

E Green Bay East High School Supports Families with “Eats for East”



Green Bay Area Public School District

Green Bay’s East High School has developed a food pantry program called “Eats for East.” The food pantry was created to remove barriers for students to ensure all students can be successful learners.

Staff refer students in need to social workers and school counselors who partner with students and their families to determine what assistance may be needed.

Students referred to the pantry receive a bag or bags of food depending on the need and the number of individuals in the household. Since students at East have the ability to access free breakfast, free lunch and free dinner at school, these bags of food

are provided to supplement meals at home, especially over the weekend. Some families may need short-term support, while others who may be struggling with homelessness or other challenges may need greater support for a longer period of time.

The program has also extended to Sullivan Elementary School, which feeds into East High School. East High School students supported the start-up of Sullivan’s pantry with a \$1,000 donation. Currently, East High School students who run their pantry walk bags of food to Sullivan on Tuesdays for distribution to families. As part of Sullivan’s renovation work, there is a new location for their growing pantry.

“Sullivan was so thankful for the weekly food bag donations,” said Heather Seaborn, co-advisor for the Eats for East program. “We wanted to continue to pay it forward, as we have received so many generous

donations for our Eats for East pantry that it only made sense to help Sullivan with a mon-

“Our children know what kindness and compassion look like and feel like. . . . The seeds of kindness you are planting will blossom into a Sullivan food pantry, with our Sullivan students helping to create it.”

Continued on Page 4



Class to Build on Student’s Architectural Dream

By Ruth Erickson

A Rice Lake High School student’s dream to become an architect and design houses is becoming a reality.

Lianne Konijnburg asked her technology education teacher Dan Buchmann if she could do an independent study in architectural design and residential layouts. She was encouraged to do so, and in the process learned how heating, electrical and plumbing are all incorporated into a building plan.

Then they wondered if they could take the project a step further and build an actual house from her architectural design.

Buchmann met with Barb Silverling, executive director of Barron County Habitat for Humanity, about a possible project, based on Lianne’s design, for his Construction Framing class.

Silverling informed him that the nonprofit’s top priority at this time is to build a house for family living in unsuitable conditions in Hillsdale. She said they are living in a home with no potable water nor septic system with very poor insulation and a collapsed floor.



Habitat’s goal for the family is a two-bedroom, one bath house that is wheelchair accessible with two entries.

Lianne took on the challenge and designed a layout to meet their needs, which includes a storm shelter in the bathroom.

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Buchmann told the Rice Lake Board of Education at its Nov. 11 meeting that the plan is to build the house in two halves on school grounds during fourth quarter, then transport it to the site and set it on a foundation. Students will

help set the house and finish the roofing and siding on site. Habitat for Humanity volun-

Continued on Page 4

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When Preparing for Disaster, Don't Forget to Include Your Assets

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In this Issue of Teaching Today WI

Are You Prepared for Winter on the Roads? Page 4
 Financial Literacy Resources Page 5
 Career: Dental Hygienists Page 6
 Career: Radiologic and MRI Technologists Page 6
 Career: Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners Page 7
 Prentice High School Building Trades Class Continues Working on House Project Page 8
 Plymouth Construction Students Build Projects for Community Page 9
 Tiger Construction Page 10
 Kimberly Students Are Helping a Family Rehabilitate Their New Home Through Habitat For Humanity Project Page 11
 Learning by Doing: AASD Students Are Hands-on With Habitat Page 12
 Bridges Construction and Renovation Students Gain Job Experience and Life Lessons Page 13
 New Richmond Construction Page 14
 Groundbreaking Ceremony Held for 2019 Project House Page 15
 Grants Page 16
 Student Contests Page 17
 Crystal Apple Awards 2019 Pages 18-19
 WIRSA Awards Page 20-22

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Are You Prepared for Winter on the Roads?



By Meemic Insurance

During the winter months, it's smart to take some extra precautions on the road. School is in session, so you'll have to watch out for school buses and students walking to school, especially during pre-dawn commutes and in the waning evening light. These winter driving safety tips will help you avoid trouble and promote safe winter driving:

- Do everything at a slower pace — including braking, turning and changing speeds.
- Keep plenty of distance between you and the other cars on the road, and give sufficient warning time when turning, stopping or changing lanes. It can take three to 10 times longer to stop on icy or snowy roads.
- What looks like water on the roadway may actually be black ice. Proceed cautiously — black ice is an extra thin layer of ice that's likely to form on bridges and overpasses, intersections and shady areas.
- If you start to skid, turn the steering wheel in the direction of the skid.
- If your car has antilock brakes (ABS), apply constant, firm pressure to the brake pedal. For vehicles without ABS, pump the brakes slowly and gently to avoid wheel lockup.
- Always keep brake lights and headlights clear of ice and snow.
- Always remove excess snow or ice from your vehicle.
- Always keep window-washing fluid levels full during winter and keep extra fluid in your vehicle.

Items to Carry in Your Vehicle

There are certain necessary items you should carry with you when you drive in winter weather. These include:

- **Scraper:** Carry a scraper with you, and make sure to clean your windshield off before driving. You should also carry de-icer fluid.
- **Sand:** If you do get stuck in the snow, try throwing a little sand or cat box filler on top of the snow or ice to give you added traction if you get stuck.
- **Chains:** If you do not have snow tires, carry chains with you for your vehicle and trailer tires.
- **Rags:** Carry rags in your vehicle for the possibility of a malfunctioning defroster.

Pack a Car Emergency Kit

Winters in this part of the country can be severe and storms can develop suddenly. Before heading out on the road, make sure you're prepared for an emergency in case your car becomes stranded. Creating a car emergency kit with the following items will help you be even better prepared for safe winter driving:

- Inflated spare tire, wheel wrench and jack
- Shovel
- Jumper cables
- Bag of salt if your car becomes stuck
- Tool kit
- Tow chain or rope
- Flashlight with extra batteries
- First aid kit
- Nonperishable high-energy food like nuts, dried fruit and hard candy
- Extra pairs of socks, gloves, hats and blankets

For safe driving tips and more, visit Meemic.com/Safety.

Green Bay East High School Supports Families with "Eats for East"

Continued from Page 1



etary donation to help them start their own in-house pantry."

"Our children know what kindness and compassion look like and feel like," said Sullivan Elementary School Principal Peggy Fisher in a letter of gratitude to East High School for the start-up donation. "The seeds of kindness you are planting will blossom into a Sullivan food pantry, with our Sullivan students helping to create it."

In addition to providing weekly bags of food for students in need, the students involved with the pantry also coordinate several yearly events: Thanksgiving baskets for East families, cookie decorating at Christmas, Easter baskets for a local women's shelter, and a peanut butter/jelly drive.

The pantry is supported through the generosity of East High School staff, the Green Bay Area Unitarian Universalist Fellowship,

Aurora BayCare (which has provided the bags for food), and other community partners.

The pantry not only supports East families and feeder schools, but it also provides wonderful leadership and service opportunities for student organizers. Recently, East High School hosted an open house and ribbon cutting ceremony to unveil a new mural painted inside the pantry. The mural was painted by East Fine Arts Institute student Emily Trigueros.

Those wishing to support Eats for East can do so through food and monetary donations, and gift cards to Pick 'n Save.

www.gbaps.org
(920) 448-2000

Class to Build on Student's Architectural Dream

Continued from Page 1

teers will finish the interior.

"Her goal is to become an architect," Buchmann said, while introducing Lianne to the board. "This is helping her a ton. The community needs workers, and the school is helping someone in the community."

He said the project will give Lianne more experience in working with CAD (computer aided design) programs, and it will give the construction class a hands-on, real world experience in residential construction and framing.

Buchmann told the board members if the district's partnership with Habitat becomes a reoccurrence, it would build future houses within the Rice Lake Area School District.

The aspiring architect showed the board a model of the house she designed that will be built come spring.

Board member Abbey Fischer asked her

if she got to choose the building materials. "For my model I did," Lianne replied. Silverling said house materials are included in Habitat's budget.

The Habitat director said this Hillsdale family is their top priority this year but agreed that in future years students could build a house "literally in your own backyard."

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From MyMoney.gov

Kids

Fun websites

- **H.I.P. Pocket Change:** Coin Collecting as a Hobby — Activities and guides for turning coin collecting into a hobby.

Website: www.usmint.gov/learn/kids

- **Toons** — Watch these fun videos about how the government makes coins and what coins are like in other countries.

Website: www.usmint.gov/learn/kids

Some cool games about money

- **Save Perry's Pennies** — This is a fun game that tests your skills at catching pennies with a piggy bank.

Website: www.treasurydirect.gov/kids/games/games_perry.htm

- **MoneyMemory** — This is a game of memory and knowledge about dollar bills and money symbols.

Website: www.treasurydirect.gov/kids/games/games_moneymemory.htm

- **H.I.P. Pocket Change: Games** — A collection of games for kids and teams that teach about collecting coins, money designs, and other activities.

Website: www.usmint.gov/learn/kids/games

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Information for parents and kids

- **Information about Social Security** — Here you will find what every kid and parent should know about Social Security. This site provides materials for children and parents to learn about Social Security and why it is important for families.

Website: www.ssa.gov/people/parents/

- **My Future, My Way** — Are you thinking about college or technical or trade school? Start here to learn how to go and pay for your education beyond high school.

Website: studentaid.ed.gov/sa/

High School Youth

- **Tips for Saving Money Five Ways to Cut Spending . . . and Still Get to Do and Buy Cool Things** — Do you want

to find a way to stretch your money? Here are some suggestions for knowing how much money you have, how much you need, and how to reach your goals by cutting back on what you spend.

Website: www.fdic.gov/consumers/consumer/news/cnsun06/spending.html

- **How to Ace Your First Test Managing Real Money in the Real World** — As a teen, you're beginning to make some grown-up decisions about how to save and spend your money. That's why learning the right ways to manage money...right from the start...is important. This article spells out a few important suggestions.

Website: www.fdic.gov/consumers/consumer/news/cnspr08/managing.html

- **Learn More about Taxes** — Whether you're "on assignment" or just browsing the Web, this set of 38 Understanding Taxes student lessons has something for everyone. Divided into two content areas — the Hows of Taxes and the Whys of Taxes — The Hows of Taxes shows you how to apply tax principles, while the Whys of Taxes explains tax history and theory.

Website: apps.irs.gov/app/understanding-Taxes/index.jsp

- **MoneySmart Curriculum for Young Adults** — A comprehensive financial education curriculum to teach people ages 12–20 the basics of handling their money and finances, including how to create positive relationships with financial institutions.

Website: www.fdic.gov/consumers/consumer/moneysmart/young.html

Resources for Teachers & Educators

- **Federal Reserve System's Resources for Educators** — A comprehensive collection of curricula, guides, publications, classroom activities and adult learning materials covering such topics as credit, consumer resources, money, and banking.

Website: www.federalreserveeducation.org/

- **In the Classroom Materials** — Information from the Securities and Exchange Commission including classroom resources, information on special pro-

fessional development opportunities and workshops for teachers, and a "Just for Teachers" section to help teachers better plan their own financial futures.

Website: www.investor.gov/additional-resources/specialized-resources/saving-investing-resources-teachers

- **Teacher Online Resource Center** — This site offers teachers resources from the FDIC and CFPB to help teach children from pre-K through age 20 about money or other financial topics. It includes the FDIC's Money Smart for Young People series that consists of four free curriculums available for immediate download.

Website: www.fdic.gov/consumers/education/torc/

- **Money Smart Train-the-Trainer Videos** — On-line video-based training for educators on using the Money Smart curriculum. The videos are available in English and Spanish.

Website: www.fdic.gov/consumers/consumer/moneysmart/trainthetrainer.html

- **Understanding Taxes for Teachers** — Special website from the IRS for teachers. This site presents detailed lesson plans, downloadable activities, simulations, and resources for teachers and students.

Website: apps.irs.gov/app/understanding-Taxes/index.jsp

- **Federal Student Aid Information for Counselors** — Provides basic college access and financial aid information for middle school, high school, and TRIO counselors. Features include the Counselors and Mentors Handbook, other federal student aid publications (with instructions on how to download or order them), training information, and scripts and slides for presenting a financial aid night. Click on "Network & Potential Partnerships" in the Counselor Resources section to locate financial aid professionals in your community who can assist you.

Website: financialaidtoolkit.ed.gov/tk/

- **High School Fed Challenge** — A national academic competition that provides students grades 9–12 the opportunity to study the U.S. economy through the lens of the U.S. central bank. The program encourages students to learn more about economics and about the Federal Reserve System's Federal Open Market Committee, which is the policymaking group that makes interest rate decisions to foster economic strength and stability. From credit card interest rates to the price of a loaf of bread, the effects of monetary policy, set by the Federal Reserve System, are felt in many aspects of our daily lives. This site includes information for students as well as Teacher's guide.

Website: www.newyorkfed.org/outreach-and-education/high-school/high-school-fed-challenge

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Career: Dental Hygienists

Dental hygienists clean teeth, examine patients for signs of oral diseases such as gingivitis, and provide other preventive dental care. They also educate patients about oral health.

Dental hygienists typically do the following:

- Remove tartar, stains, and plaque from teeth
- Apply sealants and fluorides to help protect teeth
- Take and develop dental x rays
- Assess patients' oral health and report findings to dentists
- Document patient care and treatment plans
- Educate patients about oral hygiene techniques, such as how to brush and floss correctly

Dental hygienists use many types of tools to do their job. They clean and polish teeth with hand, power, and ultrasonic tools. In some cases, they use lasers. Hygienists remove stains with an air-polishing device, which sprays a combination of air, water, and baking soda. They polish teeth with a power tool that works like an automatic toothbrush. Hygienists also use x-ray machines to take pictures to check for tooth or jaw problems.

Dental hygienists talk to patients about



ways to keep their teeth and gums healthy. For example, they may explain the relationship between diet and oral health. They may also advise patients on how to select toothbrushes and other oral care devices.

The tasks hygienists may perform, and the extent to which they must be supervised by a dentist, vary by state and by the setting in which the dental hygienist works. A few states allow hygienists with additional training, sometimes called dental therapists, to provide some restorative services, such as extracting primary teeth and placing temporary crowns.

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Dental Hygienists, on the Internet at www.bls.gov/ooh/healthcare/dental-hygienists.htm

Career: Radiologic and MRI Technologists

Radiologic technologists, also known as radiographers, perform diagnostic imaging examinations, such as x rays, on patients. MRI technologists operate magnetic resonance imaging (MRI) scanners to create diagnostic images.

Radiologic and MRI technologists typically do the following:

- Adjust and maintain imaging equipment
- Precisely follow orders from physicians on what areas of the body to image
- Prepare patients for procedures, including taking a medical history and answering questions about the procedure
- Protect the patient by shielding exposed areas that do not need to be imaged
- Position the patient and the equipment in order to get the correct image
- Operate the computerized equipment to take the images
- Work with physicians to evaluate the images and to determine whether additional images need to be taken
- Keep detailed patient records

Healthcare professionals use many types of equipment to diagnose patients.

Radiologic technologists specialize in x-ray and computed tomography (CT) imaging. Some radiologic technologists prepare a mixture for the patient to drink that allows soft tissue to be viewed on the images that the radiologist reviews.

Radiologic technologists might also specialize in mammography. Mammographers use low-dose x-ray systems to produce images of the breast. Technologists may be certified in multiple specialties.

MRI technologists specialize in magnetic resonance imaging scanners. They inject patients with contrast dyes so that the images will show up on the scanner. The scanners use magnetic fields in combination with the contrast agent to produce images that a physician can use to diagnose medical problems.

Healthcare professionals who specialize in other diagnostic equipment include nuclear medicine technologists and diagnostic medical sonographers, and cardiovascular technologists and technicians, including vascular technologists.

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Radiologic and MRI Technologists, on the Internet at www.bls.gov/ooh/healthcare/radiologic-technologists.htm

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Career: Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners

Nurse anesthetists, nurse midwives, and nurse practitioners, also referred to as advanced practice registered nurses (APRNs), coordinate patient care and may provide primary and specialty healthcare. The scope of practice varies from state to state.

Advanced practice registered nurses typically do the following:

- Take and record patients' medical histories and symptoms
- Perform physical exams and observe patients
- Create patient care plans or contribute to existing plans
- Perform and order diagnostic tests
- Operate and monitor medical equipment
- Diagnose various health problems
- Analyze test results or changes in a patient's condition, and alter treatment plans, as needed
- Give patients medicines and treatments
- Evaluate a patient's response to medicines and treatments
- Consult with doctors and other healthcare professionals, as needed
- Counsel and teach patients and their families how to stay healthy or manage their illnesses or injuries
- Conduct research

APRNs work independently or in collaboration with physicians. In most states, they can prescribe medications, order medical tests, and diagnose health problems. APRNs may provide primary and preventive care and may specialize in care for certain groups of people, such as children, pregnant women, or patients with mental health disorders.

Some APRN duties are the same as those for registered nurses, including gathering information about a patient's condition and taking action to treat or manage the patient's health. However, APRNs are trained to perform many additional functions, including ordering and evaluating test results, referring patients to specialists, and diagnosing and treating ailments. APRNs focus on patient-centered care, which means understanding a patient's concerns and lifestyle before choosing a course of action.

APRNs also may conduct research or teach staff about new policies or procedures. Others may provide consultation services based on a specific field of knowledge, such as oncology, which is the study of cancer.

The following are types of APRNs:

Nurse anesthetists (CRNAs) provide anesthesia and related care before, during, and after surgical, therapeutic, diagnostic, and obstetrical procedures. They also provide pain management and some emergency services.

Before a procedure begins, nurse anesthetists discuss with a patient any medications the patient is taking as well as any allergies or illnesses the patient may have, so that anesthesia can be safely administered. Nurse anesthetists then give a patient general anesthesia to put the patient to sleep so they feel no pain during surgery or administer a regional or local anesthesia to numb an area of the body. They remain with the patient throughout a procedure to monitor vital signs and adjust the anesthesia as necessary.

Nurse midwives (CNMs) provide care to women, including gynecological exams, family planning services, and prenatal care. They deliver babies; manage emergency situations during labor, such as hemorrhaging; repair lacerations; and may provide surgical assistance to physicians during cesarean births. Nurse midwives may act as primary care providers for women and newborns. They also provide wellness care, educating their patients on how to lead healthy lives by discussing topics such as nutrition and disease prevention. Nurse midwives also provide care to their patients' partners for sexual or reproductive health issues.

Nurse practitioners (NPs) serve as primary and specialty care providers, delivering advanced nursing services to patients and their families. They assess patients, determine the



best way to improve or manage a patient's health, and discuss ways to integrate health promotion strategies into a patient's life. Nurse practitioners typically care for a certain population of people. For instance, NPs may work in adult and geriatric health, pediatric health, or psychiatric and mental health.

Bureau of Labor Statistics, U.S. Department of Labor; Occupational Outlook Handbook, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, on the Internet at www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm

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Building Lifelong Skills

Prentice High School Building Trades Class Continues Working on House Project



Kelly Hueckman
The Snoop, Prentice Student Newspaper
Prentice High School

Just over two years ago, the Village of Prentice and the Prentice School Board worked together to arrange for the Building Trades class to attain land for their next project. The class, known to build and rebuild garages, sheds, and even houses around the community, began their 13th house on their newly-obtained land at the end of Knox Street in town this time last year.

The Building Trades students have been clocking in hours of work each week since the beginning of school. With plenty to do, the senior students are working hard to finish installing electrical work and insulation to stay warm as they continue class throughout the harsh winter months. The class is taught by long-time shop teacher, Don Anderson, who

announced that his retirement will be in the spring. While Anderson's initial plan was to retire last year, the unfinished house helped keep him around a bit longer. "This is a project that I started," he said. "I felt that I should see it to the end."

Though the progress since the beginning of the project is impressive, Anderson spoke about the struggles faced in the process. His main concern was the challenge of getting the school board and the village working together efficiently due to scheduling. Another major

setback for the class is getting all of the resources needed to progress. Xcel Energy took much longer to get to the house than expected. Anderson assured that it "hasn't been the students' [fault] at all."

However, Anderson has little worry for how long the project will take to finish. "I want to make sure we turn out a high-quality product," Anderson states. With so many students working on the house with only one teacher, there are bound to be mistakes. Despite time set back and wasted materials, Anderson claimed that "If they [the students] make a mistake, I'd make them start over." Logan Severson, a student working on the house since last year, stated that this year they have "fixed mistakes," referring to work done last year. Severson reported that they "have had to shorten three walls so far," that were the incorrect height, with two more to fix.

Though the majority of students have been in Building Trades for only a few weeks, there is a great amount of positive feedback. Not only does the class teach lessons in construction, but important life skills. Severson mentioned his fondness for the building aspect: "The hands-on work- I really like that part," he stated. "It teaches problem solving skills." Fellow student Clayton Lyons added,

"It teaches you how to do something for yourself." Lyons also seemed to enjoy the concept of saving money with skills learned from the class by claiming: "You're not relying on other people."

So what is the plan for the house once it reaches its finish? The school intends on selling the house and land, with buyers already coming to scope out the unfinished interior of the house. This isn't surprising, considering all of the positive aspects that come with the purchase. "One of the things we wanted to do is keep the cost down," Anderson stated. As a one-story house with three bedrooms and two bathrooms, he also mentioned the appeal the house would have on a smaller family, most likely two parents and two children. The house should be finished by the end of the 2019-2020 school year and is open now for purchasing inquiries.

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Plymouth Construction Students Build Projects for Community



Jamie Piontkowski
Plymouth School District
Communications Coordinator

The Elements of Construction class at Plymouth High School aims to give students an introduction to the various avenues and careers in construction.

The class also prepares students for the Building Construction class where instructor Beau Biller and students build a variety of

projects, including a Habitat for Humanity house in years past.

Accordingly, Elements of Construction Instructor Ken Odekirk solicited community projects that could be completed or prefabricated at the school.

Numerous community members responded. The owners supplied the materials, and students helped with the design (if needed) and provided the labor to complete

each project.

One of the biggest projects was a 10-by-8-foot storage shed for Sober House of Sheboygan, funded by Redeemer Lutheran Church of Plymouth. PHS students constructed the walls, built the roof, and painted all of the exterior materials.

These prefabricated parts then were transported from the school to Sheboygan with the help of Odekirk Custom Service and Odekirk Electric. Once on site, they were assembled by a group of volunteers, including Mr. Odekirk and members of Redeemer Lutheran Church.

Other projects completed during the fall of 2019 included:

- A garden trellis built for Salem Green, a condo for senior citizens in Plymouth.
- A checkout stand for JK Handmade, a Plymouth business.
- A checkout counter made of recycled cabinets and lumber as well as display racks from recycled materials for Division Street Marketplace, a new business in Plymouth selling locally grown and made products.



www.plymouth.k12.wi.us
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CAREERS IN CONSTRUCTION

Construction Laborers

Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types: air hammers, earth tampers, cement mixers, small mechanical hoists, surveying and measuring equipment, and a variety of other equipment and instruments. May clean and prepare sites, dig trenches, set braces to support the sides of excavations, erect scaffolding, and clean up rubble, debris and other waste materials. May assist other craft workers.

Median wage (2016) \$16.07 hourly, \$33,430 annual

Construction Managers

Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.

Median wage (2016) \$42.93 hourly, \$89,300 annual

Construction & Building Inspectors

Inspect structures using engineering skills to determine structural soundness and compli-

ance with specifications, building codes, and other regulations. Inspections may be general in nature or may be limited to a specific area, such as electrical systems or plumbing.

Median wage (2016) \$28.12 hourly, \$58,480 annual

Operating Engineers & Other Construction Equipment Operators

Operate one or several types of power construction equipment, such as motor graders, bulldozers, scrapers, compressors, pumps, derricks, shovels, tractors, or front-end loaders to excavate, move, and grade earth, erect structures, or pour concrete or other hard surface pavement. May repair and maintain equipment in addition to other duties.

Median wage (2016) \$22.06 hourly, \$45,890 annual

Civil Engineers

Perform engineering duties in planning, designing, and overseeing construction and maintenance of building structures, and facilities, such as roads, railroads, airports, bridges, harbors, channels, dams, irrigation projects, pipelines, power plants, and water and sewage systems.

Median wage (2016) \$40.16 hourly, \$83,540 annual

Construction Carpenters

Construct, erect, install, and repair structures and fixtures of wood, plywood, and wallboard, using carpenter's hand tools and power tools.

Median wage (2016) \$20.96 hourly, \$43,600 annual

Cost Estimators

Prepare cost estimates for product manufacturing, construction projects, or services to aid management in bidding on or determining price of product or service. May specialize according to particular service performed or type of product manufactured.

Median wage (2016) \$29.71 hourly, \$61,790 annual

Cement Masons & Concrete Finishers

Smooth and finish surfaces of poured concrete, such as floors, walks, sidewalks, roads, or curbs using a variety of hand and power tools. Align forms for sidewalks, curbs, or gutters; patch voids; and use saws to cut expansion joints.

Median wage (2016) \$18.84 hourly, \$39,180 annual

Electricians

Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that

work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems.

Median wage (2016) \$25.35 hourly, \$52,720 annual

Plumbers

Assemble, install, or repair pipes, fittings, or fixtures of heating, water, or drainage systems, according to specifications or plumbing codes.

Median wage (2016) \$24.74 hourly, \$51,450 annual

Architects

Plan and design structures, such as private residences, office buildings, theaters, factories, and other structural property.

Median wage (2016) \$36.99 hourly, \$76,930 annual

Heating and Air Conditioning Mechanics & Installers

Install, service, or repair heating and air conditioning systems in residences or commercial establishments.

Median wage (2016) \$22.07 hourly, \$45,910 annual

Source: O*NET



Tiger Construction



Webster School District

Tiger Construction has been busy learning while building a 1,400 square foot which includes, 3 bedrooms, and 2 bathrooms, open concept vaulted great room includes a gas fireplace, dining room and custom built kitchen cabinets. The house is being built to the west of the Tiger-Tech facility. It is designed and engineered to be moved. As Mason Getts said, "it takes hard work and dedication to build a house."

This fall, students finished installing windows, soffit, fascia and LP Smartsiding on our third Tiger Construction house.

We are fortunate to have many people who have helped with our class. Tiger Construction student Zach Lowell commented, "The amount of support from local contractors is phenomenal." One day the instructors were gone on a field trip and Brian Petersen volunteered to oversee the students finishing up the siding. It is nice to have that support to keep the project moving forward while we were gone. We owe a lot of thanks to a lot of people who volunteer to make this a great learning

experience.

Bill Estridge came over for a day and helped install the fireplace vent for the gas fireplace Bill is also going to help us this spring not only with the fireplace, but installing stone on our entryway.

Richard (Dicky) Schultz and Bob Lindberg are two electricians who work with the students so they can learn about house wiring. They helped get the outside walls wired and ready to be spray foamed this fall. There will be more to come as we wire the interior walls this winter.

Bruce Wikstrom has always donated all our HVAC rough-in ductwork for the houses. This year Jim Johnson came over and talked to the students and we had a hands-on field trip to Earth Energies to learn about the tools and machines to make ductwork and seams. The students installed the main ductwork before siding the house.

Micah Flodin came over with some guys and taught the students how to install the Marvin Integrity patio door. It is always nice to see a professional who does this stuff every-

day make it look so easy. There are a lot of details to think about when building energy efficient houses.

Another improvement we made in regards to energy to this house is the exterior walls are close cell spray foamed. This was made possible by a donation of time and materials from Brian Ohmann and Justin Lindner. They came

and gave a hands-on demonstration during class. Students got the chance to suit up and try their hand at the art of spray foaming.

We are currently laying out and framing the inside walls. Every day the students can stand back for a moment and see the progress they've made. It is a great learning experience for our students to be able to build a house in a high school class. Mr. Honeysett said, I like to see the students come in the beginning of the year not sure of their abilities or what they are going to be doing. By the end of the year, they are skilled in the use of many tools and construction techniques. Tiger Construction student Ethan Score thinks "it's a good way to give back to the school and community. Building a house is a great way to apply math like geometry in construction."



Our completion date for the house is scheduled for May of 2020. This spring, the school will set a minimum bid. Potential buyers will determine their bid amount, send in a 10% down check and a letter from their financial institute committing for the rest of the bid amount. The school board opens the bids and chooses a new home owner. If you are interested in more information, please contact instructor, Roy Ward at rward@webster.k12.wi.us

www.webster.k12.wi.us
(715) 866-4391



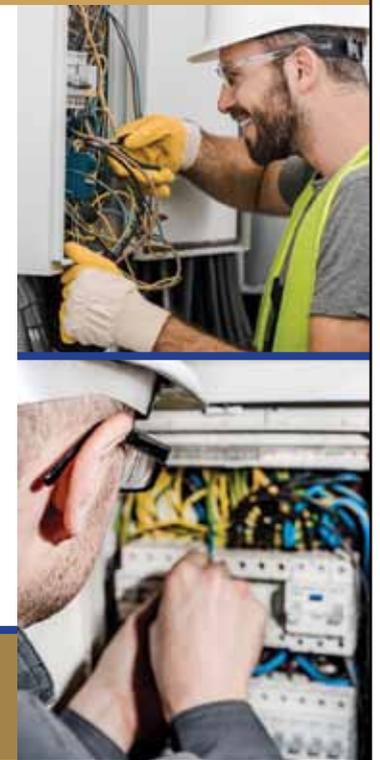
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Kimberly Students Are Helping a Family Rehabilitate Their New Home Through Habitat For Humanity Project

Kimberly Area School District

The Building Construction 2 (BC2) class from Kimberly High School (KHS) is helping humanity through their community-based project this year. The class has partnered with Greater Fox Cities Area Habitat for Humanity to rehabilitate an older home in Kimberly. The home will be new to the family moving into it after the renovations are completed.

The Kimberly crew is working alongside the Habitat for Humanity staff, volunteers and home owners, as they repair and improve many aspects of this existing home. As is common to home improvement work, they are encountering expected and unexpected projects as they work through the renovations.

The 25 KHS students taking the BC2 class have been meeting at the worksite, rather than the classroom, to gain hands-on experience and learn from professionals working in the trades. Construction projects they are learning about and working on include:

- Putting a new roof on the house and garage
- Fixing exterior siding
- Adding railings to the porch and deck
- Concrete work on sidewalks
- Installing new windows and doors

- Repairing the basement, including stairs
- Putting in new walls, including drywall, plastering and painting
- Remodeling the bathroom
- Other miscellaneous projects that will improve the quality of the house, such as installing new registers, backsplash and appliances.

They expect to wrap things up in December so the family can move in just in time to celebrate the holiday season in their new home. The BC2 class is only offered in the first semester, therefore the rehabbing of this home is the only project they will be working on this school year.

“I have many goals for my students to take away from this experience,” said Steve Masanz, the KHS technology education teacher and ACE Academy Coordinator leading the class. “Two that I feel are the most important are discovering rewarding careers in the construction industry and developing positive essential workplace skills that will help them in any career field they choose. As a bonus, fixing up an older home with many unique issues will help students become more educated homeowners themselves.”

While the project will be completed this winter, the benefits to the community and stu-



dents will last a lifetime. The students will graduate better prepared for life after high school. This experience is an example of how Academic and Career Planning (ACP) in the District helps students explore careers and have real-world experiences that help prepare them for college, careers and life. By taking Science, Technology, Engineering and Math (STEM) coursework like BC2, the students are also developing an interest in high-demand jobs. “I feel we were doing ACP long before it became a state initiative because students are

able to test drive various construction-related careers in a real-world experienced-based setting,” said Masanz. “They are able to gain firsthand career knowledge to decide which careers best fit their interests, as opposed to simply reading about careers on the internet or watching YouTube videos.”

The BC2 class is part of the curriculum for the Architecture, Construction and Engineering (ACE) Academy. Called a

Continued on Page 12



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Learning by Doing: AASD Students Are Hands-on With Habitat



Kylie Harwell
Communications Coordinator
Appleton Area School District

For over 20 years the Appleton Area School District (AASD) has built a house from the ground up through our House Construction class. This high school class engages students in real-world experiences in all aspects of the construction field and strongly resembles the pace and expectations of an actual construction site. The added benefit is that the student's hard work and learning leads to a new home for a deserving family.

Under the guidance of the school build instructor, approximately 18 students from all three Appleton high schools spend two hours each school day engaged in interactive, hands-on curriculum covering a wide range of construction topics and skills. Students don't only learn about one skill such as tiling or cabinet making — they actively work at the job site, gaining real-world experience across a diverse set of construction-related and interpersonal skills.

This year the AASD has a new school build instructor, Dave Cash. Cash has always enjoyed building and working on anything and everything and has worked as a pipefit-

ter, plumber, roofer, framer, heavy equipment operator, and welder. He started teaching in 2005 and the opportunity to share his experiences in the trades is a big reason why he became a teacher. He likes to tell his students, "once you learn a trade you will always have a job".

There are many challenges that must be overcome to give our students a great educational experience when building a house. So, three years ago we entered into a partnership with the Greater Fox Cities Area Habitat for Humanity that has resolved many of these challenges. With the assistance of a \$75,000 sponsorship each year from a local donor, and the organizational support from Habitat we are able to provide an outstanding learning experience for our students.

When Instructor Cash asks our students what they think so far this build, they've said they enjoy "learning by doing" the most. Working individually, as well as a team, students develop skills in the areas of site development, design, estimating and bidding, preparing and setting foundations, framing, utilities, interior and exterior finishing, and site completion.

The Greater Fox Cities Habitat for

Humanity partners with qualified families to create safe, well-built and affordable housing. These families take financial literacy and homeownership courses and contribute 300-500 of sweat equity hours toward the construction of their home and the homes of other Habitat families. Our students work alongside their staff to build a new home first semester and remodel an existing home second semester.

Cash says that "the interaction between students and the senior crew from Habitat is a great experience for all involved. I like to see knowledge passed from generation to generation. The art of face to face conversation and information sharing between the generations is an important skill we need to keep going."

Many students that have taken part in house builds have then gone on to pursue successful construction careers, including positions performing carpentry, plumbing, and electrical work.



Learn more about AASD's House Constructions Class: tinyurl.com/vulpdvv

www.aasd.k12.wi.us
(920) 832-6161



Kimberly Habitat For Humanity Project

Continued from Page 11



school-within-a-school, ACE Academy students receive a comprehensive education in a collaborative learning environment that fosters a link between classroom learning and real-world experiences. The ACE Academy started eight years ago at KHS and there are now 50 students enrolled.

Students in the BC2 class have the opportunity to work alongside local professionals, such as concrete workers and electricians, in order to learn from experts about their careers in construction. Each community-based project has been different so the students develop a slightly different construction skill set. However, according to Masanz, the most important skills — those related to employability — are gained with every project.

Past Building Construct 2 classes have built residential garages, concession stands, a park gazebo and an outdoor learning classroom in their school's forest. Last year's BC2 class built a shelter in Sunset Park.

"Community projects afford our students the opportunity to be part of something that is bigger than themselves," said Masanz. "Students often like to show their family members the projects we are working on and I can see the pride in their eyes when we finish each project."

The goal of Academic and Career Planning is not for students to have a plan set in stone at a young age, rather it is to help students learn about their interests and the types of career options available to them. "It is nice that our students are able to do something positive that improves the community that they live in through acts of selflessness," added Masanz.

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Bridges Construction and Renovation Students Gain Job Experience and Life Lessons

Green Bay Area Public School District

Bridges Construction & Renovation is a Green Bay Area Public School District program that offers high school students an authentic, hands-on learning experience in the construction and renovation industries. Students work with professional contractors to learn about structural design, building safety, blueprint reading, rough and finish construction, modern design and home improvements. Students also explore the application of carpentry, masonry, home wiring, plumbing and architectural design.

Since the program's inception, Bridges students have built four houses from the ground up. This school year, students are working on a three bedroom, two and a half bath home in downtown Green Bay along with a detached garage. Earlier this school year, students completed demolition work on another local home and rebuilt the front porch along with a detached garage.

"Bridges offers our students real-world experience that will be beneficial to their futures, whether they are interested in the construction industry or plan to renovate a home they own in the future," said Bridges Instructor Brian Frerk. "Revitalizing neighborhoods in need of safe and affordable housing is also an important lesson."

Rheanna Schmocker is a junior at Green Bay West High School and enrolled in the Bridges program. "What I enjoy about Bridges is that you are on the job site gaining experience for what might be your future career path and you are learning essential employability skills as well," said Rheanna. Next school year, Rheanna plans to take an electricians course at Northeast Wisconsin Technical College (NWTC) along with a safety course to prepare her for her goal of obtaining an apprenticeship and becoming an Electrician Journey Person before age 25.

The Bridges program is made possible thanks to a partnership between the District, NeighborWorks® Green Bay, Greater Green Bay Habitat for Humanity, the Brown County Home Builders Association and NWTC. This year's house project is funded by NeighborWorks® Green Bay's donor-financed Adopt-A-Home program and the City of Green Bay Community & Economic Development's New Homes in Your Neighborhood Program.

Bridges also has an advisory team that supports the Bridges strategic plan, assists with high school curriculum development and helps promote careers in the building trades. The advisory team is vital to the excellence and success of Bridges Construction & Renovation.



The District is proud to have a program like Bridges that prepares students for employment, future education and career pathways in architecture, construction, engineering and the military. Beyond skills development, the program provides an opportunity for students to make a positive impact on their community by building and renovating safe, affordable housing.

Speaking about this year's house project, Bridges student McKenzie Kujava said, "Building a house from the ground up makes

me feel very accomplished when I watch the work our team puts towards this project come alive." In the future, McKenzie plans to get an apprenticeship in the carpentry field.

To learn more about the Bridges program, visit gbaps.org/Bridges.

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New Richmond Construction



School District of New Richmond

New Richmond has a long history of teaching students about the importance of the field of building construction and it's related career opportunities. Loren Pracht instituted the construction program in the late 1970s and built a number of homes both on-site and at the high school. However the program was discontinued when Loren retired in 1987. Ken Kerr was hired in 1989 and finally got the construction program going again in 1992 when a small house near the old high school was gutted by fire. With the help of two retired carpenters, his students rebuilt the house in a semester. Kerr then received approval from the New Richmond school board to re-ignite the program the following fall. They haven't looked back since.

This is how the original program was set up to operate:

- In a typical year, 60+ students were directly or indirectly involved in the construction program.
- 10–15 students were actively building the house (2 hours a day for the entire year).
- 20–30 students were enrolled in the AC/DC Electricity class and were responsible for roughing-in both the high-voltage wiring and the low-volt-

age/communications electrical wiring.

- 15+ students enrolled in the Architectural Graphics class were responsible for designing and developing the plans for the model home for the next year.
- Another 20–30 students in the Cabinet and Furniture Construction class custom-built and installed the kitchen cabinets, bath vanities and countertops.
- The students enrolled in the Electronics class would complete the wiring of the receptacles, switches, and lighting fixtures.

Here is a list of the types of construction projects New Richmond High School students have designed, constructed and completed in Kerr's tenure (31 years):

- In 1998–99 the students constructed a 150' x 12 stall garage / maintenance facility for the New Richmond School District.
- A 20' x 40' Technical education storage shed. Students built this facility the same year our new high school was being built.
- A 16' x 30' Athletic storage facility was built in 2010–11, the first year we attended our new high school.
- Re-built and upgraded the scorer's

booth, concession area, and bathrooms at Citizen's Field (The City of New Richmond's baseball diamond).

- Designed and built custom cabinets and countertops for New Richmond PaperJack Elementary teachers lounge.
- For a number of years the class built storage sheds for the local lumber yard and they in-turn sold them to the public.
- 20' x 30' Outdoor science classroom/pavilion complete with 6 student-designed and custom-built tables for seating.
- In 2017–18 the students, constructed two steel storage sheds, one is located at the varsity baseball field while the other is used as an outdoor storage facility at Paperjack Elementary.
- 2018–19 was a milestone year. That spring the students completed the 20th "ranch-style" home. These houses average 1500 square feet with 2–3 bedrooms. Houses are sold to the highest bidder in a "sealed-bid" process.

The current project also happens to be the largest and most complex project they've taken on to date. The twelve students enrolled in the building construction program are to complete two commercial structures at the new sports complex, just west of New Richmond High School on Richmond Way. One structure is a 10' x 12' ticket booth while the other, a concession stand, measures 18' x 64' and includes 4 restrooms. Students will complete the wall and roof rough framing, interior



finishing, exterior wall preparation for brick facing, and exterior siding.

Kerr and his students will be working on the project all year for 2 hours per day.

The manufacturing and welding Technical Education instructor, Tom Leque, is also working with his students to design, develop, and construct the arched, metal, structural signage for both entrances.

Kerr planned on the project being completed by June of this coming year, however, the weather has not cooperated so far and there was also a setback when a fiberoptic cable was found running across the area they planned to build on.

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Groundbreaking Ceremony Held for 2019 Project House



Sheboygan Area School District

The North and South High School House Construction students held a Ground Breaking Ceremony for Project 2019 on Tuesday, September 10 at the construction site located at 5138 Green Meadow Place. Project 2019 is the 22nd home that will be built by SASD students enrolled in Career & Technical Education classes from Sheboygan North and Sheboygan South High Schools.

The program included a welcome from Jason Duff, Academic and Career Planning Coordinator for the Sheboygan Area School District. Superintendent Seth Harvatine also spoke at the program, emphasizing how this experience will help students gain valuable skills that will prepare them to take the next step on his or her self-defined path. Mike Adamavich from the Regional Council of Carpenters spoke about the many opportunities for students in the construction trades field after graduation. Mr. Adamavich has

been a union carpenter for 27 years and said to students, "If you are interested in a career [in the trades], this opportunity is unbelievable . . . It looks fantastic on a resume."

Jake Stemper was a special guest in attendance. He is a 2005 North High School graduate who took the House Construction course two years while in high school and is now working on the house projects as a community partner. He excavated the lot for this year's house and worked on last year's house as well.

This is the fourth home built under the direction of instructor Ted Schermetzler and the 8th SASD project house being built in this subdivision, all valued around the \$300,000 price point. Mr. Schermetzler encouraged students "don't be afraid to try something you've never tried before."

Student crews are now focused on finishing the roof to close the house against the elements for the winter months. Over the next few months they will install windows

and work with skilled professionals to learn more about HVAC, electrical and plumbing before moving into the drywall and tiling and finishes.

To date, all of the previous homes have been sold with proceeds going towards scholarships, tools and equipment and purchasing more land. Students have direct involvement with the house construction program, including construction, architecture, interior designing, and botany.

This program is one of many educational options the Sheboygan Area School District offers to allow students to choose an individualized education path that aligns with their future goals.

Student quotes from the groundbreaking ceremony;

"I took this class again because you learn more than just construction skills in this class. You learn soft skills. You learn how to work with people and I think that's something that I'll never forget and it'll certainly help me in the future."

— James, North High School

"This is my second year taking House Construction and I took it because I plan on becoming a Construction Manager later on for my career."

— Elijah, North High School

"This is my first year taking the class. I'm taking the class because I'm interested possibly in the trades for my future career."

— Luke, North High School

"This is my first year taking the class. I took the class because I've done drafting previously and I wanted to see how it actually ends up in the real world instead of a computer."

— Jed, North High School

"This is my first year. I'm taking this class because I know there's a lot of life skills and I'm interested in the trades."

— Spencer, North High School

"I'm taking this class because I think that a lot of the skills you learn in this class will help me with my future career in the military."

— Jonah, North High School

"I took this class for the experience of building a house and later on down the road when I own my own house, that I'll be able to repair anything."

— Drew, North High School

"This is my first year taking this class. The reason why I took this class is I've always liked building and I've always wanted to pursue it as a career."

— Brandon, North High School



"I took this class because I wanted to learn about general house maintenance and how to actually fix my house when it breaks."

— Evan, North High School

"I'm going to be taking this class because I have taken civil engineering and architecture class and Interior Design and I wanted to see how the process goes together and I'd like to potentially go into construction."

— Hannah, North High School

"I'm taking this class because of the opportunities and experience for future jobs."

— Peter, North High School

"I took this class because I was interested in being a plumber. Hopefully this will help me in the future."

— Brandon, North High School

"I took this class so I can work with my hands more and become a carpenter."

— Stefan, South High School

"I took this class because I might be going into Trades later."

— Joshua, South High School

"I took this class because I want to go into the Trades."

— Chris, South High School

"I took this class because I'm already in maintenance and I would like to learn how the whole process works."

— Jesse, South High School

"I have taken this class to have the most opportunity in life. If people were to ever look at any resume that I've had, they'll see that I've had a lot of training, a lot of opportunity, and a lot of stuff that I can do."

— Joseph, South High School



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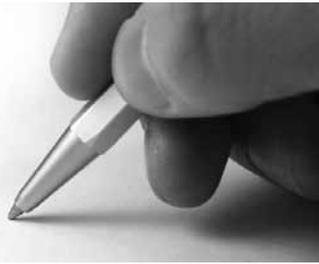
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Website: MeemicFoundation.org/PopIn2Win

H2O for Life Project Minigrants

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

Awards range from \$250 to \$500.

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

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

Environmental Education Grants

The Environmental Protection Agency seeks proposals for environmental education projects that promote environmental awareness and stewardship. Grants are intended to support projects that design and demonstrate education practices, methods, and techniques.

Deadline: Applications due January 6, 2020.

Website: www.epa.gov/education/grants

Emeril Lagasse Foundation Grants

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. The foundation makes Small Grants to support schools, and community organizations partnering with schools, that have an existing school garden or a culinary education program.

Grants up to \$10,000 are awarded.

Deadline: Concept Papers accepted year-round.

Website: emeril.org/small-grants

Alan Shepard Technology in Education Award

The Alan Shepard Technology in Education Award rewards excellence in the development and delivery of technology programs. Programs that focus on aerospace or aeronautics are given priority to other programs. Applicants must demonstrate how their programs ultimately benefit the students in a school or organization.

The winner receives a cash award of \$1,000.

Deadline: Applications due January 10, 2020.

Website: www.amfse.org/alan-shepard-technology-in-education-award/

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.

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

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

Saxena Family Foundation Grants

The Saxena Family Foundation has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the empowerment of girls, female children, and young women so that they have equal rights later in life. The foundation focuses on empowerment programs to include economic, educational, and political empowerment of women through literacy programs, jobs, and life-skills training.

Average awards, \$5,000 to \$50,000.

Deadline: Applications are accepted year-round.

Website: saxenafoundation.com/guidelines

American Honda Foundation Education Grants

The American Honda Foundation supports education with a specific focus on the areas of science, technology, engineering, and mathematics (STEM); the environment; job training; and literacy. It engages in grant making that reflects the basic tenets, beliefs, and philosophies of Honda companies, which are characterized by the following qualities: imaginative, creative, youthful, scientific, humanistic, and innovative.

Awards range from \$20,000 to \$75,000 over a one-year period.

Deadline: For new applicants, applications are due February 1 and August 1, annually. For returning applicants, applications are due May 1, annually.

Website: www.honda.com/community/apply-ing-for-a-grant

Tina B. Carver Fund

Established in memory of a longtime English as a Second Language (ESL) educator, the Tina B. Carver Fund provides grants to teachers for funding student classroom learning materials and teacher materials (e.g., ancillary materials that can be used in conjunction with textbooks or other instructional materials) to support adult ESL education programs in the United States.

Grants up to \$400 are awarded.

Deadline: Applications are due January 31, May 31, and September 30, annually.

Website: www.tesol.org/enhance-your-career/tesol-awards-honors-grants/teaching-materials-grant

The Harry Chapin Foundation Education Grant

The Harry Chapin Foundation makes grants in the areas of education, arts, agricul-

ture, and the environment. Priority is given to arts-in-education programs, agricultural and environmental programs, and community education programs.

Grants up to \$10,000 are awarded.

Deadline: Applications accepted year-round.

Website: harrychapinfoundation.org/apply

Amber Brown Grant

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

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

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

Music Education Grants

The Guitar Center Music Foundation awards instruments and equipment to eligible music instruction programs. These items are lightly used, blemished or otherwise imperfect and have been collected from manufacturers and retailers. The company believes that music inspires creativity and personal expression, builds self-esteem, and teaches cooperation and team building from playing music together.

Deadline: Applications accepted year-round.

Website: guitarcenterfoundation.org/grants/grants-info

Music Performance Attendance Grants

The Sharon Gewirtz Kids to Concerts Fund provides small grants to provide the opportunity for middle school strings students to attend live, high-level performances of classical music, receive mentoring from accomplished classical musicians, or participate in other related programming.

Grants up to \$1,000 are awarded.

Deadline: Applications due June 30, annually.

Website: sites.google.com/site/gewirtzkidstoconcerts

High School Weight Room Grants

The Lift Life Foundation's mission is to help provide young people with tools to improve their fitness levels and boost self-worth. The foundation provides high schools across the United States with the opportunity to have their school weight room transformed with brand-new equipment. To be considered for a weight room makeover, high schools must be nominated. Anyone may nominate a high school; nominations must be submitted online.

Deadline: Nominations are accepted year-round.

Website: www.liftlifefoundation.org/#spark



Student Contests and Awards

EngineerGirl Essay Contest

The annual EngineerGirl Essay Contest encourages students to write about the role of engineering in society and the impact it has on our world. Essays for the current contest should tell a story about a person learning to live on a new world while traveling through space.

The contest is open to individual girls and boys in each of three categories:

- Elementary (grades 3 through 5)
- Middle School (grades 6 through 8)
- High School (grades 9 through 12)

Deadline: Essays are due February 1, 2020.

Website: www.engineergirl.org/128750/EngineerGirl-Writing-Contest

Toshiba/NSTA ExploraVision Competition

ExploraVision is a science competition that engages student teams in research and development, with a strong emphasis on science, technology, engineering, and mathematics (STEM). Working in teams of two, three, or four members, students study a technology of interest and predict what that technology might be like in 20 years, and then explore what is necessary to make their visions a reality.

Deadline: Projects due February 10, 2020.

Website: www.exploravision.org/what-exploravision

Carton 2 Garden Contest

The competition requires repurposing a minimum 100 empty milk and juice cartons from the school cafeteria or local grocery stores to build or enhance a school garden. Innovative, sustainable creations may include planters, garden art, scarecrows, window boxes, and irrigation systems.

One grand prize of \$4,500 plus \$500 gift certificate; four specialty prizes of \$1,500 plus \$500 gift certificate; and 10 prizes of \$900 plus \$100 gift certificate are awarded.

Deadline: Entries are due April 1, 2020.

Website: carton2garden.com/contest-details/spring-2019-2020-contest

National Science Bowl

The US Department of Energy (DOE) National Science Bowl (NSB) is a nationwide academic competition for middle and high school students that tests knowledge in all areas of science and mathematics. It was created in 1991 to encourage students to excel in mathematics and science and to pursue careers in those fields.

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; and April 30 through May 4, 2020.

Website: science.osti.gov/wdts/nsb

The Paradigm Challenge

The Paradigm Challenge is an annual competition developed by Project Paradigm. The challenge is intended to inspire youth to use kindness, creativity, and collaboration to help solve real-life problems and make a difference. Challenge projects include home fires, waste reduction, personal health, food security, and biodiversity.

One grand prize of \$100,000; first-place prizes of \$10,000; second-place prizes of \$2,000; third-place prizes of \$1,000; and finalist prizes of \$200 are awarded.

Deadline: Entries are due May 1, 2021.

Website: www.projectparadigm.org/rules

International Interdependence Hexagon Project

The International Interdependence Hexagon Project is a visual arts opportunity for

young people aged 4 to 18 worldwide to explore global themes, issues, and ideas in school. The project asks students to create art within the interlinking shape of a hexagon, a metaphor for interconnectedness. Any art form in a variety of media, such as a drawing, painting, collage, print, digital, and relief sculpture, is acceptable as long as it can be displayed on a plasterboard gallery wall or on a pedestal or floor.

Deadline: Entries are due June 30, annually.

Website: www.hexagonproject.org/

C-SPAN's StudentCam Video Documentary Competition

C-SPAN's StudentCam is an annual national video documentary competition for students in grades 6 through 12. Individual students or teams of up to three students create a short video documentary on the current theme. Each video documentary should explore an issue that presidential candidates should address during their campaign. The video must analyze the current or historical significance of the chosen issue and include differing points of view. Video documentaries are judged in two categories, middle school and high school, with prizes to be awarded to student winners and their teacher advisors or schools.

Deadline: All entries must be uploaded by January 20, 2020.

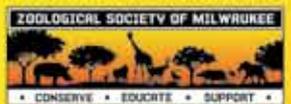
Website: www.studentcam.org



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Courtesy of NBC15

As last school year came to a close, NBC15 once again honored teachers through Crystal Apple Awards.

NBC15 received more than 550 Crystal Apple Award nominations covering 215 schools in southern Wisconsin. Five teachers received a Crystal Apple Award for going above and beyond the classroom.

The annual Crystal Apple Award dinner in May honored the winners and 10 teachers who received an honorable mention.

"They build relationships with all of their students. They're the first to greet them when they arrive at school... They're really the unsung heroes of what we do in public education," said Middleton-Cross Plains Area School District Superintendent George Mavroulis.

"In an industry where we so often focus on negative things that area happening, it's really refreshing to be able to share positive stories every spring and really show the community what so many amazing teachers are doing," said NBC15's Leigh Mills.

Mills has been handing out these awards for 13 years and she said it's an honor and a privilege to spearhead this station project.

Nominations begin again next spring.



Jeff Crase
Belmont Community
School District

Jeff Crase taught math and science for about 34 years before becoming Dean of Students.

Now in his 37th year, he calls it an honor to build relationships with kids of all ages.

"To me it's more about developing that relationship with the student, knowing where they're coming from, if you have that relationship, they'll do and they'll rise far above what you ever expected them to," explained Crase.

Lizzy Haag said, "He takes the time to make sure everybody's cared for, everybody feels important, everybody can become the best they can be, and that's not just students.

That's faculty, students, everybody around him."

For the last 12 years, he's taken his lessons on the road. Bringing busses of kids on mission trips from Texas to West Virginia to South Dakota.

"They're truly life changing trips. They've really opened my mind and changed who I am in a good way," said Hailey Layer.

"The kids come back changed. Some of them come back from broken because of what they witnessed, and I think they realize wow, we've got it pretty good," explained Crase.

For the Crases, it's a family affair.

His grandmother taught in a one room school house in Illinois.

His father taught. His wife taught, and all three of their kids are teachers.

After 34 years, Mr. Crase and his wife retired, but their plans to travel quickly turned to treatment. Dany was diagnosed with cancer in August and passed away in October.

Crase said, "She was um a much better teacher than I ever can dream of being so yes, I've thought of her often."

"I think his second tour here is our chance to pick him up. He spent the first 34 years being everything to us and I think, in a way, he needs us as much as we need him right now, and that's a really good thing," said Jeff Hodgson.

Mr. Crase returned to school the following year.

Crase explained, "My life changed, and it was the kids that were probably more compassionate, loving, understanding and accepting and just.. their heart broke as much as mine broke, so that's kind of neat to experience that."

"He makes everybody feel more confident in themselves each day and I think having him back from 2016, I think our school has really started to feel more positive and more confident," said Layer.

Bringing back his message of love and understanding.

Crass added, "Be who you are, and don't let anybody change you, because you're made just the way you are, perfect."

Last summer Mr. Crase was taking 38 kids on a mission trip to West Virginia.

Right now, he's teaching a lot of second generation students. He said he plans to retire for good before the third generation is ready to start school.

www.belmont.k12.wi.us
(608) 762-5131



Raul Medina & Cristina de la Fuente
Leopold Elementary School
Madison

They were here from Spain on a work visa and were heading back to their home country this summer after five years in the dual language immersion program at Leopold Elementary School in Madison.

The families worked hard on their nomination by submitting two binders full of letters to send them off with a big surprise to show them how much they are loved and will be missed.

Leigh Mills said, "I am here from NBC 15 to present you with our Crystal Apple awards for excellence in teaching. Congratulations! Whooooo!"

"I only can say thank you. This is our school. This is our life. We are here for our students, for our families, for our friends, and thank you so much for this," said Cristina de la Fuente.

Profe Raul Medina and Maestra Cristina de la Fuente share a life together, a classroom, and a love of teaching.

Raul Medina said, "We prepare a lot of songs. We prepare a lot of activities. So yeah, it's a complement for the students." Cristina de la Fuente added, "And in the same moment. I think, we are teaching them something that's really real, the respect and the love between us."

Students both past and present said they've become much better Spanish speakers thanks to the learning environment created by the pair.

Trenton Heller said, "I knew some of the simple, hola, and that, now I know almost every Spanish word."

Malaya said, "Yo quiero est me profe e maestra, that means I love my teachers."

"They teach us a lot, my classmates. I wish I could stay with them in the class," said Delaney.

But this year was their last. They will be back teaching in Spain next school year.

Medina said, "It's going to be hard to go back and start working in the way we used to. Now our heads are running like, we want to change everything in Spain now. We want to work in the way they are teaching here. You see the kids, they're so happy for coming back the next day."

"It's very, very amazing, the way that they work together, the way that they teacher together, the way they handle their classrooms. It's really kind of magical once you're a parent and get that experience," said Sara Pirstill,

parent of student.

de la Fuente said, "We always wanted to work together because we knew we could do something special and in five years, we did it!" Medina added, "Yeah, so this is the result. The support from the families, support, our colleagues, so we have to thank all of them."

They're in the swan song of their career here in Madison, but their impact on their students' lives will last forever.

While some of the parents are upset about their departure, the Madison Metropolitan School District explained that in this exchange program, guest teachers are assigned for up to three years with a possible two year extension. They said, "when that extension has been exhausted, the exchange teachers are no longer able to remain in the U.S. while teaching under the J-1 visa."

www.madison.k12.wi.us
(608) 663-1879



Fran Zimmerman
New Glarus School District

Most adults work 30 to 40 years and retire, but this Crystal Apple Award recipient has been teaching longer than most of us have been alive.

She was nominated once before in 1997. After more than 20 years, co-workers, friends and family tried again.

As you'll see, she's not just a teacher, she's a pillar of the New Glarus community.

"Your 2019 Crystal Apple winner, Mrs. Fran Zimmerman! Grandma Fran," announced Leigh Mills.

Grandma Fran had trouble hearing us over all the excitement, but with a little help from a friend we got her attention.

Fran Zimmerman said, "They already know that I love them. I give many, many hugs, and I have had their grandparents, their parents and now them. And my teachers are my family and the students are my grandchildren."

A standing ovation for a woman almost 84 years young.

Who has been teaching for 64 years.

"They always ask my age, and I tell them I'm 29. Haha, laughed Zimmerman.

Zimmerman said, "I've been in this

Crystal Apple Awards 2019 Continued from Page 18

community since 1962. I taught in one room schools just outside of New Glarus for seven years.” She added, “I had I believe 15 students that first year.”

Fran was the last to teach in the one-room Nessa School. It’s now a home in rural New Glarus.

“This was the main school and the chalkboard was against that back wall,” explained Zimmerman.

She taught grades one through eight, and keeps a scrapbook of her memories.

“It just means to me that I had a part in their life, and I hope that they cherish, as much as I do, the times we had together,” said Zimmerman.

She went on to say, “Many of my students are now teachers here. In fact the principal, Dr. Eichelkraut, 35 years ago was my 6th grade student, and now he’s my boss. Hahaha!”

Fran started teaching sixth grade in a traditional school setting in 1962.

Fran retired in 1997.

You can still find her subbing almost every day of the week.

Laura Eicher said, “She gives her best every day. She’s not just a warm body in a classroom. She is teaching. She’s going to make sure those students wherever they are kindergarten through seniors are getting the best education they can get because she’s there that day.”

Not only is she a teacher, she’s also their biggest cheerleader. Throwing parties for every home football game, attending the boys basketball state championship, and watching the team win their first ever state title!

Patrick said, “She doesn’t need to be there. She’s I’m sure been to plenty of them, but she keeps coming, keeps supporting and it’s great to have her.”

Ellie said, “When you’re playing games or at games watching, you always see her in the stands. She’s always there.”

Mills asked, “And how much longer are you going to be here?” Fran answered, “Well they tell me if I’m not able to walk, they have wheelchairs. Haha! And that I will be here forever. So we’ll see! Haha!”

Grandma Fran’s impact is so great. The New Glarus EMS chief not only attended her surprise assembly, but also organized the nomination.

The school also credits Fran for starting a 6th grade outdoor education program they still do to this day.



Traci Schutt
Sauk Prairie Middle School
Sauk City

There’s growing research that more kids are struggling with mental health issue than alcohol and drugs.

This Crystal Apple Award recipient from Sauk Prairie Middle School has experienced that first hand. This year she had a student with a severe cases of anxiety.

Today that student and her mom credit the teacher with bringing the young girl back from a dark place.

Traci Schutt asked, “Can you tell me one of the rules to live by that you learned from Barack Obama’s speech or Steve Jobs’ speech?”

For 25 years, Schutt has been using the words of presidents and CEO’s to teach social studies.

But this year, she’s applying those words to herself and her 6th grade students, some of whom desperately needed help.

Nola Prohaska said, “The first couple weeks I was just going along with it, and then it all fell apart.”

Her mother, Erin Prohaska, added, “Just getting her to school every day became very hard, and then once in school, it was very hard for her to attend the actual classes.”

“And then it kind of spiraled from there, but it spiraled very quickly,” Schutt explained.

Nola’s anxiety was so debilitating, that for the first four months of the school year, she spent more time in the guidance office than in class. But Schutt wouldn’t give up.

Schutt said, “I just felt like I could relate to her, and I just felt so, I felt so much for her. I didn’t know what I could do so I just tried everything.”

Schutt would meet Nola in the parking lot to walk her into school. They would eat lunch together. She even started a journal that she and Nola would pass back and forth. Anything to start a conversation.

“I didn’t want to push her into it, but just as a way for her to talk to me when we weren’t together,” said Schutt.

Nola explained, “Sometimes it was easier to just write things down on paper instead so we would talk back and forth in it.”

After winter break, things slowly changed. Nola returned to classes and within weeks, she was back to her full schedule.

Prohaska said, “Now she is getting

straight A’s pretty much again. She’s right back to the Nola that... It’s like a new and improved Nola.”

“It feels amazing. I won’t go back, and it feels good,” said Nola.

Sauk Prairie Middle School Principal Ted Harter said, “The key to Mrs. Schutt is that she looks to build solid relationships with her kids, and that’s what happened with Nola, but that’s what happens with all of her kids.”

And it’s that life lesson that she says is the most important lesson of all.

“I don’t really care how much social studies you learn. At the end of the day, I just want you to be a good person, a good person. And I try to model that for them, and let them know that I’m here for them, and I respect them and I care about them,” explained Schutt.

In fact, she cares so much that she even donated her kidney this past year to a high school staff member, whom she barely knew.

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Karla Campbell
Pineview Elementary School
Reedsburg

All set?” Karla Campbell asks her students joyfully as she claps to the beat. They respond in unison, “You bet!”

Campbell has spent 22 years trying to help her students see what is possible.

“Remember our key word from this morning was to . . . what was the word?” she again asks the students. They reply in unison, “Visualize!”

It’s a skill Campbell herself learned to master this school year.

“The very first thing I did in the morning was I always meditated,” recalls Campbell, “I would visualize myself, healing myself number one, and two, I would visualize my day.”

Diagnosed with breast cancer in May of 2018, Campbell was determined to get back to her classroom. Despite a summer filled with treatments and hospital visits, Campbell found strength through her students at Pineview Elementary School in Reedsburg.

“My students have always been important to me, but going through this, coming to them

everyday, they were my rock,” explains Campbell as her voice quivers with emotion, “I would walk in and there was a smile, a handshake, and I knew even if I didn’t feel good... excuse me, I’m getting a little worked up... even if I didn’t feel good that day, they were there... for me.”

“She really has not missed a beat, even though she’s missed some school due to her battle,” says fellow teacher, who is now retired, Dana Westedt, “She really has just been here in spirit the whole year.”

Both Westedt and Jodi Beyer have known Campbell since she walked into the building as a first-year student.

“From the outside it looks easy, but she’s really... she’s really just, I don’t know how to put it...,” says Beyer as Westedt jumps in to finish her sentence, “One of the strongest women we know.” Beyer replies with a smile, “Yeah, thank you Dana, she is!”

She’s so strong that Campbell’s personal cancer fighting motto is to be a gladiator. To honor that vision, Beyer designed t-shirts. And before long students, staff and hundreds of Reedsburg residents were proudly sporting “Team Gladiator” shirts.

Campbell smiles as she reflects on that, “It makes me feel proud that I have a lot of people that care.. yeah.”

And her friends say her positive attitude is not only inspiring them, but also her students.

Third grader Aubrey Wall had Mrs. Campbell for first grade. “I myself have juvenile arthritis,” explains Wall, “So I learned that she’s so strong through it all, so I’m just, it’s amazing! And I’ve learned to be strong through it all, no matter what.”

Beyer adds, “I just think for wherever they go in their life, they’re always going to have the role model as, my first grade teacher was able to overcome, have that mindset that we can do this! We did it together.”

So together we honor this teacher for her strength of mind and body and her vision of what is possible.

“Your 2019 Crystal Apple winner, Mrs. Karla Campbell,” Leigh Mills shouts through the microphone at an all-school surprise assembly.

Campbell walks up to receive her award and says, “Wow, what an honor! I don’t have enough words to say thank you to all of you and all of my staff members.

“All of us want you to go out into this world and be kind people, be honest, hardworking, loving people.”

Campbell is now cancer free. She still takes a drug every three weeks as a preventive measure, but she’s hoping to be finished with that protocol in September, and that will be another day to celebrate.

www.ngsd.k12.wi.us
(608) 527-2410

www.rsd.k12.wi.us
(608) 524-2016



Wisconsin's 2019 Rural Teacher of the Year



Sarah Quade, Monticello School District

The Wisconsin Rural Schools Alliance (WiRSA) Board of Directors established this award to recognize a teacher who has made significant contributions to his/her rural school district.

As a graduate from Randolph and teaching in Monticello, Sarah's roots run deep in rural school environments. In 2009, Sarah resurrected a Spanish curriculum and since then Monticello's Spanish involvement and numbers have grown exponentially. Sarah

has something few teachers ever attain; but it is difficult to describe, as the nominator did with a story. "In the summer prior to my daughter's freshman year our family was working on a calendar and scheduling orthodontist appointment dates and times for the upcoming school year. My daughter's first demand to us was "don't make me miss Ms. Quade's class". This spoke volumes to me and still rings out in my thoughts every time I think what makes teachers special. Even

though my daughter had never had Spanish, she knew there were expectations in place for her and she didn't want to miss a single opportunity to be with Ms. Quade. In my eyes there is nothing more special or powerful".

Sarah emits leadership with her students, the staff, and it flows into the community as she coaches and leads her Spanish Club. She has lofty expectations for students but manages to keep students on track because constant formative assessments and by providing retake opportunities for students to succeed. As a coach, she is rarely questioned and motivates her athletes to continuously improve. As an advisor, Sarah's art club is one of the most active in Monticello and draws tremendous participation and support. To say her curriculum has rigor is an understatement. Monticello is proud of the dual enrollment classes that are provided. College credits in calculus and precalculus, astronomy, statistics, college English, physics, and psychology are just some of the classes provided. Sarah prepares all of her students to have similar success on placement tests. It's very common to have Spanish students excel in placement tests resulting in 3rd and 4th semester placements. To quantify that, Sarah averages about 12 seniors each year in Spanish III or IV. That equates to 164 to 218 college credits or pos-

sibly \$59,000 each year that Monticello families aren't paying for at Universities. That makes a significant impact each year on a rural community. Sarah's daily lessons vary, but regardless of the type of instruction, it starts when students enter the room and then remains continuous each hour. Sarah makes sure she reaches every type of learner. She has and will impact the lives of Monticello kids and community members just by being her. Sarah is quite simply a great teaching resource.

Sarah was nominated by Monticello School District Administrator Al Brokopp.

This state award qualifies also qualifies Sarah Quade as a semi-finalist for the National Rural Education Association Teacher of the Year Program.

Courtesy of the Wisconsin Rural Schools Alliance

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Wisconsin's 2019 Rural School Board of Education Member Award



Jill Gaskell, Pecatonica School District

The Wisconsin Rural Schools Alliance (WiRSA) Board of Directors established this award to recognize a school board of education member who has made significant contributions to his/her rural school district.

There are three main things Jill has done as a board member to impact Pecatonica school district in the most positive way:

Jill is an advocate for curriculum improvements for all children through the adoption of a high quality and engaging curriculum and hiring of outstanding teachers. She continually advocates for teacher professional development, coursework reimbursement, and gifted and talented curriculum development to positively impact the academic experience for all students.

Jill is relentless in her advocacy for rural schools, she is on the Board of the Wisconsin Public Schools Education Network (WPEN). She is also a member of the CESA 3 Board of Control. In her leadership roles, Jill continually advocates for and places Wisconsin's rural public schools and rural students at the forefront of all her decisions.

Jill believes that the community is at the top of rural school success. She organizes community dinners about once a month at

a public meeting space in the village where people can bring potluck dishes, beverages, or nothing at all — with the intention that they will engage with each other civically, connect with neighbors, and make new friends. Jill's involvement in the PTA, has brought different experiences to the Pecatonica students.

Above all else, Jill Gaskell is a wonderful person who loves children. She could simply have retired. Instead, she has been busier than ever serving the Pecatonica Area School District proudly as a School Board Clerk and serving rural public schools through her involvement with the CESA Board of Control and the WPEN Board, and her community through the organization of communal gatherings. She is a role model for all the adults in our community.

Jill was nominated by Pecatonica District Administrator Jill Underly.

Courtesy of the Wisconsin Rural Schools Alliance

www.pecatonica.k12.wi.us
(608) 523-4248



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“An honorable defeat is better than a dishonorable victory.”

— President Millard Fillmore



Wisconsin's 2019 Rural Advocacy Award

The Wisconsin Rural Schools Alliance (WiRSA) Board

of Directors established this award to recognize an individual educator, legislator, business/industry leader or community leader in Wisconsin who has devoted significant time and contributed substantial effort to strengthen and preserve rural schools in Wisconsin.

Doug Mering is a Board of Education member and Vice President of the School District of Baraboo Board of Education. He also serves in the capacity of Policy Chair. Doug is a CESA 5 board member as well. He epitomizes rural education advocacy at the local, state and federal level. He constantly monitors bills that will impact education and children. He then follows up by reaching out to legislators and testifies at public hearings making sure his voice and the voice of educators and students is heard. Doug has

provided testimony several times on issues such as special education funding, mental health, and voucher schools transparency.

Doug is first and foremost a champion for all students. This is evident in his commitment to students who participate in local youth-based organizations such as the Boys and Girls Club and Kids Ranch. As a board member, he advocates for deep partnerships and collaboration with these organizations to benefit students with significant needs. His advocacy is also noted in his personal commitment to volunteer in the schools and work one-on-one with students as an extra set of hands. He gives countless hours of service to our schools and leadership groups to be a voice for student-centered action.

Doug commits to annual participation on a number of district-wide workgroups. He is a fierce champion of the development, alignment, and implementation of our district's strategic plan. In his role as a board



Doug Mering, Baraboo School District

member, he solicits stakeholder feedback to ensure full representation from under-represented groups. Doug recently participated on the District Social Equity Workgroup. His contributions to the work of this group are noted in recent work to tackle the student dress code policy to address gender equity and connecting with members of the Ho-Chunk Nation to bring more culture responsiveness to the District.

Doug is a true friend and supporter of public and rural schools.

Doug was nominated by Baraboo School District Administrator Dr Lori Mueller.

Courtesy of the Wisconsin Rural Schools Alliance

www.barabook.k12.wi.us
(608) 355-3950



Wisconsin's 2019 Rural Support Staff Member



Keith Peterson, Argyle School District

Keith Peterson has been the Argyle building custodian for the past 21 years and served as the Head Custodian for the past 20 years. In his role he wears many hats. Keith is a graduate of Argyle and he takes great pride in making sure the building is in top shape. Keith shows his pride and commitment by coming in on days he has set aside for vacation, working on Saturday and Sunday, and putting aside days off when an emergency comes up in the building. He regularly returns to school when evening events are occurring to ensure that everything is working and the activity has the necessary items.

As with many rural communities, Keith is involved in a number of local organizations. Keith is a member of the Argyle Fire Department and the EMS Squad. He also works closely with the organizers of the Community Fish Fry. The Fish Fry serves between 1800 and 2500 people on the last Saturday in June. The funds raised from this event go to local organizations including the

school.

Keith was instrumental in bringing Argyle's recently completed referendum project and in under budget. He worked with local vendors to complete some of the work at a cost savings and Keith and his staff completed some of the work during construction. His knowledge of the building and the district was beneficial as he provided valuable input with the construction plans. Thanks to Keith's work remaining funds were used to update areas that were not considered in the original project.

As in many rural school districts, they are dependent on their personnel being able to fill many roles. Keith fills that role in Argyle serving as mechanic for the machinery, repairman for the HVAC and kitchen equipment, and chief installation officer for all of our technology.

Keith Peterson takes pride in his work and always has the best interest of the district, students and staff in mind. Keith is loved by all and he is a positive influence on the students.

Keith was nominated by Argyle District Administrator Mike Beranek.

Courtesy of the Wisconsin Rural Schools Alliance

www.argyle.k12.wi.us
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Niel Albero



Luis Perez



LeRoy Butler



Featured Speakers
Paula D. Kohler, Ph.D.



LeRoy Butler



February 6-7, 2020

2020 Reaching High Expectations

Kalahari Resort and Convention Center, Wisconsin Dells, WI

This premier UDL conference will also feature an assistive technology component. While assistive technology as decided by the IEP team as essential for a student with an IEP, many times the technology can be provided as a universal support for any learner. Come and learn about how technology reduces barriers and improves learning for all!

Niel Albero, CAST UDL Implementation Specialist

Niel comes to CAST as an Implementation Specialist working with school-based teams to develop understanding around the UDL framework and customize their experience to their context. As an educator for 20 years Niel has worked in Special Education, Middle School Mathematics, and as an Instructional Coach. He is most passionate about engaging all learners and designing learning environments that reduce barriers for students.

Luis Perez, Cast Distinguished Educator

Prior to joining the AEM Center he was recognized as an Apple Distinguished Educator in 2009 and as a Google Certified Educator in 2014. Luis is President-Elect of the Inclusive Learning Network of the International Society for Technology in Education, which named him its 2016 Outstanding Inclusive Educator. He also serves on the board of the Florida Alliance for Assistive Services and Technology.

LeRoy Butler, Green Bay Packers

LeRoy spent his entire NFL career playing for the Green Bay Packers. He spent his childhood in Jacksonville, Florida challenged by physical problems that forced him to wear leg braces and use a wheelchair while undergoing therapy. LeRoy was drafted by the Green Bay Packers in 1990, won a Super Bowl Ring in 1996 in Super Bowl XXXI, was selected All-Pro 4 times, was named to the 1990's NFL All Decade Team, and inducted into the Green Bay Packers Hall of Fame in 2007. LeRoy Butler is credited with inventing the infamous 'Lambeau Leap'. LeRoy has authored the book, *From Wheelchair to Lambeau Leap*

February 20-21, 2020

Transition Conference 2020: Opening the Door to the Future

Kalahari Resort & Conference Center, Wisconsin Dells

Join hundreds of teachers, administrators, parents, students, support staff, community agencies and other stakeholders across the state and region for the Wisconsin Transition Conference for youth and young adults with disabilities.

The conference, *Opening the Door to the Future*, invites participants to imagine, learn and connect with others share their learned experiences, evidence-based practices, advocacy, and/or resources for transition age youth receiving services.

Paula D. Kohler, Ph.D. is a founding executive director of the Florida Center for Students with Unique Abilities (FCSUA) and Professor of Exceptional Student Education at the University of Central Florida. Her *Taxonomy for Transition Programming* and *Taxonomy 2.0* are recognized as an effective model for planning, implementing, and evaluating transition-focused education, and has influenced the implementation of transition education across the U.S. and other countries.

LeRoy Butler, Green Bay Packers: LeRoy spent his entire NFL career playing for the Green Bay Packers. He spent his childhood in Jacksonville, Florida challenged by physical problems that forced him to wear leg braces and use a wheelchair while undergoing therapy. LeRoy was drafted by the Green Bay Packers in 1990, won a Super Bowl Ring in 1996 in Super Bowl XXXI, was selected All-Pro 4 times, was named to the 1990's NFL All Decade Team, and inducted into the Green Bay Packers Hall of Fame in 2007. LeRoy Butler is credited with inventing the infamous 'Lambeau Leap'. LeRoy has authored the book, *From Wheelchair to Lambeau Leap*.



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A young child with light hair is shown from the chest up, looking down intently at a task on a table. The child is wearing a dark-colored shirt. The background is a blurred classroom with desks and chairs. Overlaid on the image are several large, semi-transparent geometric shapes in shades of teal, blue, and purple. In the top right corner, there is a purple banner with the text 'GET READY' in white, bold, uppercase letters.

GET READY

MONTESSORI TEACHER EDUCATION AT ALVERNO COLLEGE

In partnership with the Montessori Institute of Milwaukee, Alverno College is offering a dual licensure program that integrates the college's bachelor of arts in education with a Montessori teacher preparation program. Upon successful completion, educators are eligible for two Wisconsin teaching licenses: birth to age 8 or kindergarten to ninth grade and Montessori (ages 3 to 6 or ages 6 to 12).

Discover the Alverno difference

- The program is the only one of its kind in Wisconsin.
- The Alverno and Montessori teaching philosophies emphasize hands-on learning, critical thinking and collaboration.
- Demand for skilled teachers remains strong as more school districts add Montessori classrooms.
- Field experiences start as early as the second semester.
- Alverno is connected to more than 150 private and public schools in the Milwaukee area and beyond.
- The Montessori Institute of Milwaukee is the city's only Association Montessori Internationale-certified training institute.

For more information, visit
alverno.edu/montessori