



STORM NEWS

Warman Community Middle School

April 2014

Spring has arrived (on the calendar anyway) and the upcoming Easter break will mark our entry into the last eight weeks of the school year. Time has certainly flown by in our first year at WCMS. There have been some neat things going on over the last month including basketball, badminton, music and choir clubs. We want to take the opportunity to bid farewell to our cohort of nursing students from SIAST/University of Regina who have been with us since January.

Thank you for your cooperation and patience as we deal with the mud this first spring. Many students have been wearing their rubber boots to school regularly and we appreciate that.

Finally, we look forward to our first annual student Talent Night being organized for May 7th. Information is available at the school office and on our website.

WCMS Administration Team

"The best angle
from which to
approach any
problem is the
try-angle."

-Unknown Author



Spring Time Skipping

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Ms. Raison's Grade 4 Class

Thank You

Students and staff at WCMS have benefited from the efforts put forth by a cohort of fourth year nursing students from the University of Regina/ SIAST program who have been working in our school on community health programming and education projects since January. Some highlights of their work included developing empathy in students through the Pay it Forward campaign, coordinating Grade 7 visits to the Warman Mennonite Special Care home, helping the SRC to develop healthy alternatives to some fundraising activities and providing nutrition information sessions. We wish these students all the best in their future careers and thank them for their contributions to WCMS.

First Annual Spring Talent Night and Art Walk

The WCMS SCC and staff are working to put together a Spring Talent Night on May 7th. Students interested in performing are asked to pick up a form from their homeroom teacher or from the office, and submit it by April 10th. Auditions will be scheduled for April 14th, 15th and 16th. Additional volunteers have signed up to help with serving food during intermission, setting up an art walk, making programs and advertising. Students with visual art to submit to the Art Walk should speak with Mrs. Balon Smith. Any questions about this evening can be directed to Mrs. Orth, Mrs. Styles, Mrs. Balon-Smith, Candace Glenney or Lana Gross.

Tech Team

Students interested in technology in Grades 5 and 6 have been invited to join the WCMS Tech Team. This group of students will be involved in supporting technology needs for school presentations, set up for school assemblies, digital displays at the school and many other exciting opportunities. Students are welcome to join at any time and the group meets on Wednesdays at noon in the parent room.

Yearbook 2013-2014

The votes are in and the yearbook theme has been determined.... **Here Comes the Storm!** Thanks to all staff and students for submitting theme ideas and for voting.

Now, we need your help to fill our yearbook with great photos! Please see the poster in this newsletter and on bulletin boards throughout the school for an access code which allows you to upload pictures of events and activities that you would like to see in the yearbook. We are relying on you, the WCMS community, to provide us with great images. The yearbook committee will be reviewing all images and determining which ones we can use in the book.

If you have any questions about this, please contact Mrs. Johnston at 306-683-3000.

Thank you!

No School for Students

April 18-27



Prairie Spirit School Division needs Substitute Bus Drivers

A Prairie Spirit Bus Driver:

- Supports the local community
- Enjoys daily contact with students
- Follows the school calendar
- Is well supported by the school division
- Receives free training and other compensation

A Prairie Spirit Bus Driver is an important and valued member of the school community!

Call the Bus Garage at (306) 374-2496 for more information.



**PRAIRIE SPIRIT
SCHOOL DIVISION**
Learners for Life

Rugby

The North Saskatchewan Rugby Union is starting a non-contact/flag-rugby league in Saskatoon for children ages 5-13, with emphasis on running with the ball, supporting the ball carrier, and passing. This makes Flag Rugby an ideal game for girls and boys of all ages and abilities with no previous rugby knowledge needed.

Saskatoon Mini Rugby is looking for players to join the fun.

To register online visit www.nsruc.ca and click "registration".

There will be a parent information night April 15th at 7 pm at the Rugby Club-house (134 English Crescent).

For more information on Flag Rugby visit www.saskrugby.com/minis or contact saskatoon.minis@saskrugby.com.



Grade 6 Students Hard at Work

Book Fair

Book Fair was a HUGE success! We earned about \$1100 in free product. Thank you so much for your support with this. Taya N won the prize for Candy Count! She guessed 514-right on the money! Congratulations to Mrs. Baker's class for having the most students purchase a book. They were awarded a chance to win some of the posters. Thank you to all who helped with the Book Fair.

Special Education

If you are retired and looking to help out in the school, there are some students who would benefit from having someone to read to OR listen to someone read to them. Please contact Linda Balon-Smith at 306-683-3000.

School Community Council AGM & Elections

A primary link between the home, community and school

Our School Community Council (SCC) supports student learning success and well-being and encourages parent and community involvement in the school. Prairie Spirit School Division believes that involvement with SCCs is a rewarding and meaningful activity for parent and community members. If you would like to make a difference at our school, please consider running in the upcoming SCC election. Parents and members of the community are eligible to run for the local SCC.

Our School Community Council has **FOUR** positions open for members for two-year terms beginning fall, 2014. We have **FIVE** members who will be remaining for their second year for 2014/15.

**Our AGM & SCC election will be held:
Thursday, May 15 6:30-8:00 pm.**

Warman Community Middle School

Parent Room # 1000.2

Parking on Gowan Road - enter through front doors of school

Please contact the school office for more information and for nomination forms.

Successful schools don't just happen.

They need parent and community involvement!

Grade 5 & 6 Badminton

Over 60 kids in grade 5 and 6 have been practicing badminton for four weeks now. They participate twice a week practicing skills in the morning for an hour and then playing games during the lunch hour. They have shown a lot of commitment and have shown a lot of improvement!

We are looking forward to our season ending tournament which will run on April 8th, 10th, and 12th at lunch hour. Good luck!

Ms. Styles, Mr. Read, Mr. Bachmeier

Grade 6 Girls Basketball

What a great season we had! There were about 12 girls who came out and practiced consistently, so that was great. We ended the season with an A-final win at the End-Of-Season tournament hosted at WCMS. Great work, Girls.

Thank you to coach Shauna for all your expertise and help!

WCMS Choir

(Tuesdays 12:58-1:23)

We have been preparing for two performances which are coming up very soon! On Wednesday, April 9, we will be performing three selections in the Legends Centre at 12:58 p.m. for anyone who would like to listen. We will be performing the same three selections on Monday, April 14 at the Warman Special Care Home at 9:30 a.m. Choir members will not need to wear all black for these two performances.

Grade 6 Boys Basketball

The grade six basketball season wound up at the end of March with the WCMS team taking the first and second places at the Venture Heights tournament, but then losing to Osler in the championship game.

We had a great squad of boys who were eager to play and great sportsmen as well.

Thanks to Mr. Tebay and Mr. Dyck (parent) for coaching the team.

Grade 7 Badminton

Grade 7 Junior Badminton is just wrapping up its inaugural season by preparing for the Division playoffs on Monday, April 7 at Mistawasis School.

There are 15 members of the team this year:

Girls Singles – Mackenzie M., Amy R.

Boys Singles – Drayson M., Daniel B.

Mixed Doubles – Ashton T. and Jennifer Y.

Boys Doubles – Nick N. and Brody L.

Girls Doubles – Layne C. and Masen S., and Camryn L. and Ahna B.

Team manager is Payton A.

The team has made incredible progress through its short season and is looking forward to the challenge of competing against many grade 8 and 9 students from around the division. Coach Ms. Koroluk is very proud of them!

Music Club

(Thursdays 12:58-1:23)

May 5 is Music Monday, and the Music Club -along with grade 4 and 5 Music classes- are preparing for a special performance of "Viva la Vida" by Coldplay. Anyone can come to a music club meeting, and everyone is encouraged to come learn to sing or bring an instrument to learn how to play it for the Music Monday performance.



Grade 6 Basketball Team captures trophy at VHS

HEALTHY COOKING PHOTO CHALLENGE WINNERS!

Thank- you to the students that participated in the healthy cooking photo challenge! We hope that you enjoyed cooking your healthy meal! The top three winners are as follows:

First Prize: Rachel Booker, **Second Prize:** Drew Glenney,
Third Prize: Maya Maduke.

Thank you to everyone that participated!



Contact Us

Give us a call or email any time with questions, concerns or suggestions.

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Follow the Blog

Click on the "follow" tab at the bottom of our blog (<http://blogs.spiritsd.ca/wcms/>) if you would like to receive an email each time a post is added.

Pay It Forward

Nursing students from the Saskatchewan Collaborative Bachelor of Science in Nursing Program initiated a 'Pay It Forward' campaign within the WCMS. The three-week campaign was promoted in the school through an assembly with all students with the nursing students' intent to promote positive and meaningful relationships between students, within the school, and in the community. The students were encouraged to participate in three 'random acts of kindness' each week- expecting nothing in return- and instead, encouraging the recipient of the random act of kindness to 'pay it forward.' Pay It Forward wristbands were distributed to each student. Students were provided with strips of paper to write their random acts of kindness on. The strips of papers were then linked together to form a chain, which was used to decorate the school to display the students' efforts in spreading kindness.

To congratulate the class that did the most random acts of kindness, Subway at the Legends Centre and Warman Corner Service generously provided some sponsorship of class prizes! Congratulations to Mrs. Georgacacos' grade 6 class who won! Thank you to all classes for their participation in the program and for spreading kindness throughout their school and Warman.

Lifetouch Yearbooks Community Image Upload Site



Calling All Photographers

Share your candid photos—
they could be included in the yearbook!

Submit candid school photos for consideration in the yearbook. To submit photos to the yearbook staff, go to community.lifetouch.com and register with the following access code:

Access Code: PGEOAN

Once registered, you will receive an email from Lifetouch with an activation link. You must click the activation link before you can log into the Lifetouch Community Image Upload site.

- Upload 5 images at a time (10 mb or smaller).
- Enter a description for each image so the yearbook staff can easily identify what is happening in the photo.
- The adviser will determine which images are used in the yearbook.

**Please submit your
photos by:**

MAY 30, 2014



Yearbooks

Why some schools are giving letter grades a fail

by Erin Millar, Special to the *Globe & Mail*

Krista Wolfram credits an innovative new assessment program with helping catch her daughter's difficulties in school early. When Antonio Vendramin, principal of Georges Vanier Elementary school in Surrey, B.C., announced to parents in November that the school would no longer award letter grades, Ms. Wolfram was skeptical. "Some of us were scared of change," Ms. Wolfram, whose daughter is in Grade 2, recalls. "I grew up with As, Bs and Cs."

Instead of reporting to parents only two or three times a year, teachers began regularly communicating using an online student portfolio system called Fresh Grade. Ms. Wolfram quickly discovered that her daughter was having difficulty with her writing. "Every day her teacher would snap a photo of her journal or a video of her writing with her phone or iPad," Ms. Wolfram explains. "I could see exactly where she was struggling, and I could work with my daughter and her teacher to help."

Because Ms. Wolfram was able to intervene early, her daughter was writing at her grade level by the time she received her report card just before spring break. "If we had to wait until her report card to find out, she would have failed writing," she says. "I wouldn't have known she was struggling."

The Surrey Board of Education pioneered a pilot program eliminating letter grades in several elementary schools in September and now more than 40 classes at 13 elementary and six secondary schools have joined the experiment. Nine more schools are set to join soon, and the results will be reviewed this summer.

The Surrey school district is not alone. Schools around the world are experimenting with new ways to assess student achievement that do not rely solely on high-stakes reports that use numerical marks and letter grades. The movement is in part a response to calls from employers for the school system to emphasize skills such as creativity and communication, not just knowledge of traditional subjects. But even as recent research suggests that descriptive feedback better supports students in developing these soft skills than traditional grades, parents, educators, and higher education institutions are struggling to adapt. If there are no grades, how will we know whether students are prepared for jobs or further study?

The idea that traditional measures of academic achievement don't support learning isn't new; in 1998, the British education researchers Paul Black and Dylan Wiliam published a widely-cited article demonstrating how increasing descriptive feedback raises student academic achievement. More recently, the Nobel Prize-winning economist James Heckman has published numerous studies showing how grades and standardized tests don't predict later life success such as employment and income level.

In response, school boards in Canada are implementing new approaches to assessment. Elementary students in Ontario no longer receive letter grades on their fall report card. Quebec has reduced the number of formal reports to parents, opting for more descriptive feedback.

In June, the Calgary Board of Education announced a plan to eliminate letter grades up to Grade 9, a measure that was

hotly debated. The new report cards would have used four phrases – exemplary, evident, emerging or support required – and not included written comments from teachers. Many parents were concerned about the proposal. Cathy Ward, a spokeswoman for the Calgary Board of Education, says that while some schools have begun transitioning to new ways of assessment, the board is reviewing the plan and no firm decisions will be made until they consult further with parents and teachers.

At Fraser Heights Secondary School in Surrey, English teacher Leah Samson no longer uses numerical marks to give students feedback on assignments. She devotes considerable class time to teaching students how to assess their own learning and give effective peer feedback. She also has regular one-on-one meetings with students to discuss their goals and progress. Instead of Ms. Samson telling students how they are doing, they are expected to articulate to her what they learned in class, how it relates to their learning goals and where they're struggling.

Ms. Samson is still required to give students a letter grade at the end of each semester, but the letters have taken on a whole new meaning to her and her students. Struggling students have a much clearer idea of how they can move from a C to a B or an A. "Once grades are removed, students are learning for themselves rather than learning for their teacher."

The move away from grades matches a growing belief among employers that traditional assessment is not the best way to help students develop the skills they need to succeed in today's world. In national and global surveys, employers don't complain about applicants lacking specific knowledge or technical skills, which are easy to test and express in a letter grade; they want employees who can analyze critically, collaborate, communicate, solve problems and think creatively. A 2012 McKinsey & Co. survey of 8,000 students, educators and employers in nine countries found that there was a gap between what educators thought students needed to succeed and what employers really wanted. "Education providers will say that all skills are important, whereas employers will place much clearer prioritization on soft skills – where the likes of team work and work ethic come out quite strongly," Mona Mourshed, director of education at McKinsey, said.

Traditional assessment largely focuses on measuring students' ability to regurgitate information and was designed for certification and accountability purposes rather than to support student learning, argues Maria Langworthy, chief research officer with Ontario education expert Michael Fullan's research group. "Think about working in a knowledge-based economy where the sort of end products we produce are intellectual, things like software, design, social policy," she explains "There's no multiple-choice test that can capture the value and complexity of those sorts of products."

Millar, E. (2014). Why some schools are giving letter grades a fail. *The Globe and Mail*. Retrieved from <http://www.theglobeandmail.com/news/national/education/schools-that-give-letter-grades-a-fail/article17807841/>

Rude vs. Mean vs. Bullying: Defining the Differences

By: Signe Whitson

Author; Child and adolescent therapist

A few weeks ago, I had the terrific fortune of getting to present some of the bullying prevention work that I do to a group of children at a local bookstore. As if interacting with smiling, exuberant young people was not gift enough, a reporter also attended the event and wrote a lovely article about my book and the work I do with kids, parents, educators and youth care professionals. All in all, it was dream publicity and since then, has sparked many conversations with people in my town who saw my photo in the newspaper and immediately related to the examples of bullying that were discussed.

I have been brought to tears more than once since the article ran, while listening to parents share their feelings of outrage and helplessness over their kids' experiences with bullying in school. One gifted but socially awkward middle school student blew me away with his articulate, poised, yet searingly painful accounts of relentless physical and verbal bullying on his school bus. An elementary school-aged girl described how she had to learn to shed her Australian accent within a month of entering U.S. schools because of how she was shunned by her classmates. The commonness of it all routinely astounds me with every new account; the pervasive cruelty makes my jaw drop every time.

It is important for me to begin this article by establishing that without doubt, many of the stories of bullying that are shared with me are horrifying and some are unspeakably cruel. But now, I also want to be honest and share that some of the stories are... well... really not so bad.

Take this story recently shared with me by an acquaintance who read about my professional work:

"Signe, I saw your picture in the paper last week. Congratulations! I didn't know you worked with bullied students. It's so important that you do -- things have gotten so bad! Last week, my daughter was bullied really badly after school! She was getting off of her bus when this kid from our neighborhood threw a fistful of leaves right in her face! When she got home, she still had leaves in the hood of her coat. It's just awful! I don't know what to do about these bullies."

"Was she very upset when she got home?" I empathized.

"No. She just brushed the leaves off and told me they were having fun together," she said.

"Oh," I answered knowingly, aware that oftentimes kids try to downplay victimization by bullies from their parents, due to the embarrassment and shame they feel. "Did you get the sense she was covering for the boy?"

"No, no. She really seemed to think it was fun. She said that she threw leaves back at him, which I told her NEVER to do again! The nerve of those kids."

"Those 'kids,' I clarified. "Was it just the one boy throwing leaves or were there a bunch of kids all ganging up on her?"

"No, it was just this one boy that lives about a block from us," she assured me.

"Is he usually mean to her? Has he bothered her after school before?" I asked, eager at this point to figure out what the bullying issue was.

"No. I don't think so at least. That was the first time she ever said anything about him. It was definitely the first time that I noticed the leaves all over her coat. But it better be the last time! I won't stand for her being bullied by that kid. Next time, I am going to make sure the Principal knows what is going on after school lets out!"

While I always want to be careful not to minimize anyone's experience (it's the social worker in me!) and a part of me suspects that the sharing of this particular story may have been simply this parent's spontaneous way of making conversation with me in a store aisle, I hear these "alarming" (read: benign) stories often enough to conclude that there is a real need to draw a distinction between behavior that is rude, behavior that is mean and behavior that is characteristic of bullying. I first heard bestselling children's author, [Trudy Ludwig](#), talk about these distinguishing terms and, finding them so helpful, have gone on to use them as follows:

Rude = Inadvertently saying or doing something that hurts someone else.

A particular relative of mine (whose name it would be rude of me to mention) often looks my curly red hair up and down before inquiring in a sweet tone, "Have you ever thought about coloring your hair?" or "I think you look so much more sophisticated when you straighten your hair, Signe." This doting family member thinks she is helping me. The rest of the people in the room cringe at her boldness and I am left to wonder if being a brunette would suit me. Her comments can sting, but remembering that they come from a place of love -- in her mind -- helps me to remember what to do with the advice...

From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

- "You are so fat/ugly/stupid/gay."
- "I hate you!"

Make no mistake; mean behaviors can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).

The main distinction between "rude" and "mean" behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often regretted in short order. Very often, mean behavior in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."

Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behavior. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- **Physical aggression** was once the gold standard of bullying-- the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviors that involve physical aggression.
- **Verbal aggression** is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- **Relational aggression** is a form of bullying in which kids use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning, hazing, and rumor spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.
- **Cyberbullying** is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyberbullying Research Center, it is the "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

So, why is it so important to make the distinction between rude, mean and bullying? Can't I just let parents share with me stories about their kids?

Here's the thing; in our culture of 24/7 news cycles and social media sound bites, we have a better opportunity than ever before to bring attention to important issues. In the last few years, Americans have collectively paid attention to the issue of bullying like never before; millions of school children have been given a voice, 49 states in the U.S. have passed anti-bullying legislation, and thousands of adults have been trained in important strategies to keep kids safe and dignified in schools and communities. These are significant achievements.

At the same time, however, I have already begun to see that gratuitous references to bullying are creating a bit of a "little boy who cried wolf" phenomena. In other words, if kids and parents improperly classify rudeness and mean behavior as bullying -- whether to simply make conversation or to bring attention to their short-term discomfort -- we all run the risk of becoming so sick and tired of hearing the word that this actual life-and-death issue among young people loses its urgency as quickly as it rose to prominence.

It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene. As we have heard too often in the news, a child's future may depend on a non-jaded adult's ability to discern between rudeness at the bus stop and life-altering bullying.

Signe Whitson is a licensed therapist, national educator on bullying, and author of three books including Friendship & Other Weapons: Group Activities to Help Young Girls Cope with Bullying. For more information or workshop inquiries, please visit www.signewhitson.com

Whitson, S. (2012). Rude vs. Mean vs. Bullying: Defining the Differences *Huffington Post*. Retrieved from http://www.huffingtonpost.com/signewhitson/bullying_b_2188819.html?utm_hp_ref=tw.

Saskatchewan Collaborative Bachelor of Science in Nursing program (University of Regina/SIAST)...

Over the past few months, we have been learning about WCMS as a 'community' and looking at it through a population health perspective lens. Our time has flown by quickly (with only being here twice a week) but we have enjoyed every minute! As part of our 4th year nursing course, this clinical opportunity helped us explore nursing roles/activities, apply nursing theory, and integrate various aspects of community health and development into a school setting.

Being new to the school community, we offered a 'meet and greet' breakfast gathering for teaching staff, created an introductory bulletin board of "who we are", and made ourselves visible amongst students. We were invited to teach in the Grade 4 classrooms on personal responsibility in safety: we created four sessions on general safety (including hand-washing), fire, water, and biking/boarding. With five classes of Grade 4, these 20 sessions took some time to create and deliver! Thank you so much to the Grade 4 teachers and students for welcoming us wholeheartedly into your spaces, for your support, and your feedback. As our nursing course got underway, we conducted a windshield survey, collected data through our observations/secondary data to inform our perceived community assets and challenges, and identified a couple of areas to explore further: nutrition and 'building character'/empathy.

Some additional and specific activities that we provided in the school include:

- an education class on sugars (Grades 4-7)
- an education class on fats (Grades 4-7)
- healthier (and successful) fundraising through our invitation to the SRC for collaboration:
 - smoothies (no-sugar added recipes; strawberry-banana and raspberry-mango)
 - air-popped popcorn (lower-fat version made with coconut oil; lightly salted and cinnamon varieties)
- photo and recipe contests on healthy eating
- the addition of recipes to upcoming newsletters
- "Sugar Shocker" interactive poster/game
- resource binders (e.g., healthy fundraising recipes, 'Nutrition Positive' program information)
- development of a student-client partnership program between Grade 7s and the Warman Mennonite Care Home (a collaborative project with the school counselor) including:
 - information sessions on aging
 - care home visits
 - in-class de-briefing/discussions
 - reflective writing
- implementation of a Pay It Forward (Random Acts of Kindness) campaign
- focused group discussions (e.g., conflict management)
- visual display boards (e.g., differences between influenza, gastro-intestinal illness, and the "flu")
- dissemination of hand-washing posters in all washrooms

We also participated in child health clinics (with public health nurses) and invited Trevor Belyk to share about his role as the itinerant registered nurse with the school division.

We would like to thank staff, administration, and, of course, the students, for allowing us to be a part of your school community. It was a memorable, positive, and valuable learning experience.

4th year nursing students: Lyndsie Bachtold, Caitlan Bentz, Kim Berscheid, Lindsay Bosch, Krista Peterson, Kelsey Steinke, and Carri Hadland (faculty)

