

## The Power of a Hashtag



Joe Sanfelippo  
Superintendent Fall Creek School District

Hashtags are a fantastic way to tell the story of your school. They allow anyone to get involved with the narrative through multiple social media accounts. Utilizing the hashtag has been a great way to amplify student and staff voices on their terms. They can still have their own accounts and filter any school thoughts to our cumulative narrative with a few more characters. We stream our #gocrickets hashtag directly to our main school website. We also have it scrolling on large screens throughout our K-12 building daily so everyone in school can see the amazing things happening in our building.

When I arrived in Fall Creek 5 years ago one of our grade levels was taking a field trip to our Village Museum. Obviously, this was a place that housed a number of relics from the community, and specifically the school. I was looking through the display cases and I came across a Go Crickets clicker from the 1970s. As I looked at other cases I saw Go Crickets pins, buttons, and t-shirts from prior decades. This was our identity . . . and the beginning of a story that made Fall Creek so special. So, when

thinking about telling our story through the use of social media the vehicle to push our message was abundantly clear. Go Crickets turned into #gocrickets. It was a concept that everyone already knew and could identify with in our space. It was unique, which is incredibly important

when choosing a hashtag to represent your space.

### Grow your circles of influence

The movement to get the word out was easy. We just started putting it on everything. Hats, t-shirts, umbrellas, stress balls, window clings . . . everything. Everyone loves stuff . . . when we give stuff away we make sure it has our hashtag on it. We connected with a local sporting goods store to develop new designs, all with #gocrickets affixed somewhere, and we have committed to giving away those items to help push the message. When we give stuff away we literally have one requirement . . . you have to take a picture with your #gocrickets gear and send it to us via social media (or email it). We have currently reached 40 states and 5 countries outside the United States. A “Where in the World is Fall Creek Pride” board greets people when they enter our building and we have even utilized augmented reality to make those pictures come to life so everyone can tell us where they were and what they were doing.

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## IDEAS Students Travel to Nicaragua to Learn, Serve

Kimberly Johnson  
Creative Writing & Lead  
Technology  
IDEAS Academy & The  
Mosaic School

IDEAS Academy Spanish students spent nine days in Granada, Nicaragua as part of a language immersion and service-learning experience. From June 15 to June 23, fifteen students and two teachers lived with host families, attended Spanish language classes at Ave Nicaraguita Spanish School, and volunteered to help local students with their studies in Spanish and English.

The trip was planned collaboratively by IDEAS students and staff, Ave Nicaraguita staff, and a travel agency over the course of two years. In the same two years, students participating in the trip studied the Spanish language as a catalyst for understanding the communication, culture, and environment specific to the region they visited.

Students chose to stay with host families for the opportunity to listen closely and practice Spanish in an immersive environment. Sophomore, Hannah Staats, shared a story about communicating with one of the young



The IDEAS Academy students and teachers with students at Juan Pablo II outside of Granada, Nicaragua

children in her host family, “It was usually difficult to understand what she was saying, because she was saying it so fast, but she was so animated — almost acting out what she meant as she was saying it.”

The more time students spent with their families, the more they were able to communicate. Many students reflected on how valuable the experience was, showing them how they could use the academic Spanish they already knew to adjust to local dialects, patterns, vocabulary, and contexts.

The more time students spent with their families, the more they were able to communicate. Many students reflected on how valuable the experience was, showing them how they could use the academic

Spanish they already knew to adjust to local dialects, patterns, vocabulary, and contexts. Moreover, students valued the cultural aspects of the homestay. Miranda Kelm (grade 10) and Monica Heppard (grade 12), learned to make

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**Certain type of cyberattack on the rise in schools**

The number of reported Distributed Denial-of-Service cyberattacks is increasing, and according to this article, schools are a primary target. Officials say the attacks can affect testing. In this article, Gary Bryant, technology coordinator at Augusta County Public Schools in Virginia, shares his own experience with a DDoS.

**Meemic Foundation Grants**

The Meemic Foundation is offering grants up to \$500 for field trips, books, classroom projects, equipment, educator professional development, etc. Applications are accepted all year but are reviewed quarterly. The online fill-in-the-blank form takes about 25 minutes to complete. The process is simple and convenient; you don't have to be a grant writer to navigate the application. **Deadline:** Fourth-quarter grant round ends Dec. 31.

**Why it's time for new teachers to get social**

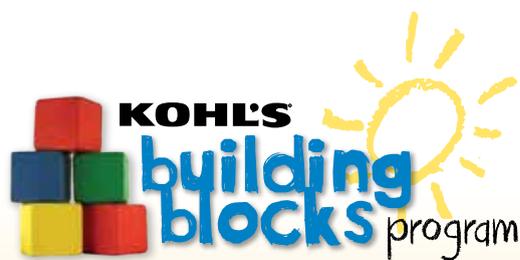
Social media can help teachers grow during their first years in the classroom, Brad Currie, K-8 supervisor of instruction and dean of students in a New Jersey school district, writes in this blog post. He highlights how new teachers can use Instagram, LinkedIn, Facebook and other sites to engage in professional development.

**Recycle-Bowl: K-12 School Recycling Competition**

Registration is now open for the Recycle-Bowl competition for all elementary, middle and high schools. The competition will be held October 19 to November 15, 2015. The school in each state that collects the most recyclable material per capita will win \$1,000. **Deadline:** Register by October 13, 2015.

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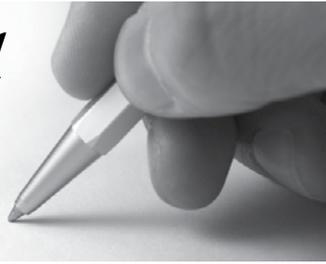
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# Apply for a Grant



## Meemic Foundation Grants

The Meemic Foundation is offering grants up to \$500 for field trips, books, classroom projects, equipment, educator professional development, etc. Applications are accepted all year but are reviewed quarterly. The online fill-in-the-blank form takes about 25 minutes to complete. The process is simple and convenient; you don't have to be a grant writer to navigate the application.

To enhance the grant process, the Meemic Foundation Club has been created. Joining the Club entails providing some basic profile information, which gets populated into all of your grant applications, thus saving time. The application can now be saved and club members are always the first to know about additional grant opportunities such as the Back-to-School and Book Fair grants.

**Deadline:** Fourth-quarter grant round ends Dec. 31.

**Website:** [MeemicFoundation.org](http://MeemicFoundation.org)

## Air Force Association's Educator Grant

The Educator Grant program promotes aerospace education activities in classrooms from kindergarten through twelfth grades. The program encourages development of innovative aerospace activities within the prescribed curriculum.

Grant Amount: \$250

**Deadline:** November 18, 2015

**Website:** [www.afa.org/informationfor/teachers/k12grants/educatorgrants](http://www.afa.org/informationfor/teachers/k12grants/educatorgrants)

## Ezra Jack Keats Minigrant Program 2016

The Ezra Jack Keats Foundation created a funding initiative called Mini-grants, through which awards of \$500 are given to public schools and public libraries for projects that foster creative expression, working together and interaction with a diverse community. They also represent an opportunity for educators, whose efforts are often inadequately funded or recognized, to create special activities outside the standard curriculum and make time to encourage their students.

**Deadline:** March 31, 2016

**Website:** [www.ezra-jack-keats.org/section/ezra-jack-keats-mini-grant-program-for-public-libraries-public-schools](http://www.ezra-jack-keats.org/section/ezra-jack-keats-mini-grant-program-for-public-libraries-public-schools)

## KaBoom! Grants

One of the biggest challenges many communities face in their efforts to prioritize play is fundraising. That's why KaBOOM! offers grant opportunities to help communities take bold steps toward beginning or completing playspace projects. Applications for Build it with KaBOOM! Grants are accepted on an ongoing basis and approximately 175-200 nonprofits and municipalities are awarded annually as funding becomes available.

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

## Let's Move Salad Bars to Schools Grant

K-12 school districts participating in the National School Lunch Program that serve at least 100 reimbursable meals are eligible to receive a six-foot (five-well) salad bar package.

**Website:** [www.saladbars2schools.org/](http://www.saladbars2schools.org/)

## Wisconsin Environmental Education Board (WEEB) Grant

The Wisconsin Environmental Education Board (WEEB) is seeking proposals for the 2016 grant cycle. The WEEB awards grants for the development, dissemination, and implementation of environmental education programs in Wisconsin. The Board anticipates awarding \$90,000 for general environmental education grants, \$90,000 for forestry grants, and \$90,000 for school forest grants.

**Deadline:** Proposals must be postmarked by October 31, 2015.

**Website:** [www.uwsp.edu/cnr-ap/weeb/Grant-Program/Pages/default.aspx](http://www.uwsp.edu/cnr-ap/weeb/Grant-Program/Pages/default.aspx)

## Wisconsin Public Service Foundation Innovative Educator Grant

Qualifications

- Grade 6-12 educators or teams of educators.
- Schools within the WPS service area.
- Projects in the areas of science, technology, engineering or math (STEM)

Projects with academic focus and goals to improve student achievement will be considered. Grants may be used to purchase equipment or curriculum materials, but should be part of a well-planned and integrated project or activity.

Maximum grant amount awarded will be \$1,000 per project per academic year.

**Website:** [www.gdg.do/prod1/portal/portal.jsp?c=3900387&p=3907285&g=3910598](http://www.gdg.do/prod1/portal/portal.jsp?c=3900387&p=3907285&g=3910598)

## Clif Bar Family Foundation Grants

Clif Bar Family Foundation Small Grants are awarded for general organizational support or to fund specific projects that protect the Earth, create a healthy food system, increase opportunities for outdoor activity, reduce environmental health hazards, and build stronger communities. The grants, averaging approximately \$8,000 each, are awarded four times per year.

Early submissions are encouraged. Grants awarded during a particular quarter will be announced at the beginning of the following quarter.

**Deadline:** Applications are due February 15, May 15, August 15, and November 1.

**Website:** [clifbarfamilyfoundation.org/Grants-Programs](http://clifbarfamilyfoundation.org/Grants-Programs)

## Wisconsin Humanities Council Grants

The Wisconsin Humanities Council supports programs that use history, culture, and discussion to strengthen community life for everyone in Wisconsin.

The Council looks for projects that are grounded in the humanities and are rooted in the humanities.

All grants require a one-to-one match of either cash, in-kind contributions, or a combination.

Mini-grants (maximum award \$2,000)

four deadlines every year: February 1, May 1, August 1 and November 1. Decisions made by a WHC board subcommittee within one month of submission.

Major grants (maximum award (\$10,000) three deadlines every year: April 15, August 15, December 15. Decisions made by the WHC board in June, October, and February respectively.

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

## Karma for Cara Foundation Micro-grants

The Karma for Cara Foundation is encouraging kids 18 and under to apply for funds between \$250 and \$1,000 to complete service projects in their communities. Whether it is turning a vacant lot into a community garden, rebuilding a school playground or helping senior citizens get their homes ready for winter, they want to hear what project you're passionate about. Applications accepted on an ongoing basis.

**Website:** [karmaforcara.org/get-involved/](http://karmaforcara.org/get-involved/)

## VolunTEEN Nation International Service Project Grants

U.S. students ages 13-22 who are going

**More Grants on Page 9**



# International Folk Fair

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# First in the Nation for Academics: Beloit Memorial Lady Tide

## Ten Years in a Row — Award Winning Academic Excellence

### School District of Beloit

This represents “Lady Tide”, the Beloit Memorial High School Girls Swim Team’s tenth straight year earning Gold level ranking on the NISCA (National Interscholastic Swim Coaches Association) list of swim teams recognized for scholarship.

It has become a tradition of academic and athletic excellence. It marks Lady Tide and the Beloit Memorial High School community as cultivating a tradition of exceptional STUDENT athletes.

With a combined 3.974 grade point, the 2014-15 team gave new meaning to the old saying that cream continually rises to the top.

The Lady Tide’s academic accomplishments are cheered on many levels by the 2015-16 team that is about to dive into its season and is determined to make as big of a splash.

Current swimmers and parents alike say they share an appreciation for team philosophies and character, and encourage upcoming families to consider Lady Tide swimming as part of their BMHS experience.

### Student and Parent Comments

Senior and team captain Caroline Locke, one of four team captains for this year, says

receiving last year’s top award was season highlight along with the team doing well in competition, says, “It is really special. We know we’re students before athletes. It’s our tradition. Our coaches really push us to do well at school.

“It’s one of those things,” she continues, “where you go in knowing you need to try really hard. We know we are obviously not Olympic swimmers but becoming good students and well-rounded people is what we need to do for our future.”

Senior and team captain Cecelia (Cece) Cardenas says always knowing previous teams had outstanding grades is a little daunting, but also challenging and motivating. “It is kind of scary. But we always have a lot of girls on the team who work very hard and have the intelligence and capacity to do very well. It will be very hard to get first again. But we will work hard and everyone helps and encourages each other.”

Team captain and senior Grace Roegner reiterates, “We make goals every year two or three weeks into practice. Our number one is to get gold award again.

Fellow team captain and senior Maggie Gianvecchio adds, “Our coaches are always encouraging us to go to our teachers and talk to them. They tell us to go get any help we need to.”



Sophomore Heaven Wells immediately found a focus on excellence when she became a part of the team as a freshman. “Everyone pushes each other,” she says, explaining that if someone is struggling with an assignment or in a class, others offer help.

Parents, Sara Roegner, Dr. Chris Gianvecchio and Lisa Wells all say they believe swimming attracts dedicated students who value their academics as well as the sport. To swim competitively demands dedication because of the hours of practice, before and after school, Gianvecchio explains. Individual dedication, they emphasize, is helped by the fact that swimmers help one another academically by studying together.

Lady Tide and Men’s Tide swimming.

Mrs. Roegner says, “I would encourage anybody to join in. Coaches are developing the program in earlier grades and that is awesome. I think our coaches do a really great job getting kids to come out.”

Locke says, “I think swimming in general is very important life skill. We have some swimmers who don’t know how to swim and we have to teach them. But this is a really fun part. We teach them to swim, strokes... and rules. They become part of the swim family... Everyone is welcome and encouraged to join. Skill level doesn’t matter.”

### A Community of Support

Noting that doing well in competition is important, and that memorable moments include setting new records and qualifying for regionals and state meets, varsity swimmers are quick to mention that they are most appreciative of their team support while competing.

As Gianvecchio says, “I remember one time I set one of my personal records for one of my favorite events. My whole team was there. Everyone there was cheering me on. They were right there by my side. Even when I was in the water, I could still hear them.”

Such character and the teams’ gold medal academics are also very good for the district and the community as a whole say the Wells.

Mrs. Wells, who says Heaven has an older sister and brother who graduated from BMHS with outstanding experiences, although in different sports. She says that coaches and teachers are superb in their support and encouragement.

And, as her daughter says, “Too many people doubt Beloit. People didn’t think we’d be first in the nation.” Stressing that the Lady Tide are representative of all of Beloit Memorial High School, she concluded, “Actually we’re just one great community.”

### An Extended Family

Often, swimmers note, they are in the same classes, including many AP classes, and so study together as often as possible.

This sense of support comes out of the fact that the team functions as a family, according to swimmers and parents. Swimmers say they spend much time together, aside from in the water and studying. They have dinners, sleepovers and family get-togethers.

“We have become a family,” says Mrs. Roegner who notes that Grace’s older sister Meghan, Class of 2012, was a swimmer. The Roegners, she says, found the same family feeling then.

Caroline Locke says the same was also true when her older sister Maggie was a Lady Tide swimmer and that her younger brother is a swimmer too and looking forward to boys’ high school swimming where there is the same family spirit.

“The team is like my family,” says Cardenas, “because when we are in the water we are not always trying to be better than each other, we are trying to help each other and help make each other better.” Cardenas notes that this is among the reasons her older brother chose to be a high school swimmer as well.

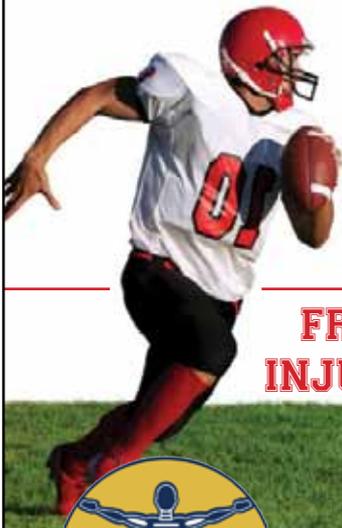
Locke and all swimmers as well as parents were also quick to encourage younger families to join the swimming programs that lead to the

# Get Back in the Game

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# A Career as a Registered Nurse Offers Many Options

RN roles range from direct patient care and case management to establishing nursing practice standards, developing quality assurance procedures, directing complex nursing care systems, conducting clinical research and teaching in nursing programs, as well as practicing in many other invigorating settings.

RNs also develop and manage nursing care plans, instruct patients and their families in proper care and help individuals and groups take steps to improve or maintain their health. While state laws govern the scope of nursing practice, it is usually patient needs that determine a nurse's daily job activities.

Some nurses choose to focus on a particular specialty. There are numerous specialty options each of which has its own training/certification requirements and related professional network or organization.

The median annual wage for registered nurses was \$65,470 in May 2012.

## Critical-Care Nurse

Critical-care nurses practice in settings where patients require complex assessment, high intensity therapies and interventions, and continuous nursing vigilance. Managed care has fueled a growing demand for advanced practice nurses in the acute- and critical-care setting. Advanced practice nurses have received advanced education at the master's or doctoral level. In the

critical-care setting, they are most frequently Clinical Nurse Specialists (CNS) and Acute-Care Nurse Practitioners (ACNPs).

## Emergency Nurse

Emergency nursing is a specialty area of the nursing profession like no other. To provide quality patient care for people of all ages, emergency nurses must possess both general and specific knowledge about health care to provide quality patient care for people of all ages. Emergency nurses must be ready to treat a wide variety of illnesses or injury situations, ranging from a sore throat to a heart attack.

## Hospice/Palliative Care Nurses

Hospice and palliative nurses distinguish themselves from their colleagues in other nursing specialty practices by their unwavering focus on end-of-life care. Hospice and palliative care includes 24-hour nursing availability, management of pain and other symptoms, and family support. By providing expert management of pain and other symptoms combined with compassionate listening and counseling skills, hospice and palliative nurse promote the highest quality of life for the patient and family.

## Labor & Delivery Staff Nurse

L&D registered nurses use professional judgment, critical thinking, and fast decision

making skills. They care for women who are laboring, having complications of pregnancy or having recently delivered. They work closely with patients, families, and other health care professionals.

L&D registered nurses also may hold positions in clinical education, research or medical sales. With further education, they can be managers or advanced practice nurses, for example a nurse practitioner or a perinatal clinical nurse specialist.

## Neonatal Nurse

Neonatal refers to the first 28 days of life.

Neonatal nursing is a relatively new specialty by comparison to adult health, midwifery, or other areas of nursing. Because it is new, there are great opportunities for nurses to devote their skills to newborns who need specialized care. As a neonatal nurse, you may work in neonatal intensive care units taking care of acutely ill neonates and premature infants or you may choose to work in mother-baby or newborn nurseries taking care of healthy newborns.

## Nephrology Nurse

Nephrology nurses use the nursing process to care for patients of all ages who are experiencing, or are at risk for, kidney disease. Care spans the life cycle and involves patients who are experiencing the real or threatened impact of acute

or chronic kidney disease; therefore nephrology nurses must be well-educated, highly skilled, and motivated.

## Nurse Educator

Nurse educators combine clinical expertise and a passion for teaching into rich and rewarding careers. These professionals, who work in the classroom and the practice setting, are responsible for preparing and mentoring current and future generations of nurses. Nurse educators play a pivotal role in strengthening the nursing workforce, serving as role models and providing the leadership needed to implement evidence-based practice.

## Oncology Nurse

The practice of oncology nursing encompasses the roles of direct caregiver, educator, consultant, administrator, and researcher. Oncology nursing extends to all care delivery settings where clients experiencing or at risk for developing cancer receive health care, education, and counseling for cancer prevention, screening and detection.

## Orthopaedic Nurse

The role of the orthopaedic nurse is to advance musculoskeletal health care by promot-

Continued on Page 7

## A career in nursing or radiologic sciences promises a **GREAT** future



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\*Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Statistics, [August, 2015] [[www.bls.gov/oes/](http://www.bls.gov/oes/)].

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# Choosing Nursing as a Career

Barb RN, BSN

According to the World Health Organization (2015) there is a global shortage of healthcare providers. Nurses contribute to the largest group of these healthcare providers and the future healthcare delivery system is dependent on a sustainable workforce. Often nurses are portrayed as caring, kind and compassionate. While these virtuous attributes are desirable in nursing, it may deemphasize the importance of knowledge, expertise and critical thinking skills. Nursing is a profession “grounded in science, technology and knowledge” (Gordon, & Nelson, 2005, p. 62).

Why would one choose nursing as a career with so many other rewarding career options?

- A desire to help others
- The ability to make a difference
- Improve quality of life
- Because nursing is a profession
- Opportunities to use technology (Tele-health, eHealth records, teleconferencing and simulation exercises, use of social media, online patient portal messaging and e-consults).
- An opportunity to use your knowledge, skills and experience to promote well-

ness and disease prevention

- Diverse fields in nursing; public health, surgical, intensive care, emergency department, labor & delivery, pediatric, infection control, school nurse, educator, clinic, research, hospice, long term care, management, parish nurse, quality resources, patient safety etc.

Research indicates that most formal career learning begins in high school or at the university level, yet informal learning and exposure to career opportunities start in early childhood (Price et al. 2013).

Recommendations for future recruitment efforts:

- Provide opportunities for students to meet nurses through social media or in person at a career fairs. (e.g. enthusiastic nurses from different roles and in a wide range of specialties)
- Summer camps or nurse shadowing experiences
- Provide updated and realistic images of nurses
- High school counselors: encourage students to take courses in science (biology, anatomy & physiology, psychology), statistics and effective communication skills.



- Students: Maintain a high GPA to improve eligibility into school of nursing

As a nurse leader, professional values are important in my practice. These values are displayed by leading without micromanaging; being support; being a good role model; good communication skills; being generous with time; mentoring others and

holding others accountable. Professional nursing has several values such as excellence, lifelong learning, and professional engagement. These values serve as a framework for nursing in everyday practice.

## Why Nursing at MSOE?

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## Nursing Career Options

Continued from Page 6

ing excellence in orthopaedic research, education, and nursing practice. Orthopaedic nurses have a wide variety of settings from which to choose. You may find the orthopaedic nurse in the hospital, in a physician practice, in a nursing home, in industry, in academia, or in home health.

### Perioperative (O.R.) Nurse

Perioperative registered nurses provide surgical patient care by assessing, planning, and implementing the nursing care patients receive before, during and after surgery. These activities include patient assessment, creating and maintaining a sterile and safe surgical environment, pre- and post-operative patient education, monitoring the patient's physical and emotional well-being, and integrating and coordinating patient care throughout the surgical care continuum.

### Psychiatric-Mental Health Nurse

The clinical practice of psychiatric nursing occurs at two levels - basic and advanced. At the basic level, registered nurses work with individuals, families, groups, and communities to assess mental health needs, develop diagnoses, and plan, implement, and evaluate nursing care.

Registered nurses who seek additional education and obtain a masters or doctoral degree can become advanced practice nurses in the specialty (Psychiatric-Mental Health Clinical Nurse

Specialists or Psychiatric Nurse Practitioners).

### School Nurse

As the health services expert, the school nurse serves as the health professional for the school community. Some of the services provided include: illness and injury assessments and interventions; health assessments and participation in development of Individualized Education Plan for students with special needs.

### Staff Nurse

RNs who hold staff nurse positions in hospitals have the opportunity to work as generalists or specialists. For example, they can choose to practice in fast-paced, high-tech areas like cardiac intensive care units or newborn intensive care units, or they can work in general medical-surgical units, where they provide care to patients who have just undergone surgery or who are suffering from any number of complex medical conditions.

Sources:

**National Institutes of Health:** [www.nih.gov/](http://www.nih.gov/)

**Bureau of Labor Statistics:** [www.bls.gov/](http://www.bls.gov/)

**Nurses for a Healthier Tomorrow:** [www.nursesource.org/](http://www.nursesource.org/)

**ExploreHealthCareers:** [explorehealthcareers.org/en/home](http://explorehealthcareers.org/en/home)

## Racine Unified School District: Share Your Good News



Communications Department  
Racine Unified School District

A few years ago, Racine Unified School District started a 'Share Your Good News' movement as a way to highlight the great things going on in our schools every day. In a District of almost 20,000 students and more than 30 schools, the positive stories can sometimes get overlooked. So, we created a place where people could easily submit stories that our communications department could then share District-wide.

*Share Your Good News* quickly took off. District staff, students and their families write in to tell us the amazing things happening in our schools. The entries range from a couple of sentences highlighting an exciting music event at one of the elementary schools to a parent writing us to publically thank her child's teacher for helping him overcome his

fear of public speaking.

Below are a few examples of some of our good news submissions.

In September, a mother of a high school student wrote,

"I'd like to take this time to congratulate, William Horlick High School, for the excellent reception they gave to the freshman, class of 2018! My son came home excited and motivated by the reception and encouragement he received during the assembly that took place on the first day of school. He said, "at first I couldn't understand what the red carpet, clapping, and congratulating was for, but then I realized, it was for us. We made it to high school and we are going to be the graduating class of 2018! I'm excited ma, and I know I can do it!" With so many odds against him and a lot of the other students, I think, no, I know, this was a great idea to encourage them and let them feel the excitement and rewarding feelings of accomplishment! Great job staff of Horlick High! Thank you for taking the time to remember. These moments will make a lasting impression!"



Last year a middle school teacher wrote,

"Gilmore Middle School Jazz band, under the direction of Joshua Sherman, has won the Heritage Music Festival Sweepstakes Award in Orlando, Florida. Way to go Gilmore Middle School Jazz band & Joshua Sherman!"

Today, it is so important that our public schools share the great things our students and staff are doing every day. This is how we tell our story and build our brand.

*Share Your Good News* is a way we encourage our staff, students and families to do this. It's a reminder that all it takes is submitting a few sentences to let us know what's

happening. Then the communications department takes the story and we use it in so many ways including on our website, in our newsletters (in a section called *Caught Red Handed*) and on social media. In some cases, a story is something bigger and we reach out to local media for some positive press.

*Share Your Good News* helps our communication department and our community learn more about what's going on in our schools every day. We have to share the positive.

[www.rusd.org](http://www.rusd.org)  
(262) 635-5600

## The Power of a Hashtag

Continued from Page 1



### "What happens when someone goes sideways?"

I get this question a lot. What happens when someone decides to use the hashtag to disparage something happening at school? The advice I give people is this . . . address and bury. Address the misuse with the individual (I do this offline) and bury the comment by adding positive content. If the misuse involves students, it is a fantastic opportunity to teach the impact of a digital footprint. I usually start the conversation with the idea that we have a K-12 school so there are 5 year olds walking through the building who are able to see the feed. The response is almost always one of understanding. I'm not there to punish the person . . . just to have a conversation about the impact on our building. We also try to flood the stream with great stories and pictures.

People don't often scroll through the content, but rather see what is right in front of them. By burying the comment you are able to keep the conversation positive.

The hashtag is an absolute key to the success of your social media presence when it comes to telling the story of your school. A solid and unique hashtag can provide a sense of pride and identity. It can also help us change the narrative of schools and help people concentrate on the great things happening with our students and teachers.

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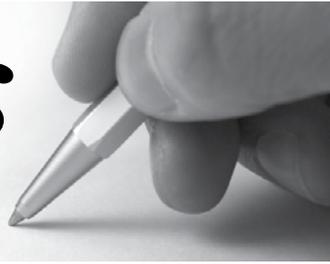
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# Grants



Continued from Page 4

abroad to volunteer or study in a developing country are encouraged to apply for an international service-learning mini-grant of up to \$300. Applications accepted on an ongoing basis.

**Website:** [www.volunteernation.org/blog/categories/latest-news/372-apply-for-an-international-service-project-grant?sf17720015=1](http://www.volunteernation.org/blog/categories/latest-news/372-apply-for-an-international-service-project-grant?sf17720015=1)

## Cornell Douglas Foundation Grants

The Cornell Douglas Foundation provides grants to organizations that advocate for environmental health and justice, encourage stewardship of the environment, and further respect for sustainability of resources. The average grant amount is \$10,000. Applications accepted year-round.

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

## American Honda Foundation Grants

The American Honda Foundation awards grants up to \$75,000 to youth education pro-

grams focused on STEM and the environment. Applications are accepted four times per year — February 1, May 1, August 1 and November 1.

**Website:** [corporate.honda.com/america/philanthropy.aspx?id=ahf](http://corporate.honda.com/america/philanthropy.aspx?id=ahf)

## Kinder Morgan Foundation Grants

The Kinder Morgan Foundation supports nonprofit youth programs focused on education, the arts, and the environment. Grants range from \$1,000-\$5,000. Application deadlines are the 10th of every other month, beginning in January.

**Website:** [www.kindermorgan.com/pages/community/default.aspx](http://www.kindermorgan.com/pages/community/default.aspx)

## Pets in the Classroom Grants

Pets in the Classroom is an educational grants program to help bring aquarium fish or small pets into PK-8th grade classrooms. You can obtain a certificate or coupon for the purchase of new pets, pet environments or pet food and supplies for existing classroom pets.

Applications accepted year-round.

**Website:** [www.petsintheclassroom.org/pets-in-the-classroom-add-some-excitement-to-your-classroom-pets-environment/](http://www.petsintheclassroom.org/pets-in-the-classroom-add-some-excitement-to-your-classroom-pets-environment/)

## NEA Grants:

Deadlines are October 15, February 1, and June 1

## Learning & Leadership Grants

Our Learning & Leadership grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: Educational grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; or grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

**Website:** [www.neafoundation.org/pages/learning-leadership-grants/](http://www.neafoundation.org/pages/learning-leadership-grants/)

## Student Achievement Grants

The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in any subject area(s). The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject

matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection.

**Website:** [www.neafoundation.org/pages/nea-student-achievement-grants](http://www.neafoundation.org/pages/nea-student-achievement-grants)

## Lowe's Toolbox for Education Grant Program

The Lowe's Toolbox for Education Grant Program provides grants for projects between \$2,000 and \$5,000, particularly focusing on parental and community involvement in areas that will have a permanent impact, such as community clean up and renewal projects.

**Deadline:** Deadline is twice yearly, Feb 15th and Oct 15th.

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

## Healthy Kids Innovation Grant

Whole Kids Foundation is launching a new grant program supporting the next generation of innovative ideas in children's health & nutrition. Grants will range from \$15,000-\$25,000 and fund innovations that have a classroom "proof of concept", or have been piloted in at least one classroom, and are ready to scale to the next level.

**Deadline:** Letters of Intent due October 31, 2015. Application due December 15, 2015 at 5pm CST

**Website:** [www.wholekidsfoundation.org/health-kids-innovation](http://www.wholekidsfoundation.org/health-kids-innovation)

# IDEAS Students Travel to Nicaragua to Learn, Serve

Continued from Page 1



Junior, Autumn Willard (front) and, sophomore, Lydia Waniorek (back), help students with English pronunciation, vocabulary, and constructions at Carita Feliz

traditional Nacatamal while cooking with their family.

Spanish language classes were created for groups of students at different levels, and the international staff at Ave Nicaraguita engaged IDEAS students in a range of learning experiences from the language of commerce to the cultural history of the city. Students visited one

of the oldest cemeteries in Central America and hiked the rim of volcano, to gain not only new language contexts but also an understanding of how people in Granada came to live the way that they do today.

When students learned of the poverty in Nicaragua, through their pre-trip studies, it was important to them to provide some service

while learning and travelling. Students worked with three different schools while staying in Granada. Their first experience was a language exchange with English students at Ave Nicaraguita, where they facilitated dual-language gatherings and theater games used to build community at IDEAS Academy. Through this experience students learned the value of learning English for people in Nicaragua as well as the volunteer opportunities that foreign English speakers have in Central American schools.

At Carita Feliz, an urban elementary school, IDEAS students helped local teachers in classrooms from kindergarten to fifth grade. For example, Jacob Folz (grade 9) and Sophie Stone (grade 9) helped students in math, while Karyn Attipoe (grade 10) and Davina Boykin (grade 12) learned to dance salsa and, in exchange, taught African dance movements to the students. At Juan Pablo II, a rural elementary school, IDEAS students donated school supplies and shared in the visual arts as well as recreation with students.

The reflections students shared after the experience included many appreciations for moments of connecting and understanding with the families and children they met. There

were also a number of new intentions that arose from the experiences, including Emily Reichgeld's (grade 12) commitment to the study of urban planning in developing countries and Sarah Williams' (grade 10) suggestion that people who are more open to new things tend to be more happy. As a whole, the group looks forward to sharing their experiences with the IDEAS community next year and hope create more cultural connections through their learning and the Sheboygan community.

IDEAS Academy is grateful to all those who supported this trip through sharing insights, attending the Étude Sessions and other fundraisers, and making individual donations. The collective effort makes it possible for any Spanish student to participate, regardless of financial means. The school hopes to continue to provide these opportunities.

[www.etudegroup.org/ideas](http://www.etudegroup.org/ideas)  
(920) 459-0950



# Colby Elementary Finds Energy Savings and is a 2015 Green Ribbon School

## Colby School District

Colby Elementary School serves students in grades kindergarten through four in rural north central Wisconsin. Their work is a great example of a school doing a lot with what they have through increasing efficiencies and promoting behavior change. More than 40% of these students come from economically disadvantaged households and 21% are limited English proficient. Colby School District was chosen by CESA 10 to be part of an environmental initiative to help the school get started and moving in the right direction with sustainability and environmental education. CESA representatives met with the staff many times throughout the years to help work toward reducing environmental impact and costs, improving health and wellness, and increasing environmental education. The administrators, staff, and students have been very receptive to the efforts.

Colby Elementary school conducted an energy audit with their local provider in 2008. They do not currently meet Energy Star certification but there has been a significant improvement in the ENERGY STAR score since 2011. Aug 2011: 61, Dec 2012: 70. The school reduced its non-transportation energy use by 3.6% between 2010–2012. The school utilizes daylighting whenever possible.

The school has installed the following energy saving devices:

- Switched to energy efficient lighting. Comments: replaced 40w lamps with 25w
- Installed occupancy sensors in the gym
- Removed vending machines altogether
- Upgraded to a more energy efficient HVAC system: boiler upgrade
- Other: Installed a computer power management software to ensure computers are turned off at night to save energy.

Weekly emails from Superintendent Steve Kolden with tips about saving energy are sent to ALL staff and are taught to students. We have posters up that are energy-saving related themes. Monthly electric use data is posted for all staff, students, and community to see. The building had a 5% kWh savings goal in 2012–2013 and saved 8.6%. Many light switches have clips over them to remind people to turn off the lights or which one to use if you only need half of them on. The gym has automatic lights with motion sensors. The PE teacher uses only 1/2 the lights when having class. A baseline energy behavior survey was compared with a one year follow up survey with the following results: Turning off lights increased 19%, closing blinds increased 18%, closing classroom/office doors during day increased 7%, shutting down computers at end of day increased 18%, turning computer monitors off when not in use increased 4%, and using a power strip to eliminate phantom load

increased 18%. Energy efficient light bulbs purchased with funds from a KEEP grant are replacing regular light bulbs everywhere possible. Building and grounds manager has purchased T-8 rather than T-12 light tubes as replacements.

The school has implemented behavioral changes to reduce energy consumption in the following ways:

- There are a number of elementary school staff on the District Sustainability Team that meet regularly (once/month). Staff often bring energy-related concerns to this forum for discussion and to brainstorm solutions.
- We incorporate habits for recycling and composting into our PBIS expected behavior for adults and students. During our PBIS class instruction we also teach students about washing and drying hands focusing on minimal water and paper towel use and still have clean hands.
- Many staff have taken the KEEP classes and the UWSP online classes offered in the summer. Maintenance staff presented a session about our specific facility and ways we are responsibly using energy, and working toward a more efficient facility.

U.S. DEPARTMENT OF EDUCATION



All grades have “morning meetings” where topics will often include process and procedure for turning off lights, shutting doors, closing shades, shutting down computers, washing hands etc.

Whenever necessary, we go into the gym in the morning and have an assembly with the students before school begins. We’ve done this several times, when we began composting, when we began recycling milk cartons, whenever there is a new initiative. Once we present it to the whole school we do small group presentations at each grade level. The students understand why we are doing it and will more likely remember to do it and then it just becomes a habit.

Source: U.S. Department of Education

[www.colby.k12.wi.us](http://www.colby.k12.wi.us)  
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# Columbus Elementary-Discovery Charter School is a 2015 Green Ribbon School!

## A “learning laboratory” for energy education

*Columbus School District*

Columbus Elementary — Discovery Charter School (CEDCS), located in rural Columbus, Wisconsin, serves all the community’s students for kindergarten to third grade. Within this one building, two educational programs are provided. Although the majority of students participate in a more traditional approach to primary education, approximately a quarter of the students who have a natural affinity for science and nature take a more experiential approach to education through the Discovery Charter School (DCS) program.

One of the goals of CEDCS is to use its school as a “learning laboratory” for energy education, while finding ways to reduce its energy consumption. At the forefront of this goal is the involvement of students in energy-related changes taking place around them. A prime example is the comprehensive energy efficiency project that took place over the past two years. CESA 10 completed an assessment and prioritized several energy-saving projects including reconfiguring the HVAC, including efficient boilers, unit ventilators and an upgrade of heating and cooling controls to limit peak demand and maximize unoccupied energy use. The HVAC

work took place during school days, which allowed students to watch as their school was being renovated to be more energy efficient. Rather than seeing the project as a disruption, it was used to extend student learning about how the project would reduce energy, capitalizing on the natural curiosity of young learners. When the gym doors were replaced with tight-fitting energy saving doors, students were taught about how this would save energy. Once the doors were installed, the students gave a “shout out” in honor of the new doors! Upcoming projects will include a complete lighting upgrade with occupancy sensors and the remodeling of a 1952 bathroom. These projects will be used to teach students about the impact that they will have to make our school greener. Other examples of using the school as a learning lab include the use of solar panels in the indoor atrium to power a water feature and another to provide light near the parking lot and playground. The purchase of a water-bottle filling station was the culmination of a month-long study about ways to save water. Students continuously find ways to reduce their own energy use, and share their ideas with others. Many of the initiatives at CEDCS have started with ideas from students.

The school has implemented behavioral changes to reduce energy consumption in the following ways:

This fall (2014) our staff and students have been engaged in the Cool Choices game. The game has encouraged discussions about ways to reduce energy use at school and home. An example of an action spurred from the game was to designate parking spaces for those who carpool. After playing the “Waste-free Lunch Card” students engaged in a friendly competition among classmates to see how many students could bring waste-free lunches to school. We also utilize our daily “All-School Morning Meeting” to address ways that we can save energy use in our school. We discuss things like keeping the vestibule doors closed during cold weather, and turning off lights.

In early November CESA 10 Energy Manager, Melissa Rickert provided staff a short Energy Management 101 presentation. She discussed the new HVAC system and controls and how to use the system efficiently, along with some other energy saving behaviors that could be implemented

U.S. DEPARTMENT OF EDUCATION



through the year. This presentation acted as a spring-board for school-wide behavioral changes that could easily be implemented. As a direct result of the presentation, staff are closing blinds each night and keeping their classroom doors closed during the day.

In the DCS program, energy education is taught in kindergarten and 3rd grade. It is integrated into the environmental curriculum. In the traditional program, energy is taught in grade three. It is a part of a research project. Students chose to a particular area to learn more about. The final project is shared with classmates.

*Source: U.S. Department of Education*

[www.columbus.k12.wi.us](http://www.columbus.k12.wi.us)

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## Green Ribbon Schools Applications Due

Wisconsin has redesigned its Green & Healthy Schools program to help schools continually improve health and sustainability while simultaneously applying for a federal award and sharing their success stories.

Completing the application (as thoroughly as possible) by December 1 will put schools in the running for the U.S. Department of Education Green Ribbon Schools award. The assessment can be completed over time and not all questions need to be answered. A unique URL for each school can be shared with multiple people to help complete the application.

**Contact:** Victoria Rydberg at 608-266-0419, with questions.

**Event Link:** [forms.dpi.wi.gov/se.ashx?s=56301B2D5BE3EFCA](http://forms.dpi.wi.gov/se.ashx?s=56301B2D5BE3EFCA)



## Albert Einstein Distinguished Educator Fellowship

The Albert Einstein Distinguished Educator Fellowship Program offers current K–12 mathematics, technology, engineering, and science classroom teachers with demonstrated excellence in teaching, an opportunity to serve in the national public policy arena.

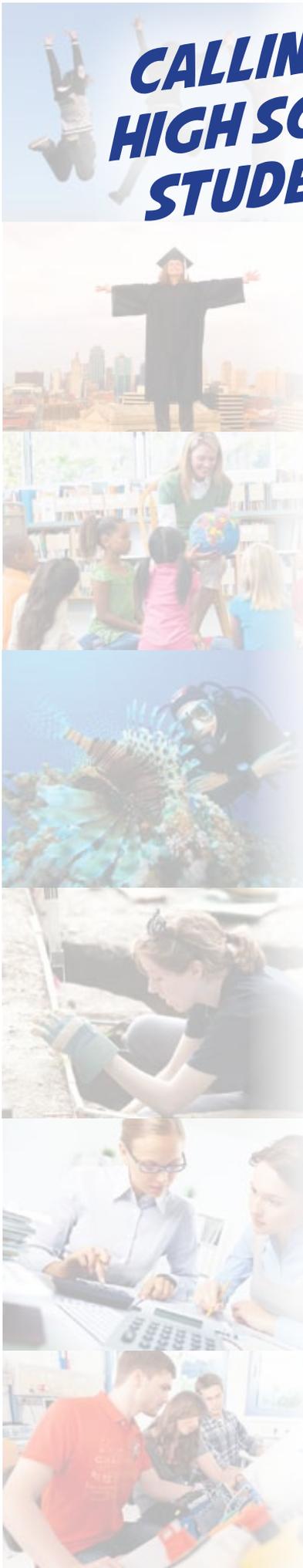
During the Fellowship, each Fellow receives a monthly stipend of \$6,000 plus a \$1,000 housing allowance. There is also a moving/relocation allowance and a professional travel budget.

**Deadline to Apply:** Apply by 8 p.m. November 19, 2015.

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

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- \$200.00 cash prizes from *Teaching Today™ WI* will be awarded to each of the six winning entries.
- \$75.00 cash prizes from *Teaching Today™ WI* will be awarded to each of the six Honorable Mentions.

***This contest is open to all high school students in Wisconsin.*** Essay entries are to be between 500 and 600 words in length. A Word document or PDF is preferred. Power point entries must be accompanied by a 175–225 word description to run in the print copies of *Teaching Today WI*. Links to power point entries will be posted on the *Teaching Today WI* website and blog site.

We will be featuring the six winners in our Holiday Issue which will be released in mid-December. The six honorable mentions will be presented in the following three issues.

This contest begins on October 1st and the deadline for submissions is December 10th at 6:00 p.m.

**Whatever your dream career is, Teaching Today WI wants to read about it! Submit your essay soon!**

**SEND ENTRIES TO:** [andria@teachingtodaywi.com](mailto:andria@teachingtodaywi.com) or [renee@teachingtodaywi.com](mailto:renee@teachingtodaywi.com).

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

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# Meemic celebrates 65 years serving the educational community



Photo: The Detroit News

Eric Henrikson  
Meemic Insurance Company

“By the people, for the people” is a phrase often borrowed from Abraham Lincoln’s Gettysburg Address, and it’s apt for Meemic Insurance Company, as well – with a slight twist: “By the teachers, for the teachers.”

In 1949, a group of educators in Detroit came together and started on the path towards creating an insurance company. Many were friends from teaching in Detroit, and were also poker and bridge buddies. Several even wound up buying vacation homes close to each other.

When they opened their doors in downtown Detroit in 1950, the average teacher’s salary was \$3,000, gasoline went for 20 cents a gallon and a new home cost \$14,500. By 1954, a core group of seven had come together and propelled the company forward.

“Their theory was that other insurance companies were very expensive, whereas teachers and other educated members of the board of education were safe drivers and deserved lower premiums,” said Judith Carmean Ralph, daughter of co-founder Aaron Carmean. “Thus, Meemic was born, and the rest is history.”

The first office was in the Hammond Building, Michigan’s first skyscraper. Meemic continued to grow and now has its

headquarters in Auburn Hills.

“I can remember going with (my father) and mother down to their first office in the old Hammond Building and stuffing envelopes for mailings,” said James Cramer, son of co-founder Richard Cramer.

Several of the founders worked closely with delinquent children in school and during their summer break. That charitable spirit has expanded today with The Meemic Foundation for the Future of Education, which was formed in 1992. The Foundation started by awarding college scholarships but later shifted its focus to serve the greater educational community.

To date, The Meemic Foundation has distributed nearly \$2 million back to schools, from kindergarten to college, through a variety of grant programs.

Some Meemic tidbits:

- Meemic started out as M.E.E.M.I.C., an acronym for Michigan Educational Employees Mutual Insurance Company, but that was switched to the shortened name in 1999.
- The first president was also the first policyholder, Paul Wentink, and a policy cost about \$41.50.
- The first claim came in on April 15, 1950, less than two weeks after insur-



ance sales opened. It was \$1.50 for road service.

- An integral member of the early staff was Lillian Baste, daughter of co-founder Emil Kunze. She started almost immediately after opening and over more than two decades served on the board of directors as director, treasurer and secretary, and was the office manager.
- Meemic expanded into Wisconsin in 2012 and Illinois in 2014.

As Meemic continues to grow, it keeps its focus on its origins: serving the educational community.

[www.meemic.com](http://www.meemic.com)

## EconomicsWisconsin

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The Wisconsin Council on Economic Education, Inc., better known as EconomicsWisconsin, is a non-partisan, non-profit organization with the following mission:

EconomicsWisconsin strives to be a unique, non-partisan partnership of leaders in business, economics, and education that provides economics and financial literacy curricula and programs to teachers, students, and adults throughout Wisconsin, so that its residents can better understand, compete, and succeed in the global economy.

Schools have been the major focus of our work these past five decades. In 2014, 7,945 students and 373 teachers participated in programs offered by EconomicsWisconsin. Our reach includes over 170 Wisconsin school districts and 300 schools in 64 Wisconsin counties.

Please refer to the back page for additional details regarding the range of our



programs for students of all ages, teachers, school administrators, superintendents, and school board members.

More details regarding our scheduled and forthcoming programs, and additional references, are available on our internet links.

Please feel free to contact us. We would be happy to discuss your particular interests and requirements.

[www.economicswisconsin.org](http://www.economicswisconsin.org)

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## La Crosse middle school student wins annual 'Wisconsin YES!' youth business plan contest



By Joy Sawatzki

Elizabeth Hlavacka, an 8th grader at Aquinas Middle School in La Crosse, is the grand prize winner in Wisconsin YES!, a statewide youth business plan contest for students in middle and high school.

Hlavacka got the idea for her Stuff'n with Noth'n product after realizing the number of plastic bags her family used to pack school lunches. This led her to consider alternative ways to wrap lunch items. Her idea is a reusable, eco-friendly container with uniquely designed compart-

ments that eliminate the need for plastic bags. When the product is unfolded, it can act as a placemat allowing the user to eat almost anywhere.

Hlavacka presented her winning idea June 3 at the Wisconsin Entrepreneurs' Conference in Madison during the awards luncheon for the Governor's Business Plan Contest.

In addition to taking steps to create a product from her business idea, Hlavacka plays volleyball, soccer and competes year-round in basketball. She is complet-

ing her Silver Award in Girl Scouts and is a 4H member. She will participate in the junior goat show at the La Crosse County Fair this summer. Hlavacka is interested in studying veterinary/animal science or business in college. She will attend Aquinas High School in the fall.

Students submitted their ideas in a 250-word online summary to compete in Phase 1 of the contest. Professionals from across the state served as judges, provided feedback and scored the ideas. About two-dozen entries were selected to move on to Phase 2, where they submitted 1,000-word executive summaries covering company overview; product or service description; customer definition; market description, size and sales strategy; competition; management team; financials; and capital needs.

Second place was awarded to Rebecca Perl of Nicolet High School for her entry DiabeTECH, an implant, app and insulin pump connected by low-energy Bluetooth technology to make managing diabetes easier. Colin Gray-Hoehn of Brookfield East High School tied for third place with his entry Eat Out, a mobile app platform for community reviews of local, independent restaurants. He shared the title with Renee Kar-Johnson of James Madison

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Memorial High School and her entry Eco-Bandage, an eco-friendly bandage made from banana leaves.

Modeled after the successful Governor's Business Plan Contest, Wisconsin YES! is designed to teach students how innovation in science and technology fields can be developed into plausible business plans. It is an opportunity for students to explore the connections between science, technology and entrepreneurship, and for educators and judges to cultivate an interest in these arenas.

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**Information Technology Services** – Accountants frequently take a leading role in evaluating a company's systems to ensure they are operating effectively.



**Internal Audit** – Internal auditors work from within an organization to evaluate corporate process and controls to help improve a company's operations.

**Tax Accounting** – Accountants are always in demand to prepare individual and corporate tax filings as well as provide tax consulting.

Accountants can be found in almost every function of a business. For example, a tax accountant could become a specialist in the nonprofit sector; an auditor might focus on construction companies, and a consultant could find success in the real estate sector.

Source: Bureau of Labor Statistics:  
[www.bls.gov/](http://www.bls.gov/)

## MPS, Hunger Task Force Kick Off 'No Kid Hungry' Campaign



Sherrie Tussler, Executive Director of Hunger Task Force joined forces with Milwaukee Public Schools (MPS) and Superintendent Dr. Darienne Driver at Congress School Friday to launch No Kid Hungry Wisconsin.

Nearly 83 percent of children in the Milwaukee Public Schools are considered economically disadvantaged but only 42 percent take advantage of free breakfast available through the Community Eligibility Program (CEP).

To combat this problem, Hunger Task Force has partnered with Share Our Strength's No Kid Hungry campaign to connect more kids in Milwaukee with the healthy food they need every day. This partnership will endow resources to 20 Milwaukee Public Schools to provide breakfast in the classroom in areas of highest poverty.

Sherrie Tussler kicked off the event by recognizing the partnership Hunger Task Force has had with MPS — the two groups have been collaborating for over 40 years. She then spoke to the first graders seated on the carpet who were excited about eating a healthy, family-style breakfast right inside their classroom.

"School breakfast can make a dramatic difference in students' lives. Kids who regularly eat school breakfast have been shown to achieve 17.5% higher scores on standardized math tests and attend 1.5 more days of school per year," said Tussler.

Dr. Driver took the podium and stressed the importance of eating a healthy breakfast and how it impacts learning. She added that through the campaign, 8,000 additional children will start their day with a healthy meal.

"Milwaukee Public Schools is proud to be a leader in making sure our students are fed a healthy meal not only at lunch but also at breakfast so they start the day ready to learn,"

MPS Superintendent Dr. Darienne Driver said. "We are proud to work with Hunger Task Force and No Kid Hungry to ensure our children are healthy and energized as they start every school day."

### About Hunger Task Force

Hunger Task Force believes that every person has a right to adequate food obtained with dignity. Hunger Task Force works to prevent hunger and malnutrition by providing food to people in need today and by promoting social policies to achieve a hunger free community tomorrow.

### About No Kid Hungry

No child should go hungry in America, but 1 in 5 kids will face hunger this year. Using proven, practical solutions, No Kid Hungry is ending childhood hunger today by connecting children in need to programs like school breakfast and summer meals, and teaching low-income families to cook healthy, affordable foods. In 2015, with support from the Social Innovation Fund, a program of the Corporation for National and Community Service (CNCS), Hunger Task Force joined No Kid Hungry to launch a local No Kid Hungry Community. Together, we are creating transformational social change in this nation, and making sure kids facing hunger get the healthy food they need.

[mps.milwaukee.k12.wi.us](http://mps.milwaukee.k12.wi.us)  
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*A mind is a fire to be kindled, not a vessel to be filled."*

— Plutarch

# Middleton families learn from Luxembourg students

Rhonda Thompson

Band and Orchestra Parents Association

Elisabeth is 16 years old. She speaks four languages, plays piano, is the principal flute player in a national wind orchestra and wants to be a veterinarian.

If Elisabeth were an American, speaking four languages at 16 years old would be quite out of the ordinary. However, Elisabeth is not an American and in her country of Luxembourg, speaking English, German, French and Luxembourgish is the norm.

And yes, Luxembourgish is an actual language. The people of Luxembourg speak primarily Luxembourgish, watch TV and read for fun in German and write in French.

Students and families from MHS's bands and orchestras had the opportunity to meet, host and get to know nearly 70 students, including Elisabeth, and teachers from Luxembourg over Labor Day weekend when the National Youth Wind Orchestra Luxembourg (NYWOL) came to visit.

The NYWOL is an organization of the Union Grand-Duc Adolphe Music School, a public establishment that is responsible for public music education in more than 60 municipalities of Luxembourg with more than 5,000 students. NYWOL meets every year for a working session and concert tour in a different country. Their only previous tour in the United States was in 1976.



The ensemble is composed of young musicians between the ages 14 and 20 coming from various conservatories, music schools and music associations of Luxembourg and includes prize winners from the Luxembourg Competition for Young Soloists. The orchestra is conducted by professional conductors and tutors from Luxembourg and abroad.

"It is amazing how close we became with our guests in just three days," MHS band parent Lisa Cole said. "It was such an incredible experience. I knew so little about their country until they were here. What great kids."

On Friday, Sept. 4, the students from Luxembourg attended classes and rode school buses with MHS students. Madame Driscoll was delighted when two fluent French speakers from Luxembourg visited her French IV class and stu-

dents from both countries were able to converse in French.

That night, NYWOL held a concert attended by host families and others in the Middleton community. Much to the surprise of the audience, the orchestra began by singing, under the direction of choir director Tom Braquet. The vocal group delighted the audience with "Axis of Awesome – 4 Chord Song" that was a comedic mash up of well-known American pop tunes.

When the choir finished, they left the stage, retrieved their instruments and entered as the orchestra. The orchestral portion of the concert, under the direction of conductor Francois Schammo, opened with the Star Spangled Banner followed by Luxembourg's national anthem. Later during the program, one of the young adult tutors soloed on the "magical saxophone

soprano." After playing an excellent and diverse musical program, NYWOL ended the evening with three encores that had been preceded by standing ovations.

On Saturday, the students enjoyed a day of sightseeing. Host families planned outings to give their students a one-day taste of American culture. Families and students went canoeing and kayaking, visited farmer's markets, and stopped at Starbucks. Some students tried playing a little backyard baseball. Some tried cheese curds or peanut butter. Some ate grilled hamburgers or brats, corn on the cob and watermelon.

MHS Orchestra Director Steve Kurr said the host families gained much from the students. Most previously knew very little about Luxembourg and enjoyed finding out about and getting to know some warm-hearted people from this tiny European country.

"The students and teachers from Luxembourg were excellent musicians and wonderful people," he said. "Meeting young people from other countries is such a great experience. You get a chance to learn about the differences between us and to understand just how similar we all are."

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## Middle School Teacher of the Year



*Northstar Middle School in Eau Claire*

Suzanne Devine, a seventh- and eighth-grade science and social studies teacher at Northstar Middle School in Eau Claire, has a commitment to her students that extends far beyond just what they learn in the classroom. She seeks to meet the needs of students facing challenging times outside of school in every way she can. “Anyone can teach a classroom full of gifted students, but I have a special place in my

heart for those whose personal struggles interfere with learning,” she said. She is involved with the National Science Teachers Association and updates her lesson plans and curriculum as she finds new and innovative ideas. She has taken more than 100 students to Women in Science, an event encouraging female students to pursue careers in the science field.

Devine is described as someone who “exudes a love of learning the instant you meet her” and someone whose “passion for teaching naturally bubbles out of her and overflows with deep care and desire for students to grow personally.” Her commitment to her students extends far beyond just what they learn in the classroom. She takes a personal interest in the lives of every student she teaches. She seeks to meet the needs of those students facing challenging times outside of school in every way she can. “Anyone can teach a classroom full of gifted students, but I have a special place in my heart for those whose personal struggles interfere with learning,” she said.

Preparing children for success in all areas of life and instilling a love for learning is the core of Devine’s educational philosophy. “I feel that by building great character, each child is able to become more successful . . .,” she says. She draws upon the district’s values of respect, responsibility, courage, compassion, honesty, and justice as expectations for her students to meet at all times. She says she is “blessed to be



able to teach a combination of science lessons and life lessons that will enable my students — my children — to be the new leaders in their communities.”

She also is involved in many charitable and service organizations in her community and strives to include students in these projects whenever possible. A few of these community service activities include working to make all of the Northstar neighborhood sidewalks accessible, picking up trash in the neighborhood, organizing student bell ringers for the Salvation Army, volunteering at a local food pantry, and visiting nursing home residents.

A panel of educators, parents, and com-

munity leaders selected the four Teachers of the Year from a pool of 86 public school Kohl Teacher Fellows who were named in spring 2015. Kohl Teacher Fellows, nominated by colleagues, parents, students, or members of their community, are chosen for their ability to inspire students’ love of learning, instructional innovation and leadership, and commitment to community involvement.

[www.ecasd.us/  
northstar-middle-school](http://www.ecasd.us/northstar-middle-school)  
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## Special Services Teacher of the Year

*Kimberly High School*

Amy Reed, a special education teacher at Kimberly High School, focuses on teaching not only core curricula but also understanding what each student would like to do after high school. This allows her to help students develop a plan to get there, teaching them not just what to learn, but how to learn. When working with teams to set up Individualized Education Programs, Reed begins with parents ahead of time. “I send parent questionnaires and conduct parent and student interviews. This process enables me to uncover additional student strengths and interests, unrealized dreams, frustrations and concerns . . . to get students on track to meeting their goals,” she said.

Reed describes her personal philosophy as educating “every student with maximum independence and soft skills in mind.” She stresses a focus on teaching not only core curricula but also understanding what each student would like to do after high school. This allows her to help them develop a plan to get there, teaching students not just what to learn, but how to learn. “I work to guide the student toward the desired career while also teaching skills necessary for more comprehensive growth and learning, including evaluation and reflection,” she said.

Reed believes her work with the students

is just one part of the equation and takes steps to engage the parents from the beginning. “When working with teams to set up Individualized Education Programs, I begin with parents ahead of time. I send parent questionnaires and conduct parent and student interviews. This process enables me to uncover additional student strengths and interests, unrealized dreams, frustrations and concerns . . . to get students on track to meeting their goals.”

Described as “a tireless advocate for students with disabilities” and someone whose “unwavering dedication and continual service to her students sets her apart from her colleagues,” Reed has been instrumental in the development and implementation of many initiatives to improve inclusion and acceptance within the school and in the greater community. Reed has helped start a week-long community event to increase awareness, culminating in a basketball game between high school students and Special Olympians. She seeks to increase the social benefits those with disabilities can experience through events such as an annual dance, inviting all families from neighboring schools who have a student with a disability to attend. Through her program to serve those with unmet needs, she has collected formal attire for dances for students from low-income families to wear so they can comfortably attend these events.



Reed has achieved high levels of professional achievement in her career as a special education teacher. Striving to meet rigorous standards, she is one of only a handful of teachers in her district to earn the National Board for Professional Teaching Standards Certification. She has set additional goals for herself including earning a master’s degree in Thanatology: the science of death, grief, and bereavement. “One area of need that I have been unable to help families fill is the need for specialized grief support. I have found few resources that apply grief and bereavement strategies to people with significant disabilities without using techniques designed for a much younger population in an effort to meet the person’s intellectual age,” she said.

A panel of educators, parents, and community leaders selected the four Teachers of the Year from a pool of 86 public school Kohl Teacher Fellows who were named in spring 2015. Kohl Teacher Fellows, nominated by colleagues, parents, students, or members of their community, are chosen for their ability to inspire students’ love of learning, instructional innovation and leadership, and commitment to community involvement.

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## Southview News Show Heading to Internet



By Chris Vetter  
Eau Claire Leader-Telegram  
Chippewa Falls News Bureau

Morning school-based news broadcasts at Southview Elementary School in Chippewa Falls are headed to the Internet, allowing parents and families to watch fifth-graders read the daily headlines.

Southview Elementary fifth-grade teachers Aaron Merconti and Jesse Pukrop are leading the daily morning broadcasts, which air in each classroom at 7:55 a.m. and last from five to 10 minutes. The daily broadcasts have aired for the past 11 years, with students in each classroom watching on smart board

screens.

With the aid of CESA 10, this year those broadcasts will be streamed live over the Internet and will be archived so they can be watched at any time of the day.

"All of this is housed through CESA 10," Pukrop said.

Merconti said the daily news ranges from leading the Pledge of Allegiance to listing the lunch menu to interesting events occurring in the building.

"They are announcing anything special that day, like if a grade level is leaving on a field trip," Pukrop said. "It's anything out of the ordinary going on that day."

Merconti said the improved technology also will allow students to live stream concerts occurring at the school.

Fifth-grade students are asked to take part in the newsroom, with jobs ranging from on-air anchors to producers and directors to camera operators and teleprompter preparers.

"We've always had enough students, month to month," Pukrop said. "The kids show up at 7:30 to 7:35 (a.m.), so they have about 20 minutes to go over and practice the news. We plan to have it up within the first two weeks."

Merconti said training is minimal as the students absorb how to use the technology required for the broadcasts.

"The kids just run with it on their own," Merconti said.

Chippewa Falls school district Superintendent Heidi Taylor-Eliopoulos said changing technology makes it easy for the students to prepare news segments as well.

"They have iPad apps that allow them to record clips or short stories and then forward them to the editor for broadcasting," she said.

Pukrop said it's great to see the students learn and improve over the year.

"It builds technology skills and they learn confidence by reading in front of others," Pukrop said.

Merconti said the newsroom gives students ideas about a variety of media jobs

All elementary schools in the Chippewa Falls School District will be streaming live school wide news broadcasts over the web this year. Southview 5th grade teachers and students piloted the news format last year. These broadcasts can be viewed live through the Chippewa Falls webpage and also are archived on the site. The students, schools, and community are very excited about this new endeavor!

that take place behind the scenes, not just the anchors on screen.

"It's always rewarding seeing students enjoy doing something like this," Merconti said.

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# Student Contests and Awards

## National Geographic Kid's Photo Contest

The National Geographic International Photography Contest is accepting photos from kids between the ages of 6 and 14. Use photography as an excuse to explore nature! The categories are Amazing Animals, Dare to Explore, Weird but True, and Wild Vacation.

The Grand Prize Winner will receive a trip to the Grand Canyon, Bryce, and Zion national parks for the winner and one parent or legal guardian.

**Deadline:** Entries must be uploaded or post-marked by October 15, 2015.

**Website:** [kids.nationalgeographic.com/content/kids/en\\_US/explore/contests/international-photography-contest-rules/](http://kids.nationalgeographic.com/content/kids/en_US/explore/contests/international-photography-contest-rules/)

## Earth Science Week Contests

The American Geological Institute (AGI) is sponsoring three national contests for Earth Science Week. The photography, visual arts and essay contests allow both students and the general public to participate in the celebration, learn about Earth science and compete for prizes.

The first-place prize for each contest is \$300 and a copy of AGI's The Geoscience Handbook.

**Deadline:** Entries due by 5 p.m. EST October 16, 2015.

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

## Stephen J. Brady Stop Hunger Scholarships

Each student selected as a Stephen J. Brady Stop Hunger Scholarship recipient will receive a \$5,000 scholarship, as well as a \$5,000 grant made in his/her name to the hunger-related charity of his/her choice in his/her local community. Each national scholarship recipient will be recognized at the annual Sodexo Foundation Dinner in Washington, D.C. All transportation, meals, and lodging for the student and up to two immediate family members will be paid for by Sodexo.

**Deadline:** December 5, 2015

**Website:** [www.unigo.com/scholarships/all/Stephen\\_J\\_Brady\\_STOP\\_Hunger\\_Scholarships/1000330#/register](http://www.unigo.com/scholarships/all/Stephen_J_Brady_STOP_Hunger_Scholarships/1000330#/register)

## The Prudential Spirit of Community Awards

If you've made a difference by volunteering in your community over the past year, you could win \$1,000 and a fabulous trip to Washington, D.C., by applying for a Prudential Spirit of Community Award! Even more importantly, you could win recognition that might inspire other young people to follow your example. These prestigious awards have honored tens of thousands of middle level and high school students over the past 18 years solely for their volunteer work.

**Website:** [spirit.prudential.com/view/page/soc/14782?lp=14779](http://spirit.prudential.com/view/page/soc/14782?lp=14779)

## Hasbro Community Action Hero Award

The Hasbro Community Action Hero Award recognizes outstanding young volunteers who show that you are never too young to make a difference in your local or global community. Hasbro Children's Fund and generationOn will celebrate ten young people between the ages of 5 and 18 for their extraordinary community service and volun-

teer activities at a special recognition event in Los Angeles, award each winner a \$1,000 educational scholarship and a \$500 grant to their selected non-profit.

**Website:** [www.generationon.org/teens/awards/hasbro-community-action-hero-award](http://www.generationon.org/teens/awards/hasbro-community-action-hero-award)

## Toshiba/NSTA ExploraVision

ExploraVision is a science competition that goes beyond the typical student science competition and into what it takes to bring ideas to reality. A teacher will sponsor and lead his/her students as they work in groups of 2 – 4 to simulate real research and development. A teacher will guide his or her students as they pick a current technology, research it, envision what it might look like in 20 years, and describe the development steps, pros & cons, and obstacles. Past winners have envisioned technologies ranging from a hand-held food allergen detector to a new device to help people who have lost limbs regain movement in real time.

Registration is now open.

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



## Can your school use a 3D printer?

K-12 and higher-education campuses have an opportunity to win a 3D printer and \$5,000 grant, thanks to a new contest sponsored by Stratasys, in partnership with Campus Technology and THE Journal. Schools interested in participating must submit a 500-word essay outlining what a 3D printer would mean to their campuses.

**Deadline:** November 30, 2015

**Website:** [thejournal.com/pages/stratasys-3d-printer-contest](http://thejournal.com/pages/stratasys-3d-printer-contest)

## SourceAmerica Design Challenge

The SourceAmerica Design Challenge is a national engineering competition that partners teams of high school or college students with non-profit agencies that employ individuals with significant disabilities. The students and the non-profits join together to brainstorm ideas and design workplace technologies that could create a more productive workplace or generate new job opportunities for people with disabilities.

**Round 1 Due Date:** November 05, 2015

**Website:** [www.sourceamerica.org/workforce-and-research-programs/design-challenge](http://www.sourceamerica.org/workforce-and-research-programs/design-challenge)

## Young Wisconsin Conservationist Program of the Izaak Walton League

The Wisconsin Division of the Izaak Walton League has developed a program to encourage and assist K-12 school classes and organizations to carry out environmental and conservation activities. They will provide up to \$200/project in funding for worthwhile projects.

**Website:** [sites.google.com/site/wisconsin-iwladivision/Home](http://sites.google.com/site/wisconsin-iwladivision/Home)

## Recycle-Bowl: K-12 School Recycling Competition

Registration is now open for the Recycle-Bowl competition for all elementary, middle and high schools. The competition will be held October 19 to November 15, 2015. The school in each state that collects the most recyclable material per capita will win \$1,000.

**Deadline:** Register by October 13, 2015.

**Website:** [recycle-bowl.org/](http://recycle-bowl.org/)

## EcoChallenge

The EcoChallenge is an opportunity to change your life for good. For two weeks every October, you are challenged to change

one habit for the Earth. Choose your challenge and connect with other EcoChallengers, and collectively, prove that small actions create real change.

This year's EcoChallenge is October 15-29, 2015.

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

## Vernier/NSTA Technology Award

Awards of \$5,500 for innovative uses of data-collections technology using a computer, graphing calculator, or other handheld in the science classroom (for projects you're already doing). The awards include travel and expenses to the national NSTA conference, \$1,000 for the teacher and \$3,000 in Vernier products.

**Deadline:** Apply by November 30, 2015

**Website:** [www.vernier.com/grants/nsta](http://www.vernier.com/grants/nsta)

## The Magna Awards

The Magna Awards is a national recognition program that honors school board best practices and innovative programs that advance student learning. To determine the winners of the Magna Awards the judges will look for programs that are: Developed or actively supported by the school board, The result of appropriate school board leadership, Successful in view of the program's primary objectives, Important in promoting the district's mission and advancing student learning, Capable of being replicated by other school

boards with similar conditions and resources, and The result of collaboration between the school board and others.

**Average award:** 4000.00

**Applications due:** October 31, 2015

**Website:** [www.nsba.org/newsroom/american-school-board-journal/magna-awards](http://www.nsba.org/newsroom/american-school-board-journal/magna-awards)

## Teacher at Sea Program from National Oceanic and Atmospheric Administration (NOAA)

The mission of the National Oceanic and Atmospheric Administration's (NOAA) Teacher at Sea (TAS) program is to give teachers a clearer insight into our ocean planet, a greater understanding of maritime work and studies, and to increase their level of environmental literacy by fostering an interdisciplinary research experience. The program provides a unique environment for learning and teaching by sending kindergarten through college-level teachers to sea aboard NOAA research and survey ships to work under the tutelage of scientists and crew. The program lasts anywhere from a week to a month. All travel and program fees are paid for by NOAA.

**Website:** [teacheratsea.noaa.gov/#/about/who\\_may\\_apply](http://teacheratsea.noaa.gov/#/about/who_may_apply)

## COUNSELOR'S CORNER

### Problem Behaviors Should be Discussed Tabitha Stelter

**School Counselor, Spring Hill Elementary, Wisconsin Dells  
Publications Coordinator, Wisconsin School Counselor Association**

As the new school year is off and running, so are some students! But running from adult directives and expectations may signal an underlying problem that needs immediate intervention. As part of Randy Sprick's Safe and Civil Schools Model, the staff of my building use evidence-based behavioral strategies. As soon as a student's behaviors are interfering with his/her learning or the learning of others it's time to have a conversation with the student to get at the root of the problem. This Planned Discussion is the first intervention in the Early Stage set of interventions (Sprick & Garrison, 2008). Oftentimes, it's the only intervention needed. "Students may not know what is expected or may be unaware of the teacher's concern." (p. 71).

The first step is to identify the problem behavior(s) of the student. Planned discussions are appropriate for annoying misbehavior such as tattling or disorganization. These discussions can also be the springboard for moderate misbehaviors if caught early enough. These include poor listening skills, dependency, arguing, disruptive behavior, tardiness or inaccurate or incomplete work. If a student is displaying severe and/or chronic behavior then a planned discussion can be effective if it is included in a more comprehensive plan.

After staff identify the problem behaviors, narrow the focus of what you hope to accomplish. Often, many misbehaviors are interrelated so determine the primary concern for the student. This will help to increase the student's sense of control and lead to success. Another way to find success is to build upon the student's strengths. Point out what he/she is doing well at the beginning and conclusion of the conversation to keep them motivated.

As for the actual discussion, determine if any other adults should be present. You can inform the parents and invite them to participate, but I would caution that inviting the parents/guardians too soon will rob the student of the opportunity to take responsibility of the problem. It may also send a message to parents that you aren't capable of managing minor misbehavior.

Include another teacher who may see similar misbehaviors with the student in his/her classroom. They can offer support/focus for the discussion. Note that too many adults may overwhelm a student. Rule of thumb, no more than three adults (minus the parents) to the one student. An administrator should only be invited if the behaviors are severe or

threaten the safety of yourself or others in the classroom.

Now you're ready for the discussion. Schedule the conversation for a neutral time. Using his/her recess will only annoy the student and taking time from your lunch hour may not be feasible. Be sure to allow enough time for emotions to settle after an incident has occurred too. According to Sprick, "the higher the level of your concern, the longer you should make the interval between the misbehavior and the discussion." (p. 78). You will still want to correct misbehavior with a brief statement (i.e. Vulgar language is not tolerated in this classroom, Johnny) followed by a comment that you will want to discuss the incident at a later time.

When setting the meeting with the student, give them the vital information he/she wants to calm their worries. Tell him/her where and when, who else will be there, and most importantly, have them think about what they need from you as the teacher to be successful in the class. Often times, students get to finally answer what it is that they need from us adults and it's as simple as "feeling like I belong in the classroom" or "knowing that you like me".

The hardest part to having the planned discussion is clarifying what your main concerns are, so as for the actual discussion be ready to jot down some things. There is a great reproducible in the book, but basically you'll want to document 1) the problem, 2) a goal, and 3) objectives to meeting that goal. Be sure to assign tasks for each of you. It may seem that the student should do all the work, but if they identified needs then you'll have a job or two also. This is a document that you and the student can have a copy of when it is filled in. That way you both leave the conversation having a tentative plan to act on.

Set a follow-up meeting within a few days to check-in on the plan. Review any tasks that were assigned to either of you. Offer additional support if needed. Having a second meeting shows the student that you are invested in making the teacher-student relationship work. It also gives you a chance to praise him/her for their hard work on fixing the problem behavior.

#### Reference:

Sprick, R. and Garrison, M. (2008). *Interventions: Evidence-Based Behavioral Strategies for Individual Students*. 2nd Edition. Pacific Northwest Publishing, Inc., Oregon.

## Art Contests

### Get to Know Art Contest

This annual Art contest is open to US Residents ages 19 and under and runs until November 1, 2015. Follow the step by step directions to submit your art, writing, photography, video, and music inspired by the great outdoors. You may enter as many categories as you want!

For the video and music categories, a total of 3 winning entries will be chosen. A variety of prizes can be won.

**Website:** [www.get-to-know.org/contest/us/](http://www.get-to-know.org/contest/us/)

The Space Foundation presents:

### Sixth Annual International Student Art Contest:

The theme is "What Space Means To Me". Open to students under the age of 18. Must have a teacher or parent/legal guardian who will provide parental consent to enter the contest. 25 Prizes awarded. Deadline is November 13, 2015.

**Website:** [art.spacefoundation.org/how-enter](http://art.spacefoundation.org/how-enter)

### Teachers Against Prejudice – Elementary Art Contest

Open to Grades 1st – 4th as of September 2015. TAP is calling for your submissions of a painting, drawing, collage, or other 2-dimensional work focused on this year's theme, "Games Around the World".

First place winner will receive \$150 and Second place: \$100. Photos or scanned images of artwork must be submitted in jpeg format and emailed or sent on CD with the accompanying contest entry form.

Deadline for entries is October 15, 2015.

**Website:** [www.teachersagainstoprejudice.org/index2.php?p=art\\_contest\\_2015](http://www.teachersagainstoprejudice.org/index2.php?p=art_contest_2015)



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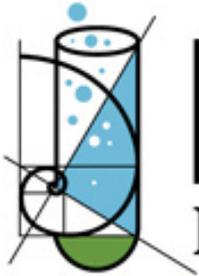
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We offer a number of programs for students, teachers, school administrators, and school board members.

Our objective is to allow you to better satisfy the economics and financial literacy requirements, and to do so in an efficient way that ties into the other disciplines and standards.

Our website provides details regarding the programs for the upcoming school year, both those already scheduled and those being planned or in development. Our home page is [www.economicswisconsin.org](http://www.economicswisconsin.org).

## **Teacher programs:**

- ASET (Association of School Economics Teachers) Conference
- Money Talks Conference (La Crosse)
- Get Your Students Pumped Up on Personal Finance and Economics! (Lambeau Field)
- STEM Workshop: Teaching Economics through Math and Science
- Teaching Personal Financial Literacy and Economics Standards in High School Math Classes
- Economics for Opinion Leaders
- Stock Market Simulation Workshop
- Financial Fitness for Life Workshop
- Common Sense Economics for Life

## **Student programs:**

- Financial Fitness for Life
- Early \$tart = Money \$mart
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- Community Ambassadors (High School)
- Community Showcase (Middle School)
- Economics Challenge Competition

## **Teacher Awards:**

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Please feel free to contact us at [econed@economicswisconsin.org](mailto:econed@economicswisconsin.org) or (414) 221-9400. We would be happy to discuss your particular interests and requirements.