IMPORTANT CONTACT INFORMATION

Dial 715-234-2181 and enter the extension or say the name of the person you are contacting:

- Attendance (Mrs. Leamy): 5641
- Financial/Student Services (Mrs. Young): 5510
- Main Office Secretary (Mrs. Groth): 5653
- Counselor Last Names A-L (Ms. Ebner): 5470
- Counselor Last Names M-Z (Mr. Shomion): 5335
- School Nurse (Mrs. Neuser): 5110
- School Social Worker (Mr. Morey): 5262
- Food Service (Mrs. Hackel): 5184

SCHEDULING FOR THE 2020–21 SCHOOL YEAR ENTERS NEXT PHASE

Scheduling for the 2020-21 school year is underway. The process is a long one that requires a great deal of time by both students and faculty. What results is a schedule that accommodates the vast majority of student course requests while maximizing the use of the facility and staff. Students submitted course requests in January.

Please log into Skyward Family Access and review your son or daughter's course requests for next year by selecting “Schedule” and then "View Available Courses for 2020-21 in Rice Lake High School." Please note that you will need a browser version of Skyward to see next year's course requests. If any changes need to be made, please contact a counselor by Friday, March 6th.

SCHOLARSHIPS
Seniors: Be sure to check the scholarship files in Student Services or the scholarship webpage on the Student Services website. As scholarships come in, they will be announced in the morning announcements, made available in student services and online on the Scholarship webpage. Students are also encouraged to access the website of the college or university they plan to attend to look for available scholarships. If you have any questions, see a counselor or Mrs. Young.

HELPFUL TIPS FOR WINNING SCHOLARSHIPS APPLICATIONS

Ever wonder what the folks who award the scholarships want to see?

Tip #1 Complete the application in full. Be sure to complete the entire application. If a question doesn't apply, note that on the application. Don't just leave it blank.

Tip #2 Follow directions. Provide everything that is required, but don't supply things that aren't requested - you could be disqualified.

Tip #3 Neatness counts. Make a copy of all the forms you receive. Use the copy as a working draft. Always type the application, or if you must print, do so neatly and legibly.

Tip #4 Make sure your essay makes an impression. The key to writing a strong essay is to be personal and specific. Include concrete details to make your experience come alive - the who, what, where, and when of your topic. The simplest experience can be monumental if you present honestly how you were affected.

Tip #5 Watch all deadlines. To help yourself keep track, impose a deadline for yourself that is at least one week prior to the stated deadline. Use this "buffer" time to proofread your application.

Tip #6 Make sure your application gets where it needs to go. Before sending the application, make a copy of the entire packet. If your application goes astray, you can always reproduce it quickly. Make sure your name appears on all pages of the application. Pieces of your application may get lost unless they are clearly identified.

Tip #7 Give it a final once-over. Proofread the entire application carefully. Be on the lookout for misspelled words and grammatical errors. Ask a friend, teacher or parent to proofread it as well.

Tip #8 Ask for help if you need it. If you have a problem with the application, don't hesitate to call the funding organization.

Tip #9 Remember - your scholarship application represents you! Your ability to submit a neat, timely, complete application reflects on you. It's your face to this organization. Take pride in yourself by submitting the best application you can.

ACT PLUS WRITING (11TH GRADE)

On Tuesday, March 3 all 11th grade students will be taking the ACT Plus Writing. This is the sixth year that all juniors in the state of Wisconsin take the ACT test on a school day. Because this is a state assessment, there is no cost to the student to take the test.

FORWARD EXAM (10TH GRADE)
All 10th grade students will be taking the Wisconsin Forward Exam during the week of April 6. This exam will be in the area of Social Studies and will consist of two 50-minute computer-based tests. Students who have a 4th term history class will be testing during that time. Students who do not have a history class during term four will be testing during other times during the same week.

**ACT ASPIRE (9TH AND 10TH GRADE)**

All 9th and 10th grade students will take the ACT Aspire assessment on Wednesday, April 29 as a state requirement. Students will be testing in the areas of Reading, Math, Science, English, and Writing. This computer-based test can be thought of as a pre-ACT test. Students will receive scoring in each subject area that indicates if they are: In Need of Support, Close, Ready, or Exceeding. In addition, students will receive a numerical score and a predicted scores of how they will do on the ACT test that they take during 11th grade. It is important for students to get a good night sleep and eat a healthy breakfast before this test. If you have any questions, please contact Mr. Pacholke, Mr. Shomion, or Ms. Ebner.

**UW PLACEMENT TESTING**

New freshmen admitted to the UW System campuses will be asked to take placement tests at a regional testing site. Students may register beginning February 1st by using Web registration. Registration can be completed at [http://testing.wisc.edu/centerpages/regionaltesting.html](http://testing.wisc.edu/centerpages/regionaltesting.html). Students will be able to see which sites are open and receive immediate confirmation that can be printed. Students will not be sent confirmation letters so it is important that they print out and write down the confirmation information. Students should refer to the information they received from the campus they will be attending about which tests to sign up for and the length of time needed between testing and their advising session. This is important because several campuses will require test results before students can register for classes. Important Note: Students need to bring a government-issued Photo ID to the testing site.

**ACT WITH ACCOMMODATIONS**

Any student who is planning to take the ACT with accommodations on a Saturday test date should contact Mrs. Amos after registering for the test online and indicating a need for accommodations and/or English learner supports during the online registration process. Mrs. Amos is the Testing Accommodations Specialist for the high school. Her email is amosj@ricelake.k12.wi.us or students can stop and see her at school. Test registration can be completed at [www.actstudent.org](http://www.actstudent.org).

**MINNESOTA-WISCONSIN RECIPROCITY**

The Minnesota-Wisconsin Application for Reciprocity Fee Status for the 2020-21 school year will be available in April online at [www.heab.wi.gov](http://www.heab.wi.gov). This MUST be completed to get the tuition
ALTERNATIVE PATHWAYS - THE SYMBOL IS NOT THE THING

One of my colleagues introduced me to *Language and Thought in Action* by S.I. Hayakawa years ago. One idea from the book that has always stayed with me is this: the symbol is not the thing symbolized. As you think about this, you'll see more and more examples of how we perpetually confuse the two. Driving a fancy car makes a person look rich, but that is not the same as being wealthy. (In fact, a person who can't quite afford those payments may end up bankrupt.) Putting a big American flag up in the yard does not make a person patriotic. That piece of cloth merely represents this vast nation and its ideals.

What does this have to do with students and education? The basic purpose of education is to create good citizens - people who are responsible and thoughtful enough to make good decisions in the voting booth and elsewhere in their communities. A good citizen is a lifelong learner, someone with curiosity and the joy of discovering new things. If our focus is on getting good grades (the symbol), we may end up stressing so much about grades that we miss the real goal.

A friend of mine talked often about the student who sat behind him in a class in high school. Every time the teacher asked a question, that student quietly mumbled the correct answer. Every time the teacher called on the student, his answer was "dunno." Here we had a student who was failing his classes (in terms of the symbol, the grades) but who actually knew the material (the thing symbolized).

Temple Grandin, in her book *Animals in Translation*, complains about other inspectors at animal care facilities, who wanted only to review the company's paperwork. If the paperwork (the symbol) was all in order, that facility passed the inspection. Dr. Grandin refused to look at the paperwork at all, insisting it was her job to verify that the cattle (the thing symbolized) were being well cared for - that they had decent food, clean water, adequate ventilation, access to exercise, veterinary care if needed, and were in all ways being treated with respect.

I have been having a similar problem with my son's staffing agency. They want to reward employees whose paperwork is perfect, while failing to assess the qualities the paperwork is supposed to represent. Of course, it takes a lot more time and energy to assess the job that's being done, rather than simply reviewing the day's logbook. Schools struggle with this every day, right? The public wants to know that the students are testing well, but the qualities of good citizenship and social-emotional maturity are unlikely to be adequately measured on a standardized exam.

There are no easy answers here, but we can only keep reminding ourselves (and teaching our students) that the symbol is not the thing symbolized. Our teenagers want status symbols that make them look like part of the "in" crowd, whether that's a certain brand of jeans, the latest basketball shoes, i-Phone or Ugg boots. Each generation has to learn anew that the "lucky" teens who have those symbols may not have the happiest or easiest lives. And, as parents and teachers, we need to continue to ask ourselves whether we are staying focused on the joy
HEALTHMATTERS

"Migraine headache, a common health problem in youth that is ranked highest for disability among neurological conditions is one of the leading reasons for school absences" (Conley, Bickel, Wingert & Gilmore, School Nurse, 01-2018). If your child experiences headaches that affect their ability to attend school, there is a new website available through the Headache Action Plan Project for Youth (HAPPY) that you may find helpful. The HAPPY program aims to provide systematic approach to pediatric migraine management that includes information for students, parents, school nurses and health care providers. The website contains information about what causes pediatric headaches, provides ways for kids to explain their headaches so others can more effectively help them, provides information on how to take control of headache pain and recommends options for treatment. There is even a section for health care providers, in case your child's doctor would appreciate more information about recent treatment recommendations from pediatric migraine experts. Click here to access the website.

Submitted by Trisha Neuser, School Nurse

TEST TAKING STRATEGIES

Multiple Choice

- Read directions carefully.
- Choose the best answer. More than one answer may be correct, but the most inclusive is the best answer.
- Read it in steps. Read the beginning part of the statement and finish the answer in your mind. Then look for the correct answer in the choices given.
- Look for answers in other questions. Answers often pop up in other questions.
- Do not change answers. Statistically, if you switch answers, you are likely to get it wrong.

Essay Questions

- Create a topical outline of what to write before you begin.
- Write a strong thesis sentence stating your topic.
- Limit each paragraph to one main idea.
- Include supporting examples and other details. Write as if your reader is not knowledgeable about the subject.

When You Need to Guess

- Do not change answers. Unless you know for sure you are wrong, go with your first impression.
- Guess false when absolute words (all, never, must, only) are used.
- Guess false when reasons are given using words like since, because, effect, and reason.
- The longest and most inclusive multiple choice option is a good guess.
- "None of the above" is a poor guess.
- Guess "all of the above" if that option is used only occasionally, or if you know two of four options.
• If there are a number of options, eliminate the highest and lowest. Choose one that is left.
• B, C, and D are the choices in five-answer, multiple choice questions.
• If two of the four choices are identical, pick one of the two.
• If two of the four choices are opposite, pick one of the two.
• Guess true or C for a wild guess when no other clues are available.
• Best Idea: Study hard so you don’t have to guess.

From UW Platteville Academic Support Programs