

TEACHING TODAY WI™

Spring 2018, Volume 1

CELEBRATING 20 YEARS AS YOUR EDUCATION CONNECTION



Building Relationships, Making Connections and Strengthening Community



School District of Amery

Warrior students are learning some important life lessons, but not just in the classroom. For the past few years, an increasing number of teachers have been taking students to visit health care facilities, assisted living facilities, and the Amery Area Senior/Community center. Students of all ages are visiting on a regular basis, and so much that they are establishing valuable relationships with residents, visitors, employees, and community members.

Miss. Brenda Croes, 5th grade teacher said, "My grandparents spent some significant time in nursing homes when I was growing up. My grandparents had visitors at least three times a week, where many of the other residents were lucky to have a visitor once a month." Mrs. Laura Busse's father spent the last ten years of his life in a nursing home. "I so appreciated people who would

take the time to visit him. I always knew I wanted to pay this forward," she said. Busse teaches 4th grade and her students regularly visit Riverbend Assisted Living while Croes takes her students to Golden Age Manor.

The advantages are endless. Students practice communication skills as they carry on conversations and listen, they gain new perspectives, and they make connections as

they listen to stories of a different era. They experience empathy, and they gain exposure to older adults that they might otherwise not have. This exposure leads to a new appreciation for others and for all ages.

The student visits are a win-win situation as the residents also look forward to the visits and light up when the kids arrive. The young can learn a lot, but at the same time, it gives the older adults a feeling of worth as they talk with 'youngsters' and share their wisdom and experiences. Their time together is spent crafting, playing games, talking, reading stories, and more. The older adults simply just love watching the kids be kids.

Busse's purpose is to instill in her students the belief that every person is valuable. "My own dad felt very useless and purpose-

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Rebecca Rice
Brillion public schools

This year as part of a professional development group, Ms. Rice and Mr. Westphal researched, discussed, and designed a project for fourth grade students that would not only be extremely engaging, but would also merge together their two areas of expertise. Fourth grade students would be asked to choreograph a "brain break" dance routine to share outside the classroom.

On the teacher side of this project, Westphal and Rice had several planning sessions after school to come up with the overall project, the standards being addressed, assessments, and tools for students. Following that, they learned to use Google Suite applications including Google Classroom, Google Slides and Webcamera.io. These applications were instrumental in giving students access to the project from anywhere at any time and it allowed Westphal and Rice to check on each group's progress and give construc-

Brain Break



tive feedback. Many materials were created by both Westphal and Rice to ensure the students would have access to everything they needed

Overall, Rice and Westphal would say that this project was a success. They believe that these students shined in ways they had not seen from this particular group of students in the past. The students showed growth ranging from simply feeling comfortable enough to dance in front of others to taking on a respectful leadership role and being able to resolve conflicts within a group setting.

and could get right to work. These materials included a project map, individualized classroom calendars with each daily assignment, instructions, a GIF catalog, student grading rubric, and a project overview of expectations.

As for the students, they started out by learning how to use Google Classroom, Google Slides, Google Drive, and Gmail. On the first day they listened to a list of songs and chose their top three as a group.

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From the Blog

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Notify your Agent Before Starting a Remodeling Project

In the upcoming year, home improvement activity is expected to rise. For those who plan to be a part of this rising number, it is important to have the right type of insurance and the right amount of coverage.

Poverty and Trauma is Causing School Principals to Rethink How They Lead

People living in poverty suffer the effects of nearly every major societal problem, many of which affect their children's ability to learn. These conditions limit their abilities to achieve to their full potential and have a direct effect on their children's education. Principal leadership styles need to change to meet the diverse learning needs of the students and school communities they serve.

Tips for Implementing Online Learning

Online classrooms have become a revolution in today's education. With online learning becoming more and more popular, it is incredibly beneficial to understand the anatomy of what makes an online classroom successful.

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less when he lived in the nursing home, and of course, this was untrue. He had a wealth of experience, knowledge, and wisdom that continued to be needed by those around him. I wanted my students to find out for themselves how special our older citizens are and the wealth of wisdom they can bring to our lives. I also wanted my students to realize that we are not a separate entity in our school, but part of a larger community."

When students first visit, they are nervous and apprehensive. Throughout the school year their comfort level increases and by the final visit in May they feel like they have formed relationships and gained additional family members. The connections are strong. Busse has had students return to Riverbend after school hours with their parents to introduce them to their "older friend." A resident at Golden Age inquired about a student she had gotten to know who had moved away over the summer. She was sad that she had not said goodbye, so Miss. Croes provided an address so the resident could send a Christmas card.

During one of the visits to Riverbend,

the 4th graders interviewed their older friends, ending with the question, "What is one piece of advice you would give me?" The advice was wonderful: Treat everyone with kindness; Try your hardest; Do your best in school; Listen to your teachers; Obey your parents; Have faith in God; AND the most puzzling to the children, Never get old!

Croes hopes that her students walk away from this experience understanding the importance of human connection, compassion for others and willingness to serve others. *"We often become consumed with academic success, and while that is very important, I also hope that the visits many of our classes are making are helping students grow as young men and women who will have a positive impact on our community."*

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Brain Break

Continued from Page 1

Once submitted, votes were tallied and songs were assigned. Students got right to work in choosing what dance moves they wanted to use through Google Slides. The Slide had a collection of mini "moving pictures" called GIFs that students could copy and paste into their project map. In the event a student wanted their own custom GIF, Mr. Westphal or Ms. Rice were able to help them create one for their project. Each group got to decide if they wanted to dance alone or with others, but were required to dance for at least 30 seconds worth of time. After all the moves were chosen, the fourth grade was given multiple class periods to practice and make adjustments. They focused on musical elements such as moving to the beat, changing moves when the song changed from verse to chorus, and having smooth transitions. At this time, students were able to use Webcam.io to record and critique themselves in a constructive way. The project wrapped up with final recordings and reflections. The reflections were completed on an individual basis and gave students the opportunity to express what they learned, why it was important, and how well they worked with others. Many students recognized that brain breaks and staying active are two important ways to stay both healthy and engaged in

learning. Depending on the group, students were able to choose if they wanted their "brain breaks" to be shared with other classrooms in our school.

Overall, Rice and Westphal would say that this project was a success. They believe that these students shined in ways they had not seen from this particular group of students in the past. The students showed growth ranging from simply feeling comfortable enough to dance in front of others to taking on a respectful leadership role and being able to resolve conflicts within a group setting. Professionally, they stated that it was a great experience to work with each other and find ways to blend their two specialty areas in a meaningful way. Being able to design a project that would challenge students both academically and socially was a huge risk that really paid off in the end. They hope to be able to continue working together on projects such as this as it seems to be an effective way of teaching as well as a great way for students to learn.

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De Pere Class Unlike Any Other in the Nation

De Pere School District

Kerri Herrild's personal finance class at De Pere High School goes far beyond saving, borrowing and learning how to write checks.

It's a first-of-its-kind classroom lesson where students are learning to give in a meaningful way.

"Philanthropy is a passion of mine. I've been the benefactor of a lot of philanthropy over the years," says Herrild. "I have Multiple Sclerosis."

Last summer, Herrild joined other teachers in California for a training session sponsored by Next Gen Personal Finance, a non-profit dedicated to free financial education for students.

It was there Herrild shared her dream of teaching philanthropy.

"And I brought this up, I said this is something I've wanted to teach for years, but I don't know how," recalls Herrild.

In Los Angeles, Herrild discovered Next Gen had just designed a curriculum for philanthropy, and with the help of an anonymous

donor she launched "The Giving Project" in her classroom.

It's a hit with students.

"With everything that's going on in the world I feel like giving is the number one way to come together," says senior Solomon Breecher.

The process begins with Herrild teaching students what philanthropy means.

Students then pick a cause important to them and research which charity offers the most impact.

"Mine is the Wisconsin Humane Society. All my life, animals have played a big role in my life, so support them and getting them the

help they need, shelter, food, all the necessities is really important to me," says senior Kate Koenig.

Students then create a promotion, like a Powerpoint presentation, brochure or video, and share it with family and friends to raise money, which is matched by the donor.

A lifelong connection to giving is established.

"Going to become a big part of you,

"Let's get high school classrooms all over the country partnering with local philanthropists. They obviously believe in giving back, we as teachers believe in giving back, that's part of our job, so let's partner this up and really have a lasting impact on these students."



because if you're in math and you're not really excited to be there, but with this you're helping people and you're helping yourself, so I think it's something that's really cool that will carry through our whole life," says junior Alexandra Westphal.

Herrild's goal is to take this first-of-its-kind program nationwide.

"Let's get high school classrooms all over the country partnering with local philanthropists. They obviously believe in giving back, we as teachers believe in giving back, that's part of

our job, so let's partner this up and really have a lasting impact on these students," says Herrild.

During the fall semester, students in Mrs. Herrild's class raised nearly \$6,000 benefiting 49 different charities.

Source: WBAY - By Jeff Alexander

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House Build Project Prepares Students for the Marketplace



Jennifer Thompson
Public Information Officer/Community Relations Coordinator
Kolak Education Center
School District of Beloit

Students gain marketable career skills while creating affordable housing in the city of Beloit, Wisconsin. Students enrolled in the construction pathway at Beloit Memorial High School have the unique opportunity to build a home. Upon construction completion, homes are placed on the market and profits are used

to help continue the program.

The Student House Build Program began about four years ago thanks to a generous donation from Corporate Contractors Inc. Since that time, the program has been a fixture in the career and technical education department at Beloit Memorial High School. It is an excellent example of collaboration and partnership between a school and its business community.

The program's value is in the direct experience students receive in a variety of different

skilled trade pathways. Students are exposed to engineering and design, construction management, plumbing, electrical, and carpentry. Benefits to the community are many; including, training a workforce ready to fill skilled trade shortages that exist in many areas across the nation and creating affordable inventory for the local real estate market. The goal is to make sure every student is college and career ready beyond high school. This program does just that.

Under the direction of Beloit Memorial construction teacher, Scott Abbott, this program is the culmination of the construction technical education program. Juniors and seniors who have completed the construction course sequence are eligible to participate in the full year Student House Build Program. "We are training the next generation for entry into the skilled labor force," said Abbott. There are approximately ten students in the program this year. Students begin with job site safety instruction in the high school and then move on to the floor system, framing, roofing, siding, electrical and plumbing.

Of course, the house must meet all Wisconsin building codes. Therefore, the program partners with a number of sub-contractors in the Beloit area. Many of which provide mentoring for the students, financial support for

the program through time, materials and monetary donations, and general assistance with the program. Subcontractors, in partnership with Abbott, help ensure that the home meets all building codes and will be ready for the market at the end of the school year.

This year's house build project is nestled in the northwest corner of Beloit at 2261 Trevino Court. It is a 1450 square foot ranch home with 3 bedrooms and 2 bathrooms. The house has the possibility of two additional bedrooms and a full bathroom in the basement. It is currently estimated that the home will sell at approximately \$155,000.

The Department of Labor projects that the United States will have approximately 5 million job openings in the skilled trades in the next 10 – 15 years. Abbott is a strong advocate for the futures of his students, "Our economy needs skilled trades people and our program is great training ground to launch students into a viable job market where they can make a great living wage."

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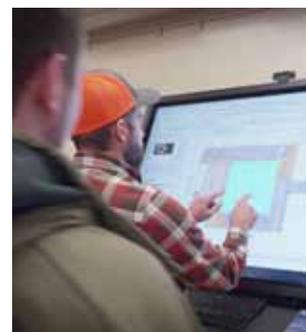
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Program Trains Grads for Bright Futures in Construction Careers



Oak Creek Franklin Joint School District

Students enrolled in Oak Creek High School's Knight Construction program are nearing completion of the program's third residential home. "By building a home from the ground up, the students have gained an incredible amount of experience and are very proud of their work," says Mr. Matt Lonergan, the program leader and technology/engineering teacher at Oak Creek High School.

Knight Construction is a course offered at Oak Creek High School where students earn two credits while learning applicable job skills that will prepare them for a career in the construction industry. "Knight Construction has prepared me for the future by giving me an authentic feeling of what the trades are like," says senior Beau Millan. "This class allows you to learn many different skill sets that prepare you for the trades and for real life," Millan explains.

Throughout the construction process, the students work closely with a variety of local vendors and craftsmen, getting hands-on experience with everything from shingling, plumbing and electrical, to HVAC, drywall, and painting. "Each year, the program gains more and more support from local contractors and businesses. These local businesses have been quite influential in helping students obtain careers in the trades after graduation," Mr. Matt Lonergan says.

In fact, Knight Construction alum Kyle Theide joined his employer (an energy solutions company) at the Knight Construction house to help train current students how to complete electrical work. "It's great to see Kyle have success after graduation and have him share his knowledge with our current students," Mr. Lonergan shares. Theide graduated from Oak Creek High School in 2017 and was hired after working with the company through the Knight Construction program.

"Knight Construction is a perfect opportunity for anyone who would want to get a head start for a career in the trades because Mr. Lonergan provides many opportunities to meet with leaders of the construction industry," junior John Read shares. "We are leagues ahead of anyone who has no hands on experience with building a house," Read continues.

Students learn a variety of life skills on

the job site like teamwork, critical thinking, decision making and self-motivation. These valuable life skills will be useful regardless of the career path these students choose to pursue after graduation. "The most useful job skill that I've gotten out of this program is self-motivation," shares senior Olivia Kubica. "There will always be tough days on the job whether it be a difficult task or cold weather, but the job has to get done and a little motivation will get you a long way," Kubica explains.

The 1,800 square foot home, located in Caledonia, Wisconsin, will be complete in May 2018. The ranch-style home features high-end finishes including hardwood flooring in the main living areas, tile in the bathrooms, granite countertops and Kohler fixtures to name a few; all installed by the students.

In addition to the actual construction of the home, the Knight Construction students complete First Aid/CPR training and OSHA-10 training, giving them an even greater head start to a successful future.

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Franklin Public Schools Building a New Middle School

Meghan Dade
Communications Coordinator
Franklin Public Schools

Franklin Public Schools has a mission to inspire personal success through learning experiences that focus on student needs and active partnerships with family and community. Achieving that mission requires not only innovative courses and programming for students but also instructional spaces that can support student learning needs.

To meet those needs for current and future students, the District partnered with the entire Franklin community in 2016 to pass a \$43.3 million referendum for the creation of a new 6th through 8th-grade middle school building. Community members, staff, and parents provided input for the referendum by participating in surveys, attending meetings and events, voting, and contacting the district for more information.

“There is an incredible amount of excitement around moving into our new learning spaces,” says Superintendent Dr. Judy Mueller. “We are grateful to have the support of our community in Franklin.”

The new two-story Forest Park Middle School is designed with learning at the center and a design philosophy focused on spaces that are flexible and integrated,

providing opportunities for students to be creative, collaborate, and have fun while learning. Furniture in all learning spaces will be flexible, movable, and varied, and technology will be integrated into every location.

Upon entering, visitors and students will encounter a large, open and bright cafeteria space, adjacent to a set of learning stairs where students can study, collaborate, or perform. At the heart of the building is a 4,000 square foot manufacturing and engineering center that will provide students access to hands-on learning experiences in manufacturing and technical education.

Classroom wings for all core subjects will provide for students to comfortably flow between the classroom and adjacent collaborative spaces that can accommodate individual learners, small groups, or multiple classes all in the same space. Dedicated science spaces will include lab stations, as well as other areas for experimentation and design. Family and consumer science spaces will include updated kitchens. Art spaces will include space for varied types of artistic expression, and the physical education space will include a three-station gym. The new common areas will better support the student population and allow for more facility access for the entire Franklin community.



Ensuring that learning experiences at Forest Park Middle School prepare students for college, career, and life requires more than space design, however. One of the key benefits of the new Forest Park Middle School will be in the expanded course offerings that will be provided to students once the building opens in September 2019.

“It is an exciting time for Franklin Public Schools,” says Mueller. “We look forward to opening the new building with

our school community and continuing to provide the highest quality educational experiences possible for Franklin students.”

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MHS Renovation Hits Milestones

Mukwonago Area School District

The Mukwonago High School construction project reached several important milestones recently with some additional newly constructed and renovated areas to be completed in the very near future. This work was made possible when the residents of the Mukwonago Area School District voted to approve a \$49.5 million referendum in spring 2016. Construction started approximately a year ago on the project that will add 100,000 square feet of new space and renovate 130,000 square feet of the school, which houses over 1,600 students.

Visitors to the second floor will find a complete transformation of the educational spaces. Gone are the dark, narrow hallways lined with brown tiles. New classrooms are significantly larger with improved lighting. The classrooms are also equipped with technology and furniture that will enable students to communicate, collaborate, and problem solve more effectively as 21st-century learners. The highly successful I.T. Academy has a new home, and students and staff are utilizing the major improvements made to the library, Academic Resources Center for tutoring, art studio, robotics lab, and mass media instructional areas.

Mukwonago residents who have driven on West Veterans Way likely noticed the two most dramatic spaces that bookend the high school

— the new performing arts center in the south-east and gymnasium in the west.

Fine arts students enjoyed new band, orchestra, and choir classrooms when they returned after winter break. The performing arts center was completed in March. On Saturday and Sunday, April 7-8, MHS will hold a special two-day opening gala fundraiser event to promote fine arts and celebrate completion of the new 830-seat Greenwald Foundation Performing Arts Center (PAC).

Besides the PAC, other major projects are quickly nearing completion. In May 2018, the west gym will be complete, and progress is on track to meet the final construction milestone in August 2018, which includes renovation of the career/technical education area and reconstruction of the cafeteria. The cafeteria renovation is a key component of this project, as it will allow MHS to vastly improve student scheduling. By moving from five lunch periods to three, students will enjoy greater class options.

Despite the tremendous amount of construction taking place, disruptions have been held to a minimum. Superintendent Shawn McNulty expressed gratitude for district Project Supervisor Curt Wiebelhaus and MHS Principal Jim Darin. “This is a huge project, and they’ve done a fantastic job working with all the stakeholders. The communication, organization, attention to detail, and thus our



progress has been fantastic!”

The school year will end June 1 and construction will continue throughout the summer. The two major projects that will be completed during that time are the cafeteria expansion and Technical Education spaces. The expanded cafeteria will enable the high school to move away from the seven-period day to a new master schedule that will afford students the opportunity to take more elective courses. Some of those electives will most certainly come from the improved art and technical education area.

“Employers are desperate for workers in the trades, and our welding, construction,

manufacturing, and engineering labs will be redesigned and improved. We want more of our students to take courses that expose them to these opportunities for great jobs and careers,” said MASD School to Work Coordinator Dustin Lehman. These two pieces of the project will be completed in September in time for the start of the 2018–19 school year.

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The New 9th Grade Center at Oak Creek



Oak Creek Franklin Joint School District

Oak Creek High School's Class of 2021 is the first class to attend their freshman year in the new 9th Grade Center. "The creation of 9th Grade Center is an opportunity to serve the freshman students of Oak Creek High School in a new, targeted way in order to ensure that they develop the skills and abilities they need throughout high school and their lives," says 9th Grade Center Principal Chris Weiss.

The 9th Grade Center is located on the

corner of Puetz Road and Howell Avenue in front of the existing high school. The District worked with Eppstein Uhen Architects. The 192,798 square foot two-story building is designed to serve 1,000 students. The floor plan includes basic core academic classrooms, separate gym with one main basketball court and two secondary courts, and additional flexible spaces to accommodate collaboration and to create opportunities for future growth. The new

building also includes a designated area for a future Personalized Learning Center slated to open in August 2018.

The community got a first-look at new 9th Grade Center at the ribbon cutting ceremony which was held on August 21, 2018.

The 9th Grade Center of Oak Creek High is part of the District's master plan. In the fall of 2014, residents of the Oak Creek-Franklin Joint School District approved a facilities referendum of \$59,095,000 to address student enrollment growth and facility needs as the next step in the District's Master Plan. The referendum authorized the district to borrow funds not

to exceed \$59,095,000 to construct a new elementary school for grades 4K-5 on district owned land located at Drexel Avenue and 20th Street and a new 9th Grade Center on district owned land next to the existing high school. The new elementary school, Forest Ridge, was completed in August of 2016 and opened its doors to students and staff for the 2016-17 school year.

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A New Middle School in Sheboygan Falls



Sheboygan Falls School District

To launch the construction phase of the new Sheboygan Falls Middle School, approximately 75 staff, parents, and community members gathered at the ceremonial groundbreaking which took place near the construction site on Thursday, June 1. The construction of the new school was approved by a voter referendum in November, 2016.

Since the referendum approval in November, the Board of Education, members of the administration and middle school staff worked many months preparing final plans for the building, and bidding various phases of the project.

In her comments, Middle School Principal Meloney Markofski also reflected on the design process and the diligence that is being used to create contemporary, effective workspaces for student learning. "Throughout this process we have focused our thinking on how we will deliver the learning experiences that are collaborative and engaging for our students using the new learning spaces," she said. "We are focused on how we can help our students develop the skills and knowledge necessary to

be successful in their futures," said Markofski. "Thank you to the architects who have delivered the vision we have for the school," she said.

The new building is scheduled to be open in time for the 2018-2019 school year.

Shaping Effective Education

Delivering effective instruction takes many forms: small groups, large groups, individual projects, cross grade collaborations. And a single type of space does not accommodate them all.

So creating multiple types of flexible space that can be adapted for different types of instruction was the focus of the design for the new Sheboygan Falls Middle School.

"We're creating environments where you can do multiple things," said Chris Michaud, design architect at Eppstein Uhen Architects who is leading the project.

Michaud noted that building as much flexibility as possible into the school's design will accommodate not just today's educational



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Farmer

Caden H.
River Ridge School District

Farming sounds like fun because farmers get to work outside and not stay indoors all the time. I hope in the future that more people will become farmers and spend more time outdoors. I have been farming for as long as I can remember. Farming is not all fun and games. Skills are needed in many areas to become a successful farmer -- biologist, agronomist, vet, weatherman to name a few. By being a farmer I can lump all these into one exciting career.

A farmer is a person who can raise animals. Farmers can choose to raise one kind or they can have a broad range. A farmer can raise beef cattle and use the meat to eat or sell the cattle at market. If a farmer raises dairy cattle they can use the milk or send it to facto-



ries to make it available in grocery stores. A farmer with animals should know what to feed them; and if it is sick know what to give them and how much to give them to bring them back into good health.

A farmer is also a person that can grow crops. As with animals, a farmer can choose to

stick with one kind or grow a diverse amount of crops such as corn, soybeans, wheat, and sunflowers. A farmer must watch the weather and determine the best planting and harvesting times. A farmer must own a variety of equipment to harvest their crops. The grain they harvest can be fed to their animals or they can

sell it to get money.

A farmer has loads of responsibilities in addition to taking care of animals or growing crops. A successful farmer should know a lot of math and science. They must know math because when they are combining they can't just go and pick any row. They have to pick based on the size head or planter they have. Science helps farmers figure out what chemicals to use on the field to get rid of bugs and weeds. Math and science are combined when determining what medicines to give to animals. A farmer must be knowledgeable and precise with measurements. Using the wrong medicine or dosage could be fatal or unproductive.

For all the reasons above I want to be a farmer. There is plenty to do on the farm to keep a person active. Not many people are farmers so this is why I want to be one. By becoming a successful farmer, I can not only provide a good life to myself and my family, I can also provide a beneficial life to other families across the country. I don't know how long my family has been farming but I will try to keep it going. I want to keep a valuable lifestyle and resource going for many years and generations to come. That is why I want to be a farmer.



Web Software Developer

Carisa S.
Northland Pines High School

The generation of technology, phones at the age of ten, smartphones three years later, computers of their own, the current generation is wired for success. A student's dreams are alive with technology, allowing learning and work to spread cross country. Born into this generation, I have had the privilege of technology at my fingertips. I have taken advantage of its complexity never truly understanding all of its elements. Through the years as I would obtain a new piece of tech I explored, my parents couldn't help me learn the quirks because it was new to them too. I took those kinds of opportunities to expand my knowledge and help others when they came across the same problem.

During my senior year of high school, I had to take a class that I had no intention of participating in or enjoying. Web Design, creating



websites for only a semester, I had to take it, so I took it just to get through the semester and get an extra credit. The first couple of weeks I kept my first impression of the class, this is boring, is it over yet, oh man its eighth hour, time to go to my least favorite class. Three weeks in, the teacher adjusted his method of teaching and we began to code websites.

Organization is key to me, numbers are my friend, and figuring out how things work brings order to my life. Coding a website has

all of those aspects involved and now it is what I want to do with my future. The Web Design course I was persuaded into taking has now become my favorite class of the day. It is one of my favorite classes to challenge myself, asking for new challenges every day, and pushing ahead of the class to see how far I can really take my knowledge. Web Design is the reason my dream job is to become a Web Software Developer. In this career I will be able to create visually appealing websites

while organizing code, using numbers to get elements to fit, and learning how certain elements will change a site.

My generation has allowed me to be immersed in technology and fueled my interest in working with computers. Websites have many elements that make each unique and similar in many different ways. I want to be the person that created the website catching individual's attention and making a business successful with just one click. I will be able to use my methodical thinking, organization, love of numbers, and my will to learn to keep my career going.

Not only will I use this career to help companies in the future but I can use this job to help people in need. I could create websites that one day can make a difference in people's lives. I will also spread my passion for a love of coding and Computer Science to spread it to young individuals interested as the profession sees very little interest, especially within young women.

Web Design to me has evolved from my lack of interest and care for the complexity to being forced into one of the most intriguing and challenging classes I have taken. With Web Design in my future, as a Web Software Development, I am ready to pursue my dreams and challenge them every day while helping others.

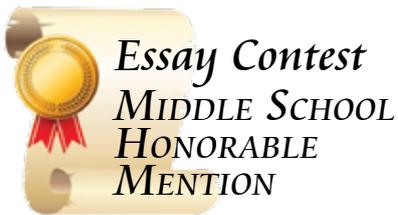


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Neuropsychologist

Ana J.
St. Sava Orthodox School Milwaukee

My wish is to become a neuropsychologist. Neuropsychology is a specialty in which one studies the brain, nervous system, and how to identify unusual behavior. For instance, if someone was born with a brain defect or survived a traumatic accident affecting their brain, they would have to seek help from a neuropsychologist. The patient might require brain scans or tests. These tests may need the neuropsychologist to check for any signs of serious disorders or permanent brain damage. Neuropsychology also sometimes ties with therapy. Some neuropsychologists have their own patients where they approach the issue in a more therapeutic way, including more communi-



cation with the patient.

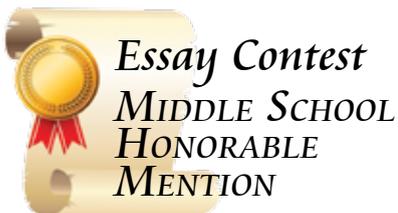
I believe I am fit for this career because I love neuropsychology and I have the dedication to do it. Before choosing this profession, I considered therapy but decided I didn't like it enough to want to dedicate years of my life to it. When I discovered neuropsychology, I was completely awestruck. Learning about the brain and

psychology was always exciting for me. All of my life I had a strong feeling that I was going to go into the medical field. Neuropsychology ties all of my interests together. It allows me to learn about psychology and the brain. It even touches on my desire of becoming a detective because diagnosing a patient gives a similar feeling to solving cases. Finally, I have the dedication for this

career. Based off of my passion for this job, it is clear that I won't give up on it. I am aware of how hard it can be, specifically looking at the years of education and practice. However, I am willing to do whatever it takes to accomplish my dream. After all, dedication is the key to success.

I was inspired by my father to choose this career. Recently, my dad quit his job as a manager to open a trucking business by himself. His decision taught me to always be open to new ideas. His abrupt change of jobs showed me how dedicated one has to be in order to make certain life choices. Although choosing neuropsychology as a career may be risky, I believe it is the right choice. Learning from my father, I was able to think outside the box and choose a risky and hard profession without regretting it.

Neuropsychology is a complex yet extremely fascinating career that I can't wait to do when I grow up. It is, of course, the perfect job for me due my strong passion for it. My father is mainly responsible for my choice of career through his actions and life lessons. According to the statements above, I believe that, someday, my wish to become a neuropsychologist will come true.



Zoologist

Jada Q.
Cooper School Milwaukee

My dream career is to be a zoologist. Zoologists study and research animals you find in your local zoo. They also see how the animals adapt to situations and how they survive in and out of captivity. Being a zoologist is in my opinion really cool, and amazing experience.

When I become a zoologist I will accomplish tasks like doing lab work on animal specimens, and research on animals in the wild. I will educate the public about how to respect wildlife, what to do if you encounter a wild animal and much more. I mostly want to do fieldwork, which is outdoors observing animals naturally. My true passion is to branch out into wild cats specifically lions. Working with big cats is categorized into mammalogy.

As far back as I can remember I have



been in love with animals. I remember the first time I saw *The Lion King* I really loved it. When I got my cat it was the happiest day of my life. The best part was that I got to name her Sunny, because she has orange spots that look like sun is shining through them. At first when my family caught on that I loved animals all of them except my mother

thought it was just a phase. Two years ago I really caught on that I wanted to do something with animals. But I also wanted to do something with science, I was disappointed that I had to choose one. I went to my dad and told him about the dilemma that I was having and he said, try to find something that involves both. I listened to him and immediately started

researching. That's when I found zoology, it involved animals and science.

There are three levels in your zoologist career that you can accomplish. Level one is where you start. It is being a field researcher, its earnings are about \$35k-40k a year. To be a field researcher you need a bachelor's degree in zoology. Its responsibilities are to mostly conduct experiments. Level two is an assistant research scientist. Your education needs to be a master's degree in zoology. On an average year you earn \$45k-60k. Observing animals and to write up research are all the responsibilities an assistant research scientist has to do.

The final level, level three is the highest you can go. This is when you officially become a zoologist. Its earnings are higher but the responsibilities are greater too. You earn \$70k-100k a year. For this level of expertise you need to have a PHD in zoology plus many years of experience. The responsibilities are also observing animals, writing grant articles.

In conclusion, my dream career is to become a zoologist. Being a zoologist, I will work with wild cats creating a bond with them so they trust me as I them. I will be away in Africa for weeks even months at a time working hard in knowing all there is to know about wild cats.



Hamstring Strains: Treatment and Rehabilitation



Lynn Reuss, LAT

“Coach, I pulled a hammy coming out of the blocks!” Unfortunately, this can be a common site of a sprinter coming out of the starting blocks and all of a sudden, he/she reaches behind and grabs the back of his/her leg. It is a serious injury that can debilitate an athlete for an extended time with an estimated reinjury rate as high as 30%. In complete recovery and inadequate rehabilitation can be attributed to the re-injury of a hamstring strain. Hamstring strains are quite common and can be very painful. They can

occur in all sports.

Did you know that the name for the hamstring muscle(s) is originated from the old English word “ham” for thigh, and “string” for the feel and appearance of the tendons at the back of your knee. The hamstring muscles are the muscles in the back of your upper leg (thigh). They are responsible for allowing you to bend (flex) your leg at the knee and extend your leg backwards at the hip. It is not just one muscle, but a group of three muscles: semimembranosus, semitendinosus and biceps femoris. These muscles are extremely important in power types of activities such as running and jumping.

Injuries to the hamstrings can range from a minor strain (commonly referred to as a “pulled” muscle) to a major rupture of the muscle. They often occur with sprinting or sudden lunging or jumping. Often the person describes it as a “pull” or “stretch”

sensation and in more severe strains, they feel a “pop” in the back of their thigh or into the buttock. Depending upon the severity, the amount of pain will vary. There may be point tenderness at the area of the injured muscle, possibly a divot can be felt and there may also be bruising. The injured person may have slight disability or may be unable to walk or bear weight on the injured leg. Early intervention with a diagnosis and treatment are important for healing and return to full function.

Initial treatment of mild to moderate hamstring strains is the use of ice, rest, compression with the use of an elastic wrap for the first 3–4 days. For most muscle strains we work on stretching the muscle following an injury to help the scar tissue form within the muscle in the same direction of the muscle fibers. However, with hamstring strains we hold off on any vigorous stretching and concentrate on range of motion exercises to restore muscle function. Once full range of motion is restored, a gradual strengthening program can be started. Full range of motion and strength are necessary to progress to sport specific activities. A rehabilitation program that uses progressive agility and trunk stabilization exercises (planks, etc.) is more effective than just isolated hamstring stretching and strength-

ening. Early rehabilitation does not mean a premature return to activities, especially explosive types of activities such as sprinting and jumping. Reinjury is quite common and can be attributed by a return to sports too quickly. Depending upon the severity of the strain, full rehabilitation and return to sports can take a couple of weeks to several months.

If the hamstring has been ruptured or the muscle has been torn off its bony attachment in the buttock, surgery may be required. These injuries are debilitating and extremely painful. If there is any question regarding the severity of your injury, you should seek medical attention as soon as possible. The earlier that treatment is begun, the better the outcome and safe return to activity/sport is accelerated.

There isn't any way to 100% prevent a hamstring strain. However, making sure you are warmed up and stretched before activity and that you have good hamstring strength (50-65% of the quadriceps strength) are keys to prevention. Boys tend to be less flexible than girls for hamstring flexibility, especially during a growth spurt, so they should spend more time on stretching the hamstrings. Overall, take good care to maintain good flexibility and your hamstrings will thank you!

Ulnar Nerve Compression

What checking your phone might be doing to you



Quincy Turpin, LAT

Today is a technological world, unfortunately there are some pathologies that occur while utilizing a phone/pad or form of hand held device. One pathology that is caused by these devices is known as cubital fossa syndrome.

Cubital fossa syndrome is a condition to the ulnar nerve in where the nerve is being stretched or compressed. Everybody has heard this nerves slang term “funny bone,” we all know how it feel when we bump into it. When this nerve is irritated it causes numbness and tingling to the ring finger and pinky. It may also cause forearm pain and weakness in the hand.

Cubital fossa syndrome seems to be on the rise due to the technological era. Hand held devices are causing irritation to the

nerve. This is mainly due to the amount of time we have been devoting to our devices. We spend a lot more time on these devices than we did 10 years ago. These devices position our elbow into a flexed position. When the elbow is in a flexed position for extended periods of time the nerve becomes irritated. When holding a hand-held device and these symptoms occur, more than likely you have cubital fossa syndrome.

Treatment of cubital fossa syndrome starts off very conservative. Staying off these devices as much as we can will help decrease symptoms and irritation. Trying to keep the elbow in a more extended position will decrease irritation. There are some braces out there that will help with the symptoms. Surgical treatment involves decreasing pressure to the nerve or releasing the nerve entrapment.

In the end, not many of us want to hear this, but trying to stay away from our handheld devices/phones will help out with preventing many known pathologies that are occurring.

Reprinted from Chippewa Valley Orthopedic Sports Medicine's Sports RX, Spring 2018

SPORTS PHYSICALS

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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. InvenTeams 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 9, 2018. If selected to continue to the next step, final applications are due September 4, 2018.

Website: lemelson.mit.edu/inventeams

The Paradigm Challenge

The Paradigm Challenge is an annual competition developed by Project Paradigm and the American Red Cross. The challenge is intended to inspire youth to use science, technology, engineering, and mathematics (STEM) skills and kindness, creativity, and collaboration to make a difference. The annual challenge aims to generate new ideas to reduce waste in homes, schools, communities, and around the world.

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

Deadline: Entries are due May 1, 2018.

Website: www.projectparadigm.org/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.

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

Deadline: Entries are due April 19, 2018.

Website: youngscientistlab.com/challenge

2019 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 2019 sticker design contest are accepted now through Friday, April 20, 2018.

Website: eeinwisconsin.org/Files/eewi/2018/ContestEntryApplication.pdf

Science Without Borders Art Challenge

This year's Science Without Borders Challenge from the Living Oceans Foundation

asks students ages 11–19 to enter artwork on the theme, "Why Coral Reefs Matter."

Work will be judged in two categories: ages 11–14 and ages 15–19. First place winners in each category will receive \$500, second place \$350, and third place \$200.

Deadline: Submissions due April 23, 2018.

Website: www.livingoceansfoundation.org/education/science-without-borders-challenge

American Association of Physics Teachers High School Physics Photo Contest

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

Deadline: Entries are accepted March 1 through May 15, annually.

Website: aapt.org/Programs/photocontest/index.cfm

2018 Air, Air Everywhere Poetry Contest

Wisconsin's teachers can help DNR celebrate Clean Air Month this May by leading students through an activity (or more than one!) from the Air, Air Everywhere Teacher's Activ-

ity guide, which aims to teach 3rd, 4th & 5th grade students about air quality and the importance of clean air.

Teachers can submit original poems or riddles created by their students as part of the Where's the Air? activity in the Air, Air Everywhere guide to the Wisconsin DNR. The winning poem (and two runners-up) will be featured on the Wisconsin DNR website. The winner will receive an award certificate and a class set of "It all adds up to cleaner air" solar calculators.

Deadline: Entries must be received by Friday, May 4, 2018 to be eligible.

Website: dnr.wi.gov/topic/AirQuality/Poetry-Contest.html

International Interdependence Hexagon Project

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

Deadline: Entries are due June 30, annually.

Website: hexagonproject.org



Gloria Barron Prize for Young Heroes

Each year, the Gloria Barron Prize recognizes young people ages 8 to 18 who have made a significant positive difference to people and our environment. The 25 winners each receive a \$10,000 cash award to support their service work or higher education.

Deadline: Nominations due by 5 p.m. MST April 15, 2018.

Website: barronprize.org/apply

Tropical Biology Essay Contest for High School Teachers

High school biology teachers are invited to enter this essay contest for the chance to attend "Inquiry in Rain Forests: Graduate-level Professional Development Field Course

for Teachers," July 7–20, 2018 in Costa Rica. To enter, write a 300-500 word essay describing your school, your students, and how you think this professional development experience at the Organization for Tropical Studies in Costa Rica will change the way you teach, the role you play as a teacher, and your relationships with your peers at your school.

Deadline: Enter by April 20, 2018.

Website: www.pearsonschool.com/index.cfm?locator=PS2sFc

Siemens Possibility Grant

Enter the Possibility Grant Sweepstakes daily for your chance to win \$10,000 for STEM at your school! "Fab" your lab with the latest and greatest gadgets, or purchase top-tier technology and supplies for STEM students.

One school will be selected as the Grand Prize Winner in May 2018. The Grand Prize will consist of a \$10,000 Siemens Possibility Grant, awarded in the form of a check made payable to the winning school and intended to be used by the school for a science lab makeover and/or STEM-related equipment, supplies, or technology.

Deadline: Contest closes 5 p.m. April 27, 2018.

Website: www.siemensstemday.com/sweepstakes

Voya Unsung Heroes Awards

Each year, 100 educators are selected to receive \$2,000 each to help fund their innovative class projects. Three of those will be chosen to receive an additional \$5,000, \$10,000 and \$25,000. All awards must be used to further projects within the school or school system.

Deadline: Apply by April 30, 2018.

Website: corporate.voya.com/corporate-responsibility/community-investment/childrens-education/voya-unsung-heroes

Outstanding Earth Science Teacher Award

The National Association of Geoscience Teachers presents its Outstanding Earth Science Teacher Award to K–12 educators who have made exceptional contributions to the stimulation of interest in the earth sciences.

Any teacher or K–12 educator who covers a significant amount of earth science content is eligible.

Deadline: Nominations due May 1, 2018.

Website: nagt.org/nagt/awards/oest.html

Brower Youth Awards for Environmental Leadership

Earth Island Institute established the Brower Youth Awards to honor founder and legendary activist David R. Brower. Each year, the awards recognize six young people ages 13–22 living in North America who have shown outstanding leadership on a project or campaign with positive environmental and social impact.

Each recipient will receive a \$3,000 cash prize, a professionally produced short film about their work, and flight and lodging accommodations for a week-long trip to the San Francisco Bay area.

Deadline: Apply by May 20, 2018.

Website: www.broweryouthawards.org/apply/#application

Apply for a Grant



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Not a Meemic Foundation Club Member? It's free and exclusively available to all school employees. Sign up today at MeemicFoundation.org/Register.

Deadline: Applications accepted from April 2, 2018, through June 30, 2018.

Website: MeemicFoundation.org/BacktoSchool.

Japan Foundation Center for Global Partnership 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 addressing the needs of students and teachers in kindergarten through grade 12. Grants may fund support of teacher training, curriculum development, and community outreach efforts.

Grants up to \$5,000 are awarded.

Deadline: Grant applications are accepted year-round.

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

Environmental and Science 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. Local facilities may identify and support other causes that are important to the immediate community.

Deadline: Applications are accepted year-round.

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

Captain Planet Foundation ecoSolution Grants

The Captain Planet Foundation (CPF) awards ecoSolution Grants to support solution-oriented, youth-led projects that result in real environmental outcomes. Projects must be solution-oriented, project-based, performed by youth, and have real environmental outcomes.

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

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

Website: www.captainplanetfoundation.org/grants/ecosolution/

Captain Planet Foundation ecoTech Grants

Ideal projects are youth-led, project-based, and integrate technology to address an environmental problem that results in real, demonstrable environmental outcomes.

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

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

Website: www.captainplanetfoundation.org/grants/ecotech

Agriculture in the Classroom

Agriculture in the Classroom seeks proposals to support a national network of state and local organizations providing programs to increase agricultural literacy for kindergarten through grade 12 students, teachers, and educators.

One cooperative agreement of \$500,000 is awarded for the first year, with potential for a total of five years of funding.

Deadline: Applications are due May 1, 2018.

Website: [/nifa.usda.gov/sites/default/files/rfa/FY2018-AITC-RFA.pdf](http://nifa.usda.gov/sites/default/files/rfa/FY2018-AITC-RFA.pdf)

Emeril's Culinary Garden and Teaching Kitchen Program

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. Emeril's Culinary Garden and Teaching Kitchen Program partners with qualified elementary and middle schools to inspire appreciation for food sources and understanding of nutrition and



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“It is not that I'm so smart. But I stay with the questions much longer”

— Albert Einstein

Continued on Page 18

Planning For the Unexpected

Sheboygan Falls School District

Emergencies by their very nature are unexpected.

That's why having a detailed plan in place before disaster strikes is the key to ensuring a successful resolution to the situation. And in the Sheboygan Falls School District, officials have been working for years to create a solid school safety plan that is constantly updated and reviewed with teachers and administrators.

Now they have taken their efforts to the next level. Last summer, the district sent a five-member team to Emmitsburg, Maryland to participate in a four-day workshop on school safety led by the Federal Emergency Management Agency (FEMA). The course was held at the National Emergency Training Center at the Emergency Management Institute.

The workshop covered the phases of incident management including how to use the National Incident Management System (NIMS) to build partnerships with outside agencies such as law enforcement, fire departments and emergency management officials. The team also got tips on training staff in emergency procedures and had the chance to evaluate their emergency plan using guidelines from the Homeland Security Department.

"The instructors walked us through several scenarios while providing us with time

to collaborate with not only our team, but with other school districts from around the country," said Amanda Pound, associate principal of Sheboygan Falls Elementary and Middle Schools, and one of the team members. "Because of this opportunity, we were able to bring back valuable information to our school safety team that specifically focuses on what we can do to continue to strengthen our current plan."

Mary Lofy Blahnik, the district's director of instruction, said that the workshop helped improve what was already a noteworthy safety plan. Other area school districts have recently used the Sheboygan Falls plan as a model for their own.

"We felt as though we had a comprehensive safety plan for the district," she added, noting that the experts at the FEMA training helped the district "fine tune some of our protocols."

The Sheboygan Falls team went through the training with representatives from school districts in Idaho, Louisiana, California and Oregon.

Sheboygan Falls Elementary School principal Lynn Bub said that the district teams learned from each other.

"We were able to share the strengths of our plan and glean ideas from others to reflect and build on our preparedness," Bub explained.

Jake Beschta, associate principal and athletic director of Sheboygan Falls High School, agreed that the collaboration with FEMA experts as well as the other district teams was invaluable.

"We were able to explore a wealth of information, strategies, and emergency-based scenarios that will better enable us to create an ever-evolving district safety plan that will help us be proactive in ensuring the safety of our students, staff, and visitors," Beschta said. "Our safety team will take what we learned to continue important work on our district safety plan as well as develop an extra-curricular/athletic facilities safety plan."

Lieutenant Douglas Hall, a supervisor for the Sheboygan Falls Police Department, and a member of the district's safety team, also attended the training.

Hall said that the key thing he took away from the workshop was the "importance of having community stakeholders involved in your planning and training."



"The relationships generated with people involved in school safety throughout the country is very important to me," he added. "Since returning, I have received many tips from others who were in attendance with us at this training."

School districts from across the country are invited to apply for the FEMA workshop. FEMA pays for the team's transportation and housing while the district covers meals.

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Grants

Continued from Page 15

healthy eating, promote life skills, and teach culinary skills.

Deadline: Letters of Interest are accepted year-round.

Website: emeril.org/emerils-culinary-gardens/schools

Innovative Technology Experiences for Students and Teachers

The Innovative Technology Experiences for Students and Teachers (ITEST) program promotes prekindergarten through grade 12 students interests and capacities to participate in the science, technology, engineering, and mathematics (STEM) and information and communications technology (ICT) workforce of the future.

Exploratory grants of up to \$400,000 with durations of up to two years. Strategies grants up to \$1.2 million with durations up to three years are awarded. SPReaD grants up to \$2 million with durations of three to five years are awarded.

Deadline: Full proposals are due August 8, 2018; and the second Wednesday in August, annually thereafter.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5467

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

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

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

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

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

E2 Energy to Educate Grants

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

Education grants up to \$25,000 each are awarded for grades 6 through 12.

Deadline: Applications are due October 1, annually.

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

Project Produce: Fruit and Veggie Grants for Schools

The Chef Ann Foundation and Healthy Scoop have teamed up to help schools increase access to fresh fruits and vegetables for children and youth, and nutrition education in schools. The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits.

Grants of \$2,500 are awarded.

Deadline: Applications are accepted year-round.

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

Green Thumb Challenge Grant

Green Education Foundation (GEF) and Gardener's Supply Company have teamed up on a funding opportunity for established youth garden projects nationwide. The organizations are calling on schools and youth groups to submit chronicles of their garden projects in a race to win a cash prize. The award is designed to support the continued sustainability of an exceptional youth garden program that has demonstrated success, and has impacted the lives of children and their communities. Grants of \$250 are awarded.

Deadline: Applications are due September 30, annually.

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

Lorrie Otto Seeds for Education Grant Program

Projects must focus on appreciation for nature through the use of and teaching about native plants. The foundation focuses on projects with native plants that include multiple native plant species to provide food, shelter, and other habitat services. Projects must involve students in planning and carrying out the project. Awards range from \$100 to \$500.

Deadline: Applications due Oct. 15, annually.

Website: www.wildones.org/seeds-for-education

A New Middle School in Sheboygan Falls Continued from Page 11



techniques but whatever innovations are to come.

Before starting on a preliminary design for the school, Michaud met with district staff members and community representatives during a visioning process to identify concepts that are very important to the Sheboygan Falls community. They established three main areas of importance: the Sheboygan River, which acts as a center of the community; connection to nature because of the primarily rural setting surrounding Sheboygan Falls; and the historic

character of the downtown.

Michaud then began developing a design that would incorporate each of those areas. Like the river that runs through Sheboygan Falls and was the original impetus for the community's founding and growth, the school has a central corridor and hub that acts as a common space for students and staff and connects with the rest of the building. The open space will be used as a cafeteria but also as a performance space or a large group instruction area. Large windows will allow students

to look into adjacent classrooms including the family and consumer arts area.

"The cafeteria is not only a place to eat, it's become a learning space before, during and after school," Michaud said.

To connect students directly to nature, the building includes three sided courts that are open at one end and defined by classrooms on three sides. They can serve as entry points but also allow direct access to outdoor education. Science students can carry out experiments outdoors and family and consumer education students can plant gardens and then process and perhaps even sell the bounty the gardens produce.

Each grade level at the school will be housed in a "neighborhood" that will include classroom space, lockers, restrooms and a place for teachers to meet and plan together. Each neighborhood will have its own identity complete with graphics: Lumber, Mills, Agriculture and River.

Each classroom space will be identical and include an outside wall with windows for good natural lighting as well as sliding doors that will allow teachers to arrange the space in multiple ways – classes can come together or separate as the lesson dictates. The sliding glass doors will also give teachers the ability to observe what is going on inside and outside

the classroom.

The building's physical appearance both inside and out will reference the historic aspects of Sheboygan Falls and its downtown. The outside will be cream city brick and inside the mechanical systems will be left exposed, giving students a chance to see and hear their operation and also giving the interior an industrial feel.

Overall, the building will address some areas that architects agree are essential to building a space that supports learning. The building will have lots of natural light, good acoustics and plenty of flexible spaces. By paying attention to these essentials, Michaud said, it just makes sense that students will be more excited about coming to school and that will be reflected in their achievement.

"There's some science to it and it's logical," he explained. "If you have students who are excited and want to be there, they will do better."

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2018 Herb Kohl Foundation Excellence Scholarship, Initiative Scholarship, Fellowship, and Leadership Award Recipients Announced



Herb Kohl
Educational Foundation, Inc.

The selection committee for the Herb Kohl Educational Foundation Scholarship, Fellowship, and Leadership Program has announced recipients of the 2018 Herb Kohl Foundation

awards for students, teachers, and principals. Awards in the amount of \$6,000 are being made to 100 teachers, 16 principals, and their schools, and \$10,000 scholarships will be given to 191 graduating high school students.

Excellence Scholarship recipients have demonstrated excellence in the academic arena and high motivation to achieve, have displayed a broad range of activity and leadership outside the academic setting, and have shown strong promise for succeeding in college and beyond. Fellowship recipients are educators who have been chosen for their superior ability to inspire a love of learning in their students, their ability to

motivate others, and their leadership and service within and outside the classroom. Leadership Award recipients are school principals who are being recognized for setting high standards for instruction, achievement, and character, and creating a climate to best serve students, families, staff, and community. Excellence Scholarship, Fellowship, and Leadership Award recipients are selected by a statewide committee composed of civic leaders, and representatives of education-related associations and the program's co-sponsors.

Initiative Scholarship recipients, chosen by their schools, have demonstrated exceptional ini-

tiative in the classroom and have shown strong promise for succeeding in college and beyond, but have not yet received other academic-based scholarships.

The Kohl Foundation Scholarship and Fellowship program was established by Herb Kohl, philanthropist and businessman, in 1990. To date the foundation has awarded \$14.5 million to Wisconsin educators, principals, students, and schools. "Education is the key to the future of Wisconsin and our nation. I am very proud of the accomplishments of these students, teachers, and principals and look forward to the great contributions they will make in the future," Kohl said.

Herb Kohl Educational Foundation 2018 Teacher Fellows

CESA 1

Susan Bolly-Schlenker, Milwaukee
Nicolet High School, Glendale

Jessica Borkowski, Sussex
Blessed Savior Catholic School, Milwaukee

Holly Bourbonais, Mequon
Saint Charles Borromeo School, Milwaukee

Amy Brandenstein, Oconomowoc
Asa Clark Middle School, Pewaukee

Cheryl Crosby, Milwaukee
Transition High School, Milwaukee

Kathleen Dewey, Mequon
Saint Eugene School, Fox Point

Sarah Fadness, Milwaukee
Milwaukee School of Languages, Milwaukee

Angie Fulfer, Elm Grove
Horizon School, Pewaukee

Kevin Gleeson, Milwaukee
Saint Thomas More High School, Milwaukee

Pamela Kania, Greendale
Swanson Elementary School, Brookfield

Rebecca Klug, Milwaukee
New Berlin Middle/High School, New Berlin

Kimberly Knutson, Milwaukee
Bay Lane Middle School, Muskego

Sarahi Monterrey, Waukesha
North High School, Waukesha

Katelyn Morici, Waukesha
Poplar Creek Elementary School, New Berlin

Katie Mulloy, New Berlin
Ronald Reagan Elementary School, New Berlin

Janelle Osowski, Hartland
North Lake Elementary School, North Lake

Sarah Ozurumba, Milwaukee
ALBA, Milwaukee

Jennifer Reinert, Germantown
Grantosa Drive Elementary School, Milwaukee

Patricia Rian, Milwaukee
Wedgewood Park School, Milwaukee

Joanna Rizzotto, Milwaukee
South Milwaukee High School, South
Milwaukee

Chris Sellers, New Berlin
Wauwatosa STEM, Wauwatosa

Michael Sievert, Franklin
Hillcrest School, Kenosha

Beth Smith, Kenosha
Frank Elementary School, Kenosha

Amber Thornton, Milwaukee
King International High School, Milwaukee

Rochelle Vljaj, Milwaukee
Transition High School, Milwaukee

Lisa Wathen, Bayside
Nicolet High School, Glendale

Karla Zuehlke, Milwaukee
IDEAL, Milwaukee

CESA 2

Carmen Behrens, Milton
Whitewater Middle School, Whitewater

Loreen (Lori) Glass, Lake Geneva
Saint Francis de Sales Grade School, Lake
Geneva

Jacqueline Haberman, Jefferson
Saint John the Baptist Grade School, Jefferson

Mikaela Hagen, Madison
LaFollette High School, Madison

Kimberly Houser, Mazomanie
Wisconsin Heights High School, Mazomanie

Nikki Huisheere, Janesville
Our Lady of Assumption Grade School, Beloit

Don Karsh, Sun Prairie
Sun Prairie High School, Sun Prairie

Kathleen (Kate) McNulty, Janesville
Whitewater High School, Whitewater

Mark Nepper, Madison
West High School, Madison

Stephanie Rummeler, Burlington
Nettie E Karcher School, Burlington

Candice Sayre, Fort Atkinson
Fort Atkinson School District, Fort Atkinson

Rhonda Veroeven, Windsor
Glacier Creek Middle School, Cross Plains

Megan Zirbel, Burlington
Wheatland Center School, Burlington

CESA 3

Leif Carlson, Richland Center
Richland Center High School, Richland Center

Judy Felsenthal, Lancaster
Platteville Middle School, Platteville

Monica Kmak, Dodgeville
Dodgeville Elementary School, Dodgeville

Kris McCoy, Mineral Point
Mineral Point Middle School, Mineral Point

Rebecca Molledahl, Westby
North Crawford Elementary School, Soldiers
Grove

Gina Rollins, Lancaster
Cuba City Elementary School, Cuba City

CESA 4

Karla Fitzgerald, La Crosse
Spence Elementary School, La Crosse

Laura Koll, Sparta
Sparta Meadowview Intermediate, Sparta

Maggie McHugh, Sparta
La Crosse Design Institute, La Crosse

Ryan Nelson, La Crosse
West Salem High School, West Salem

Mary Sackmann, Sparta
Sparta High School, Sparta

Heather Stern, La Crosse
North Woods International School, La Crosse

CESA 5

Elizabeth Gulden, Baraboo
Willson Elementary School, Baraboo

Jan Imhoff, Baraboo
Portage High School, Portage

James Taylor, Redgranite
Montello Jr/Sr High School, Montello

Thomas Zimmerman, Marshfield
Columbus Catholic High School, Marshfield

CESA 6

Sam Appleton, Kimberly
Little Chute Middle School, Little Chute

Robyn Bindrich, Kewaskum
Kewaskum Elementary/Middle and Farmington
Elementary Schools, Kewaskum

Kelly Carter, Neenah
Lourdes Academy High School, Oshkosh

Jenni DalleNogare, Fond du Lac
Friendship Learning Elementary School, North
Fond du Lac

Abby Johnson, West Bend
Saint John Lutheran School, West Bend

Stacy Juhl, Hilbert
Hortonville Middle School, Hortonville

Connie Kimball, Neenah
Starr Academy, New London

Jodi King, Appleton
Gerrits Middle School, Kimberly

Kevin Klueger, Mayville
Dodgeland Elementary School, Juneau

NaQuisha Mann, Fox Lake
SAGES, Fox Lake

Patrick Martin, Weyauwega
Weyauwega High School, Weyauwega

Anne Scott, Oshkosh
North High School, Oshkosh

CESA 7

Ashley Anthon, DePere
West De Pere High School, De Pere

Amy Hanson, Brillion
Chilton Middle School, Chilton

Justinn Heraly, De Pere
West De Pere High School, De Pere

Frank Juarez, Sheboygan
Sheboygan North High School, Sheboygan

Abby Linwood, Kimberly
Saint Clare Catholic School, Wrightstown

Jill Wetzel, Sheboygan
Farnsworth Middle School, Sheboygan

CESA 8

Rebecca Brink, Marinette
Marinette High School, Marinette

Continued on Page 21



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Wisconsin Superintendent of the Year Selected

School District of Menomonee Falls Superintendent Dr. Pat Greco Earns the 2018 Honor



The Wisconsin Association of School District Administrators is pleased to announce the selection of Dr. Pat Greco as Wisconsin's 2018 Superintendent of the Year.

Greco has served for the last seven years as the Superintendent for the School District of Menomonee Falls, a high-performing 4K-12 district serving approximately 4,000 students in the northeast corner of Waukesha County. Her vision for public education has resulted in the development of evidence-based leadership, continuous improvement at all levels and tremendous growth in student success that prepares them for a profoundly different future.

With Dr. Greco's leadership and commitment to continuous improvement, the School District of Menomonee Falls has won a Journal Sentinel Top Workplace award three years in a row. Menomonee Falls High School is a silver-rank school by U.S. News & World report and students are achieving at record levels with 130 Advance Placement Scholars, \$2.3 million in scholarships earned and 4 WIAA Sportsmanship Awards in three years.

Her connection and commitment to the community shines through all of her work, making a concerted effort to pull all community stakeholders into a collective impact that moves Menomonee Falls, as a village, forward.

In the nomination for Superintendent of the Year, School Board President Faith VanderHorst had this to say about Dr. Greco:

"Pat has navigated our district through difficult and challenging times during her 6 year tenure—both legislatively and financially. In that time, she has been unwavering in her support of each student, teacher, administrator, parent, taxpayer, business partner and school board member," she said. "She has effectively created the only sustained culture we have seen to leverage data and make it actionable to improve student outcomes while constantly changing the way we approach education. The most amazing aspect is the way she has 'brought everyone

along on the journey,' making it a combined effort where everyone has felt to be a contributor and important component to our overall success."

From Dr. Greco's perspective, this work and in part this award is due to the collective work of the entire system; from administrative assistants to reading interventionists to facilities grounds crew each person knows their role is important in bringing innovative change to the system with a focus on improvement for students.

"I am honored to accept the recognition on behalf of our entire team," Dr. Greco said. "Our work is clearly a team effort. We together have earned the Spotlight Recognition from Carnegie Foundation and this recognition. We are doing work that is ground breaking. We are leading the understanding of improvement and what it means to applying it across an entire system. We are fundamentally a different organization than we were and we will continue to focus on getting better."

Dr. Greco started her educational career in the Kewaskum School District as a special education teacher and has worked in various levels of education across many districts in southeastern Wisconsin. Fortuitously enough, Dr. Greco's first principal role was as Ben Franklin Elementary's principal during the 1980s, Menomonee Falls' largest elementary school.

She received completed her doctorate in

1995 and has been recognized as an instructional leader and advocate for student learning at the state and national level. An innovative leader nationally, she is a member of the Education Research and Development Institute, Baldrige Board of Overseers, Studer Education Advisory Board, serves with AASA as a national superintendent mentor, and a case study partner with the Carnegie Foundation with a focus on Improvement Science Research. Pat's work has been nationally and internationally published. Pat was recognized as Educator of the Year by Wisconsin Manufacturers and Commerce, by State and National PTA for Elementary School of the Year as an elementary principal, and received the Educational Influence Award from Wisconsin ASCD for her advocacy for children and strong public policy. Pat has dedicated her professional service to organizations committed to impacting strong learning outcomes for both students and educators.

Greco resides in Menomonee Falls with her husband Joe their three dogs. They are proud parents of four adult daughters.

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2018 Herb Kohl Foundation Award Recipients Continued from Page 19

Benjamin Grignon, Shawano
Menominee Indian High School, Keshena

Tracy Tate, Pound
Oconto Falls High School, Oconto Falls

CESA 9

Christine Kadonsky, Wausau
West High School, Wausau

Joan Tabor, Merrill
Merrill Area School, Merrill

Shari Wendland, Tomahawk
Northwoods Community Elementary School,
Harshaw

Michael Werdeo, Antigo
Antigo High School, Antigo

CESA 10

Angela DeGidio, Bloomer
Parkview Elementary School, Chippewa Falls

Erika Galewski, Osseo
Saint Mary Grade School Altoona, Altoona

Amy Hanna, Granton
Granton High School, Granton

Katie Hatlestad, Withee
Owen-Withee Elementary School, Owen

Susan Huston, Eau Claire
Delong Middle School, Eau Claire

Jill Koehler, Chippewa Falls
Parkview Elementary School, Chippewa Falls

Jennifer Kuehl, Eau Claire
Stillson Elementary School, Chippewa Falls

Beverly Pierson, Eau Claire
Memorial High School, Eau Claire

CESA 11

Tina Fern-Denzer, Woodville
Viking Middle School, Woodville

Jaimie Howe, Menomonie River
Heights Elementary School, Menomonie

Susan Olson-Rosenbush, Spooner
Spooner High School, Spooner

Michael Wilson, Saint Croix Falls
Saint Croix Falls High School, Saint Croix Falls

CESA 12

Mary Anderson-Petroske, Superior
Superior High School, Superior

Tia Conley, Superior
Superior Middle School, Superior

Danielle Krueger, Park Falls
Chequamegon High School, Park Falls

Amanda Lindquist, Superior
Superior Middle School, Superior

Sandra Dee Naas, Ashland
Ashland High School, Ashland

Diane Punjak, Iron River
Our Lady of the Lake Catholic, Ashland

Susan Thurn, Cable
Drummond Elementary School, Drummond

Herb Kohl Educational Foundation 2018 Principal Leaders

CESA 1

Patricia Cifax, Menomonee Falls
Curtin Elementary School, Milwaukee

Heather Connolly, Kenosha
Frank Elementary School, Kenosha

Deborah Erdmann, Menomonee Falls
Grace Evangelical Lutheran School, Menomonee Falls

Rebecca Jones, Glendale
Saint Eugene School, Fox Point

Sally Schumacher, Milwaukee
Whitman Elementary School, Milwaukee

Brian Stuckey, Delafield
Summit Elementary School, Oconomowoc

Mary Jo Tye, Mequon
Oriole Lane Elementary School, Mequon

Marty Van Hulle, Pewaukee
Pewaukee High School, Pewaukee

Scott Walter, Menomonee Falls
Iverside Elementary School, Menomonee Falls

CESA 2

Laura Eicher, New Glarus
New Glarus Elementary School, New Glarus

Mike Kruse, Stoughton
Stoughton High School, Stoughton

CESA 4

Kay Berra, La Crosse
Blessed Sacrament Elementary School, La Crosse

Nicki Pope, Camp Douglas
Lemonweir Elementary School, Tomah

CESA 5

John Blosenski, Baraboo
Al Behrman Elementary School, Baraboo

CESA 6

Mike Mauthe, Appleton
Xavier High School, Appleton

Michael Rietveld, Combined Lock
Kimberly High School, Kimberly

*No Principal Leader award recipients from
CESAs 3, 7, 8, 9, 10, 11, 12*

www.kohleducation.org

Caring Principal Leadership

Is your principal a caring principal? What is Caring Principal Leadership?



William Gillespie, Ph.D., Director of Educational Leadership
Institute for Professional Studies in Education,
UW-La Crosse

The caring practice of leadership as a principal is an important model for teaching and learning. A caring principal serves the learning, developmental, and social needs of students as persons. Caring school principalship requires a sense of goodness and an attitude of caring. A caring principal is one who achieves high levels of thoughtfulness among students and staff, fosters relationships characterized by caring and civility, and shows increased student learning through shared decision making. Setting goals that reflect a caring school vision and mission centered on a sense of belonging with a family-like atmosphere, characterizes a school community served by a caring principal.

A caring principal models relationship building based on an ethic of care by consistently responding through actions and words in a way that reflects the caring vision and mission of the entire school community. Once a caring vision and mission is established collectively by all the key stakeholders in the school community, the caring principal as leader, models the expectations for the adult staff members within the school setting. As other adults begin to understand what is meant by a caring school culture, they begin to model the caring ideas written in the vision and mission statements also. Open dialogue becomes part of a caring and collective leadership style as discussion with staff about their interactions with students becomes critical in the development of a caring school culture and school community.

Staff development centered on the ethic of care and led by a collective group of staff and school community members including the principal, could teach the basic concepts of a caring school community. These concepts include

creating a family like atmosphere centered on a sense of belonging and compassion for others. If the school community embraces the values associated with a care ethic, then expectations for modeling to the students can become established as a way of interacting with students and parents on a continual basis. Opportunities for teaching about an ethic of care will materialize regularly as students, parents, staff, and the principal interact. Community dialogue about these interactions will become a comprehensive teaching tool that could help build understanding and consensus about what is meant by caring interactions with students and parents.

Caring educational leadership means practicing cultural and economic sensitivity. A caring principal is aware of societal changes of race and economics that warrant modifications in leadership and requires learning about the social and cultural needs of all student groups. Cultural and economic diversity creates the ability to embrace all learners and their diverse learning styles as individuals with separate needs. Centered on teaching and learning, a caring principal models cultural sensitivity within a caring school environment by developing caring relationships with all members of the school community including students, staff, parents, and the greater community. A caring principal, practicing egalitarian culturally sensitive values representative of a caring educational leader, creates a school environment where connectedness becomes a priority to breaking down barriers of racial and economic profiling. Breaking down these barriers leads to positive teaching strategies that improve academic learning outcomes and teach students to be compassionate toward one another.

In summary, a caring principal is moral, relational, and community minded; morally engrossed in the values reflective of caring; relational through building schools based on

nurturance, trust, and reciprocity. A caring principal practices community-minded leadership and models unbiased collective and collaborative decision making processes that prioritize student care and learning. These are the characteristics of a caring principal where belonging and positive family-like values of goodness and caring are modeled, practiced, and accentuated to bring forth a school ethos based on a community of caring people. A caring school principal, using characteristics of caring educational leadership, leads through an understanding of the importance of building a caring school community and collectively creating an ethic of care within a school environment that positively affects teaching and learning.

The following is a list of caring principal leadership characteristics:

Caring Principal Leadership Behaviors

- Articulates caring values
- Builds trusting relationships
- Shapes the culture of the school centered on themes of care
- Practices caring leadership as a model for teaching and learning
- Values-driven organizer capable of creative pedagogy

- Cultivator of a nurturing school culture
- Embraces conflict, collaboration, flexibility, and commitment as being supportive of caring values
- Displays awareness of societal changes of race and economics that warrant modifications in leadership and requires learning about the social and cultural needs of all student groups

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