

Gulf Trip



Improv Workshop



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Airgas

Wildlands
SCHOOL

WILDLANDS SCHOOL
 SCHOOL DISTRICT OF AUGUSTA
 AUGUSTA, MARYLAND
 219320 BARTIG ROAD
 AUGUSTA, WI 54722

Wildlands has so many wonderful learning opportunities that other schools only dream of. This year, Wildlands has made yet another dream become a reality with the upcoming trip to Gulf Breeze, Florida. Wildlands will be taking 25 students and 5 chaperones on a charter bus departing towards Gulf Breeze, Florida, on February 11th. The majority of the trip will be spent in Florida, but the first few days we will be spent traveling along the gulf shore venturing into Alabama, Mississippi, and Louisiana. Don't worry, the trip will not just be a bunch of high school students soaking up the sun by the ocean; the trip is actually packed full with amazing learning opportunities most of us never imagined were possible.

Wildlands students will be involved in numerous volunteering experiences. Some of the volunteer work that we will be helping with includes teaming up with the University of Western Florida Marine Biology Department in order to learn how to conduct DNA based species identifications tests with fish living in the Gulf. We will be helping the Sea Grant County Officer remove Beach Vitex, an invasive species living along the gulf shore. We will be working with the Turtle THIS (Teens Helping in the Seashore) Program, learning how to identify five different species of sea turtles living in the Gulf. The National Park Service (NPS) will be teaching us how human

interaction impacts the lives of the turtles. We will also be volunteering with the National Park Services collecting data from the night sky; The National Parks preserve some of the last remaining areas of darkness and provide an opportunity for the public to experience the endangered resource. Students will be participating in volunteer work, and we will also be touring museums in both Florida and New Orleans.

While we are in Florida we will be touring Fort Pickens, one of the four largest forts built to defend Pensacola Bay; Fort Morgan, a fort designed to protect the shipping channels of Mobile Bay; and Fort Massachusetts, one of the last masonry coastal fortifications to be built in the United States. We will be attending a tour at the National Naval Aviation Museum which is the world's largest Naval Aviation museum and one of the most visited museums in Florida. The Museum contains more than 150 historically restored aircrafts from the Navy, Marine Corps, and Coast Guard. And lastly, we will be traveling to New Orleans and visiting the National World War II Museum. The museum's exhibits cover the global scale of World War II, the exhibits highlight the role world leaders played in the war and how everyday men and women found strength and courage to accomplish

extraordinary feats. We also hope to take part in many other iconic museum tours while we are in New Orleans.

This trip is going to be rich in history and new learning opportunities, but although it is amazing that we have the chance to go on this trip, it isn't free. The trip will be pricy, but no doubt it will be worth it. Students are currently working on fundraising to bring the cost of the trip down, but we need your support. If you would like to make a donation you can fill out the donation form in the back of the newsletter. Any donations are greatly appreciated and go a long way to making Wildlands a place where students make our dreams into a reality.

-Esmé Z. 10th grade

In order to support this trip please join us at The Plus on January 31st and The Art Crawl on February 6th and 7th.

Details are available on pages 4 and 6



What's Going On At Wildlands?

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The Tracker

This year I wanted to complete a large scale field project that I could get lots of students involved in. My fellow student, Emerson, was interested in the same kind of project that I was looking to start.

It took us several months and some inspiration, but we eventually came up with such a project.

The central question that we are trying to answer is "what is the winter range of the mammals on Beaver Creek Reserve?". This seemed like a lofty question to be asking. We have to figure out what kind of animals lived in this part of the state, if they were

present on the reserve, and how we would be able to determine where their range on the reserve ended. At first we planned on deploying trail cameras to snap pictures of the animals as they came into a bait pile. We dismissed that method after we realized that having animals come in to a bait pile would only give us population and not distribution, because our bait piles would attract animals and not be unbiased. If the mammals are coming in for the bait they may be going out of their way to visit the bait. After a discussion with Mr. Laufenberg we decided to try to collect our data by tracking.

Our current task is to find animal tracks in the snow, identify them, and then take GPS waypoints to mark where we found each track. To keep our data and sample area random we created 30 transects, each 150 meters long.

We use the GPS to find the start of these transects and then using a compass walk along the transects and identify tracks. When we find a track there are certain things in and around the track that we are looking for.

Before I even look at a track I look at the animals gait and movement patterns. You can tell the difference between a fisher and a coyote so easily just by the way they move. Coyotes tend to

travel in straight lines while fishers weave their way through the landscape in no discernible pattern. Each animal will leave behind small unique traces that you can pick up if you know what to look for. One of the things that I look for right away is the number of toes. Some animals may only have four toes while a different species may have five. You have to slow down and get to know each animal as a species before you can pick up these small cues.

With this data we will be able to build range maps for each species that will be documented. So far we have verified the existence of fisher, squirrel, white tailed deer, coyote, red fox, river otter, small rodents, and muskrat on Beaver Creek Reserve. These maps will allow future visitors to know where they can find these animals.

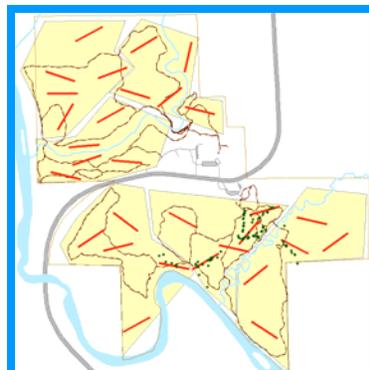
-Ben B. 12th grade



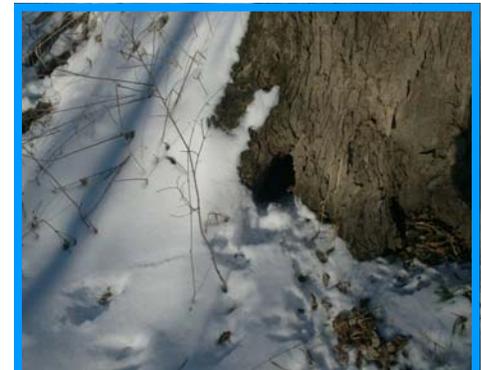
Ben and Mr. Laufenberg demonstrating field techniques



Tracks from a family of river otters



The map the team is using to collect data including current data points.



Squirrel tracks coming down from a tree.



Students identifying coyote tracks.

Gone with the Wind

Wildlands is a place for students to push the boundaries of what is possible in our learning environment, and make the student's dreams become a reality. Our team of six students came up with the idea to send a weather balloon with an atmospheric probe into low orbit. The goal was to gather data and photos from the edges of our atmosphere. In order to make this possible, we had to employ an incredibly small and inexpensive computer called the Raspberry Pi, along with a few sensors controlled by this device. The sensors would allow us to not only capture stunning photos but also gather information such as barometric pressure, temperature, and altitude. We started collecting some background information, including watching multiple videos that demonstrated what was essential for this project to be successful.

In order to purchase the supplies we needed we raised five hundred dollars with a free fundraising site called youcaring.com, and combining that with the support of relatives, we purchased the Raspberry Pi, parachute, weather balloon, and the sensors. We also negotiated sponsorship with Airgas, for a free helium tank. This sponsorship helped enormously with the cost of the project.



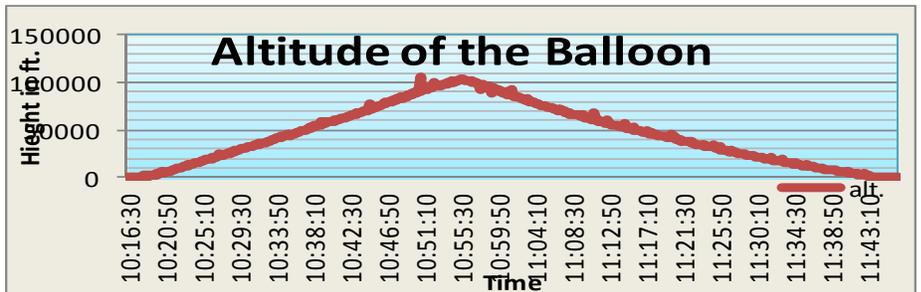
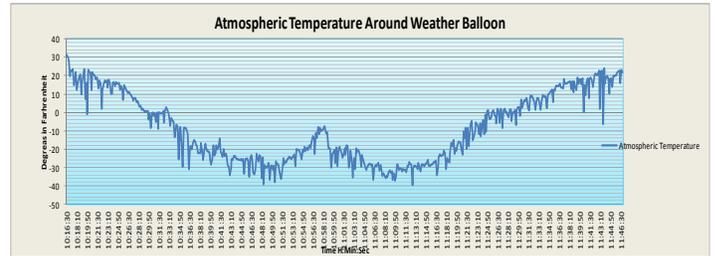
After we purchased the Pi and sensors, we spent many hours programming them to collect the data we needed to complete the project. This was the longest stage of project and definitely the most frustrating. While waiting for the helium to arrive, we made a box to put the Pi and sensors in, and listed all of our contact information on the side of the box. We had to be careful when positioning the Pi and sensors so that everything would fit inside. On Wednesday December 3rd, after months of demanding work, we finally launched the balloon and it was soon out of sight. The balloon traveled over two hundred miles southeast to Fond Du Lac. It was found by a pheasant hunter, near Dike Road, which is in the Eldorado county hunting grounds. He called us and we organized a meeting in Rippen. Brad, Gabe, and Jordan went with Mr. Forseth to pick it up and interview him.

All the work we put into this project finally paid off as we downloaded all the data and pictures. We would like to thank Airgas for their Helium donation, as well as everyone who gave funds to this project. We plan to launch another balloon in the spring of 2015 in order to observe the atmospheric differences

between the seasons.

If you want to find out more about this project you can watch our video "Up Up And Away, Voyage of Space Duck, Low Orbit Science Project" on Youtube.com

-Ethan R. 9th grade



Genetics

How does genetic engineering work? What do scientists do to cut DNA? How can we find the differences between two people's genetic material? These are among the many questions that students Andy, Leo, Bret, and I are answering through their genetics project. The goal of the project is to explore genetic science through pre-designed labs and background research, with the final result being an independent lab created by the students. Currently, the students have completed a restriction

analysis lab which involved cutting a plasmid, a segment of DNA used for genetic manipulation, and counting base pairs. We also have been working on a lab which allows the students to move a gene which induces a fluorescent glow from one bacterium to another. The students hope to have all of these labs completed by semester so that they conduct their own research over the rest of winter.

-Noah P. 12th grade



Fundraiser

January 31st from 6-11 pm

The (Pizza) Plus, Barstow St. Eau Claire.

The 'Nstructors Band (Tweed, Hadorn, & Phillips) plays 8 to 11 pm

Proceeds from food sales and silent & quarter auction go toward the High School Gulf Shores marine biology and historical field trip in February. Join the Wildlands Family and bring your friends!

Stream Testing

This year at Wildlands, myself and a few other students have decided to test the overall health and quality of Deinhammer Creek and Beaver Creek. We started by looking at certain qualities that make a creek a good or bad creek. We looked for qualities such as high banks, clarity of the water, vegetation, and habitat for fish. Our conclusion of the overall quality was that both creeks are

what people would call very healthy creeks. From there, we have been going more in depth and testing many different variables in the water itself. The variables include: dissolved oxygen, temperature, flow rate, and depth of the water. This is going to be a yearlong project, and at the end of the year we will analyze all of the data we have compiled. Our analysis will show

how healthy the streams on the reserve really are, and how the quality fluctuates with the seasons.

-Dom F. 11th grade



Native Americans

The Native American project was the Wildlands Middle Schools thematic project for the first quarter. The goal was to learn more about a Native American tribe, or just about Native Americans in general. First, Mr. Hadorn gave everyone an idea sheet to get ideas from, and to help guide the unit. There were some things that were required such as reading a book about Native Americans, and writing a paper about them. Later

everyone got to work doing projects that ranged from making an eagle whistle to making a timeline. After finishing each project it would be shown to Mr. Hadorn and Mr. Fields who graded them. To earn an A grade, you had to earn 450-500 points by completing the required tasks and individual projects. Eventually on December 16th everyone got to show off their hard work. We presented in a museum format on either the

native American project or one of our individual projects. Most people presented their Native American projects.

-Sinead D-N. 7th grade



Migration

During the first two quarters of school this year, Wildlands was fortunate enough to have an intern named David Laufenberg. Mr. Laufenberg led a group in a project about migration, where the students who participated would learn about the reasons certain animals migrate, and the adaptations that different species have to complete their migratory journeys.

One of the ways we explored migration was by writing a

research paper that compared the migration of Bluefin Tuna and one species of salmon that we selected. We dug deeper into the science of migration by reading a scientific paper about raptor migration at the Bridger Mountains in Montana that Mr. Laufenberg had helped write. Lastly we would take turns reading, and discussing our thoughts, about parts of the book A Sand County Almanac by Aldo Leopold.

The migration project not only allowed us to gain a deeper understanding of migration, but also left us with a polished research paper, and a Google site. This project was one of the only large group projects that Mr. Laufenberg led, and we might have extended it however Mr. Laufenberg had to leave and we were ready to start working on something new.

-Leo P. 10th grade

Which Building is More Sanitary?

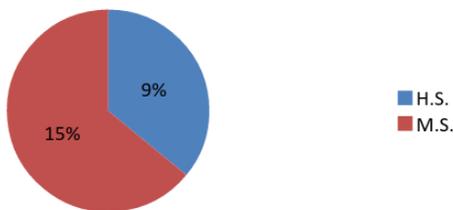
This November, I was a member of a project with a goal of finding out whether the high school or middle school is dirtier on a microscopic level. We found out by testing various locations in both the high school environment and middle school environment. To perform this task we tested locations by swabbing with sterilized Q-tips.

Some of the locations we tested included chairs, tables, drinking fountains, sinks and power cords. After they were swabbed, we rubbed the Q-tip on a Petri dish filled with agar and let the colonies of bacteria and fungus grow for four days. Then we counted the number of colonies on the dish. We also measured the percent of the dish that was

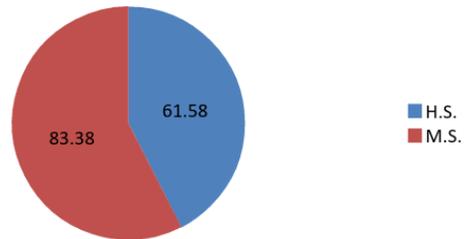
covered with bacteria. After analyzes, we found that on average the high school was cleaner. Below you can see our average results of our experiment.

-Bret H. 10th grade

H.S. and M.S. Average Percent Coverage



H.S. and M.S. Average Colonies



Current Community Events

THANK YOU to everyone that donated to our "SAVE or SHAVE the 'Stache" Fundraiser. The totals are in: SAVE: \$839, SHAVE \$1,000! We appreciate your support in helping us raise funds that will support student projects, field trips, and programs within the community.

- | | | | |
|--------------------------|---------------------|------------------------|-------------------|
| The Cummins Plewa Family | Dave Kropilniki | Janice Hoh | Bobbie Bruett |
| Paul and Joni Holmes | Karen Broomfield | Amy Schiebel | Bob Barnett |
| Matt Forseth | Jon Erickson | Clint Rogers | Ted and Jan Tweed |
| Mr. Sawyer Stubbe | Liz Seubert | Berry Golden | Lucille Granros |
| Sarah Sharp | Fred Forseth | Robert Soldner | Berry Golden |
| Rita Koch | Michelle Markquart | Livi Buvala | |
| Scott Eagleburger | Kristi Buse-Strauch | Heather Terrill Stotts | |

Fundraiser

Eau Claire Banbury Art Crawl February 6th & 7th

Wildlands students will be stationed around the building and based out of FORAGE, Room 214 in building 13

Students will have beverages including coffee, hot chocolate, tea, soda, and water for sale to raise money for the Gulf Shores trip.

banburyartcrawl.org



Improv

“Stop” means go and “Walk” means stop, now you are confused. That’s okay though, it’s all part of improv. Improv is a theatrical technique, or an unscripted play. One of the most important rules in improv is “Yes and...” This means that you agree with what someone else said to keep the flow of the skit going. On December 11th, Wildlands Middle School went to Banbury Place for improv lessons. We got to meet a

wonderful teacher named, Elena. She showed the students the main rules of improv. Then we played games to help Elena memorize our names, and get to know the students better. Students went up on to the wooden floor, to perform together. One of the activities the students had to do was convince Elena, who was pretending to be their mother, that they didn’t do anything wrong. She was furious at the children because they had

been out hours past their curfew. Without any preparation or discussing the students worked together to find a common alibi. Everyone had a wonderful time thank you for the great time, Elena!

-Marissa Bruett, 8th grade



Ice Shanty

This year, Samuel G. and I are building an ice shanty for our senior project. We have been ice fishing for years now, and have been using hunting blinds for shelter on the ice. The hunting blinds are not very big, are very flimsy and are cold on the open ice. We decided to try our hand at building our own, so it could be exactly the way we wanted it.

We started by designing and constructing a 16 x 6.5 foot ice shanty frame that would crank down into the ice. This is so that the bottom would sit flush on the ice for easy access to the fishing hole. We used SolidWorks CAD software, a 3D drafting software used to engineer many products, to design the shack. The next week we ordered the materials and began work. Within a week

we had frame for our rolling drop down ice shanty. Now it was time to build the shanty on top of the frame. We bought treated wood, consisting of 3 ¼ inch plywood, ½ inch plywood and over sixty two-by-fours. We built and assembled the walls, framing, and roof. Next we installed the door and windows and we bought a rubber membrane roof, and a lot of tin siding. We installed the siding, and glued the rubber membrane down.

Our next steps will be wiring our shanty with electricity, and adding insulation. We had better hurry, because the lakes are starting to freeze!

-Dylan G. 12th grade



Gaga Ball

What is Gaga Ball you might ask? Gaga Ball is a competitive ball game taking place in an arena between at least two people. A Gaga Ball arena is an octagon made out of wooden boards. The goal of the game is to hit your opponents below the knees with the ball, if you hit the opponent below the knees they are out and you win the game. You can have as few as two

players to as many as twenty. At Wildlands we like to have many options for physical activities, this game can be played throughout the winter and would be a great game to play in our free time, lunch break, or when we just need to get out and move. Sadly, we don't have an arena yet, so we are raising funds to build a Gaga Ball arena. The total cost to build this arena will be three-

hundred dollars. In know that sounds like a lot, but if everyone reading this just donated five dollars we would have raised enough to build one. If you would like to donate see the back of the newsletter.

-Olivia B. 7th grade

Ecological Impact

Here at Wildlands we consider ourselves to be an environmentally oriented school, but over the last year I have noticed our poor record of environmental stewardship. We had no composting system and students rarely recycled. This year I have been trying to remedy this problem by increasing awareness of environmental impacts and our effect on climate change.

The first step I took to remedy these issues was by starting a compost system. In October I did a survey of our trash cans and found that 32% of our trash could be diverted from the landfill by composting. I set up a compost bin that I have been taking out daily

and made signs explaining what can and cannot be composted. This is when I ran into my first barrier. the compost piles moisture content was too high. Over the next week I added more dry materials to the compost. It was just beginning to dry up when the unimaginable happened, it snowed. The snow itself was not a bad thing, but the cold weather accompanying it was. Within less than a week, the compost bin was frozen solid.

This seemed like it was the end of the compost system at Wildlands. Since then I have continued to add to the compost bin so that it will be ready for the spring thaw. I have

also moved a small part of the compost inside to continue throughout the winter. I am currently looking into alternate forms of composting such as worm compost. I intend to continue this project for the rest of the year and reduce our impact in other fun ways such as Upcycling, taking objects and making something new out of them.

-Emerson Z. 12th grade



Culture Club

The majority of our foreign language course is completed through a program called Rosetta Stone. Although the course is effective in teaching conversational speaking, it falls short in teaching students about the culture and perception of the country itself. Earlier this month, a culture club was formed as a way to learn about the cultures these languages originate from.

We started with the Spanish language and split up into two groups; Spain and Mexico. I decided to join the group studying the culture of Spain. Upon finding that there were many cultures throughout the country, we split up into five smaller groups representing the different cultures of Spain. Within these five

groups, we researched elements of these different cultures that we thought were important. Some examples include art, architecture, food, history (including major wars, rulers, and laws) and sports. Each of the members took a different subject for each culture and did a short presentation on it to the rest of the culture club. Other cultures that we will be studying are French, Papua New Guinean, German, and Russian.

-Summer V.
11th grade



Nature Center Green Wall

One morning, we were all invited to the classroom to watch a video on YouTube about making our society greener. I went into it thinking that I wouldn't learn anything, so I didn't pay attention at first. The man presenting the talk, Stephen Ritz, was so enthusiastic and excited about his work that in just seconds, he had my attention. He was teaching science in the south Bronx and attempting to think of a way to get students to interact and take a more hands on approach to learning. He was talking about how in his classroom only 38% of his students had NOT dropped out of the class by semester. He started the Green Wall Project in hopes of making his classroom more

hands on and more engaging. After teaching for three years about green walls and building a better Bronx, they put up a website, and other cities were soon adopting their idea.

Since Wildlands is a science school all about hands on learning, many of us thought it would be a great idea to try to build one right here on the Nature Reserve. One group is currently in the process of building a wall at the Citizen Science Center. Meanwhile Libby, Maddy, Felicia, Alexis and I will be building one at the Nature Center. Originally we were planning on putting up plants native to the reserve, but we ran into some obstacles. A majority of the plants on the

reserve are seasonal, you cannot harvest grasses, and the grasses are too tall for the wall. With the help of the Beaver Creek Staff, we are in the process of deciding what we can plant that we will be able to harvest, while also relating them to the visitors at the reserve. There is a possibility that we will put up a tower instead of a wall, depending on the needs of the Nature Center, but we will do whatever we can for our project to be a success. Our project is not very defined yet, but we are pulling it all together and we hope to have a fully functional wall up by the end of the third quarter.

-Maryann V. 11th grade

Community Outreach

With the upcoming trip to the Gulf Island National Shores, Wildlands students have been working hard to raise money to lower the cost for all students. The school is engaged in several student-led fundraising projects. The most successful of these is "Save or Shave the 'Stache" (SOSTS), a fundraiser where monetary votes are cast to decide the fate of Mr. Tweed's iconic mustache. The SOSTS fundraiser has brought in over \$1,800! Smaller fundraising events include our Halloween brunch and costume contest, Younkers Community Days Sale, and an upcoming Pizza Plus event. Stay tuned for information on upcoming events that you can get involved in.

With all of the work going into collecting such generous donations, Wildlands still recognizes the importance of giving back to the community. Students will be volunteering at the Augusta Food Pantry, Community Table, and the Salvation Army, as well as helping to purchase items for the Toys for Tots service this month. The high school is also far into our buddy program with the Augusta Elementary School. Students partner up with a 3rd

grader and correspond with them via email. Once a month, our students meet up for a day full of reading and various crafts.

For frequent updates on Wildlands service and fundraising, follow the Wildlands Facebook page. If you are interested in donating to the school, see the donation form in the back of the newsletter.

-Felicia D. 11th grade

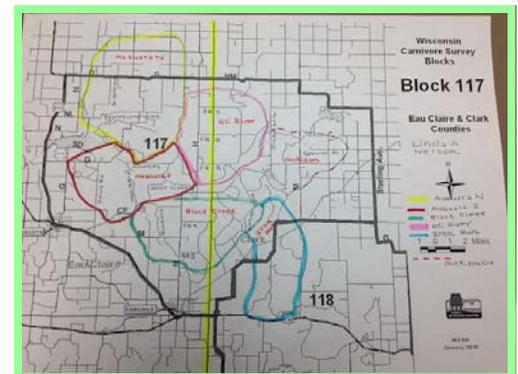


Wolf Tracking

Ben and I had been looking for an outdoors project for some time when we stumbled across the DNR carnivore tracking volunteer program. In this program, volunteers are asked to record the tracks of carnivores, specifically wolves. The focus of this program is to keep track of the population of the wolves and other carnivores in our area. Ben and I found this very interesting and decided that we would like to be a part of it. Before we could get started we had to attend two classes provided by the DNR, a carnivore tracking and wolf

ecology class. By attending these classes in November, we learned a lot about tracking and wolves themselves. In the next few weeks we will be beginning to survey these animals including five wolf packs just east of Augusta.

-Abby W.
12th grade



Go to GoodSearch.com and add [Wildlands Charter School](#) as the charity you want to support. Each search you make through GoodSearch donates money to Wildlands.



Wish List

Large Goals

Vacuum
Cabinets for lab
10 more large camping backpacks
Full size 10" table saw
Portable Compressor
Portable wire feed welder
18 volt drill driver (Dewalt or Ryobi)
5 iPads
Lockable storage cabinets
Good road bikes for PE (goal of 12)

Always in need of...

Hot pad holders
Kitchen Towels and Wash Cloths
Measuring cups for kitchen
Measuring spoons for kitchen
New Dry Erase Markers
Kleenex
Paper Towels
Duct Tape
Electrical Tape
Masking Tape
General Office Supplies

Check us out on YouTube to see the awesome videos students have made.



www.youtube.com/WildlandSchoolVideo

On the Horizon

1/13 MS Ski Trip
1/14 Early Release
1/15 What's Going On Zoom 1-2 pm
1/19-1/22 HS Seminars
1/23 No School
1/26 Ski Trip
1/28 Mike Perry Writing Talk
1/31 Pizza Plus Fundraiser 6-11 pm
2/2 Open Enrollment Begins
2/6-7 Banbury Art Crawl
2/11-17 Pensacola Beach Trip
2/25 Ski Trip Cascade
2/27 Youth Options Application Due
3/10 Vertical Endeavors
3/11 Early Release Day
3/19-20 Spring Break
3/27 Vertical Endeavors
4/2 Vertical Endeavors

Newsletter Team

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Editor: Lauren L.

Wildlands Supporters

Special thanks to the following individuals and families whose generous contributions help make Wildlands School successful year after year.

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Heather Terrill Stotts	Airgas
James & Bobbie Bruett	
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Matt & Vicki Guse	

If you would like to see your name appear here please make a donation of any amount. For more information see donation form on the back page.

Check out the Wildlands website to find more awesome stuff about us. Just use our QR code, or visit



www.wildlandschool.net



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Sponsor the Gulf trip you read about on page 1 of this issue!

- _____ \$25—Help Pack the Cooler
- _____ \$50—Fill a Tank of Fuel
- _____ \$100—Sponsor a Bus Seat
- _____ \$200—Sponsor a Sea Turtle
- _____ \$500— Sponsor a Student

Help Support

Wildlands needs your support.

Wildlands has established a 501c(3) non-profit organization to support student research and activities. If you would like to help us provide students with unique learning opportunities please use the form below. All donations are tax deductible.

Benefits of supporting Wildlands:

With a donation you will be recognized as a contributor in our Wildlands' Newsletter.

Name of Contributor(s):

Address:

(Internal use only. We will not give away or sell your information)

General Donation

- _____ \$10
- _____ \$20
- _____ \$25
- _____ \$50
- _____ Other

Indicate how you'd like your donation to help Wildlands!

- ___ Equipment/Supplies
- ___ Wildlands Can Decide
- ___ Student Scholarships
- ___ Wildlands Vehicle Fund

Your donation to Wildlands School will provide students with up-to-date research equipment, support field work opportunities, fund local fieldtrips, or support our senior scholarships. Anyway you look at it, the money directly helps our students.

Thank you for your support!

Mail this section with your donation to:

Wildlands School * E19320 Bartig Road * Augusta, WI 54722