

## "I Wonders . . ." Fuel Engagement and Enthusiasm to Learn at SAGES



Sheri Hicken, SAGES Agricultural Educator/  
Community Outreach  
Waupun Area School District

Do chickens talk? Who are chickens' predators? Does laying eggs make chickens tired? Can chickens fly? After sharing what they already "Knew" about chickens, these are just a few of the many "WONDERS" first graders at the School for Agricultural & Environmental Studies (SAGES) eagerly noted in the "W — What I Wonder" column on a class KWL chart. "Their excitement and desire to find answers to their questions was obvious," explains Sheri Hicken, SAGES Agricultural Educator. "I transferred their inquiries to the pages of stapled booklets titled: *My Animal Science Journal* to allow each learner to focus on research, and that is exactly what they wanted to do. As agricultural

contrasting fiction and non-fiction texts, as well as acquainting learners with text features and research strategies like using the table of contents or index to quickly locate information. An egg dissection lab, observing chicks hatching in the classroom, and caring for and collecting eggs from the "guest chickens" in the school's chicken coop are additional hands-on learning activities that afforded first graders the opportunity to add information and answers to their research journals in a meaningful and memo-

"We wonder together about EVERYTHING . . ." Panzer then takes those wonders and allows learners to run with it, building her lessons around learning standards and always circling back to their initial questions and curiosities.

rable way.

Allowing learners to wonder is second nature for SAGES' Kindergarten teacher, Becky Panzer. "I strongly believe in allowing children to build their own education. I listen

**Continued on Page 4**

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## Soaring through the Hawks Post

Mikaela Rosenow,  
Editor-in-chief Hawks Post  
Shawano Community High School

My love of being a part of the Hawks Post newspaper staff all started my sophomore year.

I have always had a passion for writing, and so one day when I was trying to decide what classes to take, I came across the "Non-Fiction Writer's Workshop." Being a sophomore, I decided not to read the course description. Long story short I ended up in the class, and within 30 seconds I realized that it was nothing like I imagined. It was indeed the newspaper class.

I am not going to lie; I was quite scared. It could have been the combination of the amount of new information I was given and the fact that I was the youngest one in the class. However, I soon fell in love and realized that writing about events that have happened at my school was actually quite fun.

From there, my love for writing grew, and this experience opened a lot of new doors for me. I not only learned how to speak to different groups of people but also how to step out of my comfort zone, all while learning about many clubs and classes Shawano High School has to offer. I learned that you can still be a leader and give constructive criticism to someone that is older than you and to never be afraid to try new things because you never know where your talents



lie. Needless to say, I found my voice and started to become more of a leader.

My junior year I became an editor, and by my senior year I was editor-in-chief. I have seen the school newspaper go through many updates as society changes. The biggest change was going from a paper copy to an online school newspaper.

Although this was a big change and would take a little time to get used to, it offered many new opportunities for our school. Going from a newspaper to an online school paper meant that we could publish new stories more often because we would not

be restricted with publishing deadlines. Just being able to create more articles at a faster pace quickly increased the number of readers each issue.

The online site also allows students to

**Continued on Page 4**

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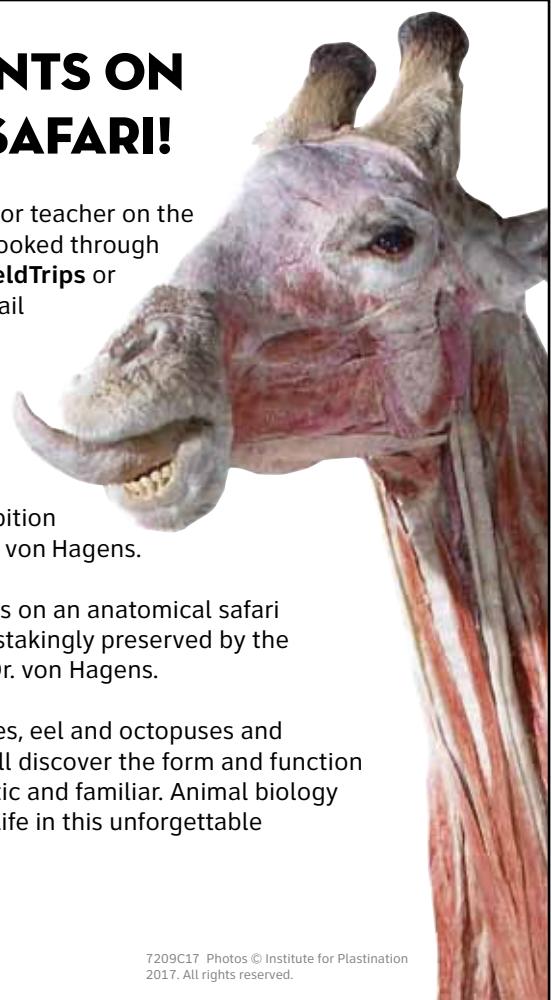
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# Items of Interest

## Outstanding Earth Science Teacher Award

The National Association of Geoscience Teachers (NAGT) presents its Outstanding Earth Science Teacher Award to K-12 educators who have made exceptional contributions to the stimulation of interest in the earth sciences. Any teacher or other K-12 educator who covers a significant amount of earth science content with their students is eligible.

**Deadline:** Nominations due May 1, 2017.

**Website:** [nagt.org/nagt/awards/oest.html](http://nagt.org/nagt/awards/oest.html)

## Cool School Challenge

The Cool School Challenge engages students and teachers in practical strategies to reduce carbon dioxide and other greenhouse gas emissions school-wide. Students challenge individual classrooms to reduce their carbon emissions over a set period of time and use a carbon calculator to evaluate progress.

The Challenge is a great option for schools that want to cut carbon emissions and reduce energy use through a structured, step-by-step process. An implementation guide provides detailed information on how schools can complete the Challenge over a 40-day period.

**Website:** [www.nwf.org/Eco-Schools-USA/](http://www.nwf.org/Eco-Schools-USA/)  
About-Eco-Schools-USA/Take-Action/  
Cool-School-Challenge.aspx

## Great Wisconsin Birdathon

What is a Birdathon? It's like a walk-a-thon with birds! Teams of birdwatchers collect pledges and donations for finding as many bird species as possible, any day from April 15-June 15. You can bird anywhere: stay close to home in your backyard, local park, or venture into the field in any of Wisconsin's beautiful landscapes. Whether you're a novice or expert birder, you can make a difference!

The funds your team raises go to support the eight Bird Protection Fund priority projects.

**Website:** [wibirdathon.org](http://wibirdathon.org)

## Epsilon Fund Grants for Young Scholars Programs

The Epsilon Fund of the American Mathematical Society (AMS) annually awards grants to summer mathematics programs that support and nurture mathematically talented youth. Programs should run over a period of multiple weeks during the summer, bring in at least 20 high school students with mathematical talent, and generally be directed by mathematicians.

Grants up to \$15,000 are awarded.

**Deadline:** Applications are accepted September 15 through December 15, annually.

**Website:** [www.ams.org/programs/edu-support/epsilon/emp-epsilon](http://www.ams.org/programs/edu-support/epsilon/emp-epsilon)

## Sara Jaffarian School Library Program Award

The Sara Jaffarian School Library Program Award is an annual award given to a school library that has conducted an exemplary program or program series in the humanities during the prior school year. The humanities program can be focused in many subject areas including, but not limited to, social studies, poetry, drama, art, music, language arts, foreign language, and culture.

Grants of \$5,000 are awarded.

**Deadline:** Applications are accepted through May 5, 2017.

**Website:** [www.ala.org/programming/jaffarianaward](http://www.ala.org/programming/jaffarianaward)

## Parent Group of the Year

Enter the Parent Group of the Year competition to showcase all your hard work, increase awareness about your group, and win great prizes! Choose from seven categories, including Outstanding Major Project or Program and Outstanding Community Service Project, and you'll automatically be considered for Judges' Choice and the \$3,000 grand prize of National Parent Group of the Year. Category winners will each receive \$500.

**Deadline:** Entries due June 2, 2017.

**Website:** [www.ptotoday.com/pgy](http://www.ptotoday.com/pgy)

## "I Wonder . . ." Continued from Page 1

to them when they are talking," shares Panzer. "We wonder together about EVERYTHING. I wonder why that plant grew in the middle of the sidewalk. I wonder how the worms will get into the top of the worm bin." Panzer then takes those wonders and allows learners to run with it, building her lessons around learning standards and always circling back to their initial questions and curiosities.

During a recent field study trip to Alsum Farm & Produce, SAGES' buddy classes of kindergarten and third grade saw first-hand how a Wisconsin potato journeys from field to fork. During the tour, learners observed with wide-eyes as potatoes were unloaded from a truck. Watching water from a large hose flood the trailer, they wanted to know where those potatoes were going. When the tour guide took them to the next station, they wondered how the potatoes got there. "The wheels are always turning in their mind," states Panzer. Upon returning to SAGES, the K/3 Buddies reflected on what they saw and captured their new knowledge in writing. Then, they pondered how they could share what they had learned with others. From that wonder, a project to create a model of a potato conveyor belt was born!

These aren't the only examples of how "wondering" provokes learning at SAGES. "The idea of inquiry and wonder spans across all grade levels. Our 2nd grade class wondered about how fast snow could melt as a part of their solids, liquids, and gases unit. Through partnerships with local community members, our 4th grade students inquired about how to turn disposed materials into something practical by making an upcycled lamp," said SAGES Principal Jewel Mucklin.

It is evident that a guiding principal at SAGES which fosters WONDER across all grades, kindergarten through 8th, is *Cultivating Inquiry. Growing Minds. Walls Optional*. Here are just a few additional examples with many more that could be shared. Once introduced to the life cycle of a butterfly, SAGES' 2nd graders became more keenly aware of their surroundings which enhanced their observations outdoors in the Living Schoolyard. "They started to explore the rain garden more and would return from recess with several questions they wanted to answer," shares Rachael Smith, 2nd grade teacher. Third graders learning about a Community Garden project initiated by two SAGES' 8th graders, caused them to wonder who would care for the garden with those 8th graders having "graduated" to the Waupun Area Junior/Senior High School. They wondered if they could help take that project over and took initiative to make contact with the now 9th graders. As a result, the wonders associated with running a garden and growing foods continue!

Proudly celebrating a 5-year milestone and a 5-star "Significantly Exceeds Expectations" Wisconsin Accountability Report Card rating, SAGES is a project-based, public school with more than 130 students in grades K-8. Open Enrollment, grades K-6 for 2017-18, is happening now through April 28. To learn more about SAGES, visit [www.waupun.k12.wi.us/sages](http://www.waupun.k12.wi.us/sages).

**www.waupun.k12.wi.us  
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## Soaring through the Hawks Post

### Continued from Page 1

express themselves in many ways, which helps each student showcase his or her talent to create an ideal newspaper staff. Students can go about doing this one of two ways: either through their articles or "fun things." For their articles they can choose topics that pique their interests such as clubs, teacher features, sports or simply events around Shawano.

The "fun thing" gives students the opportunity to express themselves, whether it is through a book or movie review, recipe, our Hawk Talk advice column, Meet your Hawks featuring students from around the school, surveys, fashion videos, Guess who Drew with pictures drawn by teachers, Wise Words, Adopt a Pet from our local Humane Society, poems or sports highlights. Each student gets to find their voice one way or another.

The site also offers a few other unique options like posting videos, having a staff section with pictures, bios and simply changing the background colors and format.

Changing with the times and embracing

new societal norms is not always easy, but in this case it has really helped Shawano High School's newspaper blossom into something that provides information, entertainment and easy access for all.

Some may say the Hawks Post is just a way for people to become knowledgeable while being entertained. However, to me the Hawks Post is much more. It is where I learned how to write a decent news article through trial and error. Where I grew as a leader and individual while grasping new concepts. So it goes without saying that I am thankful that I had a sophomore mentality and ended up in this class. This class started off as being something I never imagined and turned out to be a class that I could not imagine any other way.

**www.shawanoschools.com  
(715) 526-3194**



# Badger High School Grows Strong Agriculture Leaders

**Jennifer Kramp**  
Director of Communications  
Lake Geneva Schools

Badger High School in Lake Geneva recognizes and celebrates the abundance provided by American agriculture and is committed to promoting premier leadership, personal growth and career success for students interested in agriculture and agriculture science.

The school's national award-winning FFA chapter and robust agriculture education program provides students unique and plentiful hands-on opportunities to explore and learn about the diverse field of agriculture.

The demand for skilled agricultural employees is steadily increasing. According to the National FFA Organization, there are nearly 300 different agriculture careers available. Yet, as a 2016 Purdue University study indicates, there is a shortage of qualified graduates for many of the nation's agriculture career areas, particularly agricultural biotechnology, large animal veterinary science, food science and plant sciences.

Agricultural teachers Larry Plapp and Candice Franks lead Badger High School's ag program. It's their mission to grow the next generation of agricultural leaders. They have a teaching philosophy based on creating a contagious love of learning that students cannot help but model.

Their curriculum focuses on the science of agriculture. This approach keeps material relevant for students regardless of their future career plans, and exposes them to the real-world elements of science concepts they may have missed

in a traditional biology or chemistry classroom. Course offerings include animal science, fisheries and wildlife management, biotechnology, botany, food science, greenhouse management and landscaping, sustainability, and veterinary science. Through a partnership, students have opportunities to receive college credit for many of their agriculture classes, equating to hundreds of dollars saved in tuition costs.

Badger's agriculture programs were some of the first in the state to achieve science equivalency. As such, Plapp and Franks work closely with the school's science department staff. Direct-lab instruction allows students to extract DNA from cells, clone plants through tissue culture, learn chemistry through food, perform complex dissections in animal science and use electronic instrumentation. The school's state-of-the-art vertical hydroponic farming system enables students to grow and harvest lettuce and tomatoes for the school cafeteria. In 2016, students harvested more than 40 pounds of tomatoes and 156 pounds of lettuce. So far in 2017, they've harvested nearly 10 pounds of tomatoes and more than 45 pounds of lettuce.

"Our teaching style allows for all levels of students to learn by providing hands-on activities and cooperative learning," Plapp said. "Emphasis is placed on the outcome of a lab, not the regurgitation of facts and figures."

Plapp has been recognized on the state and national level for his innovative, engaging and interactive lessons. He is the recipient of the 2016 Agriscience Teacher of the Year Award from the Wisconsin Association of Agricultural



Students in Badger High School's greenhouse management classes have been growing plants all school year in the Badger greenhouses in preparation for the school's 25th annual community plant sale. More than 30,000 plants have been grown for this event. Proceeds benefit the Badger FFA program and scholarships.

Educators and received the 2016 National Agriscience Teacher of the Year from the National Association of Agricultural Educators.

Entering the final stretch of the school year, Plapp, Franks and their students are busy preparing for Badger's 25th annual plant sale in May. Throughout the school year, Badger greenhouse management students have been growing and tending to more than 30,000 plants in preparation for the spring event. Drovers of people from all over southeastern Wisconsin flock to the sale to get the best picks of unique and traditional annuals, perennials, hanging baskets, fruits and

vegetables. If you've never attended the sale, it's worth a trip to Lake Geneva to see! Proceeds benefit the Badger FFA program.

Learn more about Badger High School's FFA and agriculture programs and the upcoming plant sale at [LakeGenevaSchools.com](http://LakeGenevaSchools.com) or on Facebook (@LGBadgerFFA).

**[www.badger.k12.wi.us](http://www.badger.k12.wi.us)  
(626) 348-1000**



## Eau Claire School's Program Cultivates Gardening Skills, Awareness of Food Insecurity



Prairie Ridge Early Learning School 4K teacher Jayme Gundlach reads "My Garden" to her students on Friday. More teachers are plugging gardening into their curriculum ahead of introducing students to the new hoop house, where they will learn to grow vegetables. The hoop house is part of the school's ongoing fight against hunger.

*By Elizabeth Dohms*

Jill Elliott is in a unique position to see hunger firsthand.

Whether it's watching children fight over a food bag she just delivered or listen-

ing to a mother tell how she starves herself so her kids can eat, Elliott knows too many children in the community are going hungry and are nutritionally starved.

As a family and community partner

ship coordinator for Prairie Ridge Early Learning School, a site for children ages 3 and 4, Elliott works closely with families to provide food security through the school's Fight Against Hunger Project.

That project and the programs it comprises are part of the school's plan to be a one-stop shop for families, whether providing clothes, food or toiletries, said Heidi White, director of early learning.

And the programs keep expanding to address the growing needs.

The school's newest endeavor to build a garden takes a stand against not only hunger, but the nutritional deficiencies many hungry — or sometimes obese — students experience.

"Unless you're experiencing it yourself or ameliorating it, you wouldn't know about it," said Eau Claire school board President Chris Hambuch-Boyle.

Elliott and White are part of a team of school employees and volunteers building a hoop house, a metal-framed nonpermanent structure that mimics a greenhouse by using agricultural plastic to trap heat and moisture.

It will extend the growing season to 10

months of the year.

Parents together with their children will be able to engage in the growing process, which also teaches the students about where food comes from and how it's cultivated.

"Parents can walk away with knowledge or skills or maybe enhance the ones they already have to do some small gardening," Elliott said.

### Building up

Several years ago, staff at Prairie Ridge became aware that 1 in 5 children and adults don't have consistent access to food in Eau Claire County.

That prompted the idea for programs to help cut down on food insecurity.

The summer food delivery program reduces transportation challenges by dropping off recipe bags and boxes from Feed My People Food Bank once a month during summer.

"It's a bigger deal than just giving them something to eat," Elliott said. "This is about giving them some security."

**Continued on Page 17**

# Agriculture, Food and Natural Resource Program at Ashland High School



## School District of Ashland

Listening to the radio broadcast around 6 AM that Monday morning in December, it wasn't a surprise to hear Ashland FFA President Nicole Bichanich talking about equine genetics, artificial insemination and semen on air. After all, her goal after graduation is to earn her degree in Equine Genetics and spend her days helping people with horse breeding. On any given day in the Ag classroom at Ashland High School and Ashland Charter High School, you'll hear similar conversations ranging from bull genetics, sexing semen, rabbit judging, vermicomposting, chicken nutritional deficiencies, water quality, and the newest topic - racing pigeons. These are normal conversations in any Agriculture classroom around the country, and Sandy Naas' classroom is part of that conversation.

The School District of Ashland Ag, Food and Natural Resources (AFNR) Education program is offered to students in grades 9-12 with the focus on three areas of development for students - classroom/laboratory instruction, FFA, and Supervised Agricultural Experience (SAE). Classroom/laboratory instruction is delivered through the eight career pathways in the AFNR career cluster including Agribusiness Systems,

Animal Systems, Biotechnology Systems, Environmental Services Systems, Food Products and Processing, Natural Resource Systems, Plant Systems, and Power, Structural and Technical Systems. By participating in FFA, students develop their leadership skills through service-learning, leadership development events and career development events. Each student also has a Supervised Agricultural Experience, a student led-student choice project in one of the eight career pathways.

Naas's classroom instruction includes the following courses by pathway:

- **Animal Systems** — \*Veterinary Science, \*Aquaculture, \*Equine Science
- **Plant Systems** — Greenhouse Management, Landscape Design
- **Natural Resource Systems / Environmental Service Systems** — \*Forestry, Wildlife Management, \*Natural Resource & Environmental Science
- **Food Products and Processing** — Food Science
- **Biotechnology Systems** — Biotechnology
- **Agribusiness Systems** — Greenhouse Management, Agriscience Exploration

Since Naas arrived 8 years ago, five of the classes (\*) have been approved by the WI DPI for Ag-Science Equivalency; meaning students can earn science credits that count toward graduation. Upperclassmen also have the option of entering a work experience program, including Certified Coop which is the capstone of Career and Technical Education experience. Ashland also offers Certified Youth Apprenticeships, Employability Skills Certificates, Leadership Skills Certificates, Internships and job shadowing.

The instructional laboratories are an important piece for Ms. Naas' teaching. "Students need to have a hands-on experience. The act of doing helps develop student skills, understanding of concepts and provides a sense of accomplishment."

Naas' program includes a 30'x20' heated greenhouse, two-400 gallon aquaculture tanks with an aquaponics unit (all designed by the aquaculture class), a 65-acre school forest, 4-compartment animal housing (where we partner with Helping Paws Pet Rescue of Washburn to foster and socialize homeless cats), and just up the road to the north of the high school is Lake Superior, the largest freshwater lake in the world! All of these areas have become part of our classroom. We also often partner with scientists and natural resource managers in our area including UWSP-Northern Aquaculture Demonstration Facility, Great Lakes Indian Fish and Wildlife Commission, Wisconsin Department of Natural

Resources, Trout Unlimited, Fish and Wildlife Service, Forest Service, Lake Superior National Estuarine Research Reserve, Bad River Watershed Association, Apostle Islands National Park Service and many other organizations in our area. Connecting students with the people outside of school is key to developing an appreciation and understanding of their role in the community.

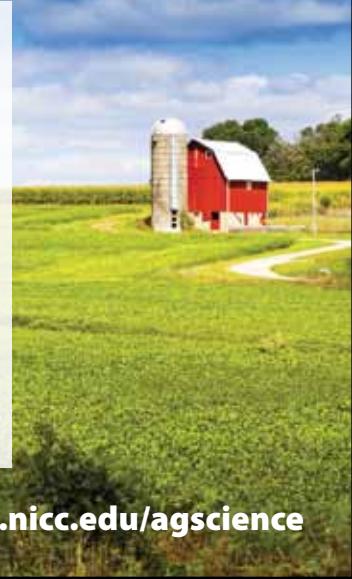
It is hard to imagine that any additional things could be added to this already robust program, but Naas has plans based on what she hears from students and trends in the industry. Some future plans include: adding an Ag Mechanics course in the Power, Structural and Technical Systems pathway, extending the greenhouse and moving the aquaculture system into part of the greenhouse for a year-round food production area, organizing a mini-employment program, and preparing a 3-acre plot for planting. "Providing relevant and real experiences for students is an important part of what I do," Naas stated. "Keeping expectations high for student work and participation has really paid off for the program and for students."

[www.ashland.k12.wi.us](http://www.ashland.k12.wi.us)  
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## Agriculture and Animal Sciences

The Agriculture and Animal Sciences programs provide unique learning opportunities for students to train at Iowa's Dairy Center. Students pursuing the agriculture and animal sciences enjoy working in the natural environment, learning new technologies and caring for large and small animals.



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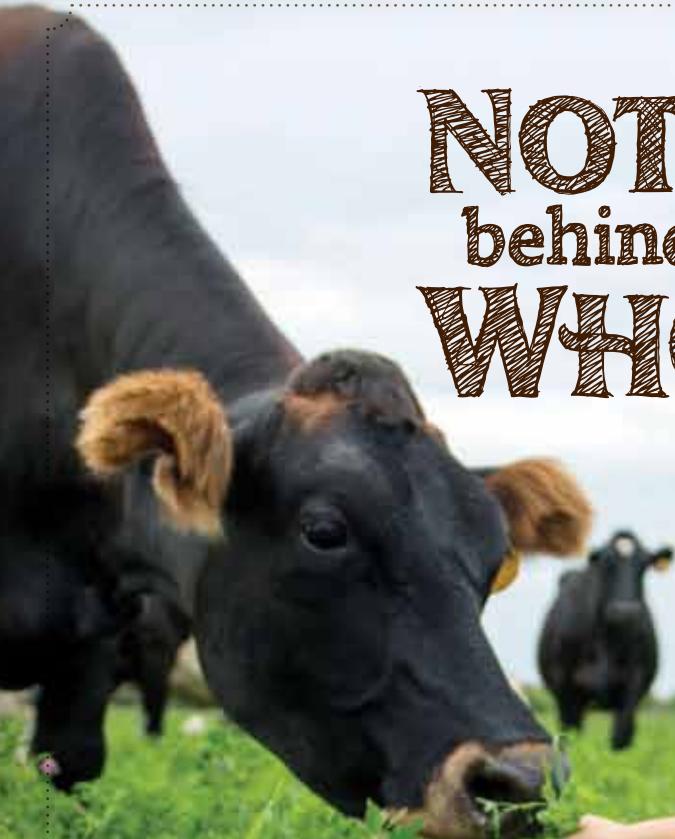
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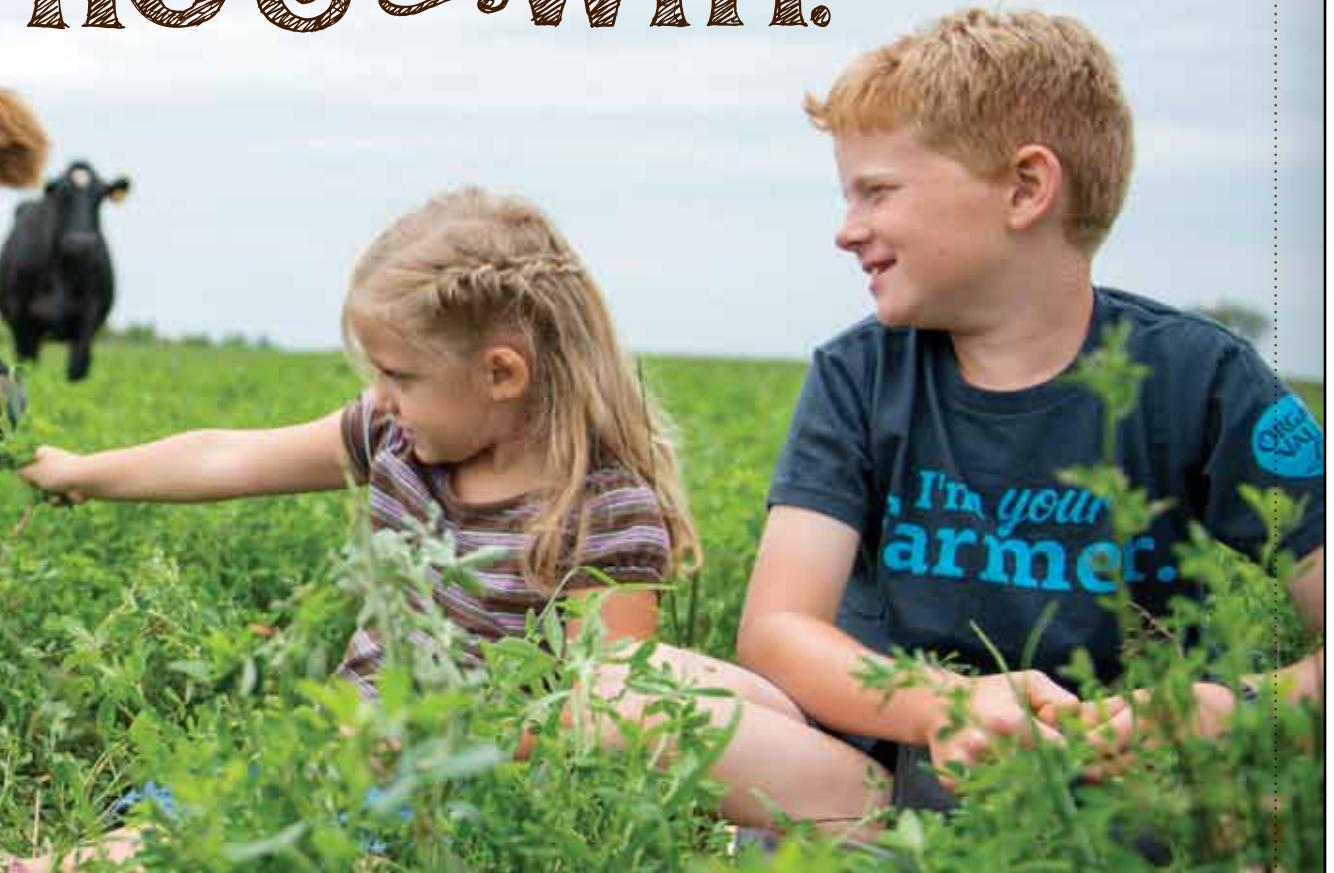




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## Merrill's Maple Grove Charter School Adds Land to the School Forest Program



*Merrill Area Public Schools*

The Wisconsin School Forest program welcomes the addition of a new forest recently registered by the Merrill Area Public Schools to this statewide program.

"School forests are remarkable educational resources that are available to help schools meet state-mandated education standards, serve as a focus to integrate environmental education into the school's curriculum, provide hands-on, experiential learning opportunities, strengthen school-community relations, demonstrate sustainable natural resource management, and produce income for education activities."

Students have a long tradition of tapping the maples on site to create syrup and adopted unique trees in the forest that look like the number 4. An outdoor classroom is also available for teachers and students to use for incorporating the forest into their curriculum.

"The property already has a unique history and this milestone will open the

doors for a whole new chapter of learning for the students that attend here," said Dale Bergman, MAPS Buildings and Grounds Supervisor.

The Nels P. Evjue Memorial Forest, registered as a school forest in 1945, is frequently used by the district and seen as a leader in school forest programming in Wisconsin. Merrill Area Public Schools can proudly boast of having two forests for students

to learn in and explore.

Wisconsin Department of Natural Resources forester, Bill Millis, assisted the school district with the registration process, will be creating a stewardship plan for the land, and will continue to ensure this property is sustainably managed as a healthy forest.

"Establishing this area as a school forest requires collaboration," said Dr. John Sample, MAPS Superintendent. "We are very fortunate to have this resource and the support necessary to create a dynamic learning environment for our students."

Registered school forests receive a variety of benefits. They are eligible to receive free forest management assistance from the Wisconsin Department of Natural Resources, receive free seedlings from the state nursery program, and receive assistance from the statewide school forest education specialist.

School forests are remarkable educational resources that are available to help schools meet state-mandated education standards, serve as a focus to integrate environmental education into the school's curriculum, provide hands-on, experiential learning opportunities, strengthen school-community relations, dem-

onstrate sustainable natural resource management, and produce income for education activities.

Wisconsin has a long and proud school forest tradition. The community forest law, which allowed schools, organizations, and municipalities to own property for forest management purposes, was passed in 1927. The first school forests in the United States were registered the following year at Laona, Wabeno, and Crandon. The program has grown considerably since its inception to include more than 400 registered school forests owned by over 230 school districts and private schools and 8 higher education institutions.

The statewide school forest program is coordinated by the LEAF Program. As a partnership between the WDNR-Division of Forestry and the Wisconsin Center for Environmental Education in the College of Natural Resources at UW-Stevens Point, the statewide school forest program provides resources to help school forests achieve their full potential.

For more information on the statewide program, contact Gretchen Marshall, Wisconsin School Forest Education Specialist, at (715) 346-2633 or [gmarshal@uwsp.edu](mailto:gmarshal@uwsp.edu) or visit [www.uwsp.edu/cnr-ap/leaf/school-forests/Pages/School-Forests.aspx](http://www.uwsp.edu/cnr-ap/leaf/school-forests/Pages/School-Forests.aspx).



For more information on the Maple Grove School Forest, contact Dale Bergman, Facilities & Grounds Supervisor, at 715-536-4581 or [dale.bergman@maps.k12.wi.us](mailto:dale.bergman@maps.k12.wi.us).

[\(715\) 536-4581](http://www.maps.k12.wi.us/pages/Merrill_Area)



Students collect sap for making maple syrup.

### Professional Development in Environmental Education Series



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\$100 per workshop | credit available

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- June 14 Three Dimensional Learning with Project Learning Tree
- June 22 Broaden Your Reach Through Birds
- June 27 Teaching for a Sustainable Future
- July 12 Integrating Energy into Your K-4 Classroom
- July 19 Native Perennials for Your School Garden
- July 25 Invasive Species in Your Forest
- July 26 What's That Tree?
- August 14 Renewable Energy Education in the Classroom

Workshops will be held at Central Wisconsin locations: Mead Education & Visitor Center, Milladore; Midwest Renewable Energy Association, Custer; Schmeeckle Reserve, Stevens Point, and the University of Wisconsin-Stevens Point

For more information about these workshops, please visit the WCEE Professional Development Calendar at [uwsp.edu/wcee](http://uwsp.edu/wcee) or contact us at 715-346-4818 or [jmollica@uwsp.edu](mailto:jmollica@uwsp.edu).

Register at <http://bit.ly/2nhc8fP>



Wisconsin Center for Environmental Education  
College of Natural Resources  
**University of Wisconsin-Stevens Point**

# Agriscience at Augusta: Growing Interest in Agriculture

*Agriscience Department  
Augusta Area School District*

The Augusta Middle / High School Agriscience Program is a single teacher department that consists of thirteen different semester courses. The agriculture program has grown from about 45 students in 2004 to over 100 students enrolled currently. Our FFA chapter consists of 40 members and still growing.

Much of the district is rural and revolves around agriculture. There are several agricultural based companies within the community that are very supportive of FFA and the Agriscience program.

The Agriscience department consists of a classroom, greenhouse, workroom, office, a very small animal lab, and an FFA officer room. There is also a 400 gallon aquaculture system with aquaponics system. Recently, the school district purchased a 48 foot hoop-house for the Agriscience department to start a farm to table project for the school lunch program.

The Augusta agriculture facilities foster experiential learning as students are responsible for the care of fish, plants, animals, and lab facilities every day. Having a stake in the success of our program, the students take their experiential learning very seriously.

Science is infused into all areas of the curriculum. In Aquaculture and Wildlife Management students work with our 50 tilapia to ensure proper growth and development. The

students also are in charge of their own fish which they picked out at the local aquarium store. By maintaining water quality through regular testing, cleaning, and checking filters, inspecting mechanical parts and monitoring fish size and weight for proper feed calculations students delve into science each day. Most of the time students don't even realize they are doing math because they genuinely enjoy the tasks at hand.

Large Animal students are taken to a local farm where they perform vet checks, palpate cows, do a full health history of the cow, dehorn and castrate. Greenhouse Management students grow plants to sell at the annual plant sale. They also conduct experiments using the naturally fertilized fish water in the Aquaculture Lab.

Within the Agriscience courses, every student enrolled has an SAE program. Many of these projects are geared toward science because of the resources we have within our program. Some do aquaponics with our fish tanks, others do hydroponics using the fish water.

In my classroom, I am a facilitator of learning. Inquiry-based instruction and activities are utilized to allow students to dive deeper into topics. Stretching their thinking and finding information they never would have thought they'd find helps everyone learn more. This approach to teaching and learning increases the quality of the final product. Rubrics are used to evaluate the students' end products.



I subscribe to websites that allow me easy access to current events and I am continually updating my curricula as the industry changes. There are four courses that are approved for the state science equivalency program. This was a long and detailed process, but affords my students the opportunity to earn credits in the science portion of their transcript. Students are getting three college credits for taking Greenhouse Management and another three credits for taking Large Animal Vet Science.

Throughout the past thirteen years, Augusta FFA has done some tremendous things. Each

year, we continue to grow our chapter membership. Since my start back in 2004, Augusta has had sixteen State FFA Degree recipients and fifteen American Degree recipients.

There have been numerous District, Sectional and State participants in the speaking contests. Members have gone to state in the Quiz Bowl, Discussion, and Job Interview contests. There have also been numerous students filling out Proficiency awards in the dairy, diversified livestock, and sheep proficiency award

**Continued on Page 15**

## CHEESE IT!

*Organic Valley*

If you were suddenly required to teach sustainable agriculture to your K through 12 classes, you would probably feel a little overwhelmed. Where do you start? How do you get students interested in something like that?

Start with food and work your way back.

What child could resist a few sips of chocolate milk and cheddar Stringles®? Once you've captured their taste buds, they're all yours.

Why would you consider educating youngsters about this to begin with? Because the way they fuel their bodies could not be more important to every aspect of their lives. Teaching your students about cheese, for example—from taste, to nutrition, to how it's made, to how the cows are managed, to what the cows eat and how a cow's food is grown—spans subjects that can engage every teacher, student and staff member in your school. You'll get into subjects like biology, microbiology, veterinary, horticulture, meteorology, economics, environmental science, mechanics and mechanical engineering, not



to mention problem solving and a bunch of common sense.

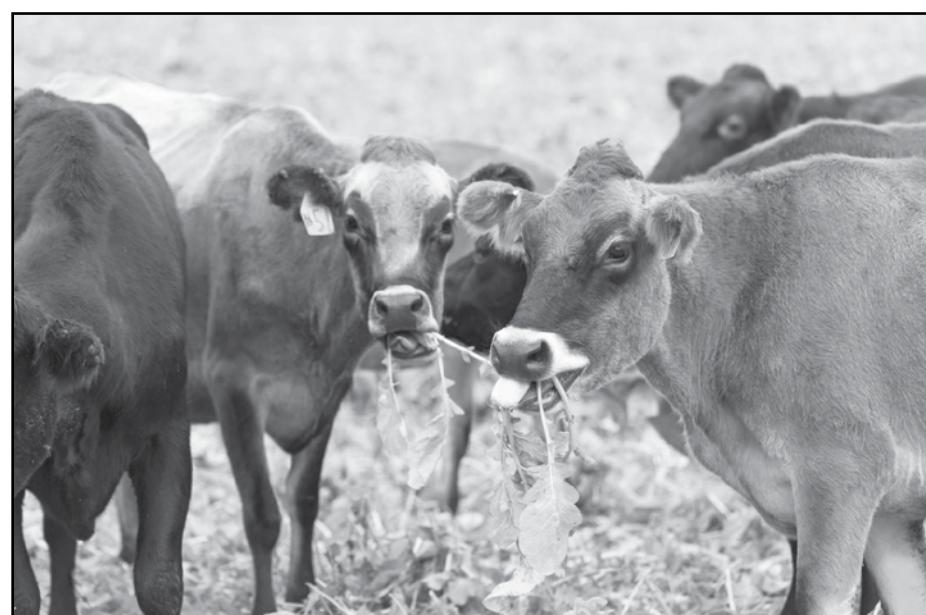
The way farms are managed has a huge impact on the land, people and communities for many miles around them. Water and air quality are affected by farm management practices, which makes sense when you realize that everything you put in the ground,

like pesticides and herbicides, ends up not only in the food grown on that farm, but in the water table. And when chemicals are sprayed on fields, some of it goes airborne and travels for miles.

Organic, sustainable agriculture emphasizes getting cows back out on pasture. Organic farmers have found that getting cows outside for exercise and

sunshine and eating a high forage diet has really helped keep cows healthy and allowed them to have longer, productive lives. This also improves the quality of the milk cows give us to make that delicious cheese we started out talking about. Another upside to that is that grasslands like pasture absorb and hold the dangerous greenhouse gases that speed up climate change.

Organic farming is not for everyone, but



it has allowed small family farms to remain small and thrive. We want teachers and students to know that there are ways to farm without pesticides, herbicides, antibiotics, and that a lot of farmers succeed at it.

Living in Minnesota and Wisconsin provides teachers with plenty of opportunities for educational field trips to farms. Organic farmers are proud to open their farm gates to

school children. They are also happy to come into the classroom when school budgets can't accommodate bus travel for the kids.

So start with a piece of cheese. The sky really is the limit!

[www.organicvalley.coop/  
why-organic-valley](http://www.organicvalley.coop/why-organic-valley)

# Bobcat Coders at Maplevue Intermediate School Hosted an Open House to Share Their Projects

Nicole Noonan  
Kimberly Area School District

At Maplevue Intermediate School, members of the Bobcat Coders computer science club shared their talents with their family and friends during their open house on February 16, 2017. During the open house, the Bobcat Coders were proud to showcase their computer projects, animations, games and other creations for their guests. Those in attendance were able to see a glimpse of the computer science field through the eyes of a sixth grader.

Chris Fitzgerald, sixth grade teacher at Maplevue, started the after-school club last winter as a way for students interested in technology, computer programming and coding to learn more about computer science. "This is a great way for students to get a taste of computer programming in a way that they can feel successful," said Fitzgerald. About 15–20 sixth graders now participate in Bobcat Coders.

"For these students, computer science is their niche or their thing," said [sixth grade teacher Chris] Fitzgerald. "Bobcat Coders is a good way for them to find and connect with other students with the same interests that they have."

of many people who are willing to support a variety of intramurals at a young age."

## About the Kimberly Area School District

The Kimberly Area School District is a progressive public school district committed to providing the best possible education available to students. Its responsibility is to help

"For these students, computer science is their niche or their thing," said [sixth grade teacher Chris] Fitzgerald. "Bobcat Coders is a good way for them to find and connect with other students with the same interests that they have."

Co-curricular activities are one way that educators are helping students reach their potential in the Kimberly Area School District. "We're very fortunate to have the resources to offer programs like this. In addition to having Chromebooks, we are able to organize after-school programs with the help



Paxtyn Meyer and Emily Rohde explain their computer coding projects to Bob Mayfield, Superintendent of the Kimberly Area School District.

lead the way in developing well-rounded students and future citizens. The District wants every student to be given the opportunity to reach their potential through academics, the arts and co-curricular activities. It encompasses approximately 17 square miles and serves over 5,000 students in one 4K center, four elementary schools (5K–4), two interme-

diate schools (5–6), one middle school (7–8) and one high school (9–12).

[www.kimberly.k12.wi.us](http://www.kimberly.k12.wi.us)  
(920) 788-7900



## Girls Who Code Event Encourages Female Students to Explore Computer Science

Wendy Wong  
Pewaukee School District

Horizon Elementary School hosted the first Girls Who Code event on Feb. 19. The event was offered to female students in grades four through six to promote the importance and interest in Computer Science and Coding. To keep the first-time event small, 30 students were chosen in a lottery.

The 2-1/2 hour event consisted of three 45-minute stations that students participated in. The activities included both computer based and non-computer based activities to help participants develop an understanding of basic computer science principles as well as participate in activities that apply the ideas. The three rotations consisted of a non-technology based activity to understand the language of coding, use of a mobile device to code robots, and a computer-based activity to create their own games.

Participants Tharuki Jayawardena and Zahra Dhoondia recently shared their enjoyment in learning to program the robots. They used apps to make the robots talk and move.

"My favorite part is that Dash blinks," says student Tharuki.

Zahra enjoyed using the Tickle and Scratch apps to control Dot and Dash, robots from the Wonder Workshop. (A student is pic-

tured in the right-hand corner with the robot, Dash.) In addition, participants had the opportunity to program the Sphero robot, Ollie, that does rough and tumble stunts.

The desire for this event is to promote the field of computer science, specifically for the female population in Horizon Elementary School in collaboration with building level technology and Makerspace committees.

Feedback from participants showed that a small group promoted one-on-one attention and was helpful to complete the activities. District Instructional Technology Coach Dria Setter says the event was a success and will be offered on a biannual basis with the next event happening in 2019. A variety of volunteers from Horizon School as well as staff involved in computer science and technology were responsible for organizing the day and running the activities.

A Pewaukee Lake Elementary School parent, Jon Schwenn, donated \$500 to cover the cost of T-shirts for the girls and swag bags.

[pewaukee.schoolwires.net](http://pewaukee.schoolwires.net)  
(262) 691-2100



## Pewaukee High School Student Swati Dalmia Has Received the 2017 Wisconsin NCWIT Award for Aspirations in Computing

The scholarship award, sponsored by the National Center for Women & Information Technology

(NCWIT) recognizes young high school women for their computing-related achievements and interests as part of an effort to encourage more young women to choose careers in technology.

Swati, a sophomore at Pewaukee, discovered her ambition for technology when her father started giving her coding lessons at age ten. Since then, she has completed research into artificial intelligence and machine learning for personal curiosity. In high school, she has taken Exploring Computer Science and Programming through Games and Simulations and will take AP classes in the future.

She was elected Wisconsin Region Seven vice president of Future Business Leaders of America and placed fifth in her category of business presentation. Her main goal for the future is to start her own business, preferably in technology.



[pewaukee.schoolwires.net](http://pewaukee.schoolwires.net)  
(262) 691-2100



# Today's Technologies Change Class Experiences for Teachers, Learners



**Donna Smith**  
Director of Library Media & Technology  
Arrowhead Union High School District

It was not so many years ago, teachers were issued a red gradebook and a notebook with Monday-through-Friday squares in which to scribble lesson plans.

I can remember calling individual students up to the front of the room, papers above and below the student's line of scores

in my red gradebook to discuss academic progress. Teachers also were expected to bubble in class attendance on a printout which was then retrieved by a person (in my case, Lois) whose main job was to walk the halls picking up attendance sheets.

Visual content was presented through a chalkboard, overhead, and a filmstrip.

Today, our teachers use a multitude of electronic tools making these teacher tasks

more efficient. Attendance is taken through Skyward, our student information system. This is also where our teachers record student scores. Both of these processes allow for more immediate access to this student information online for both parents and students.

The end of class is no longer dictated by the ring of a bell. Enrichment, review, and practice exercises exist online. Our teachers have been working hard to create one central place for students and parents to go for online course materials. Canvas, Arrowhead's learning management system, is our hub for all online coursework. What that means for students and parents is they can go to one place to access these materials.

You would be hard-pressed to find a piece of chalk or overhead marker at Arrowhead today. Many of our teachers are making use of interactive presentation systems in order to engage our students in their learning. Systems allow students to easily connect to presentation equipment. Newer systems

allow up to three students to interact with presented materials simultaneously. We are proud of the continued progress of the Arrowhead educational community when it comes to educational technology, and these few highlights only graze the surface of staff innovations. Our staff are able to offer these innovations only as the district budget allows.

For example, only a small percentage of teachers have been able to take advantage of the

new presentation technologies. We believe it is necessary to provide all students with tools and experiences that not only increase awareness of their educational progress, but provide learning experiences that will best prepare our kids for the world in which they will be navigating.

**www.arrowheadschools.org**  
**(262) 369-3612**



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# Marathon County Student Named “2017 Young Entrepreneur of the Year”

## Laney Hughes, Owner of Shallocat, will be Honored on May 1st at The Pfister Hotel



Junior Achievement of Wisconsin (JA), the Department of Public Instruction (DPI) and EY have awarded Marathon County native Laney Hughes with the “2017 Young Entrepreneur of the Year” for her clothing embroidery company, Shallocat, that she started at age 13 after discovering her passion for clothing design. She will be recognized at JA’s Wisconsin Business Hall of Fame Induction Ceremony on May 1 at The Pfister Hotel and will be awarded a \$2,000 scholarship.

The recipient of the Young Entrepreneur award, presented by EY, is selected from a

joint committee from JA and DPI who evaluate each candidate on the following criteria: business success, growth potential, social involvement, ability to overcome challenges, strategic direction, innovation, personal integrity and leadership.

“Along with EY and DPI, Junior Achievement is thrilled to honor Laney Hughes as this year’s ‘Young Entrepreneur of the Year,’” said Tim Greinert, president of Junior Achievement of Wisconsin. “Laney not only represents excellence in entrepreneurship, but she is a role model to all young people looking to start their own business.”

“Our partnership with Junior Achievement allows us to cultivate interest in entrepreneurship and celebrate the inspiring work taking place in our schools,” The State Superintendent said. “I want to congratulate this year’s Young Entrepreneur of the Year, Laney Hughes, on her accomplishments to date and wish her success going forward.”

Hughes’ passion for her business and innovation as an entrepreneur set her above the other applicants for the “2017 Young Entrepreneur of the Year.” All of the designs featured on Shallocat clothing are unique and quirky images created by Hughes. She began selling her clothing on Etsy in March 2014,

and quickly discovered how to use social media to grow her business. Since opening her store, Hughes has sold more than 1,000 clothing items to customers in 12 different countries.

“I mainly market my business through social media, which is a huge part of my target market of 12–24 year olds’ lives,” said Hughes. “I post pictures and interact with other accounts on Instagram and Twitter to direct traffic to my store and build a community around my brand. I also recruit social media brand sponsors who receive a free Shallocat item in exchange for posts on their account redirecting their followers to my store. This technique has allowed me to reach my target market through the influence of popular accounts who gel with my brand identity.”

Hughes’ extensive knowledge of her brand and customers provides her with an edge. She hopes to continue working on her collection schedule and adding more items to her online store. By monitoring trends through the past year, Hughes has found that the launch of a new collection increases web traffic, and in turn, sales. She also hopes to one day switch from a made-to-order system to an inventory system. Once she hits 200–300 monthly sales, Hughes will be able to outsource manufac-



ting, allowing her to spend more time managing the business and marketing.

In addition to her schooling and working as CEO of Shallocat, Hughes volunteers in a Young Entrepreneurs Academy class as a mentor and teaches Junior Achievement courses to local fifth graders.

Hughes’ Young Entrepreneur of the Year video application can be viewed on the JA website.

[www.juniorachievement.org/  
web/ja-wisconsin/young-entrepreneur](http://www.juniorachievement.org/web/ja-wisconsin/young-entrepreneur)

## FINANCIAL LITERACY RESOURCES

### BizKid\$

BizKid\$ is a public television series that has a website available to students, teachers and parents to participate in online activities engaging them in money management and business. Highlighted are videos of real kid-entrepreneurs who have implemented this program in their lives. Additional links are provided to encourage kids to seek out other opportunities to encourage habits of good money management. Games, budgeting worksheets and credit calculators are given as well to have students think about saving and investing.

Website: [bizkids.com/show](http://bizkids.com/show)

### From EconEdLink:

A Thinkfinity resource created by the National Council on Economic Education.

**Compound Interest Calculator:** The Compound Interest Calculator visually shows the dramatic effect that compounding can have on investments. Adjust the monthly savings, interest rate, and starting age to see how money grows over time.

**Credit Score Video:** Teach your students about credit scores. In this video a young man wants to get a loan to make surround sound video game chairs, but he has to improve his credit score first.

**College Calculators:** There’s no way around it: College is expensive. In recent years, 71% of graduates left college with student loan debt. But strategic planning can help families prepare for their children’s higher ed expenses, and save money down the line. These calculators can help your family figure out saving strategies to make college the most rewarding experience possible. Calculators are available in both English and Spanish.

Website: [www.econedlink.org/](http://www.econedlink.org/)

### Feed the Pig

Fun interactive website based on savings. Gives tips, challenges, and video links to TV ads.

Website: [www.feedthepig.org](http://www.feedthepig.org)

Continued on Page 13



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[juliewood@eseedling.com](mailto:juliewood@eseedling.com)

# Cupcake Wars at Clinton: *Economics With Frosting!*



How do I make sure I have enough money to make and buy a cupcake? Budget for my needs then my wants. There are tough decisions to be made.

Teresa Pickarts and Ross Niquet  
Clinton Community School District

Students at Clinton Elementary School had the opportunity to learn about economics in an original unit created by third grade teachers, Teresa Pickarts, and Ross Niquet. "Cupcake Wars" allowed students to apply

what they had learned in a 4 week unit on economics using math, social studies, and writing state of Wisconsin standards. This original project, took students from start to finish in creating a product for sale. Students conducted a math and market research survey to determine the favorite flavor of cupcake

and frosting in the class, creating a pictograph from the data. In the second day of the project, students were given a base budget of \$5.00 with a twist—they not only needed to produce a cupcake, but use part of their budget to buy a cupcake for consumption at the end of the war. Students bid at a grocery auction, based on their budget projections, and built a cupcake to be sold at silent auction. In a cross-curriculum connection to writing, students created persuasive "ads" to sell their cupcake.

On Friday, students in both classes had their cupcakes judged by guest judge, Heidi Simms, building principle at CES. Students were excited to become consumers and find out who the "Cupcake King" was. Nathan Troxel won an award for budgeting the most money to spend, Wyatt Morrison won the award for advertising and visual appeal with Elijah Liptow being runner up, and Aidan Kerl won the Cupcake Wars, selling his gummy worm cupcake for \$2.



Students have one last budgeting lesson—how do you competitively bid at auction and get the cupcake you wish to consume? Lots of strategy.

[www.clinton.k12.wi.us](http://www.clinton.k12.wi.us)  
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## FINANCIAL LITERACY RESOURCES

Continued from Page 12

### Gen i Revolution

A free online personal finance game for middle and high school teachers and their students. "Gen i Revolution" is based on the 'Learning, Earning and Investing' Program, as well as content from 'Your Credit Counts' and 'Financial Fitness for Life.'

[Website:](http://www.genirevolution.org/) [www.genirevolution.org/](http://www.genirevolution.org/)

### Insurance Education Initiative Educator Resources

Teaches teens and young adults the importance of insurance coverage to further prepare them for life's journey.

[Website:](http://insurance.mo.gov/consumers/teens/educators.php) [insurance.mo.gov/consumers/teens/educators.php](http://insurance.mo.gov/consumers/teens/educators.php)

### Money Talks

Money Talks for Teens is a bilingual (English/Spanish) money management curriculum aimed at teens 14-18 years old and the adults who work with them.

[Website:](http://moneytalks4teens.ucanr.edu/) [moneytalks4teens.ucanr.edu/](http://moneytalks4teens.ucanr.edu/)

### Money Math: Lessons for Life

Money Math: Lessons for Life is a free, four-lesson curriculum supplement for middle school math classes, teaching grade 7-9 math concepts using real-life examples from personal finance. The 86-page book is a teacher's guide with lesson plans, reproducible activity pages, and teaching tips.

[Website:](http://www.treasurydirect.gov/indiv/tools/tools_moneymath.htm) [www.treasurydirect.gov/indiv/tools/tools\\_moneymath.htm](http://www.treasurydirect.gov/indiv/tools/tools_moneymath.htm)

### National Endowment for Financial Education

NEFE's High School Financial Planning Program® (HSFPP) is a free turnkey financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of teens in Grades 8–12.

[Website:](http://www.hsfpp.org/) [www.hsfpp.org/](http://www.hsfpp.org/)

### Understanding Taxes

Access all the great educational content found in the Understanding Taxes program on the Internet! This online version includes detailed lesson plans, interactive activities, simulations, and more!

[Website:](http://apps.irs.gov/app/understanding-Taxes/index.jsp) [apps.irs.gov/app/understanding-Taxes/index.jsp](http://apps.irs.gov/app/understanding-Taxes/index.jsp)

# Baseball Safety Tips



There's a reason why baseball has been called our national pastime for decades. It's as American as hot dogs and apple pie. It's been a summer tradition in big cities and little towns across the U.S.A. for generations. It's a great team sport, and it's fun.

## Why Is Baseball Safety Important?

Baseball is by no means a dangerous sport. But it can present a very real risk of injuries from things like wild pitches, batted balls, and collisions in the field.

At the high-school level, some pitchers can throw fastballs that reach 80-plus miles per hour, speedy enough to cause painful welts, broken bones, even concussions. Excessive pitching and improper throwing mechanics can lead to major league arm problems, and base runners and fielders can collide while running at top speed.

## Gear Guidelines

As with all sports, wearing and using the right gear can go a long way toward preventing injuries. The amount of equipment required for baseball isn't on a par with football or hockey, but it is every bit as important.



- Batting helmets must be worn whenever a player is at bat, waiting to bat, or running the bases. Some leagues may even require pitchers to wear them.
- A catcher should always be wearing a helmet, facemask, throat guard, full-length chest protector, athletic supporter with a cup, shin guards, and a catcher's mitt whenever they are catching pitches, whether it's in the game, in the bullpen, or during warm-ups.
- Baseball spikes should have molded plastic cleats rather than metal ones. Most youth leagues don't allow spikes with metal cleats.

## Breakaway Bases

Base paths are one of the most common places injuries happen. This is especially true when you slide into a traditional stationary base, which puts a rigid obstacle in your path as you slide. Sliding into a fixed base can result in foot, ankle, and lower-leg injuries.

As a result, doctors have started recommending that leagues install breakaway bases in all of their playing fields. These bases, which snap onto grommets on an anchored rubber mat, can be dislodged when a runner slides into one, lessening the chances that a base runner will get injured.

## Before You Start the Game

Ideally, you should get plenty of exercise before the season begins and be in the best shape possible before you swing a bat for the first time. This will not only lower your risk of injury, it will also make you a better ballplayer. Be sure to warm up and stretch before a baseball game as you would for any other sport, but remember that in baseball, you have to pay particular attention to your throwing arm. Most arms require plenty of warm-up before they can safely attempt a long, hard throw.

## During Game Play

When you're out in the field, you're going to want to go full speed after every ball hit your way. The problem is that so will your teammates. With your attention focused on the ball, it's easy to lose track of where people are, and painful collisions can and do occur.

Make sure that if there is any doubt as to who should field a ball, one player calls for it as loudly as he or she can to let other players know to back away. Practice doing this with your teammates so you get used to listening for each other's voices.

When you're batting, it's important to stand confidently in the batter's box and not be afraid of the ball. That being said, baseballs are hard objects. Know how to safely get out of the way if a pitch is headed toward you. The best way to do this is to turn away from the pitcher, exposing your back and rear end to the pitch instead of your face and mid-section.

## Excessive Pitching

Pitching, particularly for adolescent arms that are still growing, puts an enormous amount of strain on joints and tendons. Doing a lot of pitching can cause injuries to elbows and shoulders.

- Here are the pitch count limits for teens recommended by U.S.A. Little League and the American Sports Medicine Institute:
  - 13–16 years old: 95 pitches a day
  - 17–18 years old: 105 pitches a day
  - Follow guidelines on required rest periods based on the number of innings pitched or pitches thrown.
- Pitchers 14 and under should limit total pitches to less than 1,000 per season and 3,000 per year.
- Pitchers who have pain that doesn't go away in their throwing arm should see a doctor and hold off on pitching until the pain goes away.
- All players should take at least 2 to 3 months off per year from sports that have a lot of overhead action. Athletes who play multiple sports that use a lot of overhead arm movements like baseball, swimming, or volleyball, are at increased risk of overuse injuries.

This is part of a larger article about Baseball Safety. You can read the entire article at [kidshealth.org/en/teens/safety-baseball.html](http://kidshealth.org/en/teens/safety-baseball.html)

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## GET BACK IN THE GAME



Celebrating more than 30 years as the Team Physicians for UW-Eau Claire and serving area high schools and surrounding communities in the Chippewa Valley by providing a team of licensed athletic trainers for top-quality sports medicine care.



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# Agriscience at Augusta

**Continued from Page 9**

areas with much success. Our chapter continues to raise funds for the local Augusta Area Food Pantry. This year we were awarded the Hunger Hero's Grant through National FFA which was donated to help the weekend meals backpack program.

Each student can achieve success in my classroom and that looks different for each and every student who walks through my door. Students need a hands-on inquiry based type of learning in order to fully understand the topics presented in the Agriscience curriculum. As they engage in classroom and lab activities, I recognize that they don't need to be spoon-fed information. Questioning and problem-solving, including higher order thinking and troubleshooting are requirements in society today and I want to best prepare my students. It is my job to teach students how to think critically and figure things out for themselves. This will make them more college and career ready.

[\(715\) 286-3300](http://www.augusta.k12.wi.us)



Oak Creek-Franklin Joint School District

The iPad is one of the means East Middle School student, Connor, uses to communicate with others at home and at school. Using the Go Talk app, Connor's iPad screen is filled with various pictures with specific meanings. However, the screen sensitivity of the device can often make it difficult to avoid striking unwanted keys.

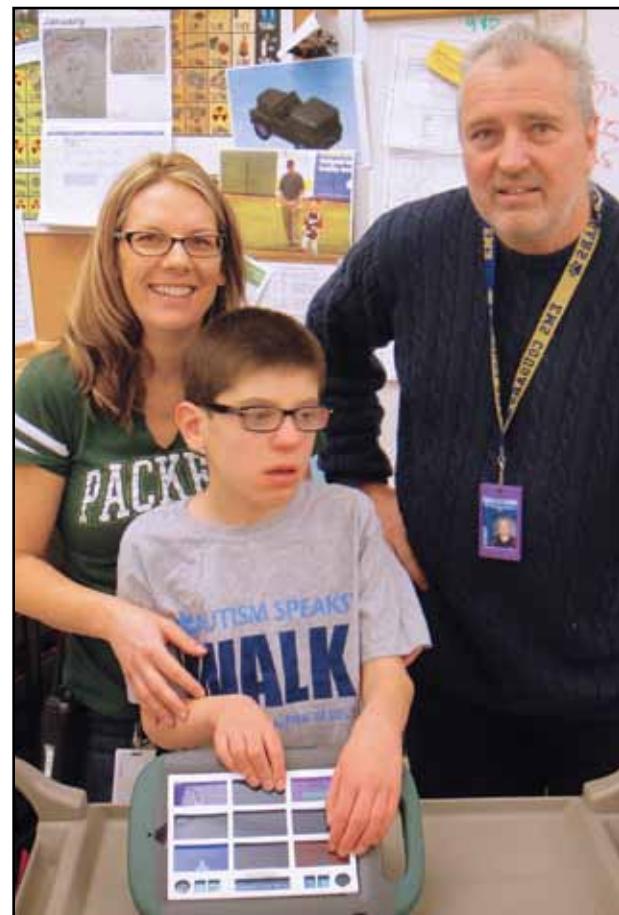
A keyguard is a special overlay that attaches to a screen and helps isolate specific picture icons, differentiating one picture icon from the next. "Prior to having the keyguard, Connor would often hit one or two things because the screen is so sensitive to the touch," says Connor's mother, Gina Esch. The keyguard Connor had been using needed to be updated and because each keyguard is a custom design, it takes a very long time to get ahold of one and is very expensive.

At a recent East Middle School staff meeting, technology education teacher, Mr. Lindner was talking about the capabilities of the 3D printer. "When Mr. Lindner

was sharing the miracles of the 3D printer with the staff, I suddenly had a light bulb moment," says special education teacher, Mrs. Bolz. Mrs. Bolz asked Mr. Lindner if he could use the 3D printer to create a custom keyguard. "Mr. Lindner definitely thought this was something he could do and was very excited for the opportunity to create this tool for Connor," Mrs. Bolz continues.

By using special computer software called the inventor program, Mr. Lindner was able to design a custom keyguard for Connor and print it on the 3D printer. "With the cost of the 3D print being less than 50 cents, we can provide multiple keyguards for the special education department at a very low cost."

After a couple of prototypes, Connor had a brand new keyguard for his iPad with his name on it!



[\(414\) 768-5880](http://www.ocfsd.org)



## Staying Safe During Lightning Storms



By Meemic Insurance Company

When there is a thunderstorm in the area, it is important to stay current with weather reports because a storm does not have to be considered severe for a person to be struck by lightning. Remember that the sound of thunder

indicates nearby lightning and there is no safe area outdoors. Standing under trees in a yard or under an open carport will not make a person safer. Gazebos and other similar structures should also be avoided.

### What to Do When There Is Thunder

At the first rumble, move to a safe enclosed area and close the windows and doors. Whenever possible, stay in a building that has plumbing and electricity. If a thunderstorm develops while traveling, stay in the vehicle and keep the windows up. Metal-topped vehicles are safer than soft-top vehicles. After finding shelter, stay there for 30 minutes after the last rumble of thunder. In several instances, people had been struck by lightning because they wrongly assumed that the storm had passed.

### Indoor Safety Tips

Lightning can also cause damage to appliances and electronics. When a storm is in progress, avoid using a corded phone. Do not use computers if they are plugged into a hard-wired connection source or electrical outlet. Avoid using any other appliance or electronic device that is plugged into a power outlet. Do not take a shower, wash dishes in a sink or

use faucets to wash hands. Keep bottled water available to drink during thunderstorms. Stay away from windows or doors during the storm, and never step out onto the porch to watch the lightning. This is true even if the porch is screened or has glass windows. If there are concrete floors or walls, stay away from them.

It is also important to protect electronics during a storm. When lightning strikes a power line near a home, it will often follow the phone lines or wiring into the house. This means not only a land phone would be destroyed but also televisions, computers and other electronics that are plugged into electrical outlets could be rendered useless. A simple and easy way to avoid problems is to just unplug all electronics as soon as a storm is approaching. Even if antennas are grounded, disconnect them. Disconnect any satellite dishes or Internet connections. Surge protectors can help prevent electronics from being ruined from power spikes and lightning strikes in the distance, but lightning that strikes close by is powerful enough to ruin the surge protector, as well. What is even scarier than it ruining electronics is that it can jump through surge protectors and across an entire room. When it does this, it is called side flashing, and side flashes are dangerous to anyone or anything in their path.

### Outdoor Emergency Safety Tips

It may not always be possible to find shelter immediately when thunder rumbles. If there is no form of shelter nearby, take the following steps to reduce risks:

- Stay away from elevated areas such as hills or platforms.
- Do not lie flat on the ground.
- Do not stand under a rocky overhang for shelter.
- Do not use an isolated tree for shelter.
- Stay away from barbed wire, power fences and other conductors of electricity.
- Do not go near lakes, ponds or other bodies of water.

While driving, look for power lines that have fallen down. Do not drive near them or over them whether there is water present or not.

For more information on storm safety, visit Meemic's Safety & Information Center at [www.Meemic.com/Safety](http://www.Meemic.com/Safety).

# 5

# things educators should know about WRS

The Wisconsin Retirement System (WRS) pension will be an important source of retirement income for most Wisconsin public school employees. Here are five things you should know about WRS:

1. WRS is one of three sources of income most Wisconsin public school employees will have in retirement, typically providing for between 40-50% of your retirement income. The other two are Social Security (14%-28%) and personal savings (22%-46%).\*
2. The WRS benefit is an annuity—a series of monthly payments providing a lifetime income for you during retirement. And, depending on your payout choice, may continue to others after your death.
3. The size of your monthly benefit in retirement is determined by many factors, including how many years you work in Wisconsin public employment, your salary while working, age at retirement, and others.
4. Both you and your employer contribute to WRS (50% equally). The amount you contribute, called a contribution rate, can change each year. Contributions are pretax.
5. WRS is a pre-funded pension, and has historically been at or near a 100% funding level each year.

A 403(b) or IRA can help fill the retirement income gap that will need to come from personal savings. WEA Member Benefits can help. Give us a call at 1-800-279-4030.

**About your ETF statement**

- Each year you receive a copy of the Annual Statement of Benefits from the Department of Employee Trust Funds (DET).
- Look it over and pay attention to the current beneficiaries that are listed, creditable service, etc. Be sure these figures match what your employer has on file.
- Your creditable service from all WRS-covered positions arrives into the same WRS account. Therefore, your total years of service include current and past WRS employees who have worked for you.
- Keep in mind the dollar amount in section 8 of your statement reflects your balance as of the statement date. It does not reflect future earnings or contributions.
- The numbers in section 10 are based on your account as of the statement date. It does not reflect continued service past the date of the statement.

\*The percentage of salary replaced is tied to your years of creditable service. 40%-50% assumes someone accrues 25-30 years of creditable service.

For more FAQs about WRS, download our eBook:  
**"20 FAQs You Should Know About Your WRS Pension"**

Download your FREE copy: [weabenefits.com/wrsebook](http://weabenefits.com/wrsebook)

**1-800-279-4030**

[weabenefits.com](http://weabenefits.com)



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

*"A room without books is like a body without a soul."*

—Cicero

## Student Contests and Awards

### American Association of Physics Teachers High School Physics Photo Contest

Photos may be entered in one of two categories: (1) natural photos are those that involve everyday situations that may demonstrate a variety of physics concepts; and (2) contrived photos are those that are set up to show a particular physics concept or related set of concepts.

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

**Website:** [aapt.org/Programs/contests/photo-contest.cfm](http://aapt.org/Programs/contests/photo-contest.cfm)

### Air, Air Everywhere Poetry Contest

Help DNR celebrate Clean Air Month this May by leading your students through an activity (or more than one!) from the Air, Air Everywhere Teacher's Activity Guide [exit DNR]. This guide includes ten activites which aim to teach 3rd, 4th and 5th grade students about air quality and the importance of clean air.

**Deadline:** Entries must be received by

Friday, May 5, 2017 to be eligible.

Contest entries will not be returned and will become the property of the contest sponsor. Teachers of the winning students will be notified by May 19, 2017.

**Website:** [dnr.wi.gov/topic/AirQuality/Poetry-Contest.html](http://dnr.wi.gov/topic/AirQuality/Poetry-Contest.html)

### Brower Youth Awards for Environmental Leadership

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

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

**Deadline:** Apply by May 15, 2017.

**Website:** [www.broweryouthawards.org/apply/#application](http://www.broweryouthawards.org/apply/#application)

### Zayed Global High School Prize

High schools are invited to submit project proposals for the chance to win up to \$100,000

to implement sustainability initiatives, such as waste reduction and energy and water efficiency improvements. The primary aim of the Zayed Future Energy Prize Global High Schools category is to inspire future generations across the globe by instilling an ethos of sustainability from an early age, including an appreciation of issues in energy, and broader sustainability.

**Deadline:** Apply by July 6, 2017.

**Website:** [www.zayedfutureenergyprize.com/en/](http://www.zayedfutureenergyprize.com/en/)

### International Interdependence Hexagon Project

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

**Deadline:** Entries are due June 30, annually.

**Website:** [hexagonproject.org](http://hexagonproject.org)

### Young Birder of the Year Contest

Young people ages 10-18 are invited to compete in the American Birding Association's (ABA) Young Birder of the Year (YBY) contest, designed to help young birders discover new skills and enhance their talents. Entries will be judged in two age group, 10-13 and 14-18. Contestants can choose from five modules to customize the contest to fit their talents and interests:

- Field Notebook
- Conservation/Community Leadership
- Illustration
- Writing
- Photography

Judges will select one first-place winner per age group in each of the five modules. The top three finishers in each module per age group will be listed on the ABA YBY results webpage and will be eligible to receive prizes.

**Deadline:** Register by June 15, 2017.

**Website:** [youngbirders.aba.org/young-birder-of-the-year-contest](http://youngbirders.aba.org/young-birder-of-the-year-contest)

# A Peruvian Experience for RHS Students

**Señora Mara Krueger**  
Rhineland High School Spanish Teacher

Who said that learning stops during vacation? This Spring Break, seven students from Rhinelander High School (RHS) traveled to South America to explore the country of Perú. The trip was lead by Señora Mara Krueger and helper Becky Blaser. Students Lara Gardner, Shelby Kuehn, Ivy Packard, Ellen and Andrew Padgett, Grace Quinn, and Samantha Rocha had the time of their life gaining a sense of the home of the Incan civilization.

The students witnessed the astrological and engineering advances of this ancient culture while touring ruins and temples. They also saw the impact of colonial influence in the many churches, catacombs, monasteries, and art.

Changing from the modern and vibrant city of Lima, these RHS students were the first group of Americans who stayed with host families in the community of Janaq Chuquibamba in the valley of Cusco. While there, they received welcome flowers, locals dressed them in traditional clothing, and they listened and danced to pan flute music.

They observed and helped in the preparation of a Peruvian dish and ate many varieties of potatoes and other local cuisine. Students also saw the treatment of the wool and weaving techniques used in their intricate and colorful textile designs. During these experiences they had many opportunities to practice their Spanish. Story tales in the Quechua language were shared while sitting around a campfire. All of the RHS students experienced a real taste of cultural immersion during the three days they spent with their host family. In every community that was visited, they were greeted with music and flowers, which was delightful and provided diverse music and folk performances.

A portion of the trip paid for the materials and construction of a greenhouse. This was part of a community service project that was donated to the Janaq community. Everybody worked hard to prepare the land for the project, and learned how to cultivate the land using tools the ancient Incas had used, and followed the traditions of Earth ceremonial blessing of Mother Earth, or Pachamama. This was well received by the community. "Thanks to your



Travelers from RHS stand in front of the 15th century ruins of the Inca Empire in Machu Picchu.

help, our children will have food to eat," said President Celestino, from Janap.

After much hiking and climbing to a record high of 13,000 feet in the community, the journey was closed with a tour of the jaw-dropping Machu Picchu site, which towers two Andean peaks, and is considered to be one of the Seven Wonders of the World.

This group was able to have an amazing experience with the undying gratitude of our local businesses and citizens. The trip participants fundraised almost \$10,000 in eleven months. All of the travelers want to give a special thanks to those who helped them to

expand their global education and cultural immersion.

RHS students are already getting excited for the next adventure in 2019, in which we will get in touch with the diversity of Spain. To all, Muchas Gracias.

[\(715\) 365-9568](http://www.rhinelander.k12.wi.us)



## We travel from the Zoo to You!

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

Great for Schools, Community Events and Festivals!

**Book Kohl's Wild Theater; dates fill quickly!**

**414-258-2333 • wildtheater.org**



## Eau Claire School's Program Cultivates Gardening Skills, Awareness of Food Insecurity

Continued from Page 5

The on-site food pantry located in a corner of the school's family service department stays stocked with nonperishable food items that can feed families in need.

That project, started in 2013, has led to the distribution of more than 70,000 pounds of food to Prairie Ridge students' families.

On top of that, every Thursday 210 bags are stuffed with food for students over the weekend. That program has delivered another 18,000 pounds since its inception.

About two-thirds of families rely on the weekend kids' meals, Elliott said.

The Crockpot Project is one of the more expensive options, as the school needs to find about 60 new slow cookers to donate each year to families and buy \$5-\$10 meals five times a year to fill them.

But White pointed out that all of the projects are paid for through fundraising efforts, with none of the dollars coming from the district.

It's a lot of effort and money — but well worth it, she said.

"It has been the most fulfilling work," she said.

To donate to the programs, visit the Eau Claire Public Schools Foundation page at [ecpsfound.org/funds/prairie-ridge-fight-hunger-project](http://ecpsfound.org/funds/prairie-ridge-fight-hunger-project).

*Reprinted with permission from the Leader Telegram*

[\(715\) 852-3000](http://www.ecasd.us)



## Class Across the City: The Telepresence Program in Milwaukee Public Schools



AP Government students at Riverside University High School appear with their classmates and teacher on-screen at Vincent High School.

*Suzanne Loosen, Neva Moga  
Milwaukee Public Schools*

"Buenos días, estudiantes," Señora González said to her AP Spanish Language students at the Milwaukee High School of the Arts. "Buenos días," ten students replied from the room in front of Ms. González, as well as from a screen that showed four students seated in a classroom five miles away at Audubon High School. These students are enrolled in the telepresence program in Milwaukee Public Schools (MPS), which allows students to take courses through daily videoconference within the district. MPS piloted the telepresence program in the 2015-16 school year,

starting with two Advanced Placement (AP) Statistics courses and expanded the program in the fall of 2016 to offer six AP courses. By spring 2017 nearly 175 students from eight schools are engaged in telepresence courses.

Telepresence technology enables students to enroll in courses not currently offered at their schools. MPS chose to start by focusing on using the technology to expand Advanced Placement course offerings to students in the district. The program is hugely beneficial, for example, to six students at the Golda Meir Upper Campus who take AP Macroeconomics through telepresence. It would be hard to justify the cost of paying a teacher's salary for six students taking one class.

But through telepresence the Golda Meir students, along with one student from Milwaukee School of Languages, join their 14 counterparts at Riverside High School every morning in Matthew Turner's class.

The expansion of telepresence courses is supported in a number of ways. Instructional Technology Supervisor Neva Moga and Advanced Academic Studies Specialist Elizabeth Mallegni collaborated on a grant proposal with the Milwaukee Public Schools Foundation. Cisco provided MPS equipment for the 2015 pilot project. The Milwaukee Public Schools Foundation secured grant funding from two local foundations, the Greater Milwaukee Foundation and the Northwestern Mutual Foundation, to support this current expansion. The Greater Milwaukee Foundation grant provides funds to build the capacity of staff to design and deliver lessons using this technology. The grant award also partially funded a new position in the district, Telepresence teacher leader, a role filled by Suzanne Loosen, who provides ongoing coaching and course planning assistance. The Northwestern Mutual Foundation grant provides funds to support the equipment needed to implement the first phase of Telepresence coursework.

Milwaukee Public Schools currently has telepresence equipment installed at the following high schools: Audubon, Bay View, Golda Meir, Marshall, Milwaukee High School of the Arts, Milwaukee School of Languages, Riv-

erside, Vincent, and Washington. In the fall of 2016, MPS teachers offered AP Calculus, AP Macroeconomics, AP Statistics, AP Government, AP World History, and AP Spanish Language through telepresence. Expansion plans included adding elective courses in Linguistics and an advanced course in Health in spring of 2017, as well as adding new courses and at least three more schools for the 2017-18 school year.

Twelfth grade Riverside student Cheeneeng Lor is enrolled in three telepresence courses at his school: second hour AP Macroeconomics, third hour AP Statistics, and fourth hour AP Government. His classmate Yer Lor has the experience of having Joseph Shokatz for AP Government as her brother did, even though they will both graduate from different high schools. Lor finds the program "exciting" and says, "I get to experience two different environments for learning." Her AP Macroeconomics teacher instructs the class from the classroom she is in, but for AP Government, she is on the receiving side.

AP Calculus teacher Eric Losin enjoys the new challenge and working with students at two schools simultaneously, saying, "This is the most fun I've had in the past 20 years of teaching!"

**[mps.milwaukee.k12.wi.us](http://mps.milwaukee.k12.wi.us)  
(414) 475-8393**



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# Apply for a Grant



## Back-to-School Supplies Grants

The Meemic Foundation is celebrating its 25th anniversary with its largest grant round ever: \$200,000 to fund back-to-school needs for more than 1,000 classrooms and schools! Foundation Club members can apply for \$100 for their classrooms AND \$1,000 for the eligible school of their choice. Winners will be announced July 7. Grant funding must be used by Oct. 31. Get full details and rules at the website below.

**Deadline:** May 31, 2017

**Website:** [www.MeemicFoundation.org/Back-toSchool](http://www.MeemicFoundation.org/Back-toSchool).

## Education and Community Grants

The PPG Industries Foundation supports projects in the areas of research and development; manufacturing; information technology; and industries related to science, technology, engineering, and mathematics (STEM) professions. The foundation is interested in education programs related to STEM, such as collision repair training, color science, ceramic engineering, chemistry, and material science.

**Deadline:** Applications are accepted year-round.

**Website:** [www.ppgcommunities.com/Our-Story/Education.aspx](http://www.ppgcommunities.com/Our-Story/Education.aspx)

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

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects.

Grants up to \$5,000 are awarded.

**Deadline:** Applications are accepted year-round. Requests for grants of more than \$5,000 are due August 1 and February 1, annually.

**Website:** [www.toshiba.com/taf/612.jsp](http://www.toshiba.com/taf/612.jsp)

## SCA Grants

Sony Corporation of America and its operating companies offer funding to programs that support education and creative, artistic, technical, and scientific skills that are necessary for tomorrow's workforce.

**Deadline:** Requests are accepted year-round.

**Website:** [www.sony.com/en\\_us//SCA/social-responsibility/giving-guidelines.html](http://www.sony.com/en_us//SCA/social-responsibility/giving-guidelines.html)

## Japan Foundation Center Grants

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

Grants up to \$5,000 are awarded.

**Deadline:** Grant applications are accepted year-round.

**Website:** [www.cgp.org/grassroots-exchange-and-education/education-grants](http://www.cgp.org/grassroots-exchange-and-education/education-grants)

## Education, Youth, and Development Grants

The Bridgestone Americas Trust Fund makes grants in the areas of education, child development and welfare, and the environment and conservation. Examples of previously funded programs include expanding music education for students in kindergarten through grade 12 and promoting professional development for music teachers; hands-on botanical and art museum experiences for children who are underserved; and employment and leadership support for people with intellectual and developmental disabilities. Priority is given to programs that address education, environment and conservation, and youth development.

**Deadline:** Applications are accepted year-round.

**Website:** [www.bridgestoneamericas.com/en/corporate-social-responsibility/community](http://www.bridgestoneamericas.com/en/corporate-social-responsibility/community)

## Junior Board Grants

The Andrew Family Foundation Junior Board seeks to fund public, nonprofit organizations whose purpose is focused on positively impacting the lives of youth. The board aspires to help people enrich their lives by providing opportunities for education in traditional academics and the arts. They also support programs that raise awareness about the importance of living sustainably and in harmony with the environment.

**Deadline:** Letters of Inquiry are accepted year-round.

**Website:** [online.foundationsource.com/andrew/juniorboard2.htm](http://online.foundationsource.com/andrew/juniorboard2.htm)

## E2 Energy to Educate Grants

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

**Deadline:** Applications are due October 1, annually.

**Website:** [www.constellation.com/community/e2-energy-to-educate.html](http://www.constellation.com/community/e2-energy-to-educate.html)

## Green Thumb Challenge Grant

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

Grants of \$250 are awarded.

**Deadline:** Applications are due September 30, annually.

**Website:** [www.greeneducationfoundation.org/greenthumbchallenge/green-thumb-challenge-winners.html](http://www.greeneducationfoundation.org/greenthumbchallenge/green-thumb-challenge-winners.html)

## Project Produce: Fruit and Veggie Grants for Schools

The Chef Ann Foundation and Healthy Skoop have teamed up to help schools increase access to fresh fruits and vegetables for children and youth, and nutrition education in schools. The purpose of Project Produce is to create planned lunchroom activities to showcase and taste fresh vegetables and fruits. 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](http://www.chefannfoundation.org/programs-and-grants/project-produce)

## Captain Planet Foundation Grants

Grants from the Captain Planet Foundation are intended to serve as a catalyst to getting environment-based education in schools, and to inspire youth and communities to participate in community service through environmental stewardship activities. Projects must be performed by youth and have real environmental outcomes.

Grants ranging from \$500 to \$2,500 are awarded.

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

**Website:** [captainplanetfoundation.org/apply-for-grants](http://captainplanetfoundation.org/apply-for-grants)

## Funds for Fuel Up to Play 60

Fuel Up to Play 60 is a national in-school initiative to promote healthy eating and 60 minutes of physical activity daily to help encourage today's youth to lead healthier lives. The funding program provides grants to public and private schools to support Fuel Up to Play 60 projects and activities.

Grants up to \$4,000 per school per school year are awarded.

**Deadline:** Applications due June 14, 2017.

**Website:** [www.fueluptoplay60.com/funding/general-information](http://www.fueluptoplay60.com/funding/general-information)

## Baseball Tomorrow Fund Grants

The Baseball Tomorrow Fund is a joint initiative of Major League Baseball and the Major League Baseball Players Association. The goal of the Baseball Tomorrow Fund is to increase youth participation in baseball and softball by awarding grants to schools and school districts, municipalities, and qualified nonprofit groups that are involved in youth baseball or softball.

**Deadline:** Applications are due January 1, April 1, July 1, and October 1, annually.

**Website:** [web.mlbcommunity.org/programs/baseball\\_tomorrow\\_fund.jsp?content=about](http://web.mlbcommunity.org/programs/baseball_tomorrow_fund.jsp?content=about)

## Music Education Grants

The Guitar Center offers grants that support music education projects and programs. The company believes that music inspires creativity and personal expression, builds self-esteem, and teaches cooperation and team building from playing music together.

**Deadline:** Applications accepted year-round.

**Website:** [www.guitarcenter.com/pages/corporate-giving](http://www.guitarcenter.com/pages/corporate-giving)

## Music Performance Attendance Grants

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

Grants up to \$500 are awarded.

**Deadline:** Applications due June 30, annually.

**Website:** [sites.google.com/site/gewirtzkidstconcerts](http://sites.google.com/site/gewirtzkidstconcerts)

## Art Works: Media Arts

The National Endowment for the Arts Art Works: Media Arts grants are available to support activities that reflect the dynamic, diverse, and evolving nature of the media arts field. Awards range from \$10,000 to \$100,000.

**Deadline:** Applications due July 13, 2017.

**Website:** [www.arts.gov/grants-organizations/art-works/media-arts](http://www.arts.gov/grants-organizations/art-works/media-arts)

# 2017 Herb Kohl Foundation Fellowship Award Recipients Announced

The selection committee for the Herb Kohl Educational Foundation Scholarship, Fellowship, and Leadership Program has announced recipients of the 2017 Herb Kohl Foundation awards for students, teachers, and principals. Awards in the amount of \$3,000 are being made to 100 teachers, 16 principals, and their schools, and \$5,000 scholarships will be given to 207 graduating high school students.

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.

Recipients are selected by a statewide committee composed of civic leaders, representatives of education-related associations, and the program's co-sponsors: the Wisconsin Newspaper Association Foundation, Wisconsin Department of Public Instruction, Wisconsin Council of Religious and Independent Schools (WCRIS), regional Cooperative Educational Service Agencies (CESA), and the Association of Wisconsin School Administrators.

The Kohl Foundation Scholarship and Fellowship program was established by Herb Kohl, philanthropist and businessman, in 1990. To date the foundation has awarded \$11.5 million to Wisconsin educators, principals, students, and schools. "Education is the key to the future of Wisconsin and our nation.

I am very proud of the accomplishments of these students, teachers, and principals and look forward to the great contributions they will make in the future," Kohl said.

## Herb Kohl Educational Foundation Teacher Fellowships — 2017

### CESA 1

**Lynne Carlstein**, Oconomowoc, Silver Lake Intermediate School, Oconomowoc  
**Mary Caucutt**, Oconomowoc, Templeton Middle School, Sussex  
**Amy Eide**, Milwaukee, Pewaukee Lake Elementary School, Pewaukee  
**Michael Falk**, West Allis, St. Mary's Visitation Parish School, Elm Grove  
**Kelly Flanagan**, Colgate, Woodside Elementary School, Sussex  
**Heidi Hamilton**, Hartland, Arrowhead Union High School, Hartland  
**Theresa Kruschke Alfonso**, West Allis, Greendale High School, Greendale  
**Genny Lambert**, Delafield, Waukesha STEM Academy, Waukesha  
**Mary Laubenheimer**, Milwaukee, Wedgewood Park International School, Milwaukee

**Erika Mayer**, New Berlin, Orchard Lane Elementary School, New Berlin

**Holly Miller**, Greendale, Greendale Middle School, Greendale

**Margaret Mulqueen**, Oconomowoc, High School of Health Sciences, Wales

**Gretchen Nelson**, Pewaukee, Swallow School, Hartland

**Joseph Neman**, Milwaukee, Veritas High School, Milwaukee

**Judith Offenbacher**, Milwaukee, Audubon Middle School (ATCC), Milwaukee

**Katrina Schroeder**, Wauwatosa, Mt. Calvary Lutheran School, Milwaukee

**Cynthia Stemper**, Sussex, Swanson Elementary School, Brookfield

**Naomi Stewart**, Milwaukee, Prince of Peace School, Milwaukee

**Susan Tucknott**, Racine, Oak Creek High School, Oak Creek

**Ellen Vermillion**, Waukesha, Pewaukee Lake Elementary, Pewaukee

**Amy Witteman**, Milwaukee, Lincoln Elementary School, Wauwatosa

**Catherine Zurawski**, Brookfield, Pius IX High School, Milwaukee

### CESA 2

**Deborah Aumann**, Jefferson, St. John the Baptist School, Jefferson

**Erin Barnard**, Madison, Patrick Marsh Middle School, Sun Prairie

**Michelle Bozio**, Waterford, Washington School, Waterford

**Lisa Dukowitz**, Burlington, Waterford Union High School, Waterford

**Kevin Duncan**, Fort Atkinson, Fort Atkinson High School, Fort Atkinson  
**Terri Gile**, Beloit, Todd Elementary School, Beloit

**Kristin Grender**, Cambridge, Watertown High School, Watertown

**Jeanne Hammes**, Madison, Glacier Creek Middle School, Cross Plains

**Kandi Horton**, Burlington, Wheatland Center School, Burlington

**Mary Ellen Kanthack**, Genoa City, Brookwood Middle School, Genoa City

**Joseph King**, Madison, James Madison Memorial High School, Madison

**Colleen Kollasch**, DeForest, DeForest Area High School, DeForest

**Continued on Page 22**

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## Two 2017 Principals of the Year Honored

The State Superintendent of Public Instruction, and Jim Lynch, executive director for the Association of Wisconsin School Administrators (AWSA), announced Wisconsin's 2017 Principals of the Year. The two principals share a passion for challenging students while meeting students' needs.

Wisconsin honorees for 2017 are Daniel H. Westfahl, Brookfield Elementary School, Elmbrook School District, and James Murray, Waukesha STEM Academy, Waukesha School District.

"School leadership has a profound impact on the climate of a school and the teaching and learning that goes on in the classroom," Evers said. "Our 2017 Principals of the Year take this fact to heart as they work to ensure every student is learning and progressing toward college and career readiness."

"More than being a leader of a school, principals serve to provide support for teachers to shine every day in their jobs as instructors," Lynch said. "It is an honor to have so many exceptional leaders in our schools."

### Principal of the Year Daniel H. Westfahl

Under Westfahl's leadership, Brookfield Elementary School has seen improvement in students' reading and mathematics achievement as well as achievement gap closure among student groups. The school's dramatic improvements in student achievement is in part due to a devotion to literacy within his school community. Westfahl developed parent book clubs and schoolwide read aloud sessions to encourage reading; his schoolwide Mindset book club has grown to a district-wide discussion. Additionally, Westfahl's focus on inclusion helps model a school where every child learns something new every day.

Assistant Superintendent for Teaching and Learning Dana Monogue remarks on inclusion, saying it "has helped several teacher teams work through difficult student situations that sincerely benefited the students in the end." She indicates that Westfahl provides reassurance, resources, and encouragement because he is unwilling to let others give up on a student.

Westfahl serves on several district-level and community committees. He is a recipient of a Herb Kohl Teacher Fellowship and AASA Leadership for Learning award. By participating with teachers in summer reading workshops and weekly discussions about mathematics, Westfahl says he feels he is better able to provide feedback. "I will co-teach with them and discuss how best to meet the needs of every child. I am present during team meetings and find time to talk with every teacher every day."

Brookfield Elementary has recently developed a partnership with the Milwau-



**Daniel H. Westfahl (Center)**

kee Symphony Orchestra to find ways for young learners to connect with classical music and performers. Monthly student council meetings, where more than 100 students are in attendance, provide a platform to develop goals and service projects to help others. Extracurricular activities are plentiful for a range of interests and activities.

Westfahl earned a doctorate 2009, and has continued his learning for special education licensure. He served as a first-grade teacher for 16 years before becoming a principal and gives back to the community through participation with St. John's Lutheran School Board of Education, Elmbrook Swim Club, and the Wisconsin Lutheran College Teacher Advisory Committee.

[www.elmbrookschools.org](http://www.elmbrookschools.org)  
(262) 781-3030



### Principal of the Year James Murray

The Waukesha STEM Academy opened in 2010, committed to personalized learning for all students. From his initial role as a teacher and project-based learning facilitator to his work as principal and instructional leader, Murray nurtures that vision and mission. "No matter where students are when they enter our doors, our mission is to help every student find success through engagement and to understand themselves as a learner, but more importantly, as a person," he said.

His leadership style is "in the trenches" with staff, mentors, parents, and especially students. School staff strive to personally connect with every student daily. This contact enables staff to know each student

on a first name basis, spur conversations, help with social and academic difficulties, and diffuse any potential conflicts. With those consistent relationships, students who did not believe they could succeed in school, start to trust that they are in a place where it's safe to take risks in their learning. Students are encouraged to "try new ideas, even if they may not work out," says Murray. And while the academy focuses on STEM-related fields and jobs, students are given every opportunity to explore relevant, real-life interests through STEM-Pathways Seminars.

Murray was instrumental in moving the STEM Academy from an age and grade-based structure to having students move at their own pace based on proficiency because students "come to us at different places and move at different paces." The proficiency-based personalized learning allows students at higher readiness levels to excel at a much quicker and personalized pace. Students in the lowest percentiles for math and literacy have shrunk to single digit numbers.

Murray holds a master's degree in administration and leadership in curriculum and instruction. His community service includes park clean-up at Saratoga Park in Waukesha County, garden cleanup and vegetable harvesting for the Green Powered Gardens Partnership, offering arts and crafts sessions at Oak Hill Terrace, and hosting a community showcase for the Waukesha County Business Alliance.



**James Murray**

resent the state's school principals and assistant or associate principals include setting high standards for instruction, achievement, and character and creating a climate to best serve students, families, staff, and community.

The Principal of the Year Selection Committee is made up of representatives from AWSA, the Department of Public Instruction, Wisconsin Association of School Boards, and the Wisconsin PTA. Major support comes from the Meemic Insurance Company. "They are great partners in recognizing exemplary educational leadership," Lynch said.

*Source: Wisconsin DPI*

[sdw.waukesha.k12.wi.us](http://sdw.waukesha.k12.wi.us)  
(262) 970-1003



The 2017 Principals of the Year were among 12 public school educators who received Leadership Awards from the Herb Kohl Educational Foundation earlier this spring. Criteria for being chosen to rep-

### Butler-Cooley Excellence in Teaching Awards

The Butler-Cooley Excellence in Teaching Awards Program honors teachers who have demonstrated their capacity to change the outcome of students' lives and communities where they teach. Two teachers will each receive a \$5,000 cash prize and transportation and lodging expenses (up to \$1,000) to attend the Turnaround Management Association's annual conference. Self-nominations accepted.

Apply by June 12, 2017.

More information at: [turnaround.org/about/tma-awards](http://turnaround.org/about/tma-awards)

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