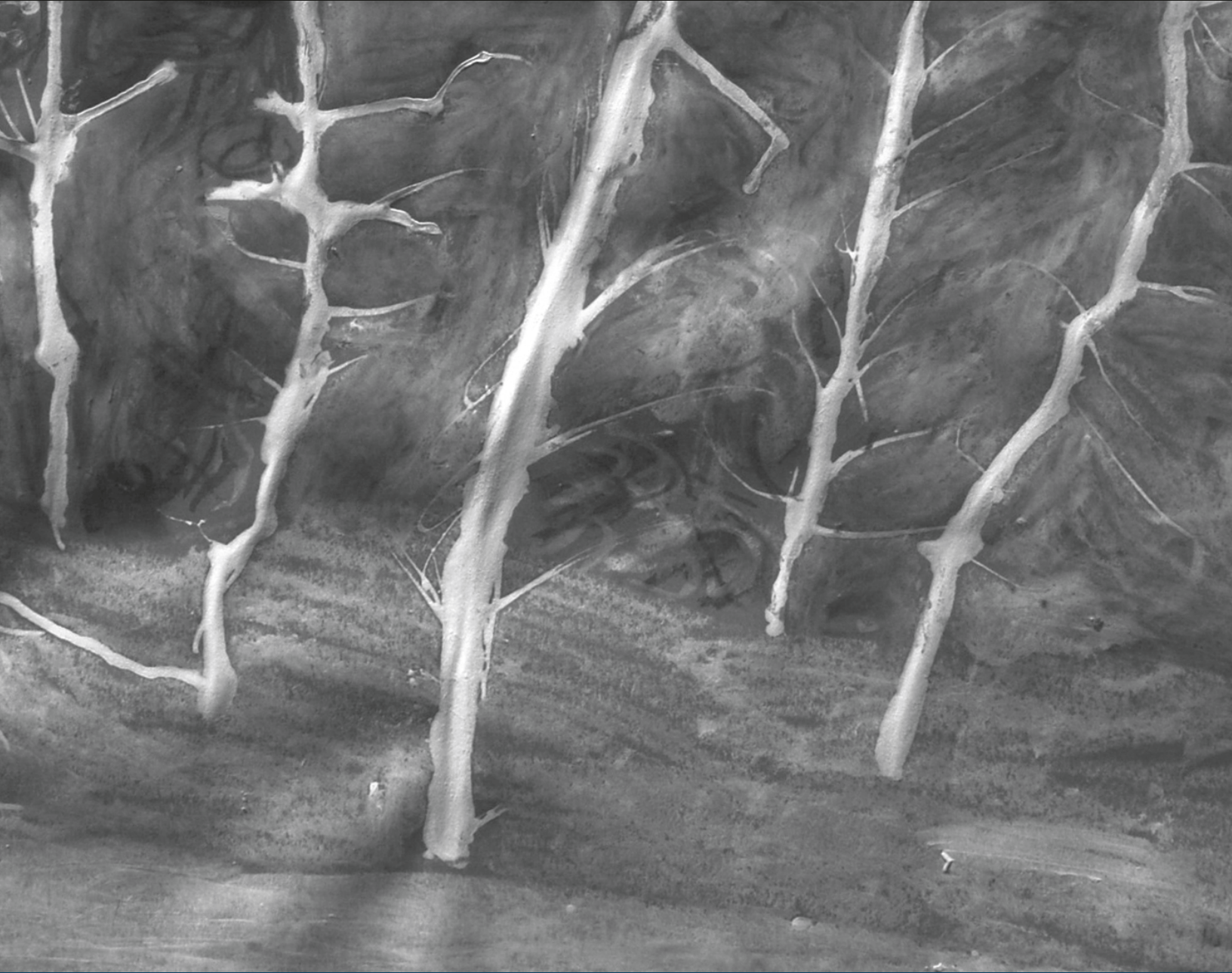




# MAISD News

a publication of the Muskegon Area Intermediate School District

Winter 2011-2012



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# Hug a Principal

A letter from the MAISD Superintendent, David Sipka



Superintendent David Sipka

Being a school principal can be a very lonely and difficult job these days. A recent MiBLSi (Michigan Integrated Behavior and Learning Support Initiative) study indicated that, in a typical school of 500 students with 10 discipline referrals a day and each referral requiring 15 minutes to investigate and address,

a principal would spend the equivalent of three full months on discipline alone.

In addition to the time necessary to handle discipline issues, principals have just been handed a new, time-intensive evaluation mandate. This mandate requires numerous meetings, observations, reports and formal evaluations that will take cumulative months to accomplish.

These two responsibilities, evaluations and discipline, alone would appear to take most of their time, however,

they also have staff meetings, district meetings, parent conferences, IEP meetings, professional development for staff and for themselves, public relations activities, committees, athletic events, fine arts events, planning, organizing, e-mails, phone calls, reading, and writing and more for which they are responsible. The ocean of tasks is so large, and the boat of time is so small.

The emotional aspect of school leadership cannot be disregarded, either. If you look at the face of any building principal this year, you may see a tired, bedraggled, bleary-eyed leader. Take a minute to thank him or her. Hug a principal. They need our support to accomplish all that rests on their shoulders.

A handwritten signature in dark ink that reads "David L. Sipka". The signature is written in a cursive style.

## Share Your Story

Visit us at [www.facebook.com/muskegonisd.org](http://www.facebook.com/muskegonisd.org) and share positive stories about the principals you know!

## MAISD Earns Top Rating on Audit Report

submitted by Kristin Tank  
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On November 21, 2011, Paul Gilbert, an auditor from *Brickley DeLong PLC*, met with the board of education to report that the MAISD had earned the **highest-ranking** annual audit result an organization can receive. The official report for the 2010-11 school year included an "unqualified opinion" and "no findings" statement. This result means there were no issues or questionable areas for MAISD financial records. Mr. Gilbert said, "This report reflects the work of your excellent staff. They stay on top of things and are well-prepared for the audit each year."

Brickley DeLong PLC published two separate audit reports as required by law: **Single Audit of Federal Financial Assistance Programs** and **Report on Financial Statements**. The audit reports are a complete analysis of all MAISD business operations as well as a compliance review of the requirements for the many programs operated or supervised by the MAISD.



## On The Cover

*Confetti!* in oil pastel and tempera paint by Haile Spencer, a Fruitport Edgewood Elementary fourth grade student; Haile's art teacher is Susan Baker; this piece was on display at the Expressions 2010 Student Art Exhibit at the Muskegon Museum of Art.

# Literacy in Science:

## The Common Core State Standards for English Language Arts also Include Standards for **CONTENT** Literacy

In 2010, the State Board of Education adopted the Common Core State Standards (CCSS), a set of rigorous college and career-ready K-12 curriculum standards for Mathematics and English Language Arts (ELA). The CCSS define the knowledge and skills students should have within their K-12 education career so they will graduate from high school able to succeed in entry-level, credit-bearing, academic college courses, and in workforce training.

“The Standards set requirements not only for English language arts (ELA), but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understanding required for college and career readiness in multiple disciplines.” (CCSS English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects: Introduction, June 2010, page 3 <http://www.corestandards.org>)

To prepare middle and high school science teachers for the integration of these new literacy standards, the MAISD developed a professional learning series for science teachers. This series began this past spring, with an introduction workshop that explored the background and structure of the CCSS while allowing

teachers to interact with each other as they examined the document and support materials in order to become more familiar with them.

In October 2011, 55 teachers participated in the second event in the series, Literacy in Science: Implementation, which focused on the reading literacy standards. This day was spent exploring reading strategies that meet the standards and are best suited for the informational text found in science. They also learned more about text sets, which are designed to provide students with information from multiple sources, including books, magazines, images, and other multimedia.

In January, these teachers will return to spend a day working with the writing literacy standards which examine argumentative and informative/explanatory writing. During this workshop, teachers will explore strategies to support this type of writing. They will also look at rubrics that can be used to assess writing, while collaborating on topics within the content that might be best for the integration of the writing literacy standards.

The MAISD is also providing a CCSS workshop series for ELA and mathematics teachers at all grade levels. Look for updates on those workshops in the next edition of the MAISD News.

submitted by Alecia Hoppa, Science Consultant  
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[www.muskegonisd.org](http://www.muskegonisd.org)



**MAISD Mission Statement**  
The mission of the Muskegon Area Intermediate School District (MAISD) is to provide the leadership, programs and services which complement and enhance the efforts of constituent school districts in extending educational opportunities to all students.

It is the policy of the MAISD that no staff member, candidate for employment, program participant, or recipient of services shall experience discrimination on the basis of race, color, religion, national origin, creed or ancestry, age, gender, height, weight, marital status, disability, or genetic information. The MAISD is an equal opportunity employer. Inquiries related to issues of discrimination on the basis of disability should be directed to the Assistant Director for Special Education at (231) 767-7249. All other discrimination inquiries or requests for special accommodations to participate in a program, event, or activity should be directed to the Human Resources Program Director at (231) 767-7213.

# Teachers Describe Impact of History Program

submitted by Jessica Cook, Project Manager, Teaching American History  
231-767-7284 or [jcook@muskegonisd.org](mailto:jcook@muskegonisd.org)

“The opportunity to present at a national conference was, for me, the most rewarding experience in my professional career.”

– Kirk Holmberg  
Oakridge Middle School  
Social Studies Teacher

For over six years, Muskegon and Ottawa County teachers in the Teaching American History (TAH) grant program have shared their knowledge and expertise with teachers from all over the country. In turn, they've gained experiences in new cities, networked with colleagues, and, most importantly, brought new knowledge and skills back to their classrooms.

Kirk Holmberg, a social studies teacher from Oakridge Middle School said, “Because each presenter is given feedback from audience members, I have since modified my lessons, which has made my teaching more effective. Not only did I make new friends, but I also gained valuable contacts with whom I still share ideas and lessons today.”

Conference expenses are paid as part of the TAH grant, but attendance is not a “free ride.” TAH teachers work with social studies consultants from the Muskegon and Ottawa Area ISDs to create presentations related to the theme of national social studies and history conferences. Many hours of preparation are spent developing proposals and, if accepted, presentations. Fewer than half of submitted proposals are chosen for presentations by conference organizers.

As teachers prepare for a presentation, they often develop career-changing relationships with colleagues from other districts and find that they are stretched professionally beyond what they thought possible because of the experience. Marjorie Goosen (Dorr), a teacher at Whitehall's Ealy Elementary, had this to say about working with teachers from three other districts on a presentation for a recent conference:

*Our group teaches different grade levels, and we come from very different school districts with different philosophies in the West Michigan region. We reviewed the theme of the conference, collaborated, and decided to base our presentation on methodology. When our concept was selected, we scheduled many meetings to hone our facts and synthesize our ideas into a cohesive format. Overall, the experience was absolutely remarkable, invigorating, and challenging. Since our journey involved use of content and pedagogy applications in new cross-curricular ways, we found that we were going where few have gone before. The experience taught each of us new confidence in our abilities. Attending and presenting at the conference made an enormous impact on us, affecting our learning, knowledge base, networking, and professionalism for our students, schools, and TAH colleagues.*

TAH teachers don't spend all of their time inside conference centers, though. A recent National Council for History Education Conference was held in Charleston, South Carolina, and teachers were able to walk historic sites that are central to their curriculum.

Susan Marris, teacher and chair of the Social Studies Department at Mona Shores Middle School said, “The

highlight of the trip was our evening spent at Fort Sumter. The history that engulfed us, as we wandered around the fort and took in all the original artifacts, was amazing. I have been able to imbed the photographs I took into many classroom presentations to enhance my student's understanding of the historical events as I teach.”

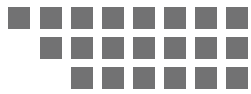
The Teaching American History program is a partnership between the Muskegon and Ottawa Area ISDs. The program provides high-quality professional development to American History teachers and is funded by the US Department of Education. So far the MAISD has been awarded three consecutive TAH competitive grants totaling over \$2.6 million.

A cohort of approximately 50 teachers per year from Muskegon and Ottawa Counties attend local Professional Development events designed to improve their knowledge of American History. An eight-day Summer Institute hosted by Grand Valley State University, a workshop with partners from the Smithsonian Institute, and a National Council for History Education Colloquium are geared toward developing outstanding U.S. History teachers in Muskegon and Ottawa County schools.

Last year, independent program evaluation showed a significant increase in student interest and excitement about learning U.S. History in TAH participants' classrooms. Over half of the students involved showed an increase in their social studies or U.S. History grades.

For more information on the Teaching American History program, visit [www.socialstudies.muskegonisd.org](http://www.socialstudies.muskegonisd.org).

# 21 THINGS



## FOR STUDENTS

Recently the REMC Association of Michigan launched a new website called “21 Things 4 Students” at <http://www.21things4students.net>. It was designed as a virtual classroom for students in grades six through twelve. In this classroom, students learn and demonstrate basic technology skills using a variety of web tools while meeting the online course requirements for graduation. Members of the REMC Instructional Technology Specialists (RITS), along with pilot teachers from across the state, created the site to provide project-based activities aligned to the National Educational Technology Standards for Students (NETSS), the Michigan Educational Technology Standards for Students (METSS) and the Framework for 21st Century Learning (Partnership for 21st Century Skills).

Students utilize web tools, instructional videos and online activities to create a digital portfolio of project based learning activities. Students satisfactorily completing the 21things4students course are deemed proficient for state reporting in eighth grade technology. In addition, teacher resource pages provide course administrators with supporting documents, materials, rubrics for evaluation, and additional activities for enrichment and re-teaching.

Although the website can be freely used to teach any of the “things” independently, ensuring that all students are proficient in technology requires district planning. Districts can choose to tailor implementation through multi-year/grades, integration into current curriculum/content, or by offering a dedicated course. It is recommended that districts using the 21things4students course develop an integration plan based on local resources. The course can be followed from the 21things4students website and is also available in Blackboard and Moodle.

### THE 21 THINGS:

- |                        |                          |                            |
|------------------------|--------------------------|----------------------------|
| 1. Basics              | 8. Search Strategies     | 15. Career Prep            |
| 2. Staying Organized   | 9. Personal Networks     | 16. Buyer Beware           |
| 3. Digital Footprint   | 10. Learning Online      | 17. Mobile Computing       |
| 4. Visual Organizers   | 11. Interactive Learning | 18. Video Creation         |
| 5. Troubleshooting     | 12. Digital Images       | 19. Powerful Presentations |
| 6. Digital Citizenship | 13. Productivity Suite   | 20. Screen-casting         |
| 7. Be Legal and Fair   | 14. Dig the Data         | 21. Game Design            |

Visit the growing student activity lesson repository  
<http://21things4students.net/share-lessons.html>  
for project based activities to use in your classroom.

submitted by Randy Lindquist, Director of  
Technology and Instructional Services  
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“21things4students presents real-world skills that students will be able to take with them to business or IT careers.”

–Scott Husken, teacher at Anchor Bay Middle School South, Grades 6-8

“21things4students is an engaging, interactive program that makes learning vital technology concepts fun! My students loved it!”

–Kathy Campau, teacher at Richmond Middle School, 5-8 Technology

“21things4students is the only open source resource that I have found that provides information, web links, and activities for students and teachers that cover the National and Michigan Technology Standards. Teachers in all subject areas can now be better equipped to integrate the technology standards regardless of technology proficiency. 21things4students is powerful, ever-changing, and engaging; I look forward to seeing the transformation in education!”

–Renee Jorae, teacher at St. Johns Middle School, 6-8 Technology



Early Childhood

# NEWS

## Early On... Don't Worry, But Don't Wait.

Very often in life the best intervention is an early one. This rule applies to an untold number of personal, family-related, and other life topics.

A variety of research has established that the birth to five years, and particularly the first 1,000 days of life, are the most critical years of human development and growth. At no other time in life will a human learn as much as during these early years. This makes early intervention crucial for young children. A variety of interventions and services can be provided to such children and the family unit in order to decrease or even eliminate developmental delays and their effects.

Of course, identification of such developmental delays at a young age is sometimes quite difficult. Early On-Muskegon® assists both professionals and families of young children who may suspect a developmental delay with a young child. The Early On® system coordinates early intervention services for families of children aged birth to 36 months who are

experiencing developmental delays or who have special needs. Examples of services provided to families at no cost include: speech pathology, audiology, complex infant feeding assistance, occupational and physical therapy, psychological services, medical services, social work, hearing and vision screening, and nutritional counseling.

A key service provided by Early On® staff is the assessment of children suspected of having a developmental delay. A well-trained professional staff is employed by the Muskegon Area Intermediate School District. They conduct thorough assessments in the homes of hundreds of Muskegon County families each year. Families do not have to “guess” whether a child may need specialized services; the assessment team works closely with families to determine whether a need exists, and if so, what services are most appropriate. Nearly all the services provided by Early On® are delivered in the child’s home.



Studies have shown that early intervention is both effective in addressing children’s delays and efficient in terms of costs to society. Children make exceptional developmental gains with early intervention and typically require fewer special education services later in life. About one-half of the children served by Early On-Muskegon® transition out of the program and need no further services.

For more information, or to refer a family for an Early On® services assessment, please call the Muskegon Area Intermediate School District at 231-767-7253 or 1-800-EARLY-ON.



# READING IS THE FUEL FOR A CHILD'S SUCCESS IN SCHOOL

## Starting Early Is Key

submitted by Stuart Jones, Program Director  
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Reading to a young child is truly a gift "that keeps giving." Head Start of Muskegon/Oceana believes in it so strongly that last school year more than 20,000 free books were given to its pre-school aged children (approximately 20 books per child)!

Building early literacy skills of children ages birth to five are critical to a child's eventual success in school. It is the foundation of learning.

Michigan Reads! offers the following tips to parents when mapping out a strategy of reading to their young child:

### Make It Fun!

*Choose books you both enjoy. Remember your child will pick up on your attitude. Have fun, smile, cuddle, laugh!*

### Read Aloud!

*Reading to your child increases their attention span, improves listening skills, and develops vocabulary – all key early literacy skills for children.*

### Read It Again – and Again!

*Children need repetition, which builds word recall.*

### Make Books Available!

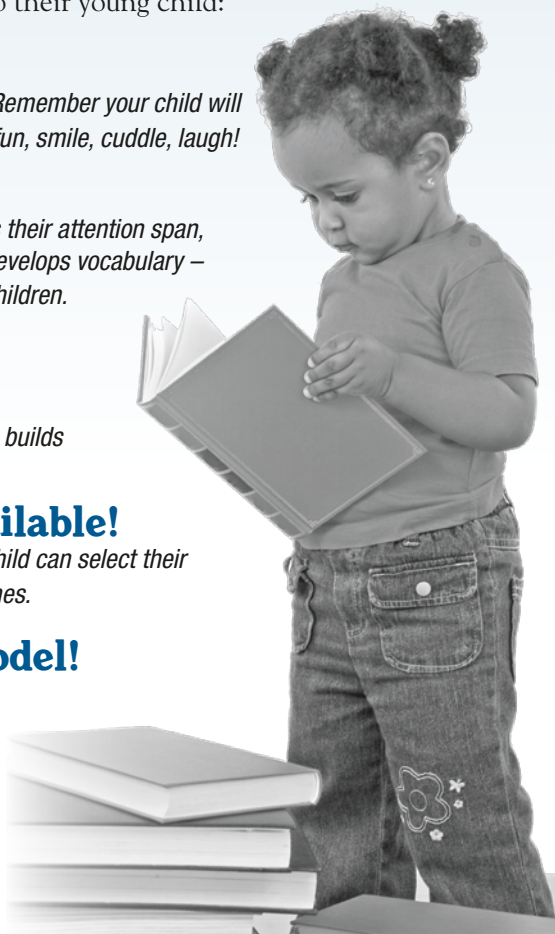
*Have plenty of books so your child can select their favorites and explore new themes.*

### Be a Reading Model!

*Let your child see you reading.*

### Read Together Every Day!

*Even on those hurried days and nights, find time to read together. The bond you form will last a lifetime.*



## Help Keep Our Children Safe



## Bus Safety Tips

A year does not go by without a needless tragedy involving the death, or serious injury, of a school-aged child due to a careless automobile driver. Too often, drivers of cars speed in the vicinity of children, ignore school buses' flashing lights, and/or put young children at great risk through some type of neglectful driving activity.

By working together, we can keep Muskegon County's children safe while going to and from school. Here are a few facts to remind everyone of the importance of slowing down and obeying all traffic laws in and around school zones, bus stops, and wherever children are present.

- The majority of child pedestrian deaths occur at non-intersections. Typically, this occurs when a child darts into a residential street without looking.
- Many motorists at school-zone intersections violate stop signs. Forty-five percent of drivers do not come to a complete stop!
- Speed kills. Two-thirds of drivers exceed the posted speed limit in school zones in the 30 minutes prior to and after school hours.

submitted by Tom Spoelman  
 Head Start Transportation Specialist  
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A new video on bus safety produced by the MAISD can be viewed at <http://www.viddler.com/explore/DistrictVids/videos/2/>

# Supporting Students with Complex Communication Needs

submitted by Mary Purtee, Special Education Augmentative Communication Consultant, 231-767-7222 or mpurtee@muskegonisd.org

Most students come to school able to tell people their name, whether they have a dog, and when they feel sick. Students with complex communication needs are often unable to communicate their most basic information and needs, making school seem like an insurmountable obstacle. The MAISD Assistive Technology team and 18 speech-language pathologists and occupational therapists from Muskegon County school districts have formed the “Augmentative and Alternative Communication/Assistive Technology Focus Group” to better support students as they overcome these obstacles.

While students with complex communication needs make up less than one percent of the special education students in our county, their needs can be among the most

challenging. The goal of this focus group is to develop a knowledgeable, supportive network of people who work together to provide appropriate assistive technology services and supports for students with complex communication needs. Participants will acquire an assessment and intervention toolkit, learn research-based skills and strategies, and use a consistent and effective team process.

The focus group is providing a learning community for Muskegon County therapists to acquire and evaluate resources and skills to more effectively support students with complex communication needs. From the use of symbols on paper for students to indicate their most basic



North Muskegon student Morgan Ream interacts with paraprofessional Holly Fahnenstiel using strategies from the AAC/AT Focus Group.

needs and wants, to a student who uses eye gaze to activate a computer to talk and write, this group is exploring new technology and working to better meet students' needs.

For additional information, please contact the MAISD Assistive Technology team.

## Inviting Agencies to IEPs Helps Smooth Transition to Adulthood

**What is your student going to do after exiting high school?**

**What is contained in your student's transition plan?**

**Does she want a job caring for animals?**

**Does he want to have his own apartment?**

**Is attending Michigan Career and Technical Institute (MCTI) a goal?**

**Does your student need assistance from a community agency?**

submitted by Cari Keever, Transition Specialist  
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According to the Individuals with Disabilities Education Improvement Act (IDEA 2004), schools must invite, with prior parental consent or consent of the student who has reached age of majority, any community agency “likely to provide or pay for transition services” to the Individualized Education Program (IEP) team meeting.

Muskegon County is rich with agencies that can assist students with disabilities in their transition to adulthood. Community Mental Health (CMH) might assist students who qualify for services with support coordination, residential care, community living support, respite services, and clinical services such as physical therapy, occupational and/or physical therapy, and assessments.

Michigan Rehabilitation Services (MRS) might assist eligible students with finding a meaningful career by providing job seeking skills training, job placement assistance, accommodations, assistive technology, job coaches, tools, equipment, or licenses. Muskegon County has many other agencies that provide support to students, such as Kandu, MOKA, Disability Connection, Goodwill Industries, Arc Muskegon, and HGA.

Students with disabilities sometimes need assistance transitioning from the familiar supports of high school to the unfamiliar world of agency supports based on eligibility. The Individuals with Disabilities Education Act (IDEA) requires schools to identify and link students and families to any needed post-school services, supports, or programs before the student exits the school system. By including agencies in the IEP, we can bridge the gap and help make the student's transition a smooth one!

For more information visit: <http://www.muskegonisd.org/academicservices/specialed/services/transition/>

# News from the Michigan Model for Health®



## NEW! Emergency Preparedness Curriculum Now Available as a Component of the Michigan Model

The Michigan Model for Health® Emergency Preparedness Curriculum is a comprehensive and sequential set of lesson plans and activities designed as a supplement to the health curriculum. Their purpose is to provide educators with the tools to teach children how to prevent, protect, respond and recover from natural and man-made disasters. This includes empowering children with the knowledge and skills to make smart decisions before, during, and after an incident, and ensuring all families have disaster plans. No other curriculum like this exists in the United States.

The program was developed by educators, administrators, school counselors, social

workers, police officers, public health workers, school health coordinators, and others throughout the state of Michigan. Every school building in Michigan will receive two complimentary copies of the curriculum. Additional curricula can be obtained through the region's comprehensive school health coordinator or from the Educational Materials Center ([www.emc.cmich.edu](http://www.emc.cmich.edu)).

At the elementary level, there are four to six lessons at each grade level that can be taught within a short period of time or spread out over the school year. At the secondary level, there are 30, twenty-minute activities from which

middle and high school educators can choose.

Training for elementary and secondary teachers can be accessed through MI-TRAIN (<http://mi.train.org>). Information on how to create a MI-TRAIN account will come with the curriculum. Training is also available on the CD that comes with the elementary supplemental lessons and the CD that contains the secondary activities. An awareness presentation for administrators is available on MI-TRAIN.



Articles submitted by  
Sharon Zajac, Prevention and  
Health Education Consultant  
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## NEW! High School Health Curriculum Coming (Fall 2012)

The Michigan Model for Health® high school curriculum is being revised and updated, strengthening the focus on mastery of health skills and expanding the use of technology. An 18-week and 12-week curriculum will replace the current modules on health topics. Changes were decided with the input of content experts, students, high school teachers, district curriculum directors, and members of the Comprehensive School Health Coordinators' Association.

## Report Card for the Michigan Model for Health®

The Michigan Model for Health (MMH) is now live on the National Registry of Evidence-based Programs and Practices (NREPP) website <http://nrepp.samhsa.gov/ViewIntervention.aspx?id-214>. Results of a two-year, randomized control study as reported in the *Journal of School Health* (June 2011) found, "The effectiveness of the Michigan Model for Health in promoting mental health and preventing drug use and aggression supports the call for integrated strategies that begin in elementary grades, target multiple risk behaviors, and result in practical and financial benefits to schools." Not only did the MMH make the NREPP list, but it received a rating of 4 out of a possible 4 in "readiness for dissemination," which includes evaluation of the implementation materials, training and support, and quality assurances.

# State Senator Tours Career Tech Center



*submitted by Stephanie Hoekenga  
MACTC Student Outreach/Resource Specialist  
231-767-3613 or shoekeng@muskegonisd.org*

In November, Michigan Senator for the 34th District, Goeff Hansen, toured the Muskegon Area Career Tech Center (MACTC). During his visit, Senator Hansen toured classrooms and spoke with students and instructional staff.

Before assuming his role as State Senator, Goeff Hansen's community involvement included 20 years as a first responder, Emergency Medical Technician (EMT), and firefighter. This put him right at home as he visited the Public Safety/Protective Services classroom where students train for careers in law enforcement, firefighting, and EMT. Senator Hansen also met with Machine Tool Technologies students. He stressed the importance of skilled trades to the state of Michigan and reviewed a recent class project. As an advocate for Michigan agriculture, Hansen expressed a strong interest in the Landscaping & Greenhouse Management class. While there, he received a brief demonstration of floral arranging and even greeted the class pet rabbits. Other classes visited that day included the newly expanded Catering & Culinary Management class; Financial Management/Accounting; Internet, Network & Security Technologies; Medical Assistant; Electronic & Computer Technologies; Computer Aided Design; Welding; Auto Body; and Rehab Tech.

Prior to his November visit, Senator Hansen also attended the MACTC's Fall Open House. During that visit he talked about his support for career and technical education, and stressed the importance of setting high standards for education.



**Top Photo:** Senator Hansen looks on as a Landscaping & Greenhouse Management student completes a floral arrangement for a Petal Shop customer.

**Middle Photo:** Auto Service Instructor Marshal Lystra discussed the technology behind the electric car raced by Auto Service students with Senator Hansen and Superintendent Dave Sipka.

**Bottom Photo:** Senator Hansen toured Financial Management/Accounting, a class he feels would benefit all students.

Muskegon Area

**Career Tech Center**

# Career Tech Center Students Deck the Halls

submitted by Stephanie Hoekenga, MACTC Student Outreach/Resource Specialist  
231-767-3613 or shoekeng@muskegonisd.org



year's selection includes red, pink, and white varieties that will be available for purchase at The Petal Shop, the MACTC student-run flower shop, which is open to the public Monday through Friday from 8:30 – 10:30 a.m. and noon – 2:00 p.m.

In addition to poinsettia plants, students will also be creating a variety of holiday arrangements. Students began researching and practicing various techniques at the beginning of the school year. Arrangements vary from simple clusters of pine branches with bright red

carnations to larger variations which may include baby's breath, berries, glitter, and candles. Utilizing many of the same items used to create the floral arrangements,

students will also create beautiful holiday-inspired wreaths to be hung around the home.



To learn more about the Landscaping & Greenhouse Management class, or to place an order with The Petal Shop, please contact Landscaping & Greenhouse Management Instructor Jennifer Woods at 231-767-3670 or via email at jwoods@muskegonisd.org.

In order to be prepared in time for the holidays, Landscaping & Greenhouse Management students at the Muskegon Area Career Tech Center began preparing months in advance. In September, students went to work in the greenhouse planting poinsettias from cuttings. This early start insures mature plants are available for holiday decorating. This

## Rehab Tech Students Win Day With MSU Medical Students

submitted by Stephanie Hoekenga  
MACTC Student Outreach/Resource Specialist  
231-767-3613 or shoekeng@muskegonisd.org

In November, Jordan Harps (Reeths-Puffer), Brandon Johnson-Smith (Orchard View), Kaelyn Laufersky (Fruitport), and Gabrielle Vokits (Mona Shores) were rewarded for writing winning essays with a trip to Michigan State University (MSU) in East Lansing. The four Rehab Tech students represented the Muskegon Area Career Tech Center at MSU's College of Osteopathic Medicine School's Health Occupations Students of America (HOSA) Day. The event attracted 200 other HOSA high school juniors and seniors from throughout the state.

The students attended medical lectures on Osteopathic Medicine, medical undergraduate lectures, as well as

hands-on demonstrations by first- and second-year medical students.

Highlights of the demonstrations included touring the simulation lab, which features computerized manikins that can be programmed to cry, sweat, breathe and display many other physical abnormalities. They also observed and participated in manual therapy labs, as well as blood pressure and body mass index demonstrations conducted by the medical students. MACTC students also toured medical labs and classrooms and, more importantly, were given a first-hand look at the rigors of the medical school application process and the success of the MSU Medical Scholars program.



*A first-year MSU medical student examines Jordan Harp's neck alignment*



*Left to Right: Brandon Johnson-Smith, Gabrielle Vokits, Jordan Harps, and Kaelyn Laufersky*



*Gabrielle Vokits receives shoulder mobilization from a first-year MSU medical student*

## Alcoa Power and Propulsion Employee Volunteers Create Communication Books for Wesley School Students

*submitted by Cathy Kropewnicki, Wesley School Principal  
231-767-7303 or ckropewn@muskegonisd.org*

On Saturday, October 22, 2011, fourteen volunteers from Alcoa Power and Propulsion in Whitehall met for four hours at Wesley School to create communication books for Wesley students. The books are called Pragmatically Organized Dynamic Display and are referred to as "PODD" books. The books assist students in comprehension when used by the teachers as an adjunct to their spoken words. They are also used for the students to "communicate" their wants, needs, and knowledge.

Alcoa encourages groups of employees to volunteer together on service projects for local non-profit organizations. The Alcoa Foundation then matches the group's time with a \$3,000 grant to that organization. Tonya Ream, an employee of Alcoa, and mother to a special needs child who attends Wesley School during summers, spear-headed this grant with the intent of assisting the communication needs of Wesley Students. Linda Kelley, speech/language pathologist at Wesley, then chose the specific project that would best benefit the students.

Wesley School is grateful to receive the gifts of time, service, and funding provided by both Alcoa Power and Propulsion and the Alcoa Foundation.



**Alcoa Howmet**

