



Little Paws Cultivates Student Passion for Teaching



*Kitty Goyette, Communications Director
Greendale Schools*

Greendale High School opened its doors to a small group of the tiniest learners this spring when Little Paws Preschool met in May. Organized by the high school's Assistant Childcare Teacher (ACCT) class, Little Paws students and teachers came together for nine mornings that month under the supervision of GHS Family and Consumer Education Teacher (FACE), Kayla Correll.

The social learning school was offered free of charge for children ages three through five. As part of the educational experience of the ACCT course and in order for the students to achieve state licensing, the ACCT-enrolled high school students developed and presented educational lessons on age-appropriate topics, including health and wellness, animals, and "All About Me" to the young learners.

In early days of the program, stu-

dent-teachers and preschoolers spent time getting to know each other through various activities. Class sessions included storytime and guided activities like sorting, coloring, playdough, dancing, and obstacle courses to reinforce the theme of the daily lessons. These activities provided a foundation for the preschoolers in building art, fine motor, literacy, math, and sensory skills.

"The Little Paws Preschool experience allowed our students to connect with the larger community and make an impact on the education of young children," said Kayla Correll. "It also allowed our high school students the opportunity to use the knowledge they learned in class and apply it in a very real setting."

She added, "As a teacher, it was amazing to watch my students step into the role of teacher for these little preschoolers. It showed me a lot about their character and temperament and gave me much positive hope for their futures because they did so well!"

The ACCT course offers a great foundation for students interested in a career in early childhood education and is among the offerings in the Human Service and Education career cluster at GHS. The high school



Students Discover the Challenges and Rewards of Creating a Nationally-Recognized Documentary

*Michelle Rothmeyer,
contributing writer for D.C.
Everest
D.C. Everest Area School
District*

During their Junior year at D.C. Everest Senior High, Yefang Lee and Lily Thao crafted their passion for research, local history, writing, film-making and the Hmong culture into a nationally recognized documentary that has become a viral sensation on Facebook. "The Acculturation of the Hmong:

Wausau Partner Schools Conflict" examines the Wausau School District's attempts, 25 years ago, to alleviate racial disparity in its schools. The documentary provides a vibrant context for how the fallout from the Vietnam War impacted the Wausau area while examining the conflicts and compromises that took place between residents and the Wausau School Board.

The documentary earned Yefang and Lily seventh place at the 2017 National History Day competition at University of Maryland College Park. Both documentarians also were recognized with the Asian-American History Prize — an honor bestowed on "an outstanding student project...that documents and analyzes the Asian-American experience."

Yefang and Lily spent months interviewing Wausau teachers, board members and students (now adults) who were directly involved in — and affected by — the district's attempts to alleviate racial disparity. They chose the 25-year-old event because



they felt they could provide "an entirely different view than those who did participate. Anecdotal evidence given by a small group of individuals who experienced the event can be too narrow to tell the whole historical narrative." With the benefit of hindsight, they hoped to add their voices to the historical narrative, synthesize new information, add diverse perspectives and collect lessons learned. Ultimately, both students feel that what they learned about conflict and compromise could be useful to today's youth and help them address similar events now and in the future.

The students worked on their History Day project for months — researching Hmong culture and lifestyles in Southeast Asia, examining the role of the Hmong in The Secret War and their subsequent flight to the United States, interviewing those who were active participants in the bussing and bound-

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From the Blog

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Stand4Change Gives Students Hope Against Bullying

Bullying is not a rite of passage. It is wrong, and we can help change this. With the prevalence of bullying, especially the rapidly growing cyberbullying through social media, it is more important than ever to stand strong with our youth to empower them on the virtues of being kind and respectful to others. We can make a difference.

Poverty and Trauma are Causing Principals to Rethink How They Lead

People living in poverty suffer the effects of nearly every major societal problem, many of which affect their children's ability to learn. Often referred to as a manager of people, the school principal has been able to be effective at increasing academic proficiencies by using traditional methods of educational leadership.

10 Tips to Prevent Laptop and Mobile Device Theft

In today's school environment, the theft or loss of even a single laptop computer cell phone or tablet can be devastating — unless you take some common sense measures to mitigate the damage ahead of time. It's not just the cost of the lost device itself. If there is confidential, proprietary or personally identifiable information on the device — or readily accessible through it — your school could be exposed to substantial liability, fines and penalties.



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Little Paws Cultivates Student Passion for Teaching Continued from Page 1

students and parents of the little learners responded to a post-class survey regarding the Little Paws experience. Students comments included, "It was great to be able to apply and observe what we've learned in class. Also, it was fun to interact with the kids and see their individual personalities."

Another student wrote, "My favorite aspect was coming up with activities that the children can do and watching them explore the different activities."

A Little Paws parent provided this comment, "(Little Paws was a) Fantastic opportunity for my daughter and for your students! I love seeing different types of classes being offered that have an impact on the community. I would have loved to have had this opportunity as a high school student. Well done!"

Little Paws Preschool concluded with a completion ceremony. The young students received certificates and the "teachers" were teary-eyed as the last session wrapped up. It was a great experience for everyone!



[\(414\) 423-2700](http://www.greendale.k12.wi.us)



Students Discover the Challenges and Rewards of Creating a Nationally-Recognized Documentary

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ary conflicts of the Wausau School District, drafting and recording voiceovers, and securing and editing imagery for the documentary. Both Yefang and Lily noted that despite the months they spent on the project, the time limit was the biggest challenge they faced. "First we had to learn the entire story and then understand each side. We wanted to be certain we captured the story correctly," but they note the contest's deadlines put a definitive stop to the project. They had to do the best they could in the time they had. With the time limitations in mind, they have already decided upon a topic for next year: The Secret War, which will focus on the Vietnam War from the Hmong perspective. The topic dovetails perfectly with next year's theme: Triumph and Tragedy.

One of the most empowering aspects of the project was the opportunity to take a deep dive into a subject, and then test their creativity while telling an "amazing story to a new audience. This was a rare chance for us to have a lot of people watch our video and critique our work."

Admittedly, they found the process "tiring." In order to make it to the national stage, the student documentarians had to advance through a series of grueling local, regional and state competitions. The national competition also was an eye-opener —

meeting and competing against students from across the United States. "Seeing the amount of drive and passion certain individuals had was interesting, as well as semi-overwhelming." Ultimately, "the most rewarding factor was just being able to tell the story to our community and receive feedback on our work." That said, next year their aim is to make it into the top three.

Paul Aleckson, DCE Social Studies Coordinator, notes, "Lily and Yefang learned — and accomplished — so much with this project. It takes an incredible amount of dedication, creativity and perseverance to even make it to the national level — to create a documentary that is compelling and informative. Better yet — everyone who views their documentary walks away having learned something. To have our youth add their voices to our local history is incredible and to have those voices recognized on the national stage and with social media shares that bring their perspective to a larger audience? Priceless."

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 "If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

— John Quincy Adams



*By Alan McCutcheon, Director of Special Education and Pupil Services
School District of Altoona*

This is the third part in overviewing special education services in our school district. The first two parts were included in the spring and summer newsletters and can be found by visiting our website. This fourth myth, for many families, can be the source of a number of fears and concerns as the family, parents, and students reflect on the future and the impact of a potential disability or impairment on the individual's adult life. As a parent, I have also sat at meetings where I am challenged to face my own fears about my child's future. For you, you may have experienced a wide range of emotions as you reviewed test results or digested news from a medical or educational team. There is no doubt that this is a topic that weighs heavily on our adult minds, as we desire what is best for our child and seek for them to have a happy, productive, engaging, and successful adult life. With this in mind, I hope to address this myth in a way that is both sensitive to the unique individual experiences that you may be facing right now, or that any one of us may face through unex-

pected life circumstances, while at the same time providing some background and information on the services and supports provided in our district and around the state. In this part, we will focus on the intent and purpose of special education, and our ultimate goal for each and every one of our students.

Myth #4 – Special education limits a student's future and which path they can take after high school.

Within the past 30 years, an emphasis was made in educational and advocacy circles to change how we speak and communicate about students with disabilities.

While subtle, it holds some critical keys in how we both perceive the child and our perspective on the challenges they face. It also challenges our staff and our philosophies on learning and growth.

Namely, we intentionally changed how we talked about students from placing the label or disability first, and keeping the individual at the forefront. For example, a learning disabled student means something different than a student with a learning disability

Placing the disability first implies that the disability or impairment defines that student. Recognizing through our language that the student comes first reflects that a disability or impairment is a piece of a much bigger and more complex profile of the child, and does not fully capture the beautiful strengths, characteristics, and qualities

that they hold. Even with terms that our culture may hold in esteem, such as gifted or talented, the same truth applies. Using language that describes the gifted child, rather than a child with giftedness, runs the risk of narrowly defining a child in the same way that a disability or impairment does.

Instead, we use language that reminds us that the student is more complex and individualistic than any one label, term, or descriptive title can capture.

So, we put the student first in how we talk about them, which in turn affects how we think about them, and in turn affects how we plan and work with them.

An excellent book on this topic was written by Carol Dweck, where she captured her research on growth, goal attainment, perseverance, and success. In this book, titled Mindset (2007), Dweck dives into two opposing traits related to learning and growth, and describes them as fixed and growth mindsets.

A fixed mindset views individual characteristics as unchanging, immovable, and dictated primarily by factors outside of one's control. A growth mindset views an individual's characteristics as changing, dynamic, constantly moving and adjusting, encompassing learning and growth, and is primarily influenced by factors under one's control.

We all move between both mindsets from time to time; however, it is a growth mindset that truly leads to perseverance through trials and

challenges, and success in reaching higher goals and outcomes. It is a growth mindset that keeps the student first in our language, whereas a fixed mindset places the disability or impairment at the forefront.

Our special education team strives to keep the student at the center of instruction, supports, and services. With a "growth" mindset, individualized education plans are viewed as a tool to build on student's strengths, and teams seek to empower students to reach their current and future career or work goals. It is this empowerment, or the ability to have the skills to adapt, adjust, and overcome challenges, that is our ultimate goal.

With these skills, it is our hope, in partnership with families, that students will find success, joy, and fulfillment through their work or employment, and leave our district with a continued love for learning and growth. This is our standard, and one that we continue to experience our own growth and development toward as we serve our families and students. Yet even as we continue to work through our own improvements, it works directly against the myth that students with disabilities have a predetermined or fixed path.

**www.altoona.k12.wi.us
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Special Needs Resources for Educators and Parents

WI FACETS

Wisconsin Family Assistance Center for Education, Training & Support ("WI FACETS") is a statewide non-profit organization, with its main office located in Milwaukee, Wisconsin. WI FACETS was founded in June 1995 by a small group of parents who had a strong desire to help other families understand the special education laws and systems.

Website: wifacets.org

Bookshare

Bookshare, the world's largest accessible digital library for people with print and learning disabilities (such as dyslexia), provides free membership to qualified U.S. schools and students, thanks to an award from the U.S. Department of Education's Office of Special Education. Get access to more than 43,000 digital books, textbooks and teacher-recommended readings to help your child succeed and enjoy reading independently.

Website: www.bookshare.org

Guides & Toolkits

Colorín Colorado is pleased to offer free print guides created for parents, teachers, and anyone who wants to improve the reading

achievement of children. You're welcome to download and print these guides for your own use or to distribute to others.

Website: www.colorincolorado.org/guides-toolkits

EFL/ESL Lesson Plans

This website from The Internet TESL Journal offers many kinds of ESL lesson plans and activities for teachers, including games, vocabulary exercises, and conversation practice.

Website: iteslj.org/Lessons

The Family Center on Technology and Disability

A resource designed to support organizations and programs that work with families of children and youth with disabilities. We offer a range of information and services on the subject of assistive and instructional technologies.

Website: www.ctdinstitute.org

12 Tips to Setting up an Autism Classroom

Checklist and ideas for keeping a structured classroom, using visuals, schedules, reducing distractions and more.

Website: kendrik2.wordpress.com/2007/10/10/12-tips-to-setting-up-an-autism-classroom

Impact of Change for Autism

Some tips for minimizing the challenges of transitions, change, moving day, etc. for those on the autism spectrum.

Website: ezinearticles.com/?5-Ways-to-Minimize-the-Negative-Impact-of-Change-for-Autism&id=412904

12 Skills and 5 Household Chores That Can Serve as Preparation for Future Vocation

Here are some tips for parents to help their children with special needs build skills at home that can help them find employment later on.

Website: www.friendshipcircle.org/blog/2016/02/10/12-skills-and-5-household-chores-that-can-serve-as-preparation-for-future-vocation/

Learning Ally

Founded in 1948 as Recording for the Blind, Learning Ally serves more than 300,000 K-12, college and graduate students,

veterans and lifelong learners — all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities.

Website: www.learningally.org

5 Ways to Minimize the Negative Impact of Inclusive Services: The Value of Inclusion

Includes definition of inclusion, overcoming barriers, six step process and best practices of inclusive services, From the National Center on Physical Activity and Disability

Website: www.nchpad.org/341/1999/Best-Practice-of-Inclusive-Services-The-Value-of-Inclusion

Helping Your Child Deal with Bullies: Nine Posts for Parents

These posts from the Friendship Circle blog offer more constructive strategies for keeping your child safe from bullying; dealing with bullying incidents when they occur; and creating an atmosphere less likely to encourage bullying.

Website: www.friendshipcircle.org/blog/2017/07/20/helping-your-child-deal-with-bullies-nine-posts-for-parents

2018 Job Olympics at New Auburn



Kristine North
New Auburn School District

New Auburn High School was one of the six schools represented at the 2018 Job Olympics (4th annual) event. Job Olympics is a competitive event for high school students with disabilities. Job simulations are used to create realistic job situations. Judges of the event included business and vocational people from the surrounding community.

getting to meet students from other districts and seeing them make connections with other students. They always come with a positive attitude ready to try it all! It is also great to see how all the people on the committee really work together to make this all work. It is a really dedicated group of professionals who truly care for the students!" Allison's comments reflected the enthusiasm

Transition Coordinator and CCoT (Chippewa County on Transition) member, Allison Fisher, was in attendance. She commented, "Job Olympics is great because the atmosphere of it helps students feel more comfortable trying out jobs. This year I had more students who really gained confidence in their own abilities through this experience. My favorite part is

asm of the overall event

The first place winner of "table setting", Brady Deacon, from New Auburn High School stated, "I was surprised I was good at setting an eight place table setting. The day was fun and I learned how to do all kinds of chores I didn't know how to do before coming to Job Olympics." Matt Nimsger stated, "My favorite station was folding clothes because at

home, I put away my clothes. I liked setting the table and stacking shelves. My favorite was bagging, mock interviews, vacuuming and sweeping. I ate gluten free pizza. It was pretty good but a little spicy because it was Italian. I want to go back [to Job Olympics] next week!" Participating students valued their involvement of the event activities.

Special education teacher, Kristine North, commented, "Students were able to be challenged doing a variety of tasks that included: folding shirts, stocking groceries, practicing interviewing skills, setting tables, hanging cloths, and maintenance

skills. Through these exercises, students were scored not only on how accurate they were on the tasks, but on how fast they were able to complete the tasks." These task oriented activities challenged students while bringing a unique focus to the event.

Every student was able to leave with a written evaluation of their skill performance of the tasks that they did as well as earning a variety of awards and prizes. The

best thing that students were left with was an illustration on how they compete in the job world while making new friendships and raising their self-esteem and individual confidence.

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The first day will offer a "Boot Camp" track for new and emergency certified special education teachers.

Breakout sessions appropriate for all participants.

National CAST Professional Learning Cadre Presenters Joni Degner and Niel Albero. Reaching High Expectations Conference focuses on collaboration between general education and special education.

Transition with featured speaker Anthony Ianni. Former Michigan State center Anthony Ianni is the first Division I basketball player in NCAA history with autism. His drive to overcome every obstacle in his life has made him one of the most sought after motivational speakers in the country.



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Website: MeemicFoundation.org/Register
Deadline: Applications accepted through September 31, 2018.

CHS Foundation Classroom Grant

National Agriculture in the Classroom (NAITC) grants support innovative elementary and secondary school classroom projects that use agricultural concepts to teach reading, writing, mathematics, science, social studies, and more. Grant funds may be used for school gardens or animal science projects involving aquaculture, embryology, ranch-related projects, field trips, or farm tours.

Fifteen grants of \$500 are awarded.

Deadline: Applications are due September 15, 2018.

Website: www.agclassroom.org/teacher/grants.cfm

Green Thumb Challenge Grant

Green Education Foundation (GEF) and Gardener's Supply Company have teamed up on a funding opportunity for established youth garden projects nationwide. The organizations are calling on schools and youth groups to submit chronicles of their garden projects in a race to win a cash prize. The award is designed to support the continued sustainability of an exceptional youth garden program that has demonstrated success, and has impacted the lives of children and their communities.

Grants of \$250 are awarded.

Deadline: Applications are due September 30, annually.

Website: www.greeneducationfoundation.org/greenthumbchallenge/greenthumb-challenge-winners.html

Donald Samull Classroom Herb Garden Grant

The Donald Samull Classroom Herb Garden Grants support the development of indoor and outdoor herb gardens in elementary classrooms. The society selects schools or classrooms to receive seed money to establish an indoor or outdoor herb garden. Funds may be used for supplies such as soil, plant trays, containers, and child or youth sized tools.

Grants of \$200 are awarded.

Deadline: Applications are due October 1, 2018.

Website: www.herbsoociety.org/support/grants-scholarships

Project Produce: Fruit and Veggie Grants for Schools

The Chef Ann Foundation and Healthy Skoop have teamed up to help schools increase access to fresh fruits and vegetables for children and youth, and nutrition education in schools. The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits. Proposed projects must be planned with the intention of offering activities to all students in the school building. Lunchtime-based projects are preferred because they offer access to all students.

Grants of \$2,500 are awarded.

Deadline: Applications are accepted year-round.

Website: www.chefannfoundation.org/programs-and-grants/project-produce

ecoTech Grants

The Captain Planet Foundation (CPF) is offering grants to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environmental problems in local communities.

Grants up to \$2,500 are awarded.

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

Website: captainplanetfoundation.org/grants/ecotech

ecoSolution Grants

The Captain Planet Foundation (CPF) awards ecoSolution Grants to support solution-oriented, youth-led projects that result in

real environmental outcomes. Projects must be solution-oriented, project-based, performed by youth, and have real environmental outcomes.

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

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

Website: captainplanetfoundation.org/grants/ecosolution/

E2 Energy to Educate Grants

Through the E2 Energy to Educate grant program, Constellation NewEnergy, Inc. offers grades 6 through 12 and college students opportunities to problem-solve today's and tomorrow's energy challenges. Grants fund projects designed to enhance students' understanding of science and technology and to inspire them to think differently about energy.

Education grants up to \$25,000 each are awarded for grades 6 through 12. Higher education grants up to \$50,000 each are awarded for two- and four-year colleges.

Deadline: Applications are due October 1, annually.

Website: www.constellation.com/community/e2-energy-to-educate.html

Wireless, STEM, and Radio Technology Education Project Grants

Eligible projects include explorations and ongoing education related to wireless; science, technology, engineering, and mathematics (STEM); and radio technology. Preference is given to applicants with local radio club participation and supported by community fundraising. The fund is administered by the American Radio Relay League (ARRL) Foundation.

Awards range from \$1,000 to \$3,000.

Deadline: Applications are due October 1, annually.

Website: www.arrl.org/arrrl-foundation-special-funds

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 are 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/education/air-force-junior-rotc-grants

Toshiba America Grant Program for 6–12 Science and Mathematics Educators

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms. Applications must be for project-based learning.

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

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

Website: www.toshiba.com/taf/612.jsp

Epsilon Fund Grants for Young Scholars Programs

The Epsilon Fund of the American Mathematical Society (AMS) annually awards grants to summer mathematics programs that support and nurture mathematically talented youth. Programs should run over a period of multiple weeks during the summer, bring in at least 20 high school students with mathematical talent, and generally be directed by mathematicians. Programs should have run successfully for at least one year or longer to apply.

Grants up to \$15,000 are awarded.

Deadline: Applications are accepted September 15 through December 15, annually.

Website: www.ams.org/programs/edu-support/epsilon/emp-epsilon

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-and-communities/outreach-initiatives/tensor-women-and-mathematics-grants

STEM + Computing K-12 Education

The National Science Foundation seeks proposals to research and develop new teaching and learning approaches to the integration of computing within science, technology, engineering, and mathematics (STEM) for prekindergarten through grade 12 students.

Deadline: Applications accepted year-round.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=505006

Student Contests and Awards

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 15 to November 15. Recycle-Bowl is separated into three divisions, the School Division, the Community Division and the Open Division. Schools may choose to register for any of the three, based on eligibility requirements, collection practices during the competition, and the school's ability to meet division standards.

Deadline: Register by October 12, 2018.

Website: www.kab.org/our-programs/recycle-bowl

eCybermission Competition

eCybermission is a web-based science, technology, engineering, and math competition for students in grades 6–9. Teams of three to four students compete for state, regional and national awards while working to solve problems in their community.

Students on the winning teams will receive U.S. Series EE Savings Bonds ranging from \$500 to \$5,000.

Deadline: To receive a free STEM kit, register by November 21, 2018.

Website: www.ecybermission.com

Celebrate Earth Science Week 2018 with American Geosciences Institute's Contests

2018 Photography Contest

AGI is sponsoring a photography contest to celebrate Earth Science Week 2018. The photography theme for this year is: "Inspired by Earth." The photography contest is open to interested persons of any age.

Deadline: Entry forms may be submitted electronically or by mail. The deadline for emailing your entry form is 5 p.m. ET, Friday, October 19, 2018. Mailed entry forms must be postmarked no later than October 19, 2018.

Website: www.earthsciweek.org/contests/photography

2018 Visual Arts Contest

Celebrate Earth Science Week 2018 with AGI's visual arts contest. Artwork should focus on the topic "Earth and Art." The contest is open to students in grades K-5 who are residents of the United States. Participants should submit an

original 2D visual arts project that shows how the natural world is part of making art.

Deadline: All mailed submissions must be postmarked no later than Friday, October 19, 2018.

Website: www.earthsciweek.org/contests/visual-arts

2018 Essay Contest

Celebrate Earth Science Week 2018 with AGI's essay contest. Essays should focus on the theme "Finding 'Art' in Earth." The contest is open to students in grades 6-9 who are residents of the United States. Participants should submit an original essay up to 300 words in length, typed and formatted to fit on one page.

Deadline: All submissions must be received electronically by 5 p.m. ET, Friday, October 19, 2018.

Website: www.earthsciweek.org/contests/essay

2018 Video Contest

Celebrate Earth Science Week 2018 with AGI's video contest. Videos should focus on the theme "Earth Expressions." Submit a brief, 30-90 second original video that tells viewers about artistic expression that stems from the natural world. The contest is open to individuals or teams of interested persons of any age in any part of the world.

Deadline: All submissions must be received electronically by 5 p.m. ET, Friday, October 19, 2018.

Website: www.earthsciweek.org/earth-expressions

National Science Bowl

The U.S. Department of Energy (DOE) National Science Bowl® is a nationwide academic competition that tests students' knowledge in all areas of science and mathematics. Middle and high school student teams from diverse backgrounds are comprised of four students, one alternate, and a teacher who serves as an advisor and coach. These teams face-off in a fast-paced question-and-answer format, being tested on a range of science disciplines including biology, chemistry, Earth science, physics, energy, and math.

Deadline: Regional competition dates vary, but are typically between January and March. See the website for specific dates. The national competition will take April 25 through 29, 2019.

Website: science.energy.gov/wdts/nsb

Items of Interest

Research Experiences for Teachers in Engineering and Computer Science Supplements and Sites

The Research Experiences for Teachers (RET) in Engineering and Computer Science professional development program supports authentic summer research experiences with university engineering and computer science faculty for kindergarten through grade 12 teachers in science, technology, engineering, and mathematics (STEM); in-service and pre-service teachers; and community college and university faculty.

New RET site grants up to \$600,000 are awarded. RET supplement grants up to \$10,000 per teacher or community college faculty are awarded.

Deadline: Applications are due the third Wednesday in September, annually.

Website: www.nsf.gov/pubs/2017/nsf17575/nsf17575.htm

Project Green Challenge

Project Green Challenge is a 30-day global challenge for high school and college students. Daily, environmentally themed challenges provide students with mentorship, advocacy, and leadership skills. Participants are challenged every day for 30 days to contribute to a healthy and thriving planet. Daily challenges consist of four levels, which must be completed in order, with the easiest challenge (Green Level) completed first.

Deadline: The challenge runs from October 1 through October 30, 2018.

Website: projectgreenchallenge.com

SunWise Environmental and Health Education Program

The National Environmental Education Foundation (NEEF) supports the SunWise Environmental and Health Education Program to promote sun safety measures at school and teach students about UV radiation and stratospheric ozone. The foundation distributes free program tool kits containing 50 cross-curricular, standards-based activities and a UV-sensitive Frisbee for hands-on learning and physical fitness.

Deadline: Applications are accepted year-round.

Website: www.neefusa.org/sunwise

Free Virtual Reality Program: NASA SLS VR Experience

Do you want to experience the excitement of standing on the launch pad beneath NASA's massive new rocket, the Space Launch System? The "NASA SLS VR Experience" is a free, virtual reality software program that is available for anyone with an Oculus Rift to download. Users can experience the scale of the SLS and can explore the rocket from multiple angles. Those using the software can even sit in the

cockpit during prelaunch activities to see what it's like to be an astronaut inside the Orion spacecraft.

Website: www.nasa.gov/exploration/systems/sls/virtual-reality-program-immersive-sls-experience

Citizen Science Project: Cosmoquest's Image Detective

CosmoQuest's Image Detective, a NASA-funded citizen science project, invites the public to identify Earth features in photographs taken by astronauts aboard the International Space Station. Citizen scientists are asked to help identify geographic features (natural or human-made) in astronaut photographs and then determine the location on Earth where the photo is centered. Your efforts can enhance NASA's database of images taken by astronauts from the space station.

Website: cosmoquest.org/x/beta

Hillsboro Bike Shop



by Mr. Johnson, 4th Grade Teacher
Hillsboro School District

The wind blowing through your hair, dive-bombing the biggest hill in town, and that feeling the first time mom let you ride around the block by yourself. The bicycle. Freedom on two wheels.

The bicycle is a transformative part of many people's lives, especially children, and provides transportation, exercise, and recreation for people across the world. Hillsboro Bike Shop's goal is to provide bicycles to

people in Hillsboro and beyond to enjoy.

Hillsboro Bike Shop is an afterschool Bike Repair program for fourth and fifth grade students. During Bike Shop, students are able to repair a bike from home, repair a donated bike and keep it, or repair a bike and donate it to a person of need. Bike Shop began in Hillsboro in the spring of 2017. It takes place on Monday afternoons from 3:30 to 5:00 pm during the months of September, October, April, and May at the Hillsboro Elementary garage.

Along with providing bikes for people in need, Hillsboro Bike Shop provides elementary students with the opportunity to: learn mechanical skills, develop problem-solving skills, build confidence and self-worth, and most importantly work towards a greater good.

Bike Shop is modeled after a similar program in Reedsburg that was created by Gary Williams. Gary's program has donated thousands of bicycles to people in need all over the country and even to the Dominican Republic. I am humbled to have a mentor like Gary, and I look forward to working with him on distributing refurbished bikes to people of need.

Last spring, Hillsboro Bike Shop received a grant from the Community Foundation of Southern Wisconsin's Excellence in



Education Fund. This grant has been instrumental in the evolution of the Bike Shop program. It has allowed for the purchase of necessary tools and supplies to start the program.

Bike Shop has also relied and will continue to rely on the generosity of community members to be successful. Bike Shop is looking for old or unused bicycles in any condition and basic hand tools (wrenches, pliers, screwdrivers etc.) for our program.

If you have any questions about the

program or would like to make a donation, please contact Greg Johnson at greg.johnson@hillsboroschools.org or 489-1638.

[**www.hillsboro.k12.wi.us**](http://www.hillsboro.k12.wi.us)
(608) 489-2221



Sweet Science in Cedarburg



Kendra Swanson, Scientist in Residence
Cedarburg School District

If you were to drive past Parkview Elementary School in Cedarburg at the end of winter, you would have seen smoke and rising steam from the schoolyard. But there is no need for concern. . .

Parkview Elementary has been actively engaged in a time-honored Wisconsin tradition over the last few years. It all boils down to one thing: maple syrup.

In 2013, Principal Jayne Holck teamed

up with 5th grade teacher Steve Keller to apply a Maple Syrup start-up grant from the Cedarburg Education Foundation. The generous \$3500.00 grant enabled allowed the purchase of an evaporator and pan, collection bags, spiles, hydrometers, a maple syrup shed, and a handful of other necessities. Fortunately, Parkview is also the home of a Certified School Forest, and the maple tree supply was the final resource needed to bring the project to life.

"I myself have very fond childhood

memories of tapping trees at my elementary school in Northern Wisconsin, and checking the sap daily until we could finally taste the fruits of our labor," Holck shared in the proposal. The generous grant from the foundation has allowed Parkview pre-K-5th grade students at Parkview to enjoy the same wonderful experience.

Steve Keller and his 5th grade students continue to play a key role in the project. Mr. Keller has embraced this annual event, and he anxiously waits for the perfect weather conditions that indicate the sap is beginning to flow. He and his fifth grade students are some of the star players of the project. They meet after school to identify and tap trees. They literally do most of the heavy lifting. Those sap collection bags get heavy!

"I always appreciate Mr. Keller's enthusiasm for enriching the education for our children and I admire his willingness to work hard to make this project such a great success," remarks Mrs. Holck.

"We've averaged 3-4 gallons (of syrup) each year," says Keller. In "maple sap math," that means that around 150 gallons of sap were carried by his students each year. The sap was then boiled for many hours by Keller, or school volunteers. Keller's father was an amusing and memo-

rable helper.

Besides the volume of syrup, there are other quantifiable objectives. Maple syruping has a lot of educational applications, including helping the 4th grade students learn about plants, and the 3rd grade students learning about tree identification. Cedarburg School District's new Scientist in Residence, Kendra Swanson, is looking forward to partnering with teachers to generate place-based cross-curricular lessons that feature and celebrate the project.

But the pure magic, sweetness and experience of maple syrup is an objective in and of itself too.

"Any experience that brings the outdoors into the classrooms will provide lasting memories and help our students become stewards of our earth," says Holck.

[**www.cedarburg.k12.wi.us**](http://www.cedarburg.k12.wi.us)
(262) 376-6100



Middle School Steam Team Earns National Recognition



DCE staff, teachers, parents and Board members celebrated the accomplishments of all the members of the DCE STEAM Team at an afterschool ceremony in May.

Michelle Rothmeyer, contributing writer for D.C. Everest Area School District

Throughout the school year, students in the D.C. Everest (DCE) Area School District are allotted Extended Learning Time (ELT) — a block of time in which they can meet one-on-one with teachers for assistance, complete homework, collaborate with classmates on projects or pursue interests beyond the school curriculum. DCE Middle School students interested in further exploring science, technology, art/design, engineering and math (STEAM), gravitated to science teacher DJ Huddleston during ELT time. “Certain students want to delve into STEAM subjects beyond what we cover in the classroom,” he

notes. “They’re curious, driven and understand that science is critical to solving innumerable global challenges.”

To satisfy their curiosity — and help them build skills that will be critical upon graduation — Mr. Huddleston looks for opportunities to challenge these STEAM-oriented students during ELT. “The eCYBERMISSION competition has been a favorite of ours for the past several years because it challenges students to address a community-specific problem and then engineer a solution.” Sponsored by the U.S. Army Educational Outreach Program and administered by the National Science Teachers Association, the eCYBERMISSION competition is open to students in grades six through nine.

This year, Mr. Huddleston mentored four DCE Middle School STEAM Teams who entered projects in the eCYBERMISSION and ExploraVision contest. All four of the teams set about to address a challenge in their community; two of those teams earned national recognition for their solutions.

The Power of Paper team — consisting of Suchin Xiong, Mai Lee, Serenity Kue and Mulan Kah — earned first place honors in the state of Wisconsin, as well as a \$1,000 savings bond for each student researcher, courtesy of the eCYBERMISSION competition. The students set about crafting a “plantable” seed paper in an effort to expand the DCE Middle School’s native prairie restoration project beyond the school grounds by mailing the paper in postcard form. The students crafted the paper from dryer lint and examined how the concentration of the lint affected the strength and absorbency of the sustainable seed paper.

ExploraVision competition for their Clearview Microscope Adaptor. The students created an inexpensive microscope adaptor using local materials that allows students to capture a quality photo using any mobile device.

The Food Power Cubed team — Oswyn Wheeler, Mansi Peters, Anika Lindell and Eleanor Schwantes — set out to find a new healthful snack for students that could replace nuts, which are now banned from the Blessings in a Backpack program and school property due to allergies. The students utilized a hydroponic growing setup and tested a variety of compost teas to see how they would affect the growth of their chosen snack: pea shoots.

The remarkable projects submitted by these students demonstrate their commitment to tackling some of their communities’ most daunting challenges. The U.S. Army is truly awed by the thoughtfulness and originality behind the ideas put forth by these students,” said Louie R. Lopez, AEOP Cooperative Agreement Manager. “I congratulate the state winners on their accomplishments and wish them luck in the next phase of the eCYBERMISSION competition.”

“The level of creativity and dedication these students have shown through their projects is truly impressive. Their imaginative ideas are shining examples of the innovation we try to foster every day in STEM education classrooms nationwide,” said Dr. David Crowther, NSTA President. “We congratulate the state winners on what they’ve achieved so far and applaud all of the team advisors for engaging and inspiring their students to make a real difference in the world around them.”

Gao Jer Vang, Christine Chang and Sunjana Yang earned an Honorable Mention in Toshiba’s

Food Power Cubed team — Oswyn Wheeler, Mansi Peters, Anika Lindell and Eleanor Schwantes — set out to find a new healthful snack for students that could replace nuts, which are now banned from the Blessings in a Backpack program and school property due to allergies. The students utilized a hydroponic growing setup and tested a variety of compost teas to see how they would affect the growth of their chosen snack: pea shoots.

Finally, the Bench Workers team comprised of Yod Vang, Roy Kressman and Kengy Vany collaborated to build the ideal bench for students. The DCE Middle School has a native prairie, a fruit tree orchard and vegetable garden on the school grounds that are used as outdoor classrooms. Currently, those areas lack benches for the students who utilize them. The team crafted and tested four bench prototypes and finalized a design that will be utilized to provide more benches in the future.

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



Are you enthusiastic about STEM?!

eCYBERMISSION is a web-based STEM competition for students grades 6-9 sponsored by the **U.S. Army Educational Outreach Program**

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What if We Started Looking at STEM-Education Differently?

By James Murray, principal, Waukesha STEM Academy

STEM is all the rage these days, and with an ever-growing gap in filling jobs that are tied to science, technology, engineering and math, employers are at a loss with finding well-rounded, educated and professional employees to hire.

What if STEM education began to be viewed as more than just science, technology, engineering and math, though? What if the STEM programs that are slowly emerging in schools across our country started working with our youth at a young age and became something greater that helped develop successful, collaborative, creative and innovative thinkers who could actually apply their knowledge? What could this possibly look like, and what might the benefits be for our workforce and, more importantly, our future?

A concept that has resonated with me for years has been one of students wanting to advance through “curriculum” as quickly as possible. Mastery never seemed to be the goal for these students — and sometimes parents — but really, how fast the student could advance through a program or ace a test just to show that they knew how to solve the problems and get some high school credits.

The issue, however, was when you asked them what the answers actually meant — as in, “What are you actually telling me?” Blank stares and a response of, “Well, the answer is

22.5432432,” quite often were conversations that hastily were exchanged across the table. Were we really helping our students grow as learners and, more importantly, as college and career citizens, who were ready to be sprung out into our ever-changing world? It was at this point, that the shift from masters of content began to transition into helping to foster experts in context.

What if we flipped the script and started to look at STEM differently? What if instead of simply thinking that students needed to master concepts, they became experts in context in the areas of science, technology, engineering and math, they actually began to embrace STEM as “Strategies That Engage Minds” or even better yet “Solving Today’s Everyday Mysteries.”

Students were now becoming real-life, rational problem-solvers, instead of solely solving a problem to show the answer. When asked how something worked or why it didn’t work, a student could now articulate the why, instead of just defend the what.

When we look at the key factors that our employers are searching for in the up-and-coming workforce today, it isn’t a robotic crew of employees who can regurgitate the same data and facts over and over again, but more importantly, innovators who are able to think on the fly and find solutions to problems that we don’t even know exist yet.

This is similar to the newer view on our



educational system that the sole purpose of teaching should not only be to teach our students about anything and everything that has happened in the past, but rather, help them understand the future and shift our focus onto the how and why things occur and how and why there is a critical need to improve upon today’s concepts, products and solutions, to increase efficiency and help support a healthier and more sustainable planet. When you move people from thinking about gradually releasing responsibility, to gradually shifting their disposition, you

have found the recipe for engagement. You have found the recipe for success.

James Murray of Waukesha STEM Academy, is one of Wisconsin's 2017 Principals of the Year. From his initial role as a teacher to his work as principal, Murray was instrumental in moving the STEM Academy from an age and grade-based structure to having students move at their own pace based on proficiency.

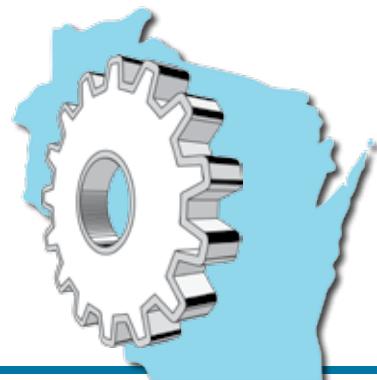
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Student-Led Investment Club in Black River Falls Gives Back to the School District



Shelby Anderson

In 1997, Milt Lunda, president of Lunda Construction in Black River Falls, donated \$50,000 each to three school districts in Jackson County to start student-led investment clubs.

Today, only one of the schools — Black River Falls High School — still maintains its club. The Tiger Investment Club (TIC) is not only surviving but thriving.

Last school year, the club was able to donate \$11,000 to the school. Students within the club decide how to allocate the money. Interested teachers submit a grant request and students in the investment club vote on which requests they want to fund.

"That's really fun," said Club President Ethan Anderson. "That's really the main focus of the club — to make improvements to the school."

From the \$11,000, the club awarded 13 grants. Those grants helped purchase first aid kits, a light camera, Microsoft Office certifications, Lego manipulatives, and, among others, a Tibetan student scholarship. Isaac Cowles, vice president of the investment club, said one of the highlights of participating in the club is seeing all the different projects the club has funded. For instance, the club helped fund a hydroponic growing system in one of the science classrooms.

"It was cool walking in there and seeing the tomatoes growing and we can say we helped purchase that," Cowles said.

The students take the investment club seriously. Depending on the market, they are responsible for more than \$100,000. The TIC portfolio hit a record high of \$120,000 in Feb-

ruary. This responsibility is what makes the club special to students.

"I think it's cool because we're working with real money and our decisions actually have an effect on the school," Anderson said. "It's not like you just throw around fake money. We really put the best interest of the club first."

Real World Investing

The club meets every Tuesday during the school year with almost 60 students participating in the club this past school year. "We discuss our current stocks, market trends, etc.," said club advisor Jared Plaza. "Much of

this is student-led, which makes it very easy for me because the students want to succeed."

Plaza took over as club advisor two years ago when teacher Kris Wrobel retired. Wrobel advised the club for almost 20 years and helped it become successful. "We are so lucky in this community to have the generosity of

the Lundas and have the foresight to make financial literacy a priority," Wrobel said. "We want our kids to know how to save and invest."

Plaza said he got involved with the club as a first-year teacher when he sat in on the meetings. "I didn't know much about the market but I love analytics due to my math education background," Plaza said. "After the first meeting, I was hooked and Kris let me attend all of the meetings just like the students."

When Wrobel decided to retire, Plaza was offered the position. "I felt very nervous advising a club that I wasn't an expert on.

Thankfully, Kris stayed on as a consultant for two years and helped me through a lot of the background work and preparation."

Near the end of each school year, the club's officers report on the previous year's investments. School leadership, including the superintendent and school board, attend along with parents and some community members.

In addition to the investment club, Plaza advises another financial literacy club for students who are just starting in investing. Students learn about the stock market and investing through real-time stock market games and apps. This past school year, Plaza had 30 students in the beginning investing club.

Benefits of TIC

The club not only helps improve the school district but it can change students' lives. Chase Handly, one of the club's officers, said that when he began participating, he didn't have any intention to study business or financial planning. "Once I got into investing and learning about the market, it kind of helped me figure out what I want to do in the future," he said. "Now I'm looking to go into business and financial advising."

"Students benefit in many ways from

being in TIC," Plaza said. "From being able to take responsibility and ownership for the actions that transpire, to building relationships and having discussions about the current trend in the market and how it ties into the economy and current events, TIC is extremely beneficial."

Plaza added that the reason he loves advising this club is the students. "The officers are always involved and we are in constant contact about our portfolio," Plaza said. "The members have ideas all the time and do research to determine which stock to invest in next. The amount of responsibility and professionalism in this club is astounding."

This is just part of a larger article that appeared in the August, 2018 issue of Wisconsin School News – a publication of WASB. You can read the issue at: www.wasb.org/products-publications/wisconsin-school-news/2018-wisconsin-school-news/2018-august

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Event Strengthens Students' Interview Skills

Lindsey Ziarnik
Oak Creek-Franklin Joint School District

Equipped with resumes in hand, Oak Creek High School students showcased their potential to future employers at the Career and Technical Education (CTE) Department's first annual Interview Summit in April 2018. Juniors and seniors enrolled in automotive, business and marketing, computer sciences, family & consumer, health sciences, and technology education courses had the opportunity to practice their interview skills and speak with industry professionals about the current job market. "The Interview Summit allowed our students to participate in a mock interview with someone in the career pathway they are currently on at OCHS," shares Associate Principal Mr. Bill Kujawa.

The goal of the event was to bring awareness to students about current hiring practices and opportunities and for employers to get a glimpse of the skills and knowledge students have acquired through their participation in the various academic offerings in Career and Technical Education at Oak Creek High School.

"It was great to experience an interview with a possible future employer," says junior Kaylee Vitale. Vitale is enrolled in the Certified Nursing Assistant program at Oak Creek High School and plans to pursue a career in the medical field. "I had my interview with a recruiter and it was helpful to get feedback from someone who actually works in the healthcare industry," Vitale shares.

"It was great to experience an interview with a possible future employer," says junior Kaylee Vitale. . . "I had my interview with a recruiter and it was helpful to get feedback from someone who actually works in the healthcare industry."

Creek High School. "The CTE Advisory Board has given the Career and Technical Education department's program more exposure and opportunities within the community along with promoting the Youth Apprenticeship programs and placing students in jobs," Huber adds.

"This is an excellent opportunity for students to get a feel for what the interview process is like in the real world," explains Arjeta Lumani, an interview specialist with

More than twenty local businesses from a variety of industries took part in the summit. "This event helped guide our students to better prepare for what to expect after high school," says Ms. Ricci Huber, a Business & Marketing Instructor at Oak



Cielo, a Recruitment Process Outsourcing provider. Lumani is a 2016 Oak Creek High School grad and was happy to share her expertise with students. "I created a sheet with a list of interview tips and practice questions for the students to take home," Lunami notes.

In addition to the Interview Summit, Oak Creek High School's Career and Technical Education Department has various academic opportunities to better prepare students for the 21st-century workforce, including Youth Apprenticeships, Articulated College Credit, and Internships through the Oak Creek School-

Based Enterprise - the Armory school store and the Knight Construction program. These work-based learning opportunities and special events like the Interview Summit provide students with ongoing professional development and curricular opportunities to compete in local job markets.

www.ocfsd.org
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High School Contest:

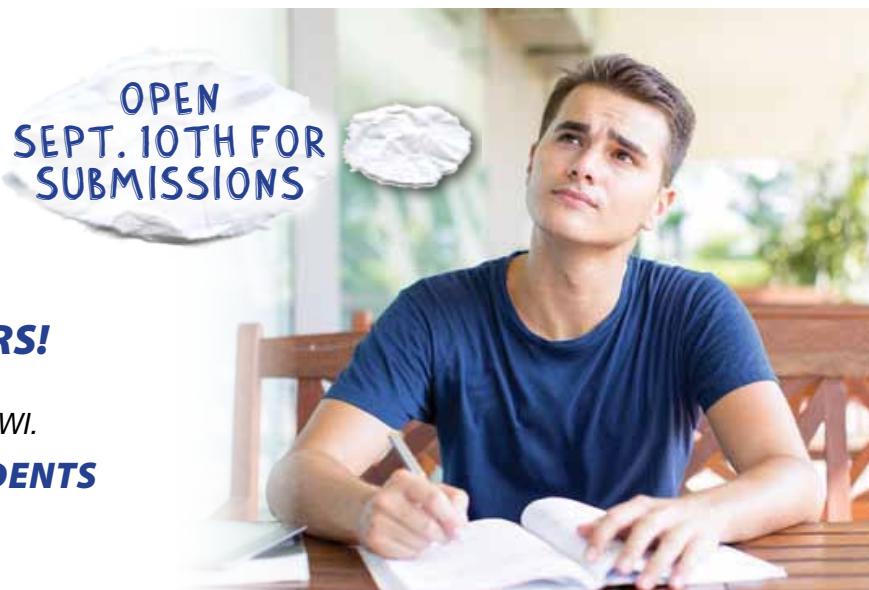
- \$200.00 cash prizes will be awarded to each of the six winning entries.
- \$75.00 cash prizes will be awarded to each of the six Honorable Mentions.

Middle School Contest:

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

High School essays are to be between 500 and 600 words in length. Middle School essays are to be between 400 and 500 words in length. A Word document or PDF is preferred. We will be featuring the 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 September 10th, and the deadline for submissions is December 3rd at 5:00 p.m.

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



Deadline for submissions is December 3rd at 5:00 pm! Submit your essay soon!

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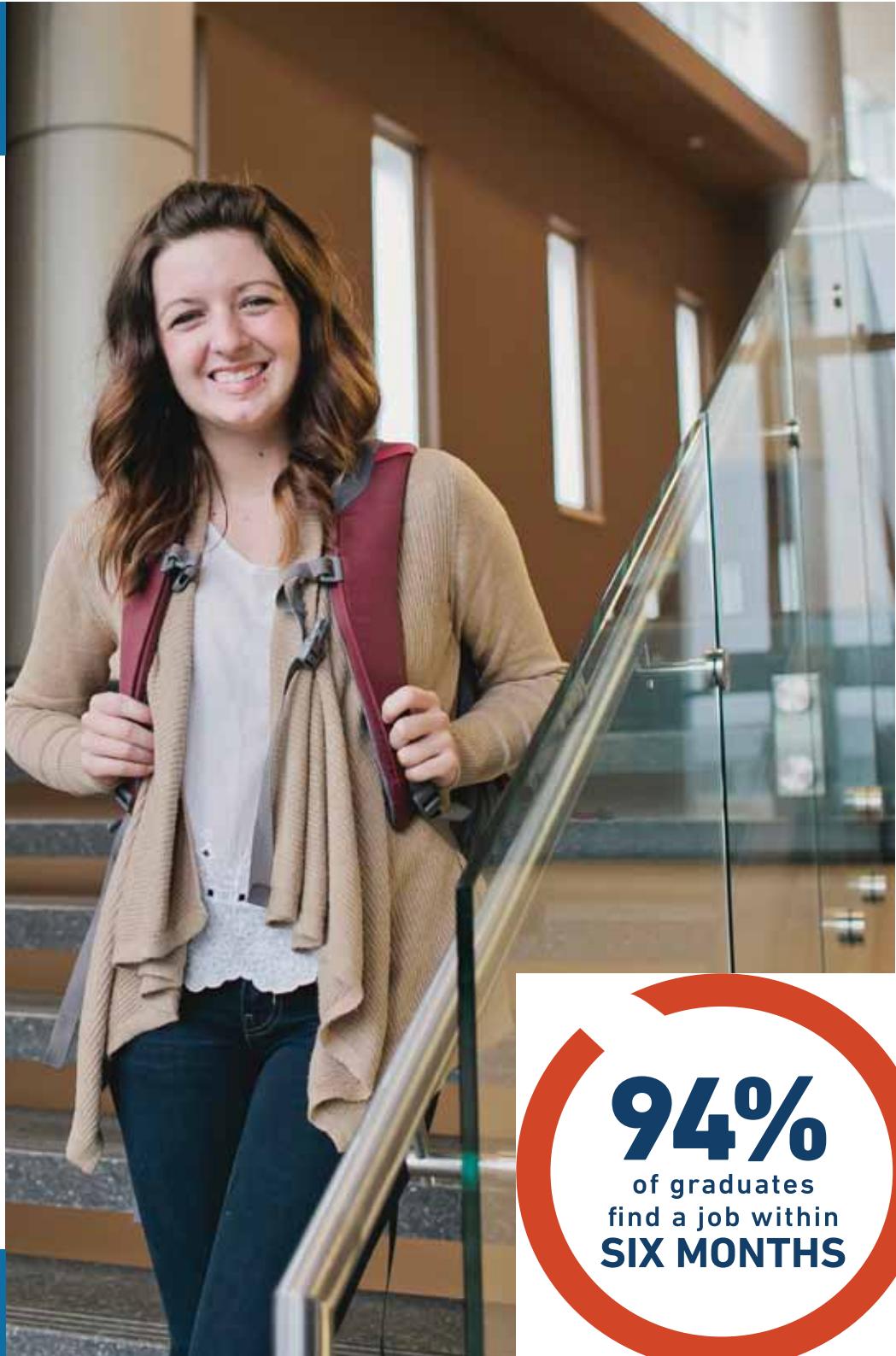


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 - >> Students have skills — and the confidence to use them — thanks to the hands-on training.
 - >> Shorter pathways to careers mean less debt and faster transitions to careers. Students that begin at a technical college take on less debt and begin earning that much sooner.
 - >> Some of the fastest growing, best paying and most in-demand jobs are in sectors like health care and information technology; however, there is still tremendous need (and great jobs) in more traditional trades jobs, such as plumbers, electricians and construction workers. Apprenticeships in trades provide even more stability and growth potential.
 - >> Financial aid and scholarships are available to students in most degree and diploma programs at the technical colleges.



Keeping Cool When the Temperature Rises

With fall sports gearing up and temperatures still topping out in the 90s, it becomes important for athletes, coaches, and parents to understand and recognize the signs and symptoms of heat illness. Heat illnesses can affect athletes in many different ways. Every year when fall sports begin there are news stories about student-athletes suffering from heat illness. For this reason, it is important to continuously educate athletes and parents on how to recognize and treat heat illnesses.

One of the first signs that an athlete is having trouble with the heat is they begin to experience heat cramps. Typically heat cramps occur in the lower leg or calves, but they may also be experienced in the upper thigh and hamstring areas as well. An athlete losing important electrolytes such as sodium, chloride, potassium, calcium, and magnesium typically causes heat cramps. These electrolytes are not fumbled onto the field; they are sweated out during practice and games.

For this reason, it is important for athletes to come to practice and games prepared to sweat and have a stockpile of electrolytes already onboard so they can ward off heat cramps. Consuming a lot of fruits and vegetables is a great strategy to help fend off heat illness. Most fruits and vegetables are primarily made up of water and are high in vitamins and minerals. Some salty snacks like pretzels and crackers will help against heat illness because they contain sodium and chloride.

Another form of heat illness is heat exhaustion. Heat exhaustion occurs when the core body temperature becomes elevated above the normal range and the body can no longer cool itself through sweating. Common symptoms of heat exhaustion include dizziness, fatigue, nausea, weak rapid pulse, and excessive sweating. Elevated outside temperatures along with high humidity increase the chance of heat exhaustion because sweating becomes less effective in these conditions. If an athlete begins to experience any

of these symptoms, it is important to remove them from the heat and try to cool their body.

Heat stroke is the most serious form of heat illness and should be considered a medical emergency. Every year there are reports of young athletes dying because they had heat stroke. At this point, the athlete's skin is hot and dry because it has depleted itself of all of its sweat and it can no longer cool itself. Their core body temperature soars into the 100s and they are at serious risk of permanent damage if medical attention is not administered quickly. The athlete may begin to feel disoriented or confused or may lose consciousness. If the athlete is not cooled and removed from the heat, they are at serious risk of death.

Preparation is the key to prevent heat illness. Knowing what the forecast looks like for practice days is important in determining dress for practice. This means that on certain hot days, football practice may have to be in helmets and t-shirts and shorts only or volleyball practice may have to be moved to early in the morning before the gym gets too hot. Conditioning drills such as sprints or gassers should be avoided in the extreme heat as they put excess undo stress on the athlete. If possible, these drills should be done in an air-conditioned or cooler area. Also, preparing a practice schedule where frequent breaks for water and possibly a snack should be considered. Coaches and parents should make sure that their athletes



are wearing the lighter colors and less layers to prevent absorbing additional heat. If an athlete does begin to suffer heat illness, it is important to have proper precautions and plans in place to treat the heat illness. Cold-water immersion or ice tubs are considered to be the most affective technique to cool an overheated athlete. Another good preventative strategy is to have ice towels readily available to place on the neck of an overheated athlete. It is important for all team members to encourage good eating and drinking habits of athletes to help fend off heat illness. Sports drinks, although high in added sugars, can be a good source of electrolytes during and immediately following a particularly hot practice or game.

Heat illness although very scary and serious can be avoided with some common sense and preparation. If athletes are ready for the heat and their safety is considered, then heat illness can be prevented.

Reprinted from Chippewa Valley Orthopedics and Sports Medicine Sports RX, Fall 2018

Lakeland Union Swimmer Takes His Talents to the World Stage



Mazie Vincent
Sports Anchor/Reporter

Joey Jurries represented the red, white and blue in a worldwide competition in Canada in July. And he brought home more than just memories.

Minoqua community members gathered to congratulate the Lakeland Union swimmer.

Joey represented team USA at the World Down Syndrome Swim Championships. He brought home three medals: one gold and two bronze.

Joey's mom Judy said seeing her son walk onto a world stage podium was so special. "It's something I always dreamed of for him," Judy said. "I dreamt to see it one day. The fact that it happened his first year is beyond, it's beyond words."

Not only did Joey exceed his mother's expectations, but he also broke a national record.

"To hear that he's the first gold in 10 years in the United States just made me realize how much more special this is," Judy said.

And people in Minoqua wanted Joey to know how proud they were of him.

"You can just see that they are very excited that he [Joey] is a part of the Lakeland Union Thunderbird Nation," said Lakeland Union High School Activities Director Phil Updike.

"We can celebrate the small moments and the big moments together and it only brings us together," said Lakeland Union School Board Member Pam Carroll.

Minoqua might be a small town, but it fostered Joey's big goals.

"They say the mustard seed grows into a big tree," said Judy. "We are just a little community and even the little communities can produce real champions."

On the way home from Canada, Joey's luggage actually got pulled by Customs because he had his gold and bronze medals in his suit case. The security guards laughed when they realized what they were and happily welcomed Joey back into the U.S.

More than 100 people celebrated Joey Friday evening.

Next, he will compete in the 2020 World Tryosme 21 Games in Turkey.

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Specializations

Nurses can specialize in their area of practice which include hospital, home, academic, government, business, industry, medical service, and the community at large. Nurses can obtain on-going education through master's degree or doctorate degree preparation.

- **Infection Control Nurse** — distributes information to hospital personnel on communicable diseases and coordinates hospital infection control program.
- **Community Health Nurse** — applies nursing skills in the community by instructing individuals and families about health education and disease prevention.
- **Public Health Nurse** — applies knowledge from nursing, social science and public health to promote and protect the health of individuals, families and communities.
- **School Nurse** — contributes to the development of health plans and school health programs to protect and promote the health of students and persons who work with students.
- **Correctional/Jail Health Nurse** — contributes to the development of

health plans and programs to protect and promote the health of inmates and persons who work with inmates.

- **Occupational Health Nurse** — applies nursing skills in the work environment by caring for and offering education to employees.
- **Nurse Practitioner** — gives general care and treatment to patients and consults with physician on patient care. May specialize in particular area such as neonatal care.
- **Nurse Midwife** — delivers babies and gives medical care and treatment to pregnant mothers under supervision of an obstetrician.
- **Nurse Anesthetist** — administers anesthetics to patients as prescribed by an anesthesiologist.

Education and Training

- Students must graduate from an accredited Nursing school and receive either an Associate's Degree in Nursing (ADN), which usually takes 2 years OR a Bachelor of Science Degree in Nursing (BSN), which usually takes 4–5 years to complete.
- Curriculum might include: Nursing fundamentals, Nursing pharmacology, Nursing-health promotion, and Nursing management concepts.

- Supervised clinical experience is provided in hospital departments such as Pediatrics, Psychiatry, Maternity, and Surgery.
- All states require periodic renewal of license, which may involve continuing education.

Helpful High School Courses and Experiences

- Students should take a college preparatory curriculum.
- Helpful high school courses would include biology, chemistry and physics, anatomy & physiology, Medical Terminology, and psychology.

Advancement Opportunities

- Advancement opportunities are often broader for those who have a Bachelor's (BSN) or Master's Degree (MSN).
- Some go into teaching or research or do advanced degrees to become nurse specialists or nurse practitioners.
- All four advance practice nursing specialties -- (1) Clinical Nurse Specialist, (2) Nurse Anesthetists, (3) Nurse Midwives, and (4) Nurse Practitioner require at least a Master's Degree. Most programs last about 2 years and require a BSN degree. In Wisconsin one MUST have a BSN to go on for a Master's

Degree (MSN). Some programs require at least 1 to 2 years of clinical experience as an RN for admission. Upon completion of a program, most advanced practice nurses become nationally certified in their area of specialty.

- The advanced nursing program option of Master's Degree Nurse Practitioner is transitioning into the Doctor of Nursing (DNP).

Salary

- Typical Salary Range (2014) (Wisconsin): \$50,000 to \$87,800 per year.
- Typical Salary Range (2014) (National): \$45,900 to \$98,900 per year.
- Head Nurse: Average: \$90,450
- Nurse Supervisor: Average: \$79,640

Employment Information (Wisconsin)

- Number Employed in 2012: 57,990
- Expected Employment in 2022: 65,940
- Percent Employment Growth (2012-2022): 14%
- Expected Annual Openings: 1,920

Source: Wisconsin AHEC Health Careers Information Center

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I chose Bellin College because of the remarkable campus, small class sizes, and the option to receive a bachelor's degree. The Health Sciences Resource Center on campus houses state-of-the-art technology that we're able to use in and out of the classroom for hands-on learning. We're able to use X-ray rooms, a mammography room, and a surgery suite – all right on campus. I liked Bellin College

because I knew that small class sizes would help me to feel more comfortable. Another reason I chose Bellin College was for their direct admissions. I didn't want to wait to continue my education, and now I will be able to get my bachelor's degree in four years. After graduation, I will have the opportunity to go into modalities such as MRI, CT or mammography."

- Kayli Mallien, BSRS Class of 2019

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- Earn a **bachelor's degree**—making yourself more marketable when seeking employment and advancement.
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- **Extensive hands-on experience** across various specialties.
- **Small class sizes** and an intimate campus setting. The student-to-faculty ratio is 11:1.
- Expanded Health Resource Center with **advanced simulation labs**.
- **Exceptional results**. Bellin College consistently reports passing rates of graduates above the national average.
- **Scholarships are available**.

Where will your future take you? Find out more!



Sheboygan Referendum Project Open Houses



Seth Harvatine, SASD Superintendent and Marcia Reinhaler, SASD School Board President Sheboygan Area School District

The citizens of Sheboygan and the Sheboygan Area School District (SASD) have a strong tradition of pride in our community, our schools, and our quality of life. With approximately 10,200 students and 26 schools, the Sheboygan Area School District offers a wide array of educational options for students.

In November 2016, the Sheboygan Area School District asked voters to consider a \$29 million referendum for capital improvements and building maintenance. We were grateful for our community's overwhelming support and take pride in the fact that 74% of voters supported our referendum.

Most of the referendum projects are nearing completion and we'd like to again thank you, our community, for your investment in local schools. We'd like to take this opportunity to share an overview of the work completed in the last year and invite you to visit our schools with substantial building renovations.

The referendum funded improvements in three major areas: safety and security; building systems and infrastructure; and learning space additions and renovations.

The safety and security upgrades include the addition of security systems, public address systems, external security cameras, and security card access. Some of this work has been completed and some, like upgraded fire alarm systems, will be completed over the next several years. The funding also allowed us to finish reconfiguring the main offices at many schools to better control visitor access.

Building systems and infrastructure improvements included upgrades to HVAC systems, new roofs, replacement of windows and doors and also parking lot, blacktop, and playground improvements. Although the schools have been well maintained, some building systems were more than 60 years old and had reached the end of their useful life. These systems were less efficient and required ongoing repairs. More

efficient heating and cooling systems, as well as updated windows and doors will help the district save money in the long run. We also want to ensure that our parking and play spaces are safe for students, families, and visitors.

Grant Elementary School had all windows replaced with new, energy-efficient windows. Over the next year, Farnsworth will also get replacement windows.

The majority of referendum funds were spent on improvements to learning spaces at several schools across the SASD. The schools selected were identified through long-term facilities planning that is annually reviewed and updated.

Last September, Cleveland Elementary School welcomed students back to school with a new addition of four classrooms, as well as a brand new lunchroom. The school office was also relocated to improve school security.

Lincoln-Erdman Elementary School received a four-classroom addition and two small group instruction areas on the northwest corner of the building.

The Pigeon River Elementary School campus, made up of Pigeon River Elementary and Étude Elementary School, had two phases of improvements. On the west side of the building, a new secure entrance and school office were built for Étude Elementary School, along with a new art room. On the east side, a beautiful new multipurpose room has been added which includes a kitchen. Phase two of the project included a renovated parking lot and drop-off area to improve traffic flow and safety.

Wilson Elementary School received the largest renovation, with the addition of a new gym as well as new art and music classrooms. This new addition will also include restrooms and a separate entrance, so the facility can be used outside of the school day for recreation activities. Phase two of the Wilson project included a reconfigured bus/parent pick-up/drop-off area to improve the traffic flow around the school. New windows were installed and the outside of the building was upgraded to a new brick exterior.

Sheridan Elementary School has a new three-classroom addition built on the north side

of the school. Sheridan's kitchen and cafeteria were also expanded and remodeled.

James Madison Elementary School received a two-classroom addition on the east side of the building.

North High School relocated the main visitor entrance to the east side of the building to improve security and limit access to the building during the school day. The main offices were also relocated to this area of the building. All visitors must enter through the new east-side entrance.

We would also like to recognize and thank our local architect and contractors — Bray Architects, Quasius Construction, Jos. Schmitt Construction and Mike Koenig Construction — for their hard work, flexibility, and dedication to designing and executing these projects throughout our community.

Tour the New Additions and Renovations:

Pigeon River & Étude Elementary School, 3508 North 21st St, Sheboygan — Was Monday, August 27 from 4:30–6:00 p.m. in conjunction with Étude's Back-to-School Open House

Sheridan Elementary School, 1412 Maryland Ave, Sheboygan — Was Tuesday, August 28 from 4:00–5:30 p.m. in conjunction with 'Meet the Teacher' event

Cleveland Elementary School, 411 East Washington Ave, Cleveland — Was Wednesday, August 29 from 5:00–6:00 p.m. in conjunction with Open House

North High School, 1042 School Ave, Sheboygan — Tuesday, September 11, from 3:30–5:00 p.m. A North Community Partnership Team (NCPT) meeting will follow at 5:00 p.m. for current and new parents in the LMC.

James Madison Elementary School, 2302 David Ave, Sheboygan — Friday, September 21 from 4:30–7:30 p.m. in conjunction with the school carnival

Lincoln-Erdman Elementary School, 4101 North 50th St, Sheboygan — Monday, September 24 from 4:00–5:00 p.m.

Wilson Elementary School, 1625 Wilson Ave, Sheboygan — Friday, September 28 from 4:30–7:00 p.m. in conjunction with the Fall Festival

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Verona Construction Ongoing

Verona Area School District

On April 4, voters in the Verona Area School District (VASD) approved a nearly \$183 million referendum to build a new high school on district-owned land at highway 18/151 and West Verona Avenue. The referendum question also provides funding to renovate classroom spaces within two existing facilities, carry out district-wide maintenance, and construct a new swimming pool and outdoor athletic competition fields at the new high school. The third question on the ballot, which addressed operational funding of \$2.3 million (annually) for costs associated with the new facilities and grounds, was also approved by community voters.

For nearly a decade the District has been evaluating district growth. After two years of intensive study, planning, and broad input from the community, the Board approved a comprehensive K-12 facilities plan that honors VASD's educational mission while addressing current crowding and projected growth of over 1600 additional resident students by 2030.

"On behalf of the Board of Education, I want to thank all of our residents for working deliberately with us," stated School Board President Denny Beres. "Our community and staff participation throughout the facilities planning process was instrumental in shaping the comprehensive K-12 plan and reflects their priorities for our schools," added Beres. In the last year, the District hosted 10 workshops/presentations open to the public, and held a community-wide survey in addition to more than 20 additional internal and external presentations at various community service club meetings, also including private community members' homes.

The new high school will be:

- A safe place which promotes the physical and emotional well-being of students and staff while minimizing the physical evidence of the most progressive safety and security features.



Prior to the first Deck Pour, there was a lot of electrical conduit, rebar, Mechanical box outs, Plumbing sleeves and post tensioning cable that was spread out through the deck. Before being covered in concrete, a scan was complete to located all of the different items.

- A reflection of our diverse student body and feel welcoming and safe. The building will be inclusive and provide opportunity to unite students, staff & community.
- Responsive to the natural environment, embody efficiency and sustainable design, and maximize views, daylight exposure to learning spaces, and extensions to outdoor learning environments.
- Vibrant and universally engaging as it serves the mission of Verona Area School District. It will express our vision for progressive learning and work environments that thoughtfully consider light, color, material, and forward-thinking design.
- Adaptable so that it will flex to accommodate future growth, community partnerships, and the evolution of teaching and learning strategies. A variety of spaces will support innovation, collaborative thinking, and inspire creativity, self-discovery, and exploration.

In addition, more than 50 students, representing a wide variety of our student groups/organizations and athletics, met with the architects and more than 600 student survey responses produced the following design themes:

- Natural Daylight
- Outdoor Access
- Social & Collaborative Spaces
- Modern & Creative

As of August 24th:

First Deck Pour! It has been an exciting week at the Verona Area High School, as the first deck pour was completed on Thursday August 23rd. Preparation for this 380 cubic yard pour included placing sleeves and conduit for Plumbing, Mechanical and Electrical in addition to placing rebar and post tensioning cables on the deck prior to the concrete pour.



The photo above shows the crew working on the first deck pour above the front entrance of the new school. The concrete is poured into the concrete pump, and then pumped up to the second floor.

The deck pour wasn't the only progress this week, we also continued foundations, started to form our second deck pour, and continued blasting on site near the future baseball fields. The next few weeks include pouring the second deck, working on underground utilities and continuing grading on site.

The Past Weeks:

- First Deck Pour – 8/23
- Foundation footings, pads and columns
- Underground Plumbing

Coming Up in the Weeks Ahead:

- Second Deck Pour

- Continue foundations
 - Site Utilities
 - Blasting in Future Baseball Fields
- For updates check:** verona.k12.wi.us/about_vasd/building_for_2020/executive_summaries_bi-weekly_from_grounbreaking

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According to the Wisconsin Department of Public Instruction, sixty referendums were passed between January, 2018 and April 19, 2018.

Here is a partial list of the successful referendums by district with the amount requested, and a brief description of the projects that the money will be used for.

For the full list visit <https://apps4.dpi.wi.gov/referendum/customreporting.aspx>

Arcadia School District

\$4,000,000 — Not to exceed 4,000,000 to be used towards a new high school/middle school gymnasium, locker rooms, and weight room to go along with a 12,000,000 donation to add a joint use community center and a 1.2 million donation for an attached public library.

Barneveld School District

\$3,400,000 — Renovation and expansion of Multi-Purpose gymnasium, addition of a new industrial arts and STEM area, staff/ event parking.

\$12,900,000 — Demolition of the oldest portion of the existing school building; construction of an addition for a new elementary school, music rooms and art rooms; construction of a new secure entrance, cafeteria, commons and kitchen; upgrades to restrooms, HVAC and plumbing and electrical systems.

Brillion Public Schools

\$5,600,000 — For the purpose of paying the costs of improvements and renovations to the elementary/middle school building.

Coleman School District

\$10,850,000 — Base project to upgrade security and infrastructure and cafeteria addition.

\$2,980,000 — STEAM Renovations and Improvements.

D C Everest Area School District

\$59,875,000 — Paying the cost of a district-wide school building and improvement program.

Fall Creek School District

\$12,400,000 — High School improvements consisting of: building infrastructure, safety and security, including the addition

of a secure entrance; classroom and music room modernization; renovation and expansion of the commons; construction of larger weight and fitness center; and acquisition of related furnishings, fixtures and equipment.

Fall River School District

\$7,800,000 — The district will be looking to make the following improvements and updates in the following areas: capital maintenance and building infrastructure; learning space updates; communication and technology system upgrades; safety and security improvements; athletic facility, field and site improvements; and acquisition of furnishings fixtures and equipment.

Hamilton School District

\$57,400,000 — Construction and equipping of new Intermediate School and constructing and equipping an addition to High School and related remodeling and renovations; and site improvements.

\$1,500,000 — Exceed the revenue limit by \$1,500,000 for the 20192020 school year and thereafter, for recurring purposes consisting of operational expenses for the new intermediate school.

Hilbert School District

\$22,920,000 — The construction of a new elementary school; Junior/Senior High School site renovations including safety and security upgrades; and the creation of a consolidated campus.

\$3,600,000 — Junior/Senior High School building infrastructure which includes; roofs, plumbing, HVAC, electrical updates, corridor upgrade.

Luxemburg/Casco School District

\$11,900,000 — The construction and equipping of an addition to the High School to create an attached middle school; and conversion of the current Middle School to an alternative high school.

\$15,900,000 — Construction of additions at the High School for a new gymnasium and a secure main entrance; construction of additions at the Primary School for a secure main entrance and classrooms; upgrades and improvements to the High School technical education and family and consumer science space and weight room; districtwide site and facility improvements; and acquisition of furnishings, fixtures and equipment.

New Lisbon School District

\$1,500,000 — \$1.5 million for upgrades of outdoor athletic facilities.

Plymouth School District

\$31,900,000 — This resolution states the Plymouth Joint School District's intent to issue General Obligation Bonds in an amount not to exceed \$31,900,000 for the purpose of paying the cost of a school building and improvement program consisting of: security improvements, construction of academic and athletic additions, remodeling and site improvements at Plymouth High School; security improvements, construction of gymnasium, cafeteria and academic additions, remodeling, roof replacement and HVAC upgrades at Parkview Elementary and Fairview Elementary Schools; districtwide security and communications system upgrades; and acquiring related fixtures, furnishings and equipment for these projects.

Prentice School District

\$8,500,000 — Purpose of paying the cost of a new school addition, renovations, capital maintenance, and building infrastructure improvements.

Randall Consolidated School Joint District No. 1

\$5,500,000 — Facility improvements including security upgrades, classroom additions, cafeteria renovation, roof repair, acquisition of furnishings, fixtures and equipment.

River Falls School District

\$45,860,000 — Add Elementary classroom space, create collaborative learning space at all of our schools, invest in our aging facilities, exit the 1920/40's sections of the Academy Building. Efforts would be made to preserve historical woodwork and architectural "keepsakes" from the older sections of the building.

Shell Lake School District

\$12,200,000 — Referendum for addition of 4K2nd grade addition to our current school.

\$3,500,000 — Resolution to build a new gymnasium

Shiocton School District

\$2,000,000 — One-half of the proposed Multi-Purpose Facility will be a gymnasium and the other half will be a work-out area complete with fitness and weight-training equipment.

Sparta Area School District

\$28,500,000 — Paying the cost of acquiring land, preparing the land for construction and constructing and equipping a new elementary school.

\$4,000,000 — Paying the cost of constructing improvements and updates to Southside

School, Maplewood School, Lakeview School and Lawrence-Lawson School.

Union Grove UHS

\$7,850,000 — Construction of an agricultural building and greenhouse on land owned by the District; remodeling and renovations in the technology education department; improvements to the science classrooms and conversion of a general classroom to a science classroom; construction of an addition for a wellness center with 3 or 4 classrooms located above the wellness center for future expansion; related site improvements; capital and building infrastructure improvements and repairs, acquisition of furnishing, fixtures and equipment.

Valders Area School District

\$275,000 — The project is to upgrade technology equipment and infrastructure.

\$6,375,000 — The project is to repair and upgrade roofing, plumbing, HVAC, and bond issuance.

West Salem School District

\$1,500,000 — School building and improvement program consisting of renovating, expanding and improving the high school automotive repair facility; continuing construction at the multipurpose sports events center; and acquiring any related fixtures, furnishings and equipment.

Wheatland J1 School District

\$8,450,000 — Facility improvement program consisting of: updates to science and STEM classrooms and building mechanicals; safety, security and capital maintenance improvements; facility remodeling, additions, and renovations; site improvements; and acquisition of furnishings, fixtures and equipment.

Whitnall School District

\$16,160,000 — Paying the cost of a school building and improvement program consisting of: District-wide infrastructure and building system improvements; updates for ADA compliance at Edgerton Elementary School; construction of additions for classrooms and a secure main entrance, site improvements and related demolition of portions of the building at Hales Corners Elementary School; science lab renovations and updates for ADA compliance at Whitnall Middle School; technical education, art and business education renovations, updates for ADA compliance, pool improvements and site improvements at Whitnall High School; and acquisition of related furnishings, fixtures, and equipment.



PAEMST Awardees Announced

The State Superintendent said in a statement. "I extend my congratulations to them on this honor and encourage Susan and Jay to continue inspiring their students and colleagues as they lead from the classroom on how to improve mathematics and science education."

Kindergarten through sixth grade teachers will receive the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST), and mentors will receive the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM).

Up to two teachers from each state are selected annually to receive the PAEMST award at the national level.

Since 1983, more than 4,700 teachers have been recognized for their contributions in the classroom and to their profession. Learn more on the PAEMST website: www.paemst.org.

Sauk Trail's Hammer Named PAEMST Winner

Sauk Trail first-grade teacher Susan Hammer has been selected to receive a 2016 Presidential Awards for Excellence in Mathematics and Science Teaching.

Middleton-Cross Plains Area School District

"It is truly an honor to be recognized with the Presidential Award," Hammer said. "This award is a testament to the exceptional colleagues and administrators who have inspired and given me opportunities to lift my practices



Susan Hammer

to where they are today. It also celebrates our youngest learners recognizing that the deep thinking, collaboration, and discourse they do each day is worthy and valuable. Receiving this award deepens my dedication and passion to a profession where together we can do great things."

Hammer received her award from Deputy Assistant to the President and Deputy U.S. Chief Technology Officer Michael Kratsios and National Science Foundation Director Dr. France A Cordova at a ceremony held at the Smithsonian National Portrait Gallery.

"It was quite an honor to be recognized in such a grand way," Hammer said.

"On behalf of the White House I am honored to express the nation's gratitude for the tireless dedication that these men and women bring to educating the next generation of scientists, engineers, and mathematicians," Michael

Kratsios said. "Each day more and more jobs require a strong foundation in STEM education, so the work that you do as teachers and mentors helps ensure that all students can have access to limitless opportunities and the brightest of futures."

Hammer and Sauk Trail math-reading interventionist Rebecca Saeman were named the state finalists in math for the awards in 2016. Hammer and Saeman were recognized by the Wisconsin Department of Public Instruction in Mequon at a ceremony in November 2016.

Hammer has worked at Sauk Trail for 32 years and has spent 28 years teaching first grade. She has served on numerous committees, attended the reading and writing workshops in New York and most recently has been involved in math curriculum and equity. She also recently received the National Council of Teachers of Mathematics' Mathematics Education Trust Award and is a leader of the Wisconsin Statewide Mathematics Initiative, focusing on mathematics instruction, teacher support, and coaching. She has a bachelor's degree in elementary and special education from North Dakota.

Kromrey science teacher Kathy Hiteman won a national honor for K-6 teachers in 2012.

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Continued on Page 26

Kowalczyk to Receive 2018 National Educator of the Year Award



Sandra Kowalczyk

Sandra Kowalczyk, a reading specialist at Patrick Marsh Middle School, Sun Prairie, Wisconsin, will be awarded the Association for Middle Level Education (AMLE) 2018 Educator of the Year Award. The award, supported by the AMLE Foundation Fund, recognizes outstanding practitioners in middle level education—those who have made a significant impact on the lives of young adolescents through exemplary leadership, vision, and advo-

cacy. The award will be presented in October 2018 at the 45th Annual Conference for Middle Level Education in Orlando, Florida.

Kowalczyk has been a middle school literacy educator for 27 years, teaching intervention classes for high-needs students reading below grade level. She is a National Board Certified Teacher who has been a Wisconsin Middle School Teacher of the Year (2009), National Council of Teachers of English Outstanding Middle Level Educator (2015), and was a Global Teacher Prize Top 50 Finalist (2015) amongst other awards. Kowalczyk co-designed integrated reading/language arts curricula integrating music, dance, and drama as part of a K-12 project selected by NASA as one of eight projects aboard the 1998 STDS Discovery Space Shuttle Mission, Astronaut John Glenn's historic return to space. Her reading program was selected in 1999 as winner of the International Reading Association Exemplary Reading Program Award. She regularly presents at state, regional, national, and international education events. Kowalc-

zyk was awarded a Global Diversity Grant by Returned Peace Corps Volunteers of Madison (WI), she was a Top 50 Finalist for the Varkey Global Teacher Prize in 2015, and she wrote and implemented five competitive grants awarded by the Sun Prairie Education Foundation.

Kowalczyk's inclusion of international experiences in her teaching excites and engages students while promoting global literacy. She was the recipient of U.S. Department of Education Fulbright-Hays summer travel awards in Peru (2016) China (2014) Morocco (2007) and India (2003); a National Endowment for the Humanities Summer Scholar in Istanbul, Turkey (2015) and Oaxaca, Mexico (2010); the Hilton Teacher Trek Award in Malaysia and Singapore (2014); and U.S.-Eurasia Teaching Excellence Award in Uzbekistan (2005) where she initiated and implemented a Culture Bag Exchange among multiple middle schools in Wisconsin and Bukhara, Uzbekistan.

Rebecca Murray, a former colleague at Patrick Marsh Middle School, said, "Sandy immerses our students not only in

literacy, but in social justice and cultural experiences as well. We are fortunate and privileged to have such a dedicated and creative educator and middle level advocate in our midst."

According to Patrick Marsh Middle School Principal Corey Shefchik, "I can attest to her passion, leadership, vision, and advocacy for middle level education. Sandra clearly values this age group with whom she has worked for 27 years. She thrives on challenges and continually seeks to update her own and others' knowledge."

"I owe my accomplishments to both the inspiring teachers I have had, as well as the talented teachers I've had the opportunity to work with as peers. Our world is a better place because of passionate and dedicated teachers everywhere and those who acknowledge and reward them," said Kowalczyk.

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Veroeven Named Kohl Winner



Rhonda Veroeven

Middleton-Cross Plains Area School District

Glacier Creek sixth-grade teacher Rhonda Veroeven has been named a recipient of the 2018 Herb Kohl Education Foundation Fellowship Award. She was recognized at an awards ceremony for CESA 2 and 3 recipients on Saturday, April 14 at Monona Grove High School.

"Congratulations to Rhonda on being

selected," Superintendent George Mavroulis said. "You are truly deserving of the recognition. Thank you for the amazing work you do each day with your students." She was one of 100 teachers selected from around the state, including 13 from the CESA 2 region.

Fellowship recipients are educators who have been chosen for their superior ability to inspire a love of learning in their students, their ability to motivate others, and their leadership and service within and outside the classroom. Veroeven received \$6,000, while Glacier Creek also received \$6,000. Kohl doubled the amount that educators and students receive in 2017.

Glacier Creek band teacher Jeanne Hammes and MHS orchestra teacher Steve Kurr were honored in 2017. Kromrey principal Steve Soeteber was named a Lead-

ership Award winner in 2016. Glacier Creek special education teacher Tim Ashe and Kromrey and MHS German teacher Jolene Wochenske were honored in 2015.

Veroeven has worked at Glacier Creek since 2013. She joined the District in 2000 and worked for 10 years as a special education teacher at MHS and for three years at Kromrey. She worked at St. Croix Falls High School for seven years before joining MCPASD.

"I am humbled and honored to be recognized for such an award," Veroeven said. "I would like to extend a huge THANK YOU to the amazing Middleton-Cross Plains Area School District's administration, fabulous teachers, and support staff that always put students first, and most importantly, our students and families that give me purpose and inspiration every day."

—Rhonda Veroeven

"I would like to extend a huge THANK YOU to the amazing Middleton-Cross Plains Area School District's administration, fabulous teachers, and support staff that always put students first, and most importantly, our students and families that give me purpose and inspiration every day."



Herb Kohl
Educational Foundation, Inc.

"I am fortunate to have the best 'job' in the world — inspiring our future. For that, I am thankful."

There were also 16 principals and 191 graduating seniors who were recognized in 2018.

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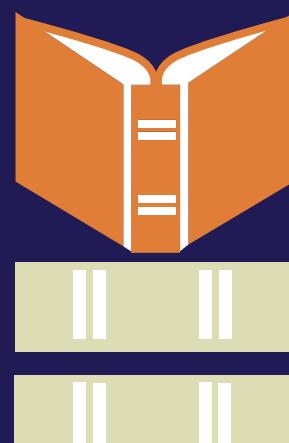


Herb Kohl Foundation Teacher Fellowship Nominations Now Open

Herb Kohl Educational Foundation 2019 Fellowship nominations are now being accepted at www.kohleducation.org for Wisconsin PK-12 educators. One hundred Wisconsin educators will be recognized for their excellence and innovation in the classroom and receive a \$6,000 grant. Recipients' schools will receive a matching \$6,000 grant. **Nomination deadline is October 8, 2018.**

To be eligible to compete for a fellowship, teachers must be nominated by a parent, teacher, student, community member, or school district administrator. Because the purpose of this program is to recognize the contributions of Wisconsin classroom teachers, those staff members whose assignments are administrative or supervisory are ineligible. Nominees must have daily face-to-face contact with students. Classroom teachers in Pre-K through Grade 12 who plan to continue teaching in their current capacity for at least one year are eligible for nomination. Teachers in special services, such as reading resource teachers, speech therapists, guidance counselors, and instructional media personnel, gifted and talented teachers, instructional resource or interventionist, school psychologist, school nurse or school social worker are also eligible.

Herb Kohl Foundation Awards



Herb Kohl Teacher Fellowship and Principal Leadership Awards recognize excellence and innovation in PK-12 Wisconsin schools. Nominations accepted through October 8, 2018 for 2019 grants of \$6,000 to recipients and matching grants to their schools.

Herb Kohl
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Please visit our web site for deadlines, information and nomination process.

www.kohleducation.org

Herb Kohl Foundation Principal/School Administrator Nominations Now Open

Wisconsin PK-12 Principal/School Administrator nominations for the 2019 Herb Kohl Educational Foundation Leadership Award are now being accepted at www.kohleducation.org. Each recipient will receive a grant of \$6,000. A matching \$6,000 grant is awarded to each recipient's school. **Nomination deadline is October 8, 2018.** For principals and school administrators to be eligible, they must be nominated by a parent, student, teacher, community member, or other school principal or administrator.

"Wisconsin principals and school administrators provide the outstanding leadership that drives success for our students and teachers," said Herb Kohl. "In recognizing them, we aim to highlight their efforts and the best practices for school leadership."

Wisconsin Names Principals of the Year

Wisconsin's 2018 Principals of the Year are Mike Kruse, principal at Stoughton High School; Scott Walter, principal at Riverside Elementary School in the Menomonee Falls School District; and Justin Szews, assistant principal at Lakeland Union High School in Minocqua.

"School leaders know the importance of creating a school climate that empowers teachers and supports student learning," State Superintendent Evers said.

"These leaders represent what is great about Wisconsin school principals and their importance to our communities," Association of Wisconsin School Administrators Executive Director Jim Lynch said.

Meemic is a major sponsor of the award.

Secondary School Principal of the Year

Mike Kruse, Stoughton High School

When Mike Kruse arrived at Stoughton High School in 2008, he saw a school ready for change. He led efforts among school staff members to use an Integrated Comprehensive Services model that provided accommodations, modifications, and differentiation of lessons to keep special education students in regular classes. The changes addressed Office of Civil Rights criteria and moved the school off of the statewide disproportionality watch list.

Kruse also helped staff address academic rigor, which led to increased graduation requirements, Advanced Placement offerings, and college-level courses taught at the high school. Improved behavior and academic expectations, as well as the full inclusion effort, contributed to a graduation rate well above 90 percent, an "exceeds expectations" ranking on state report cards, an inaugural Award of Excellence from the Wisconsin Interscholastic Athletic Association, and a Spirit of Excellence Award from the Wisconsin Association of School Councils.

In a letter of recommendation, School Counselor Ann Cook said that Kruse transformed Stoughton High School. "He has increased staff morale and school spirit exponentially," she said. Cook attributed the turnaround to Kruse's ability to get the most out of staff and students. "He demands the best, but does so in a way that is motivating and affirming."

"Mike is connected, visible and engaging with stakeholders throughout our school community, and his leadership has led to considerable gains at our high school," said Dr. Tim Onsager,



district administrator of the Stoughton Area School District. "He is an exceptional leader who is committed to continuous professional growth and encouraging others to succeed. It is a tremendous honor for our school district to have an exceptional principal like Mike receive such an award."

Elementary School Principal of the Year

Scott Walker, Riverside Elementary, Menomonee Falls

Riverside Principal Scott Walter received the surprise of a lifetime when he walked into his gymnasium under the guise of a photo opportunity.

Not only was he greeted by all of his students, the Menomonee Falls High School pep band, cheer team, district leadership and school board members; he was also greeted with the knowledge that he is the 2018 Elementary School Principal of the Year as awarded by the Association of Wisconsin School Administrators.

"I was both completely shocked and com-



pletely humbled," said Walter. "The work of all of our staff and students day in and day out is what makes Riverside a great school and makes me work even harder to be the principal they deserve."

Riverside Elementary School hosts hundreds of educators each year to showcase its continuous improvement efforts. Walter, a Six Sigma Green Belt, focuses staff on analysis and problem solving, partnerships, and a strong culture for learning. Through those efforts, the school "exceeds expectations" on 2016-17 school report cards and has gained the trust of parents and the community.

Students learn on their first day the Plan Do Study Act (PDSA) process. According to Walter, students design their learning, set personal goals based on common classroom assignments, and let their teachers know which instructional strategies are working for them. Teachers then make adjustments based on student input.

"Scott is an exceptional educator and a strong advocate for our students," said Dr. Pat Greco, superintendent of schools for Menomonee Falls. "The hard work he has placed into continuous improvement in Riverside Elementary is providing life-changing opportunities for children in this community."

Justin Szews, Lakeland Union High School, is Wisconsin's Assistant Principal of the Year and was featured in the Fall 2017, Volume 3 issue of Teaching Today WI.

Sustaining Excellence through Succession Planning



By Gary Kiltz, Ph.D.,
Superintendent of Schools, Greendale Schools

Many organizations invest in succession planning to sustain strong leadership through change and improvement efforts. For school districts, succession planning plays a critical role in maintaining educational excellence and consistency in the use of key instructional models and organizational processes. Greendale's administration engages in succession

planning to help its staff develop the skills necessary to advance in their careers. While no position is guaranteed, these internal candidates are best positioned to move into these roles as a result of their experiences and leadership development opportunities within the District.

The process for succession planning includes the following steps:

- Identify staffing needs for key instructional and leadership positions

- Identify talent pool candidates
- Develop the talent pool
- Hire from the talent pool
- Evaluate the effectiveness of the succession process

Currently, the team is focusing on administrative positions like principals and District office directors as a need for succession planning. Teams are working on revising the job descriptions to better align needs with staff development opportunities. The hope is to build succession planning with other key instructional positions like curriculum facilitators and Advanced Placement instructors in the coming years.

In recent months, Greendale Schools reached out to staff to see who may be interested in key leadership positions, outlining requirements for these positions in relation to instructional and leadership development. Leadership training is slated to be offered in the upcoming school year to inform and train interested staff.

Ideally, strong succession planning allows an organization to find the most qualified candidates for positions within its current staff. By providing internal candidates with timely training and experiences, they are best suited for the leadership work attached to the position. Along with the promotion, succession planning also

includes a strong on-boarding process during the first year in the position.

The final step in the succession planning process is to evaluate its effectiveness. Is the process creating the talent necessary to sustain excellence and improvement across the organization? Does the system have qualified and competent candidates internally to move into key leadership roles? If not, what does the system need to do to encourage and develop internal candidates? These are the questions answered through the collection of survey, promotion, and turnover data in the district.

Succession planning is a process that is on-going and requires frequent reviews in order to ensure the job descriptions and competencies appropriately match the needs and align with the training and development. By having a strong succession planning process in place, Greendale Schools is guaranteed to have leadership that maintains high expectations and high levels of student growth and achievement.

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Hiteman Receives Crystal Apple Award

Middleton-Cross Plains Area School District

Kathy Hiteman announced earlier this year that she will be retiring after the school year. She received a fantastic going away present recently.

Hiteman was presented with a Crystal Apple Award from WMTV-Ch. 15 anchor Leigh Mills on April 26. She was one of five area teachers to be honored this year. The segment about Hiteman will air on Ch. 15's newscast at 6 p.m. on Friday, May 11.

"It was a beautiful retirement surprise," she said. "I know many teachers get nominated for this award and I never thought I would receive it. It turned into quite a little party, which is great, because I am not having an official retirement party at all."

Hiteman, a sixth-grade science and literacy teacher at Kromrey, had no idea she had been nominated or selected. She was nominated by two of her former students, one

who is currently a sophomore at MHS while the other moved to Verona in the middle of this school year.

"Everyone kept it a complete secret from me and they did a great job," she said. "They wrote beautiful nomination letters."

On the day of the presentation, Hiteman was giving a science test to her students when another teacher brought her class into the room.

"Then they all sat and stared at me and I couldn't figure out what was going on," Hiteman said. "Then I saw Leigh and her cameraman along with my husband, son, daughter, mom, and some former students and their families . . . I was completely surprised. I loved that my family could be there — including my son and daughter who had to skip a couple of college classes — to celebrate with me. That was really awesome."

Besides being very excited for their teacher, Hiteman noticed something else about



her students.

"They were amazed at how heavy the actual award is," she said.

It is the fifth time in seven years a Middleton-Cross Plains Area School District staff member has received a Crystal Apple Award. Northside's Sharon Brown was honored in 2012, Park's Amy Callies received the award in 2013, MHS band teacher Brad Schneider won an award in 2015 and MHS speech and language pathologist Katie Meves was honored in 2017.

Hiteman was also one of 102 teachers

to receive the prestigious Presidential Award for Excellence in Mathematics and Science Teaching in 2012.

"I am so lucky to have been able to work for this amazing District," Hiteman said. "I am going to miss everyone."

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PAEMST Awardees Continued from Page 22

Creekside Elementary School's Jay Garvey Shah Awarded PAMST

Creekside Elementary fifth-grade teacher Jay Garvey Shah has been selected to receive a 2016 Presidential Awards for Excellence in Mathematics and Science Teaching.

Sun Prairie Schools

Jay Garvey Shah has been teaching for 15 years, most recently teaching fifth grade at Creekside Elementary School in the Sun Prairie Area School District. Next year, Jay will be teaching sixth grade mathematics and science at the International Community School of Addis Ababa in Ethiopia.

Jay has taught in the U.S. and abroad, including at the American International School of Kuwait, and as a Peace Corps Volunteer in Nepal. He was a National Science Foundation GK-12 Teaching Fellow with the University of Colorado at Boulder's Integrated Teaching and Learning Laboratory. Jay is a chemical engineer and received an Environmental Protection Agency grant for small-scale water filter research. Passionate about bringing these experiences to the classroom, Jay inspires students to see science and engineering as ways to help the world.

Jay received an Outstanding Educator Award from the 100 Black Men organization and is a recipient of the Franklin H. Williams' Returned Peace Corps Volunteers award for commitment to community service. He has led education workshops, published lessons, and served on the Wisconsin State Science Standards Writing Committee.

"The Presidential Award represents part of an amazing journey I have had and hope to



Jay Garvey Shah

continue. It honors the help and dedication of colleagues, friends, family, and students who have supported and challenged me to learn, create, inspire, and push myself as an educator. The field of education is constantly changing, but it will always be about people. This award celebrates the critical work of science and engineering educators in supporting students in understanding and helping our global society."

Jay earned a B.S. in chemical engineering and a M.S. in civil/environmental engineering. He also holds a M.Ed. in curriculum and instruction. He is certified to teach first through eighth grade.

Source: PAEMST

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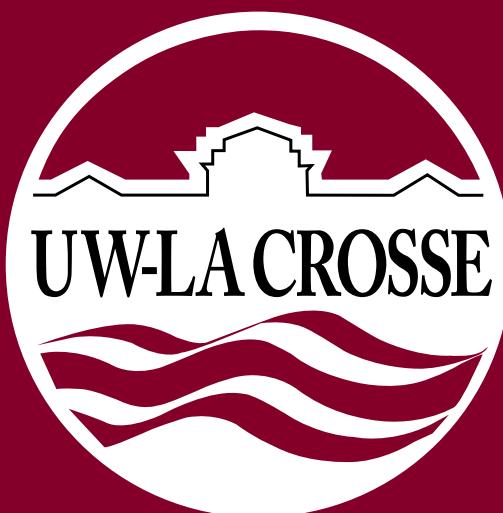


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