

FRIDAY NOTES

David J. Moody, Principal | Chris Grinde, Assistant Principal | Jeff Steckbauer, Athletic Director

Volume 5, Issue 2

September 22, 2017

MARK YOUR CALENDARS

- 9/29 - No School
- 10/4 - ASVAB Testing for Juniors
- 10/11 - Financial Aid Night @ 6pm in the Auditorium
- 10/13 - Homecoming Parade @ 2pm
- 10/14 - Homecoming Dance 8-11pm

Mirra Vogel & Kayla Fenner Nominated for U.S. Presidential Scholars Program



Two Westfield Area High School seniors have been nominated for the United States Presidential Scholars Program. Mirra Vogel, daughter of Darrell and Sandy Vogel, has been nominated for the “Academic Achievement Award.” Kayla Fenner, daughter of Dennis and Lisa Fenner, has been nominated for the “Career & Technical Education Accomplishment Award.”



According to the U.S. Department of Education: “The United States Presidential Scholars Program was established in 1964, by Executive Order from President Lyndon B. Johnson, to recognize and honor some of our Nation's most distinguished graduating high school seniors. In 1979, the Program was extended to recognize students who demonstrate exceptional talent in the visual, creative and performing arts. In 2015, the program was again extended to recognize students who demonstrate ability and accomplishment in career and technical education fields. Each year, up to 161 students are named U.S. Presidential Scholars, one of the Nation's highest honors for high school students. The Scholars represent excellence in education and the promise of greatness in young people. In honoring the U.S. Presidential Scholars, the President of the United States symbolically honors all graduating high school seniors of high potential.

A review committee of qualified individuals experienced in secondary and post-secondary education evaluates candidates on their academic achievement, personal characteristics, leadership and service activities, and an analysis of their essay. Approximately 800 candidates are named semifinalists and forwarded to the Commission for further review. All Arts nominees submitting candidacy materials are automatically advanced to the semifinalist stage.

In April, the Commission on Presidential Scholars reviews the applications of all semifinalists based on the same criteria used by the review committee. The Commission selects up to 161 U.S. Presidential Scholars each year. All scholars are honored for their accomplishments during the National Recognition Program, held in June in Washington, D.C.

U.S. Presidential Scholars are guests of the Commission during the National Recognition Program and enjoy an expenses paid trip to Washington, D.C., to meet with government officials, educators, and other accomplished people. To commemorate their achievement, the Scholars are awarded the U.S. Presidential Scholars medallion at a ceremony sponsored by the White House.”



SCHOOL DISTRICT OF WESTFIELD COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Four Program Components

Delivery System

Guidance Curriculum

Classroom activities

Interdisciplinary curriculum development

Group activities

Parent Workshops

Individual Student Planning

Individual or small group appraisal

Individual or small-group advisement

Student and parent educational/career planning conferences

Responsive Services

Consultation

Individual and small-group counseling

Crisis counseling

Referrals

Peer facilitation

System Support

Professional development

Consultation, collaboration and teaming

Program management and operation

Confidentiality

All personal information shared with a school counselor is confidential unless it involves:

1. Harming self or others
2. Abuse and/or neglect

School Counseling Mission Statement

The mission of the School District of Westfield's School Counseling Program is to provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in the School District of Westfield have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

Middle/High School

Counselors

Grades 7th-12th

John Bradley—(608) 296-2141 x1018

bradleyj@westfield.k12.wi.us

Students L-Z

Linda Wacker—(608) 296-2141 x1017

Students A-K

wackerl@westfield.k12.wi.us

Senior Meeting/Senior Interview:

On September 12th we met with all of the seniors for a short presentation in the auditorium. During the presentation we gave the students an overview of what we will be discussing in their upcoming senior interview. Topics that we will be covering are as follows: Review their transcripts and credits for graduation/college, discuss where the student is with regards to post high school plans, check to see if necessary college entrance exams have been taken (ex. ACT, COMPASS), help them set up any campus visits, military visits or job shadows. Financial Aid and Scholarships are also discussed. We give the students handouts that pertain to their individual process. The senior interview schedule began on September 13th. Parents are welcome to join in this interview.

Financial Night

On Oct 11th, 6:00 pm Mollie Stolbov will be here to present information on the FAFSA. Junior and Senior students and parents are welcome to attend this evening event. Mollie will also be available throughout the year to work with Parents and Students fill out the FAFSA form.

Mollie Stolbov

Recruitment Coordinator | Recruitment and Community Outreach
Madison Area Technical College | North Region
608-243-4254 | mstolbov@madisoncollege.edu

PSAT test

The PSAT test will be administered on Wednesday, October 11th. Interested students signed up for this test last spring. Study guides went out to the juniors taking the test the week of September 11th.

ACT TEST DATES

All Juniors take the ACT in the spring. However Seniors who want to retake the test, the dates are listed below.

October 28 th , 2017	Registration deadline	September 22 nd .
December 9 th , 2017	Registration deadline	November 3 rd .
February 10 th , 2018	Registration deadline	January 12 th
April 14 th , 2018	Registration deadline	March 9 ^h
June 9 th , 2018	Registration deadline	May 4 th

Sign up at www.actstudent.org

**Fee waivers are available for students on free and reduced hot lunch.*

MEET THE NEW FOREIGN EXCHANGE STUDENTS

Hei!

My name is Alessia De Feudis.

I was born in 12/24/2000 and I'm from Bergamo, north of Italy.

I attend Artistic high school and I study architecture.

I have a big sister, who last year did my same experience.

I have a boyfriend and he is twenty one.

Five days before I came to America I had a surgery and I risked to not being able to leave for this trip.

I love to be outside and every type of animal.

At home I have two cats and two dogs.

Here I live with Gia's family (Gianna Bastien)

I'm here because I want improve my English but I like meet new people and travel too.

I love sport: for 11 years I practiced artistic gymnastic at a competitive level and I was national and regional champion for two years.

Now I do crossfit at an agonistic level and I train every day at the school gym.

Here is all different than in Italy and I love it!

In my town there isn't much snow but there is a lot in winter here, so I'm excited to see it.

I'm friendly and if someone has a question about anything, I will be happy to answer.



My name is Julie and I am 17 years old. I came from Norway and live in Oslo. I am going to be here this school year from August to June. I was going on an exchange year because I was going to learn more about other cultures, learn English, and get a great experience. I have started on



MIDDLE SCHOOL BAND

The middle school band, grades 7-8, will be performing two familiar 1980's musical selections for the Homecoming Parade on Friday, October 13: "Jump" by Van Halen and "Fascination" by Human League.

The middle school band will be required to wear their purple marching band t-shirt, black dress pants, and a comfortable pair of tennis shoes. If the weather is cold, students may wear a long-sleeved shirt or hoodie underneath their marching shirt. Students may wear sunglasses, but hats and bandanas will not be permitted.

MR. BRIGGS

This Budget Challenge Could Win Your Child Money For School!

Students in Mr. Briggs' Financial Success are participating in the H&R Block Budget Challenge, the ideal playground for students to learn how to manage money. The simulation engages students to 'learn by doing', so 'rookie' mistakes are corrected by educators and parents rather than punished with poor credit and costly fees.

H&R Block will award classroom grants and scholarships throughout the competition including;

- * 60 opportunities for classroom grants up to \$5K
- * 132 opportunities for student scholarships of \$20K
- * Grand prize scholarship of \$100K
- * Student incentives during game play (gift cards)



H&R BLOCK[®]
BUDGET CHALLENGE[®]

Three in four children turn to their parents for financial information. Research tells us that it is beneficial for parents and guardians to discuss money management topics at home, particularly when supported with the right tools to have money conversations. Our Parent Link and Parent Resource page were built specifically to foster money management learning opportunities between parents and children.

In the simulation, students create an online account, receive a simulated paycheck, set aside some of their income into a 401K account as savings for retirement, and use remaining funds to pay simulated household bills. H&R Block Budget Challenge bridges personal finance topics to behaviors needed in real life, like routine checking of bills, account status, managing cash flow, and balancing near-term and longer-term financial goals.

Simulation scoring positively reinforces savings for retirement and punishes mistakes such as missing bill due dates, bouncing checks, going over the credit limit on their credit card, etc. In short, a dollar saved equals one point gained and a dollar incurred in fees equals a point lost. There is an additional 150 point penalty for missing a bill due date (per instance).

Bill notifications and other communications are delivered to the student's email. Paychecks are direct deposited into the student's online checking account with any 401K contributions routed directly to the savings account. Paycheck funds have a one-day hold prior to being available for use. Payment checks from the student are issued through the online bill-pay system that has a two-day processing window.

We have been creating H&R Block Budget Challenge accounts over the last week, working on budgets, and making product selections for household services through the simulation start date. Changes may be made to these selections up until the simulation launch. After launch, the only 2 things that may be changed are bank account type (per full monthly cycle) and 401K-contribution (per paycheck).

To register for your free Parent Link account have your child login on their student account and go to Student Home> Parent Link. Once you have registered for your parent account, you will get online access to the information packet, leader board, schedule of events, and quiz results.

If you have any questions, you can contact Mr. Briggs at 608.296.1031, or briggsd@westfield.k12.wi.us

ESPAÑOL

The first two weeks have passed in a flash and students seem to be getting into the swing of school and doing well with Spanish. Daily homework assignments are posted online on my page on the district website. In addition, students of all levels should be working on their Spanish regularly on their Duolingo classroom site.

Students in Spanish 4 are in a unit on sports and the outdoors. Spanish 3 students are learning about various holidays in the Hispanic countries. Spanish 2 students are beginning on a clothing unit and those in Spanish one are in the end of the introductory unit covering introductory conversations, numbers 0-199, body parts, classroom objects, time, ABCs, days and dates, seasons and weather.

SPANISH FIELD TRIP

Students in any high school class have been given the opportunity to see a Ballet Folklórico at the Barrymore Theater in Madison on Wednesday, October 11th. Students will be seeing two shows that incorporate music, dance, instruments, singing and clothing styles common in Latin America and in Spain. After the second show, the students will be eating lunch at La Hacienda, a Mexican restaurant, before returning home. Thank you to Brakebush for the funding to make this trip affordable to all students.

SPANISH CLUB

Spanish Club will be meeting after school on Wednesday, Sept 27th in Mrs. Burkel's room to celebrate Spanish Heritage Month. We will be making fried ice-cream, painting bobble-head turtles and listening to music.

STUDY ABROAD

- * During the summer of 2019 the Spanish department will be taking a new group of students on a trip of a life-time to practice their Spanish and see Latin culture first hand. To be eligible students must be enrolled in a Spanish course for the 2018-2019 school year and remain academically eligible. Anyone interested should attend the informational meeting on **Wednesday, October 4th at 5:45 PM** in the WAHS auditorium.
- * If you purchased an item in our recent fundraiser, thank you.
- * Candy bars are being sold in the community for \$1.00 each.
- * Our next concessions are on Friday, December 1st.

SERVICE ABROAD SCHOLARSHIPS

Two scholarships of up to \$5,000 were donated by anonymous donors to students wishing to participate in a Peace Corps like program overseas. Senior, Ashley Robinson and Junior, Mirra Vogel were last year's recipients. This past summer Ashley traveled to India and Mirra traveled to the Dominican Republic. Their own descriptions of their experiences are to follow:

ASHLEY ROBINSON

This past July, I had the privilege to travel to India with the Global Leadership Adventures “India: Service Through the Lens” program. Thanks to an anonymous donor, students involved in foreign language classes at Westfield Area High School were able to apply for a scholarship for the opportunity to travel with a GLA program of their choice. I’m so blessed to have been one of the two students chosen for this amazing experience!

The program description outlined experiencing the diverse country of India while learning about photo-journalism and volunteering with local school children in the village of Dharamsala. I have always had a passion for photography, travel, and teaching kids so I couldn’t wait to combine the three with this trip across the world!

After saying goodbye to my friends & family and taking two eight-hour flights, I made it to Delhi, India. I met the other 24 students and our wonderful advisors. Immediately I felt at home and couldn’t wait for the next two weeks! The next day we took a short flight from Delhi down into the Himalayan Mountains where we would be staying for most of the trip. Our home base was in the beautiful village of Dharamsala where I experienced Indian cuisine, attempted communicating in the Hindi language and learned about the local culture. I was able to love on dogs at an animal shelter, visit temples, dance to Indian music, make life-long friends with fellow students, improve my photography & videography skills and experience breathtaking scenery. There I was introduced to some of the most beautiful, kind, and joyful people I have ever met. The locals welcomed us with open arms; telling us stories, showing us their homes, giving us flowers and greeting us with mile-wide smiles. Even though many live in conditions we could never imagine, they express a sense of gratitude and love that is overwhelming. It was so humbling to live among them and experience their zest for life. This definitely made me think about what I value as truly important in my life and how much I take for granted.



Every day, we explored the village and had the pleasure of volunteering at local childcare centers, known as Anganwadis. The students were eager to learn and loved to speak English, play games, and create art with us. I will never forget their beautiful, smiling faces!

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We were divided into groups and each was assigned a different topic. We worked together throughout the trip to create a final presentation. I chose to be part of the group studying the Anganwadis. We created a website that displays the information we gathered on the childcare centers. My group and I also interviewed a local community member who shared his knowledge with us. The interview video as well as additional pictures can be found on our website: jennym-king2000.wixsite.com/anganwadi

As the two weeks came to an end, we traveled back to Delhi where we toured the gorgeous Taj Mahal and said our goodbyes. It was hard to leave such an amazing place and such wonderful people. I left for India hoping to have a part in changing lives, but in reality, it changed mine. I couldn't have asked for a more incredible experience and I am forever grateful!



MIRRA VOGEL

The trip I went on is called, "Dominican Republic: Global Health Initiative." The description of the trip is, "Provide medical, educational and developmental support to rural Dominican communities-all crucial pieces of the public health puzzle." Last January when I applied for the study abroad scholarship, I wrote, "... I am eager to learn new skills, and wish to improve my spanish-speaking skills and worldly awareness." When applying, I did not come close to imagining the impact this trip would have on me.

During the trip the time was split into workdays, brigade-days, and excursion-days. On excursion days we travelled to Los Morones, Lago Enriquillo, and Bahía de las Águilas. Los Morones was a freshwater stream whose source was high in the mountains, making it extremely cold and clear. It was a fantastic day cooling off from the heat in turquoise colored water and exploring the nearby trails. Lago Enriquillo is three times saltier than the ocean; we took a boat ride and travelled to a small lagoon area that had a freshwater source, this decreased the salinity of the water enough to allow crocodiles to hatch there. Bahía de las Águilas, "Bay of the Eagles", is a secluded bay, only accessible by boat. The water was crystal clear and we had fun playing different games in the water and snorkeling.



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The work-days were spent applying cement and painting. We helped improve the health clinic and Haitian Dominican Center in Los Patos, a health lab in Cachón, and rainwater collection tanks in Cachoté. These work days were challenging both mentally and physically. The hot and humid climate made working with cement and paint very messy and unpleasant at times. Mixing and applying cement is very difficult and takes skill to do efficiently. Luckily, the local contractor José Luis was very patient and willing to help us learn.



Brigade-days were one day clinics for rural communities. These days were very important because this was often the only time the people of these communities ever saw a doctor and received prescriptions or medicine. These days were the biggest test on my understanding of Spanish. The students who had no grasp on Spanish struggled and were limited in what jobs they were able to be assigned to help with the brigade. I worked at registration and data intake. During registration I needed to communicate in Spanish to learn the patient's name, age, date of birth, and community they were from. During data-intake I needed to interpret the doctor's handwriting, which was entirely in Spanish. Shadowing the doctor it became apparent the different type of life I live from the patients he saw. The source of all the patients' problems was malnutrition, contaminated water sources, and limited healthcare access.

One of the experiences that impacted me the most on the trip happened while returning from the mountainous village of Cachoté. We rode in safari-type trucks, and I sat in the front with driver. The ride there had taken an hour and a half, and I didn't look forward to sitting in silence, so I asked him, in Spanish, "Would you mind if I asked you some questions?" The resulting conversation was one of the most insightful I had the entire trip. Alfredo was eager to teach me about the different plants we passed and other aspects of his culture, and he loved hearing about the community I came from.

This trip increased my desire to enter the medical field, because I observed the possible effects of a lack of health care. Through the different activities, trying new things, testing my mental and physical abilities, and, most importantly, the connections I made with people from a different country; I have grown as a person. This trip was such an amazing opportunity, and I am extremely thankful for the adventure.

