

**Elmbrook Education Foundation
2020 Grant Summary
Submitted by Phyllis May, Grant Committee Chairperson**

The EEF Grant Committee, Consisting of Beth Dobrzynski, Andy Farley, Phyllis May, Dan Scott, Elizabeth Simpson, Stephanie Soerens Borkowski and Chris Thompson met on Monday, March 9th for the purpose of discussing grant applications submitted to the EEF for the 2019/2020 school year. Twenty-one (21) applications were received. The committee recommends supporting the following eight (8) applications.

**Composting at Tonawanda, submitted by Kristin Olson, Principal at Tonawanda Elementary:
\$1,500 to get the project implemented**

The grant application requested funds to begin working with a local company, Compost Crusaders to initiate a composting program for the school. A parent in the community approached Ms. Olson about composting at the school and has taken the lead in communicating with Compost Crusaders who currently work with other schools and businesses to support their composting mission. Tonawanda is looking to increase their efforts to go “green” having already eliminated plastic silverware and straws during their lunch periods.

The grant will fund the first year of the program including:

One-time cost of garbage cans/bins	\$500
Compostable bags	\$.50 per bag
Weekly pick-up	\$50 estimate

Estimated annual costs for the program are about \$2,000

Rationale to support this grant is:

- Innovative – Tonawanda will be the first school in the district to compost
- Promote students environmental stewardship and leadership
- Increase awareness of composting and environmental issues to the community as a whole

Upon acceptance of the grant we would like Tonawanda to track the effectiveness of the program and measure the feasibility of extending the program throughout the District.

Advanced Materials Fabrication in the Classroom and Beyond, submitted by John Wilkinson, BCHS Physics Teacher: \$599.00 for Advanced 3D Printer

The grant application is requesting funds for a more advanced 3D Printer than is now available. The new printer will initially be housed in the classroom and moved to the FabLab after it has been stress tested. Students in AP Physics are currently allowed an option to work on a “20% time project” modeled after Google’s personal passion project in which they allow employees to spend 20% of their worktime to investigate new technologies and create new programs. The new printer will have more capabilities that will enable more ingenuity by students from AP Physics and also multiple school clubs.

Rationale for support of this grant is:

- Multiple clubs and classes will have access to the printer, including the Table Top Gaming Club which consists of a set of students who are typically under supported
- Innovation – one of a kind printer that enables the user to use multiple colors and additional materials than the current printers
- Replacement for flexible filament capable printers currently in the Fablab used for Hands of Hope project that supplies prosthetic limbs to Haiti

Upon acceptance of the grant we would like to see the printer stress tested and learn the feasibility of it being used in the Fablab.

Inclusive Playground Expansion, submitted by Sara Monty, Dixon Elementary Teacher: \$3,750.00 for improvement to accessible playground

The grant application requested funds to create a new area for creative and inclusive play. Currently the children with mobility issues have access to 10 musical instruments in the accessible area. The instruments are placed around the border of the paved area and the children who are playing them face out, away from the any other kids playing in the same area. The vision is to create a space where the children with mobility issues play WITH all of the other students and have a more meaningful interaction through social participation and authentic interactions. The intent is to create a “storefront” at the entrance to the accessible area where all children can play and interact together.

Rationale for support of this grant is:

- Innovation – Creates an accessible space for children with mobility issues to play with children of all abilities
- Increases social participation for children with mobility issues and provides opportunity for children with all abilities to interact and practice imaginative play
- Increases respect for others and self, provides opportunities for character building and problem solving
- Can be implemented across the district through PTO and other fund raising initiatives

Female – Escape Challenge, submitted by Marlo Dentice-Johnson, Burleigh Elementary Teacher: \$1,000.00 for Escape Challenge Kits

The grant application requested funds to purchase Escape Challenge Kits that will be used by female Stem students. The curriculum to be used with the kits is created by FEMADE and teachers to be used in classrooms. FEMADE is an organization that strives to educate and mentor young females on STEM subjects with hands on learning workshops, question and answer panels with women professionals, and industry tours.

Rationale for support of this grant is:

- Innovation – Currently only 13% of engineers in the industry are female. This could be because females fear lack of acceptance in a male dominated field.
- Benefits elementary and middle schools in Brookfield.
- Kits are currently borrowed from Waukesha School district but Elmbrook is looking to create kits to be kept in the Brookfield School district.

- They have applied for and received, grants from Fed Ex and Northwestern Mutual.

Upon acceptance we would like to hear feedback on the industry tours and the interest of the girls looking to pursue a STEM vocation.

Mobile STEM Cart, submitted by Beth Kimmel, Swanson Elementary Teacher: \$3,187.71 for Mobile STEM Cart.

The grant application requested funds to provide access to all Swanson students to Design Thinking with a mobile STEM cart and picture book connection. The STEM cart will house all the materials students need to design/build a prototype inspired by the picture book. Each month they will introduce a new challenge based on a different picture book and update the materials. Teachers will also receive a lesson plan, student documents and Google presentation to make this easy for them to implement. Since the cart can be taken anywhere in the building, teachers can connect with other classrooms, bring STEM into their learning space or even outside.

Rationale for support of this grant is:

- Was a pilot program in Wauwatosa and successfully rolled out to 10 elementary schools since November 2019.
- Allows teachers who are not proficient in STEM subjects to utilize tools and have prepared lesson plans provided to them.
- Introduces more STEM lessons at an earlier age for more students.
- Can be replicated in the district after the Swanson pilot.

WHMS Student Leadership submitted by Margo Blomquist, WHMS School Counselor: Recommendation is \$5,000 - \$2,500 for WHMS and \$2,500 for PPMS.

Initial Ask **Total: \$3800.00**

Leadership workshops: \$200.00

Leadership retreat: \$2500 (two nights)

Transportation: \$300.

Speakers/Career Coach: \$300

T-shirts: \$300.00

Miscellaneous- certificates, food, \$200.

The grant application requested funds to create a student leadership team at Wisconsin Hills Middle School. The idea was to empower students through presentations, facilitation, and activities to have a voice in school activities. The hope was to initiate a larger student voice in decisions that affect the WHMS community. The Student Senate team would be the targeted group of students that would come together, starting at the beginning of the year. The students would meet every two weeks to work together, talk about topics, and come up with action steps (to include fundraising) to increase student voice in our school. They would start with a leadership conference in the fall that targets broad leadership skills and ideals. Next, specific student senate activities would be initiated in school and during Resource time. The spring semester would also involve further leadership development. During this time, senate members would refine their individual leadership skills. Senate members will then be involved in activities that cultivate leadership by other community members in our building. The ideas of self-efficacy, determination, communication skills, and leadership would be a focus of this group.

Rationale for support of this grant is:

- The ask included items that we do not pay for (t-shirts, food, etc.). But we are interested in other items such as leadership retreat.
- We would like the WHMS and PPMS to work together to create the Leadership program.
- This program can be replicated to both middle schools.

Equine-Assisted experience for Fairview South Students submitted by Angela Sidebottom, Fairview South Teacher: \$1,425 for Life Striders Experiences

The grant application requested funds to allow Fairview South students to visit a local working horse farm to work on individual skills such as daily living skills, community-based skills, standards-based academic curriculum, physical therapies, occupational therapies, behavior, body awareness, social skills, communication skills, team-building skills (participate in a scavenger hunt on the trails), the opportunity to care for horses (feeding and grooming) and ride a horse with assistance. The grant would improve the students learning in many ways. Participating in an opportunity like this would provide life-enhancing, physical and psychological experiences for the students. Through an equine assisted experience, students can experience first-hand physical and mental benefits achieved through the human-horse connection. Students would build on their own individual strengths and this experience would help them to meet individual challenges they may have and maximize their human potential.

Rationale for support of this grant is:

- Although the number of students impacted is small, the overall impact on the students is proven to be substantial.
- Elmbrook partners with Life Striders in providing volunteers for their programs.
- There is no one on the long standing committee that recalls any grant requests or approvals for Fairview South.

Two Sensory Paths for Students at WHMS, submitted by Danielle Shryock, WHMS Teacher: \$2,000 for two Sensory Paths in the hallways of WHMS.

The grant application requested funds to create two Sensory Paths at WHMS. The goals of the Paths are to improve student learning by caring for our students' essential needs for emotional regulation. A sensory path will help students regulate their emotions and reset cognitively to resume their learning day. Teachers, Occupational Therapists, Physical Therapists, Speech Therapists, and Counselors all agree that our students need more movement in their day to successfully learn. Movement from activities such as a sensory path help students relieve tension and stress for those in a "yellow zone" or "red zone" (heightened state of anxiety), while improving coordination and focus and regulation for learning. Sensory paths can provide activation for students in the "blue zone" who may be in a state of low energy. Sensory paths help build neurological development fundamental for complex learning activities.

Rationale for support of this grant is:

- Innovation – build off of Burleigh Elementary Motor Lab.
- Benefits students who are in need of a motor break.
- Benefits students who are in class with those in need of the break.

The total Grant recommendation is \$18,461.71.