



Merrill Middle School Student Honored for Rescuing Radio Host After Hours in Snow



Ben Meyer

If you shake Lonnie Scott's hand, you might notice the blisters and sores.

They're proof of the frostbite the Merrill radio host suffered on Feb. 21.

But it could have been worse.

Without the help of a nearby teenager, he might not be here.

Scott is the morning host at WJMT and was going out to clear the snow from a satellite receiver at the station. It was early in the morning.

Drifting snow made a four-foot dropoff look like solid ground.

"It's a scary feeling when you step off. You feel like you're jumping into the river," Scott said on Monday.

"This is not always something that you rise to the occasion on where Michael did. . . . Unfortunately in this job, you see, more often than not, the negative side of humanity. Seeing positive aspects really helps you keep the faith that not everybody's bad and there is good out there."

— Merrill Police Officer Tyler Tesch

climbed over the snowbank," Scott said.

Thirteen-year-old Michael Dickman was walking to class at Prairie River Middle School, like he does most days.

"I was hearing someone yell for help," Dickman said. "I saw somebody [had fallen] by the satellite in back, so I went over there to come help."

The snow was so deep, the seventh-grader couldn't help him up. No cars stopped when he tried to flag them down. After a moment, he called 911.

Scott went to the hospital, but recovered quickly.

But without being discovered, he might not have made it.

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Ethan Leads Eagle Scout Service Project to Benefit Mountain Bay Elementary Families

D.C. Everest School District

An Eagle Scout Service Project is demanding — and with good reason. The project serves as a culmination of a Scout's leadership training and is designed to be beneficial to the community, a school or religious institution. The process is rigorous — requiring planning, design, fundraising, formal paperwork, consultation and a series of approvals. It is a process that also relies heavily on collaboration — which is where the leadership comes in.

D.C. Everest Sophomore, Ethan Goethel spent a little more than a year on his Eagle Scout Service Project — a custom-designed and built shelving system for the food pantry at the Mountain Bay Elementary School, as well as a pantry donations drive to collect the items most-needed by families. The idea for his project began during a conversation with Mr. Brecke, DCE Technical Educational teacher, while they were ringing bells for the Salvation Army. After a series of discussions with Mr. Brecke, Ethan presented his project idea to Principal Phalen at Mountain Bay Elementary School. Ethan's interest in the project was driven by his desire to "help the school and assist with organizing the donations they



received" — which led to the second portion of his project: a donations drive for pantry items.

Having secured the approval of Principal Phalen, Ethan began the arduous process of putting together a project description, a list of materials and projected expenses, a summary of logistics and a detailed list of the jobs and skills necessary to complete the project as well as who would assist. He also had to elaborate on how he would lead the project — one of the most key components. Once the initial plan was approved, after a rigorous review by numerous members of the Scout organization includ-

"Through the year-long Eagle Service Project, Ethan adds, "I learned a number of lessons, including that sometimes the best plans change or get changed and you have to learn to be flexible, even when things may not go the way you expect them to."

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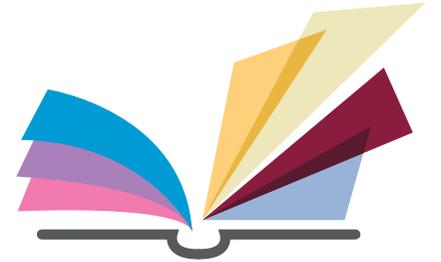




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Featured Speaker Shelley Moore



Featuring Keynote Speaker **Shelley Moore** on October 14th - Originally from Edmonton, and now based in Vancouver, British Columbia, Shelley Moore is a highly sought after teacher, researcher, speaker and storyteller and has worked with school districts and community organizations throughout both Canada and the United States. Her research and work has been featured at national and international conferences and are constructed based on theory and effective practices of inclusion, special education, curriculum and teacher professional development. Her first book entitled, "One Without the Other" was released in July 2016 to follow up her TEDx talk hosted in Langley in January 2016. Shelley completed an undergraduate degree in Special Education at the University of Alberta, her masters at Simon Fraser University, and is currently a SSHRC funded PhD candidate at the University of British Columbia.

Tasha Schuh



On October 15th Featured Speaker **Tasha Schuh**. Tasha Schuh is an inspiration and hope for all who face life's greatest challenges. Tasha's life changed dramatically when she was 16 years old; she was in a theater accident that left her paralyzed from the chest down. Today she has accomplished more than she could have ever dreamed. She has been the winner of numerous awards including The National Rehabilitation Champion Award and The Hometown Hero Award. In addition to authoring the books *My Last Step Backward* and *My Next Move Forward*.

Additionally on October 15th we will again be partnering with DPI for workshops targeted to teachers at all levels of experiences. Watch our webpage and DPI updates for more information in the coming months.



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LeRoy Butler



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Questions?

Contact Amy Schlieve

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House-Building Project Teaches Students Practical Skills



By Anna Maria Hansen

Against a slate gray sky, the skeleton of a house is rising up from the frozen ground at 627 Knox Street in Prentice. For an hour on any given day of the week, the job site is a bustle of activity as eight senior high school students work to turn lumber and hardware into a home.

This project is one of a series of innovative educational opportunities offered by Prentice High School's technology education teacher, Don Anderson. It is the 13th house built by the high school shop class in the Village of Prentice over the past few decades, and one of many creative projects tackled by the class.

Primarily, the project offers students the opportunity to learn hands-on skills, as well as showing the practical uses of what they are learning in the classroom. Students participating in these projects accumulate many different skills, said Anderson. From teamwork to mathematics to problem-solving, the students are faced with real-world situations every time they step onto the job site.

Anderson's students take charge of the entire building process, from initial design blueprints to framing to insulation, and eventually, interior work including drywalling, electric and plumbing (done with the assistance of certified professionals).

"They learn soft skills as well," said Anderson. "They show work ethic by coming to class, and anticipating the next thing that needs to be done."

When Anderson was in high school and college, he worked construction jobs during the summers, learning the very skills he's trying to instill in students today. After getting his first job teaching at Prentice School District 36 years ago, Anderson continued working construction part-time, employed by Hartmann Construction for 19 years.

The scope of the project goes beyond a student learning opportunity; it also allows

for community growth by providing affordable housing for newcomers to the area and increases the village's tax base.

The project began more than a year ago, when Anderson first approached the village board, asking if they would consider donating the then-vacant lot to the school district, which they eventually agreed to do. A concrete foundation was laid over the summer, and construction work began on the first day of school. Anderson expects the 1,700 square-foot house to take two years to complete.

Although the class is an elective for students, Anderson said the kids have shown remarkable dedication to the work, despite the challenging weather this year has already thrown at them.

"We really have missed hardly any days, except for when it was raining," he said.

The class has limited time to work on the house each day, with only an hour available to the students. Yet they often walk away from that 60-minute period with more comprehension and confidence than they arrived at it.

"As we've been doing this, the things Mr. Anderson has been telling us about actually make more sense as to why we do them that way," explained Jared Hartmann, one of the students working on the house.

While several of the students already had basic carpentry skills from summer jobs, the scale of the project — along with the level of responsibility placed on them — put the experience in a new light.

The process has been both rewarding and challenging, according to Hartmann. He explained there have been hiccups in the process, problems that needed to be solved, such as concrete that wasn't quite level, causing uneven walls.

"We also have good days when we get a lot done and that's rewarding because we walk away feeling like we actually did

something worthwhile," added Eli Komarek, another student involved in the project.

For other students, like senior Keagan Esterholm, the project has shown him a possible career path in the future.

"I've actually been thinking of continuing this after high school," he said, adding wryly, "More modern tools like nail guns and stuff would make it more fast and effi-

cient, but I don't mind doing carpentry. I think it's pretty fun actually."

Over the years, the community has been very supportive of the various house-building projects Anderson's class has undertaken. Some local businesses have also donated materials and tools to make the projects affordable to the school.

"The community has helped us in different ways," said Anderson. "The kids are great, the administration has been great, we've had nothing but cooperation from anyone we've dealt with."

When the house is completed, it — like all of its 12 predecessors — will be put up for sale and go to the highest bidder.

"When the students walk away at the end of the class period, they can see what they accomplished," said Anderson. "Ten years from now, 25 years from now, this house will still be standing."

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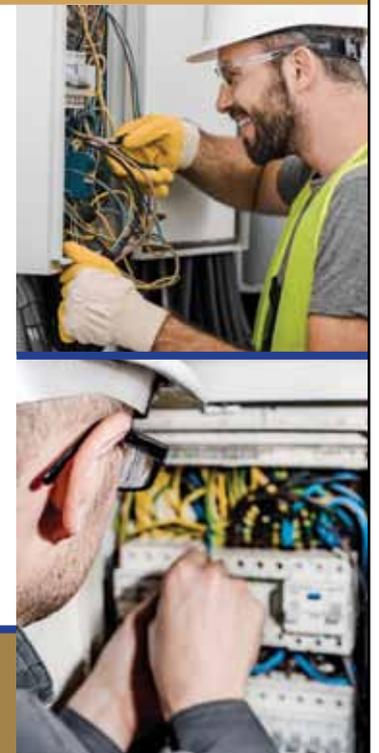
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In the Wisconsin Rapids School District, LHS Construction Class Provides Direct Line to Workforce

By Kris Leonhardt

A Lincoln High School class is providing education in construction skills and producing skilled workers that might move directly into the workforce, while producing a new home each year for the past two decades.

"The class was started 20 years ago by Lincoln High School Technology Education teacher Bob Peters," said Jerry Klonowski, retired LHS teacher. "Bob built the first several houses then retired in 2006. At that time, Terry Bores took over the Building Construction class and is still teaching it today. The class was started to get students actual on-site training in the construction field.

"Students arrive at the house site at the beginning of the school year. During the first trimester, students are on site from noon to 3 p.m. every day. They start building the house from scratch. As the fall trimester progresses, students frame the house and garage, then install windows, exterior doors, shingles, etc. and get house totally enclosed by second/winter trimester.

"The second trimester is a different schedule. Then, students are in the class for one hour each day, and they stay at school and work on things for the house that will be installed during the third/spring trimester;

they make the window trim, baseboard trim, stain interior doors, etc.

"Then during third and final trimester, the students are back on site three hours a day. They install doors, all the trim, siding, and complete the house."

Klonowski said the Wisconsin Rapids Public Schools posts a call for applications from people that would like a house built. The district gathers information from each applicant, including: information on the land, is the land in the school district, how far from LHS is it, and desired square footage, along with house drawings and other information. The applications are then reviewed and one house project is chosen.

As the new school year begins, students enter into the first of three phases of the building project.

"To me the most interesting part was watching the students progress as builders," Klonowski explained. "When they arrive at the house site and begin building in the beginning, their construction skills are limited. Mistakes are made, but with guidance from the teacher, they back up and fix mistakes and then go forward, learning as they go.

"By this late in the school year, the growth in skills is quite noticeable and their



confidence and quality of work is so much stronger. They are skilled in several different areas of building."

That growth is measured in the next steps they take as they exit high school. Klonowski said that the success of the program is reflected in the contractors involved in the project.

"All of the contractors for this house — electrical, plumbing, excavating, concrete, drywall — are LHS grads," he said. "Most

of them were in this construction class years ago."

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Appleton Students Partner With Habitat for Humanity



*Kylie Harwell
Communications Coordinator
Appleton Area School District*

The Appleton Area School District was named a 2018-2019 Fox Cities Habitat for Humanity Community Partner of the Year. We have partnered with the Greater Fox Cities Area Habitat for Humanity to both build a house during the first semester and renovate a second house during the second semester. Our high school house construction class brings together local businesses and contractors, nonprofits like Habitat, schools, and instructors in an effort to show students hands-on, real-world experience in all aspects of the construction field.

Under the guidance of Appleton Area School District's school build instructor, Marcus McGuire, students from all three Appleton high schools spend two hours each school day building real-world experience through an interactive, hands-on curriculum covering a wide range of construction topics and skills. Students don't only learn about one skill such as tiling or cabinet making—

they actively work at the job site, gaining real-world experience across a diverse set of construction-related and interpersonal skills. Many students that have taken part in house builds have gone on to pursue successful construction careers, including positions performing carpentry, plumbing, and electrical work.

The students worked alongside Habitat for Humanity staff to construct a single-family home last fall. Greater Fox Cities Habitat for Humanity partners with qualified families to create safe, well-built and affordable housing. These families take financial literacy and homeownership courses and contribute 300-500 of sweat equity hours toward the construction of their home and the homes of other Habitat families.

This school year's partnership with the Greater Fox Cities Area Habitat for Humanity was generously sponsored by a nationally-ranked professional construction services firm. "We are proud of and excited for this continuation of our relationship with Habitat for

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Ace Academy at Kimberly High School Recognizes Six Years of Successfully Preparing Students for Their Future



*Nicole Noonan
Marketing and Community Coordinator
Kimberly Area School District*

Now in its seventh school year, the Architectural, Construction and Engineering (ACE) Academy at Kimberly High School provides opportunities for students interested in construction-related fields. The school-within-a-school was developed with the goal to introduce students to the variety of career choices within the construction industry and teach them skills for high-demand fields while they are in high school.

Steve Masanz, Technology Education Teacher and ACE Academy and Youth Apprenticeship Coordinator, reflects on the progress they have seen during the last six years, "When we started the process of creating the ACE Academy in 2012 we knew we had strong industry support, which is a critical component of our success. The construction industry has been great to us," said Masanz. "However, more importantly, we also knew that we needed student, staff, parent and community support as well. I would say that has been the biggest progress I have witnessed, it's truly a collaborative effort."

On a broader scale, there are currently 400 students enrolled in a construction-related class at KHS, which is nearly a quarter of all students at the school. This year, there are 98 students enrolled in the ACE Academy, including 18 seniors who will graduate this spring.

ACE Academy classes are structured around rigorous academic standards that prepare high school graduates to transition either into the workforce or post-secondary education (such as apprenticeship programs, technical college and college). Past graduates have pursued a variety of related careers such as joining the workforce in manufacturing and as carpenters, and pursuing apprenticeships in sheet metal, pipe trades and as electricians. They have also pursued higher education in a variety of engineering and construction fields.

Elective coursework is available in a variety of technology education subjects, such as electricity or metals, to help students learn more about their options and make connections to career areas that could be a good fit for them. The Youth Apprenticeship

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Bridges Construction and Renovation Prepares Students for a Bright Future



Green Bay Area Schools

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

Since the program's inception, Bridges students have built three houses from the ground

up. This school year, students are working on a three bedroom, two and half bath home in downtown Green Bay along with a detached garage. Earlier this school year, students completed a storage shed for Wequiock Elementary School.

The Bridges program is made possible thanks to a partnership between the District, NeighborWorks® Green Bay, Greater Green Bay Habitat for Humanity, the Brown County Home Builders Association and Northeast Wisconsin Technical College (NWTC). At a celebratory event in March 2019, Bridges Construction & Renovation unveiled a new storage trailer donated by sponsors with a wrap designed

by NWTC students.

The District would like to thank the following partners for funding the trailer project and providing new tool belts for each student in the program: Associated Builders & Contractors, Brown County Home Builders Association, DeLeers Construction, H.J. Martin & Son, NWTC and Quality Insulators.

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

The District is proud to have a program like Bridges prepare students for employment, future education and career pathways in architecture, construction, engineering and the military.

Beyond skills development, the program provides an opportunity for students to make a positive impact on their community by building and renovating safe, affordable housing.

Speaking about this year's house project, Bridges student Fernando Nunez said, "We couldn't imagine it with all the wiring and plumbing that got put in, we just came to the realization that this is actually where someone is going to spend a good chunk of their life in, and it's because of us."

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

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2019 "Build a Gardener a Potting Table Contest" Awards

In January, the Brown County Home Builders Association held a 'Build a Gardener a Potting Table' contest to challenge local middle school students and spark their interest in the construction industry. Five schools competed including Algoma Middle School, Marinette Middle School, Parkview Middle School, De Pere Middle School, and West De Pere Middle School. The projects were displayed at The Home Expo at the KI Center Jan. 24-27. Consumers were able to vote and/or bid on the tables either in person or online. All projects received bids and have been sold! This was the fifth year the BCHBA hosted a student build project. BCHBA would like to thank all mentors and material sponsors for making this contest possible!

2019 Awards

Builder's Choice Awards — given in recognition of the overall creativity, design and quality of construction in its student entry.

- 1st Place Award \$250 — West De Pere Middle School



- 2nd Place Award \$150 — Marinette Middle School

People's Choice Awards — presented for most popular student entry by consumer vote.

- 1st Place Award \$250 — West De Pere Middle School
- 2nd Place Award \$150 — Marinette Middle School

Honorable Mention (\$100) — Parkview Middle School, Algoma Middle School, and De Pere Middle School

Appleton Partners With Habitat for Humanity

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Humanity and Appleton Area School District to help families enjoy the benefits of home ownership, while also, through safe, hands-on experiences, furthering students' interest in construction careers and the many positive opportunities they provide," said Paul Coenen, Vice President of Northern Operations.

We are so proud to partner with Greater Fox Cities Habitat for Humanity to build new homes for a deserving family. House Build Instructor Marcus McGuire says that "having the opportunity to work with the Greater Fox Cities Habitat for Humanity chapter has been

a wonderful learning experience for the Appleton Area School District's students. Here, students experience real-world careers associated with the residential trades to gain an understanding of Career Based Learning. My students are proud that their efforts will benefit the family for years to come."

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Construction Academy at Amery High School



Tracy Hendrickson
School District of Amery

If all goes well, by summer of 2019, Mr. Ganje and the Amery High School Construction Academy students will be posting a 'For Sale' sign on their newly built house. The Construction Academy is part of the Career and Technical Education (CTE) program. CTE programs in Wisconsin prepare students for careers that reflect the contemporary workplace.

The building site serves as a classroom providing real-life, hands-on learning opportunities in the construction industry. Students will get a taste of every element of the process including framing, electrical, plumbing, HVAC, finish work, zoning, excavation, architecture/design, project management, finance/mortgages, and more. Experience on the project and at the job site may encourage students to become skilled tradespeople or steer them toward careers in architecture or engineering.

The ten members of the student Construction Academy team began the process by enrolling in Mr. Ganje's 'Understanding Construction' class, applying for a spot on the team, and completing an OSHA 10 safety training. During the spring months, team members were learning about different types of construction, careers in construction, architectural styles, framing, and site selection. They solicited bids

from contractors, learning how to read scales and prints, and discovering how mortgages work. They filed a Digger's Hotline request, obtained proper permits from the City of Amery, and constructed a model home to scale. Team members met with a surveyor to layout the building location and put up a silt fence. Excavation began in June,

concrete was poured in July, and students will be building every day through the 2018-19 school year.

Late last spring, Ryan Daszczyszak, AHS Junior and member of the team, was most excited for the framing of the house since they were already starting to build the interior walls in the high school shop. Amber Hinz, also a Junior at the time, and the only female on the team, was excited to see how all of the planning and the different trades involved in the construction process will come together. For both Ryan and Amber, they were most surprised by the amount of time and work spent on the rules, regulations, codes, paperwork, permits, and bids.

It will take more than Mr. Ganje and the student team to bring the house to completion. The project will involve additional Amery High School CTE programs and partnerships with a number of local businesses. Other Amery High School CTE programs will play a role through landscaping and advertising/marketing. Local contractors had the opportunity to bid the project, and students will work side-by-side with them throughout the entire process.

The School District is funding the project. The number one goal is to build the house as a learning tool, but Mr. Ganje hopes they are able

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Trade Opportunities at the School District of New Berlin



School District of New Berlin

Benicio Titra realizes he is not the typical high school student roaming the halls of New Berlin West.

And the West senior is good with that.

While many of his classmates are still eating breakfast or pulling into the parking lot in time for their first-hour class, Benicio, a plumbing youth apprentice, is often already at a job site, or on his way to one. He could be in downtown Milwaukee, out in Oconomowoc, or up in Cedarburg. He works on residential and commercial sites, sometimes even in area schools.

"Every project is different. It's like a mind puzzle," Benicio said. "It needs the right pitch. It needs to fit. It's got to pass inspection. You learn a lot watching the journeyman. I work with Dan (Schultz) almost every single day. He's got 40-plus years of experience."

Benicio returns to West every day for afternoon classes, and is even taking an industrial math class at Waukesha County Technical College on Monday nights. But it has been the mornings working and training on job sites that have been the most meaningful learning experiences he has had in his six years at West and have put him on track to become a licensed journeyman.

"I have a head start after high school," Benicio said. "I've learned so much already.

I started when I was 16 and I already know (inspection) codes, how to cut pipe properly, really nice techniques and tricks."

Benicio's path to a plumbing career began his sophomore year. He was in teacher Jeff Martin's Construction I class, when Martin informed the class about the Youth Apprenticeship program. Youth

Apprenticeship, or YA, is a one- or two-year elective program that combines academic and technical instruction with mentored, on-the-job learning and is part of a statewide school-to-work initiative.

Benicio, a former Poplar Creek Elementary student, put together a resume, interviewed and got hired for a paid youth apprenticeship with a company in Butler. He started working fulltime the summer following his sophomore year and has been with them since.

"Before (taking) construction, it was just normal, full days of school, and I just couldn't see myself being a college student going for a four-year degree," Benicio said. "I thought, 'Is there something else out there?' I tried construction and I really liked it. I'm a hands-on person. I'm a visual learner. I talked to Mr. Martin (about YA), I saw an opportunity and I went for it."

While Benicio's high school experience might not be typical, it is not unique in the School District of New Berlin. This school year, there are 29 combined students at Eisenhower and West who are in the YA program, working in carpentry, certified nursing, coding and software, construction, distribution and logistics, health science, hospitality, informa-

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Mukwonago High School Partners with Korndoerfer Homes on School-to-Work Home

Ben Kossow

Coordinator of Student Assessment and Data
Mukwonago Area School District

Mukwonago High School (MHS) students participating in the School to Work home construction project with Korndoerfer Homes helped see the project to completion this winter. Successful work on 1,933 square foot ranch home in The Orchards of Mukwonago subdivision ended in February with students gaining valuable experience along the way.

"This has been a really great experience working on a real job site and seeing all of the different types of jobs available in the building trades," said MHS senior Mike Gindhardt.

Students started the project by surveying the lot in early September and participated in

each step involved in new home construction process through final inspections on February 28. Each student gained important knowledge about different facets of the construction industry.

"I'm thinking about studying construction management," said MHS senior Kyle Butryn. "Working on this project and seeing all of the planning and different subcontractors helps me have a better understanding and prepares me for that career."

Other students appreciated the experiential learning that only a jobsite can give.

"Getting the hands-on experience on the jobsite is something you just can't copy in the classroom," said MHS senior Spencer Prucha.

The current School To Work home con-

"Working right along the contractors has been great," said senior Jake Adler. "I think I have learned so much more being on the jobsite than I would if I was in the classroom."



tinues a tradition of MHS students working step-by-step with local subcontractors to complete home construction which dates back to 2000 with support from the Mukwonago Rotary Club and the Mukwonago Education Foundation. Since that time, seven School to Work homes in the Mukwonago area have been completed with MHS students learning while they work.

While participating in the School to Work home project, students work at the jobsite up to four days a week. While gaining this practical experience, MHS students also earn transcribed credit through a nearby technical college providing them a head start on their post-high school career.

"This project allows our students to work closely with professionals in multiple disciplines within the trades," said Mukwonago Schools Coordinator of College and Career Readiness Dustin Lehman. "This is something that cannot be replicated in the classroom setting and we are very fortunate to work with an outstanding partner like Korndoerfer Homes."

MHS teacher Mark Soiney says that the project benefits students and subcontractors alike. "The contractors have been great and are already inquiring about hiring some of the students as soon as they turn 18," said Soiney. "Our students now understand the importance of the terminology that we have been working on in the classroom and how that relates to the job site."

The opportunity to gain valuable real world experience is what draws students to the project.

"Working right along the contractors has been great," said senior Jake Adler. "I think I have learned so much more being on the jobsite than I would if I was in the classroom."

The completed home is currently serving as a Korndoerfer Homes model home to showcase their work to future buyers and builders.

www.masd.k12.wi.us

(262) 363-6300



Construction Academy at Amery High School Continued from Page 8



to generate some profit to funnel back into the program for future projects and student scholarships.

Fall, 2018 updates:

Complete:

- Roof and shingles
- All interior walls
- All windows and doors
- Rough plumbing

Current:

- Pulling wire and putting up electrical boxes
- HVAC

Updates as of March, 2019:

- Drywall complete and all painted.
- Laminate vinyl tile flooring installed in the main living area.
- Ceramic tile installed in both bathrooms.
- Kitchen cabinets are being installed.
- Siding being installed.

The plan is to have a 'For Sale' sign up by June 6, 2019

www.amerysd.k12.wi.us
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Korndoerfer Homes is proud to partner with Mukwonago High School on the 'School to Work' Home

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Thanks to technology, you can make your home safer than ever before for you, your family and your possessions.

The standard home protection for decades has included smoke detectors, window locks, a basic home security system and sometimes a neighborhood watch program. But, we now have sophisticated alarms and multiple cameras that you can monitor with your smartphone, as well as other devices that are not too expensive and that can give you peace of mind.

Oftentimes, too, insurance companies will give you discounts on your homeowner's insurance for installing these devices.

If you want to make your home more secure and smarter, you may want to consider these new technologies:

Smart doorbell: Smart doorbells come equipped with an HD camera that can film anybody that comes to your door; they don't have to ring the doorbell. If they do, the device allows you to see who is arriving at your home regardless of where you are in the world, and to communicate via two-way audio with visitors.

This is a great way to also catch video of any thieves stealing packages from your doorstep.

Smart locks: There are two types of smart locks:

- Ones that use a 9-digit keypad into which you enter a preset code to unlock the door.
- Ones that connect to a smartphone app to unlock the door. With the apps you can send a "virtual key" to guests and other visitors (like repair people) so they can enter on their own. The app version also

will let you know who used the virtual key and when they did so.

Smart lights: With smart lights, you can control every bulb in your home from an app — whether or not you're nearby. It's perfect for when you have left home and suddenly realize you left your bedroom light on. You can also remotely turn lights on at night if you are not home, to give the appearance that someone is home.

Smart detector: Smart detectors come with the same smoke sensors and carbon monoxide detectors as any other regular alarm. They will alert you through a smartphone app that there is smoke or carbon monoxide in the air. A smart detector will tell you whether it's smoke or gas — and where it's coming from.

Smart surveillance: If you have children or pets, you may have thought about using home video cameras to keep an eye on them. And while it's wonderful to have a live feed you can watch remotely, that's not all it can be used for.

With smart surveillance cameras, you'll also be notified if an intruder is in your home. Sensors will detect a break-in through glass doors or windows, then show you where that person is, so you can alert the local authorities.

For more information, visit:

Meemic.com/Safety

Ace Academy at Kimberly High School

Continued from Page 6

component gives students the opportunity to explore careers at local companies. Students also have the potential to be paid while earning credit through those experiences.

In addition to technology education courses, the ACE Academy collaborates with other core academic disciplines, like English and math, to offer hands-on learning that shows a correlation between what they learn at school and their future job.

Students can also earn dual credit from a technical college through several ACE Academy courses, including architectural design, construction management and principles of accounting.

The students in the ACE Academy also develop their soft skills, such as written and spoken communication, teamwork and collaboration, and effective listening. Graduates from the Academy will also have experienced being graded on employability skills such as work ethic, quality of work and safety.

"One exciting project on the horizon for the ACE Academy is a new partnership with Habitat for Humanity where we will remodel an older home in Kimberly," said Masanz. "We also had 19 juniors participate in an industry-supported job shadow program where the students were able to spend five half-day sessions learning about various construction careers."

Linking classroom learning with real-world experiences is an important aspect to the curriculum of the ACE Academy. To provide these types of opportunities outside of the classroom, the school relies on industry connections. "Local contractors provide support in many ways," said Masanz. "They have provided material, equipment and monetary donations, guest speakers, field trips, career fairs and Youth Apprenticeship placements." Industry partners also afford students the opportunity to work alongside their skilled trades professionals and access to training sites where students can earn their OSHA 10 Construction Industry and First Aid certifications. Several local industry leaders are also involved in the ACE Academy by serving on their advisory board.

Perhaps most important to educators and businesses alike is encouraging students who have an interest in architecture, construction and engineering to gain more skills and experiences in their field of interest to be better prepared for life after high school.

www.kimberly.k12.wi.us
(920) 788-7900



Trade Opportunities at the School District of New Berlin

Continued from Page 8

tion technology, finance, marketing, sales and transportation/auto.

But that is not all. The SDNB offers many of its own trade opportunities.

The SDNB now has three levels of construction courses and has seen enrollment in construction rise from 34 in 2012-2013 to 114 this year. Recently, Construction III students built a home in the Red Fox Crossing subdivision as part of a partnership.

The SDNB also offers information technology helpdesk experience, manufacturing, computer science, graphic production and much more, and partners with local colleges and universities, like Waukesha County Technical College, to provide students with opportunities in welding, tool and die, automation systems and more.

In fact, 11 percent of all 2018 SDNB graduates held an industry credential in a specific career pathway. And 37 percent of all 2018 graduates had 40 hours or more of career-based learning experiences under their belt, up from 17 percent just three years earlier.

"We are incredibly proud of the breadth of talent and skills the students in our District demonstrate," Superintendent Joe Garza said. "We are likewise proud of the breadth of opportunities we provide our students in order for them to learn and grow, whether it is in a traditional

classroom setting or at a worksite with one of our incredible community partners, or finding some other way for them to show what they know."

Unlike some students who are not quite sure what to do after high school, Benicio was certain early on that a traditional four-year college was not for him. He concedes that had he not taken advantage of the SDNB's Youth Apprenticeship program, he likely would have gotten into the trades -- eventually. But thanks to the SDNB's course offerings and opportunities that encourage college and career readiness, he feels he's got a jump start on life after high school.

"You should have a plan after you graduate," Benicio said. "If you go to college and don't know what you want to do, you could wind up with a lot of debt and no job to pay for it. There have been teachers, counselors and administrators at West that, once we all realized (plumbing) is what I want to do, they all put my best interests in mind and have been working with me to make it happen."

www.nbexcellence.org
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In this issue we are featuring more winners and honorable mentions from our annual Middle School and High School "Dream Career" essay contest. All winners and honorable mentions were listed in the Winter 2019, Volume 1 issue. You can access previous issues of Teaching Today WI on our website at: www.teachingtodaywi.com.



Essay Contest MIDDLE SCHOOL HONORABLE MENTION

Neurosurgeon

*Nyomi G.
Cooper School, Milwaukee*

I want to be a neurosurgeon. Not just because of the money, but because I've always been interested in being in the medical field. I also think I would be perfect for the job because I have always loved to help people with whatever they need. I'm also interested in the brain, and the nervous system and all of that great

stuff. My mom is a nurse. I would help her study, so I already know lots about the body.

A neurosurgeon is a physician who specializes in the diagnosis and surgical treatments of disorders of the central and peripheral and the nervous system including congenital anomalies, trauma, tumors, vascular disorders, infections of the brain or spine, stroke, or degenerative diseases of the spine. I think these things will be pretty interesting to learn about. I will need to go to college to be a neurosurgeon but it doesn't affect me. It takes 7 years of college to get your doctoral degree. If I become a neurosurgeon there will be many benefits.

A neurosurgeon salary starts at \$350,000 and goes up to \$915,000. Their hourly pay starts at \$50.00 an hour to \$175.00 an hour. Neurosurgeons weekly pay starts at \$6,000 a week to \$21,000 a week, which I think is crazy.

Ways I think I could accomplish being a neurosurgeon, are doing good in school, and, never giving up. Some benefits of a neurosurgeon are medical insurance, dental insurance, vision care, life insurance, and paid vacation for up to 21 days. These benefits I think are fantastic. I think benefits are essential because if you don't have any benefits for your employees there is a high possibility you won't get any workers.

I think it's going to be fun to be a neurosurgeon because I will be able to go to a job every day that I will admire. I will help people with their problems. And possibly save a life. After a hard day of working, I will go home and appreciate being healthy and living a good life. I can't wait to go to college and



get my degree for neurosurgery. I will be able to achieve and live my dream. I really do think neurosurgery is the career for me.

This is my way of showing how much I would love to be a neurosurgeon. I'm so excited to be an actual surgeon in the future!



Essay Contest MIDDLE SCHOOL HONORABLE MENTION

Aerospace Engineer

*Brandon M.
Bay View Middle School,
Howard-Suamico School District*

Have you ever seen a rocket launched into space? Have you ever been on an airplane? Well, if you have, you have seen the work of an aerospace engineer. I want to be one of the people designing those sorts of aircraft, possibly even building them.

I think this job would be a good fit for

me because, since being about five, I have really enjoy designing and building all sorts of machines, devices, vehicles, etc. I want to do this because I can help by making more energy and fuel efficient jets, planes, rockets. I might even be able to make a rocket to get to mars! Or further! A standard car has 30,000 parts. You thinks that's a lot? Well, a 747-400 passenger jet has over six million parts. If I get this job, I'm gonna have to do a lot of planning for that many parts.

The term aerospace Engineering first appeared in 1958. That's the same year NASA was founded. If I can I might even work for, or with NASA. Goal setting is something important. That's why I have goals for this career, such as build a rocket fueled by solar energy, or design a rocket that doesn't need two hundred-thousand gallons (770,000 Liters) of kerosene fuel, and the 318,000 gallons (1.2 million liters) of liquid

oxygen needed for combustion.

I would need a bachelor's degree, a knowledge of math, aerodynamics, science, physics, analytical/problem solving skills, technical expertise, creativity, and innovative thinking. You also need skills in fluid mechanics, astrodynamics, mathematics, control engineering, electro technology, materials science, solid mechanics, avionics, software, risk and reliability, noise control, flight text, aeroacoustics and more. They get paid an annual average of \$107, 830. That's an average of \$295 a day! That means I could pay for a standard car in a matter of months, or even a house in a mere few years. Most people are almost constantly paying for their vehicle or home.

I really want to be an aerospace engineer,



so I can make planes, and rockets. I have always been fascinated by rockets, especially when I saw Elon musk's falcon 9 rocket. It went into orbit and then came back down and landed, all parts intact. That was just Cool. It inspired me, and I want to be one of those people inspiring the world.



Essay Contest MIDDLE SCHOOL HONORABLE MENTION

Nursing Home Activity Director

*Ella G.
River Ridge School District*

Discovery

Over the past two years my older sister has been working at a local nursing home as an activity assistant. I have taken time to volunteer at the home helping with many activities. In this time, I have sung classic songs, painted with residents, called bingo, along with just visiting with the elderly. I have learned a lot about what an activity director's job entails and I find the job very fun and rewarding. I would

like to start out someday as an assistant, work hard, and become an activity director. I'm also planning to take the Certified Nurse Assistant (CNA) program while in high school. I plan for that to be my summer job. I have a plan. It will take time and hard work. I look forward to the adventure ahead of me.

Education

To become a activity director I would choose to get a bachelor's degree in Recreational Therapy. I would also have to earn Activity Director Certification (ADC). That means I will have to spend time working with people over 55 to be certified along with a bachelor's degree. I would also need a minimum of 4,000 contact hours within 5 years with people over 55 years old. I believe it would be fairly hard to get this degree because with any degree you have to study very hard and put in many hours of work, but I have the determination to do it. I feel it would be highly rewarding at the end.

Job Summary

An activity director plans, implements, and evaluates activities for residents within the nursing home. I would also get to design programs to encourage socialization, relaxation, and fulfillment to improve daily living skills while providing entertainment. I have heard some people working with elderly say it can be a negative experience due to all the health conditions residents can have, but I have found it deeply rewarding and a positive experience in the time that I have volunteered. I feel I'll learn so much more from my experiences, but at this time I'm starting here and plan to do all the work needed to become an Activity Director.

Plan your plan and work your plan

I have started with finding out as much as I can with the time I have volunteered at



the nursing home. When I'm in high school I plan to follow through taking the CNA course and find a job working at a nursing home as an activity assistant with my CNA background. I look forward to every moment to come. If I can only start today volunteering. I have made a great move to learn as I go forward with my dream.

A post-secondary option with flexibility and financial reward is great for students set on a career or exploring options

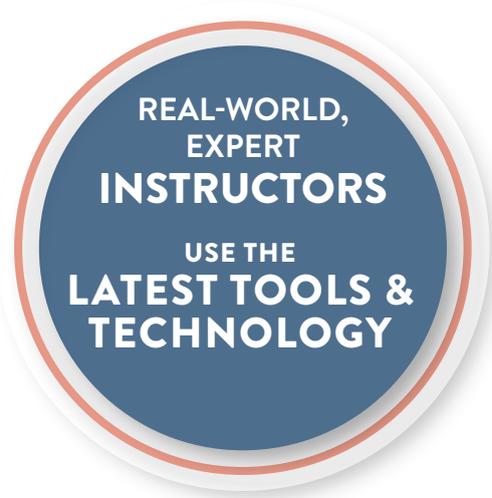
There are many benefits to a hands-on technical college education

- Students who participate in career and technical education classes in high school are more likely to graduate high school and with some advanced planning, may complete a postsecondary certificate or credential, or in some cases, an associate degree before graduating high school.
- High school students can explore careers through career and technical education at no cost to them.
- Hands-on, practical education provides insight into what a career might entail.
- Technical education, especially when taken as dual credit in high school helps students find their career interests and skills they might not know they had, in a low-risk, low-commitment setting.
- Provides interactive opportunities with their instructors and classmates, which more closely resembles a workplace setting.
- Around 700 direct transfer opportunities exist with other higher education institutions to help students continue in their pursuit of another postsecondary degree without losing earned credits.
- Technical education builds confidence in students who experience growth and develop valuable skills that can translate into practical career options.
- Instructors have both solid academic chops and professional industry experience which makes them great mentors and inspiration for students.
- Technical education offers a unique balance of the hard and soft skills most employers require for today's most in-demand jobs.
- Small classes with individual attention helps students engage and schools are more likely to retain them and see them succeed.



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High school counselors, who once almost automatically steered smart kids toward four-year colleges, now are more aware of the job opportunities for those with technical skills, said Steve Schneider, a counselor in Sheboygan, Wis. "The battle continues to be convincing the parents," he said. "That gets easier when we start talking about money."

The \$140,000-a-year welding job: two-year degree and special skills pay off for a young Texan. Hagerty, James R., (January 8, 2015, Wall Street Journal website) Re-published on www.finance.yahoo.com/news/140-000-welding-job-193900082.html.

.....



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Essay Contest HIGH SCHOOL HONORABLE MENTION

Dairy Geneticist

Julianna T.
Luck Public Schools

My dream job is to become a dairy geneticist. Growing up on a dairy farm, I had always aspired to become a veterinarian. My interest in this was sparked when I helped my dad with a displaced abomasum

(DA) surgery as a young child. Watching the vet and my dad work to relieve the pain for Sarah, one of our four year old Holstein cows, was such an amazing thing to witness. After the surgery was over, I kept a watchful eye on Sarah to make sure she didn't get an infection in the incision. This prompted my dad to buy a "Veterinary for Dairy Farmers" book for me. I have enjoyed reading and researching this book throughout the years.

My interest in dairy cattle and veterinary science led me to take these as projects in my 4-H club. I have shown dairy cattle since I was five years old at my county fair. As I grew older, I participated in the county dairy judging team, dairy quiz bowl, become an active member and the current president of our school FFA chapter, and have shown at the

state fair several times as well.

These recent activities have increased my interest and knowledge in dairy genetics. I have realized that breeding for certain genes is important in creating and maintaining a successful dairy herd. I enjoy looking at the dams and sires of various dairy livestock at the Wisconsin State Fair and the World Dairy Expo.



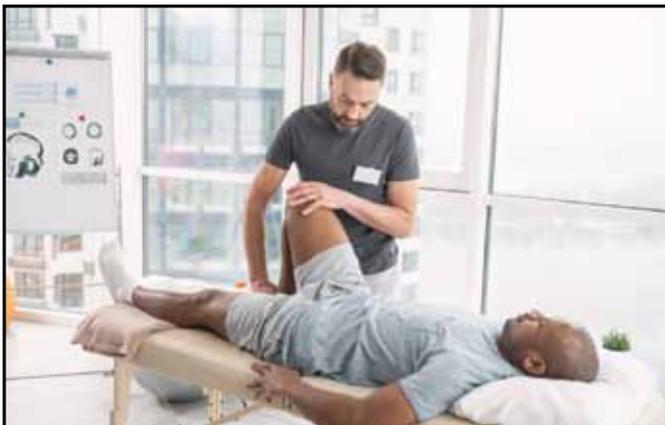
I also enjoy talking with other exhibitors at these events as to why they chose to show one dairy animal versus another from their herd.

Dairy genetics has been influencing my own decision within the last few years as to what cow I choose to show at the county and state level too. I remember watching my dad choose certain bulls from the artificial insemination (AI) catalog when breeding to certain cows, but I didn't realize as a child the importance dairy genetics played in the big scheme of things on our dairy farm. My dad like many other farmers would study the AI catalogs looking at their options to find the best bulls to use for breeding.

I found out how difficult it was when I was looking for a sire to breed to my regis-

tered Holstein cow, Willow. I knew I wanted a red and white Holstein calf, but I also wanted to breed for sound legs and feet as Willow was too straight throughout her hock. It is tricky though as you really need to know the cow and her pedigree to match accordingly, but it goes further than that as you really need to know the cow's genetic makeup. For instance, what are the dominant and recessive alleles for the certain traits that you are trying to improve upon in your cow or herd?

Becoming a dairy geneticist will help me to help the dairy industry which has played such a significant role in my own life and the life of others who are important to me.



therapists actually do? I've heard of them but I've never had to visit one before. My exploration of the career led me to believe it was something I could see myself doing.

As the year went on, I decided to take more health classes to learn more about occupations and therapy in general. Being in middle school there weren't many opportu-

nities to learn about these jobs and careers, but when I moved to begin high school, that all changed. I began taking health classes beginning with Health Occupations. This class dove deeper into jobs and careers in the health field. I looked into therapy jobs, mainly physical therapy. There are many others such as behavioral, cognitive, and occupational just to name a few. Since I live in Wisconsin, I searched for universities that had renowned programs for physical therapy, such as UW La Crosse and UW Madison. I looked into how many years it would take, how much money I would have to pay, and the common salary for physical therapists. Since I would need my bachelors and doctorate which would add up to roughly 6-7 years of college.

In my family there have been many freakish accidents that have led to someone getting hurt and needing attention. My older brother tore his right ACL and sprained his left MCL. My mother also fell down the stairs once and hurt her tailbone. This is another reason I looked and got into health occupations. As I grew up I hope to be able to help my family members and friends with any physical problems they may have: anything from a minor sprain, broken muscles, and muscle tears or rips. Physical therapy is very useful, it is difficult work to become a physical therapist. It takes many years of patience and hard work through college, but in the end you get to help people and that's what matters most.



Essay Contest HIGH SCHOOL HONORABLE MENTION

Physical Therapist

Kaden C.
Prairie du Chien High School

Lying face down on the adjustment table, I wait for my therapist to test my range of motion. It was the football season and I had just gotten my first injury. When I went to see my doctor he said it was a "severe ankle sprain," also known as a "grade 2 ankle sprain." These sprains could sometimes take up to 4-6 weeks to heal, when I was told that I was crushed. My eighth grade football season would be over and it was supposed to be an exciting yet challenging year. We faced our rivals 3 times that year. It was also a big year for me in that I was supposed to be one of only 3 players starting on both sides of the ball- offence and defense. Although this would be a demanding task, I was ready for it. I trained from 3 p.m., right after school, until 7 p.m. with my older brother. When I was told I had to see my physical therapist I thought the injury was far worse than what my doctor had told me. As I lied face down panicking, I thought to myself, why don't I look into what physical

From our Blog

teachingtodaywi.wordpress.com

'CineSpace' Short Film Competition

NASA and the Houston Cinema Arts Society invite professional and aspiring filmmakers to share their works using actual NASA imagery. The "CineSpace" competition will accept all genres, including narrative, documentary, comedy, drama, animation and others, up to 10 minutes long.

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.

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.

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Website: MeemicFoundation.org/PopInWinners.

Lorrie Otto Seeds for Education Fund

The Wild Ones environmental organization annually awards small grants through the Lorrie Otto Seeds for Education (SFE) Fund. Projects must focus on appreciation for nature through the use of and teaching about native plants. Projects must involve students and volunteers in planning and carrying out the project. Priority will be given to creativity in design. Projects must increase the site's educational value. Grants up to \$500 are awarded.

Deadline: Applications are due October 15, annually.

Website: wildones.org

Conservation Education Grants

The SeaWorld and Busch Gardens Conservation Fund (SWBGCF) makes grants in four priority areas: conservation education, species research, habitat protection, and animal rescue

and rehabilitation. Awards range from \$10,000 to \$25,000.

Deadline: Applications are due April 30 and November 30, annually.

Website: swbg-conservationfund.org/grant-seekers

Project Produce: Fruit and Veggie Grants for Schools

The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits. Proposed projects must be planned with the intention of offering activities to all students in the school building. Lunchtime-based projects are preferred because they offer access to all students.

Grants of \$2,500 are awarded.

Deadline: Applications are accepted year-round.

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

The Harry Chapin Foundation Education Grant

The Harry Chapin Foundation makes grants in the areas of education, arts, agriculture, and the environment. Priority is given to arts-in-education programs and community education. Previous grants were used to fund high school community outreach, and projects targeting at-risk youth. Grants up to \$10,000 are awarded.

Deadline: Applications are accepted year-round.

Website: harrychapinfoundation.org/apply

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 for requests less than \$5,000 are due March 1, June 1, September 1, and December 1, 2019. Requests for grants of \$5,001 and greater are due May 1 and November 1, 2019.

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

Air Force Junior ROTC Grants

The Air Force Association Junior ROTC (AFJROTC) grant program was established to promote aerospace education throughout classrooms and units. Applications are judged by the importance and the impact the selected aerospace activity will have on students. Funds may be used for any aerospace education related activity from purchasing textbooks or videotapes, to going on a field trip to an aerospace museum, Air Force base, or other aerospace

facility. Grants up to \$250 are awarded.

Deadline: Applications are due February 10 and October 10, annually.

Website: www.afa.org/education/air-force-junior-rotc-grants

Japan Foundation Grants

The Japan Foundation's Center for Global Partnership offers 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. Funds support teacher training, curriculum development, and community outreach efforts. Grants up to \$5,000 are awarded.

Deadline: Applications accepted year-round.

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

Saxena Family Foundation Grants

The Saxena Family Foundation has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the empowerment of girls, female children, and young women so that they have equal rights later in life. Most awards range from \$5,000 to \$50,000.

Deadline: Applications are accepted year-round.

Website: saxenafoundation.com

Calvin K. Kazanjian Economics Foundation Grants

The primary focus of the Kazanjian Foundation is to increase economic literacy. It gives special attention to proposals and projects with national impact, specifically programs that:

- Raise the public's participation in economic education or create a demand for greater economic literacy.
- Apply new strategies for teaching economics, including online and web-based instruction.
- Encourage measurement of economic understanding.
- Help otherwise disenfranchised youth and young adults with children learn to participate in the economic system.

Grants up to \$150,000 are awarded.

Deadline: Applications are due February 15 and September 15, annually.

Website: www.kazanjian.org/grants/apply

Roads to Reading Literacy Initiative Grants

The Roads to Reading Literacy Initiative (RTRLI) provides grants of new children's books as educational resources to schools, child-care centers, and nonprofit organizations serving children in need from birth to age 16.

Deadline: Applications are accepted from

April 1 through June 1, annually.

Website: pwirt.org/register



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A Zoological Society of Milwaukee and Milwaukee County Zoo Partnership



Merrill Middle School Student Rescues Radio Host Continued from Page 1

On Monday, Dickman found another surprise, not walking to school, but at school.

Merrill police officers stood in front of the seventh-grade class.

"Since I saw these officers, I thought some kids were doing really bad stuff," Dickman said.

Instead, Merrill Police Officer Tyler Tesch honored him with a Citizen's Public Service Award.

"I remember being 13. This is not always something that you rise to the occasion on where Michael did," Tesch said. "Unfortunately in this job, you see, more often than not, the negative side of humanity. Seeing positive aspects really helps you keep the faith that not everybody's bad and there is good out there."

Scott feels like the boy just might have restored his life.

"I don't know what else to say, other than, I really appreciate him," he said. "It was a godsend."

Along with Citizen's Public Service Award, the Merrill Police Department and WJMT are sending Michael Dickman to a waterpark getaway to the Wisconsin Dells.

Courtesy of WJFW

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Eagle Scout Service Project

Continued from Page 1

ing his Eagle Scout coach — Dennis Blaser, Ethan had to finalize the steps and phases of the project and secure funding for the materials and supplies. "I was fortunate enough to secure funding for the project from K-Tech Charities, Inc.," he notes. "I was so thankful for their donation. I would not have been able to complete the project without it."

With supplies in hand, it was now time to put his plan into action. "I realized quickly that this was my project and I was expected to complete it. I could ask for guidance, but I had to be the one to drive the project to completion. I learned this was going to be a lot of work and that I had to dedicate time to get it completed." Mr. Brecke assisted Ethan with cutting the wood to size and then he set about organizing a team of Scouts, Scout leaders and parents who would assist with constructing and painting the shelving unit. "It was my responsibility to lead them through the process," he clarifies.

The end result? A custom shelving unit for the Mountain Bay Elementary pantry that is as aesthetically pleasing as it is functional. And, thanks to Ethan, a fully stocked pantry for families in need. Besides the personal fulfillment of a job well done — and led — Ethan walked away with skills that, he notes, "I will take with me the rest of my life." His dream is to be a commercial pilot — he's one of just a few students enrolled in the Aviation

101 Wausau Area Virtual Education (WAVE) course. Through the year-long Eagle Service Project, Ethan adds, "I learned a number of lessons, including that sometimes the best plans change or get changed and you have to learn to be flexible, even when things may not go the way you expect them to. As a pilot, you have to be prepared for any situation that may occur, even the unexpected. Having gone through this Eagle Scout Project, I have learned leadership skills that will apply to my future career goals, as well as provide life skills I will need in the future."

Satisfied with the project and grateful for the help he received from his team of volunteers, Ethan is now focused on the final steps — completing his paperwork and securing final approval of the project at the Scoutmaster Conference. In the meantime, Mountain Bay families in need have access to essential food and personal hygiene items thanks to the combined efforts of Ethan, Mr. Brecke, K-Tech Charities, Inc. and the generous individuals who volunteered their time and effort to the cause.

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WISCONSIN PUBLIC SCHOOL TEACHERS: Here's your chance to help your students strut their creative stuff! WEA Member Benefits is now taking submissions for our fourth annual student art contest.

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WHO MAY ENTER: Students must be enrolled in grades K-12 in a Wisconsin public school at the time the piece is submitted. All work must be the original work of the student.

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“Any man worth his salt will stick up for what he believes right, but it takes a slightly better man to acknowledge instantly and without reservation that he is in error.”

— Andrew Jackson

DCE Junior High Students Secure Business Loan with Strong Entrepreneurial Pitch

D.C. Everest Area School District



Recently, about a dozen students from the D.C. Everest Junior High College and Career Readiness Class met with representatives from a local bank to showcase the success of their fledgling Happy Snacks business in an effort to secure a business loan that would help assist them in continuing the development of their

enterprise. Each student took part in the business pitch, settled around a table that was bedecked with samples of their Happy Snacks — fresh popcorn and a custom-made snack mix.

This meeting was the latest in a long string of events that led to the successful establishment of Happy Snacks. Jim Dahlgren, business and IT instructor, notes that the College and Career Readiness Class is designed specifically to help students with intellectual disabilities gain crucial real world skills and discover career opportunities that interest them. “The students are very

motivated — not only do they work at Trig’s every Wednesday and Friday during their class period, they’ve now established a successful enterprise that fills a much-needed gap: healthy and inexpensive snacks for students.” The students are assisted by a crew of DCE teachers and staff: Landon Bittner, Amanda Buege, Lynnette Morien, Kari Nuszkiewicz, Josh Schuch and Lisa Wistrom.

Before the enterprise was started, the students held brainstorming sessions, established a budget, researched sanitation guidelines and surveyed students to settle on the name of the business. With everything in place, they then had to pitch the business to Principal McFarlane.

With his approval in hand, the students launched their business — selling the snacks to students, staff and teachers. This stage was a crucial step in securing the market research they needed to prepare for their pitch and answer the questions of the bank representatives concerning costs, sales and profit projections and investment potential.

After the students presented their business pitch to Tracy Engman, Philip Pesanka and Garrent Kornman, the bank representatives asked a number of questions concerning the financials of the organization, its day-to-day handling and projections for the future. The students run every aspect of the business: purchasing materials,



popping the popcorn, creating the snack mix, bagging, taking orders, delivery and accounting. They also are in charge of marketing — creating posters, securing advertising on the TVs in the building, emailing staff and teachers, creating pamphlets and social media posts, and creating ads for morning announcements.

After ably handling the questions, the students were pleased to hear Mr. Pesanka announce that the bank would proudly lend them \$300 for their enterprise.

The next step for Happy Snacks? A trial offering of beef sticks to examine whether a menu expansion is feasible.

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You're Never Too Young to Start a Business!

Kids, here are 5 Steps you can take to get your business started in as short of time as your winter break.

1 Choose a business idea. Write a list of the top 2-3 things you like to do in your spare time, what you are good at or what you’ve learned to do. Then look at a problem to solve that is related to your interests and skills. Narrow it down to 1 or 2 ideas to move forward with.

2 Test your idea with potential customers. Entrepreneurs take risks but they can limit how much risk they take by testing their ideas. Ask potential customers, friends and family about your idea. Questions like: Do they feel it is a good solution to the problem you are solving? Would they pay money for it? Then narrow it down to one idea to work on.

3 List the items and cost of what is needed to start the business and make your product or provide your service. Then figure out you will get the money to do it. Start-Up Items are what you need to start a business (i.e., computer, phone, etc.), the cost to make your product are the raw materials to make it and your time. You may need to ask family members for a loan or ask

if you can do chores and get paid for them. Then you will need to figure out a price for the product or service based on costs, competition.

4 Create a business name and brand. A brand is what others think of or feel when they hear your business name, see your logo or other marketing materials. Test your name with potential customers and think about what feelings you want your brand to portray. Hire a friend or family member to help with this if art or design are not your strong skills.

5 Create a Plan. A marketing plan will help determine how you are going to get the word out and an operational plan will help you run your business.

Don’t forget to get Parent Approval and check and see if any legal permits are needed with your municipality.

These 5 steps will give you a great start for getting your business going. If you want a more detailed Step-by-Step Guide, purchase my e-book *You’re Never Too Young to Start a Business* from Amazon. Visit eseedling.com for more information on Julie Ann Wood and the *More Than a Lemonade Stand* experiential youth entrepreneurship curriculum.

Riverside Elementary’s Student-Led Button Business Empowers Students



D.C. Everest Area School District

In the spring of 2018, Kaylee Wasleske, intellectual disabilities teacher at Riverside Elementary, helped launch the student-led Blue Jay Buttons business. Since its inception, Blue Jay Buttons has distributed about 100 buttons to the Riverside population each month.

“The business was launched to get our students empowered by something they have created while incorporating sensory regula-

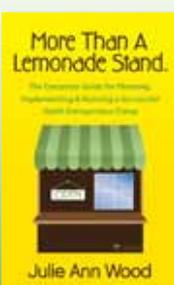
tion activities, functional skills and academic work,” notes Ms. Wasleske. “Students with disabilities benefit from hands-on tasks that build a variety of real-world skills and it can be difficult to find activities that blend these skills with creating something that can go beyond the classroom.” Thus, they chose the production of buttons — which require the students to use their creative skills, think critically, work collaboratively and hone their communication skills while producing a product that appeals to their customers.

Students are involved in every step of the business — designing the buttons, creating templates for the button machine, manually forming the buttons, product quality control, marketing the product, collecting order forms and money, sorting orders and delivery. The business also helps build a connection between peers with and without disabilities. Ultimately, the business — and the challenges and rewards it presents — give students a chance to take pride in their hard work and take ownership of the project from start to finish.

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The Willems Student Marketing Team



By Maddi Kedrowski
Appleton North Senior
Appleton Area School District

As seniors of the Appleton Area School District, we are given the opportunity to join the Willems Student Marketing Team; a program that provides students with the opportunity to blend their academic knowledge with real-world project engagement, power of youthful thinking and creative expertise to community professionals in order to receive a unique, practical and educational experience related to business, marketing, entrepreneurial and non-profit career pursuits.

Our commitment to the marketing team means we are required to complete and log 300 hours throughout the entire year; 200 hours of client strategy work, 40 hours of passion project work, 40 hours of self-teach and 40 hours of mentor meetings. Client strategy work varies between local small businesses, larger corporations, and nonprofits. One of our current clients is United Way 211, they came to the entire team with the task of creating a PSA that will be aired on the local news. We were all split into groups to brainstorm ideas, create a storyboard, shoot, produce and edit a final video for the client.

Another larger project for the team was Salon CTI's campaign, "Trim Hunger," the salon's owner came to us all asking us to create fashion-forward t-shirts to promote the campaign. Each member of the team presented their own, unique t-shirt designs to the client.

Many of our client projects are also given

to individuals or small groups. For example, six of my fellow interns are working with Avenue Jewelers, and we are split up into two teams. One team acting as brand ambassadors on Instagram, the other creating videos and radio ads for Avenue Jewelers to use. A few interns are also given the opportunity to leave our downtown office a few times a week to go work with a company at their location. Right now, there are students going to ANBA (Appleton Northside Business Association) and Harbor House twice a week to work on a variety of things.

Along with client hours, each intern is required to have a passion project each semester. A passion project is simply finding something you are passionate about and finding a way to share that passion with the community. Some examples of passion projects are youth concerts, podcasts, pop-up shops, fundraisers, etc. In addition to these hours, we also have to log self-teach hours, these hours typically are filled by students learning how to use a new piece of technology in order to complete a project for a client. For example, for a video project for Avenue Jewelers, we found a very high-quality camera that we wanted to use. None of us knew how to use the camera, so one of our team members used his time figuring out how to use the camera as self-teach hours. Self-teach hours can also be filled by learning how to use Adobe Illustrator, Photoshop and the rest of the Suite.

The last of our hours that we are required to fill with time spent with our mentors. At the

beginning of the year, each student was paired with a highly experienced business leader to mentor them and help prepare them for a potential career in business. These mentors are all very experienced in their field and have years of gained knowledge to share. To show how legitimate these mentors are, my mentor is the director of e-commerce capabilities at

Kimberly Clark. My mentor helped me perfect my resume, has given me advice on how to make meetings productive with clients, and even helped me with my DECA project.

The Willems Student Marketing Team is an opportunity like no other and has never ceased to impress anyone who has heard of this special program. The marketing team goes beyond the standard classroom experience, giving students hands-on life experience that typically is not gained until later in college. As an intern, we gain confidence that we can have a successful career in any field and leave the team with a strong work ethic, the ability to lead and be led, and follow through with a project until it is finished.

As my senior year comes to a close, and graduation creeps closer, I become more and more thankful for the opportunities Mrs. Pavelski and the Willems Student Marketing Team has given me. I found my passion and know that when I walk into my first college class, I am ready for what is to come.

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2019 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 Student Scholarship, Teacher Fellowship, and Principal Leadership program has announced recipients of the 304 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 188 graduating high school students.

Student 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. Teacher 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. Principal 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.

The Kohl Foundation Scholarship and Fellowship program was established by Herb Kohl, philanthropist and businessman, in 1990. To date the foundation has awarded \$17.8 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 2019 Teacher Fellows

CESA 1

Kathy Alcorta, St. Joseph Middle School,
Waukesha

Jean Biebel, Wauwatosa East High School,
Wauwatosa

Marci Bigler, Brookfield Christian School,
Brookfield

Deanne Boyce, Saint Paul Lutheran School,
Grafton

Alexander Branderhorst, Milwaukee High
School of the Arts, Milwaukee

Catherine Burnett, Pius XI Catholic High
School, Milwaukee

Aaron Chamberlain, Eisenhower Middle/
High School, New Berlin

Lisa Docter, Meadow View Elementary
School, Oconomowoc

Natalie Doherty, Hales Corners Lutheran
Schools, Hales Corners

Raymond Duncan, Marshall High School,
Milwaukee

Abraham Giese, Asa Clark Middle School,
Pewaukee

Tina Gleason, Golda Meir School, Milwaukee

Rachel Jensen, Mary Queen of Saints
Catholic Academy, West Allis

Jocelyn Johnson, Academy of Accelerated
Learning, Milwaukee

Jennifer Kannass, Washington Elementary
School, Wauwatosa

Callie Lauer, Marcy Elementary School,
Menomonee Falls

Erin McCarthy, Greendale Middle School,
Greendale

Margaret Petershack, Transition High
School, Milwaukee

Katharine Pettitt, McKinley Elementary
School, Wauwatosa

Kaitlynn Radloff, Milwaukee High School of
the Arts, Milwaukee

Continued on Page 20

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2019 Herb Kohl Foundation Award Recipients Continued from Page 19

Aimie Rognsvoog, IDEAL, Milwaukee

Gina Ruchalski, Muskego Lakes Middle School, Muskego

Eileen Snodgrass, Heritage Christian School, New Berlin

Chad Sperzel-Wuchterl, Reagan High School, Milwaukee

Laure Staniszewski, Muskego Lakes Middle School, Muskego

Elizabeth Sutherland, Whitefish Bay High School, Whitefish Bay

Amanda Upton, New Berlin Middle/High School, New Berlin

Michael Walhovd, Wauwatosa East High School, Wauwatosa

Jill Werner, Waukesha North High School, Waukesha

Nancy Wisniewski, Mitchell Elementary School, Milwaukee

Kaela Zielinski, Academy of Accelerated Learning, Milwaukee

CESA 2

Julie Bernards, De Forest Middle School, De Forest

Gwen Boettcher, De Forest High School, De Forest

Jennifer Doucette, Waunakee High School, Waunakee

Angela Flynn, Turner High School, Beloit

Matthew Flynn, Memorial High School, Beloit

Dona Frank, St. John the Baptist Catholic School, Mukwonago

Matt Guth, Brookwood Middle School, Genoa City

Rachel Hartley, Wheatland Center Elementary School, Burlington

Julie Martin, New Glarus High School, New Glarus

Chelsea Miller, Jefferson Schools, Jefferson

Sarah Miller, River Bluff Middle School, Stoughton

Wendy Pliska, McFarland High School, McFarland

Sandra Ramirez, Washington Elementary School, Whitewater

Rachel Schramm, Shabazz-City High School, Madison

William Wald, Union Grove High School, Union Grove

Lindy Wiesmann, McFarland High School, McFarland

CESA 3

Jamie Jones, Richland Center High School, Richland Center

CESA 4

Paul Anderson, Arcadia High School, Arcadia

Tricia Gibbons, Logan High School, La Crosse

Kate Hooper, North Woods International School, La Crosse

Ron Poppie, Holmen Arcadia Middle School, Arcadia

Regina Quandt, Winona Arcadia Elementary School, Arcadia

Christy Roush, Red Creek Elementary School, Black River Falls

CESA 5

Michelle Bartman, Baraboo High School, Baraboo

Amanda Bolan, High Marq Environmental Charter School, Montello

Karen Hable, Mauston High School, Mauston

Elizabeth Hansen, Portage High School, Portage

Jennifer Larson, Forest Lane Community School, Montello

Erin Mehlberg, Saint Paul Lutheran Grade School, Stevens Point

Sherry Patton, Pacelli Catholic Middle School, Stevens Point

Daniel Rhode, Baraboo High School, Baraboo

Ashley Tessmer, Lincoln High School, Wisconsin Rapids

CESA 6

Nici Colwin, Shepherd of the Hills Catholic School, Eden

Christine Goulet, Xavier Middle School, Appleton

Alexandra Griffith, Oshkosh West High School, Oshkosh

Jessica Longdin, Evans Elementary School, Fond du Lac

Kelli McGreevey, Xavier High School, Appleton

Jane Savatski, Berry Elementary School, Appleton

Jenny Stahl, Horace Mann High School, North Fond du Lac

Paul Walter, Slinger Middle School, Slinger

CESA 7

Rebecca Armbruster, Mishicot Middle School, Mishicot

Scott Christy, East High School, Green Bay

Jonathan Delray, Kiel High School, Kiel

Ryan Peterson, Brillion High School, Brillion

Beth Roehl, Elkhart Lake High School, Elkhart Lake

Brenda Schneider, Valders Middle School, Valders

CESA 8

Kristina Wondra, Bonduel Elementary School, Bonduel

CESA 9

Dawn Bohm, D C Everest Junior High School, Weston

Matthew Cepress, D C Everest High School, Weston

Sara Goldberg, Thomas Jefferson Elementary School, Wausau

Lori Linsmeyer, Crescent Elementary School, Rhinelander

CESA 10

Niki Anderson, Memorial High School, Eau Claire

Amy Erickson, Chippewa Falls Middle School, Chippewa Falls

Justin Kuehl, Notre Dame Middle School, Chippewa Falls

Rebecca Omtvedt, Lake Holcombe Schools District Office, Holcombe

Katrina Rotar, Spencer Junior/High School, Spencer

Nicholas Sirek, DeLong Middle School, Eau Claire

John Scott Thiel, Altoona Middle School, Altoona

CESA 11

Debra Bell, Boyceville Community Schools District Office, Boyceville

Jennifer Clemins, Saint Croix Falls Elementary School, Saint Croix Falls

Jared GrothOlson, River Falls High School, River Falls

Suzanne Imhoff, Saint Croix Falls High School, Saint Croix Falls

Nicole Resch, Elk Mound Middle School, Elk Mound

Thomas Warnberg, Cumberland Middle School, Cumberland

CESA12

Sarah Bianchet, Superior Middle School, Superior

Continued on Page 21



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Kekāehkenohamowōnaw (We all teach)



Benjamin Grignon,
2019 High School Teacher of the Year
Menominee Indian High School

Netāesehcekanenaw (*Our way of doing things; Our culture*)

Within the Menominee culture, the young are expected to take care of our elders, which can come in the form of making our elders a

plate during our gatherings, running errands, or doing chores — to name a few.

The quality of nurturing is ingrained in most of my students. Many of them have responsibilities at home taking care of younger siblings, cousins, even neighbors. They cook, they clean, they help teach our ways to the young, they make sure everyone is safe. My students already have the skills needed to be teachers, they just need opportunities. How do I create opportunities for my students to become teachers? Equity in the classroom.

Nātamowenaq. (*Help me*). The arts that I am teaching in my classroom are practiced by very few people within our tribe. I know that in order for our arts to survive, my kids need to be able to teach others and share the knowledge. The ultimate goal in my classroom is to create students who are able to carry on our arts and the language and culture that accompanies these arts. Students in my classroom naturally help each other when they have questions. I have noticed that they will seek out someone on their table, then someone they

know who is very good at a particular skill, and then finally, ask me if they can't source the knowledge among their peers. I am looking at helping to foster this. The more chances my students get to teach, the greater pride they have in themselves, our cultural art traditions, and our language.

Kekāehkenohamowōnaw. (*We all teach*). My students are given the opportunity to teach every day. They are proud to be able to share what they have learned with their peers. Ensuring that each of my students is able to help another student requires constant vigilance on my part. I make sure that I am working on the same projects that my students are working on and I move around the room on different days, working with tables of students. I constantly listen for questions that arise and how the students direct their answers. This allows peer-to-peer teaching. I also ask some of my advanced students to teach a project if they are willing.

Kemāmāwohkāmāeq. (*We all work at it together*). Over the years, my students have

helped me to understand what being Kāeyes Mamāceqtāwak (*Ancient Movers, now called Menominee*) means. Together, we have come to understand our traditional ways through the revitalization of our arts. My students have been my greatest teachers, and my only hope is that I have reciprocated by providing them with the teachings they deserve. Equity in my classroom is when my students share in teaching. We are on this journey together. This has to be our way. We won't survive any other way.

Eneq taeh 's ām-pāec-kaehkēnaman ayom Mamāceqtaw wenah nap takuah onāepuahkan. (And that's almost all I know well about this Indian's wisdom).

Courtesy of a WI DPI press release

www.misd.k12.wi.us
(715) 799-3846



2019 Herb Kohl Foundation Award Recipients Continued from Page 20

Andrea DeBungie, Ashland Middle School, Ashland

Charlene Drabek, Hayward Primary School, Hayward

Lorie Erickson, Bayfield Elementary School, Bayfield

Jill Prescott, Superior Middle School, Superior

Herb Kohl Educational Foundation 2019 Principal Leaders

CESA 1

Aida Cruz-Farin, Blair Elementary School, Waukesha

Luke Harrison, Cristo Rey Jesuit Milwaukee High School, Milwaukee

Lisa Kovaleski, Waukesha Catholic; Waukesha Michelle Miner, Lincoln Elementary School, Wauwatosa

Maria Schram, Saint Mary Parish School, Hales Corners

Michele Trawicki, Marcy Elementary School, Menomonee Falls

CESA 4

Jared Schaffner, Onalaska High School, Onalaska

Jean Suttie, St. Patrick Catholic School, Sparta

CESA 5

Amy Fassbender, Willson Elementary School, Baraboo

CESA 6

Corey Baumgartner, Kaukauna High School, Kaukauna

David Lamers, Woodland Intermediate School, Appleton

CESA 7

Ty Breitlow, Chilton High School, Chilton

Jeremy Pach, Pulaski High School, Pulaski

Zachary Pethan, Jefferson Elementary School, Sheboygan

CESA 10

Melissa Olson, Parkview Elementary School, Chippewa Falls

CESA 11

Nate Schurman, Greenwood Elementary School, River Falls

Courtesy of an Herb Kohl Foundation press release — www.kohleducation.org

Schools nominated for Blue Ribbon award



Six public elementary schools, a middle school, and a high school are nominees for the 2019 National Blue Ribbon Schools Program, which recognizes the highest performing schools in the state.

“Our nominated schools are making strides on closing achievement gaps and boosting student academic achievement,” said State Superintendent Carolyn Stanford Taylor. “I wish these schools and their communities well in the next steps of this rigorous, national recognition program.”

The eight public schools nominated for Wisconsin are:

- **Bayfield Elementary School** in the Bayfield School District,
- **Cedar Hills Elementary School** in the Oak Creek-Franklin Joint School District,

- **Lakeview Technology Academy** in the Kenosha School District,
- **Marcy Elementary School**, Menomonee Falls, in the Hamilton School District,
- **Star Center Elementary School** in the Lake Geneva J1 School District,
- **Tiffany Creek Elementary School** in the Boyceville Community School District,
- **Van Hise Elementary School** in the Madison Metropolitan School District, and
- **Winneconne Middle School** in the Winneconne Community School District.

Schools nominated to the program must complete the Blue Ribbon Schools application and undergo the national review process. Typically announced in September, awards are presented to up to eight Wisconsin public schools that fall into one or both of 1) Exemplary High Performing Schools, that score in the top 15 percent on state assessments; and 2) Exemplary Achievement Gap Closing Schools, that score in the top 15 percent on the “Closing Gaps” priority area of Wisconsin’s school report cards.

The Blue Ribbon Schools Program has recognized more than 8,800 of America’s schools since it began in 1982.

Courtesy of a WI DPI Press Release

Transforming Experiential Learning into Experiential Education



By Carla Hacker, Graduate Faculty Facilitator with the ME-PD Adventure based cohort in the UW-La Crosse Professional Studies in Education department.

Every other year a group of classroom educators venture into the wilderness for a ten day backpacking trip as part of the UWL ME-PD Adventure based program. It is experiential learning at its finest. Over the course

of the adventure the students learn to cook, navigate, pitch their tents, take care of basic needs, practice leadership and work together to do it all. Because this is a part of a masters program with a focus on experiential education it is essential that this experience informs their work as educators.

The primary goal of the wilderness trip is to deeply understand group process by living

the experience. One can learn about something by reading about it, but providing the experiential component deepens that learning exponentially. Integrating reflection and study throughout an experience crystallizes into an understanding of group development that can continue to inform their work as educators.

Throughout the time in the wilderness we continually reflect on how to best make the shift from experiential learning to experiential education. What is the difference between experiential learning and experiential education and why is this important in deepening learning in an educational setting?

Experiential learning is usually informal. It happens all the time and is a natural way to learn.

Some of the methods for experiential learning include: experimentation, exploration, example and empathy. If we think about how a young child learns about the world it is usually through experiential learning and involves a lot of trial, error and hopefully success.

Experiential education is more formal. There is a shared philosophy but different methodologies

It harnesses the natural power of experiential learning while using more formal methods to support learning.

The Experiential Learning Cycle devel-

oped by David Kolb best illustrates the shift from experiential learning to experiential education. This model begins with an experience followed by a reflection of the experience. It is during this formal reflection stage that learning begins to deepen. We ask the question: "What Happened? At this point we move from a learning experience to deeper understanding and begin the educational journey. The learner then moves to analysis or generalization of information. The question now becomes: "So what?" How does this experience relate to other information that is available or relevant? This can be in the form of previous experiences, research data and information. Combining the experience, what has been learned during reflection and how this relates to prior or relevant knowledge in the field the learner moves to transfer this knowledge to the next experience with the question: "Now What?" and the cycle begins again.

In formalizing the process of experiential learning a teacher should first provide students with opportunities to reflect on their experience and make connections to previous or more formal academic knowledge. Applying this to the next experience then allows them to deeply understand and build on what they have learned.

Two Kimberly Teachers Earn National Board Certification They Join 11 Other KASD Teachers in Exemplifying the District's Motto of "Our Learning For Theirs"

Kimberly Area School District

The Kimberly Area School District is pleased to share that two teachers, Megan Berger and Martin O'Donnell, recently attained their National Board Certification. They join 11 other Kimberly Area School District teachers in completing National Board Certification, including Stacy Shrode who recently renewed her certification. Like board certification in medicine or accounting, National Board Certification is teaching's highest professional credential and is awarded by the National Board for Professional Teaching Standards.

Megan Berger, a health teacher at J.R. Gerritts Middle School, has worked for the Kimberly Area School District for 14 years. She holds bachelor's degrees in psychology, philosophy and education. She also has master's degrees in health psychology and education.

"I am hoping my National Board Certification



Megan Berger

has improved my emphasis on the student as an individual learner and problem solver," said Berger. "Through this process I collaborated with others to increase my students' awareness of their current health status and to increase their ability to reflect on and understand motivation and goal setting."

Martin O'Donnell is in his 8th year of teaching band at J.R. Gerritts Middle School and in his 11th year of being a teacher. He holds a bachelor's degree in instrumental music education and is currently pursuing a master's degree in educational administration. "National Board Certification has made me become a more reflective teacher, which has allowed me to think more deeply about how I can better help my students learn," said O'Donnell.

Stacy Shrode, a math teacher at Kimberly High School, worked toward and received a renewal of her National Board

Certification this year. The renewal process is different from certification, but still requires significant effort from educators. To renew certification teachers must complete a detailed submission demonstrating their professional growth. Shrode first earned her National Board Certification in 2009.

"By obtaining National Board Certification, Megan and Marty have demonstrated their commitment to learning and growing as professional educators," said Bob Mayfield, superintendent for the Kimberly Area School District. "They are both great examples of our motto 'Our Learning For Theirs.' We are very fortunate to now have 13 National Board Certified teachers on our team who are helping our students grow as problem solvers so they can reach their potential."

National Board Certification measures a teacher's practice against high and rigor-



Stacy Shrode

ous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videotapes and thorough analysis of the candidate's classroom teaching and student learning.

Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students. This process typically takes one to three years to complete. Megan and Martin join their colleagues Jessica Evers, Aimee Froze, Tracie Halfmann, Jason Jansen, Kelly Jansen, Jodi King, Jen Loomis, Amy Reed, Stacy Shrode, Kristin Smits and Phil Yunk in National Board Certification.

www.kimberly.k12.wi.us
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Monroe's Sarah Compton Granted Milken Educator Award in Surprise Ceremony



From the Milken Family Foundation

The student stock market is up and so is student achievement in Sarah Compton's fifth-grade class at Northside Elementary in Monroe, Wisconsin. An engaging project that pays real-world educational dividends, Compton's student stock market teaches critical thinking and economic concepts as students invest an imaginary nest egg and manage their individual portfolios. It's one of several project-based building blocks for Compton, whose lessons are invariably down-to-earth and feature hands-on learning no matter how abstract or elevated the material gets. A data-driven educator, Compton creates individually tailored learning plans within her big set pieces, so each student tackles appropriate challenges that boost growth, confidence and test scores.

Yet it was Compton who got a big lift at a surprise school assembly where she was presented with a Milken Educator Award by



Milken Family Foundation Senior Program Director Greg Gallagher and Wisconsin State Superintendent of Public Instruction Carolyn Stanford Taylor. An enthusiastic Compton was named a 2018-19 recipient of the national recognition, which comes with an unrestricted \$25,000 cash prize. She is the only Milken Educator Award winner from Wisconsin, and is among the 33 honorees for 2018-19.

The Milken Educator Awards, hailed by Teacher magazine as the "Oscars of Teaching," has been opening minds and shaping futures for over 30 years. Research shows teacher quality is the driving in-school factor behind student growth and achievement. The initiative not only aims to reward great teach-

ers, but to celebrate, elevate and activate those innovators in the classroom who are guiding America's next generation of leaders. Milken Educators believe, "The future belongs to the educated."

Compton stresses independence and self-reliance in her students, attributes that will prepare them to take advantage of whatever challenges come their way. Always striving to see the big picture, Compton not only uses data to differentiate her students' lessons, she also coaches colleagues through data analysis and individualized instruction planning. She sits on building and district committees and frequently leads professional development on responsive classroom practices, math and literacy.

"Sarah Compton knows that each student has a unique path and interests," said Gallagher. "Helping them get excited about learning is her special gift, and we are proud to welcome her as a Milken Educator."

"Sarah is one of the most talented young educators I've ever had the privilege to work with," said shared Monroe District Administrator Rick Waski. "Her ability to use student data to drive personalized, engaging instruction for every child is second to none."

About Milken Educator Sarah Compton Sarah Compton challenges her fifth-graders at Northside Elementary School in Monroe, Wisconsin, to think critically and dive deep into their learning. In a series of project-based lessons on financial literacy, students explore concepts of spending, saving, sales tax, discounts and interest. Next, they learn about the stock market, including how to choose companies for investment based on data trends and current events. They track an imaginary \$10,000 investment as a group, then move to a friendly competition as individual students try to grow their pretend portfolios. Along the way, students practice computing with large numbers and decimals, calculating percentages, graphing and estimation. Engagement is sky-high, both because of the project's real-world connection and because it offers students options along the way. In another popular unit, students create public service announcements on issues facing today's teens: obesity, texting while driving, high school dropout rates and cyber-bullying. A vibrant classroom presence, Compton is dedicated to maximum growth for students at all levels and provides engaging and relevant instruction. Her students deliver among the highest growth scores in the district.

Compton seeks innovative instructional solutions and is always willing to try something new to spur student achievement, access and equity. A leader for her grade level and within the building, Compton studies data to build individual learning plans for each student and helps other Northside teachers use data to differentiate their instruction. She designs curriculum and creates formative assessments for the district. Compton sits on Northside's lead-



ership committee and has served on district committees for math and literacy. She mentors colleagues in both content-area mastery and assessments, developing a district model to help teachers engage in peer-to-peer support and cross-coaching. Compton frequently leads professional development for the district on responsive classroom practices, math and literacy. She works tirelessly to improve her craft; when Compton speaks during a meeting, the whole room listens.

Committed to Monroe's school community, Compton gets to know every child and family and communicates regularly with parents so they can work together to support students. She is known as a genuine advocate for her students and stresses independence and self-reliance. Compton has made great strides with students with behavioral issues, taking time to relate to them on a personal level and build mutual respect so they know she is on their team. When these students return to Northside after they graduate, she is the first person they want to see.

More information about Compton, plus links to photos and a video from the assembly, can be found on the Milken Educator Awards website at www.milkeneducatorawards.org/educators/view/Sarah-Compton.

Milken Educators are selected in early to mid-career for what they have achieved and for the promise of what they will accomplish. In addition to the \$25,000 prize and public recognition, the honor includes membership in the National Milken Educator Network, a group of more than 2,700 top teachers, principals and specialists dedicated to strengthening education.



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