

# Panther

# Spotlight

PITTSVILLE SCHOOL DISTRICT

FIRST QUARTER

2022-2023

## From the Desk of the District Administrator



Dear PSD Families,

The winter season is almost upon us, and with that comes snow and frigid temperatures and the potential for school closings. We acknowledge that the decision to open or close due to poor weather can have a major impact on PSD families and often will necessitate last minute childcare arrangements. All of our students are best served by being in school, but we wanted to take this opportunity to assure you that the safety of our students and staff are our main priority and one that we take very seriously in making these decisions.

The decision to open or close during inclement weather is based upon a careful analysis of all relevant factors. Should inclement weather or other emergency situations require the district to close schools, the following procedures shall be followed:

- Notification will be made to parents and staff beginning at 6:00 a.m. or as soon as practicable using the District's School Messenger alert system if conditions warrant the closing of schools. Notifications will also be posted on our social media pages.
- The following local television and radio stations will also be notified by 6:00 a.m. or as soon as practicable:

**WIFC 95.5 FM WOSQ 92.3 FM WOFM 94.7 FM WGLX 103.3 FM WSAW TV-7 WAOW TV-9 WEAU TV-13**

Parents should have an emergency plan for handling these situations for the safety and health of our children. Do not drop children off at school on mornings when school is delayed, as there is no supervision available on those days. This is an imperfect system due to the unpredictability of Wisconsin weather and the unique circumstances of each family. If at any time there is severe weather and our schools are open, yet you do not feel the conditions are safe enough for your child to be out, we acknowledge and respect your decision to keep them at home.

As we approach the upcoming Parent-Teacher Conferences on November 10th and 15th, I wanted to take the opportunity to discuss the impact of communication on student growth and success. Communication is a key component in any healthy relationship and the one between schools and families is no different. It begins at the start of the school year with open houses and introductions and lasts through the year until school concludes. Parent-Teacher Conferences are just one such method for communicating and should be a supplement to any communication plan and not supplant consistent, regular communication. Ideally, it is ongoing, authentic, two-way, and based upon a common goal - the social, emotional, and academic success of your child/children. It can be in-person, through email, by phone, via teacher websites, or through parent/teacher organizations. The responsibility for this healthy communication lies with both the school and families and we want our community to know that we are constantly looking for ways to improve our communication with students, families, and the community. Through ongoing communication, the school and families can mutually share information about success and achievements both at school and home. It's also important that we have the trust with each other to share struggles or when we are seeing problematic behaviors or tendencies that may be getting in the way of successes socially, emotionally, or academically. The intent is not to place blame, but to collaborate, problem-solve, and support our kids. This positive relationship will empower all of us to drive towards student success!

And finally, in the interest of increased transparency and having families and the community become more involved with their school district, the PSD Board of Education has made the decision to livestream their regular monthly board meetings. These meetings will be available for live viewing and archived for future viewing on the PSD YouTube Channel. We appreciate your patience as we work through technical glitches and streamline the user experience. Live broadcasting board meetings to the public is a powerful way to keep the community informed and engaged and we are extremely excited to bring this opportunity to the families and community of Pittsville.

It is an honor and privilege to serve the community of Pittsville.



Jason Knott, District Administrator

## 2022 Athletic Hall of Fame



The October 8<sup>th</sup> Athletic Hall of Fame Banquet and Induction Ceremony honored the following:

**Individuals**

- Noel Denniston
- Vic Stewart
- Jerry Hahn
- Ted Urban
- Karen Brownell
- Randy Neve
- Matt Hanutke
- Chad Lilly
- Dan Denniston
- Ashley Baker Normington

**Team**

- 1986 Volleyball Team

Congratulations to all the recipients and thank you to the Athletic Hall of Fame Committee for their work in organizing the event.

### Board of Education

- Mandy Hoogesteger, President
- Nathan Bowden, Vice-President
- MaryAnn Lippert, Treasurer
- Julie Strenn, Clerk
- Chris Zawislan, Member-at-Large
- Student Representatives:
  - Samuel Bowden
  - Madeline Hensel

### Equal Educational Opportunities

It is the policy of the Pittsville School District, pursuant to state and federal laws and regulations, that no person may be denied admission to any public school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular (which would include all Career and Technical Education opportunities), extra-curricular, pupil service, recreational, or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, homelessness status, any physical, mental, emotional, or learning disability or any other legally-protected status or classification as required by S. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The District encourages informal resolutions of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Pittsville School District.

Any questions concerning this policy should be directed to: Matthew Sherwood, Director of Student Services, School District of Pittsville, 5459 Elementary Avenue, Suite 2, Pittsville, Wisconsin 54466, 715-884-2517 Ext 255.

## Looking for events?

## Visit our website at

# [www.pittsville.k12.wi.us](http://www.pittsville.k12.wi.us)

# Nutrition Nuggets

## News from Our Food & Nutrition Service Department

Our school nutrition team would like to thank all the students, staff, and families for a great start to the school year. With almost two and half years of running the SSO program, starting back up with the National School Breakfast and Lunch programs has been a rough start to a lot of school districts throughout the country. Here at Pittsville except for a few minor issues, thanks to our great students and families, we have been able to move forward with a great start of the year. The students have done a great job remembering their food service code number ID with ease.

Our students have enjoyed such fun food holidays such as Apple Crunch Day, National Sausage Pizza Day, Caramel Apple Day, and more. Students, keep a look out for more to come such as our Thanksgiving Meal, National French Toast Day, and more! I would like to also thank Rock Ridge Orchard in Edgar for a great fall harvest this year; our students really enjoyed the local fresh picked apples we have had on our lunch service line this year.

## Free and Reduced Applications

Your children may qualify for free or reduced price meals. To apply, complete a Free and Reduced Price School Meals Application. Use one application for all students in your household. Be sure to fill out all required information and return the application to Matt Andres, Food Service Director, 5459 Elementary Ave, Pittsville, WI 54466. The free or reduced lunch program not only benefits families but it also helps your school with federal grant funds. Your application is completely confidential. If you did not receive a copy in the mail, the applications are available online at [www.pittsville.k12.wi.us](http://www.pittsville.k12.wi.us) and in your school offices. Please remember any and all prior food service debt on account before free/reduced form is processed still needs to be paid in full.

## Offer Versus Serve: What Does This Mean?

Each student has the right to decline certain food items at Breakfast and Lunch. Every student may select a full meal of all four components at Breakfast or all five components at Lunch. A food item is a specific food offered. A food component is one of the required food groups (fruit, vegetable, grains, meat/meat alternate and milk). The Healthy, Hunger-Free Kids Act requires that students must select at least 1/2 cup of fruit or vegetable at Breakfast in addition to other items or components.

## Low Lunch Balances

Accounts below \$25.00 will be notified weekly through the Pittsville School District's [SchoolMessenger](#) alert system. The notice explains that your family food service funds are running low and money should be added as soon as possible. If a family account gets below zero, a notice will be sent out stating if the amount due is not paid in three working days, your children will no longer be able to participate in the breakfast and/or lunch program. If no money is received, a note will go home explaining the account is closed and Pittsville Schools will no longer be providing breakfast, lunch, or milk.

It is then the parent's responsibility to provide their child with a lunch from home. Once money is added, your children may again participate in the school's food service programs. Here are a few tips to insure your family food service account is up-to-date and in good standing.

- Check with your voicemail and email to see if your family received an alert message concerning a low lunch balance.
- If you received a notice, please send payment as soon as possible.
- When sending in a payment, please include your family name, students' first and last name, and amount sent.



Pittsville School District uses Skyward Family Access & RevTrak® for its online payment services.

## Online Payments are Easy and Convenient

Parents can make online payments from home or work, 24/7. If their child's food service balance is low, it only takes a few minutes to add money to it using their VISA or MasterCard credit or debit card (NOTE: your credit card will be charged \$2.50 for the convenience of making an online payment). Payments are made through the student's Skyward Family Access account. Visit our [district website](#).



Mr. Matt Andres

District Food Service Director  
[andremat@pittsville.k12.wi.us](mailto:andremat@pittsville.k12.wi.us)



## 2022-2023 Meal Prices

<b>PCCC</b>	Breakfast	\$ .50
	Lunch	\$1.65
	Snack	\$ .50
	Milk	\$ .40
<b>School-Age</b>	Breakfast (4K-Gr 12)	\$1.00
	Lunch (4K-Gr 3)	\$2.45
	Lunch (Gr 4-8)	\$2.85
	Lunch (Gr 9-12)	\$3.30
	Milk	\$ .40
	After School Snack	\$ .50
	Reduced Lunch (4K-Gr 12)	\$ .40
After School Snack for Free/Reduced		FREE
Adult Lunch		\$4.00

## Breakfast Encourages Students to Thrive!

Breakfast is served daily at school! School breakfast will give your child a healthy start to the day and is affordable, too. If you qualify for free or reduced price school lunch, you also qualify for the breakfast program with no additional paperwork.

## Five Reasons to Eat School Breakfast:

1. Fuels the brain to get focused for learning.
2. Convenient and easier than making breakfast on your own, or stopping somewhere on the way to school.
3. Packs a nutritional punch and guaranteed to have whole grains, fruit, and milk.
4. Good breakfast = good mood!!!!

Menus are available online at [www.pittsville.k12.wi.us](http://www.pittsville.k12.wi.us)

# High School Principal's Message



Our first term is nearly in the books and we are making vast improvements at PHS. We have rolled with the many changes and have seen the benefits of our improved educational experience. The changes our students have experienced the most are our new staff, new schedule, and new classes.

We have five new staff members this year at PHS: Mr. Wiegert (Band), Ms. Foate (Science), Mr. Flores (ELA), Mr. Menzer and Mr. Bellanti (Social Studies). We also have a new English Language Learner Coordinator in Mrs. Galvan and an instructional coach in Mrs. Dinkmeyer. All of these staff members bring a vast and diverse range of experience and skills to our school.

All of them have made connections with our students and helped them to achieve more already this year. They have been welcomed by our Panther community!

The new schedule is now clear to our students. We adjusted mainly to the Early Release time on Wednesdays, which eliminates the Panther Pride Time on that day. Students are allowed to stay and do school work in the LMC from 2:05 to 3:30 p.m. if they want. If they want to socialize or exercise, they can hang out in the administration building and varsity gym area. This schedule change also affected the PPT setup on the other days of the week. Now, we are able to provide social-emotional learning, Academic/Career Planning, advising, intervention, enrichment, and study hall. It has been a bit of adjustment, but it has been mostly positive!

The new classes at PHS have been interesting to watch evolve. This term we've debuted our revamped geography class, civics, and advanced art. Next term, we'll add restaurant management and economics. Later in the year, we'll feature Science Olympiad, both as a class and as a club. These classes are added to our already robust catalog and virtual offerings. We have some ideas for changes for next year, too!

Adolescents are versatile and they've adapted to our changes well. The things they love about PHS are still the same. We still care about all of our students and show that care daily. We still do fun things whenever we can, and we still encourage our students to be the best versions of themselves. Times change, but Panther values endure! See you next time!

*Dr. Watson*



# Elementary School Principal's Message



Dear Families,

I can't believe quarter one is already done! We have had a great start to the school year.

This past week, for the first time ever, we participated in a school-wide team building activity that involved both staff and students. The goal of the activity was to get staff and students talking and working together to solve a fun mystery! It was a great week filled with detective work from everyone involved. Can you believe who gave me the Principal's Book of Secrets? It was Dr. Watson, pretending to be President Abraham Lincoln. He tricked our entire school! We do appreciate the idea, though. He got everyone doing kind things for one another and we really did have a lot of fun. Prizes and awards were given out as part of the team building activity! We even had some parents participate by filling in the survey that was sent! Thank you for participating in our activity.

The quote we are using for my Principal Project this year is "*Alone we can do so little; together we can do so much*" ~Helen Keller. The message I want our students and staff to hear is that we all have our special place here in our school and we can do great things, but when we work together we can accomplish so much more! Each student and staff member received a *little* piece of paper - where they were invited to tell their story. Each student included their name, symbols and words to share what they wanted others to know about them. Once everyone is finished, we will have created a beautiful masterpiece that is displayed outside the elementary school office! It is important for me to connect with all students - that is why these classroom visits are so important! I am almost done visiting all the classrooms.

As a staff, we are growing together in our learning of the Collaborative and Proactive Solutions model. This is a shift in our thinking when working with students who are displaying difficult behavior. We are working together with students to help them be successful. This approach, along with consequences for actions, will help our students be accountable for their actions. School is a place where we help guide students to make better choices. While conversations regarding behavior can be uncomfortable in the moment, we expect our students to be good friends and responsible citizens.

Parent-Teacher conferences are coming up soon! Thursday, November 10<sup>th</sup> and Tuesday, November 15<sup>th</sup> from 4:00 to 7:30 p.m. We hope to see you then.

Mrs. Friday



# Elementary Physical Education

The first quarter of school has flown by once again. We have seen many changes this year as we have added a third Physical Education class each week in grades K-5 as well as a Health Education class once a week for grades K-8. To accomplish these added classes, we have hired Mrs. Emily Knott to teach some Phys. Ed. classes, as well as, all of the elementary health classes. This not only brings our school district into alignment with the Wisconsin state statutes but allows us to increase the structured activity level of our students.

## Meet Mrs. Knott

I'm Emily Knott. I was hired in September as the health and physical education overflow teacher. While this is my first year teaching phy. ed. in Pittsville, it's my 23rd year teaching overall. Previously, I taught Family & Consumer Science, Health, and Reading at the Edgerton Middle School in Edgerton, Wisconsin. Working with elementary aged students is very new to me and I have enjoyed their enthusiasm; their energy is contagious! I moved here with my family this summer and we have enjoyed all that Pittsville has to offer. The transition for my husband, four children, and myself has been made easier by how welcoming everyone has been. I look forward to continue getting to know the students in both the gym and health classroom!



## PES Physical Education Expectations

1. **Be on time to class.** Students should run their laps and find their warm up spots upon entering the gym.
2. **Be properly clothed for activities.** While students do not have to change clothing to participate in physical education, we would like them to wear appropriate shoes for safety reasons. Too many students are coming to class with sandals, crocks, high heels, etc. This is a safety concern for themselves and others.
3. **No cell phones or electronics.** The student handbook states that students should leave their cell phones in their lockers from 7:50-3:10. Too many students are bringing their devices to class. This is also a safety issue. Since we are moving about, cell phones can fall out of pockets and break. Also, according to WI statute 175.22.1a and 175.22.2d cell phones are prohibited from the locker rooms for privacy reasons.
4. **Participate with a positive attitude.** Students are expected to put forth physical effort in physical education. The students determine how fun each unit is based upon their participation. Currently, there is a lack of positive participation within some of the middle school classes. Students are trying to positively participate, while their classmates are making it difficult for them to enjoy themselves.
5. **Understand the rules and strategies for the activities and games.** The first few minutes after warm-ups are spent with skill demonstrations, explaining rules, and dividing students into teams. It is necessary for students to exhibit responsible personal and social behaviors during this time so all students can learn.

## Student Assessment Criteria

- ✓ 1. Applying the skills learned in each unit
- 2. The effort and participation level shown
- 3. Exhibiting responsible personal and social behaviors (Are they being a good teammate?)



Mr. Krueger  
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715-884-2517 ext 244



Mrs. Knott  
[knottemi@pittsville.k12.wi.us](mailto:knottemi@pittsville.k12.wi.us)  
715-884-2517 ext 143



## Counselor's Corner – 1st Quarter

Did you know October 10th was World Mental Health day? If you were to be asked when you were a high school student, "how is your mental health," what would you have said? Would it have even been asked of you? Would you have known the difference between showing your mental health internally or externally? Thankfully over time, these questions have started to be asked and here are the results.

According to the recent BASC/BESS screener our high school student body was able to participate in, 19% of students who completed it showed elevated or highly elevated behavioral or emotional risk concerns. These results according to their perceptions are stating that they either internalize (worry, are nervous or lonely) or externalize (defy authority, are overly aggressive or lose temper) their emotions and have a hard time expressing them in healthy ways. Now, this certainly can be alarming, when looking at one data point, but as we know this is not good practice. It is also important to recognize that the other 81% of the student body is within the normal range of expressing emotions and mental health in healthy ways.

As a result of these numbers, one may ask what can be done? How can I help my student express their emotions in the healthiest way possible so as to help them now and for their future? A great way to start is by reviewing their personalized screener scores that were sent home via e-mail. These results from this October, last spring and fall, can show insight into your student's mental health. After reading these, please feel free to contact Emily Krystowiak in the high school counseling office to better understand trends and outliers in score reports. Through small snapshots over time, important revelations about your student can be telling and truly helpful.

In five months, high school students, parents, and educators will have another opportunity to take a snapshot into adolescent mental health. The present is a gift to be able to view what we've been given and an opportunity to look to the future. In 2023, let's continue to make strides in better understanding our students and how we can help them and ourselves understand how to work towards healthier mental health.

## From the Interventionists...

### How to Support Student Learning at Home

Parents are a child's first teachers and the home is a child's first classroom. As key resources for learning and growth, parents help to shape a child's social, emotional and physical development so that he/she can thrive in school and beyond.

Supporting student success starts with a shared agreement among families, schools and the community to work together and it involves committed actions to make it happen.

#### 10 Tips for Parents

As a parent, you can do your part at home to reinforce this important family-school partnership. To help prepare your children for school readiness to stay on track and expand their learning opportunities:

- Set up a daily family routine, including healthy eating and sleeping habits
- Provide a place and time at home for homework
- Check on assignments, homework and projects
- Talk each day with your child about his/her activities
- Promote literacy by reading to your child and by reading yourself
- Limit and monitor TV watching, gaming, social media and computer time
- Express high expectations and standards for your child's learning
- Attend parent-teacher conferences, Open House, and Back-To-School events
- Participate in decisions that affect your child's education
- Tap into community resources with visits to a library, museum, zoo or theater and encourage participation in after-school clubs, sports and art activities



Engaged parents are a key factor in helping students and schools succeed. With families, schools and communities working together as partners, student achievement is enhanced and children are better prepared to do well in school.

#### Keep in the Loop

With pre-teens and teens, staying connected with student learning remains critical. Yet, studies show that family engagement in school drops as students move from elementary to middle and high school.

With this transition to higher grades, parents often face new challenges including figuring out ways to best support student success at home.

Parent involvement at middle and high school takes many forms. Whether it's checking homework, talking more about college and career choices, attending Open House or volunteering for PTA and booster clubs, your engagement makes a difference.

By knowing what's happening in the classroom and on campus, you can help your student to focus on coursework and school activities to ensure college and career readiness.

## Pittsville FFA Attends National FFA Convention

The 95th National FFA Convention was Oct. 26-29th, 2022. The National FFA Convention is all about growing the next generation of leaders. No matter where you are in FFA, this conference helps you find inspiration and direction to become a leader, influencer and gives you the confidence to know you are ready to make an impact. Pittsville FFA members, Maddy Hensel, Vanessa Pelot, Kylyn Luepke, Haylee Zawislan, Easton Dammann, Landen Losievski, Bradley Neve and Derek Grossman attended sessions, workshops, explored career and educational opportunities at the Career Expo, visited the Shedd Aquarium, Beasley's Orchard, listened to live concerts and enjoyed exploring the sites of Indianapolis, IN. Highlights included learning from keynote speaker, Tamika Catchings, seeing WI's own National FFA Officer Cortney Zimmerman and mixing and mingling with the 70,000 members that attended across our nation.



## Splash of Red Cranberry Tours and Cranberry Science

863 guest attended the Splash of Red Cranberry Tours that were hosted this past harvest season by the Cranberry Science class. The class would like to thank Gardner Cold Storage, Gardner Cranberry, Jacob Searles Cranberry, Remington Cranberry, Hay Creek Companies and Hahn Transportation for making this tours possible. Did you know? The Cranberry Science class at PHS is believed to be the only one in the nation! Cranberries, along with blueberries and Concord blue grapes, are one of the most commercially important fruits coming from North America. Wisconsin is the nation's leading producer of cranberries, harvesting more than 60 percent of the country's crop. The cranberry, Wisconsin's official state fruit, is the state's number one fruit crop, both in size and economic value.

Today, more than 250 growers produce cranberries throughout central and northern Wisconsin. The cranberries are grown on 21,000 acres across 20 counties in Wisconsin. One of the biggest misconceptions is that cranberries are grown in water. Contrary to popular belief, cranberries do not grow in water. A perennial plant, cranberries grow on low running vines in marshes. Because cranberries float, Wisconsin marshes are flooded when the fruit is ready for harvesting. 95% of Wisconsin's cranberries are processed into various products like juice, sauce, sweet and dried cranberries, along with a variety of other great cranberry products. 5% are harvested for fresh berries that are available at many of our local grocery stores or sold directly by producers. Students that take part in the Cranberry Science class are eligible for a scholarship to support their future endeavors. Thanks for a great 23rd Splash of Red Cranberry Tour season!



## Collaboration Strengths Career and Technical Education at PSD

Career and Technical Education classes at PSD include Agricultural Education, Business Education, Family and Consumer Sciences and Technical Education curricular areas. Our department has worked through collaboration to develop our Career and Technical Education Academy, which is a two year program for our students during their 11th and 12th grade years. Students learn about financial literacy, career exploration and develop employability skills. As we meet on Wednesday afternoons during our PLC time, our team is focusing on identifying the current level of student achievements in relation to their employability skills, examining evidence of progress on established areas of need and working together to ensure our students are successful after high school. We want our students to demonstrate growth in the following areas:

- a strong work ethic
- communication skills
- teamwork and collaboration
- willingness to learn
- thinking (critical, problem solving, and decision making) skills
- resilience

Students, employers, and teaching staff are using collaboration to create cultures of achievement within career and technical education.





## CTE Night “Save the Date”

February is nationally known as Career and Technical Education month and to celebrate Pittsville High School will host its 6th annual CTE Night on February 21 from 5-8pm. The event will take place in the new CTE facility and will include student-led tours, demonstrations by our CTE instructors, and informational booths from our local technical colleges. We hope to see you there.

### Family and Consumer Sciences Department

The Family and Consumer Sciences department has been busy during term 1. In our Local Foods class, we have prepped the wonderful donations from community members! The chest freezer and pantry are full, those items will be used throughout the year for other classes.

In the 8th grade EXPO class, the students participated in the LEO program, with the Wood County Human Services. An 8-session program, Learn and Empower Oneself (LEO), empowers youth with practical tools to understand their brains and quickly improve resilience, adaptability, and fearlessness in a rapidly changing, stressful world. The students enjoyed completing activities and learning about their higher and power brain!



Also in the 8th grade EXPO course, students completed a detailed composting project to present to specific grades in the elementary school and community. Some of the brochures will be placed at the city dump and another will be available at Sandhill Wildlife Refuge. One student, Maddie Kumm, states "For my Family & Consumer Sciences class with Mrs. Anderson, I got the awesome opportunity to teach the 3rd graders about composting. I chose to teach this great group of kids through a demonstration of sorts where they got to make their own "miniature compost" which was really a special treat of dirt cake. I got to share a simplified version of the process of composting and the reasons why it is so beneficial to us. Overall, this was a great experience to get to teach other students about composting."



*A large donation of grapes were utilized to make grape juice, jelly using water bath canning and even homemade poparts!*

*A student brought in a hind quarter of a deer to show some of the students how to process the meat into roasts, steaks and scrap chunks for grinding. We had a steak and potatoes lab which the students thoroughly enjoyed!*

### HS Science

Students in Mr. Denniston's physical science class recently investigated factors that affect the rate of a chemical reaction, including temperature, surface area, and concentration of the reactants. Students applied these concepts to real-life situations, such as the preservation of food.

### Business Education News

This year students in entrepreneurship got to learn what it takes to start a business first hand through local business owner Tom Gardner. Tom grew up in Pittsville and started his business from scratch.

Students were able to ask questions about his personality and traits that led him to be a successful entrepreneur.

Students also learned how Tom started Hay Creek, and how he evolved his business to meet the needs of his customers.





### Kindergarten Connection

Our Kindergarten classes were able to go on a field trip to the Fire Station a couple of weeks ago. Thank you to our fire department personnel, Angie Yerke and Jerry Minor, for making this possible. The children were able to see inside the fire engines and learn all about what tools the firefighters use! We also learned about what the firefighters wear to keep them safe while putting out fires. We look forward to this trip each year and are grateful for everything that you do for us at school and in our community. The Kindergarten children also talked with their own families and came up with a meeting place outside of their own home in case of a fire. Fire safety tip from the Kindergartners: Make sure you have working smoke detectors in your home!

### Activate Short Vowel Power!

First graders activate short vowel power! We don't just read words. We study words, letters, and sounds to learn how words work! We clap, stomp, and snap the syllables. We notice vowels and activate short vowel power while studying words around the classroom, in our books, and in our writing! We even have help from Rasheed, our class mascot!



### Second Grade School Forest Trip

The second graders had an opportunity to go out and visit the School Forest. They learned about the forest habitat by listening to stories, searching for living and nonliving things, playing games that learned about predators and prey, and observing their surroundings. They used their senses to remember details about their trip.

### STARBOOKS Café in Third Grade

Our third-grade classrooms were transformed into STARBOOKS cafés! The students did a "book-tasting" and sampled different genres of books while listening to coffee shop music and sipping on their very own "lattes (chocolate milk)!" They explored many book genres, such as, nonfiction, mystery, fantasy, picture books, and book series.

This was a perfect way for the students to celebrate completing the first reading unit! Many students found a new series or genre of book that they were interested in reading more of!

*"Reading is a passport to countless adventures!" -Mary Pope Osborne*



## Fourth Grade Enters a New Wing

The 4th grade class is adjusting well to their new wing of the school. They are getting used to switching classes and carrying a Chromebook with them all day, and keeping supplies in their lockers. They have learned lots of exciting and interesting information from all their teachers. In ELA, the students have been working extremely hard on growing ideas about the stories they are reading. They have been paying close attention to the characters, setting, and events in their stories to come up with possible themes. They ended the unit by creating movie posters based on the book they had read.

## Fifth Grade ~Celia Jane Rademan

On September 28th, the fifth grade students went to the school forest. While we were there, we learned about how to identify trees with a dichotomous key. We had different trees marked and we would have to figure out what species the tree was using the key paper that we were given. Some of the trees we identified were white pine, oak, and red pine. We also learned about how predator prey relationships work in the wild. We played a game where one person started out as a wolf and when one population increased, the other decreased and so on. We enjoyed a lovely morning learning in the school forest.



## Middle School Musings

*"Reading is a passport to countless adventures" ~Mary Pope Osborne*

Our 6th grade reading students have been busy learning all about characters this quarter. They have been able to choose the books they read, and have been amping up their writing about reading skills. They celebrated all of their accomplishments by choosing the notebook entry they were most proud of and shared it with their peers. They wrote about various topics such as which character traits matter most to the story, how the setting impacts the characters, and how the mood of the story changes as you read.

The 6th grade students participated in a Gallery Walk and they all gave feedback on their notebook entries. This is a great way to showcase their hard work, and to get good quality feedback from each other on how to continue to improve their work. The 6th graders learn how to give quality feedback and help each other to be the best writers they can be. They had fun showcasing their notebook entries and sharing ideas with their peers.



## 4K Puzzle Solvers

Howdy partners! The 4K classrooms are off to a great start to the school year. We have completed so many activities and grown so much during this first quarter of the year. One hands-on activity we use to develop their fine motor and problem solving skills is puzzles. The children love doing them and it also is a great way to encourage our youngest learners to work together and communicate with each other. The picture above is of our Monday/Thursday group during our homecoming dress up days. We are looking forward to a great second quarter!

## 8th Grade Math

Eighth grade students are making good progress through this year's curriculum. They have already finished Unit 1~Rigid Transformations and Unit 2~Dilations, Similarity and Congruence. They are progressing nicely through Unit 3~Linear Relationships. One highlight of our first quarter was participation in a newspaper fashion show. Students worked collaboratively to plan, design and model a newspaper outfit in a given amount of time. Once pictures were taken of all groups, a form was sent to all staff to choose the winners. Students were engaged in the design process and it was a great activity to start off the school year.



## Musical Notes...

4K - 2nd grade can't be "beat" as we practice rhythm and keeping the beat. We also are working on identifying and using our voice in four ways: speaking, singing, calling and whispering. 3rd Graders learned a call and response song called "Dumplin's" and 4K have sung "Chop, Chop, Chippity, Chop" which inspired me to make some Dumpling Soup at home. Maybe you would like to try making it. 4th Grade has begun playing an instrument: the recorder! The 5th -8th Grade choirs have started practicing their Holiday songs already! (6-8th Grade choirs also created and video-taped a nice song celebrating Mrs. Friday.) They are also planning to sing a couple of songs for the Veteran's Day Parade.

**Bands.** The Grade 5 instrumentalist are coming right along learning to use the embouchures to make a good sounds and have already advanced to the first five notes of their instrument. Grade 6, 7, and 8 and Jazz Band are progressing on their holiday songs, getting prepared for the concerts mentioned below. High School Band is ready to perform for the Veteran's Day celebration and are beginning to work on their special projects.

Please try to come to our upcoming concerts:

- High School Pop's Concert, Friday, Nov. 11th at 6pm
- 5-8th Winter Concert, Thursday, Dec. 8th at 5pm
- HS Winter Concert, Monday, Dec. 12th at 6pm
- K-4 Holiday Program, Monday, Dec. 19th at 6:30pm



### COZY CHICKEN DINNER

Sauteing the chicken and vegetables in a generous amount of butter lends extra richness to this comforting recipe from **The Way Home** by **Kardea Brown**, host of Food Network's **Delicious Miss Brown**. The dish is a staple of a childhood favorite, she says. "My mom, bless her heart, worked very long and very hard hours, so she would take some shortcuts with things," such as using canned biscuit dough for the dumplings. Brown's from-scratch recipe is a simple and delicious upgrade.

**NOT MY MOMMA'S CHICKEN AND DUMPLINGS**

Heat a large braiser pan or Dutch oven over medium-high. Add 4 Tbsp **unsalted butter**. Sprinkle 6 **skinless, boneless chicken thighs** with **kosher salt** and freshly ground **black pepper**, add to pan. Cook 3 minutes per side or until golden. Transfer to a plate.

Add 2 Tbsp **butter**, 1 medium **yellow onion**, diced; 4 stalks **celery**, sliced 1/2 inch thick; and 4 **carrots**, sliced into 1/2-inch-thick rounds to pan; season with **kosher salt** and **pepper**. Cook 3 minutes or until vegetables are coated with fat and slightly golden, stirring frequently and scraping up bits that cling to bottom of pan. Sprinkle with 2 Tbsp **all-purpose flour**, stir until vegetables are coated. Add 2 cloves **garlic**, chopped; cook 30 seconds or until fragrant. Add 6 cups **chicken stock**, 1 **bay leaf** and browned chicken along with any juices that have collected. Bring to a boil. Reduce heat to a simmer, cover and cook 45 minutes or until chicken is tender and cooked through.

In a large bowl, whisk 1 cup **all-purpose flour**, 1 tsp **baking powder** and 1/2 tsp **kosher salt**. Using a fork, cut 2 Tbsp **vegetable shortening** into flour mixture. Slowly add 1/2 cup **buttermilk**, gently mixing to incorporate.

Remove chicken from pot; shred with 2 forks. Return chicken to pot. Using 2 spoons, sprayed with **cooking spray**, if desired, top stew with 1 Tbsp scoops of dough. Cover and simmer 15 minutes or until dumplings double in size. Remove from heat; discard bay leaf. Garnish with 1/2 bunch **parsley**, roughly chopped.

**Serves 4.**

## Hidden in Plain Sight - 7th Grade Science

In science class, 7th grade took a journey from cells, the basic unit of life, to the power that genes have on life on Earth. The 7th graders were busy this quarter, making 3-D models of plant and animal cells, predicting the probability of genetic crosses, and simulating natural selection. To end the quarter, students pretended to be birds, preying on Peppered Moths, native to the UK. Students were able to easily "prey" upon the dark-colored moths "pre-Industrial Revolution," leading to light-colored moths having higher population frequencies. After pollution from the Industrial Revolution killed the white lichen off of the trees, students were then able to easily "prey" upon the light-colored moths on the dark bark background. This resulted in the dark-colored moths having higher population frequencies. Students were able to see that as the environmental conditions changed, so did how natural selection affected the moth's phenotype populations. Natural selection in action!



## Getting a Head Start with Early Childhood

The first quarter has flown by! In early childhood, we are working to build our readiness skills for school. This quarter we have been working to increase our participation within the school setting, focusing on communication, socialization, and pre-academic activities that occur daily in a school framework. Some of our tasks include counting, cutting and glueing, learning the letters in our name, sharing, taking turns, and walking in the halls.

Families will have the opportunity to participate in a child development screening event or request an individual screenings at Pittsville Elementary. Child development screenings are a play-based universal screening with specialists in the early childhood field available to address any questions or concerns. If you have a concern about your child's development, please contact us! Our screening events will take place in December and January. If not currently enrolled, children between 2 years 9 months and 4 years of age and their families are encouraged to schedule an appointment. All screening activities are voluntary and free. Please contact Matthew Sherwood at (715) 884-2517 ext. 255 or sherwmat@pittsville.k12.wi.us. We look forward to seeing you.



## Our Kindergarteners Are Emotion Experts!

The kindergarten students have been learning about the Zones of Regulation in Classroom Counseling and Art! According to the website, [zonesofregulation.com](http://zonesofregulation.com), Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation.

### The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

### The Zones can be compared to traffic signs.

When given a green light or in the Green Zone, one is "good to go".

A yellow sign means be aware or take caution, which applies to the Yellow Zone.

A red light or stop sign means stop, and when one is in the Red Zone, this often is the case.

The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.

All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the art room where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behavior meets the expectations of the art room.



~ Ms. Landgraf and Ms. Raygo

## Mark Your Calendars!

The Pittsville Elementary School play **CHRISTMASTOWN** is underway!

This is the start of a fun weekend of activities for *Christmas in the Center* in downtown Pittsville! Join us in the Pittsville School District Auditorium on December 1st and find out what happens to Doctor Margaret and her Assistant Mulroney!

**Thursday, December 1st at 1:30 pm for students and staff.**

**Thursday, December 1st at 6:00 pm for the public! Everyone is welcome!**



**CHRISTMASTOWN** ~ *A One-Act Christmas Play by Megan Orr*

Nobody despises Christmas more than mean ol' Doctor Margaret and her Assistant Mulroney! They make the Grinch look like a snow angel. But on the night of their yearly escape to warmer weather, Doctor Margaret and Mulroney get lost in a blizzard and end up in... Christmastown?? In this village where a reformed Ebbie Scrooge reigns as mayor, it's Christmas Eve 365 days a year... which just happens to be Doctor Margaret's worst nightmare! A Christmas play reminiscent of *The Wizard of Oz* but with all of your favorite Christmas characters. And candy canes. Lots and lots of candy canes!

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