

## Title: New Refrigerator for Randall

Submitter: Julie Dittmann

Contact Information: 204-3300, jdittmann@madison.k12.wi.us

Position: staff

Franklin: Randall: **X**

### Description of need:

Randall is in need of a new refrigerator to replace the one in the main office area. The current model is roughly 25 years old. The freezer portion of the current model does not work-therefore no frozen treats, ice cream or ice can be kept in there. In addition, it builds up an exorbanent about of frost because the door seal no longer works. The refrigerator portion is small and inadequate for the number of items stored inside. Currently the refrigerator is used by all faculty and staff for storage of classroom snacks(string cheese, fresh vegetables, fresh fruit, yogurt, etc.), birthday and other special occasion food in addition to PTO functions. Additionally, staff store lunches and beverages inside. In is exceptionally overcrowded. A new refrigerator would benefit the entire Randall community. Thank you for your consideration.

### Goals:

To have an adequate place to store food/beverage that ensures food/beverage safety. A new, LARGER and working

### Benefits:

To have an adequate place to store food/beverage that is used for classroom snacks(daily) and special occasions(birthdays, etc.) that ensures food/beverage safety.

### Budget:

\$430.00 purchsed from American in Madison.

Other Funding: **No**

Other funding source: none

### Accounting:

A receipt from the vendor.

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## Title: Math resources

Submitter: Ruth Harms

Contact Information: 608-204-3300, rharms@madison.k12.wi.us

Position: Instructional Resource Teacher

Franklin: Randall: **X**

### Description of need:

We are in need of a few class sets of cuisenaire rods. As we start using the more constructivist lessons from the Van de Walle math resource, we find we don't always have the recommended math manipulative that we need.We are currently borrowing sets from Gompers.

### Goals:

We plan to use the cuisenaire rods to add to the collection of resources we keep in the math resource room for all classes and grade levels to share. The fraction lessons from the Van de Walle math text that teachers use recommends using colored cuisenaire rods to learn about fractions.

**Benefits:**

This year we borrowed class sets from Gompers. This would make them available at a moments notice to small groups in potentially 2 classes at once.

**Budget:**

Tray of Plastic Cuisenaire rods + teacher's guide

3 sets of 6 each at \$49.95 each

3 x \$49.95 = \$149.85

\$149.85 + \$15.65 tax = \$165.50

Other Funding: **No**

Other funding source:

**Accounting:**

We can submit a photo of students using the manipulatives as well as an email explaining the lesson outcomes and how the use of these particular manipulatives helped achieve that outcome.

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**Title: Hamilton Middle School Q&A**

Submitter: Noreen O'Connor-Topel

Contact Information: 231-6805, notopel@yahoo.com

Position: parent

Franklin: Randall: **X**

**Description of need:**

Would like to offer 2-3 teachers a stipend to attend a Randall PTO meeting to answer questions from parents and children about Velma Hamilton Middle School.

NOTE: As an alternative, the principal has offered to come free of charge on any evening other than Monday nights.

**Goals:**

The goal of this program would be to help 5th grade families feel excited about moving to Velma Hamilton Middle School. Randall represents the largest group of students moving to VHMS and with over 250 families attending the open-house/orientation night parents often don't get to ask questions of teachers.

**Benefits:**

Smoother transition to middle school.

**Budget:**

I would like to offer a \$50 stipend per teacher (if that seems reasonable)

Other Funding: **No**

Other funding source: No other funding, but my sixth grade son would also be willing to present and answer questions.

**Accounting:**

I would help develop and run the program with PTO support.

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**Title: Franklin-Randall Store Start-up Funds**

Submitter: Suzanne Swift

Contact Information: 6082331661, suzannes@gmail.com

Position: parent

Franklin: **X** Randall: **X**

**Description of need:**

At PTO meetings this past year we have discussed having some sort of Franklin-Randall store to sell t-shirts and other school related things. The store would be "open" at all/most school events like registration, open-house, carnival, etc.. The "store" may also have an online presence. The store would be a refined version of the small supply of outdated products that we sell at the carnival. The store would be managed by parent volunteers.

**Goals:**

With \$1000 of start-up money we would be able to develop a sign/display, do a little store promotion and order some initial products. The store managers would be required to get PTO board approval for all product purchases. The goals of the program are three-fold:

1. Develop school spirit by making it possible for children and families to physically show their support.
2. Provide access to a small set of products that teachers suggest would be helpful for children e.g. curly elastic shoelaces.
3. Generate revenue for the PTO.

**Benefits:**

- Stronger community
- Additional revenue stream for PTO

**Budget:**

- \$75 - store display/sign
- \$100 - printing for Friday folder promotion
- \$825 - seed money for inventory

Other Funding: **No**

Other funding source: Note: The hope is that all money would be paid back to the PTO and as mentioned above, this will ideally be a revenue source.

**Accounting:**

The store managers would be required to supply detailed accounting of expenditures and income to the treasurer.

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**Title: Document camera cart**

Submitter: **Ruth Harms**

Contact Information: 204-3300, rharms@madison.k12.wi.us

Position: Instructional Resource Teacher

Franklin: Randall: **X**

**Description of need:**

Randall needs at least 2 more document cameras housed on the 1st floor. We'd like to order one "set" this grant cycle. The cameras make it very easy to share student work without making overhead copies which takes time and expensive overhead film which cannot be re-used. Document cameras also allow looking at 3-D materials from different perspectives and show color, both important to exploring in science and math. Because we are thinking about moving to have all classes in a grade have math at the same time, only 1 camera housed on this 1st floor makes access to this technology difficult.

The cart we'd like to order will hold all of the equipment (data projector, document camera and netbook) and has a built in power strip which helps organize all the cords.

We'd like to order two netbook computers. One will be used with this camera cart. The other will be used with the cart that you funded last cycle (Bauch/Streeter). Without a computer hooked up, teachers are able to show student work or share materials etc. with the class but they can't access websites that support goals and objectives.

**Goals:**

Math and Science are the subject areas that teachers use this technology most but all are seeing the advantage of sharing student writing too. With so much good information on the internet we need to be able to access it. Document cameras hooked to the internet make all the information accessible to the entire class without the need to go to the LMC to use the electronic whiteboard or to the computer lab to put each student on a computer. Netbooks make access easier too but with the document camera, the teacher has control of the page rather than each student having to navigate on the web. Document cameras have a lot of flexibility and many teachers want access to that.

**Benefits:**

Student work can be shared by students or teachers. Teachers would be able to use the technology at any time to access information from the web to share with a class. More document camera "sets" means more access.

**Budget:**

- Document camera - \$505.00
- Cart - \$294.00
- data projector - \$535.00
- 2 netbooks at \$255.00 each

Total: \$1,844.00

Other Funding: **No**

Other funding source:

**Accounting:**

We will share photos of students collaborating while viewing shared work.

## Title: Movie Night

Submitter: Suzanne Buchko

Contact Information: 217-6615, zazutoo@sbcglobal.net

Position: Parent

Franklin: **X** Randall: **X**

### Description of need:

The Franklin-Randall community usually gets together for large events like out Fall Dance and the Carnival. I am interested in seeing if we can fund three movie nights. One for Randall School for the Spring, another for Randall School in the Fall, and one for Franklin in the Fall.

There is no charge for the movie or the refreshments which may open this event to families who usually cant get to the movies.

### Goals:

The goal of the program is to bring our school community together in a smaller and informal way. Last Fall, we used grant money to show a movie at Franklin. 50 kids and their adults gathered in the Franklin School gym, ate popcorn and drank cider, and enjoyed a movie together. Those who attended liked the event and wanted to do it again.

### Benefits:

Movie nights provide a community building opportunity and a way for our families to share their time and interests.

### Budget:

Movie licenses are \$75 for each showing of a movie. If we show the movies on a Friday evening, there is no custodian fee, but I would ask for \$200 in case we want to do one Saturday movie night. We used popcorn from our popcorn store without charge last movie night and I would try to do the same if possible. Juice was about \$60 last time for 50 families.

Movie License x 3 = \$225

Custodial staff for Saturday = \$200

Juice and paper goods x3 = \$180

Total = \$605

Other Funding: **No**

Other funding source:

### Accounting:

I would write a report for the newsletter and account to the PTO after each event.

## **Title: Discovering the Past Through Archaeology**

Submitter: Susan Feingold

Contact Information: 204-3329, sfeingold@madison.k12.wi.us

Position: Third Grade Teacher

Franklin: Randall: **X**

### **Description of need:**

The third grade social studies content focus is: Madison and Communities Around the World. Local history is one of the key concepts and it includes identifying the people and significant events that led to the development of Madison. The first two chapters in our text book, Madison City of Four Lakes: Our History and Our Home, highlight which major historical events and turning pointsshaped the area that we see and live in today. The book also describes the first people of the Four Lakes area. Artifacts are pictured, described, and explained as tools that help archeologists learn about how the first people of the Four Lakes may have lived and what they used in daily life. The Social Studies Kit, Discovering the Past Through Archaeology, gives students a unique hands on experience analyzing and classifying artifacts like the artifacts that are pictured in the Madison City of Four Lakes textbook.

### **Goals:**

Third grade students need to understand the relationship between the historical objects they see in museums and pictured in their textbook and the historical context that the objects can inform them about. The kit, Discovering the Past Through Archaeology gives students an opportunity to interact with the kinds of objects they are learning about.

### **Benefits:**

The kit will be shared with all third grade classrooms and the activities present students with opportunities for inquiry and analysis for social studies.

### **Budget:**

Cost of one kit is \$99.00. Tax and postage may add an additional \$25.00.

Other Funding: **No**

Other funding source: None.

### **Accounting:**

Pictures, description from the website, [www.williamsburgmarketplace.com](http://www.williamsburgmarketplace.com), receipts will be provided.

## Title: Harmonicas for incoming 3rd grade music class

Submitter: Mary and Peter Chance

Contact Information: 608-238-1130, chancesR@usa.net

Position: parents

Franklin: Randall: X

### Description of need:

Currently, incoming 3rd graders to Randall School are issued recorders for grades 3-5 music class (at a cost of \$3 for parents). My daughter will be entering 3rd grade at Randall next Fall. She has left-side hemiparesis which limits the use of her left arm and hand. It will be difficult, if not impossible, for her (or any child with limited hand use) to play a recorder.

### Goals:

The replacement of recorders with harmonicas will level the playing field for ALL students in music class, regardless of their physical challenges. If you can breathe, you can play the harmonica! They are inexpensive, portable and beautiful sounding instruments used in a wide variety of music. They are commonly played in groups (harmonica bands), with other instruments, and independently. Ellen Boyle, 1-2 teacher at Franklin, has a brother who plays with a band called the Cash Box Kings. A visit to hear him play will be all you need to be convinced of this instrument's great value and versatility.

### Benefits:

Most importantly, all students needs will be served in Music Class at Randall School. In addition, each child will have a musical instrument they can tuck in their pocket on camping trips, bike rides, or when just hanging out. It will be something they can play all their lives.

### Budget:

Hohner American Ace Harmonica (available at [www.grothmusic.com](http://www.grothmusic.com)) \$6.99ea X 100 students = \$699.00

Other Funding: **No**

Other funding source: If each parent contributes \$3.00 per harmonica (as we do now for recorders), this cost can be reduced to \$3.99 per harmonica X 100 = \$399.00

### Accounting:

I will provide a video recording of the children and their harmonica band.

## **Title: Window Farms**

Submitter: Duy Nguyen

Contact Information: 608-213-2956, dvnguyen@madison.k12.wi.us

Position: first grade teacher

Franklin: **X** Randall:

### **Description of need:**

Having taught for seven years abroad and in Madison, I understand the value of hands-on learning. When our students are able to use all of their senses to learn and explore the world around them, they begin to learn. This is especially true when we start our science unit on plants. Unfortunately, our plants unit is limited due to our winter weather coupled with the limited time for science instruction in a school day. With this being said, we have a need to explore and investigate in greater depth with our plants unit. If we could obtain a Windowfarm for our classroom, we could essential explore, collect data, and learn about plants year-round. Also, we could incorporate mathematical strategies in the construction of the Windowfarm along with building story problems around our plants. Additionally, this unit is environmentally friendly. Last year, when I lived in Brooklyn, New York, I often thought about coming back to a location where there was a lot of green space and where I had access to a garden to grow vegetables. Now that I am back in Madison, I appreciate the green space but I am still in search of a garden. Ironically, the Windowfarm idea came out of New York City where the creator wanted to utilize their window space because of the lack of outdoor space.

### **Goals:**

Every first grade classroom in the Madison Metropolitan School District is expected to teach about plants. We have a plant unit in science that is required by our school district. If we can use the Windowfarm, we would not only implement our plant unit but we would go well beyond the requirements. Our class would observe, experiment, collect data, and come up with our own theories about each plant. If we are able to grow plants for a longer period of time, we would be able to truly learn about these plants and cultivate and use these plants in our foods. In short, by utilizing the Windowfarm, our class will avoid the unpredictable weather and we will be able to make good use of our transition times to observe our plants.

### **Benefits:**

Students will be able to learn about plants throughout the year and they will learn about them in greater depth. The school will benefit because we will be using our FOSS unit on plants as our framework along with the flexibility of the Windowfarm to transfer our students' understanding of plants. Students will be able to observe, experiment, and collect data. We will explore and do work like other scientists who use Windowfarms across the country.

### **Budget:**

Windowfarms! 2-Column School Kit - 279.95 plus tax."

Other Funding: **No**

Other funding source: none

### **Accounting:**

I will provide the receipt and report to the PTO on our project. Our class will take pictures and we will write thank-you letters to the PTO.



## Title: Technology for the Arts

Submitter: Kati Walsh

Contact Information: 608-698-6587, kcwalsh@madison.k12.wi.us

Position: art teacher

Franklin: Randall: X

### Description of need:

In today's highly competitive climate, it is important for students to be literate in visual communication. This visual literacy can best be taught when students are engaged in a photographic experience. In addition to this I believe it is crucial for students to also keep a journal that goes along with their photographic essay. A student who understands the power of the juxtaposition of language and image is a student who is more likely to be successful.

The purpose of this project is to begin a dialogue between instructors in different subject areas. My immediate intention is to collaborate with library and Reach teachers but this could easily be adapted to working with general educators as well. I also look forward to the possibilities that this project will offer students with special needs and at-risk youth.

### Goals:

- Students will gain knowledge and experience working with new technology.
- Students will see pictures of themselves and their work prominently displayed in their own schools.
- Students will learn to collaborate with each other through the medium of photography.
- Students will gain knowledge of the art process of technology and show new gained knowledge in their artwork.
- Students will understand and reflect their grasp of concepts of art elements of design such as composition, balance, light, rhythm, form, line, shape, and contrast.
- Students will increase literacy skills by making connections between art and literacy.
- Students will incorporate text into their photographic series.
- Students will understand and reflect the concept of art criticism by helping students look at art in a new way and look closer at the details in a piece of art.
- Students will show imagination by digging deeper to discover details behind the story of a photograph.
- Students will increase verbal skills by telling the story of their photograph in words.
- Students will gain knowledge of the photographic process including but not limited to:
  - How to see light
  - understanding series (like printmaking)
  - composition (rule of 3rds etc)
- Students will experience:
  - working with others
  - seeing their work, but also their faces (identity)
  - seeing their work displayed professionally
  - teamwork
  - a collaborative art making experience
  - gaining a sense of community
  - storytelling
  - literacy
  - visual literacy

**Benefits:**

These cameras will be able to be used by other Franklin-Randall specials and classroom teachers as well while primarily belonging to Randall art. The cameras are also able to be used in a plethora of art lessons including claymation and photo hunts among many others.

Students will gain knowledge of an art media crucial to the world of art today as well as fulfill all the goals and objectives in the 'goals of the program' section.

**Budget:**

Nikon Coolpix S3000 12.0 Megapixel Digital Camera \$160 (15) total: \$2400

Tripods \$15 (15) total: \$225

Cases \$5 (30) total: \$75

Memory Cards \$15 (15) total: \$225

Total: \$2975

Other Funding: **Yes**

Other funding source: I have \$150 coming from donations at DonorsChoose.org.

**Accounting:**

I will put together a story of the experience through photos as well as write up a description to go with the photos.

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**Title: Classroom cushions**

Submitter: Ruth Harms

Contact Information: 204-3300, rharms@madison.k12.wi.us

Position: Instructional Resource Teacher

Franklin: Randall: **X**

**Description of need:**

Wenda Mincberg and Kris Koenen both would like cushions for their classrooms.

More and more classrooms have cushions for their students to use during morning meeting, independent reading time, and collaborative work around the room. Since fire codes have stripped comfy couches and chairs from classrooms, this alternative is becoming very popular with students and teachers. It not only give students a comfy place to sit, it also helps some of the students that need the extra "boundary" cue.

**Goals:**

Sitting on cushions rather than a hard floor teachers think, makes kids more likely to stay in one place to learn. Cushions give a space for students to occupy. . . it helps some stay in one place and discourages others from crowding their classmates, all behaviors that can interrupt learning.

**Benefits:**

We believe students are more comfortable on cushions and therefore can stay engaged in an activity for longer. Students choose cushions over the hard floor. Teachers report that students are more likely to join community circle (morning meeting) if there are cushions to sit on.

**Budget:**

Koenen classroom cushions 12 X 26.50 = \$318.00

Minberg classroom cushions 25 X 26.50 = \$ 662.50

(Demco gives 10% off to Madison schools + free shipping, reflected in this quote)

Other Funding: **No**

Other funding source:

**Accounting:**

A letter to the PTO from students and the teachers.

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**Title: Franklin Homegrown Snack Program**

Submitter: Timothy Dean

Contact Information: 608-231-0082, timwdean@sbcglobal.net

Position: parent

Franklin: **X** Randall:

**Description of need:**

The Franklin Homegrown Snack Program began in the 2009/10 school year as a way to bring more fresh fruits and vegetables into the classrooms. The program was started under the REAP Homegrown Snack Program, but in December 2010, REAP needed to cancel its services of obtaining and preparing the produce because of under-staffing. A group of Franklin parents is now continuing the Snack Program on our own. However, in order to maintain the program, we need additional equipment for cleaning, preparing and storing the vegetables and fruit.

**Goals:**

The Snack Program seeks to provide a fresh fruit or vegetable snack once a week to all classrooms at Franklin . The produce comes from local farms. This is an opportunity for our students to taste a wide variety of fruits and vegetables, learn about where their food comes from and how to make healthy choices, and support local farmers. The Snack Program encourages students to expand their food knowledge and consumption by including more vegetables and fruit in their diets. Taste and see!

**Benefits:**

By continuing this program, we will introduce our students to the bounty available from local Wisconsin farms, and improve our children's diets by providing additional fresh fruits and vegetables. Key educational benefits include learning about new fruits and vegetables and learning about local agriculture. Parents (including nutritionists, chefs and farmers) will also have opportunities to educate students about the produce they are eating, local farming and other relevant, nutrition-related topics. In addition to parent-led education, the Snack Program provides opportunities for field trips to the farms as well as visits from farmers to Franklin classrooms.

**Budget:**

- 3 large bins for rinsing vegetables: \$150.00
- 2 large tubs for prepping vegetables: \$ 50.00
- Ziplock bags for storing vegetables: \$ 20.00
- Cloth towels and wash cloths: \$ 10.00
- Latex-free gloves: \$ 5.00
- Paper towels: \$ 5.00

**Other Funding: Yes**

Other funding source: At the beginning of the 2010/11 school year, we asked parents for a voluntary contribution of \$15 per child to cover the cost of the fruit and vegetables. Some parents donated extra money for "snack scholarships" to cover families who could not make contributions.

**Accounting:**

We will submit a written report to the PTO. Thank you for your consideration of the Franklin Homegrown Snack Program!

**Title: Volunteer Engagement**

Submitter: Suzanne Swift

Contact Information: 6082331661, suzannes@gmail.com

Position: parent

Franklin: **X** Randall: **X**

**Description of need:**

Over the past few years school budgets have been decreased and teacher allocations reduced. The result is that classes are larger and there is less support for special needs children at both ends of the spectrum. If we are to continue to maintain the highest level of academic achievement and support for students we need to figure out a way to get more adult volunteers into the schools to support the learning environment.

**Goals:**

The PTO is unable to fund direct resources in the classroom however we could use our limited resources to develop and implement a strategic plan attract, develop and retain a dynamic group of volunteers. These volunteers would be used to help to fill the gap that has been left by school budget cuts. The goal of the program would be to increase the number of adults who participate in the learning environment of Franklin-Randall. These adults could include parents, grandparents, seniors, UW students, faith based groups and/or employees of businesses in partnership with our school. All volunteer opportunities would be identifying by the principals at each school.

**Benefits:**

- Increased academic performance
- Decreased teacher burn-out
- Augmented or addition programs for student who need support
- Stronger community of support for Franklin-Randall

**Budget:**

At this point it is unclear how money would be spent so no budget is available. It is recommended that no money be spent without review of the PTO board. Places where money could be spent include:

- Contacting with a volunteer development specialist or other appropriate consultant
- Advertising with groups outside of Franklin-Randall
- Printing costs for Friday folders
- Limited administrative support
- Advertising
- Volunteer recognition

Other Funding: **No**

Other funding source:

**Accounting:**

Report to the PTO as well as full financial accounting.

**Title: Food Allergy Awareness**

Submitter: Jackie White

Contact Information: 608-255-4991, Jackiewhite004@yahoo.com

Position: Parent

Franklin: **X** Randall: **X**

**Description of need:**

Due to the rising numbers of children with life-threatening food allergies and the fact that many exposures happen in the school setting, schools must equip themselves and their families with the knowledge and procedures to keep kids safe. Food allergies affect many facets of schooling such as medical procedures, food handling, sanitization, psychological, field trips, classroom management, school activities, etc.

Although, Franklin and Randall do have some procedures in place, there are opportunity areas that could be addressed to raise the level of safety and awareness. Two key areas to be addressed should be food allergy awareness and food allergy bullying.

**Goals:**

The goal of the program would be to raise awareness of food allergies in the school (teachers to parents to kids), ultimately resulting in a safer environment physically, emotionally and psychologically for these kids and their families. One particular area, I feel it is important to address is food allergy bullying because this type of bullying could potentially be fatal for a food allergic child.

**Benefits:**

See above. Also, note, that most people (parents and kids alike) respond to having the knowledge. They are receptive and compliant in helping these food allergic kids/families manage their environments.

**Budget:**

Really any amount would be appreciated:

\$300-400 - I would love to see a program put together to teach kids about food allergies, I would love a handbook that lists procedures (currently available for our use), Working with school psychologists to talk about food allergy bullying, accommodation of these kids at school events like movie night.

\$200 - Posters in the halls, handouts, and FAAN (Food Allergy and Anaphylaxis Network) conference attendance to obtain key cutting-edge information for food allergy management in schools.

Other Funding: **No**

Other funding source:

**Accounting:**

I will provide a detailed accounting of how this program will be/is being rolled out.

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## **Title: Speaker Stands**

Submitter: Ellen Boyle

Contact Information: 204-2277, enosek@madison.k12.wi.us

Position: teacher

Franklin: **X** Randall:

**Description of need:**

Several years back (maybe 8-10 years ago) the PTO funded a grant for a portable sound system to be used in the music room and for all school events/classrooms plays. The system is fabulous and very convenient, but we would like to add to it. My teaching partner Tonya and I have been in charge of organizing many of the all school events in the gym (Franklin Farwell, etc), and we use this system, but have found that the sound doesn't travel well because the speakers sit on the ground. In past years we have propped them up on garbage cans and the piano, but we feel a proper set of speaker stands would work better and be "safer."

**Goals:**

I have researched the sound system and found accompanying speakers stand...they run about \$170....some additional money would be needed for shipping and handling.

**Benefits:**

The addition of speaker stands will help with sound projection and provide a better experience for all during our large group assemblies. I have spoken with the music teachers who also feel the addition of speaker stands would benefit sound production in the Franklin music room.

**Budget:**

\$170 for speakers

\$30 for shipping (unsure of the exact amount)

Other Funding: **No**

Other funding source:

**Accounting:**

I would be happy to take on these additional steps, and report with a letter/appearance at a PTO meeting.

## Title: 150 Chair Pockets

Submitter: Sheryl Rowe

Contact Information: 204-2289, srowe@madison.k12.wi.us

Position: Teacher

Franklin: **X** Randall:

### Description of need:

SPACE: Our class sizes continue to grow (mine is currently at 25.) Many of us need additional space for the necessary furniture involved in having more children.

### Goals:

Getting sturdy chair "pockets" to keep supplies in, frees up space for other needs. With a classroom budget of \$100 - \$200 for EVERYTHING, we are unable to buy big ticket items for our classroom space needs.

### Benefits:

Classroom supplies are at hand when needed and can be stored in an efficient and space saving method. In my room, the pockets would free up an entire piece of furniture I made to hold school supplies. The amount requested would purchase 150 of these pockets, so would actually cover many classrooms' needs. At \$5.59 each, it represents a substantial savings over buying classroom sets individually (most inexpensive cost for a class set I found was \$6.99 each).

### Budget:

Set of 150 Deluxe Chair Pockets - \$838.50

Shipping: \$100.62

Total: \$939.12

Other Funding: **No**

Other funding source:

### Accounting:

Pictures, letter

## Title: Franklin Forest Benches and Projects

Submitter: Chris Shelton

Contact Information: 608 204-2292, cshelton@madison.k12.wi.us

Position: kindergarten teacher.

Franklin: **X** Randall:

### Description of need:

We submitted a grant proposal in the fall and were only partially funded.

I am basically resubmitting the balance of the proposal for reconsideration.

Funds to build benches for the Franklin Forest and funds to allow us to buy materials for projects to be done in the outdoor classroom.

**Goals:**

Now that the major landscaping is done stage 2 is to add benches to sit on while working in the outdoor classroom; to develop bird feeding and observation stations and to have a project fund for teachers to buy materials when developing new outdoor classroom activities.

**Benefits:**

- All school involvement(400+)Students and staff.
- A sense of pride and responsibility for working together to help our classroom grow.
- It enhances and provides a simple outdoor space to allow children to explore and have hands on learning.
- Ability to work as a community, to encourage home/school connections thru parent involvement to help with projects.

**Budget:**

Current request is to dovetail with fall grant and would cover the material cost of building 6 Aldo Leopold benches.  $\$100.00 \times 6 = \$600.00$ .

Materials to make and do projects in the outdoor classroom. \$200.00

Other Funding: **No**

Other funding source: We will use the fall grant money of \$200.00 to implement the bird watching and feeding stations.

**Accounting:**

We will continue to write newsletter updates and to submit pictures of children working and learning in the outdoor classroom.

We would also be happy to submit an annual report.