



## Superintendent Pfeiffer's Message December 2012

December is upon us and it is a time for reflection. For me, this reflection is both thinking about the calendar year ending and the school year yet remaining.

As we all know, since January of 2012 there have been many changes, some expected while others not, yet our students, staff, and community members are meeting these challenges on all fronts. While a lot remains to be done, we are proud of our latest school report card scores, our significant increase in the number of Advanced Placement (AP) tests taken by students last May, and our exceptional ACT test scores announced this past summer.

As we transition to the Common Core State Standards (CCSS), our teachers are reviewing their curriculums and working hard to meet and surpass these standards. We continue to find new and better ways to ensure learning excellence via ongoing professional conversations with a goal toward educational excellence. Our District also continues to collaboratively work on its Effectiveness Project and the implementation of a new salary schedule for all certified staff. With a focus on student learning, we remain engaged in these important conversations.

In the next few months, and into the remainder of the school year, we will be making several important decisions that include staffing allocations for the 2013-14 school year, developing the 2013-14 budget, and reviewing our employee policy manuals. Like other districts, we will also be awaiting the Wisconsin biennial budget which will shape upcoming fiscal decisions.

With this busy time before us, it is my hope that you and your families have a most enjoyable and relaxing holiday. Know that your continued support of our Neenah schools is most appreciated.

Happy Holidays!

## 2013 National Merit Scholarship Program Six NHS Students Named Semi-Finalists

Neenah High School has the privilege of announcing that six of our students are Semi-Finalists in the 2013 National Merit Scholarship Program. The following six students are among the 16,000 Semi-Finalists in the 58th Annual National Merit Scholarship Program.



Kirk Lancaster



Emily Peterson



Liam Pisan



Haley Rafferty



Ethan Weinaug



Theodore Wiswall

These academically talented high school seniors have an opportunity to continue in the competition for approximately 8,200 National Merit Scholarships, worth more than \$32 million, that will be offered next spring. To be considered for a Merit Scholarship® award, Semi-Finalists must fulfill several requirements to advance to the Finalist level of the competition. An estimated 90 percent of the Semi-Finalists are expected to attain Finalist standing, and approximately half of the Finalists will win a National Merit Scholarship, earning the Merit Scholar® title.

The National Merit Scholarship Corporation (NMSC), a not-for-profit organization that operates without government assistance, was established in 1955 specifically to conduct the annual National Merit Scholarship Program. Scholarships are underwritten by NMSC with its own funds and by approximately 440 business organizations and higher education institutions that share NMSC's goals of honoring the nation's scholastic champions and encouraging the pursuit of academic excellence.

The staff of the Neenah Joint School District wishes to extend its congratulations to these students for this remarkable achievement.

## Board of Education Adopts

### 2012-13 Budget

#### Property Tax Levy Decreases

At their November 6, 2012 meeting, the Neenah Joint School District Board of Education approved the 2012-13 budget and set the school property tax levy.

The District's total school property tax levy for 2012 was certified at \$31,576,467. This is a decrease of \$147,488 from the 2011 levy and the second consecutive year of a decrease in the school property tax levy.

The amount of school property tax that any individual property owner will pay on their property is a reflection of the total tax levy and the value of their individual property. The total property value within the Neenah Joint School District declined by just over 4% this year and is in line with similar trends at the state and national levels. The tax rate change for any homeowner in the District will vary based on the particular municipality in which they live.

The local property tax bill that property owners recently received identifies two values for their property. The first valuation identified on the property tax bill is the assessed value of the individual parcel. This value is determined by the local assessor. The local assessor is concerned with equity between property owners within the municipality. The second valuation indicated on the property tax bill is the estimated fair market value (equalized value) of the property. This value is determined by the State of Wisconsin Department of Revenue.

The Department of Revenue is concerned with equity between municipalities and counties. This "equalizing" procedure assures that all school taxes and major state aids are apportioned fairly to all of the state's school districts. Because the local assessors in different municipalities value properties in different manners, it is necessary for the Department of Revenue to convert the assessed value to a uniform level.

## 2012-13 Budget Highlights

Some of the major highlights included in the 2012-13 budget are as follows:

#### TECHNOLOGY

An allocation of \$1,280,000 in new or replacement technology equipment; wireless access points in buildings, printers, servers, projectors, and MacBooks at the elementary level and iPads for grades 5-8.

#### STRUCTURAL IMPROVEMENTS

The single largest outlay for major maintenance projects in over ten years - \$1,400,000 in capital improvements will include the repair, replacement or remodeling of parking lots, roofs, windows, and HVAC items throughout the District.

#### FACULTY COMPENSATION AND PERFORMANCE

A non-traditional approach to faculty compensation – instructional staff will be compensated, in part, based on their performance and the success of the students in their classrooms.

#### COST REDUCTIONS IN EMPLOYEE BENEFITS

Significant cost reductions will be achieved in the area of employee benefit costs as virtually all staff will now participate in a High Deductible Health Plan.

#### NEW AND HEALTHIER FOOD FOR STUDENTS

The District welcomes Chartwells as it's new food service vendor with the promise of a self-sustaining program and new and healthier food offerings for students.

## Common Core State Standards - Addressed During Professional Learning Days

In the Neenah Joint School District, the monthly professional learning days are dedicated for the development of our local curriculum for mathematics K-12 and English/language arts K-12, and are aligned to the Common Core State Standards. For mathematics this means increasing the rigor at all grade levels, shifting grade level placement of some mathematical concepts/topics, as well as ensuring that mathematical practices are infused in daily classroom instruction.

The curriculum for English/language arts is an integration of reading, writing, speaking/listening, and language. Reading includes both literature and informational text; writing includes informative/explanatory writing, narrative writing, and argumentative writing; speaking and listening includes working collaboratively with others and presenting information; and language includes vocabulary acquisition and use, conventions of standard English and knowledge of language and effective use of language.

Across content areas, and specifically in science and social studies, literacy is the focus. Social studies and science teachers in grades 6-12 will integrate reading, writing, and vocabulary study within the content of each discipline. While the Common Core State Standards do not address specific content for science and social studies, the State of Wisconsin will be adopting content standards for these areas soon.

Our goal is full implementation of our newly aligned curriculum with the Common Core State Standards beginning in the fall of 2013. Please check out the standards for math and English/language arts at the following website: [www.corestandards.org/](http://www.corestandards.org/)

## **Greetings from Susan Nennig** *Director of Curriculum, Instruction, and Assessment*



I am pleased to join the administrative team of NJSD and specifically the Learning and Leadership Department.

In my role, I facilitate the process of clarifying and connecting curriculum—what students learn, with instruction—the most effective ways to help students learn, and assessment—how students demonstrate what they have learned. Ensuring clarity and

strong connections among curriculum, instruction, and assessment brings our mission, a passion for excellence, to each classroom for every student.

Prior to joining NJSD I served the community of Sheboygan, Wisconsin, for 16 years as Principal of Urban Middle School. In that role, I was responsible for all aspects of the educational program for approximately 750 students, grades 6-8, including the alignment of curriculum, instruction, and assessment at the building level.

I am grateful for the leadership opportunities and experiences I had in Sheboygan and welcome the opportunity to serve the students, staff, and community of Neenah.

## **Another New Face in the District** *Timothy Gantz, Director of Pupil Services*



Allow me to introduce myself! My name is Timothy Gantz, and I am the new Director of Pupil Services for the Neenah Joint School District.

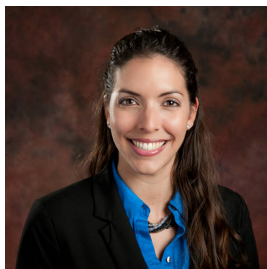
I have been an educator for 23 years. My career began as a school psychologist, working for a small district in the middle of the state.

For the past 20 years, I have been an administrator working with at-risk and special needs students in three different districts and one county-based consortium.

I have been working for the Green Bay Area Public Schools over the past 10 years. I am very excited about my opportunity to contribute to the Neenah Joint School District, by making this the best school district for every student.

There are terrific staff and great schools in Neenah; and it is my hope to help make them all a little bit better!

## **Jackie Muñoz-Ellmann - Principal at Clayton Elementary**



It is with great excitement that I introduce myself as the Principal of Clayton Elementary School. Being at Clayton only a short time, I already “sense” what a special place it is and am eager to continue in the 2012-2013 school year. I look forward to the many opportunities to get to know the students, parents, and friends of the Clayton community.

Prior to coming to Clayton, I taught at Shattuck and Horace Mann as a special education teacher. These experiences will assist me to continue serving the Neenah School District in this new leadership role. Together, we will maintain a nurturing environment where the educational needs of students come first.

## **Making Wellness a Priority - NJSD hires new Wellness Coordinator**

The Neenah Joint School District strives to establish a culture of health and wellness through education, programs, and resources that lead to heightened personal performance, improved health and well-being, and more fulfilling lives. To assist in achieving that mission, the District has teamed with the YMCA to create Neenah’s first ever Wellness Coordinator position.

With a primary focus on employee wellness, the Wellness Coordinator will work with the District’s Wellness Committee, called the Healthy You Team, to determine needs and program direction. The Coordinator will plan, organize, develop, and implement programs targeted at the specific health-related needs of the District. Wellness coaching, fitness assessments, cholesterol screening, body composition testing, weight management, social and recreational activities, fitness classes, and educational programming will be among the offerings. Employees and their families will also be eligible for discounted YMCA memberships.

The District and the YMCA are pleased to announce that Kelly Kelderman will be assuming the role of Wellness Coordinator. Kelderman comes to the position with vast experience in corporate wellness. Most recently, she served as a Wellness Account Specialist with Affinity Health System. Kelly has been working with the District’s Healthy You Team for the past two years as one of her accounts. Now as the dedicated Wellness Coordinator for the District, she will be able to build upon the program’s foundation and take the wellness program to a new level.

# Performing Arts for Youth's (PAFY) John Felker "Retires" Programming Endures through the Community Foundation

Opera for the Young performs...



Rusalka

John Felker



Pirates of Penzance

## 26 years and growing

Twenty-six years ago, the Performing Arts for Youth (PAFY) began as a pilot project in the Neenah and Menasha school districts to promote the arts, in particular, opera, ballet, and drama, at elementary and middle school levels.

The project was founded by a **retired newspaper advertising professional and long time resident of Neenah, John Felker, former Menasha Superintendent John Stofflet, and lawyer Peter D. Humleker, III of Neenah.**

**The Performing Arts for Youth Fund will continue through the Community Foundation for the Fox Valley Region.**

PAFY has funded endeavors like opera, ballet, polka, jazz, choir, dance, orchestra, musicals, theater, brass concerts, puppets, storytelling, adventure, ArtsBridge elementary academic and arts instruction through Lawrence University, square dancing, many field trips, as well as programming for early childhood, cognitive disabilities, cerebral palsy, special education, deaf, and more. Over the years, it has brought artistic talent on a national and international scale to over 100,000 students in the Fox Valley and beyond. PAFY provided funds for over \$130,000 in children's programming and much of this went towards Neenah Joint School District programming.

The idea of an organization to nurture and develop a love of the arts and music in the Fox Valley was first conceived on a moonlight ride on **Frank Shattuck's yacht, the Pilgrim**. Shattuck had invited **Felker and his wife Waida, the Stofflets and their daughter Nancy**, who at the time was visiting home from study and performances with the **National Opera Company in Raleigh North Carolina**. Imagine a still night with the serene glow of moonlight dancing over the gently lapping waves of Winnebago, and a voice so rich, pure and clear as Nancy's that evening. The idea for PAFY took form.

**"Frank Shattuck had a great interest in opera and went head over heels to help PAFY as an advisor/contributor with enthusiasm that never waned,"** noted Felker. Felker himself had been marching to the beat since high school, starting out as a Drum Major at Merrill High School in Oshkosh, Wisconsin. As a young Coast Guard member, Felker received free tickets from the USO for an opportunity to attend the play, **"Good Night Ladies."** It was this play that initiated his enduring love of theater. Felker wanted to enable the same opportunities for youth that followed, and so embarked on a journey enlisting the **help of more than 200 residents** following leads from donor to donor to get the program up and running. **"Everyone who gave would pass me on to another. It was really exciting to see so many people in our community wanting to make a difference for children and the arts. Kids were the name of the game!"** rejoiced Felker.

This year, 2012, marks a new year for John Felker's PAFY organization. Felker age 89, has announced his plans to "retire" from PAFY so that he can focus continued efforts to help Cerebral Palsy of Midwest Wisconsin. With Felker's retirement, PAFY's board has decided to dissolve the organization effective December 31, 2012, and to transfer PAFY's assets to the **Community Foundation for the Fox Valley Region**. Those assets will be held in a new charitable fund - the **Performing Arts for Youth Fund** - that provides permanent support for performing arts programs for school children and youth throughout the Fox Valley.

You, too, can play a role in providing area students with continued access to arts performances with a gift to the **Performing Arts for Youth Fund**. **Tax-deductible contributions** may be mailed to the **Community Foundation, PO Box 563 Appleton, WI 54912** (please make **checks payable to CFFVR/Performing Arts for Youth**) or online at **www.cffoxvalley.org/donate**.

We salute you, John Felker! Our heartfelt appreciation goes out to you and the stewardship that you, your fellow pioneers, and community leaders provided over the years for children and the performing arts and we look forward to many more years to come!

## Neenah Tomorrow Fund (NTF)

### Donations to the Neenah Joint School District

We would like to thank the Neenah community for their continual financial support to the Neenah Joint School District (NJSD). Since the spring of 2010, the **Neenah Tomorrow Fund** has raised just under **\$60,000** to provide funding and support for the Neenah Joint School District. These donations have been utilized to help provide support for a variety of needs. Listed below are just some of the examples of donations received.

Any NJSD School	Academic Programs	Fine Arts	Co-curricular Athletics and Activities	Technology	Character Education	Facility and Equipment Improvements
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Donating to the Neenah Tomorrow Fund is easier than ever! Last spring, NJSD partnered with the **Oshkosh Area Community Foundation (OACF)**. The partnership with OACF provides an important means for donors to make **online donations 24 hours a day, 365 days a year, via a secure website**. All credit card transactions are processed through **Authorize.net**, a highly trusted and secure processor used by thousands of businesses and non-profits around the world.

Online gifts to NTF can be made via NJSD's home page, [www.neenah.k12.wi.us](http://www.neenah.k12.wi.us). On the right side of the page under **Quick Links** click **Give to NJSD**. That link takes you directly to OACF home page, [www.oshkoshareacf.org](http://www.oshkoshareacf.org). Next, click on **NTF** under **Neenah Tomorrow Fund** under quick links. There, you can look at NTF, or if you would like to look at all the NJSD educational and scholarship funds currently housed at OACF (article below and right), click on **Fund Group** and highlight the **Neenah Joint School District**.

Enclosed in this edition of the Dialogue is an envelope for contributions to NTF. Please remember that every donation makes a difference. Financial gifts come in all sizes - some bigger, some smaller. However, all donations are significant to NJSD. This is because **every gift matters, and every giver makes an impact on our students, schools, and ultimately, in our community**. Thank you, in advance, for considering an investment in the Neenah Joint School District!

## How to Donate to Scholarship and Education Funds

If you are interested in contributing to any one of the below scholarship or education funds or would like to start a new fund, please contact Jon Joch via [jjoch@neenah.k12.wi.us](mailto:jjoch@neenah.k12.wi.us) or phone 920-751-6800 ext. 106.

Contributions can be made with cash, check, or credit card. To make an online donation or view the complete list of NJSD scholarship and education funds, please follow the directions listed below:

- 1) Log onto the NJSD website [www.neenah.k12.wi.us](http://www.neenah.k12.wi.us).
- 2) Under **NEENAH QUICK LINKS** select **Give to NJSD**.
- 3) This will take you to the **Oshkosh Area Community Foundation (OACF)** home page.
- 4) Select **Find a Fund** from the upper right corner.
- 5) Under **Fund Group** select **Neenah Joint School District**. All of our NJSD funds will be on this page.
- 6) Select your fund of preference for a list of criteria.
- 7) To make a donation to a fund, select **Donate to this fund Online**.

A donation of any quantity is appreciated and is an outstanding way to make a statement regarding your confidence in the bright future of NJSD students, staff, and community.

## Scholarship and Education Funds - *Another Opportunity for Support*

Another opportunity to support Neenah students is through Neenah scholarship and education funds. The following is a list of 24 different funds (19 scholarship and five education funds) accessible via [www.neenah.k12.wi.us/schools/high/nhs\\_scholarship.cfm](http://www.neenah.k12.wi.us/schools/high/nhs_scholarship.cfm) that NJSD houses at the **OACF**. Each fund distribution is made in accordance with the rules set up when the fund was established. Awards from the nineteen scholarship funds are made at Neenah High School's Senior Awards program each May. **Last year, over \$35,000** was awarded to graduating students in the **Class of 2012** from the following student scholarship funds:

Ann Beaster Memorial Scholarship Fund	Frank X. Scholarship Fund	Laura Jane & Harley Loker Scholarship Fund	NJSD Community Scholarship	Warren Schuknecht Memorial Scholarship Fund	Carol Tipler Student Enrichment Fund
NJSD Rick & Carolyn Carlson Scholarship Fund	Albert J. & Arline M. Goerlitz Scholarship Fund	Ann M. Martin Memorial Scholarship Fund	Robert Radtke Memorial Scholarship	Florence Armstrong Spanbauer Teacher Scholarship Fund	Vera Tipler Professional Development Fund
Ann L. Dobbins Memorial Nursing Scholarship Fund	William L. Heidke Memorial Scholarship Fund	Norma M. Mayer Memorial Scholarship Fund	Albert & Mary Rhodes Museum & Charitable Foundation	Neenah Tennis Program Fund	Gus Toepel Fund
Ron & Delores Einerson Scholarship Fund	Frank X. Hocolzer Library Fund	NJSD Board of Education Scholarship Fund	Jordan Rowe Memorial Scholarship	Theda Clark Smith Foundation Scholarship	James Tomczyk Memorial Scholarship Fund

Since the start of this school year, we're proud to announce the creation of three new scholarship funds: 1) **Raymond & Mary Brengosz Memorial Scholarship Fund**, 2) **Nick Dohr Memorial Scholarship Fund**, and 3) **Todd Quaintance Scholarship Fund**.

# Exploring Career Clusters at Neenah High School (NHS)

## Oh, the Places You Will Go!

Dr. Seuss had it right when he recognized the importance of contemplating opportunities beyond graduation in his book. The future is very exciting! Neenah high school counselors and Lori Uvaas, Career Center Specialist, work closely with students at NHS to educate them about career opportunities beyond the horizon of high school graduation. Their focus aligns closely with the National Career Clusters Framework, [careertech.org](http://careertech.org), developed in cooperation with the National Career Technical Education Foundation (NCTEF), and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC).

The framework was designed to deliver high quality educational programming with the “ultimate goal being to elevate student success in college and career while strengthening the economy and driving America’s competitiveness worldwide.” In high school, this translates into vision and relevance. Uvaas notes that “through career clusters, we show students what they learn in high school directly relates to their future.” The framework identifies 16 career clusters which are groups of jobs and industries that are related by knowledge and skills. Wisconsin and Neenah add a 17th – Liberal Arts, which ultimately lead to 79 pathways. To put this wealth of information into perspective, in a single pathway it’s possible to find more than 80 different professions!

16 CAREER CLUSTERS			
Agriculture, Food, & Natural Resources	Education & Training	Hospitality & Tourism	Manufacturing
Architecture & Construction	Finance	Human Services	Marketing
Arts, A/V Technology, & Communications	Government & Public Administration	Information Technology	Science, Technology, Engineering & Mathematics
Business Management & Administration	Health Science	Law, Public Safety, Corrections & Security	Transportation, Distribution, & Logistics

[careertech.org](http://careertech.org) and/or [wicareerpathways.org](http://wicareerpathways.org)

WHY CLUSTERS? Clusters...	WHO ESTABLISHED THE CLUSTERS AND RESOURCES?	WICAREERPATHWAYS.ORG	
		Features	Information Highlights
<p>start dialogue early with students about interests, goals, and academic contexts for studying and learning</p> <p>demonstrate relevance of present curriculum paths to student career goals</p> <p>are easy to use and safe exploration tools for students</p> <p>assist with NHS curriculum and post graduation planning</p>	<p>A collaboration of:</p> <p>industry trade, workforce organizations, secondary- and post-secondary organizations including:</p> <p>technical colleges</p> <p>colleges</p> <p>universities</p> <p>high schools</p>	<p>User-friendly tools for students, parents, teachers, or counselors</p> <p>Highlights career clusters and pathways</p> <p>Presents post-secondary options of high school to: work, technical college, or college or university</p> <p>High school planning MiLocker, designed by students for students</p>	<p>Cluster, pathway, and descriptions for hundreds of careers</p> <p>Through <b>“MY NEXT MOVE”</b> or <b>“Wisconsin’s WorkNet”</b> students get:</p> <p>Average degrees, salaries, and job outlook (growth)</p> <p>Ability, knowledge, education, and technology requirements</p> <p>Links to programming/coursework for every applicable career path:</p> <p>technical college, college, or university</p>

Remember the game of LIFE we played as children that explored career to life opportunities? Through the Career Clusters Framework and a lot of organizational focus, a wealth of online information is available about careers. Neenah High School utilizes two sites in particular: [wicareerpathways.org](http://wicareerpathways.org) and [wiscareers.wisc.edu](http://wiscareers.wisc.edu). Both are similar, but for the following example, we will focus on [wicareerpathways.org](http://wicareerpathways.org).

The prospect of selecting a career of interest while still in high school can feel daunting at first. Uvaas explains, “Some students and/or parents are intimidated by the prospect of selecting a particular program of study, feeling that students are too young to lock into a professional path while still in high school. The framework is there not to intimidate or ‘lock in’ paths, but to help students explore careers and requirements to reach their goals. Students and parents can sit down and navigate through the paths, similar to spinning the dial and choosing a career in the LIFE game, and explore opportunities and educational requirements for hundreds of possible careers that fall within these pathways.” Students and parents can be assured that the NHS general graduation requirements ensure that students will graduate with well-rounded experience to pursue just about any pathway. The tools give students an opportunity to visualize the professions and try on some of the curriculum without tuition costs.

The beauty of these resources is that they are fluid and accessible to all grade levels. A middle school or even an ambitious elementary student or parent could also explore the sites together. To access Neenah High School in the [wicareerpathways.org](http://wicareerpathways.org) site, you will need the Neenah school code: **501615**. Now it’s time for a game of LIFE... **happy exploring!**

## More on NHS Careers

### *MiLocker and Post Secondary Information Available via [wicareerpathways.org](http://wicareerpathways.org)*

**MiLocker** - Via the student section of [wicareerpathways.org](http://wicareerpathways.org), students can take an interest survey, (*as many times as they want because their interests and goals do change as they explore careers*), and set up virtual accounts with profile images via “MiLocker.” Students are then given optional cluster recommendation lists for consideration in order of relevance respective to their survey results. Students then have an opportunity to view programs of study and build their own individual plan of study at NHS and/or at a post-secondary level in Wisconsin.

“Some students with varying ideas about career goals elect to combine elements from multiple programs of NHS study in curriculum mapping to address the varying perspectives,” explained Uvaas. Students can return to MiLocker to explore, re-take surveys, change curriculum plans or coursework taken as often as they like.

**Post Secondary Information** - The post secondary information is all inclusive, presenting options for every relevant pathway. Technical college links typically lead directly to the exact programs selected that are offered at the technical college. University sites typically link to master lists of programs, and by scrolling through the list, students will find their specific program.

## Another Opportunity to Explore Careers for Ages 14-20

### *Learning for Life’s Exploring Program*

Through its Exploring Program, Learning for Life partners with thousands of businesses and organizations to bring “real-world” career experiences to young men and women ages 14-20. Exploring is a unique career exploration program that provides students with an opportunity to learn about a wide variety of career fields and network with professionals already working in those fields. Students get hands-on experience to determine whether or not a particular career field is right for them. Students also get to know other teenagers and young adults sharing their same interests and aspirations. Exploring can be the first step in identifying career possibilities while having fun in an exciting and informal environment.

The Career Exploring program works with local businesses and organizations to deliver its program. There are dozens of career fields and over 100 occupations to choose from. In 2012, there were over 1,150 Fox Valley students involved in the program. The following are examples of some of the most popular Career Exploring fields:

EXAMPLES OF LEARNING FOR LIFE’S CAREER EXPLORING FIELDS

Accountant / CPA	Barber / Cosmetologist	Engineering (general)	Law Enforcement	Photographer	Small Business Owner / Entrepreneur
Architect	Business (general)	Fashion Designer / Model	Mechanical Engineer	Physical Therapist	Teacher
Attorney / Lawyer	Child Care	Federal Law Agent	Medicine – Sports	Physician	Veterinarian
Author / Poet	Communications	Fire Service	Musician	Professional Athlete	
Automotive Mechanic	Computer Engineer / Technician	Government	Nurse	Science	
Aviation	Computer Programmer	Health Careers (general)	Pharmacist	Skilled Trades	

### How to Sign Up for Learning for Life’s Exploring Program

Most Career Exploring programs align with the high school calendar and begin in the fall, while some also offer summer activities, conferences, internships and other events. Most meet once or twice a month throughout the school year. The cost to participate in these programs ranges from \$16 to \$50 per year. To sign up, students should complete the career interest survey administered at their school each year in cooperation with the Bay-Lakes Career Exploring office.

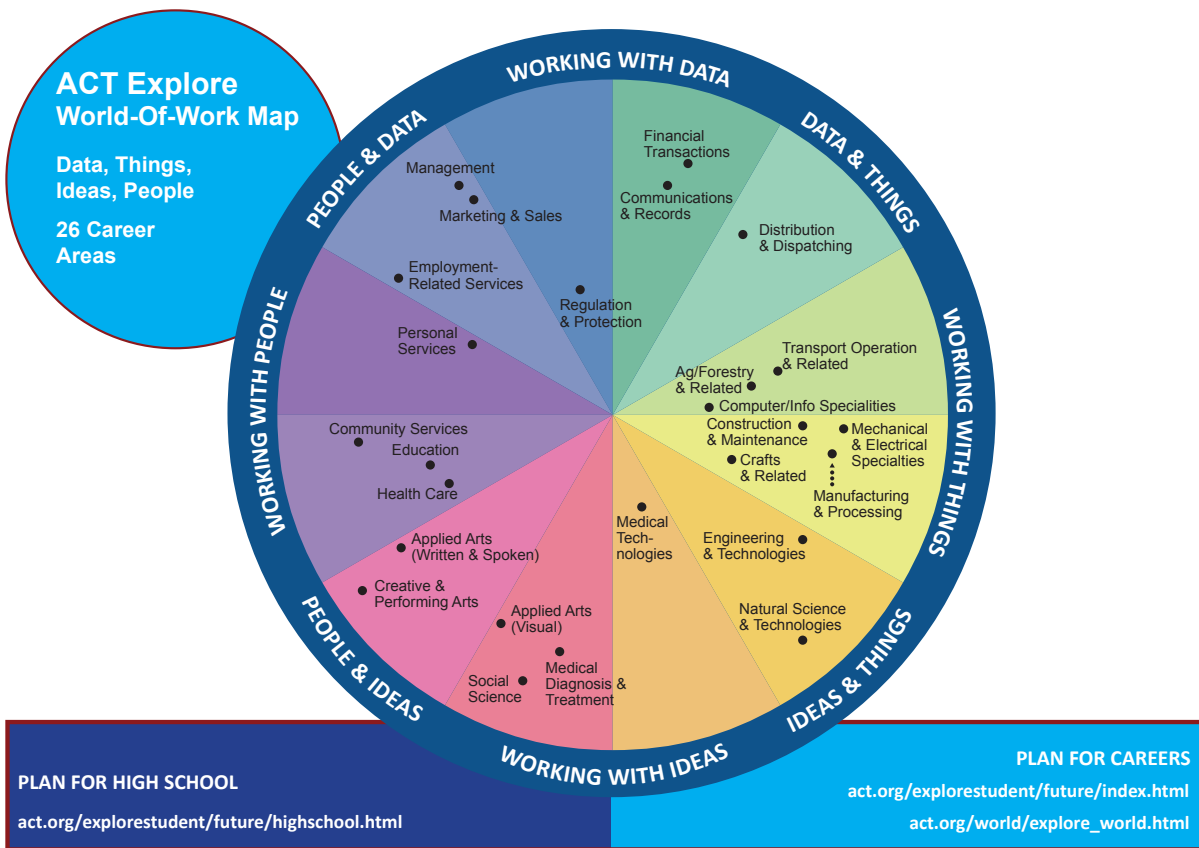
In the survey, students select their top two career choices from over 100 career options. This information is then used to invite these students to join local Career Exploring programs. If students have further questions about this program, they may contact their school counselor.

# Shattuck Counselors Explore Career Opportunities With Students

## ACT Explore Test Presents Opportunity to Evaluate Careers

Shattuck Middle School’s counseling program keenly understands the importance of comprehensive guidance programs and their role in improving academic achievement and esteem among young students. Shattuck counselors schedule Education and Career Planning (ECP) conferences with all of their eighth grade students between the months of October and April with a goal to complete interviews before students register for high school. A key component of these interviews is to talk to students about their interests, talents, and visions for the future.

When students take the ACT Explore test at Shattuck, they also answer questions about their educational and career plans. Shattuck counselors use ACT achievement data, ACT career information, and career inventory results from grades 6-8 along with an Individualized Learning Plan (ILP) that students complete in their language arts class to engage in feedback and dialogue with students and parents in the ECP conference. The career component of the Explore test evaluates a student’s desire to work with people, things, data and ideas. It reports interest results via a World-of-Work map with 26 career areas listed. The areas that score high relative to student interests are highlighted and counselors discuss these in detail as part of the conference. Additionally, they use the information available via [wicareerpathways.org](http://wicareerpathways.org) presented in the high school article, “Exploring Career Clusters at Neenah High School” featured in this issue. For more information, see the NHS article and links below that accompany the World-of-Work map.



The goal of the ECP conference is to help guide students as they learn a process of purposeful exploration to navigate registration and facilitate a transition to NHS. The vision is to align the student’s passions and career aspirations with short-term (present coursework and high school registration recommendations) and long-term (post secondary) goals to make education real and meaningful. Counselors also present opportunities for students for enrichment beyond the classroom by recommending extra-curricular and/or volunteer opportunities that align with these interests.

We encourage students and families to go online to explore these as well as any of the other interests. Click on any of the areas of interest and you’ll find a list of potential careers. Click on any one of these careers and you’ll find a list of information about the career: (1) work tasks necessary for the job, (2) salary, size & growth, (3) education/training, (4) related occupations, and (5) related majors.



# Elementary Counselors Capture Career Curiosity

## Early Exploration In Age-Appropriate Ways

**What do career puppets, dinosaur career cards, and online learning styles inventories have in common?** They are all examples of how elementary counselors seek to capture the curiosity of students in developmentally appropriate ways to facilitate learning about careers at an early age.

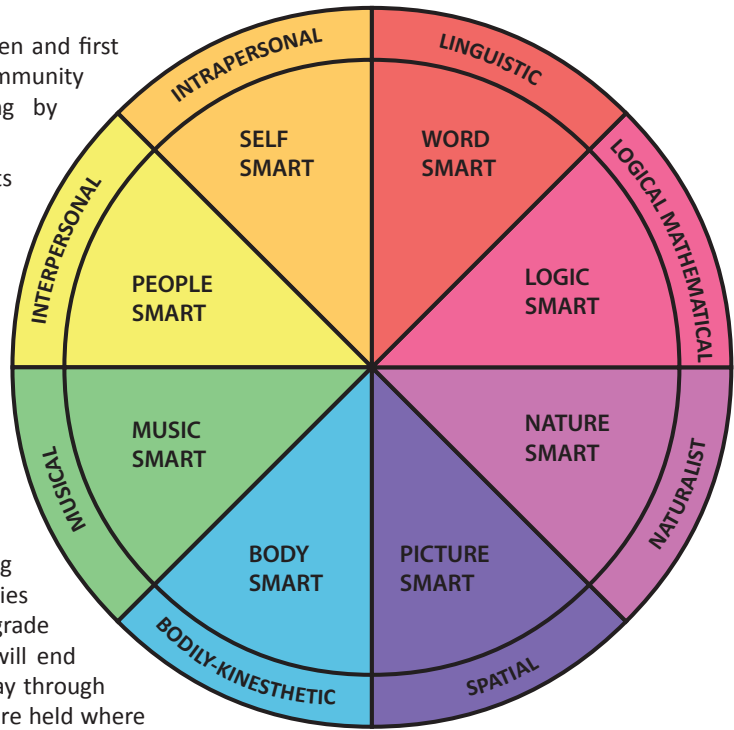
Diagram: GARDNER'S  
MULTI-INTELLEGENCES THEORY

Exploration is the key at the elementary level. In kindergarten and first grade, when students are beginning to study about their community with their teachers, counselors supplement this learning by introducing community workers.

In second and third grades, counselors encourage students to ask why they are studying subjects like math, how their families use math in their everyday lives, and which careers require math skills.

At all levels, there are many career games to expand students' world of work vocabulary such as when students wear a career sign on their back and try to guess the career by asking other students key questions. By fourth grade, students are writing learner resumes and watching career videos on their iPads.

At the fifth grade level, students are ready to expand their exploration and share what they are discovering about their emerging interests with their parents. As part of developing study skills, students complete online learning styles inventories and multiple-intelligences surveys. In the spring of the fifth grade year, students start writing in their career portfolio which will end up being a record of their guided career journaling all the way through their senior year. Also in the spring, fifth grade conferences are held where students share with their parents their emerging hopes and dreams for the future as well as what they are learning about their own strengths, challenges, and learning styles. This conference serves as great pre-interviewing practice and a bridge between elementary and middle school experiences.



For more info see  
[pbs.org/wnet/gperf/education/ed\\_mi\\_overview.html](https://pbs.org/wnet/gperf/education/ed_mi_overview.html)

## Winter Weather Closing Procedures

It is important for all parents to be informed of the school closing procedures. The Neenah Joint School District provides transportation for approximately 3,000 of its 6,300 students.

Under normal circumstances, a decision to close or delay school is predicated on the safe transportation of our children to and from school and will generally be made no later than 6:00 a.m. This will provide time for local radio and television stations to broadcast school closings, allow time for the bus contractor to notify drivers not to report, and allow time for parents to make day care arrangements for children who will be staying home. The primary issue of safety for children, employees, and parents is the overriding factor in making the decision to close school.

Generally when school is closed, all after-school activities will also be canceled. When a decision is made to close the Neenah Public Schools, it has been agreed that all private schools being served with transportation in the District will also be closed. It should be noted that in the past there has been some confusion when the announcements have referenced the "Lena Schools" rather than the Neenah Schools.

**The following radio and television stations will be contacted to broadcast any school closing announcements:**

Radio Stations: **WNAM/WOSH/WWWX/WVBO/WPKR; WEMI/WEMY; KFIZ; WTAQ/WNFL/WOZZ/WROE/WZBY/ WNCY /WIXX; WHBY/WAPL/ WECB/WZOR/WSCO/KISS FM**

Television Stations: **WBAY-TV 2; WLUK-TV FOX 11; WRFV-TV 5; WGBA-NBC 26**

You may also go online to obtain messages about school closings at the NJSD Website: [neenah.k12.wi.us](http://neenah.k12.wi.us) or at [Twitter.com: NeenahSchools](https://twitter.com/NeenahSchools)

# Utilizing New Teaching Techniques in Instructional Technology

## Welcome to the New “Flipped” Classroom

If you were to walk into **Tricia Retzlaff’s** fifth grade math class at **Lakeview Elementary School**, you might notice a few changes from when you were in school. Gone are the days of all students sitting in their neatly rowed desks, math books open, and a teacher, chalk in hand, at the chalkboard. We now see students sitting in groups, in desk clusters, on the floor, or even on bean bag chairs, doing math. Each student has a learning task list, a math book, their writing paper, and an iPad. Grouped by competencies demonstrated on a pretest, students discuss math assignments in groups, read instructional information in their textbooks, watch a video of their teacher explaining a math learning target, or conference with their teacher in a one-to-one situation. **Welcome to the “new” classroom.**

With all fifth through seventh grade students having use of a dedicated iPad and teachers having mobile laptop computers to design lessons and resources, more and more teachers are working to deliver content in a variety of ways. They design lessons in order to meet student needs by differentiating instruction. Some teachers like **Jeremy Hunter, a seventh grade math teacher**, record classroom lectures and then make them available via the World Wide Web. Students can watch the video on their home computer or on their iPad at school.



**The method of effective teaching is always the main priority in these teachers’ lessons and technology is a tool. It is a great combination to maximize student potential!**

After students view the instructional content, they begin work to apply what they’ve learned through an activity. During this time, **Mr. Hunter** is available to help students work through their assignments by assisting students where and when they need help. This concept is a version of a **“flipped classroom”** where classroom instruction is prerecorded to be viewed and reviewed by students at their own pace and sometimes outside of class time. While students are in the classroom, they work on their homework or activity with their teacher present to help when needed. What work is typically done at home is now done at school and what typically is done in class in the form of a lecture is now viewed independently by students. **In other words, the homework and lecture sessions are “flipped.”**

**High school teacher Ryan Walter** records every one of his lectures using a content creation website called **Educreations**. He posts them on an educational Facebook-like student-only website call **Edmodo**. The movies are available for students to view if they need to review a concept while doing their homework at home or if they are absent from class. **Shattuck social studies teacher Brady Kiel** provides feedback on student work by recording his verbal assessment of projects or assignments the students turn in to him. He provides personalized constructive feedback on their work and makes the assignments more meaningful to the students to promote continuous improvement. **Horace Mann teachers Mary Greene** and **Jodi Stanchik** take the team approach to create instructional videos and include short video lectures on different learning targets. The videos are available on iPads in stations where students take notes on important concepts and then move to other stations for small individualized group work with the teacher.

It is evident that good teaching practice combined with technology can help yield great gains in student learning. With more access to technology, students have their own personalized learning device to access content when and where they need it, as often as they need to, and at their own pace. Teachers can be in many places at once by duplicating themselves with video for those routine instructional tasks and use the “freed up” time to work with their students one-on-one every day in the classroom.

### WHAT STUDENTS LIKE - personalization

Some students really like the way they can work at their own pace. They enjoy the fact that they are not learning in the exact same way as their classmate next to them. Many students like the small group work and feel that they have a better understanding of the concept because of it.

One sixth grade student said, **“I like that we can take the notes we want to and that we don’t just have to sit there when the teacher is talking.”** Another sixth grader said, **“I like that in the independent part when we work on it, we can work together because sometimes my friends help me and vice versa.”**

### WHAT TEACHERS LIKE - accessibility and increased interaction with students

**Increased accessibility!** They like the way their lessons can be viewed on many different types of devices, i.e. iPads, laptops, handheld iPod Touches, or Smartphones. Students can view lessons from multiple locations at any given time and as frequently as necessary.

They like the way flipping a classroom gives them more individualized time with students. Teachers feel they are much more aware of what students achieve, understand, and on what topics they still require assistance. They provide more time for teachers to meet students’ needs for individualized learning.

Teachers appreciate their increased interaction with students. They also like that they can share their videos with other teachers who teach the same content, enabling professional collaboration. All teachers would agree that using this flipped model helps give more personalization, engagement, and ownership of learning to students.

## Spotlight on Schools

**Hoover Receives School of Recognition Award from the State of Wisconsin** - The state **Department Of Public Instruction** honored 132 schools from around the state recently as “schools of recognition” - and **Hoover Elementary** was one of those schools! “These schools are being recognized for their work to break the link between poverty and low academic achievement through rigorous programming and attention to student needs,” said **State Superintendent Tony Evers** to Hoover staff in **Madison**. Hoover received this award because of our **achievement in reading and mathematics that was above average for schools from similarly sized districts**, schools, grade configurations, and poverty levels. All award-winning schools receive federal **Title I funding**. **Amy Monka** (reading teacher), **Lori Long** (math teacher), and **Amy McDonald** (fourth grade teacher) received the award along with **Dr. Pfeiffer** (superintendent), **Steve Dreger** (assistant district administrator of learning & leadership), and **Michael Tauscher** (Hoover principal). For meeting all of the criteria, Hoover received a **plaque and \$1,000** at the **State Capitol**.

**NJSD Middle School Honors Band and Orchestra Students Best in State!** The **Wisconsin Middle Level Honors Orchestra** gave a breathtaking performance in **Madison** to showcase the work of **80 of the top string players in the state**. Shattuck had a strong and profound representation there with **seven of our wonderful string students** and **one of our outstanding band students** having been chosen last Spring to participate. Nearly **1,250 middle school students** auditioned from all over the state to be a part of this unique and wonderful opportunity. Only **317 students** were chosen to make up the **Honors Band, Choir, and Orchestra** this year. **Shattuck** sent **10 students** to audition for placement in the **orchestra**, with **seven gaining acceptance** and **three placing as high alternates**.

**Fireman Visits Kindergarten Class at Roosevelt** - Students in **Mrs. Wood's kindergarten class** at **Roosevelt Elementary** were treated to a special visit by a **real fireman**. As part of her special “student of the week” week, **kindergarten student Margaret McMahon** wanted her dad to visit her **classroom** and talk to the kids about being a fireman. Kids got to hold and touch a real fireman's helmet (*they couldn't believe how heavy it was*). They also learned that firemen's equipment is made out of the same material that bullet proof vests are made out of. **Margaret** was kind enough to model the gear for her classmates. **Mr. McMahon** finished his visit by reading some books to the class.

**Tullar Third Graders Become Zoologists** - Students in **Mrs. Schumacher's third grade** classroom learned about animal eating habits, the cycle of life, and the study of the digestive system when they dissected owl pellets as a class project recently. The students had to dissect the pellets, looking for evidence of the prey that it last ate. **Excellent job, Mrs. Schumacher**, in “dissecting” the curriculum for the students to gain a better understanding with this hands-on experiment!

**Coolidge Elementary Kindergartners Learn About Apples** - Students in the **Coolidge kindergarten** classes of **Mrs. Debbie Rosera, Mrs. Lisa Reineking, and Mrs. Dawn Schneidewend** recently went wild with learning about apples. They discovered lots of different kinds of apples, different appearances, and different sizes, but all delicious and healthy eating! Students created life size graphs of the apples that they brought to school.

**Wilson Students Promote Kindness** - **Wilson Elementary** students learned how they could promote kindness working in their multi-aged Constellation groups. They discussed **how to “fill someone's bucket” by sharing kind words and actions**.

**Spring Road Running Club** - The **Spring Road Running Club** consisting of about **25 third through fifth graders** trained for the **Fox Cities 5K Run**. The students trained after school two times a week for four weeks leading up to the race. **Roxann Barrow** and **Diane Luft** organized and trained the group which sported Spring Road Running Club t-shirts at the race. **Brady Frost** took **first place** and **Jackson Berendes** took **second** in the boys **9 and under division**, **Noah DeGreef** took **second place** in the **boys 10-15 division**, **Grace Rogers** took **third** in the **girls 10-15 division** and **Amy Rowe**, a teacher at Spring Road, took **first in her age division**. The kids were accompanied by about **20 parents and teachers** from Spring Road. The kids were very proud of themselves and are looking forward to doing it again next year.

**Welding Artist Visits NHS Art Classes** - **Brenda Mullard's high school art and metals classes** were treated to a metal working and welding demonstration by **Shanen Arenmor** from **Miller Electric**. **Shanen** created steal roses using a plasma cutter, a torch, metal working tools, and a Miller Welder. **Mrs. Mullard** also got to show students that you don't need to know how to weld to try your hand at it. She was able to put on the welding safety gear and demonstrate her newly learned skills, too. Students were encouraged to step out of their comfort zones and try something new.

**Clayton Students Have Fun With Reading Buddies** - **Mrs. Bonikowski's first grade class** and **Mrs. Gregory's fifth grade class** organized reading buddies this past week. The first meeting focused on combining iPads with reading fluency and comprehension. Using their iPads, fifth graders practiced their reading fluency while teaching their first grade buddies how to interact with **Scholastic.com's Storia version of I Love School!** by **Hans Wilhelm**. Storia allows five free eBooks to be downloaded on the iPads. Excitement was in the air and at their fingertips!

**Neenah High School Downtown Campus (NHS-DC) Visits Onaway** - **NHS-DC** had a fantastic day at **Onaway Island!** We began the day by loading salt and bushes onto a boat for delivery to Onaway. Students enjoyed a blustery, cold pontoon boat ride to the island. Upon our arrival, we unloaded the salt and bushes and helped the **Boys' & Girls' Brigade** with some of their island chores. Students raked leaves and moved furniture back into a variety of rooms. We enjoyed pizza for lunch and concluded our day with team and trust-building activities including a yurt circle and a low ropes course. NHS-DC students represented themselves and NJSD well and our NHS-DC community has been strengthened. **NHS-DC staff would like to give thanks to the Boys' & Girls' Brigade for providing NHS-DC with this opportunity.**

**Diary of a Wimpy Kid Author Jeff Kinney Webcast at Lakeview Elementary** - **Mrs. Hultman** arranged for **37 enthusiastic Diary of a Wimpy Kid fans** to listen to the popular author and illustrator **Jeff Kinney** talk about his career and the release of his new book **Diary of a Wimpy Kid - The Third Wheel** that come out this fall. How did Lakeview afford such a wonderful opportunity? It was a free presentation via live webcast. If you want to learn more about Jeff Kinney, go to his website at: <http://www.wimpykid.com>

**Shattuck Students Complete Fox Cities Marathon Relay** - Five Shattuck eighth graders completed the **Fox Cities Marathon Relay** in a time of **3:23:50**. The girls are **Zoe Thompson, Morgan McClone, Ramona White, Natalie Roh, and Kaitlyn Clark**. **Morgan McClone** competed in the **Fox Cities 5K** and won **third place for ALL runners**. All girls are members of the **Shattuck Cross Country Team!**

## Spotlight on Schools (cont.)

### OVERALL SPORTS STANDINGS AT A GLANCE

The 2012 fall sports season was memorable at Neenah High School as **five of the nine sports captured Fox Valley Association titles and WIAA sectional championships**. The season was highlighted by the **girls cross country team's third straight state runner-up finish** and senior **Greysen Hertting winning the WIAA state diving title**. Hertting became Neenah's first girls swimming and diving individual state champion and posted the fourth-highest score in Division 1 state meet history.

Here is a glance at Neenah's fall sports success:

**Girls Cross Country – conference champion, sectional champion, state runner-up**

**Girls Volleyball – Posted a 43-6 overall record, conference champion, sectional champion, reached state quarterfinals**

**Boys Soccer – Posted a 18-5-1 overall record, conference champion, sectional champion, reached state quarterfinals**

**Girls Tennis – Posted a 15-2 overall record, conference champion, sectional champion, reached state quarterfinals**

**Girls Swimming and Diving – Posted a 7-0 overall record, conference champion, sectional champion, Senior Greysen Hertting state diving champion**

**Girls Golf – Senior McKenzie Paul sixth place at state individually (third straight top 10 finish)**

**Boys Cross Country – Senior Ricky Rohe qualified for state individually**

### NHS Hosts WSMA District Solo & Ensemble Festival...Over 100 Volunteers Needed!

On Saturday, March 2, 2013, Neenah High School will host the **Wisconsin School Music Association District Solo and Ensemble Festival**. Musicians from Neenah, Menasha, Fond du Lac, Oshkosh North and Oshkosh West High Schools will be giving approximately **1,000 performances** that day. Neenah Music Parents are looking for volunteers to help in a variety of ways. We would love to see you at this great community opportunity, as over 100 volunteers are needed to host the event. Please visit the **NJSJ website** to download the volunteer form, which can be found on the **Neenah Music Parent (NMP)** page under the **Community tab**.



**JOIN US!**

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