

TEACHING TODAY WI™

Spring 2017, Volume 1

WISCONSIN'S 4K-12 EDUCATION CONNECTION

Sheboygan South Students Volunteer Time in 4K Phy. Ed. Classes



South High student Evan Horen assists Jeff Lee and Hint Beckwith on the climbing wall at the Early Learning Center in Sheboygan, WI.

Sheboygan Area School District

Sheboygan Area School District (SASD) students at the Early Learning Center and South High School have paired up in a semester-long project involving instructional Physical Education. Four-year-old kindergarten (4K) students were paired with a high school 'PE Buddy' who volunteered during the 4K PE class to offer guidance and leadership while helping the

younger students to acquire basic motor skills, learn to follow directions and interact positively within a movement setting. The volunteer work gave the older students a chance at involvement with 'authentic' learning in a real life setting.

The project was an outgrowth of SHAPE America National Physical Education Association goals and campaign to promote physical and health literacy for the nation's 50 Million who will become graduates by 2029.

South High School Principal, Mike Trimberger, approved the release of students to participate in the project said, "This type of involvement offers authentic learning and helps prepare our students for real life future work settings." Kris Fritz, lifelong SHAPE member and Physical Education teacher at the Early Learning Center shared, "I wanted to do something that would support my National PE "50 Million" initiative and that would directly impact student learning."

To celebrate the success of the project, the group ate a healthy lunch together after planning the meal with a SASD nutrition representative, Amy Giffin. The MyPlate concept was endorsed with the South students choosing the grain and protein components and the 4K students choosing the fruit and vegetable to accompany the meal.

"It has been a pleasure to see how engaged the South students have been and realize how beneficial this experience has been for all."

Julie Butler
Head Start Teacher

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In-House Food Pantry at Altoona

By Jason Lemay
Altoona High School Principal

The School District of Altoona is expanding their services by opening in-house food pantries at its middle and high school level to offer a new resource to school district families. The pantry is an expansion of the program already running at the elementary and intermediate schools made possible through a partnership with Feed My People, Blugold Beginnings, and Feed a Child Nyrre You. It'll be available to families with a child enrolled in the school district.

There is a need for the service. At Altoona, 40% percent of the students qualify for free or reduced lunch. Research has shown that hunger is a major obstacle to learning. Studies have also found that kids who don't get enough to eat suffer from a variety of issues, such as stomach aches and other health issues, difficulty concentrating, and missed days of school. The federally funded free and reduced lunch program operates around the premise that kids do better in school if nutritional needs are met.

"We try to do what we can. If a child is hungry they are not going to hear anything the teacher is saying, they just wonder 'When am I going to have lunch?'" said high school principal Jason LeMay.



Altoona also understands that sometimes the entire family needs help. A child may get two meals at school, but nothing in the evenings and on weekends. Programs providing meals to kids during the summer months or sending food-filled backpacks home with kids on weekends have helped to fill gaps when children and their families go without. Food pantries in schools are another layer.

The idea of the expansion of the food pantry was developed by district staff members Jennifer Robertson (Alternative Education teacher) and Brooke Kaldor (4-6 counselor). They contacted administrators and building counselors who confirmed the need for pantries and the expansion of the program to the upper grades.

"We try to do what we can. If a child is hungry they are not going to hear anything the teacher is saying, they just wonder 'When am I going to have lunch?'"

Jason LeMay, Principal
Altoona High School

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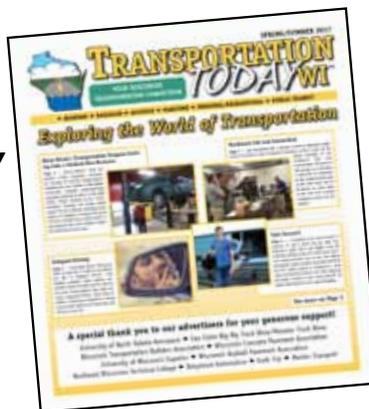
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Building the Future

Racine Unified School District's Academies of Racine are Paving the Way for Career and College Readiness.



Emily Neubauer
Marketing & Communication Specialist for
Racine Unified School District

While many high school students can be found at the mall or the movies on a Sat-

urday afternoon, Christoph Carelton can be found sitting on the side of the road.

"I set up shop right on Ohio Street," the Park High School senior explained.

You see, the 17-year-old is not your

average teenager. He's his own boss for his own business that he built all by himself.

"I make things out of wood and sell them. It might not sound like much, but it's an art form and I love doing it."

Carelton started his business last year.

"In class we learned how to make wood pallet American flags," Carelton explained. "So, once I figured out the design I hired a couple of my friends, I broke down a bunch of pallets and I made wood flags. I brought in \$600 my first day."

"He just gets it," said Park High School construction teacher Thomas Stapleman. "He would text me over the summer and ask for tool recommendations and how to negotiate prices. I don't have many students that would take that type of initiative."

If you ask Carelton, that initiative came from his grandfather.

"I used to watch my Grandpa carve wood back in the day by heating up metal tools on the stove," Carelton explained. "I remember thinking how cool it was and knew one day I wanted to do that too."

Since then, Carelton has completed

every construction course Park High School offers, including all the advanced classes. Currently, he's working on an independent study that allows him to work with a mentor to fine tune his skill set and in the spring, he's headed to the SkillsUSA Leadership and Skills Conference to compete in cabinetry making and showcase his wood working skills. So, while he hasn't exactly followed in his Grandpa's footsteps using metal tools and a hot stove, he's definitely carrying on his legacy.

His story is inspiring. And now, every freshman student has the opportunity for the same career and college exploration Carelton has enjoyed. A chance to write their own inspiring tale. This fall, Racine Unified School District's three comprehensive high schools (Case, Horlick and Park) transformed to Academies of Racine.

The Academies of Racine are designed to ensure students are better prepared for college and the regional workforce. In changing the curriculum, developing small

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Breaking the Mold

Johnson Creek School District's New Monolithic Dome School is Turning Heads



By Shelby Anderson

In 2012, the Johnson Creek School District Sites and Facilities Committee listened to a presentation from an architect on dome schools. Located in southeastern Wisconsin, the district of about 740 students was in dire need of a new middle/high school facility and was exploring options. However, the idea of a school housed in a series of domes seemed a little far-fetched.

“At first, we kind of looked at each other,

rolled our eyes and said we would give this gentleman 15 minutes to present and then move on to ‘normal’ school board business,” remembers Rick Kaltenberg, school board president and member of the Sites and Facilities Committee. “An hour and a half later, we knew we had to investigate more.”

Shortly after that meeting, Superintendent Michael Garvey, Kaltenberg and a team of school board members and administrators

visited Grand Meadow Public Schools in Minnesota. At that time, the school was the only dome school in the Midwest. It is comprised of five interconnected domes. Garvey said when he first saw the buildings from the outside, he wasn’t impressed.

“When we drove up, it looked a little small; I thought it would be damp and dark inside,” Garvey said. “But once we were in the school, it was the complete opposite. It was bright, open and there was a lot of space.”

Benefits of a Dome School

According to Thomas Kincaid, a Wisconsin architect, dome schools check off all the boxes that school leaders and community members look for in a school. Dome schools are energy-efficient, low-maintenance, safe, provide flexible learning spaces, have good indoor air quality, and are less expensive to build than traditional brick and mortar schools. They also don’t take as long to build — about three months, compared to about eight months for a traditional school.

“Monolithic, thin-shell concrete construction utilizes the least amount of materials to enclose the largest amount of space at a minimum cost in the least amount of time,” Kincaid said.

The dome’s energy efficiency comes, in part, from the building’s construction. The dome is built out of a single concrete shell. There are no joints or gaps that can be difficult to insulate. The concrete dome structure’s insulating factor (R-70 to R-90) is much higher than traditionally built facilities. Dome schools require about a quarter of the energy to heat and cool than conventional schools and typically receive a gold rating from the United States Green Building Council’s LEED program.

One of the biggest reasons that the Johnson Creek School District decided to build a dome school was cost. Dome schools cost less to build than a conventionally built school. The initial cost of a dome school is \$120 to \$140 per square foot, compared to \$158 to more than \$250 per square foot for a conventionally built school.

Dome structures are rare in Wisconsin but are more common in Oklahoma and other states hit hard by tornadoes because of their ability to withstand strong winds. Concrete thin-shell domes can resist tornado winds up to 300-400 miles per hour. Additionally, concrete dome structures are essentially fireproof as concrete will not support a flame. It is not surprising that dome schools exceed all strength and safety requirements of FEMA. Many of the 150 domed schools around the nation received FEMA grants in the past two years. If a community has a dome structure, it is often designated the community’s storm shelter.

From an education perspective, the facilities make sense because they are highly flexible spaces. A dome structure doesn’t need any interior bearing walls or columns. This means that

interior walls can be moved or adjusted as educational needs change.

Another benefit can be the excitement that the building creates. Michael Garvey, superintendent of the Johnson Creek School District, estimates that he has already given 300 tours of the dome school since construction began in May 2015.

After four unsuccessful referendums in Johnson Creek, the fifth one passed successfully and the school district broke ground on what was to be the first dome school in the state. Given the non-conventional structure of the building, the construction process was also unique. Like the Grand Meadow School, the Johnson Creek Middle/High School is made of five, interconnected domes. The domes were built by inflating a specially designed thermoplastic membrane into the dome shape. Once it was inflated, it was reinforced with rebar and sprayed concrete was applied. The self-supporting domes are about 8 to 10 inches thick.

The number of contractors that build dome structures is rather small. The school district selected one of the pioneering construction firms specializing in monolithic domes. The company only brought six people to construct the dome and hired local help, including two recent Johnson Creek graduates. During the entire building process, all trade teams (electrical, plumbing, etc.), were onsite, which helped the project move along and it also ensured that wiring and pipes were placed correctly according to plans.

A Proud Community

During the building process, Garvey gave tours to anyone who was interested, but the community got the first real look at the new school during open house the night before the start of the school year. Garvey noted that typically before the start of the school year some freshmen and their parents attend the open house to get a feel for the school. But when the district held the open house for the new dome school, everyone showed up.

“It was incredible,” Garvey said. “The school was absolutely full. We had more than 1,000 people here that night.”

Garvey said feedback from students and staff has been positive. “Students and staff are upbeat,” he said. “It has been an incredible change. School spirit has never been higher.”

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WTEA Honors Dr. Rauscher



Plymouth School District

The Wisconsin Technology Education Association recently honored Plymouth High School Principal Jennifer Rauscher with its Technology Special Recognition Award.

The award recognizes those who have demonstrated outstanding service and commitment to technology education. It was announced March 2 at the annual WTEA Awards Banquet held in conjunction with the WTEA annual Technology and Engineering Education conference.

Dr. Rauscher said the award also is a reflection on the PHS teachers. “They’ve given me rides in our school’s restored Camaro, fried brats for me on our Project Grill students’ custom grill, and even let me weld once in a while,” she said. “They continually involve me in projects, take me on field trips, connect me with community businesses, and suggest new ideas to help students learn. In short, they make it very easy for me to support them and the work they do each day.”

“Thank you very much for honoring not just me but Plymouth High School, our teachers, our students, and our community with this award,” she said. “We truly are lucky at Plymouth, and it is my hope that we show our gratitude by continually striving to become our best and making the WTEA proud.”

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Remodeling Completed as Referendum Work Comes to an End!



By Dr. Connie Biedron
Superintendent of Altoona School District

One of the last pieces to be completed in the EXTENSIVE remodeling of the Intermediate and Middle Schools was the installation of the globe lights in the front of the new addition. It seems fitting that this last artistic touch capped off the monumental changes that occurred over the summer on our campus! It is hard to believe that all the hard work of removing a building, remodeling two buildings, and adding a new

building took place over three short months!

There aren't enough accolades to extend to Market & Johnson for finishing this work on time, as they have done, or for our custodians and other staff members that will likely ever complete another project of this magnitude, and live to tell about it! We are deeply indebted and grateful to everyone; from community members for supporting the referendum to individual staff members who each did their own piece to contribute to the successful completion of this project!

We not only have new, clean, bright, welcoming spaces we have a new solid roof over our heads and new heating and ventilation equipment to make our environment healthier as well. We are very thankful for these new spaces and students have also expressed their appreciation for their new "digs"! As we had hoped, the extra space for students for independent and group work along with more hallway space and less congestion has led to a marked decrease in undesirable behaviors.

One of the most exciting new spaces

that was made possible, in part, as a result of the referendum, is the Fab Lab, which is located in what used to be the elementary physical education space. The Fab Lab is a multi-use space which houses a variety of computer controlled machinery as well as Maker Space tools, robotics, computers and other devices which enable students to solve problems, design

solutions, and actually make the product. We received a grant from the WEDC (Wisconsin Economic Development Corporation) in the amount of \$25,000.00 to help us buy some of the equipment in the lab. The lab will serve students in grades 4 – 12. We hope to open the lab up to the community in the near future as well as partner with area businesses and organizations. The equipment in the lab will also enable us to expand our offerings at the high school to be able to offer an engi-



neering academy which will give students the flexibility to complete dual credit classes that will result in credits that are transferable to our local technical college.

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Paving the Way for Career and College Readiness at Racine

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learning communities and better connecting with local businesses and organizations, the Academies will help students graduate with a plan. Within the Academies will be specific Pathways, such as Culinary Arts, Engineering, Marketing, Automotive Technology and Construction, among other specialty areas based on high demand careers.

"When students work on or do a project that engages both mind and heart they grow on a different level which overall makes them a better person and retain much more," Stapleman said.

And he's seen that growth first hand. In his last nine years, Park High School's construction classes have doubled in the number of students interested in the trades. District-wide, almost 700 students are involved in construction classes in the 2016-2017 school year. In fact, this summer, Horlick High School will get a new construction/CTE building so even more students can take part in these courses.

"I think the platform of teaching construction gives way to many opportunities to engage students on so many levels," Stapleman explained. "I've seen this not only help

students gain better skill sets but I've seen it change their lives and even give them some hope to stay in school."

On June 4, Carelton will turn his tassel on his graduation cap from the right side to the left, ready for the next chapter. One day, he hopes to own his own restaurant where every piece of furniture will be made by his two hands.

"Futures are a lot like construction. There isn't always a set plan. But, if I can imagine something then I can create it."

In 2020, the first Academies of Racine graduates will turn their tassels, ready to thrive and excel in life and the work force, well-prepared for the jobs and careers that we haven't even dreamed of yet.

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New Berlin's Construction Program Develops Not Only Career-Ready But Also Life-Ready Skills



David Cotey, Coordinator of Communications and Public Relations
School District of New Berlin

Over the last four years, as the School District in New Berlin has built capacity for its construction program, enrollment in construction classes at New Berlin Eisenhower and West middle/high schools has more than tripled.

Just two years ago, about 35 or 40 students were in the program. This school year, nearly 130 students are enrolled in construction courses, and preliminary registration numbers suggest there is no slowing down. An increase of 30 students is expected for 2017-18.

Teacher Jeff Martin has a few ideas why.

"This is really the first shop class that's 'reemerging' in the district," Martin said. "That, and the notion that a four-year college

isn't for everyone, has students interested in trying it out as they figure out what's right for them after high school."

The construction program is a small, but important part of district-wide college and career readiness initiatives. Students are provided a broad overview of the construction industry to help them better understand the post-secondary opportunities available to them as well as the education requirements needed to support their personal and career goals. Students with an interest in construction may choose to apply what they learn in school as a hobby, as a pathway to a skilled trade, or as a foundation for a bachelor's degree in construction management or something similar.

In addition to some students with designs of making construction a career, Martin, in his third year in the district, also has prospective welders and plumbers taking his courses. Additionally, there are students that just want to learn new skills. There are no shortages of opportunities to do that in Martin's classes.

Construction 1 students go through the entire process of building a residential house. They start with site plans of an empty lot before planning the frame of the house, which they build as a scale model. They then build half-sized wall sections and learn about running electrical, plumbing, HVAC, installing drywall, tile and more.

"It's good to offer these kinds of classes in high school," said Eisenhower sophomore Erik Nelson. "I'm a hands-on learner and it's good to learn these skills. Even if I don't decide to go into the trades, someday when I own

a house, if I have a problem, I'm learning how to fix it now."

Students in the Construction 2 course focus on more visible projects. During a masonry unit last year, students helped design and construct the remodeled courtyard at Eisenhower Middle/High School. Students have also worked on set pieces for the schools' theater programs, built and sold sheds to staff members, and worked on new dugouts and a press box at West's athletic fields.

Construction 2 students also focus on technical communication, safety practices and, perhaps most importantly, employability skills.

"They learn and understand the expecta-

tions of any job," Martin said, "like the importance of showing up on time, getting the job done, and working and communicating with others. We're also teaching them basic things every homeowner would benefit from knowing, like how to be good consumers. I ask them, 'When you own a home, will you want to pay someone \$20,000 for a home improvement project or do it yourself for a couple thousand dollars?'"

The SDNB construction courses have benefited from community partners. Last fall, construction students were a part of an engineering college's "Future Builder" event, which included a series of construction-related workshops and a tour of an under-construction insurance and investment company's building in downtown Milwaukee. The event opened students' eyes to project management and other construction-related jobs in fields that face major employee shortages.

"The experts showed us there are thousands of trade jobs," said Jake Belongia, a junior at Eisenhower. "They showed us how many people it takes to build a building. There are so many careers out there, and so many job openings. It would be nice to take advantage of those openings. I'm not sure of my career path yet, but this class has given me experiences that might help me make up my mind."

And just last month, representatives from a Milwaukee-based foundation presented the construction program with approximately \$1,900 in tools and equipment to support construction lab space at both schools. Additionally, the tools will also be used by SDNB students who compete in March's SkillsUSA competition.

"Our construction program develops not only career-ready but also life-ready skills," Superintendent Joe Garza said. "We simply could not offer and enrich programs like these without community and industry support."

Martin has high hopes for the construction program. He wants to get his students involved in more large-scale and



community outreach projects, but more importantly, he hopes to continue to break down the misconceptions about the trades and educate them about the tremendous career opportunities available.

"The biggest thing is to continue to convince students and their parents that it's OK not to go to a four-year college," Martin said. "So many students think they have to go to a four-year college. I used to be a mason. I came from the trades. I tell my students, you can go make \$45,000 or \$50,000 a year, six months after you graduate high school and not have any debt. And I think I'm getting through to some of them."

For more on the School District of New Berlin's college and career readiness initiatives, visit www.nbexcellence.org/district/ccr.cfm

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In this issue we are featuring three more honorable mentions from our “Dream Careers” contest. Contest winners were also featured in the previous two issues of Teaching Today WI™ (Winter 2016–17, Volume 1 and Volume 2) and more honorable mentions will be featured in our next issue. You can access previous issues on our website at www.teachingtodaywi.com.



They are public accounting, management accounting, and government accounting.

The public accountant does a lot of different accounting work: they work for companies, government agencies, and individuals. Public accountants work with financial documents that clients are required by the law to send in. This includes tax forms and balance sheets from companies. Public accountants usually have their own business.

Management accountants take care of the financial documents for the companies that they work for. They often do most of the budgeting and performance evaluations. Sometimes they also help their companies plan and invest in stocks, bonds, and real-estate to make sure that they are going to save and get more money in the end.

Government accountants examine and keep records of government agencies, private businesses, and individuals who deal mostly with taxes and government regulations. They are employed by local, state, and federal governments to make sure that revenues are spent and received correctly in accordance with the laws.

To become an accountant you have to take certain classes, even in high school. Some of the classes that you should take in high school are: mathematics (two algebra classes, geometry, and either pre-calculus or calculus), science classes, humanities classes (which help you get prepared for majoring in accounting), and business classes (like accounting, economics, statistics, and computer classes). Some colleges have specific classes that you can take as well, like getting a bachelor’s degree in internal auditing.

To get a job as a junior accountant and then work your way up in the job scale you have to have an associate’s degree. But every accountant that files a report has to be a Certified Public Accountant (CPA). To become a CPA you must complete thirty more hours than the usual four year bachelor’s degree.

I want to become an accountant because I find it fun and I love it. I am still thinking about which type of accountant I want to become, but right now I’m thinking about being a public accountant because I can work with anyone and help them stay out of debt.



carry around, the job that we had was written, and every time a teacher or an adult saw what I was, their face showed this automatic negative reaction that said, “Oh, that’s why you are running out of money.” This is why I do not tell people what I want to be, because of the judgement, neglect, disturbance that each face shows me not only in the simulation but every day. This is what fuels my dream, because even though “Reality Day,”

was supposed to scare me and help me see reality, I still want to continue my passion and love even though dejection has to be included.

I am choosing not to share my dream job because I believe that if I tell too much of it, it will not come true. In my career, in order to do the job well, one needs to have great technique for it to look precise, but one also needs passion to convey the story in a magical manner. People that have a similar dream career like me usually are driven, but we never see the benefits of our achievements and this makes us compare ourselves to others. This is an awful aspect to have because it’s the worst thing a person can do to oneself which makes them scared. I tell myself, don’t be scared, because everyone has their own path that leads its way. Faith is key because when the eyes see only darkness, the heart sees light which is a representation of God, and this calm gesture makes me think of hope. Patience works its way around everything, because goals and dreams take time, and they will not happen by just wishing on a star, or the snap of Genie’s fingers.

My dream is to use my career to make a change. I want to help the children of Ukraine, my people, to grow up in a successful and beautiful society. I want to paint the world with goodness and no cruelty. I want to help my family become the people that they deserve to be. I want to be happy for the life that I have and be grateful for the people in it. I will try my best to accomplish what I was meant to be because I am independent, I am thankful, and I have love.



Accountant

Amelia H.
Luck High School

Some people think that accounting is just recording transactions in a ledger and making sure that the company has money, but it’s a lot more than that. It’s also making sure that the company doesn’t owe anything to anyone, making sure that the records are accurate and that it doesn’t go against laws and regulations, and finding ways for the company to save money by making budgets for company spending. They also have to make written reports and meet with their boss for what they found.

It may sound like a lot of work, and it is, but it is also a lot of fun if this career is for you. I love accounting, it is fun and I understand it. I would have never thought of accounting as a career for me until I took an accounting class my junior year. I even went to WITC Rice Lake to compete in an accounting competition as well. Before that I wanted to go into Law Enforcement, but as I got older I didn’t feel as interested in it as I used to be, I needed something else, so when I took the accounting class and seen that I actually understood it and that it was fun it automatically became what I wanted to do for a career.

There are different types of accounting that you could go into as well. There are approximately three different types of accounting.



Make a Change

Anna N.
Greendale High School

In today’s society many people value money. Everyone is very materialistic and they skip the efforts of striving for something that is worth accomplishing. A doctor should not care about having a stable job and getting big bucks; the medical field needs to worry about saving people’s lives. A lawyer should not manipulate people to suck out money; they should help their clients get liberty. There are many misconceptions of professions now-a-days that instead of doing what one loves, everyone cares about survival. I do think it’s important to have a family, with three kids, a husky, and a place I can call home, but as I do that I want to make my fairytale career into a reality.

My high school lets its students go through “Reality Day” — a simulation that assigns us a job, gives a monthly paycheck and with that we pay bills such as taxes, insurance, and house rent. During this event, I already figured out what I wanted to be so fortunately I chose the profession that best suites my definition of a dream job. I went bankrupt, had to ride the bus, could not afford a car, lived in a studio apartment with a roommate, and had to shop at Goodwill and Aldi. On the sheet that we had to

Paying for College



Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school.

Financial aid is money to help pay for college or career school. Aid can come from

- The U.S. federal government,
- The state where you live,
- The college you attend, or
- A nonprofit or private organization.

Besides financial aid, you also should think about what you can do to lower your costs when you go to college.

Federal student aid includes:

Grants — financial aid that doesn't have to be repaid (unless, for example, you withdraw from school and owe a refund).

Grants and scholarships can come from the federal government, your state government, your college or career school, or a private or nonprofit organization. Do your research, apply for any grants or scholarships

you might be eligible for, and be sure to meet application deadlines!

What kinds of federal grants are available?

The U.S. Department of Education offers a variety of federal grants to students attending four-year colleges or universities, community colleges, and career schools. We've given each of our grants its own page:

- **Federal Pell Grants**

A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded only to undergraduate students who have not earned a bachelor's or a professional degree.

Website: studentaid.ed.gov/sa/types/grants-scholarships/pell

- **Federal Supplemental Educational Opportunity Grants (FSEOG)**

Students who will receive Federal Pell Grants and have the most financial need will receive FSEOGs first. The FSEOG does not need to be repaid. The FSEOG program is administered directly by the financial aid office at each participating school and is therefore called "campus-based" aid. Not all schools participate. Check with your school's financial aid office to find out if the school offers the FSEOG.

- **Teacher Education Assistance for College and Higher Education (TEACH) Grants**

The TEACH Grant Program provides up to \$4,000 per year to students who agree to teach for four years at an elementary school, second-



ary school, or educational service agency that serves students from low-income families and to meet other requirements. If the service obligation is not met, the grant is converted to a Direct Unsubsidized Loan.

Loans — borrowed money for college or career school; you must repay your loans, with interest.

If you decide to take out a loan, make sure you understand who is making the loan and the terms and conditions of the loan. Student loans can come from the federal government or from private sources such as a bank or financial institution. Loans made by the federal government, called federal student loans, usually offer borrowers lower interest rates and have more flexible repayment options than loans

from banks or other private sources. Learn more about the differences between federal and private student loans.

Website: studentaid.ed.gov/sa/types/loans/federal-vs-private

Work-Study — a work program through which you earn money to help you pay for school.

Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study.



Chemist

*Nathan P.
Cornell High School*

When the majority of students ponder on what they think would be their dream career, they often visualize things like doctors, veterinarians, or professional athletes. When I visualize my dream career I see a clean lab with vast numbers of chemicals, creating

endless possibilities of study and research. I see a meticulous researcher wearing a white lab coat and safety goggles. The occupation which I most desire is to be chemist.

So far throughout my high school career, I have had an extreme interest on what all things are made of and how reactions between them affect the everyday life. Chemistry has helped me understand many situations which two common substances produce an unexpected result such as the reaction between lemon juice and baking soda. The amount of enjoyment I receive by discovering something new motivates me for continuing to learn. This is why I enjoy chemistry and its greatly undiscovered secrets. As a chemist I not only would want to discover those unknown secrets, but also would help with the creation of already discovered reactions and solutions in order to

ensure that all products are to code and non-defective.

Not only does chemistry fulfill my desire to learn, but also incorporates my enjoyment of mathematics and need to be challenged. By being able to expand my abilities in these areas will keep my confidence high. As the old saying goes "If you enjoy what you do, you never work a day in your life." Also taking into consideration the annual wage for chemists is fairly high compared to the average, it will allow me to be able to pay off student debts easily and still maintain a quality standard of living. All of the reasons that I stated



in this essay determined why my dream career would be a chemist.

Dive for life: Students learn importance of water safety

Northstar Middle School seventh-graders learn that fun in the water carries with it a responsibility for safety



By Lauren French

A group of Northstar Middle School students observed intently as two shapes crawled along the bottom of their school's pool, the shapes bending and morphing as the water surface rippled.

Before long, a firefighter clothed in 80

pounds of scuba diving gear broke through the surface. He carefully hoisted a life-size mannequin into students' and other firefighters' waiting hands, who settled the pretend victim onto a stretcher.

"We want to show them that the threats of our waterways are real," said Eau Claire fire Capt. Tony Biasi, who led the water safety session Wednesday morning. "Just because it's fun or cool doesn't mean they should be goofing off or jumping into the Chippewa River. It's a very dangerous place."

In a session that lasted about 45 minutes, Biasi talked to a class of seventh-graders about the importance of smart

decision-making, learning to swim and wearing life jackets. Behind him, Eau Claire firefighters and paramedics participated in their quarterly dive team training. The department trained and gave a similar presentation at DeLong Middle School on Tuesday and will head to South Middle School today.

The first question Biasi asked the seventh-grade class Wednesday morning was straightforward: "How many of us go swimming or boating on the Chippewa River or Half Moon Lake?"

Every student thrust their hand in the air, but each one hesitantly took their hand down after Biasi asked whether they wore life jackets, without exception, whenever they went out on the water.

Biasi explained the importance of life jackets and urged the students to learn to swim, as it's the first step to self-rescuing when they're in a tough spot. He said the Fire Department often has to deploy a water and dive rescue team, gesturing at the divers in the pool behind him, for tubers stranded on the river.

Biasi said the number of times per year the Fire Department has to execute a water

rescue depends on the river water level and current; some summers it's as low as one or two, others it's seven or 10.

When it came time to demonstrate what a recovery looks like, Biasi called four students down from their seats to help load the mannequin onto a stretcher. Among those was 12-year-old Mariyah Gagnon, who said actively participating in a rescue practice made her better understand what being a firefighter entails.

"Hearing everything (Biasi) said," Mariyah said, "people can still go and dive and be safe."

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www.ecasd.us/Northstar-Middle-School/Home
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When To Heat an Ache, Pain, or Injury

Jeff Ehrhard, LAT

Heat and ice are easy and economical ways to alleviate pain. Heat comes in many forms and some of the most common types are: moist, electric heating pads, and rice packs. But which one should you use for your situation? Let's explore some of the conditions that heat can help remedy.

Arthritis or worn out cartilage in joints can benefit from using heat. Moist heat can ease chronically stiff joints and can also relax tight muscles. Both of these are associated with arthritis.

Headaches can also be alleviated with heat. Specifically tight neck muscles that can cause headaches can be relaxed with heat. A heating pad or heated rice pack works best on the neck.

Strains or muscle pulls can benefit from heat. Moist heat is the heat of choice for this injury. It is important to note that a new or acute muscle pull should not be heated. This is due to the fact that heat increases inflammation/swelling on new injuries and this will prolong healing time.

Heat can also be used on ligament sprains. This again should not be done



to new or acute injuries. However, heat can relieve stiffness after inflammation has resolved.

Experts generally recommend using heat for 20 minutes at a time. Once you know the condition that you are dealing with heat may be a great option to help you alleviate your pain.

Reprinted from SportsRX. Chippewa Valley Orthopedics and Sports Medicine

Congratulations to the New National Board Certified Teachers!

NATIONAL BOARD
for Professional Teaching Standards

On December 13, the Wisconsin Department of Public Instruction welcomed eight new National Board Certified Teachers to the state. In addition, seventy-five Wisconsin educators renewed their national certification.

The class of 2016 includes 533 new and 3,384 renewed National Board Certified Teachers for a total of 112,000 nationwide. Wisconsin now has 945 active National Board Certified Teachers and is ranked 20th in the nation for the number of teachers who hold the national credential.

National board certification is open to all educators who have a baccalaureate degree and three years of classroom experience in either a public or private school.



Nicole Horsley
K-12 Instructional Specialist and Mentor
School District of South Milwaukee

I am currently working as an Instructional Specialist and Full Release Mentor for the School District of South Milwaukee. I have been in SDSM for 11 years, starting as a 3rd–4th grade multiage age educator. It has been a pleasure to serve our South Milwaukee students and community.



Jessica Krause
English Development Educator
West Elementary School
School District of Jefferson

This is my 19th year in education. I am currently teaching English Language Learners (ELL) K–5 in the School District of Jefferson. Over the last 19 years, in addition to teaching ELL K–12, I have been a regular education classroom teacher in grades 3–5.

These are the National Board's Five Core Propositions for teaching. The Five Core Propositions — comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching.

Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification.

- ✓ **Proposition 1:** Teachers Are Committed to Students and Their Learning
- ✓ **Proposition 2:** Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- ✓ **Proposition 3:** Teachers Are Responsible for Managing and Monitoring Student Learning
- ✓ **Proposition 4:** Teachers Think Systematically About Their Practice and Learn from Experience
- ✓ **Proposition 5:** Teachers Are Members of Learning Communities

(Source – WI DPI)

National Finalist for Teacher of the Year



Chris Gleason

One of four finalists for the National Teacher of the Year program is Chris Gleason, an instrumental music teacher and band director at Patrick Marsh Middle School in the Sun Prairie Area School District.

Gleason started a program to provide instruments to any student interested in learning to play, even when the cost of instruments is prohibitive for families.

Gleason inspires students to do something many music students don't do, practice at home. In one project, his students collaborate with nationally renowned composers to write pieces for middle school band. Connecting music to civic engagement, Gleason brings

students to perform at community venues and events such as senior care homes and the Memorial Day parade.

Businessman and philanthropist Herb Kohl, a co-sponsor of Wisconsin's Teacher of the Year program, called Gleason "an innovative educator and leader" who "represents the outstanding teachers throughout Wisconsin who inspire students in classrooms every day."

Gleason is one of four Wisconsin Teachers of the Year and is the state's representative to the National Teacher of the Year Program.

Gleason and the other three Wisconsin Teachers of the Year are currently working together on how they can "make the biggest impact" for the teaching profession during 2017.

Gleason's application to be National Teacher of the Year included passionate reflections on the need to publicly communicate the complexity of teaching of teachers.

Following a rigorous interview process, the selection committee is expected to announce this spring who will be the National Teacher of the Year.

Source – Wisconsin DPI

www.sunprairie.k12.wi.us
(608) 834-6500

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2 Myles 4 Autism

By Vanessa Moran
Howard-Suamico School District

Six years ago I sat in a meeting about incorporating project based learning with a parent of one of my students. The parent also happened to be a principal in the district I work for; the Howard-Suamico School District. As the meeting ensued, I began to think about passions my students had expressed to me as a basis for where to get started with implementing a project based unit that was tailored to their unique interests. One that immediately came to mind was their collective passion for helping others, specifically one young man in my classroom named Myles. Myles happened to be autistic and his father, Ryan, also happened to be the principal that was sitting with me in that meeting.

Earlier in the school year, we had brought in Myles' therapist to talk about what autism was and how it affected him in all facets of his daily life. During this presentation, the therapist conducted a powerful demonstration that helped to explain to the students what we commonly referred to as "meltdowns," which could be very socially isolating for those with autism. He took a stack of books off my bookshelf and then proceeded to tell the students, "We all have many things that go wrong in the course of any given day. You might get up and

want to wear your favorite Batman shirt, but mom pulls out a Spiderman one instead." He placed a book in the open palm of his hand. "Then you want to have cereal for breakfast, but there are pancakes waiting on the kitchen table." He stacked another book. "You can't find your gloves, so have to grab a pair of mittens instead." Another book. "You want to sit next to your best friend on the bus, but your seat is already taken so you have to sit somewhere else." Another one. This continued on and on until he got to explaining things that might go wrong within the four walls of the classroom. "Your teacher asks you to put away your book, but you just got to your favorite part." By then, the stack of books was very tall, and this final addition made the whole tower fall. "This is a meltdown. It might seem like it is because of just one small thing, but for someone with autism, it all builds up until they just can't keep it together any longer."

That single demonstration opened their eyes to what living with autism was like and they banded around Myles, lifting him up and supporting him in ways that I never could have possibly fathomed from that day forward. In fact, one student even asked if our entire class could all attend an autism awareness walk in a city about 45 minutes south of us to help show their support for Myles. I immediately

shot down the idea due to the astronomical bussing cost; a cost I knew I simply would not be able to cover.

While we were sitting in that meeting, I was brought back to that request about attending a walk and immediately e-mailed Ryan (multi-tasking at it's best) and before long, we had an e-mail chain a mile long. I proposed that we host our OWN walk and organize it all in the context of a problem based learning unit that would incorporate dozens of skills, such as collaboration and problem-solving as well as research to help educate others on autism, to literacy and mathematics benchmarks such as persuasive writing, comprehension of informational texts, and multi-digit addition and subtraction.

Before long, we had come up with a name; 2Myles4Autism, and decided it would be a 2 mile run/walk around the community named after Myles, who had helped to bring a face and name to the struggled students with autism face on a daily basis.

I presented the idea to the students the very next day and we were off! We had a classroom goal of getting 100 people to attend, but ended up getting nearly 600 there that first year. The students were so proud of

Continued on Page 18



NAVIGATING MSP AIRPORT

PRACTICE
MAKES
PERFECT



Traveling with your special needs child can seem intimidating. Navigating MSP Airport helps ease the anxiety with free, monthly practice runs through the airport. A partnership between the Metropolitan Airports Commission, the Autism Society of Minnesota, and Fraser, this program will allow you to:

- Experience TSA Security
- Explore the Terminal
- Board a plane and meet a pilot
- Prepare for takeoff
- Gather helpful tips, information, and resources

FOR MORE INFORMATION, contact Shelly Lopez at 612-726-5239, or Shelly.Lopez@mspmac.org.



Did you know . . .

Less than 50% of young adults with autism feel they can handle the things that come their way in life?* At Minnesota Life College, we empower individuals with autism spectrum disorders and learning differences to balance life, work and friends, while coping with whatever new experiences come their way!

* National Autism Indicators Study, Drexel University

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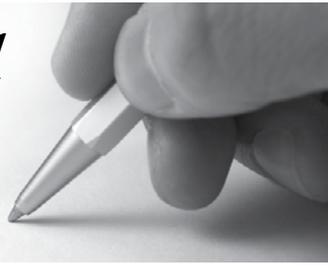
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Apply for a Grant



Our Schools Grant

The Meemic Foundation for the Future of Education has partnered with Office Depot, Inc.®, to provide up to \$500 for supplies for a school you wish to honor. Foundation Club members can nominate any eligible school in Wisconsin. It's easy to apply online – just provide us information about the school and why you wish to honor them. Winners will be notified by May 1, 2017.

Deadline: March 31.

Website: Get full details and eligibility rules at www.MeemicFoundation.org/ForOurSchools

Art Works: Creativity Connects Grants

Creativity Connects is an initiative that shows how the arts contribute to the nation's creative ecosystem, investigates how support systems for the arts are changing, explores how the arts can connect with other sectors that want and utilize creativity, and invests in innovative projects to spark new, collaborative ideas.

Awards range from \$20,000 to \$100,000.

Deadline: Applications are due May 4, 2017.

Website: www.arts.gov/grants-organizations/art-works/creativity-connects-projects

Equipment Grants for Grades 6 through 8

The Justin J. Watt Foundation (JJWF) offers support to Wisconsin and Texas middle schools that do not have sufficient funding for after-school and athletic programs. The foundation offers Equipment Grants for after-school programs, such as athletic teams for grade 6 through 8. Examples of eligible items include uniforms with school name or numbers; safety equipment, such as helmets, balls, or nets; and storage equipment.

Grants up to \$20,000 are awarded.

Deadline: Applications are accepted year-round.

Website: jjwfoundation.org/funding-requests

Game on Grants

Game On Grants provide physical activity and nutrition grants to support institutions becoming recognized as health-promoting schools. The grant provides funding for physical activity initiatives such as facilities and equipment for recess, playgrounds, play spaces, classroom energizers, physical education, intramural programs, and programs

before or after school that introduce the value of an active lifestyle.

Awards range from \$500 to \$1,000.

Deadline: Applications are due April 7, 2017.

Website: www.actionforhealthykids.org/tools-for-schools/apply-for-grants#PA

Jacob K. Javits Gifted and Talented Students Education Program

The Jacob K. Javits Gifted and Talented Students Education Program provides funding to state educational agencies (SEAs) and local education agencies (LEAs) to carry out a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities. Activities are designed to build and enhance the ability of elementary and secondary schools to meet the special educational needs of gifted and talented students.

Awards are estimated to range from \$250,000 to \$400,000 for a period of up to 36 months.

Deadline: Applications are due May 4, annually.

Website: www2.ed.gov/programs/javits/index.html

Fruit Tree 101 Orchard Donations

The Fruit Tree Planting Foundation (FTPF) awards donations of edible fruit trees, planting resources, and supporting curriculum materials to eligible public schools, including colleges and universities, and private nonprofit schools and organizations. Fruit tree donations are provided for the purpose of benefiting people and the environment and, in the case of schools, for educating on the importance of trees for the environment and fruit in the diet.

Deadline: Applications are accepted year-round.

Website: www.ftpf.org/fruittree101.htm

GreenWorks! Grants

GreenWorks! Grants are awarded for service-learning projects in environmental education. Activities such as school recycling programs, conserving water and energy, establishing school gardens and outdoor classrooms, improving a forest, and restoring a natural habitat are all eligible for funding.

Grants up to \$1,000 are awarded.

Deadline: Applications are due September 30, annually.

Website: www.plt.org/resources/greenworks-grants

In-House Food Pantry at Altoona

Continued from Page 1

The duo met with Feed My People and Blugold Beginnings to see about the possibility of getting the program up and running. The two organizations agreed that they would also like to see a food pantry started in the district for middle and high school students. Additionally, Feed a Child Nyre You currently provides weekend meals for elementary and intermediate students, but simply didn't have the manpower to extend this to middle and high school students.

So, with some discussion and organization Altoona was lucky enough to have several organizations willing to help make it happen. Feed a Child Nyre You and the Altoona Compassion Coalition is providing some of the needed funding, Feed My People will transport the food to school each week and with students from the Alternative School will help with the logistics of getting the food to the students. Scheel's has donated backpacks to provide students an unobtrusive way to get the food home from school.

An area has been set aside in each of the buildings, including the new alternative learning center, for food storage and plans are being made to stock them. The groceries that are stocked include items that can be prepared in a microwave, canned items, and some items that are ready to eat. Another goal is to create meals at the high school level that are "crockpot-ready" and would allow students and families to prepare the meals together. To facilitate this, the district, with help from the high school Interact Club, is in the process

of acquiring new crockpots, can openers, and recipes to go along with the weekly food bags to help families prepare the meals.

The food pantry is just one of the community outreach programs implemented by the district. "A Time to Share", a program that provides holiday gifts for needy families, is also currently underway. The district has also started a new site-based mental health program this year.

"We all know things are not always easy," said Heather Burich Holle, 7-9 counselor. "We try to help our families and keep them on track."

Care to donate or help with the new food pantry program? Altoona Schools are currently collecting cash donations to help with the stocking of the food pantry, the purchase of additional backpacks and crockpots, and other operating costs. Donations of new crockpots and/or monetary donations can be made on an ongoing basis and delivered to the district office. Checks should be made out to Altoona Schools and mailed to Michael Markgren, Business Manager, Altoona School District, 1903 Bartlett Avenue, Altoona, Wisconsin 54720 please note: for Food Pantries.

Most sincere Thanks!

www.altoona.k12.wi.us
(715) 839-6032



Sheboygan South Students Volunteer Time in 4K Phy. Ed. Classes

Continued from Page 1



Participants wore their green "50 Million" t-shirts provided by St. Nick's Outreach Program coordinator, Mary Paluchniak. Everyone was presented with a certificate of completion and South High School students received a letter of commendation for their work. Head Start students were given the book "Two Bites"

emphasizing the need to try new foods and eat healthy that was provided by Health & Human Services dietician, Laura Graney.

"It has been a pleasure to see how engaged the South students have been and realize how beneficial this experience has been for all", said Head Start teacher, Julie Butler. Obviously the program is reaching the intended goal, as a consensus decision was made

to continue to work together on Tuesdays during second semester.

www.sheboygan.k12.wi.us
(920) 459-3500



5 reasons to 403(b)

As a Wisconsin public school employee, you have the opportunity to save for your future by taking advantage of a 403(b) retirement savings program offered by your district. Here are five reasons you should participate:

#5 Fill the income gap

Wisconsin public school employees will need to fund between 22%-45% of their retirement from personal savings. A 403(b) can help fill the gap your Wisconsin Retirement System (WRS) pension and Social Security benefit won't cover.

#4 Tax advantaged savings

One of the easiest ways to reduce your taxable income is to contribute to a pre-tax savings account like a 403(b). When contributions are taken before taxes, you receive the tax benefit now. If you are concerned about your tax liability in retirement, consider after-tax or Roth contributions if available. With a Roth, taxes are paid now so all qualified withdrawals in retirement will be tax free.

#3 Start small, start now

It's easy with automatic contributions. 403(b) contributions are made through payroll deduction and you can start saving with as little as \$25. It's built in budgeting. Regular and ongoing contributions are a great savings strategy.

#2 Play catch-up

The earlier you start the better, but if you get a late start you have the option to make up some ground. If you are 50 years of age or older, max out your contributions and, if possible, consider catch-up provisions to help top off your savings.

#1 You can trust us with your financial future

Join over 45,000 Wisconsin public school employees who participate in the 403(b) program offered by WEA Member Benefits. Our program has been nationally recognized by *Forbes Magazine* and the *LA Times* as a low-cost, soundly managed program for Wisconsin public school employees.

Learn more about saving with a 403(b) and how to get started:
weabenefits.com/enroll403b

1-800-279-4030
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This article is for informational purposes only and is not intended to constitute legal, financial, or tax advice. Certain recommendations or guidelines may not be appropriate for everyone. Consult your personal advisor or attorney for advice specific to your unique circumstances before taking action. The 403(b) retirement program is offered by the WEA TSA Trust. TSA program registered representatives are licensed through WEA Investment Services, Inc., member FINRA.

Student Contests and Awards

InvenTeams

InvenTeams is a national grants initiative of the Lemelson-MIT program that is designed to excite high school students to cultivate their creativity and experience invention. InvenTeam students rely on inquiry hands-on problem solving as they integrate lessons from science, technology, engineering, and mathematics (STEM) to develop invention prototypes. InvenTeams are composed of high school students, teachers, and industry mentors.

Grants up to \$10,000 are awarded annually, with approximately 15 grants available. Excite Awards recipients receive travel, food, and lodging for one educator to attend EurekaFest.

Deadline: Initial applications are due April 10, 2017. If selected to continue to the next step, final applications are due September 4, 2017.

Website: lemelson.mit.edu/inventeams

Lead2Feed Challenge

The Lead2Feed Challenge was created to encourage middle and high school students to hone leadership skills by completing a service-learning project that solves community needs. Full-time students in grades 6 through 12 of a public, private, or charter school, and students aged 11 to 18 who are members of a local club or service organization are eligible to apply. Entries are to be submitted by a team of eligible students, consisting of at least three students with a sponsoring classroom teacher, or club members with an adult advisor.

Deadline: Submissions are due the first Friday in April, annually.

Website: www.lead2feed.org/how-to-participate/project-submission-rules/

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. The ten entrants with the highest overall scores are deemed finalists and compete for the grand prize. The remaining entrants are considered for a state merit award. Up to 51 state merit winners are chosen based on highest score among the remaining entries received per state.

Deadline: Entries are due April 19, 2017.

Website: www.youngscientistlab.com/challenge

International Interdependence Hexagon Project

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

Deadline: Entries are due June 30, annually.

Website: hexagonproject.org/

Photo Competition - Gathering Waters

Send us your photos! We're looking to capture the beauty and value of Wisconsin's special places in pictures, for use on our website, social media, and publications—so we're holding a photo contest. Send us your digital photos by April 1 for a chance to win up to \$250.

Please submit your photo(s) and photo release form to Outreach & Development Intern Kevin Meyers at kevin@gatheringwaters.org.

Deadline: April 1, 2017.

Website: gatheringwaters.org/news-and-events/gathering-waters-events/gathering-waters-2016-photo-competition

Carton 2 Garden Contest

Show off your students' creativity by repurposing milk and juice cartons from your school cafeteria to either build or enhance your school garden.

The 14 schools with the most unique carton creations will be selected to win award packages. One school will win the grand prize, valued at \$5,000. Three schools will win specialty prizes (STEM, sustainability, and health & wellness), valued at \$2,500. Ten schools — five elementary and five middle/high — will win prizes valued at \$1,000.

Deadline: Entries due April 12, 2017.

Website: carton2garden.com/contest-details/spring-2016-contest/

"There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book."

—Marcel Proust



31 School Counselors Receive Scholarships to Attend WSCA Conference Conference Underscores School Counselors' Role in Student Success



The Wisconsin School Counselor Association

The Wisconsin School Counselor Association (WSCA) received a grant from Great Lakes Higher Education Guaranty Corporation to provide 31 scholarships to promising new High School Counselors to attend the 2017 WSCA conference. WSCA applauds this professional development opportunity for School Counselors to increase knowledge and skills in the area of Career and College Readiness. Scholarship winners attended keynotes and presentations in the area of college counseling, readiness, access and success that support the academic, career and social/emotional development of high school youth.

Great Lakes WSCA Conference Scholarship Award winners joined 1100 School Counselors at the Monona Terrace in Madison February 21-23, 2017. The conference featured 13 preconference workshops, 77

educational sessions, networking opportunities, an exhibit hall featuring 85 exhibitors and special keynote addresses delivered by:

Trish Hatch: A former school counselor, school administrator, counselor association president, Hatch has received multiple national awards. She most recently received the National Association for College Admission Counseling's (NACAC) Excellence in Equity Award for commitment to policies that strengthen access and success initiatives and for her work on the national call-to-action on college opportunity.



Daniel Lerner: As the instructor of the ever-popular NYU course, "The Science of Happiness," Daniel Lerner is using positive psychology to help people lead happy lives. Using cutting-edge research into how executives,



artists, and athletes overcome stress and anxiety, Lerner is teaching us to achieve well-being, rediscover our core strengths, and define success—on our own terms.

"Wisconsin School Counselors work with all students to increase student success and access to education by supporting the academic, social/emotional and career/post-secondary planning needs of students," said Stacy Eslick, WSCA Executive Director. "Comprehensive School Counseling Programs are a critical component of student academic achievement and provide essential resources to students, families and school staff."

About the Wisconsin School Counselor Association: WSCA is a nonprofit organization based in Madison. Founded in 1965, WSCA supports School Counselors' efforts to help students focus on academic, career (post-secondary planning) and social/emotional skills so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. The association provides professional development, publications, networking and advocacy to School Counselors around the state. For more information, visit www.wscaweb.org.

About Great Lakes: Dedicated to making college education a reality since 1967. Knowing that education has the power to change lives for the better, Great Lakes Higher Education Corporation & Affiliates was established as a nonprofit group focused on a single objective: helping students nationwide prepare for and succeed in postsecondary education and student loan repayment. As a leading student loan guarantor and servicer, Great Lakes has been selected by the U.S. Department of Education to provide assistance and repayment planning to more than 8 million borrowers – as well as assistance to colleges and lenders nationwide. Its earnings support one of the largest and most respected educational philanthropy programs in the country. Since 2006, Great Lakes has committed nearly \$172 million in grant funding to promote higher education access and completion for students of color, low-income students, and first-generation students. For additional information, visit home.mygreatlakes.org.

WSCA Contact: Stacy Eslick, Executive Director, WSCA, stacye@wscaweb.org

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Second Graders Learn About Natural Disasters Through Inquiry Project

School District of Rhineland

The second graders from Crescent Elementary School learned how natural disasters affect the environment through an inquiry project in January. During the first week of study, the students read a variety of nonfiction books about tornadoes, avalanches, wildfires, earthquakes, tsunamis, hurricanes and volcanoes. The students chose a natural disaster that they would like to learn more about.

During the second week, the students wrote good digging questions to guide their research. Their digging questions were questions that the students were curious about and began with who, why and how. The second graders used many different websites to find the answers to their digging questions. They also needed to find out what causes their natural disaster, how it affects animals, plants, soil, water and people and how people can stay safe during it.

During the third week, the students showcased what they learned by putting all of their researched information onto a Google Slide Show Presentation. The second graders placed complete sentences onto many slides. Then they uploaded specific images that enhanced the



Second grader Presley Wheelock researches how volcanoes affect the environment during an inquiry project.

content of their sentences onto each slide. After practicing presenting the slide show to their classmates, they invited their parents to show what they learned. During the showcase event, each student read their Google Slide Show Presentation to the audience.

www.rhineland.k12.wi.us
(715) 365-9700



Simple Machines at Pelican Elementary

School District of Rhineland

Students in the third grade at Pelican School had been studying Simple Machines. To kick off the study of the six most common simple machines; the lever, pulley, screw, inclined plane, wedge, wheel and axle, students explored a simple machine display. Students explored how pulleys, as well as the number of pulleys made work easier. They also experimented with levers at various lengths to discover how the longer levers made the lift load easier.

After exploring and understanding how the simple machines work, Mr. Rob, the day custodian at Pelican School, explained and demonstrated some of the simple machines he uses each day to make his job easier. Students listened attentively as Mr. Rob explained how the tools he used daily were indeed made up of simple machines; for example, the vacuum uses screws and pulleys. In addition, students learned about devices they use each day and recognized the simple machines used to construct them. An example being that the paper towel dispenser uses a lever, wheel, axle and screws. Students enjoyed listening and learning from Mr. Rob about the simple machines found all around them at Pelican School.



Pelican third graders explored how pulleys make the work easier and require less effort to lift objects using a Simple Machine display.

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A Zoological Society of Milwaukee and Milwaukee County Zoo Partnership

2Myles4Autism Continued from Page 14

what they had accomplished and even though the weather the morning of that first event was freezing cold, I remember feeling warm inside because I was so full of pride for what my students had accomplished. In addition to helping spread the message of encourage and acceptance, they also helped to raise several thousands of dollars by reaching out to businesses for monetary donations. That money was used to support students in the district with autism.

It has been six years and each year the event continues to grow. In fact, over the years we have expanded to having students from across the entire Howard-Suamico School District, from 4 year-old kindergarten up to seniors in high school, work together to reach out to businesses and other organizations for sponsorships. This has proven to be extremely effective as their voices are the most powerful in helping others understand the importance of raising awareness and providing support for students with autism. We have used the funds raised to provide adaptive technology and other tools for autistic students in the district, and to provide staff and parent trainings to help them learn other ways to assist these students, both at school and at home.

Over the years, one thing that has never ceased to amaze me is the way the students in

my classroom continue to pick up the torch and run with it year after year. You see, the students in that first class are now 8th graders in the district. While many of them are still involved in one way or the other, my classroom continues to be where the majority of the ground work takes place. Each year I usher in a new class of students and one of the first questions I always get asked is "When do we get to start working on 2Myles4Autism?" Year after year, their enthusiasm for spreading awareness and their unconditional acceptance of children with autism is simply remarkable.

If you'd like to learn more about this year's event, which will take place on Saturday, April 22nd at 9:00 a.m. at Meadowbrook Elementary School in the Howard-Suamico School District, please visit: www.2myles4autism.weebly.com or feel free to reach out to me directly at vanemora@hssd.k12.wi.us or (920) 662-5078.

www.hssd.k12.wi.us
(920) 662-7878



Individuals don't get cancer - entire families do.

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

We have two exciting winter camps coming up soon!



Camp Angel is for kids ages 7-12 and is being held January 27th-29th, 2017 in Boulder Junction, Wisconsin. Kids enjoy many fun and exciting winter activities including:

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



Angel Adventures is for teens ages 16-18 and is being held February 10th-13th, 2017 in Three Lakes, Wisconsin. Campers will experience:

- Tubing
- Cross-country Skiing
- Snowshoeing
- Broomball

Directed sharing sessions held in a safe & nurturing environment



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

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- Wisconsin's technical colleges offer 500+ degrees, diplomas and certificates — representing nearly every field — so there is a career option for anyone!
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- Graduates may enter the workforce or continue their education — many credits transfer to a university.

Did you know?

- Technical college degrees require fewer credits (and credits are less expensive), so graduates usually take on less debt and begin earning salaries sooner.
- Caring instructors who are experts in their fields, lead small classes and create comfortable learning environments.
- Hands-on education prepares grads to begin their jobs confidently.

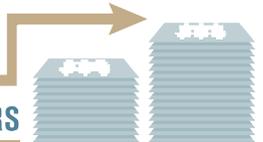
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\$40,000



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