention to what good schooling looks like, by showing policymakers alternative ways to ascertain school performance, and by inspiring schools to build capacity and thus improve learning outcomes for all students.

Schools of Opportunity is a project of the National Education Policy Center (NEPC). The mission of the NEPC is to produce and disseminate high-quality, peer-reviewed research to inform education policy discussions.

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



3 Types of FAFSA Deadlines You Should Pay Attention To



2019-20 FAFSA Deadlines

When do you need to fill out the Free Application for Federal Student Aid (FAFSA®) form?

The 2020–21 FAFSA form became available on Oct. 1, 2019, for the 2020–21 award year (which runs from July 1, 2020, to June 30, 2021). The 2019–20 FAFSA form became available on Oct. 1, 2018, for the 2019–20 award year (which runs from July 1, 2019, to June 30, 2020).

The College Deadline:

These deadlines vary from school to school, but they usually come well before the academic year starts. If you're applying to multiple colleges, be sure to look up each school's FAFSA deadline and apply by the earliest one.

Many of these FAFSA due dates are priority deadlines. This means that you need to get your FAFSA form in by that date to be considered for the most money. Many colleges have this date clearly marked on their financial

aid pages. If you can't find it, you can always call the school's financial aid office.

If you're worried about gathering information to complete the FAFSA form in time to meet this deadline, don't be. You can apply as early as Oct. 1 (instead of Jan. 1 as you may have done in the past). This earlier submission date will give you more time to complete the FAFSA form before college deadlines approach, which means more time to compare schools.

The earlier launch date coincides with many college application deadlines, so go ahead and apply for schools and for federal aid at the same time. If you haven't figured out where you're applying yet, don't worry! You can still submit the FAFSA form. Just add any school you're considering, even if you're not sure whether you'll apply or be accepted. You can always add or remove schools later.

The State Deadline:

The second deadline is determined by your home state. Some states have hard deadlines and other states have suggested deadlines to make sure you get priority consideration for college money. Many states have limited funds, so their FAFSA deadlines may be quite early. If your state's deadline is "As soon as possible after Oct. 1, 2019," you should get your FAFSA form submitted ASAP. Many of

these states with limited funds award financial aid funds only until they run out, so the sooner you apply, the better your chances. For Wisconsin check the DPI's website and look here for more opportunities:

dpi.wi.gov/weop/scholarshipresources.

The Federal Deadline:

This last deadline comes from us, the U.S. Department of Education, aka the FAFSA folks. Our only time constraint is that each year's FAFSA form becomes unavailable on June 30 at the end of the academic year it applies to.

That means that the 2019–20 FAFSA form (which was made available on Oct. 1, 2018) will disappear from fafsa.gov on June 30, 2020, because that's the end of the 2019–20 school year. That's right; you can technically go through your entire year at college before accessing the FAFSA form. However, a few federal student aid programs have limited funds, so be sure to apply as soon as you can.

For more tips and information regarding your FAFSA check this website:

blog.ed.gov

Source – U.S. Department of Education

THE 2019 TEACHING TODAY WI DREAM CAREER ESSAY CONTEST

OPEN NOW FOR
SUBMISSIONS

SHARE YOUR "DREAM CAREER" WITH OUR READERS!

Submit your essays and you could win cash prizes to use towards your future "Dream Career" and have your entry featured in the pages of *Teaching Today WI*.

OPEN TO ALL WISCONSIN MIDDLE AND HIGH SCHOOL STUDENTS

High School Contest:

- \$200.00 cash prizes will be awarded to each of the six winning entries.
- \$75.00 cash prizes will be awarded to each of the six Honorable Mentions.

Middle School Contest:

- \$100.00 cash prizes will be awarded to each of the six winning entries.
- \$25.00 cash prizes will be awarded to each of the six Honorable Mentions.

High School essays are to be between 500 and 600 words in length. Middle School essays are to be between 400 and 500 words in length. A Word document or PDF is preferred. We will be featuring the winners in our Holiday Issue which will be released in mid-December. The honorable mentions will be presented in the following three issues. This contest is open now for submissions, and the deadline for entries is December 2nd at 5:00 p.m.

Entries must include a teacher contact name, what school the student is attending, and grade.

Deadline for submissions is December 2nd at 5:00 pm! Submit your essay soon!

SEND ENTRIES TO:

dreamcareers.teachingtoday@gmail.com

For any questions please contact:

Andria – andria@teachingtodaywi.com, 715-360-4875

Renee – renee@teachingtodaywi.com, 715-839-7074





WISCONSIN TECHNICAL COLLEGES

Top 10 reasons to choose a technical college

Graduates are valued and rewarded: median salaries for associate degree grads are \$42,800 right out of college.

\$42,800



94% of graduates are employed within six months of graduation.



149,072
CREDITS EARNED BY
HIGH SCHOOL
STUDENTS

97%

OF EMPLOYERS ARE
SATISFIED OR VERY SATISFIED
WITH THE EDUCATION AND
TRAINING OF TECHNICAL
COLLEGE GRADUATES

- 1 Skills are the basis of the most in-demand credentials.
- 2 The education is affordable and focused, so students only pay for and take the classes they need.
- 3 Students learn and practice the skills before starting the job, providing priceless experience and confidence.
- 4 More than 500 programs available statewide in everything from agriculture to veterinary science
- 5 Employers trust the technical colleges and hire the graduates to keep their operations running.
- 6 Instructors and staff are supportive and dedicated to their students' success.
- 7 Transfer opportunities ensure that most programs can continue beyond their associate degree.
- 8 The latest technology prepares students for the programs and careers most in-demand by Wisconsin employers.
- 9 In 2017, Wisconsin high school students earned 149,072 technical college credits in high school, getting them closer to their degree.
- 10 Half of 2017 graduates earned \$43,000 or more and 94 percent had a job within six months of graduating.

**WISCONSIN
TECHNICAL
COLLEGES**
wistechcolleges.org



Oconomowoc High School is Making Cool Choices in Green & Healthy Schools



*Kelly Holtzman, Science Teacher
Oconomowoc High School*

As the school year starts, Oconomowoc High School AP Environmental Studies class is expanding our teaching and learning impacts through participation in the Cool Choices online game platform. Cool Choices, is a fun, easy, and social way to engage the school community in sustainability efforts.

Several years ago our data-dive at the end

of the school year revealed a need for parents and students to feel more connected to our staff. While there is no silver bullet that can reach everyone at the same time there are actions that each individual teacher can take. The Cool Choices in Green & Healthy Schools game was one avenue to connect with students and parents. We have participated in the online sustainability game several times as part of AP Environmental Science. Each year we participate I change up the requirements for each students' team. One year each team had to include at least one parent. Other years the team had to include at least one teacher or students from multiple grade levels. As teams were forming and as the game started, the buzz of Cool Choices spread around school. I had students who were not part of the Environmental Science course come ask me how they could get on a team. Students and teachers alike would comment on someone's "cool choice" as they turned out the lights when leaving the room or when they saw a reusable water bottle. As Mia R. stated, "I think it's an important activity to be involved in because it makes you more aware of what you do throughout the day to improve the environment. Each time you went on (the game) you saw new ideas of what to do in the future."

While Cool Choices is a game about sustainability it is also a platform for team building. Claire V. stated, "I played Cool Choices with

the goal of making small differences with my friends for my school. Our impact was very good, we were able to make changes in common activities, becoming more sustainable. Working as a team was really important to the overall success. Cool Choices was a wonderful experience to promote sustainability."

The success we have had playing Cool Choices has impacted students at school as well as at home. As a school community we have become more sustainable. Sophie L. said it best, "Cool Choices really makes you think twice about the decisions you make and their impacts. Simple things such as turning off lights and using reusable water bottles can go a long way-especially when an entire school does them."

The Cool Choices platform is an easy and fun way to get students to start a conversation about their impact on the Earth. The students see themselves as ambassadors of the game for our school. Morgan O. added, "Cool Choices worked as a way to expose students, teachers, and staff within our school to the results their actions cause. While negative effects are very important to understand, in a lot of ways it is more powerful to know the positive changes we can all make."

At the end of the Cool Choices game a summary of our impact was created. Sharing this information with students and staff makes

Play Cool Choices in Green & Healthy Schools

Engage your staff and/or students in an electronic game. Cool Choices, is a fun, easy, and social way to engage the school community in sustainability efforts. The game enables teams at your school(s) to document sustainable actions for points!

For more information go to

einwisconsin.org/core/item/page.aspx?s=112429.0.0.2209

everyone realize our collective impact on the environment and the success we can achieve when we work together. Cool Choices opened the door to conversations about what we can do to become a greener and healthier school. We are already looking forward to another successful Cool Choices game in the fall.

This article was published on the EEinWisconsin.org website

www.oasd.k12.wi.us

(262) 560-1115



Greendale's Middle and High Schools Earn ENERGY STAR Certification; Outperform Similar U.S. Buildings on Measure of Energy Efficiency



Greendale Public Schools

Last September, Greendale Schools announced that Greendale Middle School, 6800 Schoolway, and Greendale High School, 6801 Southway, both in Greendale, Wisconsin, have earned the U.S. Environmental Protection Agency's (EPA) Energy Star® certification for superior energy performance.

"Improving the energy efficiency of our nation's buildings is critical to protecting our environment," said Jean Lupinacci, Chief of the Energy Star® Commercial & Industrial

Branch. "From the boiler room to the board room, organizations are leading the way by making their buildings more efficient and earning EPA's Energy Star® certification."

Energy Star® certified buildings and plants are verified to perform in the top 25 percent of buildings nationwide, based on weather-normalized source energy use that takes into account occupancy, hours of operation, and other key metrics. Energy Star® is the only energy efficiency certification in the United States that is based on actual, verified energy performance.

"We are honored to earn the Energy Star® for superior energy performance in our school buildings and appreciate the efforts of everyone who has been involved in their efficient operation," said Brian Koffarnus, Director of Buildings and Grounds for Greendale Schools. "Saving energy is just one of the ways we show our community we care, and that we are committed to doing our part to protect the environment and public health, both today and for future generations."

Koffarnus credits several energy-efficiency projects that the District has completed over the years to accomplish its Energy Savings Goal. These include new interior and exterior LED lighting, classroom light dimmers, adding digital HVAC controls, adding variable frequency drives to HVAC motors, proper building scheduling, solar heated domestic hot water and solar heater for the High School pool to name a few.

"Brian (Koffarnus) and his staff have worked hard to put systems in place to reduce energy usage and therefore have

saved us on costs," said Todd Hajewski, Director of Business Services. "Our District has a history of focusing on sustainability and efficiency with our systems. Our goal is to save money on utility costs and other areas that do not affect student achievement and redirect those dollars back into the classroom."

On average, Energy Star® certified buildings and plants use 35 percent less energy, cause 35 percent fewer greenhouse gas emissions, and are less expensive to operate than their peers—all without sacrifices in performance or comfort.

To date, tens of thousands of buildings and plants across all fifty states have earned the Energy Star®. For more information about Energy Star® for Buildings and Plants, visit www.energystar.gov/buildings

www.greendale.k12.wi.us

(414) 423-2700





Annual Alternative Energy Fair at Glacier Creek

*Kelly Chadesh, Glacier Creek Middle School
Eighth-Grade Science Teacher
Middleton-Cross Plains Area School District*

Some of the most exciting moments that happen in a classroom take place when the teacher takes a step back and the students become the teachers. When students take the lead and feel passionate about the material they are covering, a great deal of authentic learning takes place. For my eighth-graders at Glacier Creek Middle School in Cross Plains, Wisconsin, that's exactly what happens during the Annual Alternative Energy Fair.

As the daughter of an environmental engineer, I have always felt a great responsibility for the world around me. As an Earth Science educator, my goal for my students is for them to cultivate an awareness for the changing world around them. At the start of the school year, we learn about long-term changes that have taken place over the past 4.56 billion years. We learn that while we can't always witness these changes, we can make observations and find clues that they have taken place.

Our Fossil Fuel and Alternative Energy conversations begin when we look closer at the carbon dioxide levels in our atmosphere. One of the major skills we focus on over the



course of the year is pattern recognition, and using NASA's Climate Change resources [i] we identify some very alarming trends. Upon confirming the causes for these trends, we look at what can be done to slow down the observed effects of climate change.

Our first step in preparing for this project is for each student to accept personal

accountability for their contribution toward climate change. The students are asked to determine their carbon footprint by answering questions about their daily routine. By the end of the survey, students find out the answer to the following two questions: 1) "If everyone lived like you, how many Earths would we need?" and 2) "How many acres of land would we need to support your lifestyle?" Once the results are calculated, there is a sea of surprised faces looking back at me. Students realize they are contributing to climate change and they need to make some changes.

The prompt for the Energy Fair is as follows: The National Oceanic and Atmospheric Administration has issued a warning that all fossil fuels will be banned as of January 1st the following year. The students are now environmental specialists, and they are tasked with finding the best replacements for coal, natural gas, and oil. While some groups will focus on ways to generate electricity for their homes and school, others focus on alternative fuels and forms of transportation. Once the groups have reviewed all the possible alternative renewable options that are currently available, they choose one option to research and present. Selections from the past year included: Solar, Geothermal, Biomass, Wind, Hydropower, Wave, and Tidal Power, as well as Electric Cars and Hydrogen Fuel Cells.

In preparation for the Energy Fair, each group spends two weeks researching and preparing their Energy "Booth." They research how each method of alternative energy/transportation works, find specific examples of where it's currently in action, determine pros and cons, and develop a three-dimensional model for their booth. Students use tri-fold posters to display their information, as well as banners, pamphlets, videos, online presentations, and more to enhance their message

to our visitors. They are essentially allowed to use anything that fits in their team's designated area. Finally, they prepare speeches that run two to three minutes in length and create demonstrations or interactive elements to engage their listeners.

I have now added an engineering component. Students now must make models that show how their energy source creates electricity or allows the vehicle to move. Most groups have been able to develop working models of their brand and it has been a great addition to the fair.

There is also an element of competition to make the fair a little livelier. As the facilitator of the Energy Fair, I send an invitation to the Glacier Creek staff and select four to five classes of fifth- to eighth-graders to attend each of my five classes. Each student or adult visitor is given a \$1,000,000 investment ticket when they enter the classroom. They meander from group to group, listening to the presentations the students have prepared. After observing each proposal, they award their investment to the group they feel has the best overall product.

When the big day arrives, there is a lot of excitement in the air. As an educator, it is my favorite day of the year! My students are engaged from the moment they enter the room, to the moment they leave. They are proud of the work that they have accomplished, and they really feel like they are making a difference by educating their peers. From time to time, it gets a little competitive between rival groups, but the passion for sharing their research is evident.

Once the final visitors leave, my eighth-graders excitedly discuss their interactions with their peers. They each take turns as investors and vote for a product in the room (not their own, of course). We discuss how we would respond if this project prompt was a reality, and how we would see our lives changing. Most students feel their families could adapt to being fossil fuel free!

The feedback has been great since students are given the option to present and learn about something that they find intriguing. There is also genuine research taking place because the students find value in identifying a solution to a very real problem. Everyone in my block finds a way to contribute in this project. The collaboration and communication skills that are developed over the course of those two weeks are very inspiring to observe. All in all, I feel that my students not only become better scientists through this project but also become more confident learners.

**BIRD? PLANE?
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Careers in Energy

Lineworker

Lineworkers install and repair cables, wires and other critical transmission and distribution equipment that help power homes, businesses, hospitals, schools, etc. Other common titles include: Line Installer and Line Technician.

Skills required for a lineworker:

- Install necessary equipment on poles.
- Climb poles or use truck-mounted buckets to reach equipment.
- Identify defective devices such as fuses, switches, and wires.
- Safety and use of safety equipment is critical; poles and towers have very high voltages of electricity.
- Inspect and test power lines and other equipment using special reading and testing devices.
- Lay underground cables.

Lineworkers also need to:

- Show a good natured, cooperative attitude.
- Work well with others.
- Listen and understand customer needs and how to meet them.
- Be able to be on your feet for a long time.
- Not mind heights or working outdoors.

What's the future?

The future of lineworking is in Smart Grid Technology. The "Smart Grid" consists of devices connected to transmission and distribution lines that allow utilities and customers to receive digital information and communicate with the grid. These devices allow a utility to find out where an outage, or other problem, is on the line as well as fix the problem in some circumstances.

Median Annual Lineworker Salary: \$69,380

Utility Technician

Utility Technicians include jobs like Electricians, Boilermakers, Instrument and Control Technicians, Substation Mechanics, Relay Technicians, Meter Technicians, Natural Gas Service Specialists, Solar Thermal Installers and Technicians and Energy Auditors. These jobs provide hands-on work opportunities including installation of equipment, monitoring equipment performance, troubleshooting problems and repairing equipment. Overall, you would be in charge of making sure machines, mechanical equipment, and buildings are working properly and in good condition. If you are good at fixing things, this could be the job for you!

Maintenance and Repair Skills:

- Inspect things like motors and belts, fluid levels, and filters.

- Take apart machines, then repair and replace parts using hand or power tools including hammers, saws, drills, wrenches, and measuring instruments as well as hoists and cranes.
- Use repair manuals to determine and fix problems.
- Keep track of the work you've done.
- Do preventative maintenance on machines, mechanical equipment and buildings, including inspections and testing, installation of new wiring, electrical components, piping and plumbing, machinery and equipment.

Utility Technicians also need to:

- Be good listeners and be curious about how things work.
- Solve problems and not be afraid to ask questions.
- Concentrate for a long period of time without being distracted.
- Know how to manage their time.
- Be able to stand and kneel in small places.
- Obtain a Commercial Driver's License (CDL).

What's the future?

The future of utility technician work is summed up in one word: technology. The technology used in power plants, substations, the smart grid, and other energy infrastructure is constantly advancing within the utility technician's line of work. It is essential to keep your skills sharp in the field to be an integral part of all that is happening in the energy field! Some emerging utility technician careers in renewable energy include Solar Thermal Installer and Technician and Wind Turbine Technician. These require the same skills as detailed under Utility Technician, but will require learning new materials and technology.

Median Annual Utility Technician Salary: \$49,450

Plant Operator

Plant Operators are in charge of operating and controlling the equipment that generates power in coal, nuclear, gas and other power plants.

Plant Operator Skills:

- Monitor and inspect power plant equipment and indicators to detect evidence of operating problems
- Adjust controls to generate specified electrical power, or to regulate the flow of power between generating stations and substations.
- Operate or control power generating equipment, including boilers, turbines, generators, and reactors, using control boards or semi-automatic equipment.
- Regulate equipment operations and

conditions such as water levels, based on data from recording and indicating instruments or from computers.

- Take readings from charts, meters and gauges at established intervals, and take corrective steps as necessary.

Plant Operators also need to:

- Be curious about how things work.
- Solve problems, and not be afraid to ask questions.
- Concentrate for a long period of time without being distracted.
- Be on your feet for long periods of time.
- Work under noisy conditions (hearing protection provided).

What's the future?

Plant operators of the future will be at the helm of tomorrow's cutting edge power plants generating the energy for millions of homes and businesses. From next generation nuclear power plants to clean coal technologies that significantly cut emissions, to the latest natural gas and renewable energy sources, new technologies will mean new skills for the operators who generate the power we depend on every day.

Median Annual Power Plant Operator Salary: \$79,860

Gas Technician

Gas Technicians lay pipe for steam and/or gas mains, and are essential for the smooth operation of both electric and gas utilities. Another common job title is Valve and Regulator Repairer.

Skills Required for Gas Technicians:

- Following the directions of others or written instructions to lay out pipe routes.
- Cut pipes to required size and position them for welding or sealing.
- Connect pipe pieces and joints using welding equipment, cement or glue.
- Cover pipes with earth or other materials.
- Find and repair or replace pipes using special magnetic or radio indicators.
- Be safe and use safety equipment.

Gas Technicians also need to:

- Work with little or no supervision.
- Be patient and willing to stick it out when things go wrong.
- Listen and understand customer needs and how to meet them.
- Enjoy working outdoors.
- Obtain a Commercial Driver's License (CDL).

What's the future?

As new power plants and energy technologies are developed, skilled gas technicians

will be critical to integrate, install, and maintain these technologies to help generate and transmit tomorrow's power supply. Due to its efficiency, cleanliness and reliability, natural gas is growing increasingly popular. Consumption of natural gas will increase 20 percent by 2030, according to the US Department of Energy. The American Gas Association (AGA) states most of the growth in natural gas demand comes from electricity generators, who have turned to natural gas because it is the cleanest-burning fossil fuel and highly efficient. More natural gas means more jobs for gas technicians!

Median Annual Gas Technician Salary: \$41,187

Engineering

Engineers turn ideas into reality. The creative thinking of engineers is essential to our health, happiness and safety. Engineers are behind the scenes of the buildings and infrastructure that we depend on every day, from cars to buildings to computers.

Likewise, engineers are essential in the energy industry by helping improve systems and create more efficient ways to generate, transmit, and use power from the power plant to your home. Engineers are the springboard to the amazing process of creating nuclear energy, designing wind turbines, advancing clean coal technology, and turning biofuels into usable energy. They are adventurous and thrive on trying and finding new ways of doing things.

Types of Engineers

- Electrical/Power
- Mechanical
- Nuclear
- Energy
- Environmental
- Solar Energy Systems
- Wind Energy
- Career Pathways for Engineers

To learn more about these careers please visit getintoenergy.com

Another good source for careers in energy is O*NET Online: www.onetonline.org



FINANCIAL LITERACY RESOURCE CENTER



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.

Applications are due February 15 and September 15, annually.

Website: www.kazanjian.org/grants/apply

Practical Money Skills for Life

A free Web site designed to help educators, parents and students practice better money management for life.

Website: www.practicalmoneyskills.com/index.php

National Endowment for Financial Education

NEFE's High School Financial Planning Program® (HSFPP) is a free turnkey financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of teens in Grades 8–12.

Website: www.hsfpp.org

Money Math: Lessons for Life

A four-lesson curriculum supplement for middle school math classes, teaching grade 7–9 math concepts using real-life examples from personal finance.

Website: www.treasurydirect.gov/indiv/tools/tools_moneymath.htm

Money Talks

Money Talks for Teens is a bilingual (English/Spanish) money management curriculum aimed at teens 14–18 years old and the adults who work with them.

Website: moneytalks4teens.ucanr.edu

Gen i Revolution

A free online personal finance game for middle and high school teachers and their students. "Gen i Revolution" is based on the 'Learning, Earning and Investing' Program, as well as content from 'Your Credit Counts' and 'Financial Fitness for Life.'

Website: www.genirevolution.org

Building Wealth

A personal finance education resource which presents an overview of personal wealth-building strategies that includes setting financial goals, budgeting, saving and investing, managing debt, and understanding credit reports and credit scores.

Website: www.dallasfed.org/microsites/cd/wealth/index.html

Wall Street Survivor

Investment simulation for students to learn how to "invest in the best stocks" and get educated on the stock market in a fun and simple way.

Website: www.wallstreetsurvivor.com

Money Factory

Designing and creating money is a very involved process. Discover what happens at the U.S. Bureau of Money and Printing.

Website: kids.usa.gov/watch-videos/money/money-factory/index.shtml

Money As You Grow

Try these activities and conversation starters to help your children develop money skills, habits, and attitudes that can serve them well as adults.

Website: www.consumerfinance.gov/money-as-you-grow

EconEdLink

A Thinkfinity resource created by the National Council on Economic Education.

Website: www.econedlink.org

Financial Soccer

Financial Soccer is a fast-paced, multiple-choice question game, testing players'

knowledge of financial management skills as they advance down field and try to score goals.

Website: www.financialsoccer.com/

H.I.P. Pocket Change Coin Collecting as a Hobby

Activities and guides for turning coin collecting into a hobby.

Website: www.usmint.gov/learn/kids

All About Debit Cards — Personal Finance 101 Chat

Do you have questions about overdraft fees? Follow the discussion between a Mother and Son to learn more in this episode of Personal Finance 101 Chats.

Website: www.stlouisfed.org/education/personal-finance-101-chats/all-about-debit-cards

A Yen to Trade Curriculum Unit

A Yen to Trade is a set of lessons for students in the middle grades—grades 6–8. These lessons are written to help students understand the basic rationale for making trades, the gains that are possible from trade, and how trading is done between people of different countries.

Website: www.stlouisfed.org/education/a-yen-to-trade-unit

A Chair for My Mother Lesson for Grades 1–3

Students read A Chair for My Mother, about a little girl and her family who save money to buy a chair after their furniture is destroyed in a fire. Students learn that characters in the book are human resources who save part of the income they earn. Students identify other human resources, discuss how their work allows them to earn income and name strategies that will help them reach a savings goal.

Website: www.stlouisfed.org/education/a-chair-for-my-mother

OnGuardOnline

The federal government's website full of games and videos to help students be safe, secure and responsible online.

Website: www.consumer.ftc.gov/media

Khan Academy & Practical Money Skills

Students can make use of the extensive video library, interactive challenges, and assessments from any computer with access to the Internet.

Website: www.practicalmoneyskills.com/resources/videos/videos-archives/khan_academy



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Inspiring Students to Own Personal Health

Training Happy, Healthy Minds

Kenosha Unified School District

Kenosha Unified is piloting the implementation of mindfulness practices within the school day at a variety of schools across the district.

Mindfulness is simply the act of being aware of what you're sensing and feeling in the here and now. Mindfulness practices in schools often include breathing deeply, becoming aware of one's breath, attending to the body at rest and noticing thoughts as they pass through the mind.

For many students, practices such as mindful breathing helps to reduce stress and anxiety while increasing attention and emotional regulation.

"It's really nice to have during the school day, because if you're having a tough day or you're nervous about a test or anything, it calms you down and relieves all your stress," Bullen Middle School student Savannah Moran said.

When used as a part of a student's school day, mindfulness has improved social relationships, further developed empathy and compassion in students, and increased learning readiness.

"It makes me feel relaxed and helps me not think about the things I'm worried about," Bullen student Kathryn Schantz said.

The program is currently piloted with Bradford High School's Freshman Academy, Bullen sixth-graders and schoolwide at Frank Elementary School. Classes typically practice mindfulness exercises for three to five minutes, once or twice each day.

Bullen sixth-grade geography teacher Emily Coroneos has seen significant improvements overall in her students' behavior since implementing mindful practices in her classroom.

"It has given them a center to become more aware of their body's response to different emotions," Coroneos said. "Many times, we are guilty of telling kids to 'take a deep breath' when they are upset, which tends to worsen the problem. By practicing the mindful breathing, students now have a tool they can utilize when they become agitated."

For Frank Elementary School students, the implementation of mindfulness during the school day helps them take care of three things they come to school with every day — their brain, heart and smile. They also learn about the different parts of their brain and how to take care of them.

"I like taking deep breaths, because it helps me be calm and make smart choices," Frank student Mila T.



Personal Fitness Classes Inspire Healthy Lifestyles

Kenosha Unified offers personal fitness classes that introduce students to fitness planning while providing them the opportunity to experience fitness development that caters to their individual interests.

The classes center around the overall strength and conditioning of each student and expose them to healthy, lifelong fitness activities that they can take with them to encourage an active lifestyle as they move on from high school.

"You always have someone to help you, whether it's to spot you or to motivate you, this class really helps us achieve the goals we set," Indian Trail High School and Academy student Bethany Wilson said. "It pushes you to the max and makes you want to live a healthier life."

Students are encouraged to explore and implement individual interests into a personal fitness plan that works toward their goals.

"You really work on yourself," Indian Trail student Luz Diaz said. "I've noticed a big difference in my body since being involved in this, and I feel like I understand how to improve even further."

Diaz and Wilson also are motivated by classmates and teacher Paul Kresse, who is often giving students high-fives and sharing encouraging words throughout the class.

"We take value in what we do here," Kresse said. "It's important to make sure they know someone cares about them and wants to see them improve, work hard and succeed."

The class predominantly takes place in

each school's weight room, however, there are opportunities and activities that students are exposed to outside of the weight room, too. Additionally, students are required to set individual goals and are tested to monitor their improvements.

"I love seeing the results," Bradford student Moises Rodriguez said. "After working out for a while, you progressively see changes. It makes me feel good."

Bradford student Monet Riley enjoys the independent structure of the class.

"Knowing that it's built into my school day to get physical activity every day helps keep me motivated," Riley said.

Bradford student Theron Randolph said physical fitness isn't something he does at home, so he relies on the class for exercise and enjoys wrapping

up his school day with a good workout.

"It gives me a reason to push myself and gets me to work hard every day," he said.

Bradford teacher Brandon Menor said most of his students don't have access to fitness equipment without a gym membership, so the class gives them a free way to exercise daily and get them on the right track.

"It not only helps them physically, but it puts them in a better mental state, too," he said. "It gets their adrenaline running, it gives them more self-esteem, and it gives them goals to accomplish every single day."

Wauwatosa School District Under Construction

Continued from Page 5

- Wood shop dust collection system has been completed and is functional.
- All flooring activities have been completed.
- Final cleaning activities have been completed.



East High School East Parking Lot Looking South

East High School

Recently Completed Work

- The existing asphalt and concrete at the west side loading dock lot was removed and rough grading is complete. Parking lot subbase, concrete, and asphalt are scheduled to be completed by the end of September.
- Field turf installation is substantially complete with the turf pad, "carpet," and infill having been completed in late August/early September.
- Site fencing is ongoing and will be finished by the end of September.

- Site landscaping (fine grading, plantings, mulching, decorative stone, etc.) will be complete by the end of September.

wauwatosa.k12.wi.us
(414) 773-1000



"It's really nice to have during the school day, because if you're having a tough day or you're nervous about a test or anything, it calms you down and relieves all your stress."

www.kusd.edu
(262) 359-6300



Root to Rise Program Gives Students Power



Middleton-Cross Plains Area School District

At the end of the year celebration of the program called Root to Rise, West Middleton fourth grade teacher Molly Schelitzche shared the following story:

Devin, her high school mentor was helping kids deal with some recess issues.

"After coming in after recess, Devin took some time to pull the kids together and said 'hey can I talk to the kids,' and I said sure. So he went in and talked about how when he was feeling frustrated, he uses that energy to clean his room or to do what he needs to do."

Schelitzche said the next day she received an email from a parent saying "My kid came

home tonight and got mad at me and then went and cleaned their room. What happened?"

"I told her the story and she replied, oh that makes more sense."

Root to Rise places students of color in mentorship positions in classrooms with younger students. The younger students gain from the older students and vice versa. Students are assigned a teacher from West Middleton, Glacier Creek or Kromrey, and help out in the classroom on B Days for a semester. If successful, students receive a small stipend at the end of the semester paid through a grant and a private donor. The school district provides bussing.

Denise Hanson secured a grant last year in a different high school, and was able to share that grant with Middleton High School students.

"I was working in another high school and just noticed that certain kids did not feel powerful, and it seems to me that the people with the least amount of power used the little bit of power that they have in negative ways

oftentimes to just show that they have power." said Hanson.

"If you give people that positive power and let them experience being in that seat of power, and they will use it in such positive ways, influencing the even younger students."

"They gain leadership experience, power . . . they also get a small stipend. The younger student gets another person in the classroom, someone to lead them in a different way than their teacher might, an extra set of hands, ears, eyes . . . The classroom teacher also gains because there's an extra teacher in the room."

"We always ask these students before they begin the program if they would like to be a teacher, interestingly, almost always they say no," said Hanson. "But by the end of the program, many will say they are pondering it or they're thinking about it, which makes my heart sing and makes me happy because I know we need people teachers of color so that all students have a teacher that represents them and that all students of every race gets to experience a teacher of different race or culture. There's so much we can learn from each other because we really are one community."

Students gain work experience, holding themselves to a high standard, and taking responsibility for always showing up.

Students have commented that there are days when they just don't feel like going, and

by the time they get in the class, they are so happy to be there.

"We keep close tabs on not only their attendance, but their performance in the classroom. The classroom teachers give feedback to us. We stay focused on making sure everyone is achieving on a high level."

Currently 25 students participated in the Root to Rise program, and fifty are on the wait list.

"It makes my heart sing when I see them really stepping into a leadership role and just own it — own their brilliance and their greatness."

Devin agrees. "I think the biggest thing that I take away from this whole program is that it taught me a lot about myself and things that I need to work on and being around the kids helped me to understand patience and that kids are people."

"They helped me learn a lot about myself personally, along with Mrs. S just the whole experience itself and everybody that was involved with me personally made me a better person."

mcpasd.k12.wi.us
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FEATURED GRANTS

\$10,000 Classroom Makeover from The Meemic Foundation!

The Meemic Foundation has partnered with Lakeshore® to give away the largest grant award ever in the history of the Foundation! We are giving away three Complete Classrooms® from Lakeshore valued at up to \$10,000 each to Wisconsin teachers! No application to complete — simply log in to your Foundation Club account and nominate yourself, a local school or educator. Deadline is Dec. 31.

Website: MeemicFoundation.org/LargestEver

Monthly Grant Opportunity from The Meemic Foundation!

We invite you to PopIn2Win! It's The Meemic Foundation's monthly opportunity for a valuable resource or tool that will enhance your school or classroom learning for your students! It's super-fast and easy. No application to complete. Just log in to your Foundation Club account and nominate yourself, a local school or educator to enter the current month's PopIn2Win opportunity.

Website: MeemicFoundation.org/PopIn2Win

Dudley T. Dougherty Foundation Grants

The Dudley T. Dougherty Foundation supports programs in arts, community, education, environment, health care, and peace. Recent awards were made to programs supporting high school music, leadership, and youth development.

Deadline: Applications due Dec 3, 2019.

Website: www.dudleytdoughertyfoundation.org/submit_grant

Webb Family Foundation Grants

The Webb Family Foundation makes grants in the areas of education; youth development; career and workforce readiness; financial literacy; entrepreneurship; science, technology, engineering, and mathematics; digital and blended learning; and youth mentorship. The foundation supports programs and projects that target underserved children and youth.

Deadline: Letters of Inquiry are accepted year-round.

Website: [webbfamilyfoundation.org/learn-](http://webbfamilyfoundation.org/learn-how-to-apply/learn)

[how-to-apply/learn](#)

The Harry Chapin Foundation Education Grant

The Harry Chapin Foundation makes grants in the areas of education, arts, agriculture, and the environment. Priority is given to arts-in-education programs and community education.

Grants up to \$10,000 are awarded.

Deadline: Applications accepted year-round.

Website: harrychapinfoundation.org/apply

The Japan Foundation Center for Global Partnership 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 accepted year-round.

Website: www.cgp.org/grassroots-exchange-and-education/education-grants

Amber Brown Grant

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

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

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

H2O for Life Project Minigrants

The mission of H2O for Life is to improve local and global communities by engaging students as change-makers for a better world. Minigrants are intended to kick-start service-learning projects focused on the global water crisis and to benefit partner schools. Grants may be used for service-learning project expenses.

Awards range from \$250 to \$500.

Deadline: Applications are accepted on a rolling basis through December 31, 2019.

Website: www.h2oforlifeschools.org/page/kickstart-your-project-with-a-grant

SCA Grants

Sony Corporation of American and its operating companies offer funding to programs that support education and creative, artistic, technical, and scientific skills that are necessary for tomorrow's workforce.

Deadline: Requests are accepted year-round.

Website: www.sony.com/en_us//SCA/social-responsibility/giving-guidelines.html

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 January 16 through July 15 and July 16 through January 15, annually.

Website: captainplanetfoundation.org/grants/ecosolution

School Garden Grants

Safer Brand offers School Garden Grants to schools that want to create and start a school garden. Interested schools should explain their reasoning for a school garden and how they would use the grant.

Grants of \$500 are awarded.

Deadline: Applications are accepted September 1 through December 1, annually.

Website: www.saferbrand.com/articles/how-to-start-a-school-garden

Emeril's Culinary Garden and Teaching Kitchen Program

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. Emeril's Culinary Garden and Teaching Kitchen Program partners with qualified elementary and middle schools to inspire appreciation for food sources and understanding of nutrition and healthy eating, promote life skills, and teach culinary skills.

Deadline: Letters of Interest are accepted year-round.

Website: emeril.org/emerils-culinary-gardens/schools

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.

Deadline: Requests for grants less than \$5,000 are due March 1, June 1, September 1, and December 1, annually. Requests for grants of more than \$5,000 are due May 1 and November 1, annually.

Website: 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 accepted year-round.

Website: saxenafoundation.com/guidelines

Verizon Foundation Grants

The Verizon Foundation supports kindergarten through grade 12 education in science, education, technology, and mathematics (STEM); and domestic violence education and prevention for youth, women, and older adults. In STEM education, funding supports activities such as summer or after-school programs, teacher training, and research on improving learning in STEM areas through use of technology.

Deadline: Applications accepted year-round.

Website: www.verizon.com/about/responsibility/grant-requirements

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.

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

2020 Wisconsin Teachers of the Year Revealed

Each year, Wisconsin selects four Teachers of the Year to represent elementary schools, middle schools, high schools, and special services. Those four teachers are:

- **Elementary School Teacher of the Year: Chelsea Miller**, of Jefferson, an art teacher at Sullivan and West elementary schools in the Jefferson School District
- **Middle School Teacher of the Year: Erin McCarthy** of Milwaukee, an eighth-grade social studies teacher at Greendale Middle School
- **High School Teacher of the Year: Chad Sperzel-Wuchterl** of Milwaukee, an art teacher at Reagan High School in Milwaukee Public Schools
- **Special Services Teacher of the Year: Bawaajigekwe Andrea DeBungie** of Washburn, a special education teacher at Ashland Middle and Lake Superior Elementary schools in the Ashland School District

Selection of the four Teachers of the Year is through a statewide committee made up of educators, parents, and community leaders. The panel reviews applications from the 86 public school recipients of the Kohl Teacher Fellowship who were named earlier last spring. Teacher Fellowship recipients

are nominated and selected based on their ability to inspire a love of learning in their students, ability to motivate others, and their leadership and service within and outside the classroom.

Each teacher of the year receives \$3,000 from the Herb Kohl Educational Foundation.

Elementary School Teacher of the Year



Chelsea Miller
Jefferson School District

In her teaching and extracurricular leadership, Chelsea Miller combines compassion with art. She understands each student as unique and able to change the world, and she aspires to influence those around her in

a positive way.

“I believe that children who are taught to add beauty to the world are less likely to destroy it and that teaching kindness matters,” she said. Art class is so much more than art in Miller’s world. From becoming trauma-informed to teaching specific art techniques, Miller works with students and the community to make meaningful, lasting connections. Art history, fine motor skills, and technique get attention, but so do cross-content instruction, problem-solving, questioning, and teamwork.

In Miller’s schools, poverty and homelessness are major concerns for many students. “Foundationally, increasing my knowledge on the subject is important, so I’m facilitating a book study about disrupting the cycle of poverty. Since beginning the study, I’ve learned that challenging our own stereotypes may be one of the biggest hurdles facing educators.” Miller works hard to hold the same high, rigorous standards for all students, even when modifying lessons to meet individual needs.

Miller leads and participates in many extracurricular activities and programming, focused on arts, community engagement, or both. She created the Crochet Club to simultaneously teach a skill and connect students with community volunteers and organi-

zations. Everything the students create is donated to places like the Humane Society of Jefferson County, Jefferson Fire and EMT, Fort Hospital, and Rainbow Hospice.

At the Construction Club that Miller hosts weekly, students from multiple grades build, play, and complete challenges. Miller noticed the struggle to keep books in students’ hands during the summer months and worked with a local builder who donated several little libraries for students to decorate and help install in places where kids would have easy access.

She also hosts the Stained Glass Club and organizes the Veteran’s Day assembly each year, with music, thank you cards, and educational visits to classrooms from the 484th Army band. In addition to leading these activities, she aspires to establish a Mosaic Club, along with a community-wide art project. Continuing her own professional learning factors into these aspirations.

Students in Miller’s classes are sometimes provided access and opportunities to work with art media that are not commonly offered at the elementary level. She wants to learn more about using tools they already have to expand offerings, including learning to fuse glass. “I know this is possible in my

Continued on Page 21

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2020 Wisconsin Teachers of the Year Continued from Page 20

kiln, but I would need to learn how through a class. We could use the fused pieces to add detail to our finished mosaic work.” Dreaming big and sharing her passion for art and life in general are major threads in her teaching, and Miller feels fortunate to work in a school district that encourages these traits.

She is also grateful for support, from administrators and beyond, for arts education, social and emotional learning, and working to reach every child. Building relationships with families, staff, local media, and other community members is the key to creating a positive impact, she finds — even, or especially, now, when Miller feels it’s both “a challenging time to be a teacher” and “a tough time to be a parent.”

“We need parents and community members to feel like they’re part of the team. We need to bring back the village.” Miller holds a Bachelor of Fine Arts and is currently working toward a Masters in Educational Leadership.

www.jefferson.k12.wi.us
(920) 675-1000

Middle School Teacher of the Year



Erin McCarthy

Greendale Middle School

Erin McCarthy strives to spark every child’s curiosity about history, along with their sense of agency in the present, so that they leave her class enthusiastic not only to explore the world, but to improve it.

McCarthy sparks curiosity and motivates reluctant learners by connecting them to diverse figures, especially those whose voices have been left out of history. McCarthy has developed a curriculum for writing these voices back into the narrative. At the end of the year, students perform an exercise of rewriting a chapter from their own textbook with a goal of making the story more complete. This project has successfully engaged students who were otherwise reluctant to learn.

McCarthy labors to truly include every student in her classroom’s community. “I’ve

shifted the focus in my classroom to valuing the experience of each student and not teaching to the ‘average,’” she explained. “The work is exhausting but yields the greatest rewards.” She will, for example, take extra time to find the right story from history to engage a struggling reader. She includes visual, musical, and tactile experiences in her classroom so a diverse range of students can learn effectively. In addition, McCarthy embarked on a multi-year project to ensure students in special education can fully participate in her class’s National History Day project.

It was McCarthy who originally brought National History Day to the school. Students pick a historical topic of choice and learn to manage complex a project comprising research, collaboration, developing an argument, and sharing outside the classroom. Over four years of collaboration between McCarthy and special educators, Greendale’s National History Day project has gradually become truly inclusive of students with disabilities.

McCarthy is a leader in engaging students in self-directed research, known as “inquiry-based learning.” Educators nationwide asked to learn about her “Four I’s of Inquiry” model for fueling students’ curiosity. The approach shows versatility; her class even used it to respond to a “crisis of unkindness” at school. Inspired by historical examples yet working with current data, students developed plans for improving their school culture, presented them to administration, and formed a “Fix It to Fight It Club.”

Another way McCarthy connects students to history — inviting family histories into the curriculum — also helps families connect to the school. One mother thanked McCarthy after students interviewed family members about the 2001 terrorist attacks. “Being from a military family, September 11 was a life changing day for us ... Thank you for providing this teachable and talkable moment.”

Musing on the world of education, McCarthy would like to see more focus on making the community an extension of the classroom, for career development and civic participation. She’s excited about the “whole child” movement, which emphasizes education for social, emotional, and other goals, in addition to academic assessment scores. In McCarthy’s classroom, skills like working hard and pushing one’s self get equal weight as growth in one’s knowledge and academic abilities.

In addition to classroom responsibilities, McCarthy serves on teams for diversity and equity in her school district; she has helped trained teachers to provide students with disabilities with opportunities to grow and succeed. McCarthy is a member of the board of directors of the League of Women Voters of Milwaukee County, and has

participated in numerous professional development opportunities in her field throughout the country. She holds a bachelor’s degree in history, and a master’s in public history.

Erin has also been selected to represent Wisconsin for the National Teacher of the Year program!

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

High School Teacher of the Year



Chad Sperzel-Wuchterl

Reagan High School in Milwaukee Public Schools

Chad Sperzel-Wuchterl calls education “a vibrant, ongoing, lifelong process that interweaves the individual within a greater community.” His students’ artwork has been displayed throughout that greater community, not only in the school but also in university campus art galleries, the Wisconsin Capitol, the Milwaukee Art Museum, and revolving displays in Milwaukee’s Historic Third Ward.

Sperzel-Wuchterl infuses college experiences throughout the curriculum by collaborating with professors from the Milwaukee Institute of Art and Design and the Minneapolis College of Art Design to provide lessons, workshops, and even professional critiques of student work. For students, an added benefit of working with professors on critiques and revision is learning about financial support for college. “Last year alone, \$3.5 million was offered to 41 of my seniors as scholarships were put forth to draw in talented artists to multiple universities,” Sperzel-Wuchterl says. Students also make an annual visit to the University of Wisconsin–Stevens Point, where they participate in art workshops and learn about college options and scholarships from admissions staff.

Working against what he calls the “starving artist” misconception,” Sperzel-Wuchterl invites parents to attend the campus visits to learn about college affordability, scholarships, and the wide array of careers available for students with art degrees.

Another hallmark of Sperzel-Wuchterl’s philosophy is his belief in the intrinsic motivation to learn. “My experience has been that the more I empower students, the more excited they become in the learning process. I think this approach is essential as it lays the groundwork for independent learning which is expected at the college level and also paves the way for life-long learning.”

A major tenet of his teaching practice includes a focus on closing the achievement gap. Sperzel-Wuchterl embeds literacy within his visual arts classes and uses ACT data to better understand his students’ literacy-related strengths and areas in need of improvement. He is then able to tailor literacy-infused art lessons to support students reading about and analyzing art and art theory, describing their artistic processes, explaining their work to professors and other professional artists, listening to critiques, and writing their reflections. Students also develop valuable collaboration skills in many creative projects and work with diverse media to develop existing talents and build new skills.

Students embrace a global mindset. “Our student population includes 31 different cultures, some of whom are immigrants, refugees, or first-generation Americans,” Sperzel-Wuchterl notes. “Every culture has a unique perspective to share with the world at large.” A partnership with artists in residence and the international project, Inside Out, resulted in portraits of the school’s culturally diverse students and staff appearing on the exterior of Reagan High School. Sperzel-Wuchterl also features, in his classroom and around the school, artworks by marginalized people.

Even while working tirelessly to widen students’ experiences and opportunities, Sperzel-Wuchterl’s belief in education as a lifelong process remains at the center of his own development. In his professional learning, he says he has witnessed an increasing “openness, adaptability, and flexibility” in education; he dreams of facilitating even more collaboration, to “knock down the rigid silos ... separating truly gifted educators from each other and limiting their professional development.”

Sperzel-Wuchterl began teaching at Reagan High School, which offers an International Baccalaureate program, in 2004. He holds a bachelor’s and a master’s degree in visual arts.

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2020 Wisconsin Teachers of the Year Continued from Page 21

Special Services Teacher of the Year



Bawaajigekwe Andrea DeBungie **Ashland Middle and Lake Superior** **Elementary Schools in the Ashland** **School District**

As an educator, Bawaajigekwe Andrea DeBungie facilitates learning as a community, honoring the history and wisdom that every student brings into the classroom while building the confidence they need to learn, grown, and even heal. “When connections are made with a student and a relationship is built within the classroom, there must be a deep understanding that the heart and mind

cannot be separated,” she says. Everything she strives to do within the classroom stems from this perspective.

Working with groups, where students learn holistically to stay engaged, has been a major component of DeBungie’s teaching practice, particularly in schools serving high populations of Native American students and students from low-income households. Both groups have historically not achieved at levels equal to their peers. “If we want to close the achievement gap, we must shift our perspective. Let us look at every student who comes into our school buildings as someone who can and will achieve and succeed as long as they are given the opportunity.”

DeBungie is a member of the Bad River Band of Lake Superior Tribe of Chippewa Indians. She has supported the creation of Native American clubs for native and non-native students and educators, and currently advises the club at Ashland Middle School. DeBungie says these clubs create spaces where students can check in, support each other, feel a sense of belonging, take care of their community, and learn about educational opportunities.

For DeBungie, supporting and engaging students is ongoing work that requires a three-part team: students, their families, and

DeBungie. She builds trust and opens communication with students and their families, acknowledges who they are as people, and shows up as a community member within and outside of the school setting.

Each year, DeBungie helps students write grants and complete applications to attend the Wisconsin Indian Education Association conference. Last year, she collaborated with professors from Northwestern University to bring several middle school girls to Chicago to participate in STEM-related experiences.

In her current studies of Indigenous education, through a doctoral program at the University of Wisconsin–Green Bay, DeBungie is exploring her questions about how the education system can support the success of American Indian children. “Our Indigenous students are some of the brightest and most brilliant, and they must be looked at through this positive lens on a systemic level, otherwise, they will continually be oppressed and stunted within the educational system,” DeBungie says.

At the same time, she sees positive elements and developments in the education system. She appreciates the Educator Effectiveness system of continuous improvement, for example — citing its positive impact on

collegial collaboration, self-directed growth, and rapport among teachers and administrators.

In addition to her teaching duties in Ashland, DeBungie is a volunteer basketball coach and school board member in the Washburn School District, serves on the academic board of Lac Courte Oreilles Ojibwa Community College, and is part of a group of jingle dress dancers providing what she describes as a healing function in her community. DeBungie holds a bachelor’s degree in elementary education and a master’s in education. She is currently pursuing a doctorate in First Nations education.

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