### Calendar of Events

#### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Market Day Pick-up 5:00-6:00</td>
</tr>
<tr>
<td>16</td>
<td>Movie Night 6:30-8:00</td>
</tr>
<tr>
<td>21-23</td>
<td>No School Happy Thanksgiving</td>
</tr>
</tbody>
</table>

#### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Gr 5 Bazaar</td>
</tr>
<tr>
<td>20</td>
<td>Winter Parties p.m.</td>
</tr>
<tr>
<td>21</td>
<td>Winter Parties a.m.</td>
</tr>
<tr>
<td>24</td>
<td>Winter Break</td>
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</tbody>
</table>

#### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Resume School</td>
</tr>
<tr>
<td>10</td>
<td>Incoming Kindergarten Parent Meeting - 6:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>Badger Ridge Middle School</td>
</tr>
<tr>
<td>14</td>
<td>PTQ PAC Meetings 6:30/7:30 p.m.</td>
</tr>
<tr>
<td>21</td>
<td>No School Staff Development</td>
</tr>
<tr>
<td>24</td>
<td>Market Day Pick-up 5:00-6:00</td>
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<tr>
<td>25</td>
<td>Charlie Brooks' Band 12:35/1:30</td>
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<tr>
<td>26</td>
<td>PTO Rock’n Recess Family Event 1:00-3:00 p.m.</td>
</tr>
</tbody>
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Dear Parents/Guardians:

Our staff works hard to help our students to become effective problem-solvers. We work on the “social curriculum” alongside and integrated with the academic curriculum throughout the school year. We thank parents for partnering with our staff with these ongoing efforts.

We ask you to take a few minutes to discuss the following items with your child(ren) to ensure that our students are continuing to become effective problem-solvers.

1. Students should always use their words to solve problems with others. Asking other students to stop undesired behavior and/or using “I feel” messages are both important strategies. (Feel free to ask your child about “I feel” messages).

2. Students should never use their hands in any way to solve a problem with another person. Students should always be careful where they place their body, hands and/or feet with respect to others. Each person is completely responsible for their own body and actions.

3. Students should own their part of any given problem/issue. Acknowledging their part can help a student starting moving down the path of knowing how to fix the problem and hopefully preventing it from happening again.

4. Students should seek adult assistance at any time they feel it is needed in the classroom, at lunch, on the playground or on the bus. It is important that students do this as soon as possible so as to be able to best assist students in a timely fashion.

5. Students need to know that mistakes will happen, but fixing mistakes and learning from mistakes is very important to their development. You may hear our students talk about resetting at school, which is a brief timeout (usually a break in the classroom or in a neighboring classroom lasting seconds or just a few minutes) giving students a chance to start over with the given task or expectation and to remain in the classroom when doing so.

6. We often ask students to tell us about how they will fix given situations, what will be their new plan, how can they keep the problem small and/or how can they prevent the problem altogether. Feel free to use these common language pieces with your child at home.

7. Please ask your child what they talk about in their guidance classes with Ms. Holzum or within their classroom meetings. This is a great way to stay connected with how our school is working on the social curriculum with your child(ren).

Thank you for your continued support of Stoner Prairie. Please do not hesitate to call with questions, ideas, or concerns at any time.

Yours in Education,

Chris Olson, Principal
845-4210 or chrisolson@verona.k12.wi.us
The Wisconsin winter forecast predicts cold temperatures and snow. We want our students to be appropriately dressed to stay warm during outdoor recess. All students who are healthy enough to attend school will participate in outdoor recess, so please be sure your child has hats, mittens, scarves, boots and water repellent snow pants/ ski pants (grades K-3). For students in grades 4-5, snow pants/ ski pants or double pants are optional, but highly encouraged as they keep students warm and dry. Students who do not have winter boots (i.e., boots that are worn out to recess only and are not worn indoors as well) or who do not have snow pants/ ski pants or double pants will be restricted to the blacktop areas of the playground.

Please talk to your child about dressing appropriately for the weather. We have students who bring their winter gear to school but then choose not to wear it. Damage done to a student’s clothing or health due to their own negligence (e.g., walking through puddles, not wearing a hat, etc.) is the responsibility of the students.

We have a large collection of winter items in our Lost and Found. Please ask your child to look through the Lost and Found to find their missing winter apparel.

If you need assistance obtaining winter clothing, please call Sarah Holzum, school counselor (845-4228).

Additional Winter Recess Guidelines
1. Students should not bring any types of sleds to school. We will provide sleds when sledding is permitted.
2. Students should not share any winter clothes with their friends.
3. Students should not throw snow or ice at any time.
4. Students should have winter wear that they can put on and take off successfully by themselves or with minimal assistance from others.
5. Students who do not have a specific winter clothing item on a given day will need to stay on the blacktop area of the playground.
LICE OUTLOOK

Or should we say look out for lice? One of the best things you can do for prevention of or early detection of lice is inspection of your child’s head daily for signs of lice or nits. Other symptoms to look for are itching and scratch marks on your child’s head.

What are you looking for? Live lice are shades of brown, small with legs and they move very quickly on the scalp (they don’t like light). Nits are the eggs. They range from clear to whitish gray to brown and are close to the scalp and stick to the hair shaft (you can’t flick them away or wash them out).

What should you do if you find lice or nits and have never been treated?
1. Treat
2. Remove all nits
3. Inspect family members and other close contacts
4. Clean environment
5. Continue to inspect your child’s head daily and remove all nits

Contact your school nurse with any questions about detection or treatment. A website with pictures and accurate information is: http://www.headlice.org.

Lice are spread by direct head to head/hair to hair contact. Talk to your child about keeping a hands distance between their head and the heads of others. Remind them not to share hats.

School Hours

Every Monday is a Late Start. Students may enter the building at 9:10 a.m. and should be in their classrooms by 9:25 a.m.

On Tuesday—Friday, students may enter the building at 7:30 a.m. and should be in their classrooms by 7:45 a.m. Please bring your child closer to 7:30 a.m. than 7:45 a.m.

No supervision for students is available prior to 9:10 a.m. on Mondays and 7:30 a.m. the rest of the week. Please do not drop off your children before these times.

Parents are asked to say goodbye to their children in the morning and to meet them in the afternoon outside the front doors of the school.

Información sobre PIOJOS

¿Dónde encontrar un sistema de pieles? Una de las mejores cosas que podemos hacer para la prevención o detección de pieles es ver si se encuentran signos de pieles en la piel de tu hijo/a. Otros signos que podemos observar son la fiebre, la falta de sueño y los signos de rascarse (como rascarse o tocar) en la cabeza de tu hijo/a.

¿Qué es lo que estás buscando? Los pieles vivos son de color marrón/rojo, pequeños, con patas y se mueven muy rápido en el cuerpo del niño/a. Los pieles muertos son los huevos. Su color puede variar desde el claro hasta el gris, hasta el marrón y se adhieren al cabello y a sus raíces (no pueden sacudirse o simplemente lavarse para quitarse).

¿Qué debe hacer si encuentra pieles o líneas que nunca han sido tratadas?
1. Tratar (tratamiento apropiado)
2. Eliminar todos los pieles
3. Inspeccionar a los demás integrantes de la familia y otros contactos cercanos
4. Proveer un entorno adecuadamente limpio
5. Continuar revisando el cabello diariamente y quitar todas las pieles

Comuníquese con el personal de la escuela si tiene alguna pregunta sobre la detección o tratamiento de los mismos. Un buen sitio o página que puede acceder en el Internet que ofrece información exacta y fotos/dibujos es: http://www.headlice.org.

Los pieles se propagan por contacto directo de cabeza a cabeza o por contacto de cabello a cabello. Hable con su hijo/a y digale que mantenga una distancia similar a la extensión de su mano entre su cabello y los de sus compañeros. Recuerdele que no debe compartir objetos personales, tales como: gorros, ropa, almohadas, accesorios para el pelo, cepillos o peines con otros estudiantes.

Las enfermeras del Distrito Escolar del Área de Verona (VASD)
**Healthy Packed Lunches**

Prepackaged Lunches (“Lunchables” for kids) are popular and convenient, but they’re also expensive and often less than nutritious. Instead, create your own packable lunch using healthier ingredients. Consider these components and pack them in plastic containers, resealable plastic bags or colorful plastic wrap. Use fun stickers to seal the plastic bags.

- **Cold-cut roll-ups** (lean, low-fat turkey, ham or roast beef with low-fat cheeses on whole wheat tortillas)
- **Cold pizza** (shredded mozzarella cheese with pizza sauce on a flour tortilla, whole wheat pita, English muffin or mini pizza shell)
- **Cracker sandwiches** (whole grain crackers filled with low-fat cheese or peanut butter and jelly)
- **Peanut butter or apple butter and celery sticks**
- **Veggie sticks with low-fat dip, dressing or hummus**
- **100% fruit juice box, bottle of water** (juice box/bottle of water can be frozen to keep lunch cold) or 35 cents for milk money
- **Optional dessert (choose one)**: flavored gelatin, low-fat pudding, oatmeal raisin cookie, graham crackers, fresh fruit

Adapted from [www.kidshealth.org](http://www.kidshealth.org)

**Rules from the Lunchroom Staff**

- Please do not send soda

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**Meet Christie Burke, School Psychologist and Special Education Coordinator**

My name is Christie Burke and I have enjoyed the start of my first year as the school psychologist and special education coordinator at Stoner Prairie and the Verona Area International School. I went to school in Eau Claire, Wisconsin and worked as a school psychologist in Missouri, Alaska and Illinois. My family and I are excited to return to Wisconsin, and I look forward to getting to know Stoner Prairie and VAIS students and families even better as the year progresses. As a school psychologist, my goal is to help youth be successful academically, socially, behaviorally and emotionally. I work to collaborate with educators, parents and other professionals to create safe, healthy and supportive learning environment for all students. Please feel free to contact me at 845-4234 or burkec@verona.k12.wi.us.
ART Notes from Ms. Baitinger-Peterson
Children receive art instruction in the ART room for 60 minutes once per week.

Kindergarteners just completed an Eric Carle inspired composition. Children mixed the primary colors (red, yellow and blue) to make the secondary colors, and painted one paper green, one orange and one violet. While the paint was still wet they added lots of textural lines by scratching into the wet paint with the opposite end of the paintbrush. Children then cut the letter of their first name out of one of the papers, and an animal starting with the same letter from a second paper. The last paper was cut up into patterns to add to both the letter and the animal.

First Graders painted with watercolor and experimented with “wet on wet” techniques. The papers were cut apart and now are being used to weave into a beautiful weaving. Children are learning that the strips are called the “weft” and the paper they are weaving into is called the “warp”.

Second Graders used hot and cold colors of tempera paint to create a fall leaf composition. Learning new techniques to apply paint was very exciting! We brushed, dabbed, scratched and sprayed the paint to create lots of excitement on the papers. Leaves were drawn onto the hot colored paper, cut out and glued onto the cold color paper in their own unique arrangement.

Third Graders learned how to draw a tree by tracing their arm and hands. This technique is a fun way to learn how a tree grows, wide and strong at the base with thin long branches at the top. The challenge was to alter the tracing to resemble a tree. Each child wrote; “What I Am Thankful For”, on the trunk. They wrote their thankful thoughts on the branches before finishing the trees with watercolor, they are beautiful! (continued on next page)
Fourth and Fifth Graders are in the process of learning about contour drawing. They looked at leaves and slowly drew the contour and main veins. Drawing repeated patterns in the segments was very relaxing, almost meditative! To further the idea of contours, they cut their leaf out, glued it to another paper and cut a larger contour.

NOVEMBER’S FAMOUS ARTISTS OF THE MONTH are; GEORGIA O’KEEFFE and CLAUDE MONET
Please look for the FAMOUS ARTIST OF THE MONTH display by the Art Room the next time you are at school.

MUSIC NOTES from Ms. Stucki

Children receive Music instruction in the Music room for 30 minutes twice per week, for a total of 60 min. per week.

Kindergarten students continue to do a fantastic job learning names of each classroom instrument as they are introduced. After learning a song called The Teddy Bears’ Picnic, the students found a picnic basket filled with picnic supplies that made great rhythmic sounds to play with the song. Working on identifying high and low sounds the students have been playing xylophones.

First Grade students learned a song called Something Went Bump and found out that the sound was made by a bass drum. Once the mystery was solved and students learned the song, they shared turns playing the bongo drums, tom drums and conga drums.

Second Grade students sang October, Rocktober and after perfecting the chorus of the song added rhythm instruments. Students enjoyed dividing into two groups and singing the echo part of the song. Inflatable electric guitars were the icing on the cake.

Body percussion kept Third Grade students moving while they sang The Sounds of the Night. The students have been learning songs in two ways. After learning the words they are working on reading the melody on the music staff. Songs called FACE and Every Good Boy Does Fine were learned to help students remember the names of the spaces and lines of the treble clef.

Singing, moving and fun sound effects were part of a song called Do The Igor. In the introduction of the song, Grades 4 and 5 students recognized music by J.S. Bach that was written over two hundred years ago when Bach wrote music for his job as a church composer. Students brainstormed ideas about why people write music and were surprised that this music was familiar and often heard in October even though it was not written to be scary. (continued)

SCHOOL SAFETY
School safety for students, staff and parents is very important at Stoner Prairie. Thank you to parents for always checking in at the office upon arriving to our school each day. Signing in and making sure to wear a visitor sticker is very important to our overall school safety. This helps our students and staff to easily recognize who the adults are in our building. Our staff members are also required to wear their staff identification each day as well. School district board of education policy outlines both of these expectations.

Stoner Prairie will be having a lockdown drill in early December. We will have a very short, low-key practice with going into a lockdown at school. Students will remain in their classroom with all school doors locked during this drill. Teachers will continue with teaching during this drill while working to keep students away from windows and doors. This drill will last only a few minutes, but it is important for our school to be ready for this precaution if we should ever need to use it. Please contact Mr. Olson with any questions directly at 845-4210.
**PHYSICAL EDUCATION NOTES from Ms. Thronson**

Children receive Physical Education instruction in the gym for 30 minutes twice per week, for a total of 60 minutes per week.

All students had a chance to use our climbing wall recently. We learned what it means to climb vertically and horizontally. The month of November, the kindergarten, first and second grade students will work in manipulative stations. (Scooters, tennis rackets, bowling, hula hoops, bean bags, etc.) They will also spend some time striking objects in the air with their hands and rackets.

The third, fourth and fifth grade students will work on their floor hockey and volleyball skills the month of November.

All students will begin the Tumbling and Gymnastics unit the first week of December.

Look for Related Arts Notes in upcoming family newsletters!

Each school within the Verona Area School District is forming a building equity team in order to work to decrease any existing achievement gaps between any groups of students within our school district. Equity can be defined as raising the achievement of all students while narrowing the gaps between the highest and lowest performing students and eliminating the predictability of which student groups occupy the highest and lowest achievement categories. Stoner Prairie Elementary and the Verona Area International School (VAIS) have jointly formed a building equity team and will meet periodically during the school year to provide direction, planning and implementation of building level equity plans. These plans will include data analysis, goal development and professional development. Thank you to the nearly 25 staff members and parents from Stoner Prairie and VAIS that will be working together in this important area.
The Common Core State Standards (CCSS) are national standards that are continually being developed by many different teams of educators across our country. Math and Language Arts CCSS have been released over a year ago. Most states have agreed to be part of one of two organizations/consortiums that are creating Next Generation Assessments (NGA) that will be part of the new state assessment system in 2014-15 that are tied directly to the CCSS. (Wisconsin has selected to become part of the Smarter Balanced Assessment Consortium).

CCSS have been designed to infuse more and more higher order thinking skills, helping students to develop/use more strategic and extended thinking, narrowing the focus of the overall curriculum scope and sequence to increase the interconnectedness and depth of all content areas and between levels, and to increase the overall rigor of curriculum, assessments, and instruction within our nation. CCSS are a shared responsibility of regular education and special education teachers and shared between classroom teachers and non-classroom teachers. CCSS adoption and implementation will be a continual and incremental process.

Stoner Prairie has formulated a Curriculum, Instruction, and Assessment (CIA) team that will meet periodically to help Stoner Prairie move towards curriculum, instruction, and assessment alignment with the Common Core State Standards (CCSS), the Next Generation Assessments (NGAs), and a new state assessment system (by 2014-15). The CIA will also help to continue to create and evolve the plan for curriculum, instruction, and assessment changes at Stoner Prairie that aligns with district and state expectations.
Ten students who took part in the Stoner Prairie Video Productions team were recognized at the Verona Area School Board meeting on Oct. 22. This is a partnership between FACTV in Fitchburg and Stoner Prairie.

Front row—left to right: Zachary Morrison, Oliva Ingrisano, Abigail Chase and Jordan Armstrong.
Back row—left to right: Max Beardsley, Evan Peterson, Elizabeth Newberry, Hailey Rothwell, Ammar Smiri and Avery Schaffer.

ZumbaAtomic is a Latin inspired children’s dance fitness class, that encourages rhythm and movement while strengthening their memory and more. The children will learn several fun and engaging dances to a variety of rhythms such as Merengue, Cumbia, Salsa, and Regee Hip-hop.

Classes are an hour long and cost $10 per class. They will be held in the gym after school on Fridays from 2:45-3:45. Parents are in charge of transportation.

ZumbaAtomic classes will begin Friday November 16 and continue until Friday, December 19. Full payment of $50 for the five weeks will be due at the time of registration.

Registration forms will be available in the office and are due on Thursday, November 15.

ZumbaAtomic instructor: Jennifer Blake
(608)213-1588
jblake@gmail.com
The annual testing of all limited English proficient students will be taking place between Dec. 3, 2012 - Feb. 8, 2013. In Wisconsin, and 29 other states, the instrument used for this assessment is called ACCESS for ELLs®.

This test is used to measure the English proficiency levels of all limited English proficient students attending a school district as required by NCLB. ACCESS for ELLs® is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains. The ACCESS for ELLs® assessment is conducted during this same testing window in school districts across Wisconsin.

John A. Schmitt
Director of Community Services
Verona Area School District
700 N. Main Street
Verona, WI 53593

Spanish/Español

Los exámenes de evaluación anual para todos los estudiantes con un desempeño/dominio limitado del idioma inglés están programados para el periodo de tiempo comprendido entre el 3ro de diciembre de 2012 y el 8 de febrero de 2013. En Wisconsin, y en otros 29 estados, la herramienta o prueba de evaluación utilizada para estos fines se llama ACCESS for ELLs®.

Este examen se usa para medir los niveles de desempeño/dominio del idioma inglés de todos los estudiantes de inglés como segundo idioma que asisten al distrito escolar, según lo requiere el programa federal NCLB/No Child Left Behind (Que Ningún Niño se Quede Atrás). La evaluación ACCESS for ELLs® es una prueba básica estandarizada de criterio de referencia de dominio/desempeño del idioma inglés diseñada para medir si el alumno de inglés como segundo idioma es competente en las áreas social y académica de dicho idioma/lengua. La misma evalúa el uso del idioma inglés al socializar y en el aprendizaje dentro del contexto escolar así como su utilización asociado a las asignaturas básicas de lenguaje, matemáticas, ciencias y estudios sociales en las cuatro categorías de competencia del idioma. Esta prueba de evaluación ACCESS for ELLs® se realiza/imparte exactamente en el mismo lapso de tiempo en todos los distritos escolares del estado de Wisconsin.
PLEASE HELP CHILD NUTRITION SERVICES
GO GREEN!!

By providing us with your e-mail address we can now send you low-balance information and monthly Family Meal Account Statements electronically. This will help cut down on paper and postage costs and is a more thorough, efficient process. No more waiting for paper statements to be printed, sent to individual schools, routed to teachers, and brought home in backpacks. Your statements will be securely sent directly to you in a timely manner. Please help us “Go Green” by sending us an e-mail with the e-mail address you would like on your account to receive your low balance information and monthly statement. Thank you!!

Our address is: Child.nutrition@verona.k12.wi.us

COLABORE CON EL DEPARTAMENTO DE SERVICIOS DE NUTRICIÓN EN CONSERVAR LA NATURALEZA. ¡GASTANDO MENOS PAPEL. GO GREEN!!

Podemos mandarles su estado de cuenta familiar de comidas (desayuno y almuerzo) de forma computarizada si nos dan su dirección de correo electrónico. La implementación de este sistema, nos permitiría reducir el costo por concepto de gastos en papel y envío por correo regular. Además, es un proceso más completo y eficiente. No será necesario esperar hasta que imprimamos los estados de cuenta, los mandemos a cada escuela, y a que luego los maestros los repartan entre los estudiantes para que finalmente su hijo/a lo lleve a casa en su mochila y se lo entreguen. Pueden recibir el estado de cuenta de forma segura, directamente a su correo electrónico. Por favor, ayúdennos con este proyecto y envíennos un mensaje electrónico con su dirección de correo electrónico en la cual desean recibir su estado de cuenta mensual. ¡Gracias!

Nuestra dirección de correo electrónico es
Child.nutrition@verona.k12.wi.us
Ever wonder what happens at a PAC meeting? We talk. The Parent Advisory Council is where parents gather to discuss global school topics relevant to parents with the principal and other members of the Stoner Prairie faculty. We usually meet once per month at 7:30 P.M. following PTO meetings. Some of the past topics from last year include the following: technology, school/community partnerships, and school goals and assessment results. PAC topics of discussion can flow from Site Council to PAC and from PAC to Site Council. It is important that we hear from parents about how we can work together to continue to enhance our school and what we do for children. Agenda items for PAC can be requested by parents at any PAC meeting or via email or phone with Mr. Olson (845-4210 or chris.olson@verona.k12.wi.us) at any time. Your voice is important. Please join us for PAC meetings each month.

**Parent Advisory Council (PAC) Agenda**

7:30-8:30 P.M. on Tuesday, November 27 in the Stoner Prairie Elementary Library

**Welcome, introductions, and announcements (7:30-7:35):**
Thank you to parents for helping with the staff appreciation breakfast on Nov. 5. The WKCE testing season ended just prior to Thanksgiving.

**PTO/Site Council Report (7:35-7:40):**
Discussion/sharing of recent Site Council/PTO topics.

**Staff Sharing & Parent Discussion (7:40-8:15):**
What are the new laws regarding student restraint and seclusion in schools? What does this mean for all schools in Wisconsin?
What are the Common Core State Standards (CCSS) and Next Generation Assessments (NGAs)? What does this mean for all schools in Wisconsin?

**Sharing of Appreciations & Possible Future Agenda Topics (8:15-8:30):**
Discuss/revise PAC bylaws and norms
What other global school topics would parents like to request for PAC on January 14?
STUDENT ATTENDANCE AND TRUANCY

Stoner Prairie Elementary School will not be issuing any student attendance awards during the school year, but we want to continue to emphasize the importance of consistent and regular school attendance. Regular school attendance is one of the main predictors of success for students as adults after their school years. Thank you for continuing to help your child(ren) to have good school attendance. We have included more information about our district’s truancy review board and process (see below).

Since the fall of 2011, VASD has been implementing a Truancy Review Board as an additional truancy intervention for our kindergarten through 8th grade students. Our Truancy Review Board is comprised of representatives from the school, Dane County Human Services and local law enforcement. Truancy Review Boards are not meant to replace current truancy protocol and procedures as outlined in Wisconsin State Statute 118.15 and VASD Board of Education policies. Rather, a Truancy Review Board is a last step effort when schools have exhausted their resources when working with truant students and their families. Our goal in using this collaborative approach is that we can provide additional support before a truancy citation is issued or a referral to Child Protective Services is made.

Verona Area School District Attendance Policy
(in compliance with Wisconsin State Law)

Compulsory Education Law: Wis. State Statute 118.16; Any person having control of a child between the ages of 5 and 28 years of age shall cause that child to attend school on a regular basis until the end of the school term or semester in which the child becomes eighteen; unless the child has a legal excuse, falls under one of the exceptions in the state statute, or has graduated from high school. Failure to cause a child to attend school regularly can result in fines up to $500, imprisonment of not more than 30 days or both. The penalties for a child can include: loss of their driver’s license, loss of their work permit, community service, foreclosure from attendance of any extra-curricular activities, and a curfew.

School Attendance Enforcement: Wisconsin State Statute 118.16; “Truancy” means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 118. Wisconsin State Statute 118.15 (3)(c) states students may not be excused for more than 10 days a school year. “Habitual truant” means a pupil who is absent from school without an acceptable excuse…for part or all of 5 or more days on which school is held during a school semester.

What does this mean for me as a parent/guardian?

If your child is absent from school, call the school attendance line (845-4103) to report the absence. If your child is absent from school for a medical appointment or has been to see a medical professional as a result of an absence, ask for a medical excuse form to present to the attendance secretary upon return to school.
Families are invited to join the legendary Charlie Books and the members of his band for a concert of inspiration and unity at Stoner Prairie. Charlie Brooks is one of the best R&B (Rhythm and Blues) and Blues singers in the Midwest. He has opened and played with Motown Artists over the years.

PTO is sponsoring the two concerts—grades K-2 (12:35-1:15) followed by grades 3-5 (1:30-2:15). All students at Stoner Prairie will be learning a song in music class that will be performed with Charlie Brooks and his band.

WANTED!

Board Games

If you have any gently used board games, our After School Program would enjoy them. Some examples are: Chess, Monopoly, Clue, Sorry, Scrabble, Boggle, puzzles (100 pieces), Connect Four, Life, Othello, Word Savvy, Outburst Junior, Pente, etc.

Parking Lot Safety

Thank you for continuing to keep to your right in our parking lot, traveling cautiously, and watching for parents, students, and staff in our parking lot. Each of you makes a big difference with our overall parking lot safety.

If you pick up your child on foot, please meet your child near the red cone in front of the school and make sure that your child is at your side as you move away from the front of the school. As students are picked up on foot by parents (walkers or car riders), our staff members in the parking lot shift their focus and attention to students who have not been picked up by parents. Thank you for keeping your child by your side at all times in the front of the school parking lot as this maximizes their safety in many ways while also decreasing congestion in this area.

Thank you for not bringing pets to the pick up area. Allergies and overall safety are important aspects of this expectation.

FREE POPCORN AND JUICE!

Friday, November 16
Movies: Madagascar 3 (PG) or chimpanzee (G)

Doors will open at 6:00 p.m. Come join your classmates and families for a fun night at the movies. Come in your pjs and remember to bring your pillows or blankets. A parent or guardian must accompany their child(ren).
Ipads are fun! Students love the touch screens, graphics and intuitiveness of them. And although grownups often think of them as games or leisure-time activities, they can be powerful learning tools when used appropriately.

At Stoner Prairie we are lucky to have several grants that are currently funding ipad use and research in the classroom. Karie Huttner, our ETC, secured an iTell grant that was recently awarded to Paula Wick (gr. ½) and Jennifer Klawiter (gr. 2). This grant provided 8 ipads, four for each teacher, to use in their classrooms to help individualize learning. Lorinda Cain-Bowles, reading/math specialist, received a district-wide Innovation Grant that provided her with 5 ipads to help individualize learning for students who struggle in reading and math.

The goal of both of these grants is to use ipads to help students gain missing skills to help them be successful in the classroom and on tests. Although the programs are just getting started, the students are responding very favorably to the new ipads. Ms. Wick’s class has named their ipads and Ms. Cain’s students each have an ipad that is assigned to them that they use and keep their data on. For more information about these projects, go to the iTell-Technology Integration tab on the left side of the Stoner Prairie home page.

Every year at this time, as part of the fifth grade social studies curriculum, students become entrepreneurs. They design, produce and market items of their choosing in order to experience the actual monetary gains or losses associated with a business venture.

On Friday, December 14, the 4/5 multiage and fifth grade students will once again be holding their annual Economics Bazaar at Stoner Prairie.

The bazaar serves two purposes: First, it allows multiage and fifth grade students to apply some of the concepts they have been learning in their unit on economics. Secondly, it provides 1st, 2nd, 3rd and 4th grades with an opportunity to purchase inexpensive items for themselves or their families. They also get a chance to practice the skill of making choices when purchasing items. All items are priced below $2.00.

All parents, families and friends are invited to attend the bazaar. Classrooms participating include: Freiss/Peterson — rooms 414/416, Kufel room — 408 and Cook/Wick — 221/222. Stores will be open from 8:00-9:00, and from 9:15-10:00. Please bring small bills, and you are encouraged to spend liberally.
We appreciate all of our parent community volunteers at Stoner Prairie. Thank you to parents at Stoner Prairie for completing the background volunteer paperwork from the school office. We also have all of our community partners from RSVP Dane, the Boys and Girls Club, Junior Mentor-ship and other community agencies that work with our students at Stoner Prairie complete the same background volunteer paperwork in order to work with students at Stoner Prairie. Thanks for helping our students and staff in so many ways.
The YMCA Pre-K classroom has enjoyed having 4th and 5th grade helpers come and visit. They play with the children and are great models and mentors for our four and five year olds. Our children enjoy doing art projects, reading books, building blocks, and more with the 4th and 5th grade helpers!

Lunch time runs so smoothly when we have enough helping hands. Safety Patrol students who assist in the lunchroom are a great benefit, and our parent volunteers are indispensible. We could use more adult helpers any day, but especially on Tuesdays and Wednesdays. Please call the Stoner Prairie office (845-4205) if you have some time between 11:00-12:30. We would appreciate this!
Library Notes from Ms. Krohn, LMC Director

During LMC lessons, students in grades 3 – 5 explored **CultureGrams**, an online resource for information on a U.S. State, Canadian province, or country. Included within this resource is information on culture, politics, economics, diet, dress, religion, customs and history.

**Versions**: Kids, World, States and Provinces.

**Features**: timelines, famous people, recipes, photos, videos, data tables and a citation generator.

**Access outside of school**: “Student Quicklinks” or the “SPE LMC Webpage. User name/password: verona/wildcats.

ASSESSMENTS

This is the first year that the WI Department of Public Instruction was required to select an assessment to be administered to all kindergarteners in the state. This assessment called PALS (Phonological Awareness Literacy Screening) will be given three times this year (fall, winter and spring) and includes seven subtests: rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation. (This last test is optional.)

The third, fourth and fifth graders have finished 2 different assessments this fall. In September they took the MAP (Measures of Academic Performance) tests in math and reading on computers. (These are untimed tests, so we encourage students to take as much time as they need to complete each test.) Test results were mailed home at the end of October. Students will take the MAP test again mid-year and end of the year. Those dates will be posted by your child’s teacher as we move closer to those dates.

In November, the third, fourth and fifth grader took the WKCE (WI Knowledge and Concepts Exam) which is a paper/pencil test and each section is timed. Third and fifth graders are tested in reading and math, but fourth graders have additional tests in science, social studies, writing and language arts. The results of these tests are not sent to the district until some time in the spring.

For additional information about these and other district-wide assessments, please logon to the VASD website, or ask your child’s teacher.
COUNSELOR NOTES FROM MS. HOLZUM

During the month of October several students in each 4/5 classroom were nominated as Early Childhood Helpers for the 2012-2013 school year. These “helper” sessions take place once per week during recess time. The goal of Early Childhood Helpers is to provide some of our older students with opportunities to be leader and role model, while also building a genuine relationship with an early childhood student. Congratulations to this year’s early childhood helpers:
Keegan Ploog, Katie Trias, Kylie Magnus, Tabitha Soutsada, Lensa Hamda, Ashley Hale, Angelica Maly, Mia Sanders, Keegan Metcalf, Morgan Moll, Marissa Avila, Mira Deutsch, Shar’Reese Logan, Zayda Ayala

Parents can help their children cultivate an attitude of gratitude.

“What do you say to your Grandma for the birthday gift she gave you?” Giving those simple prompts is the earliest way that parents teach their children to express gratitude. A recent study found that developing gratitude does much more than ensure Grandma will give another gift! It also helps kids feel better about their families and their lives. It even helps them get along better with others. Continue prompting your child to say thank you. But take the next step and ask your child to think about why she is grateful. (She has a loving family. She can spend time with her grandparents. She loves the gift her Grandma gave her.) Set aside a regular time when everyone talks about things for which they are grateful. This practice can help everyone reflect on the positive things in their lives. One study found that people who did this regularly were more optimistic. They also recognized kindness when it was offered. That is something for which to be grateful.

“Intelligence plus character—that is the goal of true education.”—Martin Luther King, Jr.