

Self-Regulation: A Skill to Empower Children



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Martha Knudtson, Principal, Pelican Elementary, Rhinelander School District

Self-regulation is the ability to manage emotions and impulses, and to think before you react. Helping students to develop this skill is of utmost importance in our schools today. When children struggle to effectively regulate anxiety or discouragement they may move away from, rather than engage in, challenging learning activities. However, when children are able to regulate uncomfortable emotions, they can relax and focus on the learning at hand. As a result, thoughts like, "I'm not good at this" may

be replaced with thoughts like, "This is hard, but I can do it if I keep trying." Regulating anxiety and thinking helps children persist in challenging activities, which increases their opportunities to practice the skills. Knowing this, Pelican Elementary School created a Calming Room to support our students through this process.

The Calming Room provides a consistent area for sensory breaks, academic support, teachable moments in appropriate

social skills, and most importantly building trust between staff and students. When students are unable to focus, oftentimes a 5 minute break of either an active or quiet activity in the Calming room is all they need to regain their focusing ability. Each classroom at Pelican School has its own Calming Corner so students can take a break right in their own classroom and continue to hear instruction while getting their emotions in control. Sometimes, a classroom break isn't quite enough for students, and a break in the Calming Room is what students need to get back on track for learning. Students who use the classroom's Calming Corner or school's Calming Room are able to learn to recognize when their body needs a break and to see the positive changes in the way they feel inside after taking that break.

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The Sparkle Ladies Shine



*Written by senior Sarah Klemm
Pewaukee High School*

Pewaukee High School's newest cheerleading club, The Sparkle Team, gives Pewaukee's students with disabilities an opportunity to be a part of a team. Eleven Varsity cheerleaders took part in this club, as well as the three special Sparkle members, Lillie, Genna Caraulia, and Brianna Simmons. The Sparkle Effect organization began at a high school in Iowa in 2008, and has created a Sparkle Team at over 150 schools in 26 states.

The club was initiated by seniors who asked cheerleading advisor Anna Duerwachter if they could start a Sparkle team at Pewaukee High School.

Senior mentors Mary Berg and Kendra Koep shared additional inside information about the squad. The team originally met twice a week, but the new members are fast learners, and now they meet once a week.

Koep explained, "I have learned so much from them. This opportunity has taught me to value the little things and to not take things so

seriously all the time, since the girls are so silly and lighthearted. It's definitely the highlight of my week seeing them!"

Berg shared, "Working and being a part of a team with these girls has not only made me proud to be a part of the community, but as a cheerleader as well. It's so rewarding to see them smiling and giggling in the air."

The mentors stated that the Sparkle Team performed at every football game for one quarter. They will be performing at basketball games in the winter season, and the team will be competing at a few competitions throughout the year as well.

"The students cheer the loudest for them. If you saw them cheering, you can't help but smile because all of their enthusiasm is just oozing out of them, and you can't help but be happy by watching them," says Duerwachter.

More than five million students with disabilities attend public schools in the United States; yet, most school sports and activities fail

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Art contest!

Meemic Foundation Club members can sponsor a student's original art masterpiece to be entered in Meemic Masterpieces, our student art contest. Sponsoring Foundation Club members of winning entries will earn a \$300 art supplies grant for their school. Plus each winning student artist will receive an Amazon Fire® Tablet and an invitation to a recognition ceremony. Every student entry will receive a certificate of appreciation. Deadline is April 28.

How collaboration improved one NYC middle school

New York City middle-school principal Patricia King shares how collaborating with another school through her district's Learning Partners program improved student achievement. In this blog post, she describes how teachers visited classrooms of their partners to

learn new techniques and worked with the teachers to develop strategies to reach all students.

How one teacher uses Dr. Seuss to build students' literacy skills

In this blog post, sixth-grade teacher Rhonda Stewart shares how she used Dr. Seuss' "The Sneetches" in a close-reading exercise with students. She also shares examples of how students identified and analyzed literary devices.

Free online tools to reach learners at all levels

Middle-grades teacher Kristen Vogel in this commentary recommends four free online applications to help differentiate and supplement literacy instruction. Tools include Open eBooks and Padlet.

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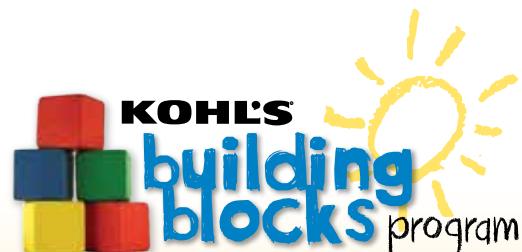
We travel from the Zoo to You!

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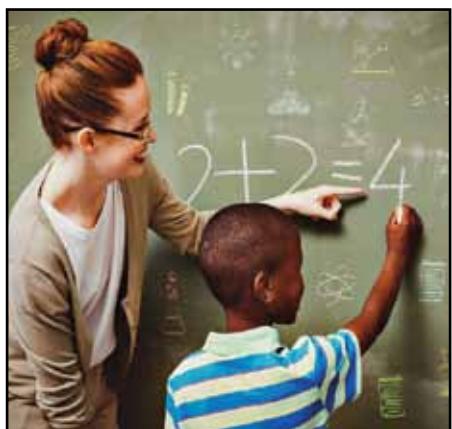
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Congratulations to Wisconsin's 37 New National Certified Teachers!



Thirty-seven teachers from 24 public school districts and two private schools throughout the state achieved certification through the National Board for Professional Teaching Standards, joining 1,826 nationwide who newly earned the National Board Certified Teacher (NBCT) credential in 2015.

Statewide 972 teachers in Wisconsin's schools are certified by the National Board for Professional Teaching Standards. They are among more than 112,000 board certified teachers nationwide. Certification consists of four components: written assessment of content knowledge, reflection on student

work samples, video and analysis of teaching practice, and documented impact and accomplishments as a teaching professional. The voluntary process can be completed over one to three years.

Jefferson School District:

Sarah Rao of Fort Atkinson, West Elementary School Early and Middle Childhood/English as a New Language

Kettle Moraine School District:

Erin Heiman of Sussex, Dousman Elementary School Middle Childhood/Generalist

Kimberly Area School District:

Pamela Herrling of Appleton, Janssen Elementary School Early and Middle Childhood/Physical Education

Kristin Smits of Appleton, Janssen Elementary School Early and Middle Childhood/Literacy: Reading-Language Arts

Madison Metropolitan School District:

Sara Batesky, Sandburg Elementary School Early Childhood/Generalist

Edith Mileham, Van Hise Elementary School Early Childhood/Generalist

Marinette School District:

Sarah Johnston of Menominee, Mich., Marinette Middle School Early Adolescence/English Language Arts

Brianne Lange, Marinette Middle School Early Adolescence/English Language Arts

Menomonee Falls School District:

Jessica Gieryn of West Bend, North Middle School Early Adolescence/English Language Arts

Jeff Pitrof of Germantown, Riverside Elementary School Middle Childhood/Generalist

Chris Schraeder of Cedarburg, North Middle School Early Adolescence/English Language Arts

Plymouth Joint School District:

Tina Henriksen, Plymouth High School Adolescence and Young Adulthood/Science



Racine Unified School District:

Michele Steger of Sturtevant, Case High School Early Adolescence through Young Adulthood/World Languages Other Than English

Ripon Area School District:

Lisa Burdick, Crossroads Academy Early Adolescence through Young Adulthood/Health Education

Belleville School District:

Meredith Smith, Belleville High School Adolescence and Young Adulthood/Science

Source: [DPI: dpi.wi.gov/tepd1](http://dpi.wi.gov/tepd1)

2016 Kohl Awards Announced

The Herb Kohl Educational Foundation announced its annual awards for students, teachers, and – for the first time – principals.

The awards of \$3,000 will go to 100 teachers, 16 principals and their schools, and 184 graduating high school students.

Recipients of the new Leadership Award are school principals who set high standards for instruction, achievement, and character, and who create a climate to best serve students, families, staff, and community.

The teachers will receive Fellowships for their superior ability to inspire love of learning in students, ability to motivate others, and leadership and service within and outside the classroom (these awards also place educators in the running for the Teacher of the Year program).

There are two types of awards for students: Excellence and Initiative scholarships.

Excellence recipients have shown success in the academic arena, high motivation to

achieve, a broad range of activity and leadership outside the academic setting, and strong promise for success in college and beyond.

Initiative recipients have demonstrated exceptional initiative in the classroom and have shown strong promise for succeeding in college and beyond, but have not yet received other academic-based scholarships.

The Leadership Award recipients hail from six of the 12 CESA areas, and the other honors are going to educators and students in every CESA area.

The recipients will be honored at regional recognition luncheons in April.

Additional information about the Foundation awards is contained in a news release. Please direct comments or questions about this information to Kim Marggraf, 920-457-1727 (office), 920-946-3640 (mobile), marggraf@excel.net, or visit the Herb Kohl Educational Foundation website at:

www.kohleducation.org.



Samels Credits Shawano Teacher for Success

The 2015–16 State Superintendent's Distinguished Wisconsin Public School Graduate shared credit for his success with one of his teachers at Shawano High School on accepting the award last week.

Mark Samels, who graduated in 1973, has been at the helm of America's longest-running and most popular show about history on television, *American Experience*, for 13 years.

Having become quite "alienated from" his high school by the time he was 16, Samels said that an English teacher, Derl Howe, encouraged him to channel his feelings into poetry.

Reinforcing the wisdom that strong relationships with one's educators are a crucial tool for learning to succeed, the television producer described his road to success and said, "I think a lot of this traces back to Mr. Howe's encouragement."

In brief acceptance, Samels built on an observation of novelist Colum McCann: "We are built on the wounds and mercies of the past. Everywhere we are is everywhere we've been."

"What [Mr. Howe] gave me was quite simply a mercy — a mercy of attention and guidance."

And, this eventually led to his discovering film as an expressive outlet, he said (Shawano High School also deserves credit for providing a camera and film).



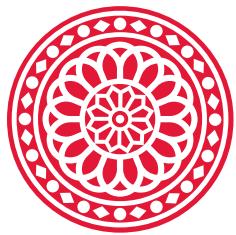
Speaking to the audience of educators from the 2015–16 Wisconsin Title I Schools of Recognition, Samels observed, "I would guess that many of you are in the 'mercy business.'"

He closed with apparent emotion, thanking Howe as well as those connected with the award and the event.

Reprinted from the DPI ConnectEd

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Students Build Homes with Heart



Kylie McGowan, Communications Coordinator
Appleton Area School District

The Appleton Area School District's House Construction class encourages community partnerships that cultivate the growth of skills and service. These collaborations span local businesses, contractors, schools and instructors in an effort to engage students' hands-on, real-world experience in all aspects of the construction field.

The School Build Community Partnership was created through a partnership between the Appleton Housing Authority (AHA) and the Appleton Area School District (AASD). It is one



of four uplifting programs supported with help from Neighborhood Housing Inc, a companion nonprofit to the AHA.

This annual program brings together construction technology students from Appleton East, North and West to participate in every step of the construction process to create a home for a family needing affordable housing.

A focus of the project, beyond the tangible results of a completed structure, is the service aspect. The AASD and AHA hope to instill a sense of community service in the students. Through the process the students learn the importance of creating a home for a family, rather than just building a house.

This partnership highlights the District's Career-Based Learning focus. Students get hands-on experience that will inform their decisions going forward, whether they go on to college, internships, apprenticeships or straight into the workforce. "I learned how to shingle and could do it for my house someday" said Harley Boelter, a construction student.

Rita O'Brien, AASD Dean of Career Based Learning says that the "school build program is an excellent educational strategy that provides a range of architectural and construction experiences that are intentionally designed to help students extend and deepen classroom work and

make progress toward learning outcomes that are difficult to achieve through classroom learning alone."

Students learn real-world skills and put academics into practice. Tristan Vandenberg, a construction student remarked that "Wall-pouring was interesting to see and to help with. I learned a lot of math goes into putting up forms – much more than I thought".

As for the mutually beneficial partnership, O'Brien continues, saying the "school build program gains strength through the relationships that begin to form between student and teacher, student and community, community and teacher, parent and student, parent and teacher and parent and community."

When the house is completed in the spring, it will be the 12th student-built home produced by the partnership of AASD and the AHA. Construction and finishing touches to the home will be completed by mid-May.

The benefits of the House Construction Class go far beyond a one-time course of study. The hands-on learning experiences help students make career development decisions. If they choose to pursue a construction-based career, they've already got a leg-up in the building industry which has the power to help them earn a building apprenticeship and increase their ability to earn a living wage right out of high school.

Students are also given an up-close view of



the positive impact affordable housing options for independent living can have on qualifying families in need, as well as a greater understanding of the financial difficulties in the housing market and what has to be done to create affordable housing for people of all income levels and accessibility needs. These positive outcomes make the partnership a win-win for students, the AASD, AHA and the community-at-large.

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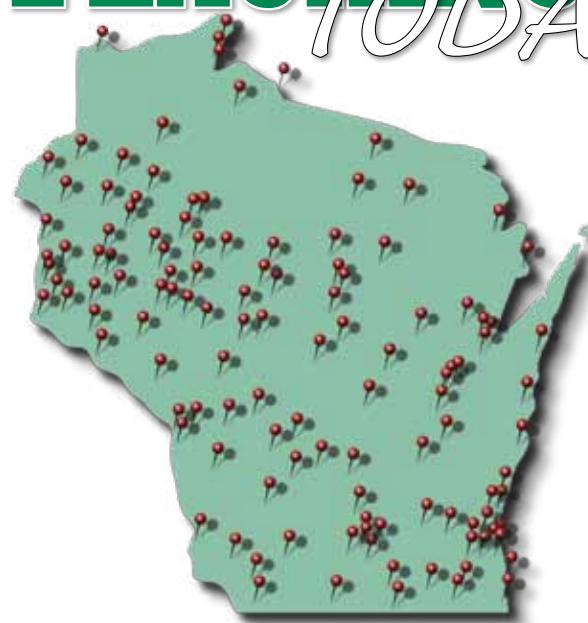
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Technical Education news from LakeView Technology Academy



Construction Class Builds Outdoor Classroom with Grant, Shed for Village and Club Begins Work With Habitat For Humanity

Mr. Sutkay

The fall of 2015 was extremely busy for the Construction Planning classes at LakeView. With the help of Physical Education and Health teacher Mrs. Garin, we received a grant for \$500 to construct benches for an outdoor classroom at LakeView. The grant paid for the material costs and the students built 24 benches that are located on the southeast side of the school. The health classes will maintain

the area as part of their service learning requirement. LakeView hopes to receive more funding for the classroom area where we can add garden planters, tables and possibly a teacher podium.

Another construction project was started at LakeView this fall as well. After receiving the Lowes grant last year to build our shed, we needed to work with the village to gain approval for the shed. That is when the Pleasant

Prairie Public Works Director heard LakeView was offering construction classes. The Construction Planning class at LakeView was approached by the Village of Pleasant Prairie to build a shed that will be used at their new compost site opening in 2016.

Construction began late in the second quarter, and Construction Planning is only a quarter long class, which created a problem for completing the shed. However, there was a lot of interest in a Construction Club where students could work on the shed and learn construction skills and techniques. The club meets

on Fridays from 2:30-5:00 p.m.

Near the end of the first semester the Civil Engineering and Construction Planning classes were also approached by Habitat for Humanity. Habitat in Kenosha is currently working on three different projects and is seeking volunteers. The interest grew among the students in both classes and helped to spark the start of the Construction Club. On February 10, the LakeView Construction Club started meeting at the Habitat house located at 6107 37th Avenue in Kenosha to help contractors complete the current house. The club meets every Wednesday at the house from 3:00-6:00 p.m.

Tech Ed Class Update

By Mr. Vinson

Last fall I wrote an article about the machines we acquired over the summer with a promise to share some of the things that would be made with the new machines. One exciting and successful project was designed by Seth Spaude who created two sets of stools on his own initiative. Seth got the idea to create some furniture during his IDET class when Mr. Vinson showed them some tools for designing and creating furniture.

First Seth tried to use a program from sketchchair.cc but ran into some problems. It is still in Beta and had some bugs. He then got ideas from atfab.co which he further developed

using AutoDesk Inventor. Seth then created the tool paths and G-Code (code that the CNC router can understand) using Inventor HSM. This was a project that Seth did on his own initiative with the help of Mr. Vinson after school. He is in the process of staining the stools and plans to give them to family members.

Students in Mr. Schultz's Manufacturing class used the CNC router to create bird houses that they designed, produced, marketed, and sold to the public. In addition to using the CNC router for the wood portions the students used our laser cutter to cut the custom packaging and the vinyl cutter to cut out the stickers for the project.

So far the new machines have been working great. They are generating a lot of excitement and learning opportunities. The school is very fortunate to have such resources. I don't doubt that giving students an opportunity to use these machines has sparked a passion in some students, and will lead them into careers in design, manufacturing and engineering that they may not have otherwise pursued.

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

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

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



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

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The Super Star Energy Conservation Program

Middleton-Cross Plains Area School District

The Super Star energy conservation program that began at Park Elementary in Cross Plains a year ago is going strong.

Under the direction of kindergarten teacher Amy Callies and custodian Rodney "Peanuts" Esser, students and staff came up with five initiatives that save energy, money and time last fall. While stars aren't being handed out like they were a year ago for keeping classroom doors closed or turning off lights when you leave a classroom, that doesn't mean those things aren't still happening.

"We're training them for life," Callies said. "They watch what we do."

Callies and Esser spoke passionately about their program during a 30-minute interview on Sept. 30 during Callies' lunch hour. She said they wanted to start with something simple and create awareness, which would lead to a change in behaviors.

"I'm passionate about environmental education," said Callies, who joined the district in 1991 and has always worked at Park. "I'm trying to save the earth one project at a time."

They decided to use stars, which at first began appearing on the doors of classrooms where teachers were already practicing energy efficient behaviors.

A short time later, students and teachers were told about the program. Classrooms could receive stars for keeping classroom doors closed, using one bank of lights, turning off lights when not in a classroom, turning off anything (such as computers) that are not in use,

and following the 30-second rule, which includes picking up trash and putting chairs on tables at the end of the day.

The goal this school year is to get everyone involved with recycling.

She also didn't want to add to teach-



ers' workloads. "The teachers don't have enough time to teach energy curriculum," said Callies, who has worked on the district's Sustainability Committee and has written a number of environmental grants.

Esser said the school has had savings as high as 50 percent in some months and has saved nearly 40 percent in energy costs over the past year. He also was amazed at how excited everyone was about the program.

"There were some rooms where the

stars went up one side of the door and down the other," he said.

Since the district instituted an Energy Management program in 2004, Park has saved more than \$164,000 in electricity and natural gas than it would have without the program, MCPASD Energy Manager Neal Bickler said. Without the cost avoidance program, Park would have spent more than \$70,000 in energy costs in 2010-11.

Continued on Page 10

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Darlington Solar Education Project



Darlington Community School District

The Darlington Solar Education Project was established in late 2014 to explore renewable energy possibilities for our district. It was initiated by a group of students, community leaders, school board members, and staff that served as a think tank for creating a 21st century learning environment across the district. The overall objectives of the project were to:

- explore options for electricity savings and stabilizing energy costs across the

district,

- provide educational value for our students and community,
- decrease our carbon footprint, and
- become a leading example of responsible energy usage by school districts across the state.

The Darlington Community School District contracted with a planning, design & construction company to assist us in attaining

these objectives. We also worked with solar consulting firm to help with grant writing. The district won a Focus on Energy Grant for \$63,000. The school board teamed with a group of "green-minded" community investors to support the project. The investors, who are now co-owners of the project, secured a USDA grant for \$61,000 that assisted with funding for the project. After much thought, we decided to pursue a solar solution that will ensure the responsible utilization of ecological, economic, and social resources. One of Wisconsin's most experienced solar energy installation companies, based in Pewaukee, began the actual installation process in November 2015. They partnered with Chuck Smith, who was the NABCEP certified lead electrical contractor.

To ensure we have met the essential goal of providing educational value, Mark Hanson, Director of Sustainable Services at the planning, design & construction company and Niels Wolter, Principal of the solar consulting firm gave a presentation for our student body and staff in December 2015. The primary purpose was to:

- describe the proposed solar energy system and present an overview of how it will work,
- answer general questions about solar energy and how it is more economical

- than utilizing fossil fuels, and
- discuss potential career opportunities in renewable energy.

A solar panel was set up for display which allowed students to actually see and touch a panel. As a follow-up, many of our teachers have plans to use resources and data from our system within their ongoing curricula.

Mr. Hanson and Mr. Wolter created an additional presentation for our community that is provided through a link on our website. Our district home page also features a live monitor link (kiosk) that allows anyone interested to view our real-time total solar production. This kiosk has four different categories that compare kilowatt hours produced: houses powered, trees grown, CO₂ offset, and the actual renewable energy produced. All can be viewed by the day, week, month, year, or total production. (See <http://darlington.egaug.es/kiosk2.html>) We have also set up a public kiosk in each building for students, staff, and community members to monitor the energy production live. Our community is proud to display the largest solar project on a Wisconsin public school campus.

In January 2016, the district completed the installation of a 156 kW solar photovoltaic (PV) system on the roof of our elementary middle

Continued on Page 11

The Super Star Energy Conservation Program Continued from Page 9

Instead, the school spent \$43,471, a savings of more than 38 percent, Bickler said.

The Energy Star program is a joint program of the Environmental Protection Agency and the U.S. Department of Energy. Over the past seven years, MCPASD has avoided paying an additional \$1.75 million in energy costs.

As a result, the district's building have received numerous Energy Star Awards. The award reflects a district's level of achievement when compared to similar districts across the nation.

A building's energy rating must reach 75 or above in order to qualify. MCPASD has consistently been in the 86-89 range since 2003. Also, last year MCPASD had a 21.8 percent savings in energy costs. All 10 MCPASD schools qualified for the award last year. All 10 district schools have had a rating of 75 or above for three straight years — only nine other school districts in the state can make the same claim.

Callies and Esser said it was an easy sell to get the staff and students onboard.

"When you have folks who buy in, you don't have to convince them it's a good idea," Callies said.



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Rhinelander Teacher Wins Secondary Energy Educator of the Year Award



Rhinelander High School (RHS) Technology & Engineering teacher Russ Germain has been named the 2016 Secondary Energy Educator of the Year Award through KEEP due to his energy education efforts and successes in the School District of Rhinelander. This award recognizes individuals who are taking the extra step to improve energy literacy among students and teachers by helping learners gain the knowledge and skills needed to analyze and resolve energy issues while making wise energy decisions.

Mr. Germain was nominated by former RHS teacher Adam Matyska. Here is how Mr. Matyska describes Mr. Germain and his accomplishments:

"Russ Germain has been teaching Building Trades in the Technology Education Department at Rhinelander High School for over seventeen years, teaching on average 50 students annually. Since taking over as Building Trades Coordinator in 2004, he has overseen the construction of a different structure each school year, including residential structures as well as Rhinelander's School Forest Environmental Education Center. His goal for each building has been to make it as energy efficient as possible, while in the process educating students on current best

practices in energy efficient material advances and construction techniques."

Matyska goes on to say:

"Mr. Germain teams with local contractors, utilities, and programs such as Focus on Energy in constructing a building every year, in order to give his students real-world, applied techniques in making energy efficient structures. Mr. Germain goes above and beyond the norm in his concern for energy efficiency. The

energy efficient qualities, materials, and techniques employed in each home are displayed during an annual community open house, where students lead parents, teachers, and the community on tours of the structure. Local television, radio, and print media also cover the home-building process every year, further publicizing (and thus educating) the energy efficient qualities of these student-built structures."

In recognition of Mr. Germain's contributions to energy education, a \$500 award will be sent to RHS to support the ongoing educational efforts.

Mr. Germain will be recognized and presented his award at the Celebration of Excellence in Environmental Education Awards Banquet on April 30 at Riveredge Nature Center in Saukville.

Reprinted with permission from the Star Journal

www.rhinelander.k12.wi.us
(715) 365-9700



Darlington Solar Education Continued from Page 10

school building in Fall 2015. The system is expected to generate approximately 200,000 kWh of electricity per year, or about 19% of the entire district's use. This multifaceted solution will also serve as an educational platform for students, teachers, and the community to learn about renewable energy, and particularly, about solar energy.

The new solar system will save both usage (kWh) and demand (kW) charges. The 156 kW system will generate about 200,000 kWh per year. The system will save the school district about \$12,500 in usage charges and roughly \$3,250 in demand charges, or about 20% of our current overall energy costs. It should operate

for 40 years or more (its key component has a 25 year warranty). As electric rates increase over the next 40 years, the project's savings will also increase. It is anticipated to reduce carbon dioxide emissions by over 400,000 pounds per year, which is the equivalent of what is absorbed by 149 acres of US forest in one year. The electricity output would meet the power requirements of 18 average U.S. homes.

www.darlington.k12.wi.us
(608) 776-2006



Michelle Howe, Lodi Middle School — Primary Energy Educator of the Year

The Wisconsin K-12 Energy Education Program (KEEP) recently awarded Lodi teacher Michelle Howe with the 2016 Energy Educator of the Year award for Primary Educators. This award recognizes individuals who are taking the extra step to improve energy literacy among students, teachers, and the community as a whole. They help learners gain the knowledge and skills needed to analyze and resolve energy issues while making wise energy decisions.

For 10 years, the over 1,500 students Michelle Howe has taught have been learning about the environment and how they can be good stewards. Michelle has taught agriculture and science and includes environmental and energy concepts in all courses including "food miles," Great Lakes Literacy (water conservation), composting and methane gas energy, wind energy, ethanol and biodiesel, and water, geothermal, and solar energy. Students walk away from her classes understanding how easy it is to still live the lives we live while being environmentally friendly. Michelle has received the 2009 Wisconsin Association of Agriculture Educators Turn the Key State Winner, the 2010 Lodi Environmental Citizen Award, and the 2011 Lodi Parent Teacher Organization Above and Beyond the Call of Duty Award.

This is the eighth year KEEP has conducted the Energy Educator of the Year Awards



Program. KEEP is the result of a collaborative effort between the Wisconsin Center for Environmental Education (WCEE) and Wisconsin utilities. The WCEE is a nonprofit organization, located in the College of Natural Resources at the University of Wisconsin – Stevens Point, which works to improve environmental education throughout Wisconsin. For more information on KEEP, visit KEEPprogram.org.

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* National Center for Educational Statistics (NCES) 2014

In this issue we are featuring the final two of six honorable mentions entries from our "Dream Careers" contest. Previous honorable mentions were published in the last two issues of Teaching Today WI. Contest winners were featured in the December issue of Teaching Today WITM (Winter 2015–16, Volume 1). You can access previous issues on our website at www.teachingtodaywi.com.

Agriculture



Mitchell T.
Cornell School District

My dream career this has been a very hard decision for me to make. I had to ask myself what do I want to do for the rest of my life, do I want to go to college, what am I good at doing? These questions are the ones that might someday define your life. Well after much consideration I decided I want to be a farmer.

This decision wasn't easy for me because of the long days and the strain on your body, but I believe that the pain is worth the gain in the end. Also I believe that I have a way with animals, I understand them it's not a skill everybody possess. I have worked at many different farms and decided that it is my future. It is also a family thing because my grandpa farmed and his dad did before him so I think it is just a part of the family.

So since I decided that I wanted to own my own farm for my dream career. So then came up the question do I want to college and expand my knowledge on the matter? After much collaboration with others in my position I decided I would go to college and learn as much as possible on the matter while I'm still young. I feel like this decision will benefit me greatly in the future and help me along the course of my life. I also decided that the short course in college was a cheap, short term, effective way to help me learn more about farming.

The things I will be learning about very from soil management to calf care back to milk quality control. All of these things will help make a good farm great and that is what I want only the best and none of the worst. But the most important thing to me is the cows dairy farming encompasses many different thing but at the end of the day the cows make all of the money, and with poor

animal management your farm will be worth nothing.

On average most dairy farmers make 34 thousand dollars a year if no debt is owed and the average farmer makes only 7.50 an hour for his work. So it comes down to the more hours you put in the more money you make. The degree that I am pursuing is just meant for future farmers there are many other career opportunities, such as a herdsman a person that is just responsible for the cows and care of cows in larger farms. There is also opportunities in the fields of genetics and choosing the best bull of the best cow to pursue the best offspring.

After all of this thinking and collaboration I choose to be a farmer, not for the money but for the way of life. I believe that anyone can do anything they dedicate themselves to and I am going to dedicate myself to school first, then to building a future business. After all that is done to the way of life a farmer lives everyday no matter how hard or stressful I want to be a part of America's agriculture industry.

Author



Pamela B.
River Ridge School District

My dream job is to be an author. This job brings my love for reading and writing together. I've enjoyed reading for a long time. As a small child I found myself in the library, trying to grab as many books as I could. I always liked attending my English or writing classes, too. This year I decided to take a literature, composition, and a writing class. I have learned how to become a better writer through past classes, and I've also learned a few more English skills. I never minded reading and writing, even from an early age. I remember not disliking a writing assignment while all the other kids complained to the teacher that they didn't want to do it.

When I first started to write there was no inspiration, it was difficult to come up with ideas and my page was blank. I mostly did it because I was bored and needed the amusement, and my amusement kept me motivated. I read books, but they never inspired me to write. Now, I write on a daily basis, it keeps me busy when I have nothing to do. Instead of messing around on the Internet, or boring myself with something on the t.v., I write. My

interest in writing, and creating something often overpowered the urge to get online. Although, spending time on the Internet often provided me with inspiration, or even doing simple chores, such as cleaning my room, gives me a lot of time to think about the plot of a new story. Most of the time, I abandon my work all together because I'm creating the story so quickly in my head that I don't want to lose it.

Even writing the simplest things can be frustrating because you have to put in a lot of time and effort. You have to develop the plot, give it a rough outline, write it, then revise and edit it. After you've done the last two things many times it still may not be good enough. It's usually a pretty grueling process. Usually when I sit down to write, I'm writing for hours and hours on end, but I love it. I always find myself lost in it as soon as I begin.

During high school I've taken several English and writing classes to help me become a better writer. Also, it helps me a lot to understand what's being taught in the class. When I took a career quiz I found that my top three personality traits were planning, being creative, and being able to communicate well. In college, it would make sense to major in English and creative writing because being an English major is all three of those things. I would begin looking for an internship at a nearby publishing company, or something similar, during my sophomore year of college, or when I feel prepared. Also, reading a lot has provided me with a good sense of how well a book should flow and come together because I tend to observe an author's writing.

Writers have never gotten the credit they deserve. Most people don't know how much effort is put into writing a book because writing is often overlooked. It's not seen as a must-have today because of all the new technology that does everything electronically. It's a very important profession, and a lot of people seem to find comfort in reading. Hopefully, one day I will have published a book that my reader's adore, that has always been my dream.



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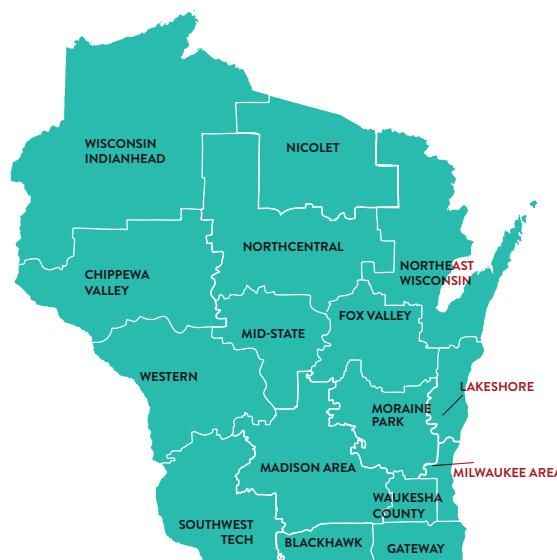
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Blood Clots in Athletes



Recent stories have come out about NBA star Chris Bosh suffering from a blood clot in his calf. Bosh was sidelined late last season, as well, when a pulmonary embolism, or blood clot, traveled to his lungs. Other famous athletes such as NASCAR driver Brian Vickers, Hall of fame NBA player Hakeem Olajuwon,

and even hall of fame golfer Arnold Palmer has suffered from blood clots.

What are blood clots?

Blood clots are commonly referred to as DVT, or Deep Vein Thrombosis. DVT are commonly caused by injuries and/or surgeries

in which there is damage to the veins that may cause pooling of blood in a certain area, most frequently in the calves and lower legs. It can also be caused by extended period of inactivity such as sitting on a bus or plane.

Symptoms of DVT:

DVT are frequently associated with swelling and tenderness in the calf muscle of the affected side. It is commonly misdiagnosed as a calf cramp, strain, or "Charlie horse." Redness of the calf is another symptom of DVT as well as tenderness to the touch and pain with movement. Chest pains, breathing troubles, and shortness of breath are symptoms of a more serious pulmonary embolism.

Risk Factors of DVT in athletes:

- Traveling long distance to sporting events.
- Dehydration
- Trauma such as fractures
- Family history of DVT

Research has shown that athletes that have suffered from DVT are at an increased risk of reoccurrence.

Treating DVT in athletes:

Treatment of DVT is usually done with a prescription of anticoagulant drugs that help to prevent excess clotting of the blood. However, athletes that are on these medications are at an increased risk of reoccurrence and additional injury because of the physical demands of their respective sport. Athletes that are on anticoagulants may also be at risk for more severe side effects if they suffer a concussion, in which there is bleeding on the brain.

Always consult a physician if you have any concerns about blood clots or are experiencing any symptoms of a blood clot or DVT. Athletes that are on anticoagulants should also consult their physician before return to play to prevent serious injury.

Resources: USA Today, National Blood Clot Alliance, Mayo Clinic

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The DeLong Middle School Prime Products Story

What Happens Behind the Art Room Door



Elsa Oplinger 6th grade and
Emily Metcalf 8th grade
DeLong Middle School
Eau Claire Area School District

Prime Products started fifteen years ago. In 2000 Mrs. Bareis, an art teacher at DeLong Middle School, had students asking how to start a business and Prime Products was born. About 3,000 DeLong students have been

involved manufacturing, selling and designing the products we sell today. With about twenty-one different products. Some products are functional others are for decoration.

Most of our products are made with clay, such as our Bird Feeders, Floral Frogs, Photo Holders and Soap Dishes. Some of our products that aren't made with clay are Note Cards and Photo Albums. Our prices range

from \$1 to \$35. Our best selling products are Bird Feeders, Floral Frogs, Note Cards and Magnets. Our Note Cards have mini art works on the front which are made by the Adaptive Art students at DeLong.

The students can choose to manage a product, which means they make a goal of how many they want to make and work on getting that goal completed. When I asked Charlie, an eighth grader at DeLong who manages bird feeders, what he learned from being a manager of a product, he said "You learn how to keep track of inventory and how to work to meet a quota." If a student doesn't want to manage a product they help with whatever is needed. "I like to make Floral Frogs and birdfeeders the most because it is fun to work with clay" Says Rosalie a 6th grader at DeLong. In Prime Products students learn important life skills that they can apply to the real world. When I asked Mackenzie, a 7th grader who specializes in glazing what she learned in Prime Products she said "The importance on entrepreneurship and money."

Bank.

This year Prime Products donated to the Confluence Project. The Confluence project is a project to help build an art center here in Eau. Their goal is to reach \$13.5 million. Prime Products work within our community is about philanthropy. We decided to make some money for the project with our Make and Take Bead Rings and Washer Necklaces. "Crawlers" could make either a ring or a necklace for \$4 and \$1 went to the Confluence Project. We were able to donate \$50 to the project. Everyone loved the rings and necklaces and thought they were very creative.

If you stopped by our booth at the Art Crawl you would have seen our energetic sales associates. Many Prime Products members volunteered to sell and educate others about our business.

"I had such a blast working at the Art Crawl. I learned so much about business management and sales" explained Rachel an 8th grade sales associate. "I also got to meet other students in different grades from DeLong and got to know them. And the costumers were very nice."

"The Art Crawl was a huge success, and I am very proud of my students for taking part in this opportunity," proudly explained Kathy Bareis the creator of Prime Products. Selling at Banbury was an amazing opportunity for students to understand how to sell products, connect to our community and also to bring smiles to others around them through their creativity.

[\(715\) 852-4900](http://www.ecasd.k12.wi.us/DeLong-Middle-School/Home)

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Math RtI and Enrichment at Wisconsin Rapids Area Middle School

WRAMS Principal Tracy Ginter
 WRAMS Lead Math Interventionist, David Keech
 WRPS Secondary Gifted and Talented Coordinator, Kelly Bluell
 WRPS Math Coordinator Bill Fehrenbach

Response to Intervention (RtI) looks different from one school to the next, and each school district implements RtI in the way that best suits the needs of their students. At Wisconsin Rapids Area Middle School (WRAMS), the RtI model has been continuously modified since its inception and has looked different each year. For the 2015–16 school year, Principal Tracy Ginter and staff took some innovative steps in meeting the needs of all learners.

This year for the first time, WRAMS has a full-time math interventionist. In addition to working with students in Tier 2 and 3 interventions, interventionist David Keech also works with high-ability students. Ginter hand-scheduled many “high flying” students together into a common period so that those demonstrating mastery of standards could receive enrichment support. Keech works together with 7th grade math teachers Missy Henneman and Dave Joosten to provide meaningful enrichments that challenge these students. Groups from both classes who demonstrate proficiency on pre-tests are sent to the Interventionist for activities requiring greater depth of knowledge. Students may work on challenge assignments which include the following:

- Using of iPads and chromebooks in creating digital assignments, fostering enrichment and student collaboration;
- Participating in the Dream Career essay contest for *Teaching Today WI*: writing essays and/or creating slideshow presentations on the importance of math in their ‘Dream Career’
- Guest speakers: Wisconsin Rapids Rafters (Baseball) General Manager John Fanta, State Senator Julie Lassa
- Students researching careers or interviewing adults in careers of interest
- Learning about the stock market and the math involved
- NCAA basketball brackets, probability, and the prevalence of March Madness

The WRPS district uses an identification process to recognize students who are able learners and/or gifted. Recently within this process, we have made great strides at WRAMS in providing the best opportunities and interventions for these select students. Within our team consisting of classroom teachers, a lead math interventionist, a secondary GT coordinator and school counselors, nine differentiation plans were developed for students who, in particular, were in need of a Tier 3 intervention (acceleration) through our RtI program.

We worked with two current 7th graders who are twice accelerated. After the SIT



(School Intervention Team) meetings and careful consideration, it was best decided that one would travel to our junior high for Algebra 1 and one would remain at the middle school and take Algebra 1 with the interventionist. Making decisions on what was best for each student prompted us to consider how we could best meet the needs of six other students needing Tier 3 math acceleration. Some out-of-the-box thinking was used to best accommodate these students. All six students were receiving Tier 2 enrichment and pull-out accommodations with the math interventionist; however, it became quite clear after a month into the school year that for these seventh grade students, differentiating the curriculum had gone beyond providing challenge assignments and projects for students within a Tier 2 setting.

Our GT Coordinator came up with the idea of compacting curriculum to meet the learning needs of these students. After discussing this idea with the math interventionist and the school principal, the interventionist’s schedule was reconfigured to allow for this opportunity. The curriculum compaction was to work as follows: those 6 students currently in 7th grade taking Math 7 would finish the Math 7 course curriculum standards and learning targets by the end of the first semester. Then, those 6 students would be enrolled in Math 8 with the math interventionist and complete the Math 8 curriculum by the end of the second semester. This opportunity would give the students the challenge and rigor they needed and create a solid foundation going into Algebra 1 as an 8th grader.

The process to prepare the students for success in this accommodation was a team effort. The interventionist worked with the classroom teacher to identify and fill in gaps in students’ knowledge and skills through the Math 7 team-created Benchmark Tests by the end of first semester. In the meantime, the GT Coordinator worked with a Math 8 teacher at the Junior High to compact the Math 8 course.

Thus far, these 6 students are excelling in the Math 8 curriculum. It is clear that the anticipated benefits of this accommodation (challenge and rigor) have been added to on multiple levels (1) Students are better prepared for Algebra 1 as 8th graders because they

will have taken Math 8 where traditionally, 7th graders whom accelerate skip Math 8; (2) Students are with like-minded students who fuel their desire to learn; (3) Students have camaraderie and challenge each other’s thinking; (4) Positive rapport, trust and relationships have been built to create a sense of inclusion; and (5) Students eagerly participate in friendly academic competition;

(6) Students actively seek out more knowledge on the content to share with one another, leading to in-depth discussions on potential jobs and career planning. With the support of their parents, the interventionist, GT coordinator, teacher, counselor and principal, these students have embraced the learning of mathematics, became advocates for their learning, and are having fun excelling in mathematics through this intervention.

Moving into the 2016-2017 school year, WRAMS will continue with our continuous improvement philosophy by expanding the instructional time allotted for 7th grade math

instruction and by offering an accelerated Math 7-8 course. The benefits of blocking include more time for instruction, application, intervention, re-teaching and enrichment support. The new course was developed for those who intend to take Algebra 1 in Grade 8. The course will provide a better path to Algebra 1 in Grade 8 than simply skipping Math 8 (the current procedure) by combining Grade 8 content with the 7th grade content. The ‘hybrid 7-8’ math course offers students with high math ability an alternative math class that allows them to cover content and standards for both Grade 7 and Grade 8 in one course. The 7-8 math course will better prepare students who choose to begin the high school math sequence in grade 8 with Algebra 1. Currently, gaps in foundational math skills and conceptual understanding become a hindrance in later high school courses. With the implementation of Math 7-8, it is anticipated that these students will be even better prepared for advanced-level high school math classes and more credits of mathematics resulting in better college and career readiness.

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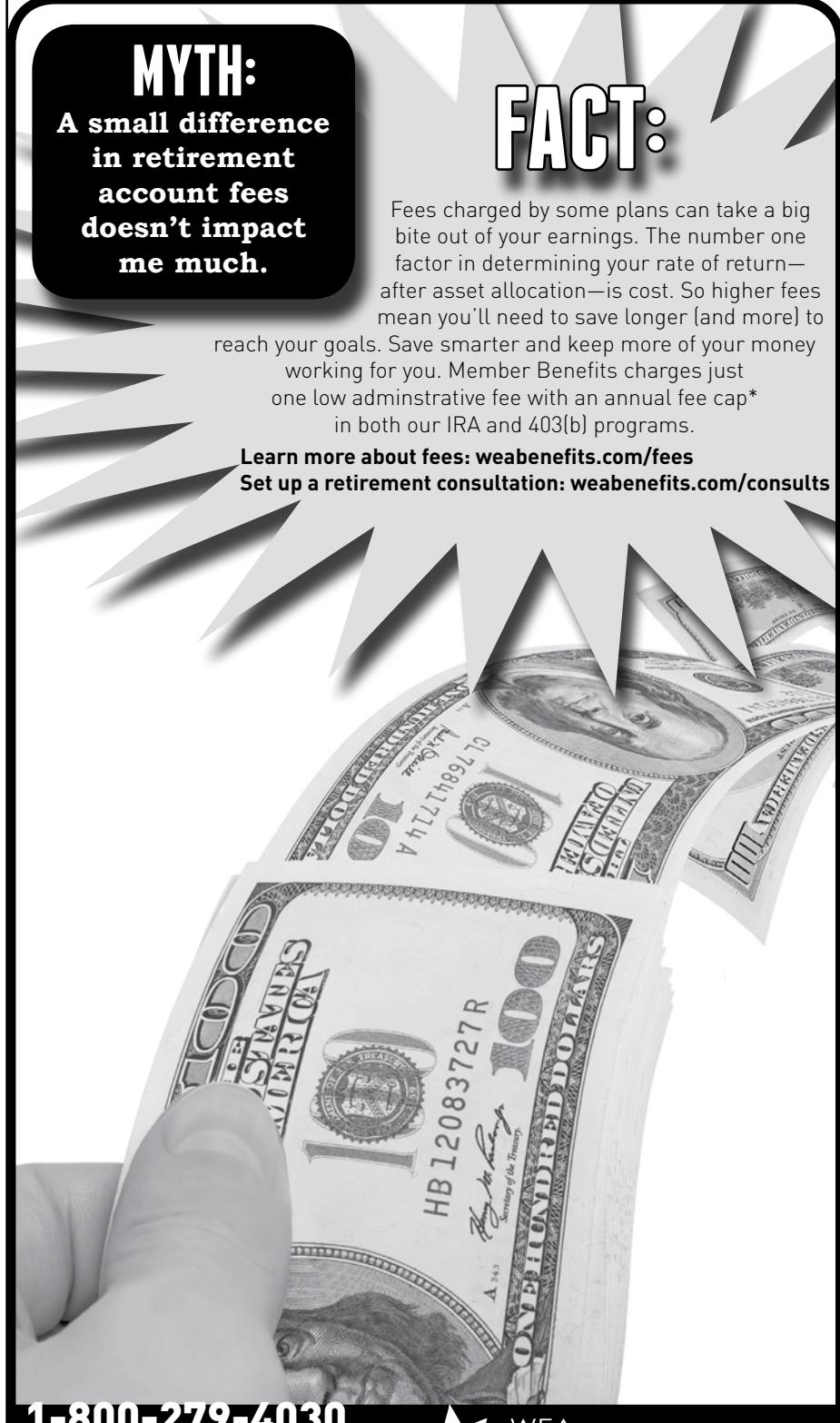
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Nancy Forseth, Reading Specialist
Augusta Area School District

"We humans are pretty clever. We've mastered fire, invented the wheel, calculated the age of the universe, sent people to the moon, built machines that think, and cracked the genome. So you'd think that with all our smarts, somebody would've come up with a surefire formula for raising kids. Maybe that's because every child, like every parent, is an individual, and no two parent-child relationships are ever the same." So says the introduction to Parenting for Dummies on amazon.com; however, reading a self-help parent manual is probably not sufficient in this age of digital parenting, social media, and increased expectations for kids. The Healthy Schools Team in the School District of Augusta sponsored a Family University to provide parents, foster parents, grandparents, and community members with personal access to an array of state, regional, and local experts to help answer some of the more perplexing questions about parenting.

Based on input from a family survey conducted last spring and a focus group conducted in the fall, the Healthy Schools Team, supported by a grant from a regional health organization, invited more than 30 presenters to share their knowledge and expertise. Tom Kidd, author and well-known speaker, launched Family University off to a great start with a keynote presentation focused on how difficult it is to be a parent. By interactively engaging the audience, Mr. Kidd made the point that parents are called upon to be teachers, cooks, social directors, chauffeurs, law enforcement, resource managers, babysitters, tutors, and the list goes on and on. He offered strategies for parents to support their kids, while setting expectations.

After the keynote, participants were able to choose three sessions to attend from a listing of twenty-nine different offerings. Sessions included Career Help for Parents, Apps for Everyday Living, Raising Pre-Teens, Mindfulness, Teen Brains, Budgeting, Risky Behaviors, Drug Awareness and Prevention, Parenting

in a Digital Age, and many more. Presenters included university presenters, doctors, and law enforcement, just to name a few. While parents participated in awesome sessions, kids enjoyed a variety of activities in the gym. Twelve door prizes were awarded including a FitBit, and a free taco bar left everyone leaving mentally and physically invigorated. The feedback from this event included:

- Was worth the Sunday afternoon
- It was great!
- I look forward to doing this again next year.
- Loved it!
- The information was wonderful and very helpful.
- Very good sessions. It was hard to choose which one to attend.
- Excellent event
- Great topics—would recommend this to others for sure!

Family University was offered on a Sunday afternoon and over 100 participants from the school district and surrounding areas took advantage of the opportunity. It is always challenging for small districts to provide multiple opportunities and venues for parent involvement. The entire event came together with help from the community. "We can't do something like this unless we have all the pieces, from the staff that helped out to all the businesses and vendors to childcare providers," noted elementary principal, Nicole Steinmetz. "This was about learning, but it was also about gathering together as a community and having fun," commented Jen Wilms, community partnership coordinator for the district. Plans are already underway for the second annual Family University in February, 2017.

[\(715\) 286-2291](http://www.augusta.k12.wi.us)



Teacher's Pet: Therapy Dog Boosting Tomahawk Students' Confidence, Reading Skills



Lane Kimble

Every morning, you can count on the school bell to deliver excitement for some kids and anxiety for many others. But at Tomahawk Middle School, kids can always count on another "Bell" to deliver happiness, guaranteed. "You immediately, I see kids, 'Oh, Bell's here,' and they get the biggest smile on their face," said special education learning disability and cognitive disability teacher Alyssa Zimmerman.

Three or four days a week, Bell the therapy dog does what she does best: joining middle school students in class to listen, eat

and just be there. "She just enjoys being around as many people as possible and just has lots of love to share," Zimmerman said.

Zimmerman originally got Bell as a personal pet nearly two years ago. She trained the well-behaved lab as a therapy dog and asked the school if Bell could become the newest "faculty" member this past fall.

"[She's] there to help and to bring a calm atmosphere and for them to pet her, of course, but I didn't want to take their attention off of the teacher," Zimmerman said.

But fellow teachers embraced the concept.

"If [teachers] are having a bad day, sometimes they pay a visit to Bell as well to help cheer them up," TMS Principal Paul Kurth said. Kurth helped Zimmerman and the staff figure out insurance coverage and allergy concerns, as well as get approval from the superintendent.

Middle school is a hard time to be in school and the pressures of grades, pressures

from home, all that can tend to impact a student's day," Kurth said. "As you walk in the hallways or you're in the classrooms, you can just kind of feel an extra calming in the building when Bell is in the building."

Beyond simply soothing, Bell's presence has helped Tomahawk students improve social skills and grades. Teachers say students are reading better thanks to practicing by reading to Bell.

"They're able to hear themselves read, picking up errors when they're flying through a sentence and they say a word incorrectly, if they can hear it, that's a huge piece to reading," Zimmerman said. "When I'm stressed, she comes over and lays right next to me," said seventh-grader Danny Janshen. "Sometimes she'll lay on me."

Bell helps strengthen memory and test-taking skills too. Students feed her treats each time they answer a question correctly. "She's not overweight, she gets lots of exercise, but yes she gets lots of treats as well," Zimmerman said with a laugh. Paying for those treats isn't cheap. Zimmerman buys in bulk. She also paid for Bell's training, license, and insurance coverage out of her own pocket.

"It's not for the money; you do it for the kids," Zimmerman said. "I thought this was going to be . . . something that would come with a high benefit."

"It really has not cost the district anything, but yet we get the benefit of having Bell in the building and the positive influence she has on our students," Kurth said.

Tomahawk might also be leading the charge in bringing a therapy dog into the classroom. The state Department of Public Instruction doesn't keep track of therapy dogs across the state, but Zimmerman says it's rare to see them across the Northwoods or in Wisconsin.

Kurth says other districts have called asking how Tomahawk made the program work so well.

"You can always get a hug from a teacher or always get a hug from a friend or a high five or a pat on the back, but there's something about the attention and the love that comes from a dog, a therapy dog, that is just pretty special," Zimmerman said.

Zimmerman and the school already plan on bringing Bell back next school year.

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APTT at Lakeshore Elementary



Teri Piper Thompson
Partnership Coordinator
Eau Claire Area School District

APTT. You may be thinking this is just one more academic abbreviation. But for Lakeshore Elementary in Eau Claire, those four letters signal a change in parent/teacher conferences for the school.

The concept of Academic Parent-Teacher Teams (APTT) is being piloted at Lakeshore this year for all families in grades kindergarten through 4th grade. The basis of APTT is simple but powerful. It emphasizes parents, teachers and students working together with common goals and expectations by expanding

opportunities for families and teachers to collaborate. APTT creates a pathway for teachers to share grade level information, tools and strategies with families that can be applied both at home and in the community to accelerate learning.

The components of the APTT model include three team meetings by grade level and one individual session in a school year. The first team meeting is 75 minutes and held in early fall. The 30 minute individual session with an individual student, parents and teacher is held in October/November. A second team meeting of 75 minutes is held in the winter and the final team meeting of 75 minutes is held in the spring. Keys to the team meetings include welcoming and team building, reviewing foundational grade level skills, sharing of data, modelling practice activities and facilitating family practice activities and setting 60-day SMART (Specific, Measurable, Attainable, Results focused, Time bound) goals.

Lakeshore is about halfway through the pilot of this new model and Lakeshore principal Colleen Miner says, "During our meetings, teachers have been sharing

the students' data and modeling activities parents can do to support their child in learning the foundational grade level skills at home. In turn parents have been sharing what works for them in supporting their child's learning. We are experiencing first-hand how APTT helps to build school community and provide parents the opportunity to learn and network from each other on how to support their child's learning at home."

For more information about APTT, go to:

[www.wested.org/service/
academic-parent-teacher-teams-aptt-
family-engagement-in-education](http://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education)

[\(715\) 852-3400](http://www.ecasd.k12.wi.us/Lakeshore-Elementary/Home)



The Sparkle Ladies Shine

Continued from Page 1

to accommodate these students. Not surprisingly then, students with disabilities are often sidelined--excluded from school sports and the critical social opportunities they offer.

In 2008, we experienced a string of small miracles and large transformations in our Iowa town when we formed the first high-school based cheerleading squad that includes students with disabilities. Seven years and fourteen seasons later, the Pleasant Valley High School "Spartan Sparkles" continue to radiate joy and confidence.

After creating the Spartan Sparkles, we heard from other students who were likewise drawn to the idea of starting a team like the Sparkles. We realized that, with the necessary support, students nationwide could start their own inclusive teams. That's why we created The Sparkle Effect.

Parents of students with disabilities report that participation on a Sparkle Effect team results in better school attendance and higher grades. Moreover, we've seen that our participants with disabilities are more likely to eventually join additional school-based extracurricular clubs, like drama, newspaper, choir, and band. Why? Because inclusion is not so much an activity as it is a way of thinking.

The Sparkle Effect has the potential to reach every school in the country — when it does, game night in America will never be the same.



The Sparkle Effect is a 501(c)(3) nonprofit organization that helps students nationwide create school-based cheerleading and dance teams that bring together students with and without disabilities. We provide everything that's needed, including our Quick Start Kit and peer mentoring. For our official teams, we also provide uniform grants and free on-site training.

Learn more at:
www.thesparkleeffect.org

**pewaukeeschools.
schoolfusion.us
(262) 691-2100**



Self-Regulation: A Skill to Empower Children **Continued from Page 1**

Student breaks can either be teacher directed, if a teacher feels that a student will benefit from it, or student requested, if students feel their bodies losing control. One third grade student, who has been in Pelican School for 4 years and has utilized the Calming Room for various reasons, has said "When I'm mad or sad, it calms me down and keeps me safe." Implementation of the Calming Room has significantly reduced office referrals for negative student behavior. Teachers know that if students aren't focusing, learning can't happen; teachers know that if students regain their focus during a short break, the opportunity for learning to occur is significantly enhanced. It is very simply stated by the same student that "I think if the Calming Room wasn't here, I wouldn't be able to get my work done."

This commitment to teaching our students has united the staff with the same understanding and skills to empower our students to make good choices. It has changed the mentality of the staff from being "your students" to "our students." Daily data is collected quickly to assist teachers to set up the best educational and behavioral plans for struggling students. The data is used for school staffed behavioral teams, collaboration, and parent teacher conferences. These

conferences are more positive when the teacher can inform the parent of the support we are giving to their child.

Pelican Elementary School has created an environment that supports students with self-regulation. The Calming Room is a safe place that students may go in order to regain control of their bodies, minds, and emotions to allow themselves to better focus on the work at hand. The Calming Room has significantly decreased negative behavior referrals, and has helped support staff and students with understanding how to control student's emotions at vulnerable times. Creating a united front as a whole school building has changed the way we educate our students, by more effectively relating to a student on a positive level, rather than a disciplinary level. The Calming Room has also created a collaboration between parents and staff members, and shows the different options available in helping their students be successful.

[\(715\) 365-9160](http://rhinelander.k12.wi.us/pelican)





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