

Shorewood Celebrates Digital Device Rollout



*Madison Metropolitan School District
Communications Department*

Shorewood is one of six MMSD schools — four elementary and two middle — chosen to pilot the strategic use of digital devices in the classroom in the 2015-16 school year. It's part of a larger shift that aims to give students more choice in how they learn and express ideas, let students accelerate at their own pace, increase access to information and teach vital digital literacy skills.

In early October, Shorewood celebrated the rollout of digital devices with a pep rally, featuring students speaking in their own words about what this means for them as learners and a surprise visit from the UW-Marching Band.

Principal Anu Ebbe says that technology will be one of many tools that students can use to learn, express ideas and reach their individual learning target. Where one student may prefer to use a poster to present ideas, another might use a Google Drive app for education.

Many students have grown up surrounded by technology, and this is particularly true for Shorewood students — ninety-seven percent have access to computers and the internet at home as per an MMSD survey. To not have these tools available in school, many argue, makes little sense.

Four years ago, when Anu Ebbe first came to Shorewood, she "constantly heard from both staff and students that in many ways our school feels like a museum." Case in point: At that time she was asked to present some information about herself to staff, and she requested a projector. "I got a film projector," she says, "and I came with a flash drive! That's where we were! So to be in this place today is amazing."

Learning to use technology for learning purposes

The devices will also help educators teach students vital digital literacy skills. For example, Ebbe says that while many of her students might be able to show her how to book

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Howard Elementary School Named National Blue Ribbon School

Howard-Suamico School District

The United States Secretary of Education, Arne Duncan, announced today that Howard Elementary School is the recipient of a 2015 National Blue Ribbon award. Howard Elementary is one of 335 schools nationwide to earn the honor this year, joining Suamico Elementary School (2013) and Bay View Middle School (1993) as Blue Ribbon-recognized schools in the Howard-Suamico School District. The Department of Education honored the award-winning schools at a recognition ceremony Nov. 9-10 in Washington, D.C.

Howard Elementary's selection is in recognition of its ability to maintain high achievement standards over the last five years. Most notable are literacy and math results that rank among the top 15 percent in the state, earning Howard "Exemplary High Performing Schools" status. Howard was among eight Wisconsin public schools nominated by State Superintendent Tony Evers.

This National Blue Ribbon acknowledgement has occurred only four other times in the Greater Green Bay area in the last 25 years. In



addition to the Howard-Suamico School District's two prior award-winners, Beaumont Elementary of Green Bay Public Schools was recognized in 2011 and Jackson Elementary in Green Bay was honored in 2006.

"Our mission is to work together with families and community to ensure that our students have the knowledge and skills to succeed in a changing world," said Howard-Suamico Superintendent Damian LaCroix. "The National Blue Ribbon award is a wonderful affirmation of that mission. We are thrilled for our Howard Elementary students, staff, and families."

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Preventing Frozen Pipes from Meemic

As temperatures drop, your home is more susceptible to water damage created by frozen pipes. This is especially important to remember for those who are planning a vacation over the winter. Here are some tips to help prevent damage.

How one teacher found her "teaching magic"

Getting caught up in the to-do list can result in the loss of "teaching magic," writes fourth-grade teacher Mary Tarashuk. In this blog post, Tarashuk recently reconnected with the magic by breaking the mold and following an unwritten curriculum. "Teaching, in its truest form, is simply inspiring other people to inspire each other, and to learn and grow together," she writes.

Learning "soft" skills is worth the time and effort

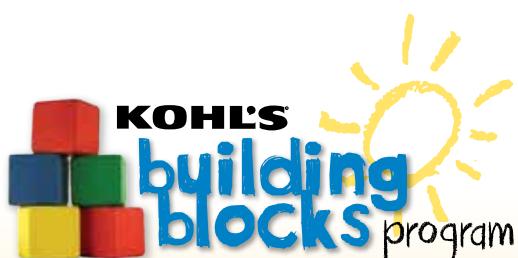
Companies can benefit from improving the self-awareness, social awareness and communication skills of their employees, writes Shelley Row. But they too often don't because such abilities are considered "soft" and aren't acquired without effort. "'Soft' skills can't be learned in a once-a-year breakout session. They deserve attention, investment, energy, and focus repeatedly and over time," Row writes.

5 strategies for supporting students with autism

Technology plays a role in helping students with autism succeed in school. Transitioning to a new school year often is challenging for students with autism, but technology can help support those students as they become more independent in their learning.

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Shorewood Celebrates Digital Device Rollout

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movie tickets or play a game online, "they may not know how to use technology for the purposes of learning, or how to use it respectfully, responsibly and efficiently. Those are all things that we want to teach."

She also points out that Shorewood students are incredibly diverse in terms of languages and cultures and that it's important to teach students how to access information that's meaningful to them, culturally and linguistically.

Lori Hamilton, REACH (reinforcement and enrichment for all children) teacher and Positive Behavior Support (PBS) Coach at Shorewood, says that technology is now a part of the school's PBS "matrix" of schoolwide behavior expectations, "I will be safe, I will be responsible, I will be respectful, and I will be an ally."

Staff and students explore what those expectations look like in different environments, whether on the playground, in the cafeteria or in the classroom. Technology is now one of those environments. "We've been doing quite a bit of getting students to be safe and aware online," Hamilton says.

Technology no longer taught in isolation

Up until now, technology has been taught in isolation, in the REACH computer lab. "We're now incorporating it into the curricu-

lum so it's not something separate," Hamilton says, adding that that it's important for families to understand what this looks like.

The students "are not just going to be put in front of a device. This is a tool that opens up spaces where students can learn," she says.

Technology use that aligns with School Improvement Plan

While students are just now beginning to work with the devices, over the previous school year and summer, Shorewood staff have been preparing for the integration of technology into the classroom.

In that preparation, Anu Ebbe and her staff were very purposeful. "Anything we do in terms of learning has to be aligned with our School Improvement Plan (SIP) goals," she says, referring to the school's plan that defines their targeted work to raise achievement for all of its students.

One of their SIP goals is to use textual evidence to argue our opinions or make claims. As an example of the type of project that might involve technology, Ebbe highlights the Lego project some of the older students worked on in the 2013-14 school year.

This was a very student-driven project, in which students researched Lego sets and found



that they were not culturally or gender inclusive. "They did not represent the students we have at our school," Ebbe says.

As students collected data on Lego sets, they were determined to make changes. They took this data, wrote letters to Lego and received a response.

"Collecting data, writing letters, impacting change. As we are talking about technology and what that's going to look like for students, that's where we want to be. We want to use it in ways where there is an authentic audience,

where students can impact change," Ebbe says.

"I can't wait to see where this takes us. We have to learn and make adjustments throughout and be very collaborative with other schools who are also learning. It's a very exciting time."

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(608) 663-1879

Howard Elementary School Named National Blue Ribbon School

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"Howard Elementary School is a special place because we have a collaborative, nurturing, and child-centered learning community with focus on relationships, continuous learning and growth," said Howard Elementary Principal Kristin Ashley. "Our culture here is a successful blend of the art and science of teaching."

"This award is meaningful because it provides recognition of a proven model that every child can learn, fulfill their goals and create a pathway to their dreams," said former Howard Elementary Principal Vickie Dassler, who retired at the end of the 2014-15 school year.

Howard Elementary School was established in 1955 and enrolls 289 kindergarten through fourth grade students. Located in Howard, Wisconsin it is one of the eight schools in the Howard-Suamico School District, including Bay Port High School. Technology is heavily integrated in the elementary environment and the staff sets improvement goals centered on individual student growth. The school's literacy program was singled out for recognition from the International Literacy Association earlier

this year as a model for instruction.

The National Blue Ribbon announcement comes on the heels of the school's rating as "significantly exceeds expectations" on the 2014 state report card. The state's "exceeds expectations" rating was awarded to the Howard-Suamico School District and the Wisconsin Center for Performance Excellence recognized the district with the Wisconsin Forward Proficiency Award in 2011. Other recent district distinction includes Bay View's "Spirit of Excellence" honor in 2015 as the state's top middle school and Bay Port being recognized by Newsweek as a 2013 "America's Best High School."

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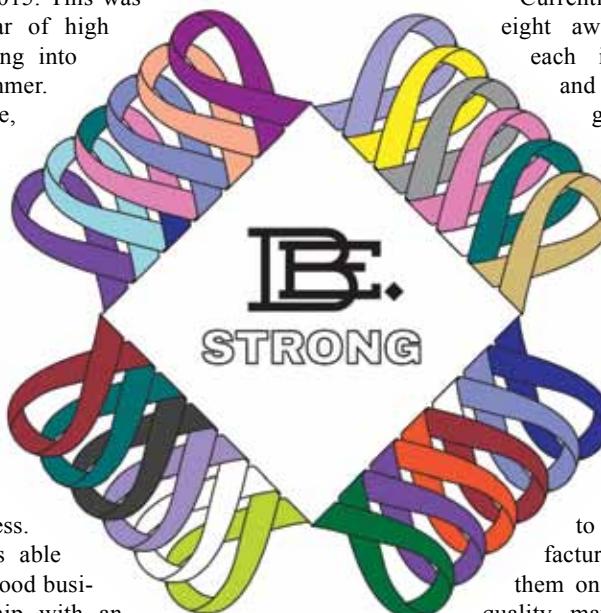
A student's foray into entrepreneurship

What's up! My name is Matt Manas, and I am the founder of BE. Lifestyle Clothing – (BeDuds.com). I first got the idea to start this unique clothing line by stumbling across a quote from Leo Tolstoy: "If you want to be happy, be." This stuck with me. I wanted to create clothing with a message and a purpose, so I did! BE. is a meaningful clothing line. The whole purpose is to encourage the thought that you really can be anything in this life if you set your mind to it.

The T-shirts have powerful sayings such as "BE Different, BE Strong, and BE United" to name a few. What's even better about this is that 10% of all profits go to a local homeless shelter and to an organization called "Be The Match," which manages the largest marrow registry in the world for patients in need of transplants throughout the country. As you can see, this company isn't one you see every day, especially just being run by a high schooler!

Starting a business is a tough process, as some of you may know. There are a lot of ups and downs but eventually if you are persistent, good things will happen.

I first got the idea in December of 2014, and the company was officially launched in August of 2015. This was my junior year of high school extending into senior year summer. During that time, I learned just how much effort goes into starting a business. From working with the graphic designer and bankers to setting up the website, it was definitely a learning process. Luckily, I was able to establish a good business relationship with an area company. They were the ones who created my logo, finalized t-shirt designs, and dealt with manufacturers.



Without them and their excellent staff, my company wouldn't be where it is today.

Currently there are eight awesome designs, each in both men's and women's. The graphics are all ideas that I drew and handed over to a graphic designer, who made some minor adjustments and formatted them for a t-shirt. From there, they were sent to a private manufacturer who printed them on extremely high quality material. We also carry hats, wristbands, and lanyards. More designs and the introduction of a crew neck will make its way into our 2016

collection. We also work with businesses who would like a custom t-shirt for their company or events using our logo. All you have to do is send in a general idea of what you want the shirt to look like and we can take it from there.

I believe business is something I have been called to do. I enjoy what I do every day and wouldn't change a thing. I have plans to major in business in college, and intend to keep this business running while in college. I have also launched a sock business called "Legacy Socks," with a good friend of mine. We are anticipating socks to be out by the end of January-early February of 2016. Look out for us at legacysocks.com. I believe that both of these companies are capable of experiencing tremendous success and I look forward to the upcoming opportunities. BE AWESOME!

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Blackwell's Largest Student Built Structure on Campus Nearing Completion



A 40-foot wide gazebo is currently under construction near the Blackwell Jobs Corps student dormitories.

A team of carpentry students has been working on the structure since mid-June, the organization said in a press release.

According to the class instructor, the project is the largest on-campus student projects in many years and represents a legacy that will be shared by classmates many years into the future.

Most of the work was completed around Oct. 9. However, rails and a stamped cement floor will be added in the spring of 2016.

"It's the largest project ever undertaken by Blackwell Job Corps Center in the last 14 years," said career technical skills instructor Eric Martinson. "It's been going very smoothly, the students seem to enjoy seeing a project from start to finish and they get to enjoy it."

Carpentry students assembled the building. The welding class fabricated brackets. Construction craft laborers demolished the old blacktop, hung scaffolding and poured and stamped the concrete, he said.

Future students and center staff will use the gazebo for picnics, games and as a place to

"hang out," he said. Although the structure will not include walls or heating, it will be available for year-round use.

When finished, the eight-sided gazebo will measure 40 feet across and 18 feet tall. Like every other project, there is more than construction taking place," Martinson said.

"Even the math teacher has been coming out here and using this (project) as a teaching tool," Martinson said.

The math and geometry teachers discuss the calculations behind the work, he said. After discussing the concept in the classroom teachers and students go out to the job site to see how the classroom concepts fit into the work. Other classroom skills that become real on the job site include power tool use and safety.

"That is what Job Corps is all about: it makes everything come about full-circle - the education, the trades and the applied academics. This is a perfect example of how it's used to the best," Martinson said.

Career Technical Skills Training funds paid for the materials and other expenses, Martinson said. Building materials and other services were purchased from Laona-area merchants.

"I was told that is one of the biggest gazebos we have ever built," said Kidale Smith, while checking the quality of the 16-foot long tongue and groove boards before handing them up to the roofing crew.

Smith said the toughest task on the job so far was lugging and placing the 19-foot long, 800-pound upright wood beams used to support the structure. It took six students to heave them into place.

"This is definitely teaching me a lot," Smith added.

"I am going to look at it and say 'my God, we built this,'" said carpentry student Joseph Zoboroski. "My carpentry team built this for the center. It's unbelievable how much work we put into this, how much time and effort. I am proud."

The Blackwell Job Corps, located in the town of Blackwell, is associated with the Chequamegon-Nicolet National Forest.

The center serves about 160 students living and training on its residential campus. Nationally, the Forest Service manages 28 Job Corps centers in 18 states.

Blackwell offers training in office automation, carpentry, construction crafts, health occupations, masonry and welding.

Additionally, students can earn their high school diplomas either through a partnership with a local high school, online or through General Educational Development (GED) or High School Equivalency testing. To learn more about opportunities at the Blackwell Job Corps Center, visit:

blackwell.jobcorps.gov/home.aspx
715-674-2311

Sheboygan Area School District House Construction Program



Nicole Sondalle
Marketing & Communications Specialist
Sheboygan Area School District

The Sheboygan Area School District started its house construction program with North and South High Schools in 1998 and over 535 students have participated in the construction of these houses. To date, all of our finished houses have been sold (we are in the

process of listing the current project house) through the program with proceeds going towards scholarships, tools and equipment and the purchasing more land. Over 1,775 students have had direct involvement with the house construction program, i.e. construction, architecture, interior designing, and botany. The community gains a well-designed home that fits the style of the surrounding homes while

Ground Breaking Ceremony Held for Project House 2015

The North and South High School House Construction students held a Ground Breaking Ceremony for Project 2015 on Wednesday, September 16 at 9:15 a.m. at the construction site located at 5037 Wild Meadow Place. Project 2015 is the 18th home that will be built by SASD students enrolled in Career & Technical Education classes from Sheboygan North and Sheboygan South High Schools.

Brian Sippel, a business representative, commented that projects like this are important to the construction industry and that students who take advantage of this house-building opportunity will gain an edge over other job applicants in the future. He also shared his own involvement as a student working on the SASD's first ever project house and how the

students gain first-hand experience and knowledge of home building.

Each project starts out in the drafting rooms of North and South High Schools where students are competing to have their drawings picked as the winner. Each year a committee sits down to review the drawings from each school and picks the top 3 drawings. The top three winners of this competition receive a cash

award and luncheon recognition sponsored by the Kiwanis Club of Greater Sheboygan. The committee that decides the winner is made up of contractors, architects, community members and various other business members related to the construction trades. Each year the competition grows tougher and tougher

Continued on Page 17

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RUSD Makes History, Breaks Ground on Three New Schools!



Emily Neubauer
Marketing and Communication Specialist
Racine Unified School District

The week of Aug. 17 marked history in Racine Unified School District as it broke ground on three new schools!

Next fall, the doors on the brand new Olympia Brown Elementary School, Knapp Elementary School and Gifford Middle School will open to hundreds of eager students and staff, marking the first new schools built in RUSD in more than 40 years.

During the celebrations, students, staff and families gathered for the official groundbreaking as shovels ceremoniously hit the dirt where the new schools will stand. Principals,

elected officials and District administration thanked the community for its support of the November referendum and expressed enthusiasm for the future.

"We are so excited and we know our students are so excited as we watch our new middle school being built before our eyes," Gifford Elementary School Principal Les Hunt told the crowd at the groundbreaking ceremony held Wednesday. "Look around and you see these fifth graders standing next to you, these kids will be the first class to start and end in the new school and that is something to celebrate."

"I can't thank the community enough for coming together and supporting the referen-

dum," Knapp Elementary School Principal Tangella King said. "This school is for the community, a one of a kind experience for our kids to get a solid education."

"It's an exciting day for everyone as we stand here and celebrate history," Olympia Brown Principal Zach Jacobsmeier told the crowd. "I have already gotten a lot of questions from students about the school, there's no doubt that they are excited!"

The new Olympia Brown Elementary School will be a science-focused school where students will get hands-on learning and experience to better prepare them for careers of the future. Knapp Elementary School will be the first ever community school in Racine

Unified. Partnering with the United Way of Racine County, Knapp will offer an integrated focus on academics, health and social services, youth and community development and community engagement in an effort to improve student learning and build stronger families. Gifford Elementary School will become a K-8 school with the addition of 77,620 square feet of learning space!

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Lake Mills School District: A 2015 Green Ribbon Award Winner

This school year, more than 600 students in kindergarten through grade 4 attending the rural Lake Mills Elementary School (LMES) walked through the doors of a newly constructed green and healthy building, and the only K-12 school to pilot the LEED v4 Beta program.

Lake Mills Area School District's sustainable journey began in 2008 with the renovation and expansion of their middle school, also certified Platinum LEED, Energy Star, and Wisconsin Green & Healthy School. The success of this first project supported the continuation of LMASD's sustainability journey with their newly constructed Elementary School. The school building, oriented east-west to maximize daylight harvesting and passive heating in the winter, features renewable energy technologies including photovoltaic, solar thermal, and geothermal. In addition, the school is equipped with LED lighting with automatic dimming, occupancy and daylighting sensors, and Energy Star appliances. The design team anticipates this new school receiving Platinum level in the new LEED v4 program as well as an Energy Star score of 82.

The physical building of LMES is a phenomenal environmental education resource. A web-based Eco-Screen has been incorporated into the facility enabling teachers to access the Eco-Screen from their classroom smart boards

as well as from a kiosk located in the Commons. The Eco-Screen utilizes real-time energy & water usage data along with real-time renewable energy production data from the 10kW PV system and the solar thermal hot water system, and provides explanations of how the systems work, links to resources, lesson plans, and activities. A whole-building "eco-tour" has been created to physically demonstrate how specific building features have included flexibility, safety, security, and sustainability to promote twenty-first century learning. The features are identified via the LEED category symbols and QR codes. Thru the use of mobile devices, the QR codes play videos explaining how the energy-related features of the facility work. It is hopeful that eventually the 4th grade students will be able to provide tours of the school & will be able to share their personal experiences of being in a high-performance, healthy twenty-first century learning environment.

Information reprinted from the U.S. Department of Education

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Clinton Construction Tech Class Builds a Shed

Audrey K. Buchanan
Communications Coordinator/Webmaster
Clinton Community School District

Students taking the Construction Tech class with Mr. Derek Tietz this past semester were given the opportunity to build a shed for a member of the community. Mr. Ron Roberts had worked with Roy Windhorst and his Light Building students years ago, when they had built a small storage building on his property in Clinton. This spurred Mr. Roberts to contact the school again to ask if there was a class willing to build a shed on his new property. Mr. Tietz jumped at the chance to give his Construction Tech students this hands-on learning experience.

Tietz stated, "I was more than willing to do this. It fits into the curriculum for the class. We typically build something small like a shed as the capstone project. This was more elaborate than what we've done in the past."

The project was completed by 13 students. They began by doing small-scale models to help them visualize how the finished project would look. The foundation was poured before they began their work. The boys built the shed from the frame up, including roof, siding, windows, doors, soffit and fascia. It took them roughly four or five days to complete the project. Some students volunteered time on a Saturday to finish, and they also stayed past

the regular school time during the week.

The owner supplied all of the materials. The boys and Mr. Tietz supplied the time and labor. Mr. Tietz would like to gradually work the class into doing larger, more in-depth projects in the future. He would like to be able to incorporate electricity into the plans.

The students were very excited about the project and proud of their finished work. They recommend that other students take the Construction Tech class so they have the opportunity to build something for the community in the future. Mr. Roberts was also very pleased with the work the boys did on his new shed.

Planting trees for lumber

Mr. Derek Tietz wanted to help his students understand the process from beginning to end how lumber is grown, harvested, processed, and sold to the consumer. This came about when students began asking questions about cutting down trees to make their own lumber. Mr. Tietz felt it was important for them to know the entire product life cycle of a tree, from seedling to furniture.

Students began the project by studying what types of trees would be the best to plant for lumber purposes. They studied basic tree selections, and how and where to plant each



type of tree. They decided to start by planting poplar trees because they are fast growing, and the students would be able to see progress more quickly. Mr. Tietz also felt that planting trees in some of the open areas of the school grounds would provide a windbreak and add some color to the property. The goal was to plant new trees every year and in the process study forest management and tree care.

It is hoped that this will save the department money in the future as they are able to harvest their own wood rather than purchase

[\(608\) 676-5482](http://www.clinton.k12.wi.us)



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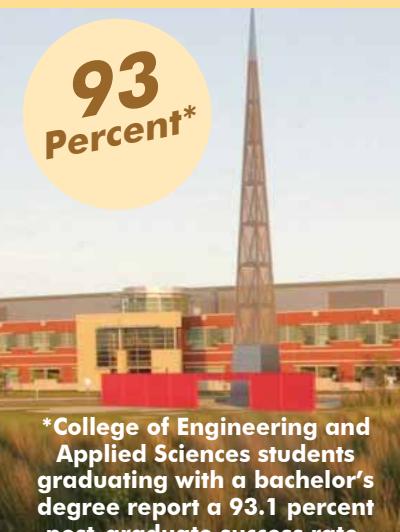
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Kromrey Holds Special Dedication Ceremony



Perry Hibner
Community and Media Relations Director
Middleton-Cross Plains Area School District

More than 300 people attended the dedication ceremony at Kromrey Middle School on Wednesday, Sept. 16.

More than 50 band members, under the direction of Darlayne Coughlin, performed three songs. Principal Steve Soeteber, Board of Education president Bob Green, Superintendent Don Johnson and Student Council president Annie Warriner gave speeches in the outdoor amphitheater.

Following the speeches, four students -- Warriner, Student Council secretary Chey-

enne Haverson, Spirit Committee chair Mattie Joers and Blaise Lin — helped lay the date stone and participated in the ribbon cutting ceremony. After the new dedication plaque was unveiled, tours of the school were provided to attendees.

A similar dedication ceremony was held at Glacier Creek on Sept. 9.

Johnson reminded the audience that five years ago Vintage Kromrey was closed for more than a week due to mold that was discovered in August 2010.

"Today we are honored to be here to celebrate the dedication of the new and improved Kromrey," he said, "We are celebrating the community support, the outstanding work of our staff, and the double duty our administrators put in over two years of construction."

Johnson also thanked Deputy Superintendent George Mavroulis and Tom Wohlleber, the former Assistant Superintendent of Business Services who retired in June, for their efforts during the referendum and at the bi-weekly

construction meetings the past two years.

"A great educational system requires the total package: great teachers, amazing support staff, positive leadership, supportive parents, dedicated students, technology to support all students, all taxpayers and quality facilities," he said. "We have all of that there."

Soeteber had the crowd laughing from the start of his speech.

"To our former students I am so sorry we didn't get this done while you were in middle school," he said.

Soeteber thanked fellow school administrators Bill Deno, Lisa Davidson and Eric Engel for their leadership. He also thanked the Kromrey PTO and parents for their support before and after the referendum.

"We now have a world-class building, but we have always had world-class parent leadership and support," he said.

He shared how staff provided input during the design process and patiently dealt with mold, limited parking and moving into new spaces during the 2014-15 school year and rather than complaining focused on the end result.

He also received huge applause when he noted Kromrey was the No. 1 brick-and-mortar middle school in the state last year, according to the Wisconsin Department of Public Instruction School Report Cards.

He stressed that collaboration is a key word at Kromrey. It is a philosophy that extended to District leadership, students, staff, parents and the community.

"This is the ultimate collaboration space," he said.

Green also stressed that the entire project came in ahead of schedule and under budget.

He also thanked his fellow Board members, the YES Committee and the members of the Long Range Planning Committee, which considered more than 20 options before recommending moving fifth-graders to the middle school to relieve overcrowding at the elementary schools, rebuilding Kromrey and putting additions on at Glacier Creek.

"The support of the community was tremendous," he said, "There is a plaque on the wall with some Board members' names on it. I truly believe that we would need several walls to list all of the people and groups whose efforts allowed us to be here today celebrating."

To see more photos from the ceremony, please visit the District's Facebook page.

[\(608\) 829-9530](http://www.mcpasd.k12.wi.us/kromrey)



Construction Apprenticeship A Rewarding, But Often Overlooked Career Choice

Elizabeth Roddy, ABC of Wisconsin Recruitment and Training Coordinator

High school students are often barraged with information from a wide variety of post-secondary institutions. Most college marketing emphasizes the social aspects of school, selling fun rather than any specific career. They rarely provide insight into what lies beyond.

Very few sixteen to eighteen year olds have actually taken time to explore career opportunities available in the "real world." There are major factors that need to be considered when thinking about life after graduation. These include future earning potential, advancement opportunities, and a general feeling a sense of accomplishment.

In addition, the cost of a four year degree can be a major concern. Many college graduates incur tremendous amounts of debt before they are even able to enter the job market. There are alternatives, however. Career preparation and training does not have to have a high price tag.

High school students often don't know what they don't know. Even though the construction industry is one of the largest industries in the nation, many high school graduates do not consider a job in construction. And yet for contractors, finding skilled workers is a major challenge. The average age of a craft professional is approximately 47 years old. With more people in our state turning 65 every day than 18, career opportunities and room for advancement are greater than they have ever been.

When making decisions about their future career, making a good choice is very important. In fact, it can be life-changing. Most students have never even heard of the word, "apprenticeship." Or if they have, they dismiss the idea out of hand as not for them. And yet, for many, apprenticeship, specifically in the construction industry, is a great career choice.

To the average high school student, the idea of starting a career without getting a bachelor's degree first is unthinkable. Consider this though:

- Apprenticeship combines on-the-job training along with classroom instruction.
- Apprentices are paid an hourly wage both on the job and while attending class.
- Apprenticeship is work-based learning. Apprentices are taught by skilled workers.
- Instead of starting a job search upon graduation, completed apprentices have already been working for years have traveled a long way down their chosen career path—and they have a good start on their life in general.
- Most related instruction is taught directly through the Wisconsin Technical College System. Apprenticeship credit can be applied towards an associate or other degree, if desired.
- Debt to the students is minimal, but the training that they receive is invaluable.



Dan Mercier from AMA Heating & A/C Inc recently placed Silver (2nd) in the nation in HVAC at the National Craft Championships. He won first place in HVAC at the ABC of Wisconsin State Construction Skill Competition in January.

Associated Builders & Contractors of Wisconsin Apprenticeship & Training Trust has been training apprenticeship for nearly 30 years and has had thousands of graduates. ABC of Wisconsin has developed a new guide for high school students that provides construction industry career information and discusses apprenticeship opportunities.

For a copy of this handbook or for more information, contact ABC of Wisconsin today at 800-829-9926 or by visiting the website at www.abcwi.org/educationtraining.



**ABC of Wisconsin, Inc.
Apprenticeship & Training Trust**

Associated Builders and Contractors (ABC) of Wisconsin is a statewide construction association representing nearly 800 construction companies, material suppliers, manufacturers, and other construction related firms. Its education affiliate, ABC of Wisconsin Apprenticeship and Training Trust, currently trains more than 900 apprentices in 12 trades throughout Wisconsin.

Academic and Career Planning: What is ACP?

Craig Rismom
Northland Pines Middle School Counselor
Northland Pines School District

Northland Pines School District is one of 25 Wisconsin school districts chosen to participate in the Academic and Career Planning (ACP) Process Pilot for the 2015-16 school years. State law requires every school board to provide academic and career planning services to all students in grades 6 to 12 by the 2017-18 school years.

So what really is an ACP? It is an Academic and Career planning collaboration process between students, parents, administration, teachers and the community. It is based on a student's interests, abilities, values and goals. ACP provides students and parents with the information needed to make in-formed choices regarding taking classes which fit their career interests. It is a culture shift where the purpose of education is not just to get everyone into college but to allow students and their families to choose from different educational and career opportunities available to them. ACP recognizes that there are many different pathways and routes to achieve their career goals. These paths may include the military, apprenticeships, certifications, technical colleges or universities or other avenues. People often move in and out of different routes throughout their lives as needed.

Northland Pines is already doing many of the activities related to ACP such as conferencing, career exploration, career interest inventories, course sequencing which is integrated into the development of an academic 4 year high school plan. The goal is to integrate these services into a consistent seam-less system through grades 6-12.

Students in sixth grade have been developing ePortfolios that contain information about their career strengths, personal interests, activities, and experiences, course planning, setting of academic and career goals, and resume building. These ePortfolios are working documents that will be continuously up-dated and reviewed by students, parents, and teachers throughout their middle and high school years. This process will help in academic scheduling as students will be able to document courses they desire to take in their fields of career interests.

The Academic and Career Planning pilot will use a variety of methods to give students and parents the information needed to make informed choices for education, training, and careers. Parent/Teacher conferences may take on more of an emphasis on student career paths. Parents will be given access to the student career software where they can work with their kids to explore their academic and career options. One strategy that is being incorporated



From left to right Dan Marien MS Principal, Emily Rhode Director of Pupil Services, Samantha Lichtenwald HS school counselor, Craig Rismom MS School Counselor, Josh Fuller Tech Ed Teacher

into the ACP Pilot process is that students will be assigned to a homeroom teacher who will work with students monthly on their career portfolio. The idea is that these advisors will work with the students for many of their educational years. The premise is to build strong relationships with their homeroom advisors who will be able to help students along in this career process. Students will document their personal career information in their career portfolio. The process will provide for students to incorporate all types of individualized learning

to their interests, strengths, and personal goals.

In summary, ACP requires everyone to support students in this process; parents, academic teachers, administrators, and community members.

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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.

Deadline for submissions is December 10th at 6:00 p.m.

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Dealing with Sports Injuries

Prevention First

The best way to deal with sports injuries is to keep them from happening in the first place. Think of avoiding injury as just another part of playing by the rulebook. Knowing the rules of the game you're playing and using the right equipment can go a long way toward preventing injuries.

Types of Sports Injuries

Common reasons why teens get injured playing sports include:

- not training or playing properly
- training too much
- not wearing the right footwear
- not wearing the right safety equipment
- rapid growth during puberty

There are two kinds of sports injuries:

Acute traumatic injuries are things like fractures, sprains and strains, concussions, and cuts. They usually happen after a blow or force — like getting tackled in football or wiping out while skateboarding.

Overuse injuries include things like stress fractures and tendonitis. These injuries are also called chronic injuries because they happen over time, usually from repetitive training, like running, overhand throwing, or serving a ball in tennis. Overuse injuries can

be just as damaging as acute injuries, even though they might not seem serious at first. If they're not treated, they usually get worse.

What to Do

If you think you've been injured, pull yourself out of the game or stop doing your activity or workout. Let a coach or parent know what happened in case you need to see a doctor.

Call a doctor when:

- pain is very bad
- pain is worse when you're active
- the injured area is swollen
- you're limping
- your range of motion is limited
- pain continues for a while, gets worse at times, or lasts for a week or more following an injury

Where Injuries Happen

You can get a sports injury anywhere on your body. Here are some key points to know about common sports injuries.

Head and Neck Injuries

Serious head and neck injuries happen most often in athletes who play contact sports (like football or rugby) or sports with the potential for falling accidents, such as horse-



back riding and gymnastics.

Head injuries include fractures, concussions, contusions (bruises), and hematomas. A hematoma is bleeding or pooling of blood in or around the brain caused by an impact to the head from a fall, forceful shaking of the head, or a blow to the head.

Neck injuries include strains, sprains, fractures, burners, and whiplash, which is an injury to the neck caused by an abrupt jerking motion of the head. Neck injuries are among the most dangerous sports injuries.

Never try to move someone who may have a neck injury. A mishandled neck fracture could lead to permanent paralysis or even

death. Keep the injured person still with his or her head held straight while someone calls for emergency medical help. If the person is lying on the ground, do not try to move him or her.

Back Injuries

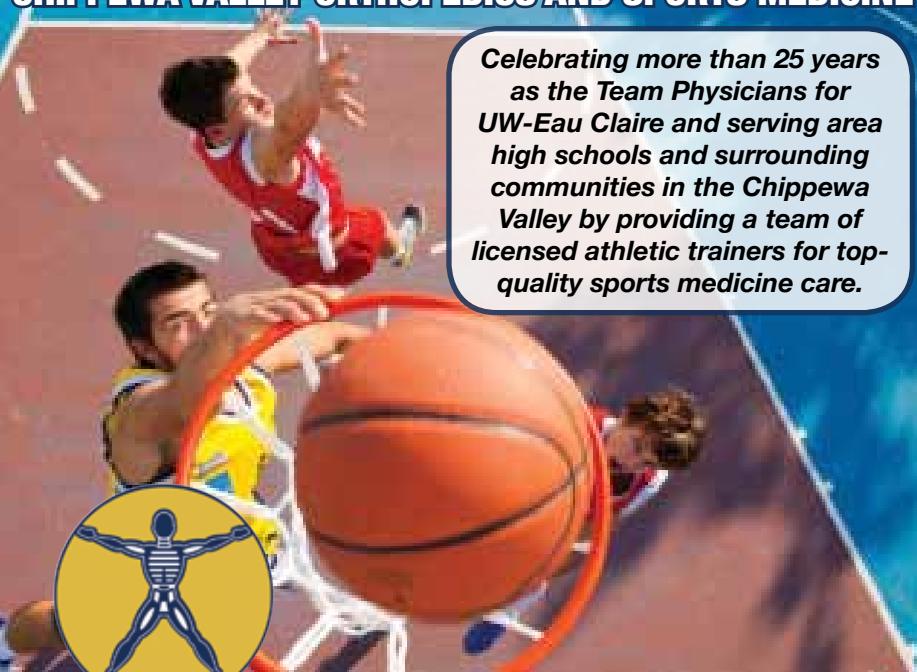
Most back injuries are caused by twists or overexertion of back muscles during bending or lifting movements. Back injuries are most common in contact sports like football and ice hockey, or in weightlifting, rowing, golf, figure skating, gymnastics, and dancing.

Continued on Page 17

GET BACK IN THE GAME

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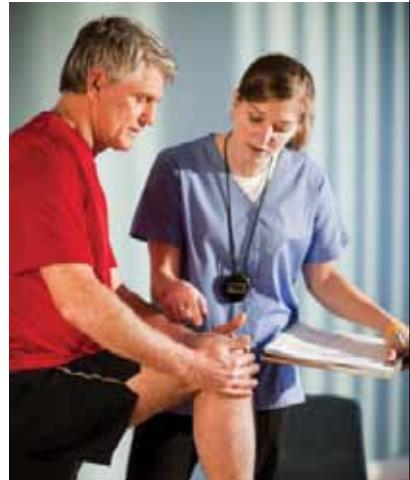
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Logan Middle School announces winners of anti-bullying video contest

Nick Marcou
Community Outreach Coordinator
School District of LaCrosse

The Positive Behavioral and Interventions Supports (PBIS) committee at Logan Middle School organized an anti-bullying video contest for the month of October to allow students to be involved in National Bullying Prevention Month.

The contest was open to all students at Logan Middle School. The PBIS committee asked each homeroom in the school to make either a short public service announcement or a longer form anti-bullying video. Twelve homerooms created and submitted videos.

Students were given the opportunity to create videos to bring awareness to the different types of bullying that they have experienced or witnessed in their community. The project let students see themselves as a force for positive change. The completed videos show bullying issues from a student perspective and offer student solutions to end bullying in our schools and community.

"The project made me more aware of bullying around me and taught me it is important to stand up for anyone being bullied," said Logan Middle School student Kayla Weisbrod.



"We need to put a stop to bullying and this project let us start doing that in our own school."

A panel of judges made up of community members viewed the videos and awarded points based on originality, creativity, and emotional or inspirational impact. The videos needed to address the importance of digital responsibility, being an "upstander", and help create a more positive school culture.

The video made by Mr. Olson's 8th grade homeroom class was

announced as the winner at an assembly held at Logan Middle School. Special guest Mayor Tim Kabat addressed the students during the assembly, talking with them about the importance of taking a stand against bullying and how their involvement will strengthen their friends, family, and community.

"Our community really depends on the efforts of everyone," said Mayor Kabat. "Bullying efforts, compassion, and how we treat each other, we're all responsible for that. Take responsibility for how you treat



each other. Try to leave your place in the world a little better than how you found it."

Watch the top three videos at the link below:

[www.lacrosseschools.org/news/
logan-middle-school-announces-winners-
of-anti-bullying-video-contest](http://www.lacrosseschools.org/news/logan-middle-school-announces-winners-of-anti-bullying-video-contest)



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

Bellin College

Student Contests and Awards

Extreme Redesign Contest 3-D Printing Challenge

The Extreme Redesign Contest 3-D Printing Challenge is an annual competition open to students worldwide. Students work alone or in a team of two to redesign a product for greater accessibility, eco-friendliness, or human empowerment. Winning entries must be creative, mechanically sound, and realistically achievable. There are four contest categories:

- Engineering: secondary education is open to students in middle school and high school.
- Engineering: postsecondary is open to university, college, or postsecondary school students.
- Art and Architecture: open to students of any grade level.
- Make a Difference: bonus category encourages students to relate their design to the vision of making a difference in the world.

Deadline: Entries are due February 4, 2016.

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

Doodle 4 Google

Doodle 4 Google is an annual program that invites kindergarten through grade 12 students in the United States to use their artistic talents to think big and redesign the Google homepage logo for millions to see. This year, students can create a doodle that tells the world "What makes me . . . me." Kids have all kinds of things that make them unique, so they can use all kinds of materi-

als to create their doodles, from crayons, to clay, to graphic design, even food and video games.

Deadline: Entries are due December 7, 2015.

Website: www.google.com/doodle4google/

The DuPont Challenge Science Essay Competition: Middle School/High School Divisions

The DuPont Challenge aims to help increase science literacy among students and motivate them to excel in communicating ideas in science, technology, engineering, and mathematics (STEM). Students write and submit essays that address a topic of their interest within four categories of challenges. Students compete in the Junior Division for grades 6, 7, and 8, or the Senior Division for grades 9, 10, 11, and 12.

Deadline: Essays are accepted through January 31, 2016.

Website: thechallenge.dupont.com/essay-teachers/

The DuPont Challenge Science Writing Competition: Elementary Division

The DuPont Challenge Elementary Division is designed to help teachers motivate students to become tomorrow's science, technology, engineering, and mathematics (STEM) innovators. This Science Writing Competition provides classrooms with challenges specifically geared toward students at each level kindergarten through grade 5.

Deadline: Entries are accepted through March 1, 2016.

Website: thechallenge.dupont.com/elementary

American Association of Physics Teachers High School Physics Photo Contest

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

The contest is open to high school students in grades 9 through 12. Entries are limited to 15 per school each year.

Deadline: Entries are accepted annually from March 1 to May 15 for that year's competition.

Website: aapt.org/Programs/contests/photo-contest.cfm

National Geographic Bee

The National Geographic Bee, a contest and educational outreach program of the National Geographic Society, is designed to encourage the teaching and study of geography in grades 4-8.

The top 100 students from the school-level bees (selected based on qualifying test scores) will compete in state-level bees. State winners will be invited to National Geographic headquarters to compete in the national finals.

The competition is open to public schools, private schools, and homeschooled students in the United States Atlantic and Pacific territories, and Department of Defense Dependents Schools. Schools with financial need can apply for discounted registration.

Deadline: Early registration ends December 18, 2015.

Website: www.nationalgeographic.com/geobee/

World of 7 Billion Video Contest

Create a short video – up to 60 seconds – about human population growth that highlights one of the following global challenges: deforestation, public health, or water scarcity. All videos must include how population growth impacts the issue and at least one idea for a sustainable solution.

Consider narrowing your focus by concentrating on a subtheme within your topic. All students in grades 6–12 worldwide are eligible to participate and win. Four winners will be chosen for each global challenge at the high school level. Prizes include: first place \$1,000; second place \$500; and honorable mentions \$250. Two winners will be chosen for each global challenge at the middle school level. Prizes include: first place: \$500 and runner-up \$250.

Deadline: Submissions due by 5 p.m. February 25, 2016.

Website: www.worldof7billion.org/student-video-contest/

Items of Interest

Congress-Bundestag Youth Exchange Program

The Congress-Bundestag Youth Exchange Program offers high school students an academic year abroad to develop critical intercultural skills while living and attending school in Germany. Eligible applicants are US citizens who are national or permanent residents; 15 to 18 years and six months of age at the start of the program; and with a grade point average of 3.0 or higher on a 4.0 scale.

Deadline: Online applications are accepted December through February, annually.

Deadlines vary by state and are outlined on the website.

Website: www.usagermanyscholarship.org/about/

Paul Gagnon Prize for Historical Scholarship/Promotion of History Education

The National Council for History Education (NCHE) annually awards the Paul Gagnon Prize. The prize is awarded to either a teacher in kindergarten through grade 12 who exhibits exceptional historical scholarship, to an individual who is not a kindergarten through grade 12 history teacher, or to groups that have made a significant contribution to the promotion of history education.

Deadline: Nominations are due January 8, 2016.

Website: www.nche.net/awards

Saucony Run for Good Program

The Saucony Run for Good Foundation encourages active and healthy lifestyles for children and is dedicated to preventing and eliminating childhood obesity. In addition, the foundation acts to inform the public about the causes and prevention of childhood obesity and provide funding to optimize the impact and success of community organizations, including public schools, that promote running and fitness programs for kids.

Grants up to \$10,000 are awarded.

Deadline: Applications are due February 1 and August 1, annually.

Website: www.saucony.com/en/runforgood

Teachers of Critical Languages Program

The Teachers of Critical Languages Program (TCLP) is open to all public, private,

and charter schools in the United States that have developing or established foreign language programs in Mandarin Chinese or Arabic. TCLP is designed to increase the number of Americans teaching and studying Mandarin and Arabic. The program sponsors teachers from China or Egypt to spend an academic year in participating US schools, to enhance the respective language program and strengthen students' and teachers' language skills and cultural understanding of the target country or region.

Deadline: Host school applications are due January 25, 2016.

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

COUNSELOR'S CORNER

Those Things That Move Us

**Rick Blasing, School Counselor
School District of LaCrosse**



For most people, it is not a place that evokes positive emotion. For many, it is a place of void, a landscape lacking in those things that are often considered attractive or enticing. I am referring to the Great Plains — the prairie — that vast region extending from Texas into Canada. We lived there for a decade, in western Kansas. How often I have heard people refer to that region in negative terms, as if that space lacked any redeeming value, as if there was nothing there.

But things are not always as they appear to be. Our first impressions in life are not always accurate - our first opinions not always true.

During our time on the plains, I learned about a different kind of beauty. An endless sky, a landscape teeming with life of all kinds, a kind and hearty people. There were the tremendous winds that might take your house away, but always the sunsets that took your breath away. I fell deeply in love with the prairie.

It can be a mystery to fully understand those things that move us.

Such is the case with human nature, that there are particular things that affect our heart, and our senses — stirring emotions that well up from deep within. An embrace, a touch, a perfume, a tone of voice, a choice of words, a familiar place.

Without question, those things that move us, above all, are the relationships that we have with each other — as family, community members, as neighbors. It is a fundamental need of the human condition to have relationships — to interact one with another.

The Powell Park gathering for community healing in LaCrosse last

September gave testimony of the desire to further develop relationships with our neighbors — wherever we live. The tragic events that took place in August have kindled a greater desire to renew those community and neighborhood relationships that were once common in an earlier era.

That we know our neighbors, and that we know our neighbor's children by name, that we keep watch over them — to protect, to mentor, to direct, and to encourage.

People in our community are understanding anew the crucial need to work together, to foster a sense of connectedness, with shared goals and a common destiny. All youth need our guidance, and our love. These relationships can also move us, and can speak to our soul.

Dedicated teachers in our schools also know the fundamental importance of having a relationship with their students, to understand and show an interest in the individual. Without that relationship, it can be a challenge to teach — and inspire — those entrusted to them.

Educators see beyond what is at first evident in every young person — that first impression. They know that the great potential existing in every student may not emerge without first nurturing a relationship of trust, encouragement, and acceptance.

At the beginning of this school year, LaCrosse Schools Superintendent, Randy Nelson, spoke of the need to build stronger community relationships, as a cornerstone of safe and healthy schools. That these relationships should be fostered with our parents, guardians, and neighborhood residents, as well as with our students.

Nelson emphasized that our campuses should become “full-service schools”, the anchor of the neighborhood — to support our children and their families as “purveyors of hope.” “We are all in this together”, Nelson said. “What happens in our community, matters to us.”

Indeed, it matters to all of us, as those fundamental things that make our life meaningful, as those relationships — those human connections — form the core of those things that truly move us, together.

Dealing with Sports Injuries

Continued from Page 14

Hand and Wrist Injuries

Hand, finger, and wrist injuries can happen after things like a fall that forces the hand or fingers backward, or a direct blow. As with other injuries, hand and wrist injuries are most common in contact sports, such as football, lacrosse, and hockey, or in sports like gymnastics, field hockey, rowing, and basketball where the fingers, hands, and wrists are at risk.

Foot and Ankle Injuries

Feet and ankles are particularly vulnerable to injury in sports that involve a lot of running. Another reason for foot injuries is wearing the wrong shoes, especially if someone has flat feet, high arches, or other foot differences.

Getting Back in the Game

Your first question after a sports injury will probably be, “When can I play again?” This depends on the injury and what your doctor tells you. Even if you can’t return to your sport right away, a doctor or physical therapist might have suggestions and advice on what you can do to stay fit. Always check with your doctor before trying any activity following an injury.

Rehab

A rehabilitation program also can help you stay fit as you recover. If rehabilitation (“rehab” for short) is part of your treatment program it might include exercise, manual therapy from a physical therapist, and ultrasound or other technology to help relieve pain and promote healing.

Preventing Reinjury

When you’ve recovered, you might need new protective gear to protect an injured body part. This can include modified shoes, tape to provide extra support, or additional padding to protect against a direct blow.

To help prevent reinjury, be sure to warm up before practice and games. Take it slow when you first get back to your sport and gradually build back up to your preinjury level.

Most importantly, know your limits. Check in with your body: if a previously injured area (or any body part) begins to hurt, stop right away and rest. Get help from a doctor if the pain continues. Pain is your body’s way of saying something isn’t right.

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Sheboygan Area School District House Construction Program

Continued from Page 6

and the students design some pretty amazing houses, with the winner having the privilege of seeing their house being built the following year.

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

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

conservation is critical right now and why so many contractors are building energy efficient homes.

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

For more information and to view photos of the past house projects, visit the House Construction project website at the website below.

teachers.sheboygan.k12.wi.us/jgrunewald/houseproject

[\(920\) 459-3500](http://www.sheboygan.k12.wi.us)



Genius Hour: Structured Passion Projects in Oshkosh



A pilot equine therapy class at Beaming, Inc., in Neenah, would not have happened if it weren't for the Genius Hour component of the organizing student's English class. Photo: Beaming, Inc.

It might not be obvious that this type of student achievement can happen because of a teacher.

A sophomore at Oshkosh West High School raised thousands of dollars to create a pilot equine therapy class for students with special needs in public schools.

The local paper reported incredible growth and the Oshkosh Area School District studied the program to see if the idea could be incorporated into their services.

But it all started because the student, Rachelle Braun, was challenged by her English teacher, Kristi Levy, to identify something she was passionate about and use it to solve a problem.

Every Wednesday's classtime was devoted to this work.

The whole idea is called Genius Hour, inspired by innovative companies, like Google, that tell employees to spend 20 percent of their time on a project that's not assigned but a product of their own passion.

Finding the spark of one's own passion wasn't always intuitive for students, Levy says. It often required them to really push themselves, actively becoming more self-directed learners. Braun's story is just one that shows what great things were possible when they did.

When she first read about the idea, Levy, who is now her school's Technology Integration Coach, knew it would help students develop skills of self-directed inquiry that employers and higher education are looking for. But she also felt it needed a little more structure than many practitioners used, so she made adaptations.

Instead of spending one day a week in a completely open-ended fashion, Levy required students to tackle a problem that was complex and important. The problems could be personal, but the projects had to reach "a broader audience."

To make sure students saw the project as

more for themselves than the teacher, they had to contact at least one community member in search of mentorship or partnership. To jumpstart that, Levy brought well-connected community members into the classroom to listen to the project pitches and make suggestions on who to connect with.

Levy also created a website to "front-load" the students with lots of information about the purpose of Genius Hour and the way their projects would be approached, including information about group dynamics (group work was an option).

(Although the website was designed for her students, teachers from around the country and as far away as Norway and Germany soon discovered it and contacted her with questions; so, Levy has left it online and she continues to serve as a sort of informal Genius Hour consultant to teachers worldwide who get in touch.)

Finally, Levy devised ways to assess and grade the students' learning.

She says this went against common practice, probably because the Genius Hour philosophy is about being able to pursue something one is interested in, free of external standards. But Levy strongly felt there needed to be an assessment, both to ensure the time was productive and also to engage students (including some high-achievers motivated primarily by grade point average).

Her solution? Rubrics that evaluated the students' "process, and their ability to reflect on their

process, rather than their product."

These rubrics drew on the district's college and career readiness standards (adapted from the Common Core) revolving around using classtime productively and being self-directed learners.

That type of grading seems to hit the core of Genius Hour: there is no such thing as failure — except maybe the failure to try.

Each week, students used the rubrics to assess themselves, which increased their self-reflection and ownership of their own improvement. Quarterly check-ins were more formal, and each semester Levy awarded a summative grade based on the process-centered rubrics.

Another formative assessment was a regular check-in by Levy, asking students questions based on the standards, or more open ended things like how they were feeling about the process. These check-ins were critically important and intensely individual.

"Because of them, I think I worked harder those [Genius Hour] days than any other day of the week."

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Good News From Racine

Jefferson Lighthouse Students Mix it up at Lunch

Everyone should make a new friend. That's what Jefferson Lighthouse Elementary School student Emily Zajac thinks.

She is one of the fifth graders that took part in Mix it Up at Lunch Day, a national event that asks students around the world to challenge stereotypes by stepping out of their cliques and sitting with someone new in the cafeteria for just one day.

When students at Jefferson came to lunch on Tuesday, Oct. 20, school staff randomly handed them a small piece of paper with a letter on it. Each letter corresponded to a table. Students then had lunch at that table and got a chance to hang out and get to know one another better.

"This is so fun," Zajac said. "I think it's a great thing that we're doing this because doing the same thing all the time, with the same people, it's a lot more fun to come out of your comfort zone."



Across the room, fourth grader Xavier Holliman threw his arm around classmate Tkai Robinson.

"He's my new friend," Holliman said.

Mix It Up at Lunch Day launched in 2002, but this is the first year for Jefferson Lighthouse.

"We are creatures of habit," teacher Colleen Strain told the lunch room. "We like to talk to the same people and be with the same kind of people. Today is the day to try something new, to be open-minded and to take a risk."

West Ridge Principal Sleeps on the Roof for a Good Cause

The forecast was 52 degrees and windy, but that didn't stop West Ridge Principal Joe Hill from carrying out his promise to his students.

Last Thursday, Mr. Hill, along with his four children, carried their sleeping bags, pillows and a tent up the ladder to the school's roof. Mr. Hill had lost a fundraising challenge and because of that, the roof would be his bed for the entire night.

"The evening started off chilly but once the wind died down, it wasn't too bad," Hill said.

It all started at the beginning of October. Mr. Hill challenged his school to raise a few thousand dollars during the annual PTA fundraiser. If they did, he promised to sleep on the roof. Just a few weeks later, the West Ridge community had exceeded expectations raising more than \$15,000!

"All the money will directly support West Ridge Elementary School and our families," Hill explained. "It was well worth a night outside."



Mr. Hill's four children, Owen, Aidan, India and Joey supported their dad by joining him for the night. They even live streamed the event on Facebook and read a bedtime story to the school's community.

"Overall it was a great success," Hill said. "It was a lot of fun. I was extremely tired the next day but it doesn't matter, it's all for a good cause!"

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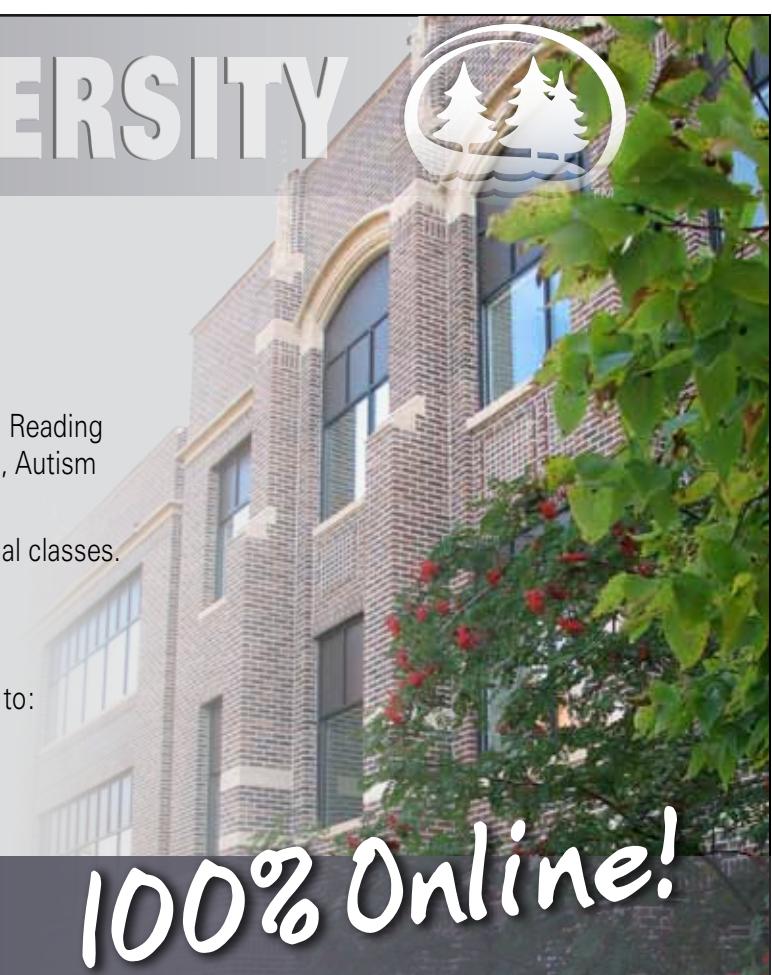


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Meemic Foundation Grants

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 available year-round.

Deadline: Fourth-quarter grant round ends December 31, 2015

Website: MeemicFoundation.org

Air Force Junior ROTC Grants

The Air Force Association Junior ROTC (AFJROTC) grant program was established to promote aerospace education throughout classrooms and units. Applications will be judged by the importance and the impact the selected aerospace activity will have on students. Funds may be used for any aerospace education related activity from purchasing textbooks or videotapes, to going on a field trip to an aerospace museum, Air Force base, or other aerospace facility.

Grants up to \$250 are awarded.

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

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

Tensor Women and Mathematics Grants

Tensor Women and Mathematics Grants support projects designed to encourage college and university women or high school and middle school girls to study mathematics.

Program goals are to encourage college and university mathematics faculty to develop projects to increase participation of women in mathematics, and to provide support to project directors.

Grants up to \$6,000 are awarded.

Deadline: Applications are due February 12, annually.

Website: www.maa.org/programs/maa-grants/women-and-mathematics-grants

Ezra Jack Keats Minigrant Program 2016

The Ezra Jack Keats Foundation created a funding initiative called Minigrants, 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.

Grant Amount: \$500

Deadline: March 31, 2016

Website: www.ezra-jack-keats.org/section/ezra-jack-keats-mini-grant-program-for-public-libraries-public-schools/

Academic Enrichment Grants

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

Grants up to \$10,000 are awarded.

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

Website: mccartheydressman.org/academic-enrichment-grants/

Regie Routman Teacher Recognition Grant

The International Literacy Association (ILA) honors an outstanding mainstream, elementary classroom teacher dedicated to improving the teaching and learning of reading and writing across the curriculum in real-world contexts from kindergarten through grade 6 (ages 5 through 12).

Grants of \$2,500 are awarded.

Deadline: Applications are due January 15, 2016.

Website: www.literacyworldwide.org/about-us/awards-grants/ila-regie-routman-teacher-recognition-grant

Educational Assistance and Training Programs

The Cruise Industry Charitable Foundation (CICF) encourages the creation and

More Grants on Page 22

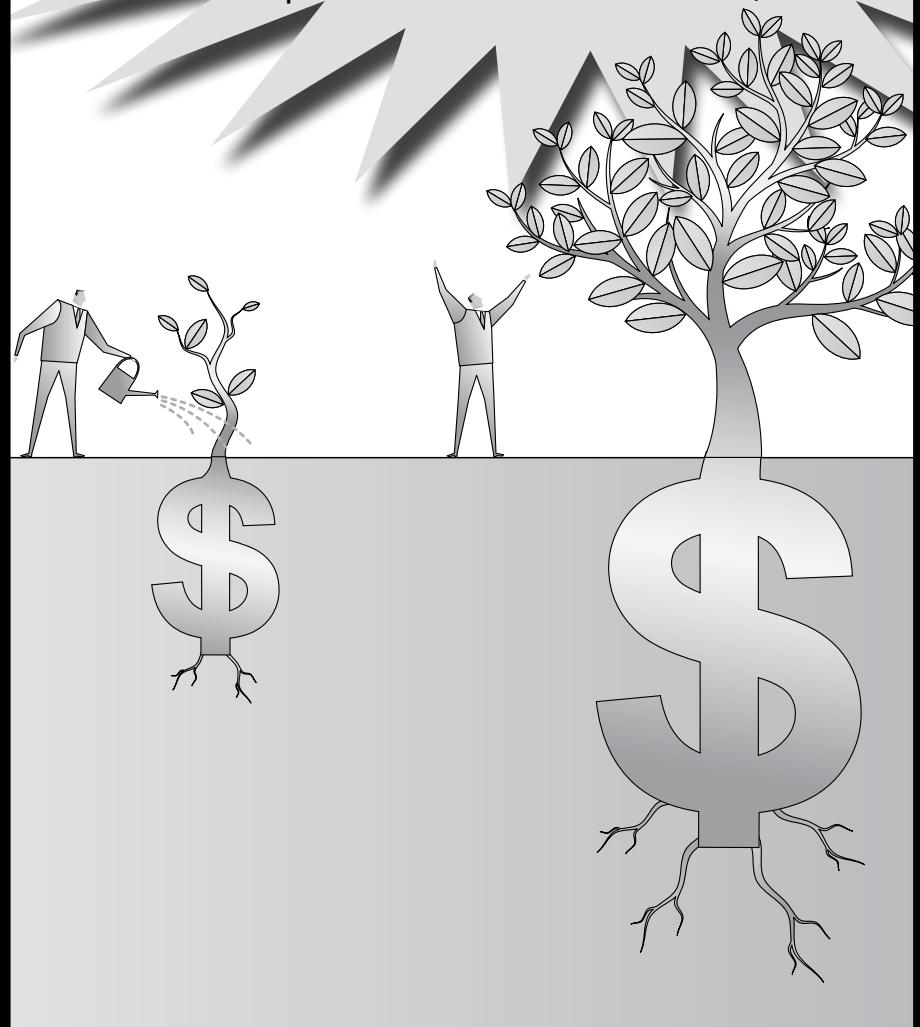
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"I am not a teacher, but an awakener."

— Robert Frost

Small Choices, Big Changes



Nancy Forseth
Augusta Area School District

If you have a chance to wander the halls of Augusta Elementary, you might encounter a silent classroom where the students are sitting on the floor with their legs crossed, eyes closed, hands resting quietly on their knees; you might hear the sound of a resonating bell; or you might even see students doing yoga-like stretches. Would you be surprised to learn that these students are practicing mindfulness?

All teachers are incorporating mindfulness into their classrooms, including the specialists. In art classes, the students are learning to create Zentangles, a mindful method of doodling. In music class, Meditation Mondays set the tone for

learning. In physical education and health classes, student lie on their backs and focus on calming down by slowing their heart rates and taking deep breaths.

For decades, teachers have been telling students to "pay attention;" however, students are seldom explicitly taught how to pay attention. Mindfulness, the practice of paying attention to the present moment on purpose and without judgment, can be a powerful tool impacting behavior. In the past few years, research in schools has shown that mindfulness improves student attention, self-control, classroom participation, and respect for others. Mindfulness impacts teacher behavior as well. Teachers who practice mindfulness are better able to reduce their own levels of stress and prevent burnout.

Kids can also suffer from school burnout. Research shows that children who are physically fit, well-rested, and well-nourished are more likely to develop positive coping strategies and to experience success in school. Department of Public Instruction data shows that mental health is a top concern with more schools reporting

serious mental health problems at an earlier age. To address these challenges as well as concerns about the physical and nutritional needs of students, Augusta Elementary created a Healthy Schools Team and was awarded a grant by a regional health organization to implement a three-pronged, schoolwide wellness program which provides 1) school-based mental health services, 2) parent/family education, and 3) teacher professional development.

Launching the wellness program through an all-school assembly, students were introduced to the theme of the wellness program, *Small Choices, Big Changes*. Daily, adults make about 35,000 decisions while children make about 3,000 decisions. This provides many opportunities for kids and adults to make small choices that mean big changes in our lives. To reinforce the theme and to develop a common schoolwide vocabulary focused on physical, nutritional, and mental wellness, Nicole Steinmetz, Elementary Principal, read *The Rechargeables* by Tom Rath, to all students. This picture book describes the adventures of Poppy and Simon who discover what it takes to recharge themselves, their parents, and an entire village.

By collaborating with a regional mental health service provider, school-based services will be provided for students through a therapist who will be in the district one day per week. This year, Augusta Elementary is able to offset the cost of co-pays for families who choose to participate in these services. In a small rural district like Augusta, parents who may not be able to take

time off of work, provide transportation to Eau Claire, or pay for mental health care now have access to mental health services.

As active partners in wellness, parents have been involved in planning family activities including a book study based on *Are You Fully Charged*, (the adult version of the *Rechargeables*), a parent networking group, health insurance navigation, nutrition, and fitness events. In February, families will be invited to attend Family University, a conference that will provide sessions including Parenting in a Digital World, Work/Life Balance, Stress Management, Financial Wellness, Your Child's Brain, Risky Behaviors, and many more.

Through professional development and collaboration, teachers are integrating the concepts of *Small Choices, Big Changes* into everyday classroom activities. Teachers participated in a book study on Reading Wellness (Burkins & Yaris) and are implementing common vocabulary and persistence-focused lessons so that children learn that even when something is hard, they can do it. Ann Brand, a mindfulness meditation teacher and college instructor, set the stage for teachers during fall inservice, and teachers are working to give students the tools for physical, mental, and academic wellness.

www.augusta.k12.wi.us
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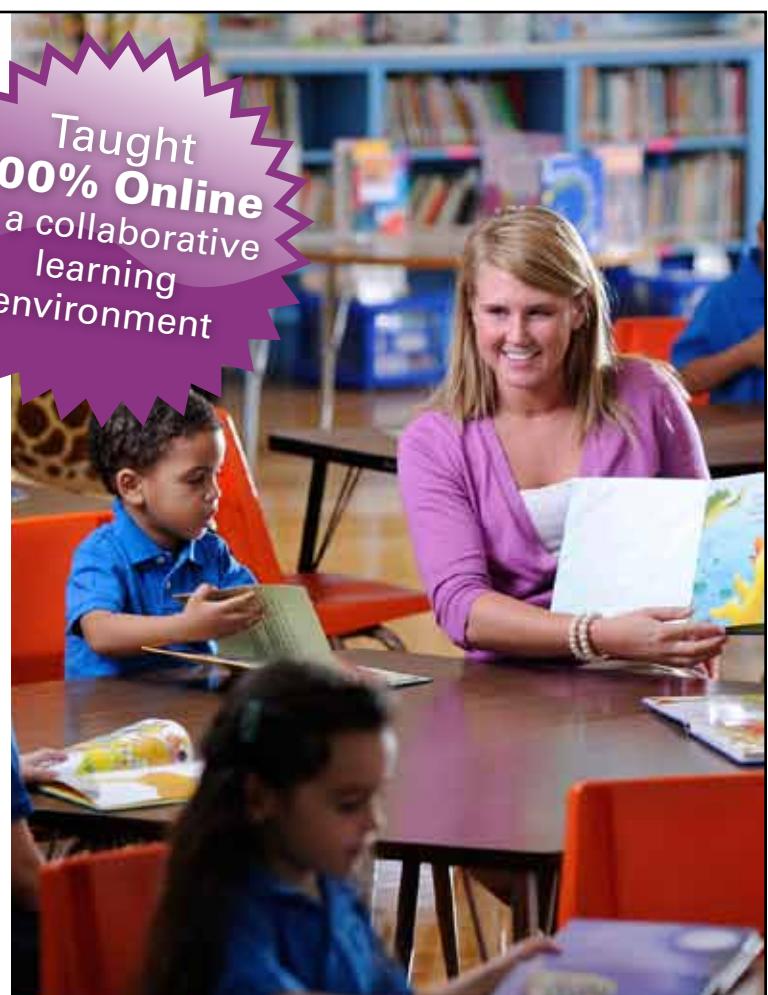
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THE AMAZING RACE

Holly Brunner
Partnership Coordinator
Locust Lane Elementary

At Locust Lane Elementary in Eau Claire, WI, they host Family Night in the fall and spring every year. Family Nights are a fun way for families to spend some education centered time together. This year they added a fun new twist to their Family Night, "The Amazing Race!" in an effort to increase family engagement. They incorporated their own version of this Award winning reality series into their Amazing Race Family Night.

While traveling throughout the school to several route destinations, along with a "road block" and a "detour", families embarked on a series of educational challenges as a team. After completing each challenge, one of 48 volunteers confirmed task completion, before having the family move on to the next route marker. The night started with an overview of the Title I program, and an explanation of the stations.

Station 1: The Amazing Race

Station 2: Dinner included spaghetti, bread sticks, salad, dressing, and orange drinks. This, along with all of the utensils and cups was generously donated by local businesses.

Station 3: Each student attending, picked out a free book provided through the Annmarie Foundation Grant, and then they continued racing.

As a school, they made the goal to increase family participation from 26% to 35%. They surpassed the goal by having 38% of their families attend, and they went from a total attendance of 158 to 287 people. Families stated, "It was a fun and well organized event."

The Amazing Race Route Destinations:

- **Frisbee Toss**

Starting with the youngest, each family member threw a Frisbee through an upright hula-hoop.

- **Puzzle Time**

As a family, each team completed a puzzle together.

- **How Many Rooms?**

Teams had to count all the classrooms and specialty rooms in the school.

- **Let's Go Fishing**

After finding one of three rooms with fish tanks, teams used the index of a fish book to look up and write down an interesting fish fact.

- **"ROAD BLOCK" Challenge: Who's the Better Builder?**

One team member had to build a replica of a house made out of toothpicks and mini marshmallows.



- **"DETOUR" Challenge: Scavenger Hunt or Ping Pong Ball on a Spoon**

Scavenger Hunt — consisted of finding books using the Dewey Decimal system in the Media Center, listing the names of new staff members, and writing down the names of composers from the music room.

Ping Pong Ball on a Spoon — one team member carried a ping pong ball on a spoon around the main part of the school without dropping it.

- **Race to The Finish:**

To conclude the challenge, fami-

lies made their way into the office to share their favorite part of the evening, and to pick out a prize. Businesses in the community donated prizes for the event. The prizes included sports equipment, family games, and coupons for activities for families to enjoy outside of school.

www.ecasd.us/Locust-Lane-Elementary/Home
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Grants

Continued from Page 20



expansion of learning experiences and opportunities at the primary, secondary, and higher education levels, particularly for minority and disadvantaged students. Areas of special interest to CICF include educational and training programs designed to improve literacy, teach basic life skills, promote good citizenship and public services, and increase reading, mathematics, and science proficiencies.

Awards range from \$2,500 to \$15,000. CICF limits grant donations to any single organization to a maximum of a three-year commitment.

Deadline: Applications are accepted year-round.

Website: www.cruisefoundation.org/

HSA Grant for Educators

The Herb Society of America (HSA) Grant for Educators is awarded annually to promote the knowledge, use, and delight of herbs through learning experiences. The grant

is open to a wide audience, including both formal and informal teachers at all educational levels. Grant projects must enhance herbal education in school systems, communities, or any public forum (electronic or in person); and require learning goals and a means for measuring the educational outcomes.

Deadline: Applications are due December 31, annually.

Website: herbsociety.org/resources/educator-grants.html

National Arts and Humanities Youth Program Awards

The National Arts and Humanities Youth Programs Awards recognize and support outstanding after-school and out-of-school arts- and humanities-based programs for underserved children and youth that operate on a regular basis in the afternoon, on weekends, or during the summer. This annual award

is presented to 12 programs that best meet all award criteria. The President's Committee on the Arts and Humanities presents the awards, with a ceremony at the White House.

Grants of \$10,000 are awarded to 12 programs.

Deadline: Applications for the 2016 National Arts and Humanities Youth Program Awards are now open.

Website: www.nahyp.org/how-to-apply/

College Board Award for Excellence and Innovation in the Arts

The College Board presents an annual award to public and private schools serving students in grades 6 through 12 that have implemented an arts program that promotes student learning and creativity in exemplary and innovative ways. Eligible arts programs must be in place a minimum of one year prior to the application date.

Three schools (one school from each category) will receive \$5,000 each, with one school named national winner to receive an additional \$2,500.

Deadline: All applications are due in April, annually

Website: artsaward.collegeboard.org/award.php

Kinder Morgan Foundation Grants

The Kinder Morgan Foundation awards grants to programs that benefit kindergarten through grade 12 youth and focus on science, math, art, and music. The goal of the foundation is to help these students become engineers, educators, and musicians who will support diverse communities in the future.

Awards range from \$1,000 to \$5,000.

Deadline: Applications are due the 10th of every other month beginning in January.

Website: www.kindermorgan.com/community

Gerald C. Corcoran Education Grant

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

Grants up to \$1,000 are awarded.

Deadline: Applications are due March 31, annually.

Website: nanfa.org/corcoran.shtml

Individuals don't get cancer - entire families do.

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

We have two exciting winter camps coming up soon!



Camp Angel is for kids ages 7-12 and is being held January 8-10, 2016 at Camp Manito-Wish YMCA in Boulder Junction, Wisconsin. Kids enjoy many fun and exciting winter activities including:

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



Angel Adventures is for teens ages 16-18 and is being held February 12-15, 2015 at Camp Luther in Three Lakes, Wisconsin. Campers will experience:

- Tubing
- Cross-country Skiing
- Snowshoeing
- Broomball

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



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