

Middleton High School's Fine Arts London Tour



Students from Middleton High School band marched in the London New Year's Day parade.

Perry Hibner
 Communications Director
 Middleton-Cross Plains Area School District

Black socks. Check. Performance music. Check. Passport. Check. Two days after Christ-

mas, more than 200 students from Middleton High School, six MHS fine arts staff members and dozens of parent chaperones filed through stations at MHS to ensure they had packed everything that was needed for the Middleton High School Fine Arts London Tour.

On New Year's Day, many parents and family members who were stateside got up extra early to watch the MHS band appear in the London New Year's Day parade, which streamed live beginning at 6 a.m. Central Standard Time. It was a stunning performance as the band debuted their new uniforms while marching to and playing "Runaway Baby."

Members of the MHS orchestra were involved in the parade at the request of the LNYDP organizers by handling some of The Kites of Nasser Volant and riding the blue Barclays Bikes (also known as as Boris Bikes, nicknamed after Boris Johnson, the mayor of London who championed them). Some choir and drama students had a lot of fun dancing and informally entertaining the crowd while they waited for the parade to start.

As the MHS band finished the parade, the bells of Westminster Abbey were ringing as if to punctuate their performance.

Earlier in the week, the MHS band and the MHS orchestra had been part of one of the London New Year's Day Parade Festival Concerts at the beautiful Cadogan Hall. Another evening, the MHS orchestra and the MHS

choir performed in another concert venue, St. John's Smith Square.

MHS drama students enjoyed a backstage tour of the Globe Theatre and The Mousetrap and participated in a Shakespeare workshop.

The MHS choir finished the week of performances by participating in the Grand Finale Concert of the London International Choral Festival on Jan. 2 at Westminster Central Hall. MHS choral students joined with choirs from Arizona, Virginia and Georgia and were accompanied by the London Young Musicians Symphony Orchestra, conducted by James Blair.

Between performances, students were able to see the changing of the guard at Buckingham palace, tour Oxford and see the beautiful surrounding countryside, visit Westminster Abbey and St. Paul's Cathedral, ride the London Eye and enjoy other sights of London.

The Middleton-Cross Plains community was an integral part of making this tour possible. Thirty-one students were given trip grants toward a portion of their cost in attending

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Active Learning is Getting Brains Rocking in the Wausau School District

Ken Smith
 Physical Education Teacher
 Horace Mann Middle School

Teachers in the Wausau School District are getting positive results by incorporating physical activity into their students' classroom routines. Whether it is with "brain breaks" sprinkled throughout the lessons, taking three minutes to participate in an exercise routine designed to activate and add fresh oxygen to their brains, or including equipment designed to help students stay focused on their learning, teachers are helping their students increase learning and improve behavior.

My interest in active learning began as I read the book *Spark* by Dr. John Ratey. The book provides research on how exercise can help increase student learning, as well as improve behavior, and help people with attention deficit and depression issues. Thanks to a PEP (Physical Education Program) Grant our District received, I was able to attend conferences to learn more on the topic of active learning. Last February, after returning from a conference in which I learned about a modified

exercise routine that a teacher in California was using to help his students, my wife Christine (Chris) and I decided to try it in her class.

Chris is a 3rd grade teacher at Grant Elementary in Wausau and has been an advocate for using physical activity to help students for years. She was already using stability balls instead of regular chairs and was excited about what I had been learning. We came up with a plan to add an exercise routine based off the popular tabata style workout. Called the 20-10-6, students participated in this routine at the beginning of their reading class. Chris taught her students some exercises that they could do within the limited space around their desks (jumping jacks, ski jumps, squats, etc.). The routine takes three minutes and students exercise at their best effort for 20 seconds, then take a 10-second break. Students do this for six rounds, and they love the routine. Chris found through weekly progress monitoring that her students' reading levels were improving at a faster rate than seen prior to adding the exercise routine. Student behavior improved and their confidence grew as they saw their



reading scores steadily increase.

This classroom success story was very motivating for me, and I decided to look for ways to make this happen at Horace Mann Middle School in Wausau where I am a physi-

cal education teacher. I was awarded a grant last spring through the Wausau School Foundation to purchase equipment for teachers who were interested in using active learning in

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Headlines from the Teaching Today WI Educational Blog teachingtodaywi.wordpress.com

Playing With Math: How Math Circles Bring Learners Together For Fun

Creating a math circle takes a lot of energy and planning — from finding dynamic instructors to booking classroom space — but it can be well worth the effort if no similar enrichment opportunities are available nearby.

How teachers can use digital photography

Digital cameras can be effective — and easy to use — instructional tools, writes first-grade teacher Meghan Everette. In this blog post, she shares

10 ways to use digital photography in the classroom, including recording assessments, posting Twitter updates and creating digital yearbooks.

How educators can facilitate students' goal-setting

Educators should teach students to create and track their personal academic goals to teach them to be self-directed, disciplined learners, teacher-coach Elizabeth Stein writes in this blog post. She offers five ideas and includes links to resources to help students create charts, journals or calendars of their goals.

From our Website www.teachingtodaywi.com

Open for Business!

This engaging lesson gives students the opportunity to identify risks and rewards of entrepreneurship and distinguish between entrepreneurs who start a business to produce a good or provide a service.

Secret Millionaires Club

This great resource teaches students, parents, and teachers about financial literacy and entrepreneurship with free activities for the classroom. Many webisodes are available with fun, interactive activities to accompany each one.

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The Zoological Society and Kohl's Cares are on the road with Kohl's Wild Theater. A new line-up of fun, conservation-themed theater performances using drama, songs and puppetry is now available. Programs are free of charge within a one-hour radius of the Milwaukee County Zoo.

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Funding of up to \$1000 for school projects or activities is available through the Meemic Foundation. The Foundation supports grants for field trips; books for classrooms or libraries; behavior modification programs; materials for science labs, music departments or art projects; technology upgrades; basically anything that enhances the student's educational experience. Professional development is also fundable. The entire grant application process is online and easy to manage.

Deadline: March 31, 2015

Website: To apply visit www.meemicfoundation.com

STEM + Computing Partnerships (STEM+C): Track 1

The National Science Foundation (NSF) STEM+C Partnerships program seeks to significantly enhance the learning and teaching of science, technology, engineering, and mathematics (STEM) and computing by kindergarten through grade 12 students and teachers. Programs include research on and development of courses, curriculum, course materials, pedagogies, instructional strategies, or models that innovatively integrate computing into one or more STEM disciplines, or integrate STEM content into the teaching and learning of computing.

Exploratory Integration Project Grants up to \$1.25 million are awarded. Design and Development Project Grants up to \$2.5 million are awarded. Field-Building Conferences and Workshops Project Grants up to \$250,000 are awarded.

Deadline: Proposals are due April 14, 2015.

Website: www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf15537

Toshiba America Grant Program for 6-12 Science and Math Educators

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. Science and mathematics teachers in public or private (non-profit) schools may apply for grants to support classroom science and mathematics education, and increase their engagement with the subject matter and improve their learning.

Grants up to \$5,000 are awarded.

Deadline: Grades 6 through 12 applications are accepted year-round.

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

Japan Foundation Education Grants

The Japan Foundation's Center for Global Partnership (CGP) awards education grants for projects designed to increase awareness and understanding of Japan in the United States by students and teachers in kindergarten through grade 12. Grants may fund support of teacher training, curriculum development, and community outreach efforts. The program has generally funded projects such as lecture series about Japanese culture and society, and teacher workshops on how to teach Japanese culture and society.

Grants up to \$5,000 are awarded.

Deadline: Grant applications are accepted year-round.

Website: www.cgp.org/grassroots-exchange-and-education/education-grants

Saxena Family Foundation Grants

The Saxena Family Foundation, Inc. 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 empowerment, educational empowerment, and political empowerment of women through literacy programs, jobs, and life-skills training. Most awards range from \$5,000 to \$50,000.

Deadline: Applications are accepted year-round, and are reviewed by the selection committee as they are received.

Website: www.saxenafoundation.com/guidelines.html

Science and Environmental Grants

Waste Management, Inc. supports environmental and science education programs, such as science fairs and Earth Day projects targeting middle and high school students. There is also interest in proposals to preserve and enhance natural resources.

Deadline: Applications are accepted and reviewed year-round.

Website: www.wm.com/about/community/charitable-giving.jsp

ACS-Hach High School Chemistry Grant 2015-2016

The ACS-Hach High School Chemistry Grant is awarded to U.S. high school chemistry teachers seeking funds to support ideas that transform

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STEPS TO FINANCIAL FITNESS

#7 TRAIN YOUR MONEY BRAIN

Shouldn't getting \$10 make you equally as happy as losing \$10 makes you sad? It doesn't make logical sense, but research shows that we're twice as upset at losing \$10 than we are at gaining \$10.



Unfortunately, we're psychologically hardwired to make financial decisions that aren't necessarily in our best interest. This is especially important to understand when it comes to **long-term investing**. This aversion to loss can have a big impact on your investing choices, which could cause you to come up short at retirement.

The good news is that you can "train your brain" to trust strategy instead of emotions to lessen the psychological impact of market changes on your decisions. Here are a few strategic tips to get started.

Spread out your risk. Diversifying, or putting your money in different types of investments, has long been recognized as an effective way to manage your risk. A well diversified portfolio can lessen the impact of market volatility and help reduce emotionally charged reactions.

Take the long view. Retirement savings accounts are investments for the long term, and that means riding out the market slumps. The stock market historically has made much of its long-term gains in spurts, so being out of the market even briefly could cost you dearly. Invest early and stay the course.

Put investments on auto pilot. There are low maintenance funds available based on age or your investing style so that you won't have to think much about it until you're ready to make withdrawals in retirement. From a psychological standpoint, this may be a good option.

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"Anyone who stops learning is old, whether at twenty or eighty.
Anyone who keeps learning stays young."
— Henry Ford

BUSINESS 101

Students learn how to run businesses and give back at the same time

Deb Runnoe
Business and Information Technology Instructor
Valders Area High School

Have you ever wanted to give your students an authentic experience in business, but really did not know where to begin? In my Introduction to Business class I do just that. Students actually start and run a business of their choosing. At the conclusion of the class students have a good idea of what it takes to start and run a business of their own. They discover it is not a simple process, but one with commitment and knowledge they can complete. The profits from the business are donated to a charity of their choice. This past semester my 22 students comprised of 5 companies rose over \$850 and donated their profits to: Children's Hospital, Ronald Mc Donald's House, Local Humane Society, and the "Pep Club" an organization here at school.

I teach the class for one semester. Over the years I have found that 5 days to run the businesses in our school seems to be just right. At the end of each semester we have two days of finals. The last class periods before finals students work on their presentations and I count back 5 school days to determine the first day of business. This year their businesses ran from January 14, 2015 to January 20, 2015. January 21 was used to prepare for their presentations

and on Friday, January 23, 2015 they delivered them to the class.

Four to six students works well with the amount of work necessary to ensure each business is successful. Five students is the perfect amount in my experience, but we all know, we rarely get perfect.

I try to let them choose who they would like to work with; with the caveat that I have the final say. Because we had to follow the food guidelines sent down by the Federal Government this year, I had the person in charge of food service come and talk to the students about the requirements. She gave them a handout and I gave them the snack calculator website. Because this is a fundraiser our food service person said that the rules could be lifted for two of the five days of the event.

The students are involved in a large amount of preparation prior to the actual fundraiser. As a group they first brainstormed ideas for products and services to sell. After deciding on the product or service they needed to decide what times they had personnel to sell and what charity they would donate their profits. They then wrote their surveys. I required they identify the group receiving the survey such as freshman, teachers etc. They needed to ask if they would buy the product or service, how much they would pay,

when they would most likely purchase, and what quantity they would be interested in purchasing.

Next they wrote their business plan. We went to the SBA to look at examples and I had a worksheet for them as well. They had to determine as exact a cost as possible. For instance if selling cookies: cost of flour, sugar, chocolate chips, Crisco, baking soda etc. and come up with a production cost per item. The cost also included serving plates, cups, napkins or any other items they would use. They then compared the cost to the selling price their customer was willing to pay. Could they make a profit? If yes they continued if not, they needed to figure out what adjustments were necessary in order to make a profit.

They presented their business plans to me and if they could show they would be successful I invested \$10 (of my own money) in each company. I had 5 companies this year. As a side note I have been doing this for about 12 years and never lost money yet!

They created flyers, a billboard and radio advertisement. They had to write personal business letters inviting their parents, teachers, staff and administration to their week of sales. The flyers were put up in the halls, the simulated billboard was put up in stairwells and a 15-30 second radio ad was delivered live over

announcements.

Some of the products they have sold over the years include: canned spring water (a student's uncle had a natural spring and they canned the water) they took advance orders, handmade jewelry (elastic bracelets), lanyards, pizza, soda (bottles or cans), donuts, brownies, giant cookies, hot chocolate, rice crispy goodies, frozen yogurt, gumballs (filled with fruit juice), grilled brats, hamburgers and hot dogs.

Businesses were set up in the Cafetorium around the perimeter. Each business got a table or two and chairs for all members. They each had to create a business sign and a receipt, paperwork to track sales.

The business with the best profit sold the same product all 5 days and raised \$374.00 for Children's Hospital.

For more information please contact me at drunnoe@valders.k12.wi.us 920-775-9530 X4163

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Learn more at wisconsin.ja.org

“R-O-A-R, ROBINWOOD ROAR!”

Marie E. Quast,
Speech-Language Pathologist
Franklin Public School District

So starts every day at Robinwood Elementary in Franklin. The “ROAR” stands for Respectful, Organized, and Responsible. This is the school’s PBIS (Positive Behavior Interventions and Supports) system that has laid the foundation for a special group of students, who meet weekly, to address social issues or problems.

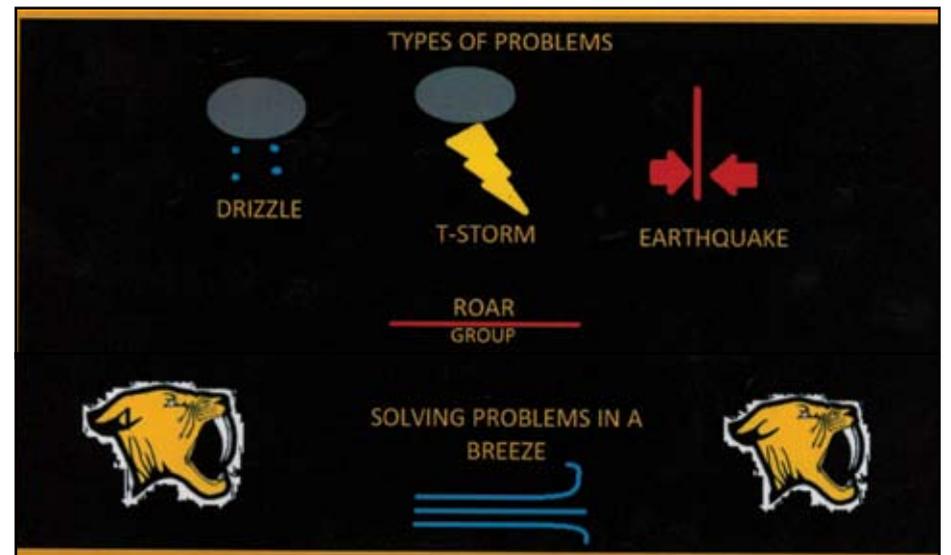
ROAR Group began three years ago when the principal at Robinwood Elementary approached the speech – language pathologist about beginning a social skills group to assist students with conflicts that were occurring on the playground and in the classroom that were interfering with their learning. According to the principal, “ROAR group fills a need for our kids that didn’t previously exist at Robinwood. Before ROAR group, the behavioral situations with these students were handled in more of a reactive manner. Now, due to the positive and proactive manner of how ROAR group runs, these situations have decreased to almost none.”

We were delighted to start such a group, but wanted it to extend beyond social skills so that the group’s participants did not feel “marked” by the notion that they needed assistance in addressing, managing, or solving social issues. It made sense that the group be called ROAR Group – building on behaviors and vocabulary

the students already knew and it also allowed for the purpose of the group to be broader than simply social skills.

Students were invited to join ROAR Group, based on needs identified through a process. For some students, their social needs impact them not only academically, but also their ability to work with others. Are they able to listen attentively to others and come to consensus? Are they able to advocate for their needs in a respectful manner? Are they able to take the perspective of others and generate expected solutions?

ROAR Group students develop a way to define and categorize problems so the students could all use the same language. Problems are labeled as “drizzle”, “thunderstorm”, and “earthquake”. The problems are defined by the amount of time it takes to solve, the need for adult intervention, confluence of safety issues (i.e., physical or emotional), and whether schedules are changed. These are concrete elements to which the students could all agree. There are often vivid discussions amongst the students as to the level of the problem, but when the criteria for each problem is used as a checklist, the students can quickly determine the level of problem and then attempt to solve it. As one student summarized, “We determine the level of problem, then delete unreasonable or less useful solutions to find the best working solution.” Another student remarked on the importance of choosing



the best solution so that another problem does not result.

When the students were asked what they have learned from ROAR Group, they unanimously agreed on “solving problems.” One student added that it taught him about friendship, how to be kind to and listen to others. Another student added that he feels less nervous about bullies and feels prepared to help students get out of trouble. One student remarked he was much less nervous about school in general knowing he had ROAR Group; another student piped in saying he feels more confident. Perhaps one student summarized it best, “Without ROAR Group some things would be helpless. ROAR

Group has changed our lives in a major way.”

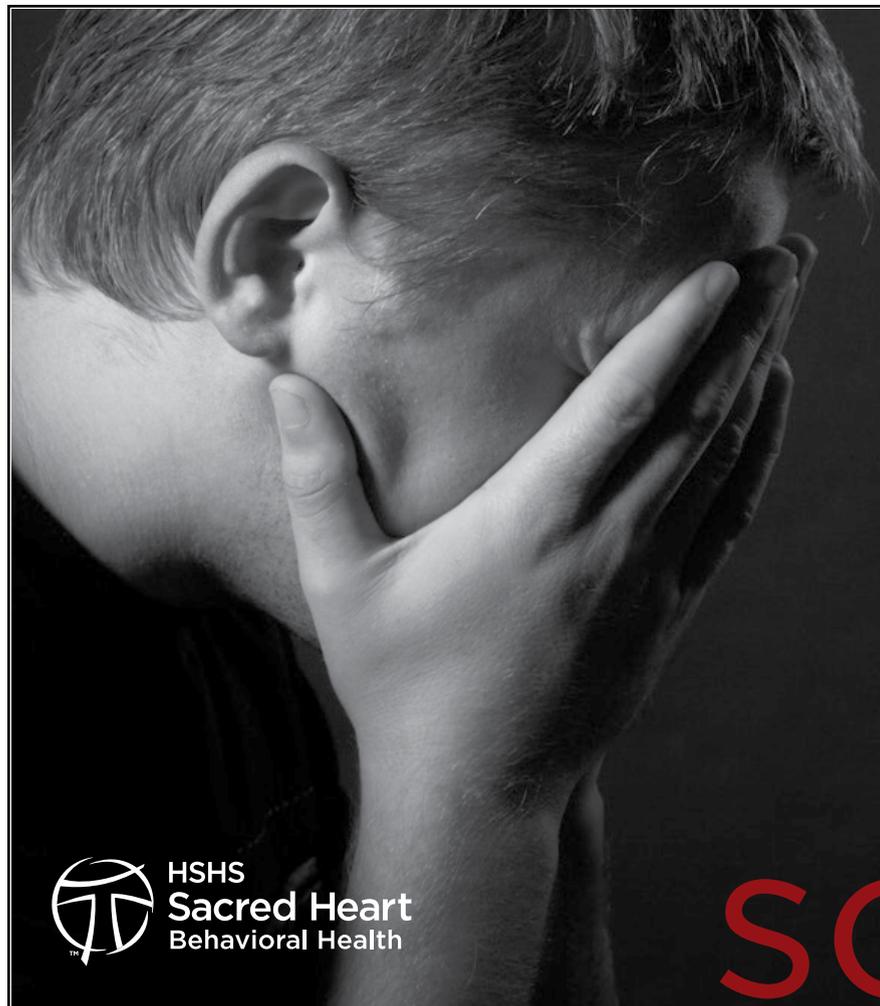
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MPS employee wellness program earns American Heart Association Gold award

Tara Witt, Employee Wellness Coordinator
Milwaukee Public Schools

In January 2015, Milwaukee Public Schools' employee wellness program earned a Gold designation from the American Heart Association's Fit-Friendly Worksite Wellness Program. The heart association's Fit-Friendly program recognizes employers that champion the health of their employees and work to create a culture of workplace wellness.

Eligibility for the designation included providing employees with physical activity and healthy eating support along with building a wellness culture in the workplace. The MPS employee wellness program completed six of the physical activity criteria, two of the nutrition requirements and one element showing creation of a wellness culture in order to earn the award.

MPS' Gold designation came as a welcomed introduction for the district's new employee wellness strategy, which focuses on using a holistic approach to employee wellness. This means that all wellness programming focuses on improving an employee's physical, emotional, and professional well-being.

While traditional employee wellness programs focus primarily on improving

employee's physical health, the MPS strategy recognizes the variety of factors affecting employee's well-being and works to offer support and resources for them all.

MPS designed three programs to anchor their holistic strategy: Wellness On Site, Wellness For You, and Healthy Contributions.

Wellness On Site is a menu of physical, emotional and professional wellness programming that can be provided for groups of employees at their individual school or work site. Programming is offered by a variety of community partners. The program menu boasts a variety of programming from group exercise and cooking classes to financial planning workshops to "lunch 'n learns" on anything from managing stress to diversity in the workplace.

Voluntary site coordinators or "Wellness Champions" work directly with the program's vendor to decide on a time, date and location for the program to take place. Once final details are in place, the vendor provides the program on site for that employee group.

With more than 9,000 employees working a variety of hours and schedules, flexibility is a key success factor for wellness at MPS. Wellness On Site allows groups

of employees to pursue wellness programming that is meaningful to them and on their schedule. Programming is also offered at no cost to the employees. The district fully funds the Wellness On Site initiative.

Wellness For You has a similar model: resources and support are presented in a menu on the employee intranet site. The difference between Wellness For You and Wellness On Site is the audience: Wellness For You compiles resources and programming designed for the individual employee, while Wellness On Site is meant for an entire school staff or department to enjoy together.

The Wellness For You menu offers more personalized wellness support such as a diabetes prevention program through the Diabetes Prevention program, Livestrong Cancer Survivors Support Group, tobacco cessation, EAP counseling and more. There is no sign up or registration for these programs. Instead employees can pursue them on an as-needed basis simply by accessing the menu and giving the vendor a call. Programming and resources on this menu are also funded by the district and offered by community partners.

At MPS, we want to empower our employees to take charge of their well-being. That's why these programs have

been designed with so much flexibility and autonomy. We believe our staff wants to live well and the district can help facilitate that by making reliable resources accessible and affordable. That's what we've done.

The third and final anchor program to MPS' award-winning strategy is Healthy Contributions. Healthy Contributions is a benefit program that allows eligible employees to earn a monthly reimbursement up to \$20 for attending the gym at least twelve times per month.

MPS began rolling out this new wellness strategy in the fall of 2014 and so far, has seen very promising participation numbers.

High participation and earning the Gold designation from the American Heart Association just prove that we're on the right track. We're very proud.

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Tips to Support Anxious Students

Most students experience some degree of stress and anxiety during the school day. For some, anxiety is an obstacle to engagement in learning.

Students can learn and classrooms can practice strategies that acknowledge, empower, and enable students to manage anxiety constructively.

1. Empathize with the student. "I know that feeling scared is really uncomfortable." Do not try to convince them not to worry. Learn about gradual exposure so you can offer realistic hope for overcoming the anxiety. (details found in #7 below)
2. Build a student's sense of control by creating small choices throughout the day.
3. Teach and practice how to slow breathing down. Suggest use during potentially stressful times such as before a test or before recess. (details found in #7 below)
4. Ask students to identify what activity is calming for them and allow them to do it when needed. Examples: silent reading, drawing, a walking break, etc.
5. Discuss how our thoughts can cause us to feel anxious. Ask students to identify "safety thoughts" to replace the "worry thoughts." Discuss differences in what might make students anxious Example: "If I make a mistake my classmates will laugh" becomes "My classmates and I make mistakes and we learn from them." (details found in #7 below)
6. Model stress management. Let them see you sweat...and how you get through it in healthy ways.
7. View brief video clip series with an anxiety expert and a fifth grade teacher. Learn how therapeutic approaches for anxious youth can be integrated into the classroom.

rogersinhealth.org/resource-category/classroom-strategies (scroll to bottom of page)



Life experiences from youth, parents, and educators help us understand and develop skills to support resilience.

Video library offers brief clips that include:

- Youth and Parent **Perspectives** on specific mental health challenges, resilience, and the path of recovery.
- Teachers implementing **Strategies** to engage students in real classrooms with real challenges
- Parent, teacher and provider **Collaboration** tips to navigate care for children with mental health challenges.

Visit Rogersinhealth.org. A unique, free, video resource for educators.



“Mr. Naismith, Incurrigible Students, and Two Peach Baskets.”



By John Walsh
Director of Programs
Somerset School District

This year in Wisconsin high school athletics, the W.I.A.A. (Wisconsin Interscholastic Athletic Association) is celebrating the anniversary of 100 years of Wisconsin Boys' State Basketball Championships. The first state tournament was created by the athletic directors of the university system schools in 1916. A complete historical timeline of the tournament's development and memorable moments can be read on the WIAA website (www.wiaawi.org). Additionally, school districts and athletic directors are encouraged to promote the anniversary and create ways to celebrate local basketball history / milestones. In Somerset, long-time basketball coach Tim Germain and Director of Programs administrative assistant Meletta Cran are creating a display celebrating Somerset's high school players who have scored 1000 career points. There have been ten: Brian Moulton, Derek Anderson, Garret Belisle, Michael Schachtner, Jack Emmert, Gaelin Elmore, Sarah Wishard,

Ann Schachtner, Kelly Ring, and Ashley Martell.

As an additional contribution, I believe it noteworthy to mention Dr. James A. Naismith, the person who invented the game of basketball. His story, though obviously relevant to Wisconsin's basketball state tournament anniversary, is also a reminder to pursue life with a stated purpose and to overcome challenges by being creative and resourceful.

In 1890, the young Canadian born Naismith moved to the States with a purpose, "...to achieve satisfaction in life by helping my fellow beings." As a result, he accepted a career at the YMCA and taught at the YMCA International Training School in Massachusetts (later to be named Springfield College).

At the school, Naismith was assigned a class of students described as "incurrigible" students. Previously, three teachers failed to incite any motivation in the boys' interest in daily calisthenics exercises. Also, Naismith's supervisor requested he create indoor activities as an antidote to the long, cold winter months. After several failed new game

attempts, Naismith asked the class to give him one more chance. Pressed with dire necessity, Mr. Naismith employed three ideas to create a new game: keep it simple, incorporate already popular components of team football and soccer, and most importantly, make the game fun. Simplicity and fun were apart of Naismith's nature, however creating a way to bring the rules of football and soccer indoors to a confined gym was a problem.

Two challenges existed. In football, a team maintained possession by advancing the ball toward a goal, yet had to be tackled by the opponent to stop progress of the ball. To prevent obvious injuries playing on a wood floor, he decided players could not run with the ball; therefore, no one need be tackled. In soccer, he liked the idea of a goal being scored into a defended net, yet a floor level goal guarded by a host of players in a confined space would make it nearly impossible for a team to score. Elevating the goals above the player's heads would prevent players from excessively blocking goals.

After writing the first set of 13 rules on one sheet of paper, he requested his superintendent find two boxes about eighteen inches square. Unable to find any boxes, two old peach baskets were located in a store room. The baskets were mounted on top of a ten-foot

pole at each end of the gym. On December 22, 1891, the first ball was tossed into the air to start the basketball game. In was an instant hit with the "incurrigibles." The challenge and fun of the new indoor winter season game spread to neighboring schools. The rest is simply history.

With little debate, Dr. Naismith's game has remained amazingly prevalent and timeless. Even more timeless are the principles he used to solve a problem: keep it simple, use a team, and have fun. In the end, his creativity and resourcefulness to help students also solidified a simple goal he had to help his fellow beings.

In closing, as our area teams ready for tournament competition in this historic winter sports season, best wishes to all pursuing an opportunity to capture a moment of footnoted history on the evolving timeline of Wisconsin's sports history.

Source: <http://www.ymca.int/who-we-are/history/basketball-a-ymca-invention>

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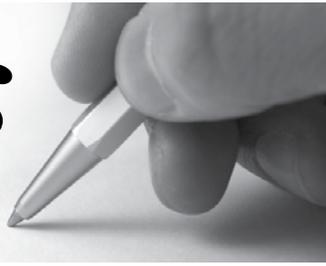
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YOUR DEDICATED SPORTS MEDICINE TEAM

Grants



Continued from Page 4

classroom learning, foster student development, and reveal the wonders of chemistry. Teachers can request up to \$1,500 for their ideas.

They typically offer grants for:

- Laboratory Equipment & Supplies
- Instructional Materials
- Professional Development
- Field Studies
- Science Outreach Events

Website: www.acs.org/content/acs/en/funding-and-awards/grants/hachhigh-school.html

Education and Community Grants

The PPG Industries Foundation favors projects that promote academic excellence and prepare the next generation of leaders in business, science, and technology. Support for students of high academic achievement and programs that attract young people to the study of science remain priorities for the foundation.

Deadline: Applications are accepted year-round.

Website: www.ppgfoundation.com/Education.aspx

Music Performance Attendance Grants

The Sharon Gewirtz Kids to Concerts Fund provides small grants to provide the opportunity for children and youth to attend live performances of classical music and other related programming. Grants are open to schools and nonprofit music programs throughout the United States, and eligible applicants must demonstrate financial need to be considered. Grants are awarded one time, annually, and are made on a one-time basis.

Grants up to \$500 are available to music programs for students in kindergarten through grade 12.

Deadline: Applications are due June 30, annually.

Website: sites.google.com/site/gewirtzkidstoconcerts

Library Grant Program

The Lois Lenski Covey Foundation annually awards grants to rural, urban, public, and school libraries and agencies that serve children who are economically or socially at risk, have limited book budgets, and demonstrate real need. Funds are earmarked for purchasing books for young people. Grants for 2015 will range from \$500 to \$3000.

Deadline: Applications are due May 29, 2015

Website: www.loislenski Covey.org/index.html

LilySarahGraceFund Grants

The mission of LilySarahGraceFund, Inc. (LSGF) is to challenge and empower teachers in underfunded elementary schools across the United States to teach their curriculum through the universal language of art and creativity. The LSGF grant program aims to support schools that value the importance of arts and creativity and are looking to incorporate them in the classroom.

Grants up to \$450 for project costs are awarded.

Deadline: Applications are accepted year-round, and are reviewed on the 1st and 15th of every month.

Website: lilysarahgrace.org

Snapdragon Book Foundation Books to School Libraries for Disadvantaged Children Grant

Founded by a former school librarian, this foundation exists to put books in the hands of kids. In a time when many schools are reallocating their funds to technology and audiovisual equipment, we hope to make sure that school libraries are still offering children good books to read.

The Snapdragon Book Foundation accepts applications from January through April each year. The winners are notified by email in June and checks will be mailed to the schools at that time.

Deadline: Deadline: April 24, 2015

Website: www.snapdragonbookfoundation.org/index.html

Dollar General Foundation Youth Literacy Grants

Youth Literacy Grants provide funding to schools, public libraries, and nonprofit organizations to help students who are below grade level or experiencing difficulty reading. Grant funding is provided to assist in the following areas:

- Implementing new or expanding existing literacy programs
- Purchasing new technology or equipment to support literacy initiatives
- Purchasing books, materials or software for literacy programs

Deadline: Applications due: May 21, 2015

Website: www2.dollargeneral.com/dgliteracy/Pages/grant_programs.aspx#alg

MHS Fine Arts London Tour

Continued from Page 1



The MHS choir finished the week of performances by participating in the Grand Finale Concert of the London International Choral Festival on Jan. 2 at Westminster Central Hall.

due to the generosity of area businesses and individuals. The MHS Fine Arts department wishes to thank the Middleton-Cross Plains area community and the MHS fine arts parents for their generous involvement and support to make this tour possible.

“The community really stepped up and fully funded our trip grants for the kids that needed a little extra help to make this possible,” said Brad Schneider, one of band directors at MHS.

Added MHS orchestra director Steve Kurr: “I want to thank the 28 chaperones, who paid their own way and gave up a week during

the holiday season to help out on the trip. Without their hard work and expertise, travel like this is not possible.”

To see video and more photos of MHS students performing in London, visit: www.facebook.com/mhslondon

www.mcpasd.k12.wi.us
(608) 829-9000



Brains Rocking in Wausau

Continued from Page 1

their classrooms. We currently have teachers in various academic areas using desk cycles, stability balls and discs, mini trampolines, and agility ladders to help students build brain connections and improve their learning. While we don't yet have the consistent progress monitoring that our elementary schools have to show academic progress this early on, teachers have seen improvements in student behavior and focus. Student response has been positive and they are beginning to understand how they can use the equipment to help themselves stay focused on their work.

The Wausau School Foundation also awarded grants to five 3rd grade classes at Grant and G.D. Jones Elementary schools to incorporate physical activity into their students' classroom routines. We recently received the equipment and hope to see great results soon!

There are some outstanding resources available to teachers at all levels on how to increase their students' physical activity

levels; www.activeschoolswi.org has information on how to incorporate 60 minutes of physical activity into student's school days. I also serve as the state coordinator for Let's Move – Active Schools (LMAS). Visit www.letsmoveschools.org and sign up to learn more on how to get your students moving. If you have any questions about LMAS or how you can use physical activity to increase student learning, please contact me at ksmith@wausauschools.org.

horacemann.wausauschools.org
(715) 261-0725



Four KASD Buildings Earn EPA's Energy Star Certification for Superior Energy Efficiency



Nicole Noonan
Marketing and Community Coordinator
Kimberly Area School District

Four school buildings within the Kimberly Area School District (KASD) have earned the U.S. Environmental Protection Agency's (EPA's) ENERGY STAR® certification, which signifies that the building performs in the top 25 percent of similar facilities nationwide for energy efficiency and meets strict energy efficiency performance levels set by the EPA. The buildings receiving this exemplary status are: Kimberly High School (KHS), J.R. Gerritts Middle School, Mapleview Intermediate School and the Woodland Schools (Elementary and Intermediate). The District also anticipates receiving the certification for Kornerstone Charter School.

"The Kimberly Area School District is pleased to accept the EPA's ENERGY STAR certification in recognition of our energy efficiency efforts," said Joe Harvey, Director of Buildings and Grounds. "Through this achievement, we have demonstrated our commitment to environmental stewardship while also lowering our energy costs. These certifications show the community the innovative measures we take to be good stewards of their tax dollars."

"I think it's incredibly important for our school to be recognized as an energy efficient school, and have the ENERGY STAR certification, so that people will connect energy efficiency with a really great high school," said Lena Simon, a sophomore at KHS who belongs to Project Green, a student environmental club. "Giving a school an ENERGY STAR certification gives students a reason to feel proud of their school, and correlate environmental awareness with a sense of accomplishment and pride, as it should."

Commercial buildings that earn EPA's ENERGY STAR certification use an average of 35 percent less energy than typical build-

ings and also release 35 percent less carbon dioxide into the atmosphere. The District improved its energy performance by managing energy strategically across the entire organization and by making cost-effective improvements to its buildings.

"Improving the energy efficiency of our nation's buildings is critical to protecting our environment," said Jean Lupinacci, Chief of the ENERGY STAR Commercial & Industrial Branch. "From the boiler room to the board room, organizations are leading the way by making their buildings more efficient and earning EPA's ENERGY STAR certification."

To obtain the ENERGY STAR certifications, the Kimberly Area School District took the following actions:

All of the certified buildings include:

- High-efficient glazing in exterior classroom windows to reduce energy loss.
- Programmable HVAC to reduce non-operational heat start-up (winter) and cooling (summer) which reduces the overall operational cost as it relates to energy consumption.
- During the past 15 years, the HVAC systems were either replaced or renovated to help with overall energy savings and operations.
- Light calculations, a detailed process for studying, adjusting and upgrading lighting to minimize energy usage, resulted in either meeting or exceeding light calculations for operations.
 - ✓ Block scheduling at Kimberly High School allows for a system where non-essential lighting in hallways/corridors is shut off to use minimal light between class times.
 - ✓ At J.R. Gerritts Middle School, cognitive classroom renovations allowed for the highest energy efficient lights (LED) to help reduce

overall energy consumption.

- ✓ Mapleview Intermediate School has occupancy sensors to turn on lights when the classrooms or large gathering spaces are occupied. This helps reduce non-essential lighting when not in occupied mode.
- ✓ The Woodland Schools have daylight sensors that automatically shut off lights that face windows that have direct sunlight, which in turns reduces energy consumption.

"I remember teachers and students alike being pleased with energy changes in schools, like lights that turn on and off automatically by way of sensors, they were positively received and made students start to become interested and involved in energy conservation efforts," said Simon.

EPA's ENERGY STAR energy performance scale helps organizations assess how efficiently their buildings use energy relative to similar buildings nationwide. A building that scores a 75 or higher on EPA's 1-100 scale may be eligible for ENERGY STAR certification. Commercial buildings that can earn the ENERGY STAR include offices, bank branches, data centers, financial centers, retail stores, courthouses, hospitals, hotels, K-12 schools, medical offices, supermarkets,

dormitories, houses of worship, and warehouses.

ENERGY STAR was introduced by EPA in 1992 as a voluntary, market-based partnership to reduce greenhouse gas emissions through energy efficiency. Today, the ENERGY STAR label can be found on more than 65 different kinds of products, 1.4 million new homes, and 20,000 commercial buildings and industrial plants that meet strict energy-efficiency specifications set by the EPA. Over the past twenty years, American families and businesses have saved more than \$230 billion on utility bills and prevented more than 1.8 billion metric tons of greenhouse gas emissions with help from ENERGY STAR.

For more information about ENERGY STAR Certification for Commercial Buildings visit: www.energystar.gov/buildings/index.cfm?c=business.bus_bldgs.

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Greendale School District receives Green Ribbon Schools Award

The aim of U.S. Department of Education Green Ribbon Schools (ED-GRS) is to inspire schools, districts and Institutions of Higher Education (IHEs) to strive for 21st century excellence, by highlighting exemplary practices and resources that all can employ. To that end, the award recognizes schools, districts, and IHEs that:

1. Reduce environmental impact and costs;
2. Improve the health and wellness of schools, students, and staff; and
3. Provide environmental education, which teaches many disciplines, and is especially good at effectively incorporating STEM, civic skills, and green career pathways

Combined achievement in ALL three of these areas, collectively known as Pillars, serves as the basis for recognition.

Ten Years of Green, Healthy Sustainability

Eleven years ago, GSD energy scores were low and, in 2004, a deliberate focus to correct that trend began. After becoming an ENERGY STAR Partner, the district reduced its energy bills by \$200,000 from 2006 to

2011. Efforts included replacing all school heating plants with energy-efficient systems and retrofitting all lighting in district buildings to T-8 energy efficient lighting, with occupancy sensors in most places. The district added digital systems for controlling the environment in the high school, a solar energy hot water system to heat the pool and for domestic hot water, and new fixtures and fountains to save water. The Kilowatt Challenge was initiated in May 2013, encouraging each building to reduce energy use by 5 percent. Posters in each school are updated with energy usage each month to raise awareness and encourage staff to use energy wisely because each building that reaches its goal will receive a portion of the dollars saved.

Checks of recycling efforts are being tracked in a Google document to find ways to reduce waste. Classrooms and offices were de-cluttered using a professional organizer and an initiative to reduce copying costs resulted in a \$20,000 cost savings per year. Turf athletic field was installed to save water, and maintenance and eco-friendly floors eliminate the use of chemicals for cleaning and reduce maintenance.

GSD promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total envi-



ronment where children learn and participate in positive dietary and lifestyle practices. The district sponsors free access to health care services provided by a nurse practitioner at a school-based clinic for students, staff, their dependents, and retirees. The Student and Family Assistance Program gives free confidential access to a variety of professionals for consultation on issues that commonly affect students and their families. It is available to all household members, whether the

problem is related to a student, an adult, or the whole family. To promote good nutrition, the district's food service offers healthier choices to students and staff through the school lunch program to meet the requirements of the Healthy Hunger Free Kids Act. The district is launching its "Get Moving and Stay Active 60 Minutes a Day" initiative for families with an introduction to a variety of

Continued on Page 22

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www.mindtrekkers.mtu.edu

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Saturday, April 11

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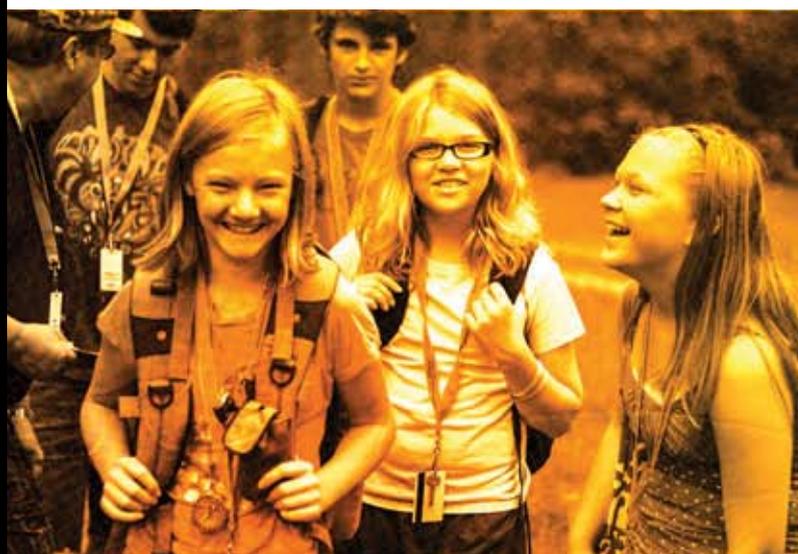
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Beware of this ransomware virus

By Clark Howard

Crypto-Locker is apparently making the rounds and encrypting all the files on your computer hostage until you pay criminals \$300 for them to unlock your files, according to The Cleveland Plain Dealer. In some cases, even after you pay them, the crooks continue spying on you remotely with keyloggers.

At this point, there is no fix for Crypto-Locker. That's why it's important you don't get it in the first place. You know the usual routine: Don't click on attachments, don't watch unsolicited, keep your anti-virus up to date, etc.

The best advice I can give is this: Back up everything you have so you can abandon a computer if it's infected with Crypto-Locker. There are two ways you can do this. Either use a freemium back-up cloud service for data or use a back-up external drive. The latter is really cheap starting around \$30.

The last instance of ransomware I reported was about a year ago. At that time, the Internet Crime Complaint Center said that Reveton malware was seizing up computers with pop-up windows branded with the FBI logo! The pop-up window typically warns the computer contains "child pornography, unlicensed materials or 'computer-use negligence,' according to The Cleveland Plain Dealer.

If someone is holding your computer



hostage for money, never pay the ransom. There's no way to tell the scammers will do what they say and not load additional viruses on your computer. Second, you're rewarding bad behavior if you pay them.

Normally I talk about using free antivirus software to prevent something like this. But now the warning is that won't get it done. The recommendation I have is to contact a professional to clean your computer. Even if you're

able to unfreeze your computer yourself, elements of the virus could remain behind.

www.clarkhoward.com



STEM Matters!

Top 10 highest paying college majors

Let's look at college for a second. There are certain fields where people make the highest starting salaries with an undergraduate degree.

Here's a list of the top 10 starting salaries for 2014-15 graduates, according to Michigan State University's Recruiting Trends 2014-15 report:

1. Electrical Engineering	\$57,030
2. Computer Engineering	\$56,576
3. Mechanical Engineering	\$56,055
4. Software Design	\$54,183
5. Computer Programming	\$54,065
6. Chemical Engineering	\$53,622
7. Computer Science	\$52,237
8. Civil Engineering	\$51,622
9. Mathematics (includes applied)	\$47,952
10. Construction	\$45,591

Education and training need to be a lifetime pursuit. Jobs morph over time. The jobs of 2030 do not exist today. You can overcome the skills gap with additional training or education.

Summer Camp with a Future



Encourage your students to join hundreds of other high school students this summer at MSOE for week-long, resident programs, all in July. Activities are project based and participants experience what it would be like to be an engineer, business person or health care provider and what real college life is like.

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For more information or to register: www.wemta.org/conference

In this issue we are featuring two more entries from our “Dream Careers” contest. These entries are two of six honorable mentions. Two more will be featured in the next issue of Teaching Today WI. Contest winners were featured in the December issue of Teaching Today WI™ (Winter 2014–15, Volume 1). You can access previous issues on our website at www.teachingtodaywi.com.

Police Officer



Alexis G.

There are so many career choices to choose from. As a child, you don't really have to worry about it, but I've been thinking about what I wanted to be when I grew up for years now. School has been challenging here and there. As long as you never give up and you keep trying though, it will work out. School has given me the chance to do what I'd like to when I am older. My career choice when I am older, will be to be a police

officer.

A lot has happened in my life. The law has been a huge help in making sure everything was okay and I thank them for that every day. When I was younger, there would be those career days where people's parents would come in to talk about their job. A police officer came in and I knew that I wanted to do that someday. The fact that I love helping other people, would push me to

Continued on Page 21

Registered Nurse



Kendra J.

When I was little I played doctor with my mom, friends, and even with my stuffed animals. Of course back then I had no idea that a career in health science would be for me. I have always enjoyed helping people, but I didn't know, until a while ago, that I should be a doctor, pharmacist, or a nurse. Thinking about each of the jobs and how I'd do in that workplace, I finally chose one. After a long time of research I chose that I'd

like to be a registered nurse because I get to help people, get well paid, and don't have to do a million years of college.

Description of Career

One of the best things about being a nurse is that you don't just do one job, in fact you have a wide variety of jobs. Nurses work with patients varying from newborns to elderly folks. They observe and record

Continued on Page 21

My job is to help young people be money smart!



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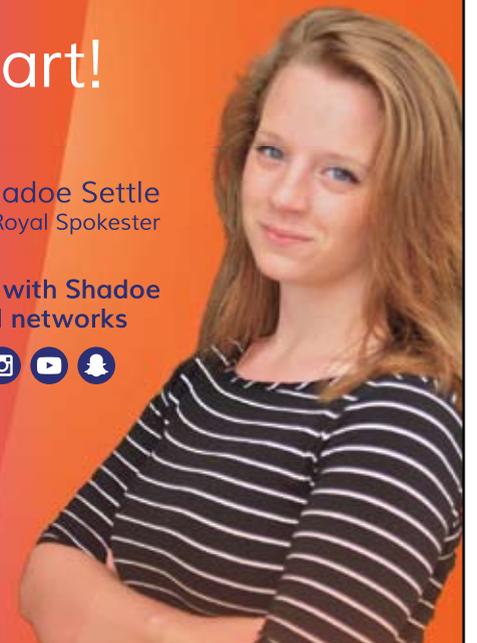


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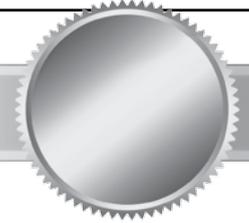
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Student Contests and Awards



Duck Stamp Contest seeks young artists

Young artists are invited to participate in the annual Wisconsin Federal Junior Duck Stamp Art Contest. In entering the contest, students engage in waterfowl education and conservation education, while creating an image of a North American waterfowl species. Designs may feature ducks, swans or geese from the eligible species list.

All Wisconsin students who are in kindergarten through 12th grade at a public, private or home school are eligible to enter.

Deadline: Wisconsin entries for the 2015 contest must be postmarked by March 15, and mailed to Necedah National Wildlife Refuge, N11385 Headquarters Road, Necedah, WI 54646. Entries must be original artwork and will be judged on both artistic merit and scientific accuracy.

Website: Contest rule, technical requirements, eligible species list, and contest entry forms are available online at www.fws.gov/juniorduck.

2016 State Park Sticker Design Contest

Wisconsin state park and forest annual vehicle admission stickers are designed by high school students chosen in a statewide contest.

The design contest, sponsored by the Wisconsin Department of Natural Resources, is open to all high school age students attending public, private, or parochial schools in Wisconsin.

Deadline: Entries for the 2016 sticker design contest are being accepted now through April 15, 2015.

Website: dnr.wi.gov/topic/parks/stickers/rules.html

Peace First Prize

Peacemaking is a simple but powerful idea: it's the creative process of engaging with others to make positive and lasting change. The Peace First Prize will showcase young people ages 8-22 who have confronted injus-

tice, crossed lines of difference, and had the courage and compassion to create lasting change.

Five winners will each receive a \$50,000 Peace First Fellowship over two years to continue their peacemaking work. Through mentoring and coaching, the Peace First Fellowship is a real investment in young people's ability to take their peacemaking to the next level of action and impact.

Deadline: Apply by March 30, 2015.

Website: www.peacefirst.org/prize/

2015 "My Feelings Matter" Youth Poster Contest!

The Children's Mental Health Matters Coalition is pleased to present the 2015 My Feelings Matter youth poster contest, in commemoration of National Children's Mental Health Awareness week in May. The Coalition is a Madison-based group of parents and professionals dedicated to promoting children's mental health year-round. They encourage youth from Pre-K through high school to

express themselves through their art on the theme of My Feelings Matter, as a way to support the development of children's social emotional health and to generate age-appropriate conversations about the importance of mental health.

Deadline: Deadline for poster submission is March 20, 2015.

Website: wisconsinknowschildrensmental-healthmatters.wordpress.com/

Young Scientist Challenge

Discovery Education and 3M invite students in grades 5 through 8 to participate in the Young Scientist Challenge. Entrants must create a one- to two-minute video describing a new, innovative solution that solves an everyday problem.

Ten finalists will each receive \$1,000. The grand-prize winner will receive \$25,000.

Deadline: Entries are due April 21, 2015.

Website: www.youngscientistchallenge.com/



Fit 4 the Classroom Contest

K-5 teachers are invited to enter Discovery Education's Fit 4 the Classroom sweepstakes for the chance to win \$5,000 for his or her use and \$5,000 for his or her school to be used to extend programs that benefit student health and wellness education.

Two teachers will win \$1,000 and \$1,000 for their schools to fund health and wellness initiatives.

Deadline: Teachers may submit one online entry per day through 5 p.m. April 30, 2015.

Website: www.fit4theclassroom.com/

Green in Action Awards

Green In Action Awards will be granted to inspiring projects based on GEF's sustainability themes. Winners are those schools, classrooms or youth groups who have demonstrated their commitment, creativity, or passion for sustainability in their application. Great

application materials include photos, videos, essays, or artwork describing your environmental project, weigh-in, activity, community service project, or green team program!

Winners receive \$250 for their class! They will also be featured in national news and have their application materials (such as videos, photographs and scanned artwork) shared on the National Green Week site.

Deadline: Application Deadline: May 2, 2015

Website: www.greeneducationfoundation.org/greenweek/contests/green-in-action-contest.html

German Embassy Teacher of Excellence Award

The German Embassy Teacher of Excellence Award recognizes outstanding teachers using modern methods and media to achieve excellence in teaching the German language in the United States. Teachers of any level are eligible for this annual award. The prize includes

a two-week professional development course in Germany provided by the Goethe-Institut, which offers award recipients the opportunity to gain new teaching techniques, as well as experiences with German culture, society, and language.

Deadline: Nominations are due May 31, 2015.

Website: www.aatg.org/?page=EmbassyAward

Teachers for Global Classrooms (TGC) Program: American Teachers

The US Department of State, through the Teachers for Global Classrooms (TGC) Program, will provide a yearlong professional development opportunity for US teachers to build twenty-first century skills as practitioners and ambassadors of globalized classroom teaching and learning. Eligible applicants are current, full-time middle or high school teachers with five or more years of classroom experience in disciplines including, but not limited to, English language learners, English language or literature, mathematics, science, and social studies.

Deadline: Applications are accepted through the online application system through March 18, 2015.

Website: www.irex.org/application/teachers-global-classrooms-tgc-american-teachers-application-information/

TEAMS (The Consortium for the Teaching of the Middle Ages) Teaching Prize

TEAMS is seeking submissions for its third annual teaching prize for K-12 teachers. Teachers are encouraged to submit their

original, unpublished lesson plans dealing with medieval studies topics for consideration. Teachers of winning submissions will receive cash prizes and publication of their lessons in the *Once and Future Classroom*. Lessons might have been designed as part of a medieval unit, a component of a survey course, or be drawn from a class designed around a specific text or topic (i.e. Beowulf or Robin Hood).

Website: www.teamsmidieval.org/ofc/Spring%202013/2014TeachingPrize.html

Presidential Innovation Award for Environmental Educators

The Presidential Innovation Award for Environmental Educators Program, a partnership between the White House Council on Environmental Quality and the U.S. Environmental Protection Agency (EPA), recognizes outstanding K-12 teachers who employ innovative approaches to environmental education and use the environment as a context for learning for their students.

Up to two teachers from each of EPA's 10 regions, from different states, will be selected to receive this award. Winning teachers will receive an award of up to \$2,500 to further the recipient's professional development in environmental education. Each winning teacher's local education agency will also receive an award of up to \$2,500 to fund environmental educational activities and programs.

Deadline: Apply by March 13, 2015

Website: www2.epa.gov/education/presidential-innovation-award-environmental-educators

“Ethan Strong”

By Nikki Thomas and Emma Dalton

Ethan Williams has a big dream. With a little help from friends and family, it just might come true.

Recently, Indian Trail held a benefit basketball game for its fellow student Williams. Tremper and Indian Trail high schools both participated in the fundraiser. Each school's student section wore T-shirts with corresponding slogans which read “Hawk Strong, Ethan Strong” and “Trojan Strong, Ethan Strong.” During halftime of the varsity boys game, the two rival student sections came together for a cheer, chanting back “How Strong?” “Ethan Strong.” The game overall raised about \$4,450 which went towards Ethan's dream of opening a therapeutic horse farm, a dream that is moving closer and closer to becoming a reality.

Williams has cerebral palsy which requires him to have occasional hospital visits where he receives his regular course of treatment. Not too long after his first surgery, he was rushed into two more emergency surgeries. The doctors knew they would give it their all, but nothing was guaranteed. Williams recovered, although he had to stay in the hospital recuperating for a long while.

Williams' therapeutic horse farm would



serve kids with special needs. Therapeutic farms can do an amazing job of helping special needs kids to improve muscle tone, balance, posture, motor coordination, concentration, self-confidence, and self-esteem by having the children work directly with horses. His parents wanted to make this dream become a reality, so they bought a farm and horses to begin this journey. The family now owns six horses; four are Gypsy Vanners, one is a mini horse, and one is a Friesian. Justice, one of the gypsies, is Ethan's own personal horse.

Alexis Oilar, an Indian Trail senior, recently began volunteering at the farm,

working with the horses. So far, she has given more than 100 hours to training Williams' horses.

“When I heard that Ethan and his family had been spending a lot of time at the hospital and couldn't be at home with their horses, I offered their family my assistance,” said Oilar. “I love horses and I really wanted to take less stress off the family and give them one less thing to think about.”

Before Oilar began training the horses, only one was trained well enough to be ridden. Now, three out of the six she has been working with are comfortable with riders in the saddle.

She started off by teaching the horses cues and vocal commands and then worked her way to ride them.

“My goal for these young horses is to have them trained well enough so that they can be used as therapy horses. These horses are so much fun to work with because they are so smart and beautiful,” Oilar said.

“I can't wait for Ethan and other special needs kids to be able to ride the three other Gypsy Vanners,” she said.

As Ethan was in the hospital, a group of 20 volunteers gathered at the family's barn. They decorated the barn with lights for the holiday season, and assisted in cleaning the horses.

Thankfully, Ethan is now well and back at school.

“He's doing great and he's fully back to normal. He enjoyed all the attention and love from fellow classmates,” said Trisha Franke, Ethan's friend.

Reprinted from The Pulse – a publication from the Indian Trail High School & Academy in the Kenosha Unified School District

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teachingtodaywi.wordpress.com



Students win with WIN at Lincoln High School



Janice Dill
Business and Information Technology
Manitowoc Lincoln High School

This school year Lincoln High School in Manitowoc implemented WIN period. WIN stands for “What I Need” and is intended to provide intervention and enrichment for our student body. The Student Success Team at our school worked during the 2013–2014

school year to develop and implement this change. The daily schedule was adjusted to allow for a 30-minute period after third hour, and each teacher was assigned a homeroom of approximately 18 students. On Monday of each week, students report to homeroom, and make their WIN choices for Tuesday–Friday. Students can sign up on their own after school on Friday of the previous week. If a student comes to homeroom without a schedule for Tuesday–Friday, a schedule is

developed in WIN. Homeroom teachers also check student schedules to be sure appropriate choices are made.

Before leaving each Friday, teachers enter their WIN offerings for the next week into the scheduling software. We enter descriptions and set how many students can

sign up for each period. We also can indicate if the WIN is only for specific grades, classes, etc. It is possible to create and request groups of students to make the sign-up process quicker.

On the student side, after log in, they look through daily offerings and choose their WIN schedule. When a session fills up, it is removed from the list of choices, so students do not always get their first choice for each day. It works best if students look at the choices available, and make priorities for each day. If a student is absent on Monday, their homeroom teacher establishes a schedule for them. A schedule can be modified if needed.

There are many advantages for WIN:

1. Each teacher meets with their homeroom students every Monday. This weekly contact allows teachers to make a connection with homeroom students. In the past, we only met with homeroom students a few times each year, mainly to distribute report cards.
2. WIN provides time for interventions to improve student learning. Teachers can request a student who needs help, students have time study for tests, or get help with areas where they struggle.

3. WIN provides a time for enrichment – students can explore offerings in many different departments and from many different teachers.

Students have positive feedback to WIN period — Flock Vang states “WIN gives me a chance to prepare for the Math ACT”. Luke Hutterer likes the “diversity of offerings” and enjoys current events offered by the social studies department. Among other favorites — “Sci Fi Fridays” offered by the Physics teacher and “Open CAD Lab” in technology education. Many students use the time to work on homework, Skyler Laliberte stated: “WIN helps me catch up on school work that I forgot to do.”

WIN at Lincoln High School is proving to be a WIN-WIN for both teachers and students.

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La Crosse Schools to Host Rachel's Challenge Community Presentation

Date: March 5, 2015 (7:00 PM)

Location: Lincoln Middle/SOTA II/Coulee Montessori Auditorium

Free event: open to everyone (recommended audience: 7th grade and above)

An inspiring true story about one girl's dream to change the world. This gathering will focus on the life and writings of 17 year-old Rachel Scott, a young woman who was the first student killed at the Columbine High School shooting in 1999. Rachel's philosophy was to start a "chain-reaction" of kindness and compassion in her school and community. In her diary she wrote, . . . people will never know how far a little kindness can go."

While making necessary reference to the tragic school shootings, the theme of this presentation is the essence of "Rachel's Challenge" — to encourage everyone to act towards others with respect and kindness, to realize the power of creating a chain-reaction that increasingly replaces meanness, violence, and bullying in our society.

Please direct inquiries to:
Sue Peterson, 789-8460
Community Outreach Coordinator

www.rachelschallenge.org



COUNSELOR'S CORNER

Teen Leading Teens

Emily Krystowiak

School Counselor, Pittsville High School

Take yourself back a few years, not your first job, college, or even high school. We're going way back, all the way back to middle school. That's right to some of the most formative years for you now as an adult. Those awkward years, when hygiene became of utmost importance and you didn't see why it mattered. Your self consciousness ruled how you walked, dressed, acted, and even how you performed in school. Middle school was a necessary, but often times a very cruel and emotion ridden stage. All you wanted was to be in high school. Yes, yes high school would fix the problem. You'd finally be past all of this and cool, oh yeah, cool. All joking aside, we most likely had a high school student we looked up to and wanted to be just like. We watched their every move and hung on every word. This my fellow educators is where Teen Leadership Council (TLC) began.

The motto for this year's TLC group is, "When Life Gives You Teens, Make Them Leaders." Teenagehood, much similar to middle school, is still a question filled, gut wrenching time in one's life. It is a necessary passage into what we now know as adulthood. So instead of sloughing off teens, let's take them and create them into leaders not only for their own development, but the good of those who are looking right up to them. After all, they aren't that far removed from middle school and can vividly remember the struggles and accomplishments they just went through.

At Pittsville High School, we are fortunate enough to have our high school right next to our middle school. Many of our interactions as schools, come from sharing buildings, events, and everyday small town living. Through this convenience, TLC is made possible to happen. Select high school students in grades 10 through 12 are what encompasses the leadership group. Approximately six to eight leaders are chosen via application and interview every year in the 10th grade to be the newest group added to the already established group of leaders. TLC is a three year commitment for these high school students. Sophomore students lead the entire 7th grade class. Junior leaders are responsible for the 8th grade class. Lastly, senior leaders head our 9th grade class. Through this three year commitment, each group of students, both leaders and mentees stay together through the long haul, from middle school to the first year of high school.

During this commitment mentors and mentees meet up twice a month on a rotating schedule. One session a month is a lunch session where mentees either meet in the middle

school lunch room or high school lunch room to have a meal together. This session is primarily social where interactions between mentor and mentees happen. The 7th & 8th grade high school leaders walk over to the middle school and have lunch in the same lunch room where they just were a few years back. This is true of the lessons that happen monthly as well. The second session that takes place in the month is a lesson the high school leaders conduct with their groups. The leaders plan the 35 minute lesson that they deem as appropriate for their age group of leaders to address. Lessons vary from grades, dating, healthy living, stress, and more. They conduct the session in a pre-determined location. Teachers roam around during these times to monitor group behavior and lesson instruction.

In order to create group cohesion & leadership instruction between high school leaders, various activities are put in place. After the new group of mentors are added, a summer planning and bonding retreat is held for the leadership group which is about 20 students. An overnight retreat is planned away from parents, summer activities, and familiarity. Students during this time are doused with ice breakers and lesson planning activities. Also, grade level leaders meet throughout the retreat to plan the lessons for the entire year, which is about nine lessons. After the retreat the grade level leaders are on the same page as well as the leadership group as a whole. In addition to this, there are monthly meetings that take place after the second lesson is completed. Student leaders get together to discuss the positives and negatives of that month's sessions. Also, general group agenda items are addressed.

Though the Teen Leadership Council is fairly new at Pittsville High School, just four years young, it is a group that is growing and learning. Middle school students are receiving support from peers they look up to. High School students are gaining leadership experience while being admired by those that look up to them. Administrators are bridging the gap between the middle school-high school transition. The group as a whole continues to grow through struggles and continues to refine their leadership skills. Instead of looking at adolescence with a jaded eye, we are taking them and making them leaders for the next generation to come.

If you'd like to learn more about the Teen Leadership Council, please feel free to contact Emily Krystowiak at krystemi@pittsville.k12.wi.us or at 715-884-5223.



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A new way to “do” high school

Getting INSPIRED at Waukesha North



By Angie McLean
English Teacher and INSPIRE Team
Waukesha North High School

Waukesha North High School is creating a new way for students to do high school next year. Incoming freshmen for the 2015-2016 school year have the opportunity to enter the INSPIRE program, the next rung in Waukesha's ladder to personalized learning at its best.

Personalized learning is one of the hottest crazes in education today, and with good reason. Sir Ken Robinson, in his Changing Education Paradigms speech, stated, “Schools are still pretty much organized on factory line; ringing bells, separate facilities, specialized into separate subjects.” He is correct, and while the traditional model of public education certainly has its advantages, more educators are

recognizing the need for alternative programs in order to meet the needs of all students.

Such is the case in Waukesha. The STEM Academy has been up and running for four years, Horning Middle School's FLIGHT program is in its second year, and Butler Middle School's QUEST program will start its second year in the fall of 2015. With all of these great opportunities for personalized education happening for middle school students, several educators at the district level and at Waukesha North decided that it was time to offer students a way to continue learning in this manner.

The INSPIRE team wants what all teachers want for their students: to learn and grow, to hone their skills, to realize their potential, and to achieve those things while contributing to an environment that is positive and supportive.

However, INSPIRE will be unique in several aspects. Students will largely take charge of their own learning. They will be expected to keep a portfolio that tracks their progress on the competencies in each discipline and also to self-reflect on their abilities to demonstrate those soft skills which are often so hard to learn: teamwork, respect, grit, professionalism, integrity and creativity. Through this portfolio, students will identify areas of strengths and weaknesses and plan to improve themselves accordingly.

Another unique aspect of INSPIRE is the opportunity for career exploration. Greta Voit, INSPIRE's math teacher states, “I knew I wanted to be a teacher from the time I was four years old, but the first class I took that had anything to do with being a teacher was in my sophomore year of college.” The INSPIRE team does not want this to be the case for students in the program. INSPIRE students will work through a continuum that leads them through general career exploration in their freshman year to career cluster exploration including job shadowing and more targeted coursework in their sophomore year. As juniors and seniors, INSPIRE students will move into a personalized career pathway in which students will work on capstone projects and complete intern-

ships in career areas that interest them.

While promoting the program, the INSPIRE team came across the same question time and time again: Will I still be able to take my favorite electives? The answer is a resounding yes! Students will spend each morning in the INSPIRE setting, and then head to their electives and/or AP courses in the afternoon. The last periods of the day will be reserved for students to work collaboratively on inquiry-based projects and to connect with the community.

We believe that INSPIRE will help to transform the learning experience to become a learner-centered and student-driven experience. The INSPIRE team, both teachers and students, are eagerly awaiting next fall and the start of this new way to “do” high school. For more information, follow us on Twitter @North_INSPIRE, find us on Facebook using Waukesha North INSPIRE, and check out our website shown below.

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Police Officer Continued from Page 15

want it more. I love being able to say; Wow! I really did help this person.

I'm sure everyone says that they have a certain career they would like to have but get older and forget about it. I've been told that many times now, and I'm still ready to be a police officer. I'm not going to be like everyone else, I'm going to be the change. When I am eighteen, I want to graduate high school and go right to a police academy to train in the law.

My family and the people around me have been through a lot. A large handful of them have not gone to college and never will. They thought they wouldn't need it, but when I'm older and have the career I dreamed of plus make a good amount of money to support my family, I'll be smiling. I'm the one that is going to succeed with confidence. Nobody is going to change my mind about wanting to be a police officer when I am older either. Everyone tries to tell me I won't like it and I'll be scared, but I'm ready

for it now and I'll be ready for it later.

I'll have my career all figured out and I'll be able to focus on my family too. When I'm older, I want at least two kids, a great career, and one partner for my whole life. Then I will be set for life. Knowing that I can support and take care of my family, will really make me really happy! Being able to be only fourteen and know what career I want to have when I'm older, is reassuring to know. Of course, my career choice could change but as of right now, I would like to be a police officer when I am older in hope to make enough money to support my family and myself.

I'd love to follow through with the career I have chosen right now until I can't work anymore. It means a lot to me to be a police officer because a lot has happened in my life, and no one in my family ever thought of being a cop. It would be something new and I'd love to start the thought for the rest of my family yet to come.

Registered Nurse Continued from Page 15

patient's behavior. RNs also consult with physicians and other healthcare professionals, and even get to help establish treatment plans. Supervising licensed practical nurses and certified nurse assistants is also part of a registered nurses job. These nurses also treat medical emergencies, and perform diagnostic tests.

Working Conditions

The working conditions for registered nurses vary, so there are many different work settings. Registered nurses are able to work in physicians' offices, medical and surgical hospitals, and nursing care facilities. Usually people in the profession do a lot of moving, such as standing, walking, lifting, and bending. They also work about forty hours a week, and sometimes work nights, weekends, and holidays.

Education, Training, and Certification

Another great thing about becoming a registered nurse is the short length of time it takes to become one. Students who want to be an RN only have to get an Associate's Degree in Nursing (that takes 2 years) or a Bachelor's of Science in Nursing (BSN) (that takes about 4 years). Courses that people can take to become a registered nurse include anatomy, nursing, nutrition, chemistry, microbiology, and psychology. Once you get your degree in order to become a nurse, you must take the National Council Licensure Examination to get your license.

This test covers questions on information about a safe, effective care environment, psychosocial integrity, health promotion and maintenance, and physiology integrity.

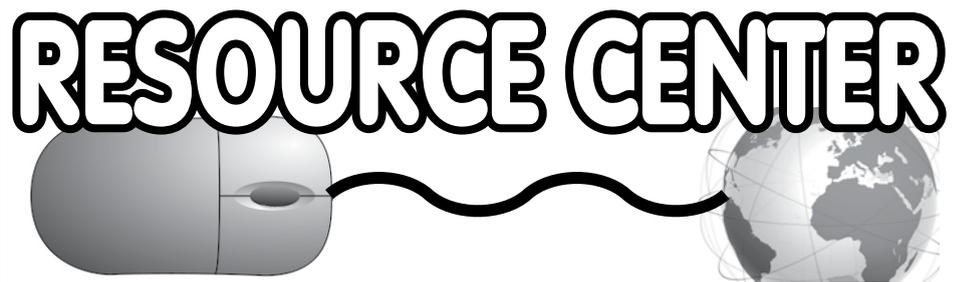
Wages, Benefits, and Earnings

There are many great benefits that come with working in this field. Some of them include flexible schedules, childcare, and bonuses. Another great thing about this health science job is the wages and earnings. According to the U.S. Bureau of Labor Statistics the average RN made \$65,470 per year. The lowest percentage made \$45,040 annually, and the highest percent made \$94,720 per year.

Employment Outlook

Employment outlooks for people who want to be a registered nurse are blossoming! The U.S. Bureau of Statistics states that by 2020 the nurse employment rate will rise to 19%. If you didn't know, 19% for an employment rise is above average, and will help people who want to be a registered nurse. Nurses especially with a BSN are most eligible to get a job in their field.

This career is a great because everything from the employment outlook to the description of it are awesome. Being a registered nurse is also a great deal of satisfaction that I am definitely looking forward to. Plus who would not want to wear those cute scrubs you see nurses in all the time?



The Virtual Microscope

The Virtual Microscope is a NASA-funded project that provides simulated scientific instrumentation for students and researchers worldwide as part of NASA's Virtual Laboratory initiative. This site serves as home base for the Imaging Technology Group's contributions to that project—namely virtual microscopes and the multi-dimensional, high-resolution image datasets they view. Currently we provide 90 samples totaling over 62 gigapixels of image data. The Virtual Microscope, which is available for free download supports functionality from electron, light, and scanning probe microscopes, datasets for these instruments, training materials to learn more about microscopy, and other related tools. The project is open source and the code is available on Sourceforge.

Website: virtual.itg.uiuc.edu/

Weather Watch: An Interactive Weather Project

Through Weather Watch: An Interactive Weather Project, Cyberbee enables K-12 schools to exchange weather information across climate zones. The free program helps schools predict, track, and research global weather by asking questions, gathering and comparing collected data, and sharing their findings with others. To participate, schools may register, collect weather data, post a general description of the weather, view information from other schools, and ask Vince Miller, Meteorologist, questions about the weather.

Website: www.cyberbee.com/weatherwatch/

Design Squad Nation

For parents, teachers, and engineers, Design Squad Nation engages kids in hands-on engineering through activities, animations, video profiles, and episodes. Activities focus on the engineering design process and use simple materials, allow for multiple solutions, and are ideal for ages 9-12.

Website: pbskids.org/designsquad/parentseducators/index.html

Constitute

Constitute (from the University of Texas-Austin) has every country's constitution available to read, search and compare. You can look for trends in wording, or pull up two countries side by side to look at them. It is aligned with the Comparative Constitu-

tions Project, which allows students to look at tagged passages and topics to compare how different constitutions are written. Students can also save ("pin") passages that they want to save for later. Great site to start some comparative government analysis!

Website: www.constituteproject.org

Created Equal: History in Film

The National Endowment for the Humanities has unveiled their site "Created Equal: History in Film", which highlights four films about the Civil Rights movement.

The site has streaming access to four full-length films (The Abolitionists, Slavery by Another Name, Freedom Riders, and The Loving Story), and an extensive teacher area with themes, thoughts on lesson plans and resource suggestions.

Website: createdequal.neh.gov/

Wisconsin Media Lab

As part of Wisconsin's public broadcasting system, Wisconsin Media Lab curates cost-free K-12 multimedia educational content. Our award-winning classroom resources connect to Wisconsin's academic standards, span all curricular areas and are vetted by Wisconsin educators.

Website: wimedialab.org/about.html

MissPronouncer

This is a fun and informative site. MissPronouncer is billed as "a halfway decent pronunciation guide for everything Wisconsin", it's sure to get some smiles. There is a talking map too!

Website: www.misspronouncer.com/

EverythingESL.net

Everything ESL is a free site that offers a range of lesson plans, teaching tips, and resources for English as a Second Language (ESL) teachers.

Website: www.everythingsl.net

Green Bay Schools Fight Homelessness, Remain Silent



By Andrew Eisch
Green Bay Area Public School District

878 students. That's the current number of students who are considered homeless in the Green Bay Area Public School District; A number that has continued to rise in previous years.

Students that suffer from homelessness not only have to worry about their schooling, they also have to worry about what they are going to eat, where they are going to sleep, or where they are going to take a shower, every day.

"We put the needs of people first and take care of our students as a larger Green Bay Area School District. I hope that for students or families they see that they do not need to tackle their challenge on their own, that we are here to help" said Josh Murnane, associate principal and athletic director at Green Bay West High School.

On Jan. 31, Green Bay East and Green Bay West high schools hosted their third annual "Silent Night Event" to battle homelessness in the Green Bay Area Public School District.

Each year, East and West high schools

rally together to raise awareness of homelessness, but also rally against each other in several events, including boy's and girl's basketball.

The event "Silent Night" was coined due to the crowd's lack of speech throughout the first several minutes of the game. On the 10th point scored, the crowd erupts into celebration for several minutes, but more importantly erupts for the fight against homelessness.

In the first two years of the event, Silent Night raised over \$7,500, more than 50 boxes of food, and other necessities such as blankets and hygiene products, all donated to the district's McKinney-Vento Program.

McKinney-Vento is a District program that provides services to homeless students and their families.

"We treat our students like we would want our own children to be treated. If a student or athlete does not have shoes, or the necessary books or supplies we find a way to make sure they get what they need. It is our job to ensure their school day goes as well as it possibly can, school is their safe haven" said Murnane.

The Silent Night event helps do just that; make life sustainable for homeless families in the district.

This year, the event was hosted at West High School and had a variety of activities to benefit the community.

Throughout the night there was a ticket raffle including autographed Packers' memorabilia. During half-time of the basketball games there were activities including a wing-eating contest, a half-court shot contest and a drum-line battle. The best part about all of these events? All of the proceeds benefit the McKinney-Vento Program.

At the conclusion of this year's events, the schools raised over \$8,200 for the McKinney-Vento program; doubling their effort from last year.

Collaboration between rival high schools and the Green Bay community helped create another successful year for the Silent Night event and also helped spread awareness of student homelessness in the area.

Next year's Silent Night event is scheduled to be hosted at East High School on Jan. 9, 2016.

For more information on the McKinney-Vento program use the contact information below.

[www.greenbay.k12.wi.us/Parents/
Pages/Homeless-McKinney-Vento.aspx](http://www.greenbay.k12.wi.us/Parents/Pages/Homeless-McKinney-Vento.aspx)
(920) 448-2060



Green Ribbon for Greendale

Continued from Page 11

workouts and physical activities offered to students and families at the annual Parents as Partners conference.

Students from all schools contribute to the school garden at the high school -- planting and tending the garden. Teachers use the outdoor classroom for science instruction at all levels. The youngest learners plant pumpkins and harvest vegetables. Elementary and middle school students plant seeds and their seedlings in classrooms. Other students raise worms to help nourish the soil and create compost.

GHS Science Essentials students work with elementary school students in the garden. High school job training students are involved in planning, planting, and harvesting produce, as well as preparing a variety of foods with it for Free Sample Fridays to introduce students and staff to new, healthy foods as well!

Late in 2013, Greendale Schools' Canterbury and Middle School woods and Greendale High School woods became registered as school forests in the Wisconsin Community Forest Program. This certification will allow for the expansion of the district's outdoor classroom space and increase opportunities within the existing

curriculum at all grade levels and across disciplines. This designation means Greendale Schools will be eligible to receive free forest management assistance along with free seedlings from the state nursery program. As the forest management plan is implemented, the additional outdoor learning spaces will expand opportunities for students to see firsthand how species interact and how living and nonliving things work together to support a healthy ecosystem.

"We are honored to receive this national award recognizing the commitment of Greendale School to operate and teach sustainably," said Dr. John Tharp, superintendent, Greendale Schools. "We continue to seek out ways to enhance our environmental education curriculum to provide students with opportunities to learn more about stewardship of natural resources and to enhance their 'green' life skills."

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