



## Realistic Portrayals of the Community



Elizabeth Gulden, Willson Elementary School  
Baraboo School District  
2019 Elementary Teacher of the Year

As I settled into my classroom rocking chair with twenty eager and wide-eyed kindergarten students looking up at me, time and time again I began, "Once upon a time there lived a Dad, a Mom, two kids . . ." Wait, wait, wait (queue the sound of a record scratching)! Now, story times are my absolute favorite moments within an elementary school day. Read alouds grant us opportunities to experience a multitude of emotions as we learn about and relate to story characters taking part in a variety of adventures.

However, as I looked around my

"The family structures of children are more diverse today than ever before. This reflection really opened my eyes to misguided practices I had been using in terms of my classroom read alouds, and it challenged my thinking about the inclusion of stories and literature highlighting all family designs in positive ways."

classroom, I found myself questioning, how was Matthew going to relate to these stories, as he is being raised by a single mother? What about Lillian, who recently became part of a blended household? Natalie was adopted from China and Sam lives with his two dads. Will Charlie see himself represented in the literature as he is now growing up with his grandparents as his main caretakers?

The family structures of children are more diverse today than ever before. This reflection really opened my eyes to misguided practices I had been using in terms of my classroom read alouds, and it challenged my thinking about the inclusion of stories and literature highlighting all family designs in positive ways.

I often remind myself that my students have only been on this Earth for five or six years, which naturally limits their background knowledge and increases my responsibility to provide equitable access to curriculum, along with a realistic portrayal of the community in which we live. Lindsey White notes that "young children are very impressionable and with

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## ANNOUNCING THE WINNERS OF THE 2018 DREAM CAREER ESSAY CONTEST

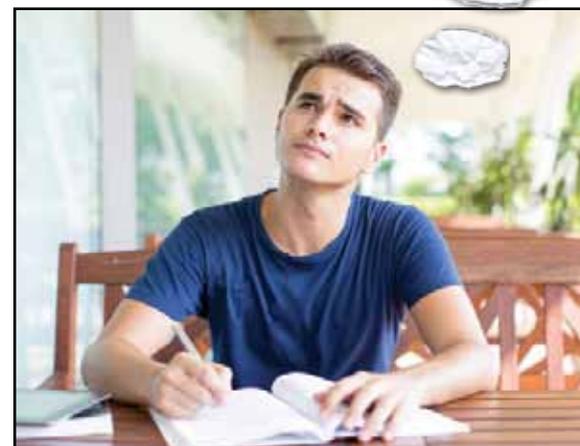
We would like to say a big hearty thank you to all of the high school students and middle school students that shared their Dream Careers with us! Again this year, choosing the Winning and Honorable Mention entries was a very difficult task. As always, some entries brought a laugh, a smile and even a tear.

This competition was open to the middle school students as well as the high school students. There were many wonderful essays from the older students but we were pleasantly surprised at the number of middle school entries! We got "snowed under".

We will be publishing these essays starting with this issue and continuing through the winter and into the spring editions. Along with the winners, watch for the Special Recognition essays. There were so many great entries! We will try to share as many as possible. Special Recognition essay writers will be sent an appreciation certificate from all of us here at *Teaching Today WI*.

Winning essays can be found on pages 4-10 of this issue and in future issues of *Teaching Today WI*.

It is an honor to be able to share these dreams with you, our readers, and without further ado here they are:



### High School Contest Winners:

The six winners of \$200.00 each from *Teaching Today WI* are:

- William M.** — Doctor, Arrowhead Union High School
- Nora V.** — Navy Nurse, Arrowhead Union High School
- John P.** — A Robotic Reality, Greendale High School
- Amalia M.** — Psychiatrist, Onalaska High School
- Jordan G.** — Everything theirs isn't, Arrowhead Union High School
- Grace J.** — Child Psychologist, Luck High School

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**From the Blog**  
 teachingtodaywi.wordpress.com

**Prevent Ice Dams from Damaging Your Roof and Ceiling**

Ice dams occur when ice and snow that build up along the roof melt during the day, and then refreeze when temperatures drop overnight. It is common for this water and ice to work up under shingles, eventually causing damage to the ceilings, wall and contents. There are steps you can take to reduce the risk of ice dam formation.

**Keep the Chill Out with a Space Heater, but Be Sure to Be Safe**

Each year, fire claims the lives of 4,000 Americans, injures tens of thousands and causes billions of dollars of damage. People living in rural areas are more than twice as likely to die in a fire as those living in mid-sized cities or suburban areas. The misuse of wood stoves, fireplaces, portable space heaters and kerosene heaters is especially common in rural areas. The United States Fire Administration (USFA) believes fire problems can be reduced by teaching people to recognize potential hazards.

**In this Issue of Teaching Today WI**

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**C-SPAN’s StudentCam Video Documentary Competition**

C-SPAN’s StudentCam is an annual national video documentary competition for students in grades 6 through 12. Individual students or teams of up to three students create a short video documentary on the current theme. Each video documentary should choose a constitutional right, national characteristic, or historic event and explain how it defines the American experience. All entries must be uploaded by January 20, 2019.

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 grant deadlines,  
 and breaking news!**



**Realistic Portrayals of the Community**

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little real-world experiences, literature plays a large part in acquiring knowledge about many things.” White goes on to discuss that “when children’s home lives are being ignored in the classroom it sends a message that their situation is less than and is not important.” I soon realized that I had been guilty of just this and it crushed me.

With the county Sheriff serving as my classroom community connection partner, it occurred to me that another population of students underrepresented in my classroom literature were those children with family members who are incarcerated. Although terribly unfortunate, this is the reality for a number of children. Katie Waters recommends that “teachers...provide books as a resource for children with incarcerated family members so they can see their lives reflected in literature and feel that their situation is being acknowledged in the classroom rather than treated as a taboo topic.”

These scenarios also reminded me of the year I worked with Ricardo, whose mom was diagnosed with a mental illness and the year Samantha confided in me about her dad’s experiences with substance abuse. Opening your classroom to more inclusive literature can provide an invitation for

children to open up and share about these traumatic experiences and offer new opportunities for them to heal.

I challenge my fellow teachers to learn from my revelations and work to ensure diverse children’s literature, including positive representations of various family structures, be incorporated into classroom instruction. Hold yourself accountable, as these stories will assist your students in developing positive self-images and promote feelings of empathy and acceptance beginning at a young age.

*Courtesy of the Wisconsin DPI*

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In this issue we are featuring six winners and two honorable mentions from our annual Middle School and High School "Dream Career" essay contest. More winners and honorable mentions will be featured in the next few issues. You can access previous issues of Teaching Today WI on our website at: [www.teachingtodaywi.com](http://www.teachingtodaywi.com).



## Essay Contest HIGH SCHOOL WINNER

### A Robotic Reality

John P.  
Greendale High School

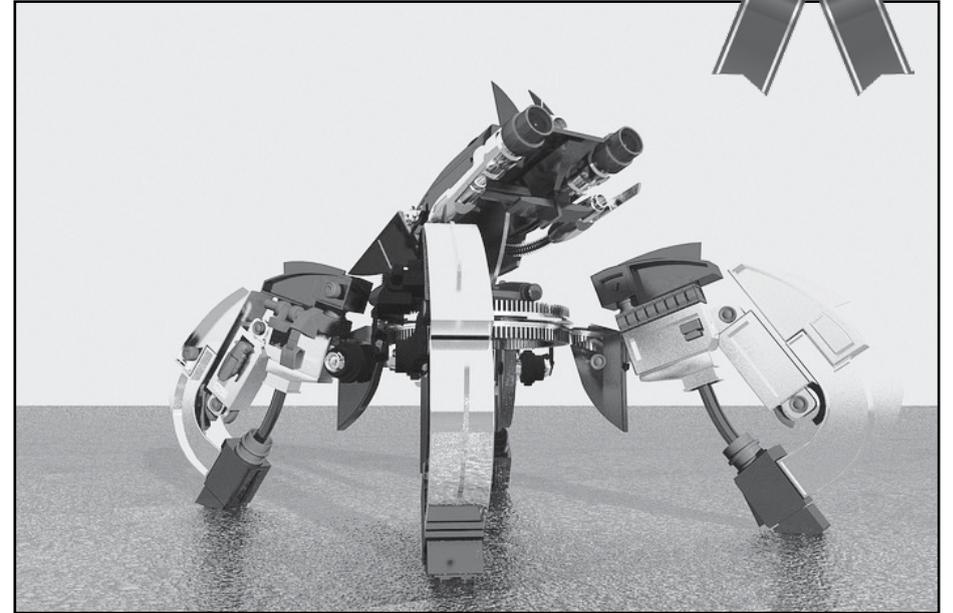
Without a doubt, the most complex thing in this world to me are humans. As a species, we're absolutely bewildering. Humans, essentially, are a large conglomeration of trillions of atoms that could have been a billion other things that took millions of years to completely form. We were able to evolve from just one cell into the fiercest race of hunters and gatherers that are so successful that we will soon overpopulate the earth.

What is more bewildering than that is the concept of thought. Thought, by all degrees of scientific law, should not be possible. We are taking that large conglomeration of millions of atoms, and saying that it can move and do actions completely on its own. Ridiculously, a long series of carbons and hydrogens and everything else in between is able to make the brain. The brain is able to make commands to the body to move in an infinite number of ways.

Thought, however, does not end with just movements. Thought has the audacity to extend its power and create emotions. Our minds have the ability to be hurt by the world around it and ruin our day by making us feel sad. Conversely, it can be uplifted by the world and make us feel happy. Each person, a miraculous conglomeration of atoms, is persuaded by the world and feels emotions each and every day. This process of persuasion is so prevalent in our day to day lives that it is usually the main factor in every decision we make.

My dream career, in a nutshell, would be to try and imitate that. I don't mean in the sort of way that Dr. Frankenstein created life with his monster, but by replicating life in a machine. A machine that can move and think autonomously from any human. I dream of making a machine so complex that it becomes nearly indistinguishable from human life itself. I dream, quite simply, of creating robots

For my entire life, I have been incredibly interested in robots. I grew up as a product of science fiction movies, specifically Star Wars that would fill my head with visions of the future. I would be completely captivated by scenes of the cities littered with robots, and I marveled in how many different types of robots there were. Whenever I would disappear into my own imagination I would be transported to a world where I was a Jedi/Scientist who would lead armies of my own robots into battle to help defeat the empire. As I grew



older, my interest in robots slowly shifted from the fictional to the factual, and I became more interested on what it actually takes to make a robot. Much to my surprise I discovered it takes much more than a couple of gears and a circuit board to make something this intricate. However, the complexity of robots has never made me shy away. In fact, the more I found out about what goes into a robot, the more I liked to hypothesize my own solutions and investigate the topic further.

Now that I stand in one of the most pivotal moments of my life, I can't think of a single thing I'd rather do than to join the frontier of this revolutionary science. Robots have the potential to usher in a golden age for humanity, and solve problems that we have been plagued with for thousands of years. While some may think the idea of living in a society bolstered by intelligent machines is ludicrous and impossible, I dream to help make this ludicrous and impossible idea our reality.



## Essay Contest MIDDLE SCHOOL WINNER

### My Vet Tech Dream

Krysta T.  
Gordon Olson Middle School,  
Mauston Schools

Ever since I was young I loved animals. Animals were just always a part of my life and I just love them. I would do anything, and I mean anything to save an animals life. All of this has led me into wanting to be a Vet Tech. A Vet Tech (Veterinary Technician) is a person who assists the Veterinarian in his/hers procedure. This is why I want to be a Vet Tech.

When I was young I had a dog named Kimi. She was very sassy but very sweet. I loved her so much! It was very sad the day we found out she possibly had cancer and she was very sick. It was time for a dreadful action, we had to put her down. After

we got the news we went to the vet to get her put down. It was very sad but somehow I got through it. I miss Kimi very much but a few months after we got a new dog! Her name is Tweety. She is just like Kimi and I'm so happy we got her. We got her from a rescue shelter, she lived in Texas and had a hard life there. At first she was very shy and timid, but now she is so happy, I'm also happy that we got her and saved her life from a horrible place.

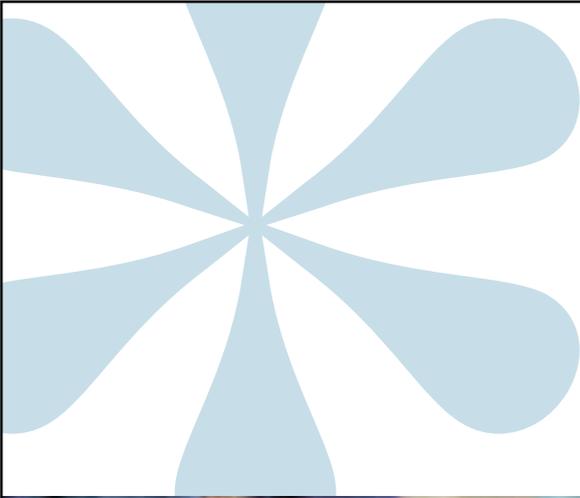
If you are wondering what it takes to be a Vet Tech this is it. To be a Vet Tech you must get an associate degree (It takes a two year college) for Veterinary Technology or animal science. The attributes for being a vet tech are having good communication skills, being good with handling different kinds of animals, and of course having a huge love for all animals. The yearly pay is about 25k to 50k! Vet Techs will also have to be able to take care of any animals and tend to their needs. An animal's needs could range from taking a dog for a walk to caring for a sick animal.

With all the qualifications that makes a Vet Tech it makes me more excited and happy to be able to choose an awesome



career path for my life. I went through my dog dying so I know how it feels to lose an animal. This drives me more to possibly save an animals life. From all of this information I have concluded that my path for my life should be spent with animals. I love them so much and I'm so happy that there

is a career out there to help animals in need. I'm so happy that I can follow my dream, to be a Vet Tech.



## It's all about jobs

Jobs that allow students to do what they love to do;  
jobs that keep our communities safe and our residents well;  
jobs that support a growing economy;  
jobs that command a respectable wage;  
jobs that make parents and past-teachers proud.



### Jobs in Demand

The 50 top high-demand fields from the 2014-2024 Wisconsin long-term occupational employment projections include the following:

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Welders & CNC Tool Operators

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## Essay Contest HIGH SCHOOL WINNER

### Doctor

*William M.*

*Arrowhead Union High School*

### As a little kid . . .

As a little kid, I waited to be an adult and live in the real world on my own. Now that it's time for me to make decisions on my own, I need to find myself a job I am satisfied with.

As a little kid, I wanted to be many things: professional athlete, astronaut, nurse, and a teacher. But now that I am old enough to make my own decisions, I have decided on a

career. This career pays well, and will provide me with a legacy.

As a little kid, I thought this job would be lame. But now I have looked into it and shadowed professionals. In my dream career, I would have to deal with blood, surgery, and watching patients go right in front of my eyes. Being a doctor is a hard job but very necessary for society.

As a little kid, I never thought being a doctor would be possible. Now, I know that in order to be a medical professional, I will need to have four or more extra years of college just to be able to serve and do this job. But I am ready to do the extra work and studying needed to achieve this goal.

As a little kid, I didn't know what to think about for my career. All I thought about was candy and video games. I never realized once I got older I would have to work for what I want. Currently, I have a job and work when I can (to pay for what I need, like gas and fast food). But now, as a junior in high school, it

is time for me to act mature and grow up. I have done this by deciding to be a doctor.

As a little kid, I would go to the doctor about once or twice a year, and I was always afraid. I would try to avoid the doctor's office as much as I could. When my mom would tell me it was time to go to the doctor, I would just sit on the couch and she would have to bribe me in order for me to agree to go.

Now I am not a little kid anymore, and I realized I am going to put my brain to its full potential. By studying as much as possible



and pushing myself into what's best for me, I will make it through the rest of high school, college, and medical school—and my life will be complete when I get my dream career. My life will be complete when I am a doctor.



tional level (more than they would be to their doctor).

I want to be a Navy nurse because nurses have a very important job; Navy nurses fight for our country, help others who have been hurt fighting, and provide high-quality nursing care.

According to the U.S. Navy & American Navy Recruiting, "Navy Nurses quickly rise to the top of their profession. They provide care, not only for military service members and their families, but also for people in need around the globe . . . Working with a team of talented colleagues united by a common mission, Navy Nurses have the opportunity to educate, lead and shape policy within Navy Health Care. They also apply leading-edge medical advances at world-class hospitals, utilize some of the most advanced technology on the planet, such as Radio Frequency Identification (RFID), which can lead to less paperwork and more meaningful patient care and, work at the best military nursing facilities on shore, at sea and in the field."

Some aspects of working as a Navy nurse will be difficult. I could be stationed almost anywhere and this may affect my home and family life. Another challenging aspect will be the hours. However, the Navy is a military way of life. I realize my experience will depend on my expectations.

Between the challenges and benefits of being a Navy nurse, three things stick out: being away from family, being able to help people, and having the career I want.

One challenge I see is being away from family. Family is important to me and my family means the world to me; it would be a challenge being away from everyone for so long. However, one benefit that stands out to me is I would get the chance to make work what I want it to be. It is important to me to work at a career I enjoy. I think it is important to love what I am doing.

I hope being a Navy nurse will allow me to grow and use my communication skills. I believe this makes for a better working environment. Another thing that excites me is being a nurse. This is something I would like doing. That makes for a better work and life. Finally, I hope to work with people who enjoy working alongside me. I think this is

an important aspect in any line of work.

The United States Navy Force states this about nurses on their website: "honored as a nurse . . . respected as a officer." This is the very reason why Navy nurses have such an important job and why I want to be a Navy nurse.

## Announcing the Winners of the 2018 Dream Career Essay Contest

### Continued from Page 1

**The six Honorable Mentions and winners of \$75.00 each from Teaching Today WI are:**

**Rilee W.** — Penologist, Prairie du Chien High School

**Kaden C.** — Physical Therapist, Prairie du Chien High School

**Julianna T.** — Dairy Geneticist, Luck High School

**Annika C.** — Graphic Designer, Fort Atkinson High School

**Megan R.** — Journalist, Arrowhead Union High School

**Sufyan H.** — Corporate Lawyer, Greendale High School

### Middle School Contest Winners:

**The six winners of \$100.00 each from Teaching Today WI are:**

**Brandon Alexander G.** — Chief Financial Officer, James Fenimore Cooper School MPS

**Kaden S.** — Entrepreneur, Bay View Middle School HSSD

**Ella G.** — Nursing Home Activity Director, River Ridge School District

**Brylee K.** — Vet assistant and help abandoned horses, River Ridge School District

**Krysta T.** — My Vet Tech Dream, Gordon Olson Middle School, Mauston

**Mya S.** — Zoologist, James Fenimore Cooper School MPS

**The six Honorable Mentions and winners of \$25.00 each from Teaching Today WI are:**

**Noah P.** — Computer Programmer, River Ridge School District

**Tatyana L.** — Special Education Teacher, Bay View Middle School HSSD

**Maddie H.** — Author, Bay View Middle School HSSD

**Brandon M.** — Aerospace Engineer, Bay View Middle School HSSD

**Nyomi G.** — Neurosurgeon, James Fenimore Cooper School MPS

**Braylyn Q.** — Meant To Be a Farrier, River Ridge School District



## Essay Contest HIGH SCHOOL WINNER

### Navy Nurse

*Nora V.*

*Arrowhead Union High School*

From watching shows to being in hospitals, I have seen nurses working to make the best for their patients. Nurses also have an important job of working with the doctors. This is because they know how the patients are doing and what they need.

Nurses do so much for patients. While doctors provide crucial care for patients, nurses care for the patients constantly. Most patients in hospitals see nurses frequently and are connected to their nurse on an emo-

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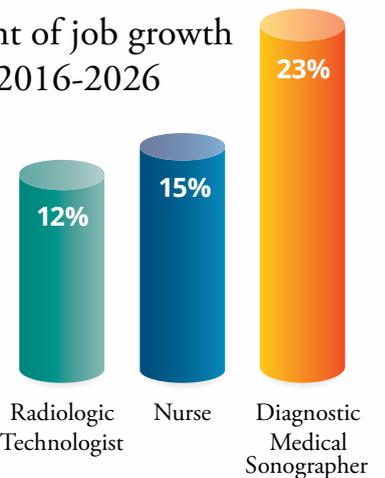


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## Essay Contest MIDDLE SCHOOL WINNER

### Vet Assistant and Help Abandoned Horses

*Brylee K.  
River Ridge School District*

### Becoming What I Love

When you were younger did you have dreams of what you want to be when you grow up? I am 11 years old, and my dream career is to become a vet assistant and help abandoned horses. I think I would be amazing at this job because I care about animals, and I know how to handle them. I don't own a horse, but I do ride and I help my friend take care of her horses. I am willing to work with any animals.

### Daily Routine

My daily routine would include waking up early to feed my horses in the morning. Then once I am at work I would make sure the truck was full with supplies so we are

ready to go and to help animals. I would have to check medicine labels, give medicine to the animals that need it, and help injured animals. I would also have to be able to do night shifts if I was needed, and be ready to be on call when I am needed after my shift each day I would feed my horses again and make sure they are safe, and comfortable.

### What I will do to Prepare

Some things I can do now to prepare for my career is ride along with a vet, and help my friend with her animals. Then in high school I plan to join FFA, and enroll in animal science classes to help me with my career. I am also willing to go to school for the full four years. During my college years I plan on volunteering at shelters, and clinics. I am a very quick thinker when it comes to problems so this will help me with my career when I get older.

### Later In Life

When I get out of college and start my career I plan to stay near Wisconsin and look for a job near where I want to live and see myself grow. I also plan to work with more farm animals such as horses, cows, pigs, goats, sheep, cats, and dogs. I would prefer working with these animals because I feel like I know the most about them. After a

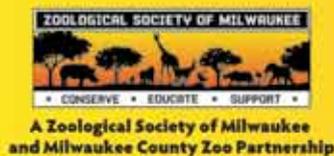


few years into my job I plan on opening my rescue home for horses. The reason I want to include a shelter in my future is because I love helping horses and I feel like every horse needs a second chance in life.

### Challenges

Some challenges that I might have are that some animals might not get better, and I don't like when animals die. One challenge I

might face in college is having enough time to volunteer, work with a vet, do my homework, and everyday things, which doesn't leave a lot of free time. I know my job might get hard as a vet assistant sometimes, but I am certain about my choice and passionate about my dreams and becoming what I love.



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## Essay Contest MIDDLE SCHOOL HONORABLE MENTION

### Author

Maddie H.

Bay View Middle School HSSD

*"Words are in my not-so-humble opinion, our most inexhaustible source of magic."*

— J.K. Rowling.

In my opinion, magic is one of the best words to describe the writing inside a book. Books draw you into a whole different world, painting a picture in your mind. It is amazing that just a couple of sentences can make you want to either jump up and down with excitement, or crumple to the ground and cry. Words may be magic, but how the words get onto the once blank pages, is definitely not. Authors are the ones that create the most amazing books. An author, is what I want to be more than anything in the world. There is so much to know about being an author, and that is exactly what I am going to inform you about.

Everyone has that one place. That one place that just completely inspires them. Maybe it's the beach, or a garden, or even up in a tree somewhere. But lots of people's jobs

restrict them from working in there inspiring place. However, as an author, you can go anywhere and just write. Authors have very flexible schedules and don't normally have to be at an office or company. They can find places that inspire them to write new ideas. Being an author can be very peaceful because you get to work alone. Lots of jobs do not allow you to be alone in a quiet place to do your work. Despite all the good things about being an author, there are some bad things. It can be very stressful to be a writer because of deadlines to finish a book, writer's block, and trying to find what people want to read. Authors have to meet with lots of clients and employers to proofread their books and submit drafts for publishing. As you can see, authors do more than just write books.

Every job requires different education and has different salaries for workers. Authors will need a bachelor's degree, a journalism degree, and knowledge in creative writing. Liberal arts is also very helpful for finding a writing job. The income someone gets as an author varies with how experienced you are. The earning range is anywhere from 28k to 108k a year.

I want to be an author because I love to read and write. Writing always fills me with joy and happiness. I feel like books help people in so many ways that you wouldn't expect. They help create imagination, help people learn to be creative, and even teach you life lessons.

Everyone has that one thing that they want to be. An author has always been a dream of mine. Whether books are used for leisure reading, or learning life lessons, books, to me, have such an important purpose in this world. But it's thanks to all of the authors in the world that we have these books to read. I want to be an author, and create the magic that truly are books.



## Essay Contest HIGH SCHOOL HONORABLE MENTION

### Corporate Lawyer

Sufyan H.

Greendale High School

As long as I can remember, I have always been interested to know how large companies and businesses run and handle their day-to-day transactions. When I was little I used to pretend to be an owner of a multinational company and use to wear a tie on my shirt and carried my father briefcase as if it had important documents in it. This interest made me realize I want to become a corporate lawyer so that I could turn my dream into reality.

I did not decide to become a corporate lawyer all of a sudden; I believe that my grandfather has an important role to play in this. As every child thinks that the coolest people in the world are their elders, I also believed in the same idea and my ticket into this cool group was talking about corporate law. The person whose attention I craved was my grandfather. He is a man of few words and very hard to please. The only thing the man was passionate about was corporate law and he could talk for hours without taking a single break, not even for drinking water. He was so fascinated by corporate law that he missed his wedding day because he was watching the New York Times vs Sullivan court hearing and had to go to court the next day to get married.

In order to impress him, I started to watch movies and

tv shows related to corporate law. Then my interest started to grow when I started to read about present cases like Johnson & Johnson vs the United States (the talcum powder court case) where I was interested to know how the company settled. What are they doing to help victims and how much loss they have suffered. Then I started to read about historical cases like the Ford Pinto court case and others. After doing my research, I was ready to get membership into the cool guys club where I passed with flying colors and till this day whenever we get together, we are there for hours talking about the law that our families have to force us to get up.

I am a first generation college student and there are only a handful of people in my community who have gone to college. I believe that by becoming a lawyer I will be able to help unfortunate people in the community by doing Pro Bono work where I will get justice for people who have been wronged. It would be a privilege to show my grandfather that I have the potential in me to do what he always wanted me to achieve, but did not have the opportunity to do himself.



## THANK YOU!

We are looking forward to featuring more of these wonderful 'Dreams' for the future!

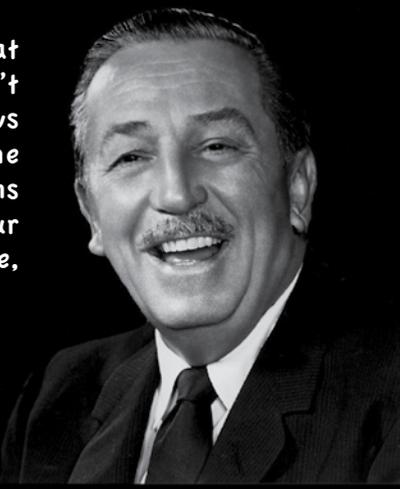
You are inspiring all of us!

Watch for the opening of the 2019 Dream Career Essay Contest in our Back to School Issue following the summer break.

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"Somehow I can't believe that there are any heights that can't be scaled by a man who knows the secrets of making dreams come true. This special secret, it seems to me, can be summarized in four C's. They are curiosity, confidence, courage, and constancy."

- WALTER ELIAS DISNEY





## Essay Contest MIDDLE SCHOOL WINNER

### Entrepreneur

Kaden S.

Bay View Middle School HSSD

My ultimate dream career is an entrepreneur. My grandpa was a farmer who had to do everything with farming. The business part, milking the cows, plowing the fields, everything. Each and every day I thought about what he did, I realized, that I would

want to run my own business someday, like him.

Entrepreneurship has been a dream of mine since I was little. I was always watching Shark Tank saying "I want to do what they do!" My parents had always said "You can be anything you want when you grow up, anything." I said "I want to be an entrepreneur." I am mainly interested in this specific career because I like the idea of running a business. I would like to be in charge or be the boss in my career because I like to tell people what to do and not get told what to do. I also love the idea of selling a product that I made, that I invented. This career would easily best fit me.

This career would be challenging and fun because some things I could do with this are; invent products, make money, and become famous for products I sell. Some goals for me in this business would be to invent a product that is brand new, a product that no one has ever seen before, and sell it. I would really like to make millions off of this business that I create so that I can make a good life for my



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family. I would love to accomplish these goals because I would be well known and be very, very wealthy. Also I would love to have a product that no one has ever seen that will make me go down in history as someone like Abraham Lincoln or Steve Jobs.

The aspects of this career I would be most excited for would be thinking of a new product that no one thought possible and then creating it. It would also be very, very fun to sell this product and watch my fame, stock, and money grow. This would be the best part of my career but I know that there

will be a lot of hard work to get there which would best fit me. I am ready for all the hard work and it would be good for me. I think that this career choice would best fit me because I am extremely intelligent and could show the world my ideas that I have been thinking since the day I was born. All of this is why my dream career is an entrepreneur.

## Entrepreneurship as a Career Option

One of the most common comments I get from kids after attending the youth entrepreneur camps I run is that they now feel entrepreneurship is a viable career option. Being an entrepreneur myself, I know the rewards of running my own company but, it comes with a lot of hard work and persistence.

Before venturing out as an entrepreneur, there are specific skills that will increase the chance of succeeding. The younger kids learn what is necessary to become a successful entrepreneur, the more time they have to acquire them and assess whether entrepreneurship is good choice for them.

Here are 9 skills that will help with becoming a successful entrepreneur:

- **Communication skills** (both oral and writing) – at minimum they will need to communicate with customers and vendors.
- **Organization and Time Management** – there is a lot to do to run a company so managing priorities is a must.
- **Self-motivated** – there is no one to tell an entrepreneur what to do or when to get up.
- **Hard work and persistence** – running a business is hard work and it may be a long time before any results are seen.
- **Risk-taking** – There is not guarantee that the business will succeed so entrepreneurs have to be willing to take a risk.
- **Getting along with others** – entrepreneurs can't do it alone so they will need

to work with others to be successful.

- **Product, industry and customer understanding** – knowledge and experience, or the willingness to learn along with the knowledge of customer needs is vital to the success of the business.
- **Business basics** – in order to operate a successful business, one will need to know how it operates both from an internal operations perspective and an external customer perspective.
- **Selling** – the business owner knows the product or service better than anyone else. It is necessary to communicate the value proposition (why it's better) and close the sale.

In addition to these skills, it is helpful to have family and friend support. It can be a lonely road as an entrepreneur so having support is vital. A few other factors to consider when starting out is how much money is needed, where is the money going to come from (chores, work, etc.) and what is the time commitment (schedule the time). When students can get a start learning and improving the skills necessary to become an entrepreneur, they can make an educated choice if it a good career for them.

Julie Ann Wood is an entrepreneur, author, trainer and speaker who has been teaching youth entrepreneurship for the 10 years. You can learn more about Julie and her youth entrepreneur curriculum at [eseedling.com](http://eseedling.com)

### Youth Entrepreneur Experiential Curriculum for Grades 4 and up

More Than A Lemonade Stand.  
The Complete Guide for Parents, Teachers, and Mentors on How to Start a Successful Business with Your Child  
Julie Ann Wood

Biz Ops Game™  
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# Apply for a Grant



## Two Grant Opportunities from The Meemic Foundation!

Do you know of a school in need? Whether it's your child's school, a former school you attended or a local school in your community, you have an opportunity to show your support by nominating them for a \$500 For Our Schools grant that they can use exclusively at Office Depot Inc. Find out more at:

[MeemicFoundation.org/ForOurSchools](http://MeemicFoundation.org/ForOurSchools).

Need new math manipulatives? Microscopes? Art supplies? A special school-wide speaker? Whatever the need, our third quarter Traditional grant provides funding up to \$500. Get details at:

[MeemicFoundation.org/Traditional](http://MeemicFoundation.org/Traditional)

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

[MeemicFoundation.org/Register](http://MeemicFoundation.org/Register)

**Deadline:** Applications accepted through Dec. 31, 2018.

## ecoTech Grants

The Captain Planet Foundation (CPF) is offering grants to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environ-

mental problems in local communities.

Grants up to \$2,500 are awarded.

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

**Website:** [captainplanetfoundation.org/grants/ecotech/](http://captainplanetfoundation.org/grants/ecotech/)

## ecoSolution Grants

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

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

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

**Website:** [captainplanetfoundation.org/grants/ecosolution/](http://captainplanetfoundation.org/grants/ecosolution/)

## Project Produce: Fruit and Veggie Grants for Schools

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

because they offer access to all students.

Grants of \$2,500 are awarded.

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

**Website:** [www.chefannfoundation.org/programs-and-grants/project-produce](http://www.chefannfoundation.org/programs-and-grants/project-produce)

## Emeril Lagasse Foundation Grants

The Emeril Lagasse Foundation works to inspire, mentor, and enable student success by integrating gardening and cooking concepts into school curriculums. The foundation makes Small Grants to support schools, and community organizations partnering with schools, that have an existing school garden or a culinary education program.

Grants up to \$10,000 are awarded.

**Deadline:** Concept Papers accepted year-round.

**Website:** [emeril.org/small-grants](http://emeril.org/small-grants)

## Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants

Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants are awarded to classroom teachers in prekindergarten through grade 12 to encourage innovative use of technology and other tools for effective teaching and meaningful student learning. Eligible grant expenses include materials such as books, calculators, tablets, computers, or related equipment, as well as professional development in the use of the designated tools and technology.

Grants up to \$3,000 are awarded.

**Deadline:** Applications are due May 3, 2019.

**Website:** [www.nctm.org/Grants-and-Awards/Grants/Enhancing-Student-Mathematics-Learning-through-the-Use-of-Tools-and-Technology-Grants-%28Pre-K-12%29](http://www.nctm.org/Grants-and-Awards/Grants/Enhancing-Student-Mathematics-Learning-through-the-Use-of-Tools-and-Technology-Grants-%28Pre-K-12%29)

## Saxena Family Foundation Grants

The Saxena Family Foundation has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the empowerment of girls, female children, and young women so that they have equal rights later in life. The foundation focuses on empowerment programs to include economic, educational, and political empowerment of women through literacy programs, jobs, and life-skills training.

Most awards range from \$5,000 to \$50,000.

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

**Website:** [saxenafoundation.com](http://saxenafoundation.com)

## Calvin K. Kazanjian Economics Foundation Grants

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

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

Grants up to \$150,000 are awarded.

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

**Website:** [www.kazanjian.org/grants/apply](http://www.kazanjian.org/grants/apply)

# Student Contests and Awards

## EngineerGirl Essay Contest

The annual EngineerGirl Essay Contest encourages students to write about the role of engineering in society and the impact it has on our world. Essays for the current contest, which is entitled, "Engineering For Your Community," should convince other to improve the community's infrastructure.

First-place winners are awarded \$500, second-place entries \$250, and third-place entries \$100.

**Deadline:** Essays are due February 1, 2019.

**Website:** [www.engineergirl.org/108311/2019-contest](http://www.engineergirl.org/108311/2019-contest)

## U.S. Environmental Protection Agency's President's Environmental Youth Award

The U.S. Environmental Protection Agency's President's Environmental Youth Award recognizes outstanding environmental

projects by students in grades K–12. Submissions can include projects developed by individuals, school classes, summer camps, public interest groups and youth organizations. Winning projects have included a wide range of activities such as creating videos, skits and newsletters focused on environmental issues, recycling in schools and communities, restoring native habitats and planting trees.

**Deadline:** Application Deadline: Feb. 1, 2019

**Website:** [www.epa.gov/education/presidents-environmental-youth-award](http://www.epa.gov/education/presidents-environmental-youth-award)

## Toshiba/NSTA ExploraVision Competition

ExploraVision is a science competition that engages students teams in research and development with a strong emphasis on science, technology, engineering, and mathematics (STEM). Working in teams of two, three, or four members, students study a technology of interest and predict what that technology might be like in

20 years, and then explore what is necessary to make their visions a reality.

Each first-place team receives a prize of a US EE Savings Bond worth \$10,000 at maturity for each student. Each second-place team receives a prize of a US EE Savings Bond worth \$5,000 at maturity for each student.

**Deadline:** Projects are due February 8, 2019.

**Website:** [www.exploravision.org/what-exploravision](http://www.exploravision.org/what-exploravision)

## The Paradigm Challenge

The challenge is intended to inspire youth to use science, technology, engineering, and mathematics (STEM) skills and kindness, creativity, and collaboration to help solve real-life problems and make a difference. This year's challenge brings back the first three challenge projects, reducing injuries and fatalities from home fires; helping the environment through the reduction of waste; and improving personal health through wellness and healing; and adds a new project, the security of global food system.

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

**Deadline:** Entries are due May 1, 2019.

**Website:** [www.projectparadigm.org/rules](http://www.projectparadigm.org/rules)

## National Science Bowl

The US Department of Energy (DOE) National Science Bowl (NSB) is a nationwide academic competition for middle and high school students that tests knowledge in all areas of science and mathematics. It was created in 1991 to encourage students to excel in mathematics and science and to pursue careers in those fields.

Regional competition dates vary, but are typically between January and March. See the website for specific dates. The national competition will take April 26 through 30, 2018; April 25 through 29, 2019; and April 30 through May 4, 2020.

**Website:** [science.energy.gov/wdts/nsb](http://science.energy.gov/wdts/nsb)



## Verona Construction Ongoing

### Verona Area School District

On April 4, 2017, voters in the Verona Area School District (VASD) approved a nearly \$183 million referenda to build a new high school on district-owned land at highway 18/151 and West Verona Avenue. The referendum question also provides funding to renovate classroom spaces within two existing facilities, carry out district-wide maintenance, and construct a new swimming pool and outdoor athletic competition fields at the new high school. The third question on the ballot, which addressed operational funding of \$2.3 million (annually) for costs associated with the new facilities and grounds, was also approved by community voters.

For nearly a decade the District has been evaluating district growth. After two years of intensive study, planning, and broad input from the community, the Board approved a comprehensive K-12 facilities plan that honors VASD's educational mission while addressing current crowding and projected growth of over 1600 additional resident students by 2030.

Our community and staff participation throughout the facilities planning process was instrumental in shaping the comprehensive K-12 plan and reflects their priorities for our schools. In the last year, the District hosted 10 workshops/presentations open to the public, and held a community-wide survey in addition to more than 20

additional internal and external presentations at various community service club meetings, also including private community members' homes.

The new high school will be:

- A safe place which promotes the physical and emotional well-being of students and staff while minimizing the physical evidence of the most progressive safety and security features.
- A reflection of our diverse student body and feel welcoming and safe. The building will be inclusive and provide opportunity to unite students, staff & community.
- Responsive to the natural environment, embody efficiency and sustainable design, and maximize views, daylight exposure to learning spaces, and extensions to outdoor learning environments.
- Vibrant and universally engaging as it serves the mission of Verona Area School District. It will express our vision for progressive learning and work environments that thoughtfully consider light, color, material, and forward-thinking design.
- Adaptable so that it will flex to accommodate future growth, community partnerships, and the evolution of teaching and learning strategies. A variety of spaces will support innovation, collaborative thinking, and inspire creativity, self-dis-

covery, and exploration.

In addition, more than 50 students, representing a wide variety of our student groups/organizations and athletics, met with the architects and more than 600 student survey responses produced the following design themes:

- Natural Daylight Outdoor Access
- Social & Collaborative Spaces
- Modern & Creative

As the Verona Area School District is well underway with the building of the new High School, we are also nearing the end of the design stage of the renovations planned for the existing high school, the high school K-wing, and Badger Ridge Middle School. The new building and all renovations/remodeling will be completed by the opening of school in the Fall of 2020.

To summarize what the referendum is addressing, the Building for 2020 campaign includes the 'lift and shift' of six schools:

- Current high school to the new high school site
- Badger Ridge Middle School and Core Knowledge Charter School will move into the current High School main building
- New Century Charter School and Verona Area International School will move into the K-wing of the High School
- Sugar Creek Elementary will move into the current Badger Ridge Middle School

### Fieldhouse Precast

Despite the cold weather, construction has been progressing over the past couple of weeks. As more and more headway has been taking place, the list of activities on site keeps growing. More deck and slab on grade pours took place, steel erection and precast has been moving along efficiently. In addition, underground and rough in work for plumbing, electrical and mechanical has been nonstop.

The holiday is not stopping the progress the next few weeks either. Exterior wall framing, block backup and more structural roof steel will continue. In addition, a lot of top soil and final grading on site will continue before winter.

This project is using some unique precast panel walls. In the fieldhouse alone, there are many panels standing at approximately 45 feet tall. These panels are approximately 8 feet wide, making their total surface area 360 square feet. The massive panels weigh nearly 30,000 pounds each.

- Current Sugar Creek Elementary and New Century Charter School buildings will close

Districtwide capital maintenance projects have been ongoing and will continue through Fall of 2020.

**Continued on Page 14**

*Tip for solving facilities problem:*

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## Greendale Voters Approve \$33.8 Million Facilities Referendum



Kitty Goyette, Communications Director  
Greendale Schools

Voters in Greendale approved a \$33.8 million facilities referendum on Tuesday, November 6, 2018. The “unofficial” results are 5,242 YES to 2,614 NO. Greendale Schools asked the community to invest up to \$33,800,000 for District-wide facilities improvements representing an annual tax increase of 93 cents per \$1,000 of property value. Detailed planning and design will begin immediately for the projects approved by district residents.

The referendum approved work on the Greendale Schools’ academic base plan improvement projects in all five of the District’s school buildings. Those improvements will focus on:

- Increasing School Safety and Security
- Improving Learning Environments
- Creating Flexible and Adaptable Work-spaces

- Improving Building Efficiency and Sustainability

“The Greendale Board of Education, in concert with the school administration and the community worked diligently for the past few years to plan carefully for the future of educating the children in Greendale Schools,” said Dr. Gary Kiltz, Greendale superintendent. “We are pleased that the solutions in the academic base plan put forth on the ballot are supported by the electors in the Village.”

Kiltz added, “We are grateful to all of the community members, parents, and staff members who provided input throughout the facility planning process. We will continue to make the community aware of the projects as they proceed as we work together to create best possible learning environments to match our community’s strategic priorities and high expectations for our schools.”

Work at Greendale Middle School

would be completed during the summer of 2019 according to preliminary plans. Construction work at all three elementary schools and GHS is projected to be underway during the 2019-2020 school year, beginning with site work and the installation of new HVAC systems in time for the 2019–2020 school year. Work in these four buildings is projected to be completed for the opening of the 2020–2021 school year.

Greendale Schools and its construction partners are committed to maintaining safe learning environments and site access throughout the process. When possible, work will take place when school is not in session and at all times, work areas will be separated from the student areas to maximize safety and security for the students and staff. Project updates will be shared with staff, parents, and the broader community on a regular basis.

[www.greendale.k12.wi.us](http://www.greendale.k12.wi.us)  
(414) 423-2700

*Here’s the ballot question for the binding referendum:*

“Shall the Greendale School District, Milwaukee County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$33,800,000 for the public purpose of paying the cost of a school building and improvement project consisting of: construction of academic, cafeteria/kitchen and office additions at Canterbury Elementary School; construction of an academic addition at College Park Elementary School; construction of academic, cafeteria and storage additions at Highland View Elementary School; construction of music/instructional space and event lobby additions at the High School; district-wide renovations, safety and security improvements, including secure main entrances at the Elementary Schools, capital improvements and repairs, building infrastructure updates, including HVAC and ADA Code compliance updates, and parking and site improvements; and acquisition of related furnishings, fixtures and equipment?”

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**CONGRATULATIONS!**

To all Wisconsin schools that recently passed referenda.



## Building Referendums in 2018

### Congratulations!

According to the Wisconsin Department of Public Instruction, one hundred and forty one referendums were passed between January, 2018 and December, 2018.

Here is a partial list of the successful referendums by district with the amount requested, and a brief description of the projects that the money will be used for.

For the full list visit [apps4.dpi.wi.gov/referendum/customreporting.aspx](http://apps4.dpi.wi.gov/referendum/customreporting.aspx)

#### Arcadia School District

Vote date – 4/3/2018

**\$4,000,000** — Not to exceed 4,000,000 to be used towards a new high school/middle school gymnasium, locker rooms, and weight room to go along with a 12,000,000 donation to add a joint use community center and a 1.2 million donation for an attached public library.

#### Barneveld School District

Vote date – 11/07/2017

**\$3,400,000** — Renovation and expansion of Multi-Purpose gymnasium, addition of a new industrial arts and STEM area, staff/event parking.

**\$12,900,000** — Demolition of the oldest portion of the existing school building; construction of an addition for a new elementary school, music rooms and art rooms; construction of a new secure entrance, cafeteria, commons and kitchen; upgrades to restrooms, HVAC and plumbing and electrical systems.

#### School District of Beloit Turner

Vote date – 11/6/2018

**\$26,485,000** — New Construction (2-5 Elementary School) Addition/Improvements/Renovation (FJ Turner High School) Create Safe & Secure Main Entrances in District Instructional Buildings.

#### Brillion Public Schools

Vote date – 4/3/2018

**\$5,600,000** — For the purpose of paying the costs of improvements and renovations to the elementary/middle school building.

#### Burlington Area School District

Vote date – 11/6/2018

**\$43,655,000** — Construct a new middle school and district-wide school building and site improvements.

#### Cedarburg School District

Vote date – 11/6/2018

**\$59,800,000** — The debt will be used for an improvement program consisting of: classroom, common area, and other learning space additions, remodeling and renovations at District schools to accommodate increased enrollment and to update instructional areas, including Technical Education (STEAM); District-wide safety and security improvements, including upgraded secure main entrances; other capital and site improvements; and acquisition of related furnishings, fixtures, and equipment.

#### Coleman School District

Vote date – 4/3/2018

**\$10,850,000** — Base project to upgrade security and infrastructure and cafeteria addition.  
**\$2,980,000** — STEAM Renovations and Improvements.

#### D C Everest Area School District

Vote date – 4/3/2018

**\$59,875,000** — Paying the cost of a district-wide school building and improvement program.

#### Edgerton School District

Vote date – 11/6/2018

**\$40,600,000** — Question to exceed \$40,600,000 for the public purpose of paying the cost of a school building and improvement program consisting of: the construction of an addition and related reconfiguration and renovations at Community Elementary School; renovations at the High School, including the science labs, commons and office; District-wide building infrastructure and capital maintenance improvements, safety and security upgrades and site improvements; and acquisition of furnishings, fixtures and equipment.

#### Fall Creek School District

Vote date – 4/3/2018

**\$12,400,000** — High School improvements consisting of: building infrastructure, safety and security, including the addition of a secure entrance; classroom and music room modernization; renovation and expansion of the commons; construction of larger weight and fitness center; and acquisition of related furnishings, fixtures and equipment.

#### Fall River School District

Vote date – 4/3/2018

**\$7,800,000** — The district will be looking to make the following improvements and updates in the following areas: capital

Continued on Page 15

## Verona Construction Continued from Page 12

### Summer 2019

#### Badger Ridge Middle School:

- A majority of the school will be closed for the 2019 summer as HVAC work in hallways and mechanical spaces will make the school unavailable for use. Select portions of the school will be open the 2nd half of the summer for events.
- Restrooms are being renovated to be age-appropriate
- Additional work will occur in the summer of 2020, but the building will be kept open

### Summer 2020

#### Badger Ridge Middle School:

- Select classrooms will be remodeled to serve as kindergarten classrooms complete with classroom sinks and toilets
- Renovations to other classrooms will be done to create art rooms, music rooms, makerspace, large-group instruction space, and community spaces to support outreach

**High school K-wing** (this is a separate high school building located to the East of the main high school and Natatorium building):

- The entire building will be redone and completely off-limits for renovations including age-appropriate classroom modifications and accessibility

- Constructing a secure entrance and relocating the District Registration Office will occur
- Restrooms will be renovated
- Storage for student items will be made age-appropriate
- Classroom sinks will be added to Kindergarten classrooms and other appropriate rooms
- Major mechanical work will be done throughout the building

#### Current Main High School Building:

- Constructing a secure entry in a new location will take place (since Badger Ridge and Core Knowledge are both moving into the current main high school building)
- Select classrooms will be renovated for kindergarten use which will include sinks and toilets
- Select areas will be renovated to create a new elementary library and cafeteria, as well as new elementary and middle school makerspaces

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## Building Referendums in 2018

Continued from Page 14

maintenance and building infrastructure; learning space updates; communication and technology system upgrades; safety and security improvements; athletic facility, field and site improvements; and acquisition of furnishings fixtures and equipment.

### Gibraltar Area School District

*Vote date – 11/6/2018*

**\$4,500,000** — Cost of school improvements & remodel/renovate LMC & classrooms as well as upgrades for security & other capital improvements.

### Greendale Schools

*Vote date – 11/6/2018*

**\$33,800,000** — Issue debt for capital projects at all 5 schools including classroom additions and renovations, addition of multi-purpose rooms at 2 elementary schools, HVAC work at all 5 schools and other additions and renovations.

### Gresham School District

*Vote date – 11/6/2018*

**\$6,500,000** — Issue debt not to exceed \$6,500,000 for the construction, renovation, and demolition of parts of the existing school facility.

### Hamilton School District

*Vote date – 2/20/2018*

**\$57,400,000** — Construction and equipping of new Intermediate School and constructing and equipping an addition to High School and related remodeling and renovations; and site improvements.

**\$1,500,000** — Exceed the revenue limit by \$1,500,000 for the 2019-2020 school year and thereafter, for recurring purposes consisting of operational expenses for the new intermediate school.

### School District of Hartford Jt. #1

*Vote date – 11/6/2018*

**\$5,495,000** — Adding instructional space at Rossman Elementary and Lincoln Elementary.

### Hillsboro School District

*Vote date – 11/6/2018*

**\$3,700,000** — For District-wide school facility improvement program consisting of: building infrastructure and capital improvement projects, replacements and repairs; remodeling for ADA compliance; site improvements; and acquisition of furnishings, fixtures and equipment.

### School District of Holmen

*Vote date – 11/6/2018*

**\$460,000** — Ongoing operating and maintaining costs for the additional space at Holmen High School.

**\$23,500,000** — Holmen High School renovations and addition of Fine Arts Center, gymnasium, and other spaces.

### Horicon School District

*Vote date – 4/3/2018*

**\$22,920,000** — The construction of a new elementary school; Junior/Senior High School site renovations including safety and security upgrades; and the creation of a consolidated campus.

**\$3,600,000** — Junior/Senior High School building infrastructure which includes; roofs, plumbing, HVAC, electrical updates, corridor upgrade.

### Kiel Area School District

*Vote date – 11/6/2018*

**\$7,000,000** — Building and equipping a new performing arts center and expanded technical education area at Kiel High School.

**\$3,110,000** — Renovating and equipping the high school athletic facilities.

### Lake Mills Area School District

*Vote date – 11/6/2018*

**\$2,490,000** — Improvements to existing outdoor athletic areas and construction and equipping of a multi-purpose outdoor facility at the High School.

**\$6,900,000** — Building Classroom Additions and Remodeling to the Lake Mills High School.

### Luxemburg-Casco School District

*Vote date – 4/3/2018*

**\$11,900,000** — The construction and equipping of an addition to the High School to create an attached middle school; and conversion of the current Middle School to an alternative high school.

**\$15,900,000** — Construction of additions at the High School for a new gymnasium and a secure main entrance; construction of additions at the Primary School for a secure main entrance and classrooms; upgrades and improvements to the High School technical education and family and consumer science space and weight room; districtwide site and facility improvements; and acquisition of furnishings, fixtures and equipment.

### School District of Manawa

*Vote date – 11/6/2018*

**\$365,000** — Former Elementary School demolition.

**\$12,000,000** — Building and Site renovations.

### Marathon School District

*Vote date – 11/6/2018*

**\$4,265,000** — Renovations and construction of an addition at Marathon Elementary/



Marathon Venture Academy, safety & security upgrades and construction of secure entrances, building infrastructure, capital maintenance and site improvements, acquiring furnishings, fixtures and equipment at Marathon Elementary, Marathon Venture Academy and Marathon High School

### Mercer School District

*Vote date – 10/29/2018*

**\$139,000** — This loan is for the purpose of financing roof replacement, soffit and fascia replacement, and replacement of HVAC control unit.

### Middleton-Cross Plains Area School District

*Vote date – 11/6/2018*

**\$138,900,000** — Construction and equipping of a new elementary; construction and equipping of an addition, remodel, demolition, and reconstruction at Middleton High School; construction and equipping of a new cafeteria at Park Elementary School; and remodel of the current Clark Street Community School for use as an early learning center.

### Mineral Point Unified School District

*Vote date – 11/6/2018*

**\$11,920,000** — Paying the cost of a school building and improvement program; renovating and updating existing elementary school; improving parking, bus lane, and stormwater; securing lobby, office and classroom addition; constructing a gym and physical education addition.

### Monona Grove School District

*Vote date – 11/6/2018*

**\$57,000,000** — Issue debt in the amount of \$57,000,000 to build a new elementary school in Cottage Grove, renovations to District facilities, safety and security upgrades, and capital maintenance.

### School District of Monroe

*Vote date – 11/6/2018*

**\$3,360,000** — School Improvements and Maintenance at Parkside Elementary and

Monroe Middle School.

### Montello School District

*Vote date – 11/6/2018*

**\$4,500,000** — Replacing portions of the roof, replacing roof-mounted air conditioning units, improving electrical controls, replacing carpet and removing asbestos, bringing the fire alarm system up to code.

### New Lisbon School District

*Vote date – 4/3/2018*

**\$1,500,000** — \$1.5 million for upgrades of outdoor athletic facilities.

### School District of New London

*Vote date – 11/6/2018*

**\$13,000,000** — Non-recurring purposes consisting of building maintenance and operations, energy efficiency projects, life safety and security improvements, and debt service for additional functional space at Parkview Elementary and capital improvement projects at all schools.

### Oak Creek-Franklin Joint School District

*Vote date – 11/6/2018*

**\$60,935,000** — Safety improvements, elementary gyms, performing arts education center, tech ed renovations at the hs, equity improvements at all levels and athletic field improvements or new fields.

### Oregon School District

*Vote date – 11/6/2018*

**\$44,900,000** — New Elementary School

### Pewaukee School District

*Vote date – 11/6/2018*

**\$39,700,000** — Campus-wide school building and improvement program consisting of: safety and security improvements, construction of additions and renovations at all school buildings; campus site improvements; other capital projects identified in the district's capital improvement plan; and acquisition of furnishings, fixtures and equipment.

Continued on Page 16

# Building Referendums in 2018

Continued from Page 15

## Plymouth School District

*Vote date – 4/3/2018*

**\$31,900,000** — This resolution states the Plymouth Joint School District's intent to issue General Obligation Bonds in an amount not to exceed \$31,900,000 for the purpose of paying the cost of a school building and improvement program consisting of: security improvements, construction of academic and athletic additions, remodeling and site improvements at Plymouth High School; security improvements, construction of gymnasium, cafeteria and academic additions, remodeling, roof replacement and HVAC upgrades at Parkview Elementary and Fairview Elementary Schools; districtwide security and communications system upgrades; and acquiring related fixtures, furnishings and equipment for these projects.

## School District of Poynette

*Vote date – 11/6/2018*

**\$28,385,000** — Construction of a new elementary school; safety and security improvements at the high school; remodeling and updates to the science and technical education areas at the high school; district-wide building maintenance and site improvements; and the purchase of furnishings, fixtures and equipment.

## Prentice School District

*Vote date – 4/3/2018*

**\$8,500,000** — Purpose of paying the cost of a new school addition, renovations, capital maintenance, and building infrastructure improvements.

## Randall Consolidated School Joint District No. 1

*Vote date – 4/3/2018*

**\$5,500,000** — Facility improvements including security upgrades, classroom additions, cafeteria renovation, roof repair, acquisition of furnishings, fixtures and equipment.

## River Falls School District

*Vote date – 4/3/2018*

**\$45,860,000** — Improving, upgrading, renovating, remodeling and maintaining various school facilities including Greenwood, Rocky Branch, Westside and Montessori Elementary Schools, Meyer Middle School, River Falls High School and the transportation and maintenance buildings; constructing and equipping additions to Greenwood, Rocky Branch, Westside and Montessori Elementary Schools for classrooms, multi-purpose/flexible space and cafeteria/kitchen space;

demolition of a portion of the Academy Building and portable classrooms at Westside Elementary School; upgrading technology infrastructure; site and athletic facility improvements; and acquiring furnishings, fixtures and equipment.

**\$2,100,000** — School facility improvements consisting of the addition of artificial turf and lighting to outdoor fields, parking and other improvements.

## Sevastopol School District

*Vote date – 11/6/2018*

**\$25,100,000** — New Construction and Existing Building Renovations.

## Shell Lake School District

*Vote date – 4/3/2018*

**\$12,200,000** — Referendum for addition of 4K2nd grade addition to our current school.

**\$3,500,000** — Resolution to build a new gymnasium

## Shiocton School District

*Vote date – 2/20/2018*

**\$2,000,000** — One-half of the proposed Multi-Purpose Facility will be a gymnasium and the other half will be a work-out area complete with fitness and weight-training equipment.

## Sparta Area School District

*Vote date – 4/3/2018*

**\$28,500,000** — Paying the cost of acquiring land, preparing the land for construction and constructing and equipping a new elementary school.

**\$4,000,000** — Paying the cost of constructing improvements and updates to Southside School, Maplewood School, Lakeview School and Lawrence-Lawson School.

## Stevens Point Area Schools

*Vote date – 11/6/2018*

**\$75,900,000** — Remodel/improve/equip schools.

## Swallow School District

*Vote date – 11/06/2018*

**\$8,300,000** — General obligation bonds in an amount not to exceed \$8,300,000 for the public purpose of paying the cost of constructing and equipping replacement classrooms and instructional space; renovating the building, including classrooms, labs, restrooms and common areas; and making capital maintenance improvements.

## Union Grove J1School

*Vote date – 11/06/2018*

**\$7,995,000** — Academic addition, remodeling, building infrastructure, IT upgrades

and capital maintenance improvements, reconfiguration of learning spaces, and acquisition of related furnishings, fixtures and equipment.

## Big Foot UHS

*Vote date – 11/06/2018*

**\$1,050,000** — Employing a school resource officer, technology upgrades, and capital maintenance improvements, including roof and parking lot repair.

**\$7,800,000** — For the public purpose of paying the cost of the construction and equipping of an outdoor athletic facility on district owned land.

## Valders Area School District

*Vote date – 4/3/2018*

**\$275,000** — The project is to upgrade technology equipment and infrastructure.

**\$6,375,000** — The project is to repair and upgrade roofing, plumbing, HVAC, and bond issuance.

## Waterford Graded School District

*Vote date – 11/06/2018*

**\$24,900,000** — Renovation and remodel of middle school and security upgrades district wide.

## Waterloo School District

*Vote date – 8/14/2018*

**\$8,900,000** — District-Wide School Building Program consisting of a fitness center and gymnasium.

**\$7,300,000** — District-Wide school building and improvement program.

## School District of Waukesha

*Vote date – 11/06/2018*

**\$60,000,000** — The purpose of this referendum is to approve borrowing of \$60,000,000 for improvements to our school buildings, with a large focus on safety improvements.

## Wauwatosa School District

*Vote date – 11/06/2018*

**\$124,900,000** — For the public purpose of paying the cost of a building and improvement program consisting of: construction of four elementary schools on existing sites and removal of all or part of the existing buildings; District-wide renovation, site improvements, safety and security updates, capital improvements, HVAC systems upgrades, ADA updates, and classroom upgrades; acquisition of related fixtures, furnishings and equipment; and remodeling the technical education classrooms and lab spaces at East and West High Schools.

## West Salem School District

*Vote date – 2/20/2018*

**\$1,500,000** — School building and improvement program consisting of renovating, expanding and improving the high school

automotive repair facility; continuing construction at the multipurpose sports events center; and acquiring any related fixtures, furnishings and equipment.

## Wheatland J1 School District

*Vote date – 4/3/2018*

**\$8,450,000** — Facility improvement program consisting of: updates to science and STEM classrooms and building mechanicals; safety, security and capital maintenance improvements; facility remodeling, additions, and renovations; site improvements; and acquisition of furnishings, fixtures and equipment.

## Whitnall School District

*Vote date – 4/3/2018*

**\$16,160,000** — Paying the cost of a school building and improvement program consisting of: District-wide infrastructure and building system improvements; updates for ADA compliance at Edgerton Elementary School; construction of additions for classrooms and a secure main entrance, site improvements and related demolition of portions of the building at Hales Corners Elementary School; science lab renovations and updates for ADA compliance at Whitnall Middle School; technical education, art and business education renovations, updates for ADA compliance, pool improvements and site improvements at Whitnall High School; and acquisition of related furnishings, fixtures, and equipment.

## Wisconsin Dells School District

*Vote date – 11/06/2018*

**\$33,685,000** — Constructing and Equipping a New High School and Related Site Improvements.

## Wittenberg-Birnamwood School District

*Vote date – 11/06/2018*

**\$13,105,000** — District-wide school building and improvement program consisting of: safety and security improvements, remodeling and building infrastructure improvements at District facilities, construction of an agricultural and maintenance facility at the High School, and the construction of classroom additions at the Elementary/Middle Schools.

# D.C. Everest School District Hosts Groundbreaking for High School Expansion



Voters recently approved a nearly \$60 million referendum to fund several improvements to buildings across the district. It passed with a 71 percent majority.

“Our district has been growing but our buildings have kind of stayed in the past,” said Superintendent Kristine Gilmore. “So this referendum really helps support our schools and where they need to go, and what we need to provide for our students and their futures.”

The groundbreaking took place behind

the high school where an addition of eight classrooms will be added. The project is the first of many across the district supported through the referendum.

High School Principal Mike Raether said the extra space will provide additional opportunities for students.

“We’re looking forward to the tech ed addition, and all the changes we’re making on the first floor which will include our food and consumer sciences and all those other spaces

that are kind of crowded for us right now,” said Raether.

All projects across the district are expected to be completed over the next three years.

Source – WJFW

## D.C. Everest’s Future Ready Design / Plan / Construction Phases

We are meeting bi-weekly with project partners and building staff to determine building priorities and finalize the project designs. The first three buildings being prepared for construction are Rothschild Elementary School, the Junior High School, Senior High School, and Weston Elementary.

### Goal:

Create safe, comfortable and inspiring spaces that equitably support teaching and learning environments Districtwide and provide high-quality educational opportunities for all our students.

## Senior High School

### Year 1:

- Expand and modernize Tech Ed area – including an Innovation Lab and four classrooms – while increasing visibility of available courses
- Add seven new classrooms and five new bathrooms
- Expand storage for Drama and Art programs
- Remodel Family and Consumer Education (FACE) spaces
- Remodel Business/Marketing classrooms
- Expand Special Education classrooms
- Reconfigure parking and drop-off by expanded Technical Education entrance
- Replace fire alarms, cooling system and lighting

### Year 2:

- Remodel Culinary Arts Lab with commercial kitchen for advanced cooking classes
- Modernize office finishes
- Add cooling system in Gymnasium
- Upgrade ventilation and temperature controls for energy savings
- Complete lighting updates

## Junior High School

### Year 1:

- Remodel Main Office/Entrance to improve security
- Modernize Science Labs and update cabinetry
- Remodel IMC (library) entrance, including two unisex bathrooms at the entrance
- Replace heating/ventilation systems,

add cooling and temperature controls for improved indoor air quality and energy efficiencies

- Update roofing, interior doors, ceilings, lighting and cabinetry
- Refinish glazed block hallways throughout the building
- Update fire alarms and lighting

### Year 2:

- Renovate the Little Theater to include ADA accessible ramp and flexible furniture
- Add Special Education and Academic Support rooms on second floor
- Relocate Health Room to first floor near the main office
- Remodel and update FACE classroom and equipment
- Update showers and locker rooms for Physical Education
- Complete hallway, door, ceiling, cabinetry, lighting and fire alarm updates
- Finish heating and ventilation system replacement, as well as cooling and temperature control additions

## Rothschild Elementary:

### Year 1:

- Build two additions that include four new Kindergarten classrooms, five additional classrooms and multiple bathrooms
- Add new Cafeteria/Multi-Use space and Kitchen/Receiving area
- Redesign bus and parent traffic flow for safer drop-off and pick-up
- Add elevator to improve building accessibility
- Add cooling system and replace ventilation and temperature controls for improved indoor air quality and energy efficiencies
- Update fire alarms, lighting and failing plumbing system

### Year 2:

- Remodel IMC (library), including makerspace for collaborative learning
- Create Academic Support and Special Education spaces by renovating and repurposing old Kindergarten classrooms
- Convert old kitchen into Music and expand Art classrooms
- Complete fire alarm, heating, cooling and lighting updates

For updates go to [www.dce.k12.wi.us/domain/1017](http://www.dce.k12.wi.us/domain/1017)

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## Wisconsin Names Principals of the Year

### Secondary School Principal of the Year

#### Mike Kruse, Stoughton High School



“Mike is connected, visible and engaging with stakeholders throughout our school community, and his leadership has led to considerable gains at our high school,” said Dr. Tim Onsager, district administrator of the Stoughton Area School District. “He is an exceptional leader who is committed to continuous professional growth and encouraging others to succeed. It is a tremendous honor for our school district to have an exceptional principal like Mike receive such an award.”

### Elementary School Principal of the Year

#### Scott Walker, Riverside Elementary, Menomonee Falls



Riverside Elementary School hosts hundreds of educators each year to showcase its continuous improvement efforts. Walker, a Six Sigma Green Belt, focuses staff on analysis and problem solving, partnerships, and a strong culture for learning. “Scott is an exceptional educator and a strong advocate for our students,” said Dr. Pat Greco, superintendent of schools for Menomonee Falls. “The hard work he has placed into continuous improvement in Riverside Elementary is providing life-changing opportunities for children in this community.”

*Spring 2018, Volume 2, Page 8*

## PAEMST Awardees Announced

### Sauk Trail's Hammer Named PAEMST Winner



*Sauk Trail first-grade teacher Susan Hammer has been selected to receive a 2016 Presidential Awards for Excellence in Mathematics and Science Teaching.*

*Middleton-Cross Plains Area School District*

“It is truly an honor to be recognized with the Presidential Award,” Hammer said. “This award is a testament to the exceptional colleagues and administrators who have inspired and given me opportunities to lift my practices to where they are today. It also celebrates our youngest learners recognizing that the deep thinking, collaboration, and discourse they do each day is worthy and valuable. Receiving this award deepens my dedication and

passion to a profession where together we can do great things.”

### Creekside Elementary School's Jay Garvey Shah Awarded PAMST



*Creekside Elementary fifth-grade teacher Jay Garvey Shah has been selected to receive a 2016 Presidential Awards for Excellence in Mathematics and Science Teaching.*

*Sun Prairie Schools*

“The Presidential Award represents part of an amazing journey I have had and hope to continue. It honors the help and dedication of colleagues, friends, family, and students who have supported and challenged me to learn, create, inspire, and push myself as an educator. The field of education is constantly changing, but it will always be about people. This award celebrates the critical work of science and engineering educators in supporting students in understanding and helping our global society.”

*Back to School, 2018, Pages 22 & 26*

## Wisconsin Superintendent of the Year is Menomonee Falls' Superintendent Dr. Pat Greco



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

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

*Winter 2018, Volume 3, Page 18*

## Madison East Teacher Named Global Educator of the Year



Claudine Clark, a world language teacher at Madison East High School, has found innovative ways to bring the world into her classroom, earning her the third annual Global Educator of the Year Award. Nomination letters cited the thousands of dollars in scholarship support Clark has secured so her students can see the world. She is noted for bringing international teachers

to her school, promoting lifelong language learning, and sharing what she has learned with colleagues. The Global Educator of the Year is selected by the State Superintendent's International Education Council, chaired by Gilles Bousquet, French professor and department chair. The recognition includes a \$1,000 cash honorarium from the Madison area Rotary Clubs.

*Winter 2018, Volume 3, Page 20*

## Kowalczyk to Receive 2018 National Educator of the Year Award



Sandra Kowalczyk, a reading specialist at Patrick Marsh Middle School, Sun Prairie, Wisconsin, will be awarded the Association for Middle Level Education (AMLE) 2018 Educator of the Year Award. The award, supported by the AMLE Foundation Fund, recognizes outstanding practitioners in middle level education—those who have made a

significant impact on the lives of young adolescents through exemplary leadership, vision, and advocacy. “I owe my accomplishments to both the inspiring teachers I have had, as well as the talented teachers I've had the opportunity to work with as peers. Our world is a better place because of passionate and dedicated teachers everywhere and those who acknowledge and reward them,” said Kowalczyk.

*Back to School, 2018, Page 22*

## Five Educators Named Wisconsin Teachers of the Year

### Maggie McHugh Named 2019 Middle School Teacher of the Year



In a surprise ceremony at her school, Maggie McHugh of Sparta, a sixth-grade teacher and adviser at the La Crosse Design Institute, was named Wisconsin's 2019 Middle School Teacher of the Year. "My school doesn't teach me, I teach myself through my failures and mistakes and how to overcome those," said a student of her experiences at the La Crosse Design Institute. The student's words reflect McHugh's teaching practice: to teach students how to learn, not what to learn. She focuses on differentiation through Universal Design for Learning, providing students multiple access points such as reading, listening to a podcast, exploring through manipulatives, or engaging in dialogue as they pursue personalized, project-based learning. "When educational experiences match real-world opportunities, student learning moves far beyond what could be imagined," she observed.

### Liz Gulden Named 2019 Elementary Teacher of the Year



In a surprise ceremony at her school, Elizabeth (Liz) Gulden, a kindergarten teacher at Gordon L. Willson Elementary School in Baraboo, was named Wisconsin's 2019 Elementary School Teacher of the Year. Gulden turns to Mary Poppins as a role model, sharing the character's belief that "In every job that must be done, there is an element of fun." Her classroom is an active and collaborative teaching and learning environment where students "are in a constant state of fun." She motivates and inspires her students' love of learning by practicing and learning along with them. "We read, write, solve math problems, and research new ideas together," she said.

### Sarahi Monterrey Named a 2019 High School Teacher of the Year



In a surprise ceremony at her school, Sarahi Monterrey, an English Learner teacher at Waukesha North High School, was named a Wisconsin 2019 High School Teacher of the Year. "Ever since I was a little girl, I always knew I wanted to be a teacher," said Monterrey in her application materials. As a child immigrant from El Salvador, she recognizes the pivotal role teachers play in students' lives. "The power in making students feel welcome and safe cannot be underestimated," she said. A former student commended her teacher for going "well beyond what a teacher's job is. She believed in me when I did not believe in myself."

### Benjamin Grignon Named a 2019 High School Teacher of the Year



In a surprise ceremony at his school, Benjamin Grignon, teacher of traditional Menominee crafts at Menominee Indian High School in Keshena, was named a Wisconsin 2019 High School Teacher of the Year. As a teacher of traditional arts, specifically Menominee arts, Grignon is unique in the world. "I work with students not only on the art forms of our people, but the language and cultural practices that go along with these arts," he said. "Within Menominee culture, we have a belief that you should never create something if your mind is troubled," Grignon related. He uses classroom meditation to help students center themselves and offers alternatives for those who feel they cannot make art that day.

### Michael Wilson Named 2019 Special Services Teacher of the Year



In a surprise ceremony at his school, Michael Wilson, a school counselor at St. Croix Falls High School, was named Wisconsin's 2019 Special Services Teacher of the Year. A self-described champion for mental health awareness and reducing stigma around the topic, Wilson pioneered a Bandana Project for students to show support for mental health issues. The initial 100 white bandanas were intended as a visible message that mental health is important and that the bearers will either ask for or offer help when needed. Displayed on jackets, backpacks, and computer bags, about two-thirds of the high school population sport the bandanas. "Research shows that students typically go to someone their age for help in a time of need," Wilson said. The bandanas, signs of support from one student to another, are a project of the Students Offering Support (SOS) group, which he leads.

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## Bryce Bird — 2018 Rural Administrator of the Year



### Riverdale School District

For the past thirteen years, Riverdale District Administrator Bryce Bird has devoted countless hours working to bring opportunities to the students, staff, and community. First and foremost, Mr. Bird prioritizes student growth daily through the many decisions he faces. He has initiated many conversations within the district and with leaders from area districts to provide the most up-to-date programming for Riverdale students. Although decisions may be tough to make at times, especially when budgets are concerned, there is no doubt that Mr. Bird puts the welfare of the students first when making those choices.

**Winter 2018, Volume 3, Page 18**

## Justin Gerlach — 2018 Rural Teacher of the Year



### School District of Mishicot

Justin is an outstanding teacher, and life-long learner who seeks to teach students how to form real world connections between his curriculum and the greater community. Justin has modified his role to wear a variety of hats in the district during his fifteen years including HS Biology Teacher, HS and MS Spanish Teacher, HS Agriscience Teacher, Coaching track and cross-country, advising FFA, National Honors Society, and Global Connections. Justin's personal educational philosophy is to develop a love of learning in every student via individualized education developed through strong relationships and industry recognized standards.

**Winter 2018, Volume 3, Page 18**

## Wisconsin's 2018 Blue Ribbon Schools



- **Iron River Elementary School**, Iron River, Maple School District
- **Parkview Elementary School**, New London School District
- **Prairie View Elementary School**, De Soto Area School District
- **Roosevelt Elementary School**, Kenosha School District

Winning schools are honored in one of two performance categories. Exemplary High Performance Schools are among each state's highest performing schools as measured by state assessments or nationally normed tests. Exemplary Achievement Gap Closing Schools are among each state's highest performing schools in closing achievement gaps between a schools' subgroups and all students over the past five years.

**Fall 2018, Volume 2, Page 22**

Nominated in January, the schools completed an application and underwent a national review process. Wisconsin's 2018 Blue Ribbon Schools are:

- **Bannach Elementary School**, Stevens Point Area Public School District
- **College Park Elementary School**, Greendale School District
- **Flynn Elementary School**, Eau Claire Area School District
- **Gibraltar Elementary School**, Fish Creek, Gibraltar Area School District

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- Look for opportunities along the way to increase your contributions—like when you get a salary increase, eliminate an expense, etc.

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## Wisconsin Celebrates 126 New National Board Certified Teachers

Wisconsin has 126 educators who earned national certification in 2017 through the National Board for Professional Teaching Standards.

The state was among seven nationwide that increased its total National Board Certified Teachers (NBCTs) by more than 10 percent. Currently, Wisconsin has 1,082 teachers who have earned the voluntary, performance-based credential. Research from across the country confirms that students taught by nationally certified teachers gain one to two months of instruction over students taught by those who do not have national certification.



### Wisconsin's 2017-18 National Board Certified Teachers

#### Adams-Friendship Area School District

Tara Brom, Friendship Generalist/Early Childhood  
Deborah Diemert, Adams Generalist/Early Childhood  
Rebecca Grabarski, Grand Marsh Career and Technical Education/Early Adolescence through Young Adulthood  
Lisa Hengst, Hancock Literacy: Reading-Language Arts/Early and Middle Childhood  
Angela Lory, Wisconsin Rapids Generalist/Early Childhood

#### Ashland School District

Nicole Landucci, Ashland School Counseling/Early Childhood through Young Adulthood

#### Baraboo School District

Sandra Conley, Baraboo Generalist/Middle Childhood  
Elizabeth Gulden, Baraboo Generalist/Early Childhood  
Karen Olson, Reedsburg Science/Adolescence and Young Adulthood

#### Bayfield School District

Lorie Erickson, Bayfield Exceptional Needs Specialist/Early Childhood through Young Adulthood

#### Beaver Dam Unified School District

Melissa Hemling, Beaver Dam Science/Adolescence and Young Adulthood

#### Cedar Grove-Belgium School District

Carol Schumacher, Oostburg English Language Arts/Adolescence and Young Adulthood

#### D C Everest Area School District

Mallory Foss, Wausau Exceptional Needs Specialist/Early Childhood through Young Adulthood  
Heather Theiss, Weston Exceptional Needs Specialist/Early Childhood through Young Adulthood

#### Delavan-Darien School District

Sandra Ortiz, Delavan Physical Education/Early Adolescence through Young Adulthood

#### Eau Claire Area School District

Elizabeth Duellman, Eau Claire Generalist/Middle Childhood

#### Edgar School District

Katie Haas, Colby Mathematics/Early Adolescence

#### Elmbrook School District

Lisa Camponeschi, Elm Grove Science/Early Adolescence

Amy Digman, Brookfield Generalist/Early Childhood

Shari Gajria, Wauwatosa Science/Early Adolescence

Laurie Horne, Brookfield Science/Early Adolescence

Caroline Kuhnen, Pewaukee English Language Arts/Adolescence and Young Adulthood

Julie Wessel, Brookfield Science/Early Adolescence

#### Germantown School District

Greg Siegert, Jackson Physical Education/Early Adolescence through Young Adulthood

Marin Siegert, Jackson Physical Education/Early Adolescence through Young Adulthood

#### Gibraltar Area School District

Lauren Bremer, Baileys Harbor English Language Arts/Adolescence and Young Adulthood

#### Greendale School District

Amy Bauer, Franklin Generalist/Middle Childhood

Megan Faherty, Wauwatosa Social Studies-History/Adolescence and Young Adulthood

Ben Hubing, Shorewood Social Studies-History/Adolescence and Young Adulthood

Kristin Martens, Franklin Generalist/Middle Childhood

Sarah St. Martin, Milwaukee Generalist/Early Childhood

#### Hamilton School District

Jessica Ronk, Menomonee Falls Science/Adolescence and Young Adulthood

“The circulation of confidence is better than the circulation of money.”  
— James Madison

## Wisconsin's 2017–18 National Board Certified Teachers Continued from Page 21

### Holmen School District

Susan Ausavich, Holmen Exceptional Needs Specialist/Early Childhood through Young Adulthood

Jamie Meidl, Onalaska Exceptional Needs Specialist/Early Childhood through Young Adulthood

### Howards Grove School District

Dannielle Arneson, Sheboygan Falls Art/Early Adolescence through Young Adulthood

Gary Kalk, Howards Grove Mathematics/Early Adolescence

### Janesville School District

Lisa Fuelleman, Janesville English as a New Language/Early and Middle Childhood

### Kaukauna Area School District

Gatlin Bibow, Appleton Physical Education/Early Adolescence through Young Adulthood

Michael Vanderscheuren, Kimberly Music/Early Adolescence through Young Adulthood

### Kettle Moraine School District

Emily Webber, Waukesha Exceptional Needs Specialist/Early Childhood through Young Adulthood

### Kenosha – 21st Century Preparatory Charter School

Tina Miller, Kenosha Generalist/Middle Childhood

### Lac Courte Oreilles Ojibwa School

Angela Ewert, Hayward Career and Technical Education/Early Adolescence through Young Adulthood

### Luck School District

Kyle Clemens, Saint Croix Falls Art/Early Adolescence through Young Adulthood

### Madison Metropolitan School District

Wendy Samaca, Madison Generalist/Early Childhood

Jill Taglienti, Belleville Generalist/Middle Childhood

### Maple School District

Kathryn Anderson, Superior Literacy: Reading-Language Arts/Early and Middle Childhood

Lee Wiese, Brule Exceptional Needs Specialist/Early Childhood through Young Adulthood

### Mayville School District

Jessica Stortz, Mayville Art/Early and Middle Childhood

### Menomonie Area School District

Jaimie Howe, Menomonie Literacy: Reading-Language Arts/Early and Middle Childhood

### Milwaukee Public Schools

Deminica Carson, Milwaukee English Language Arts/Adolescence and Young Adulthood

Ann Christensen, Milwaukee English Language Arts/Adolescence and Young Adulthood

Amy Daroszeski, Milwaukee English Language Arts/Adolescence and Young Adulthood

Stephanie Heinen, Milwaukee Exceptional Needs Specialist/Early Childhood through Young Adulthood

Kelli Hook, Milwaukee English as a New Language/Early and Middle Childhood

Elizabeth Howland, West Bend Exceptional Needs Specialist/Early Childhood through Young Adulthood

Patti Koscielak, Milwaukee Generalist/Middle Childhood

Brenda Mikell, Milwaukee School Counseling/Early Childhood through Young Adulthood

Patricia Rian, Milwaukee Mathematics/Early Adolescence

Nicole Seiler, Milwaukee English Language Arts/Adolescence and Young Adulthood

Melissa Tempel, Milwaukee Generalist/Early Childhood

### Monroe School District

Susan Lawson, Monroe English Language Arts/Adolescence and Young Adulthood

### Muskego-Norway School District

Megan Bernhardt, Waukesha Exceptional Needs Specialist/Early Childhood through Young Adulthood

### New London School District

Melissa Anderson, Clintonville Generalist/Middle Childhood

### Oconomowoc Area School District

Ashley Bestor, Oconomowoc Generalist/Middle Childhood

### Oostburg School District

Colette Hilbelink, Oostburg Science/Adolescence and Young Adulthood

Cathy Vandoske-Buzaitis, Sheboygan English Language Arts/Early Adolescence

### Peshtigo

Angela Smith, Peshtigo Generalist/Middle Childhood

### Pewaukee School District

Lindsay Krueger, Sussex Generalist/Early Childhood

Cheryl Panka, Hartland Generalist/Early Childhood

Rebecca Reagles, Waukesha English Language Arts/Adolescence and Young Adulthood

Scott Roehl, Oconomowoc Science/Early Adolescence

### Prairie du Chien School District

Kirby Kohler, Eastman Science/Early Adolescence

### Racine Unified School District

Joanna Hasty, Racine Exceptional Needs Specialist/Early Childhood through Young Adulthood

Jennifer Humphreys, Racine Social Studies-History/Adolescence and Young Adulthood

Katherine Katzer, Racine Exceptional Needs Specialist/Early Childhood through Young Adulthood

Marcy Keith, Antioch, Ill. Music/Early and Middle Childhood

Lauren Kell, Lake Mills Generalist/Early

Childhood

Katelynn Lauer, Caledonia English Language Arts/Adolescence and Young Adulthood

Ashley Lindstrom, Pleasant Prairie Exceptional Needs Specialist/Early Childhood through Young Adulthood

Sarah Roth, Racine English Language Arts/Adolescence and Young Adulthood

Joshua Sherman, Racine Music/Early Adolescence through Young Adulthood

### Reedsburg School District

Brenda Bestor, La Valle Mathematics/Adolescence and Young Adulthood

Stephanie Kroeger, Rock Springs Exceptional Needs Specialist/Early Childhood through Young Adulthood

Ann Rocha, Reedsburg Mathematics/Early Adolescence

Cheryl Warming, Baraboo Exceptional Needs Specialist/Early Childhood through Young Adulthood

### Ripon Area School District

Tanya Monet-Bakken, Fond du Lac Science/Adolescence and Young Adulthood

### Shawano School District

Jill Sousek, Shawano Music/Early Adolescence through Young Adulthood

### Sheboygan Area School District

Stacy Wetzel, Sheboygan Exceptional Needs Specialist/Early Childhood through Young Adulthood

### Somerset School District

Erin Gehring, New Richmond Science/Early Adolescence

Jennifer Sutton, Somerset Career and Technical Education/Early Adolescence through Young Adulthood

### South Milwaukee School District

Amy Altamirano, Cudahy World Languages/Early Adolescence through Young Adulthood

### Stevens Point Area Public School District

Laura Leahy, Stevens Point Mathematics/Early Adolescence

### Sturgeon Bay School District

Aaron Pairolo, Sturgeon Bay Generalist/Middle Childhood

### Sun Prairie Area School District

Bridgette Baldwin, Madison Generalist/Early Childhood

Jami Dugan, Sun Prairie Generalist/Early Childhood

Kelli Elert, Sun Prairie Literacy: Reading-Language Arts/Early and Middle Childhood

Jill Schmoltdt, Sun Prairie Literacy: Reading-Language Arts/Early and Middle Childhood

### Superior School District

Nancy Benner, Duluth, Minn. Literacy: Reading-Language Arts/Early and Middle Childhood

Amy Eichers, Superior Music/Early Adolescence through Young Adulthood

Nikkee Francisco, Superior Art/Early

Adolescence through Young Adulthood

Caitlin Knoll, Duluth, Minn. English Language Arts/Early Adolescence

Heather Krull, Superior Literacy: Reading-Language Arts/Early and Middle Childhood

Emily Sharrow, Hermantown, Minn. Literacy: Reading-Language Arts/Early and Middle Childhood

Deana Wells, Superior Physical Education/Early Adolescence through Young Adulthood

### Verona Area School District

Julie Berndt, Madison Social Studies-History/Adolescence and Young Adulthood

Melissa Bremmer, Verona Music/Early and Middle Childhood

Debra Breunig, Verona English Language Arts/Adolescence and Young Adulthood

Amy Cartwright, Verona English as a New Language/Early and Middle Childhood

Angela Davis, Madison Generalist/Early Childhood

Ramona Doberstein, Mount Horeb Literacy: Reading-Language Arts/Early and Middle Childhood

Elizabeth Folberg, Madison English as a New Language/Early and Middle Childhood

Sarah Greenlaw, Verona Exceptional Needs Specialist/Early Childhood through Young Adulthood

Teresa Hoffman, Madison Generalist/Early Childhood

Kabby Hong, Madison English Language Arts/Adolescence and Young Adulthood

Stephanie Symes, Madison English Language Arts/Early Adolescence

Teresa Voss, Verona Library Media/Early Childhood through Young Adulthood

### Washburn School District

Elizabeth Reed, Washburn World Languages/Early Adolescence through Young Adulthood

### Waterford Union High School District

Christina Taylor, Kansasville Social Studies-History/Adolescence and Young Adulthood

### Waukesha School District

Catherine Brooks, Waukesha Generalist/Early Childhood

### Wausau School District

Amber Bronsteatter, Wausau Generalist/Middle Childhood

Heather Trollop, Wausau Generalist/Early Childhood

### Wauwatosa School District

Tamara Nelsen, Menomonee Falls Generalist/Early Childhood

### Whitefish Bay School District

Karen Eyers, Mequon Generalist/Middle Childhood

Patricia Sibbernsen, Shorewood English Language Arts/Adolescence and Young Adulthood

Jessica Wintheiser, Whitefish Bay Generalist/Early Childhood



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