

# April 2021 NEWSLETTER

## Prairie View Elementary School



Happy Spring PV Families,

We have reached the homestretch of the school year. Term 4 has begun, which means an important time for students to demonstrate all of their learning from this past school year. In addition to being important months for learning, the months of April and May are also assessment months. Students in grades 3-5 will take the WI FORWARD Exam in April (schedule below). In May, all students grades K-5 will engage in their final iReady assessments in Reading and Math, as well as the Fountas & Pinnell reading assessment, to determine their academic growth throughout the school year. Our 4K students will complete their final PALS test as we near the end of the school year as well. To help your child(ren) be as successful on these important assessments, please support your child(ren) at home by ensuring they get a good night's sleep prior to testing, and a healthy, well-balanced breakfast.

FORWARD Exam schedule for our grades 3-5 students:

**Grade 3:**

Monday 3/29	Tuesday 3/30	Wednesday 3/31	Thursday 4/1
Session 2-ELA Writing/Language (15 min) Session 3-ELA Listening (15 min)	Session 4-ELA Reading (40 min)	Session 1-Math (40 min)	Session 2-Math (40 min)

**Grade 4:**

Monday 4/12	Tuesday 4/13	Wednesday 4/14	Thursday 4/15	Friday 4/16
Session 2-ELA Writing/Language PM (15 min) Session 3-ELA Listening AM (15 min)	Session 4-ELA Reading PM (40 min)	Session 1-Math (40 min)	Session 2-Math (40 min)	Session 1-Science AM (30 min) Session 2-Science PM (30 min)

Monday 4/19	Tuesday 4/20	Wednesday 4/21
Session 3-Science (30 min)	Session 1-Social Studies (35 min)	Session 2-Social Studies (35 min)

**Grade 5:**

Monday 4/12	Tuesday 4/13	Wednesday 4/14	Thursday 4/15
Session 2-ELA Writing/Language (15 min) Session 3-ELA Listening (15 min)	Session 4-ELA Reading (40 min)	Session 1-Math (40 min)	Session 2-Math (40 min)

Sincerely,

Mr. Krause and Mrs. Jansma

# Apr-21

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 FORWARD TESTING Grade 3  Family Read-Aloud Bingo sheets due	2 NO SCHOOL Easter Break	3
4 Easter Sunday	5	6	7	8	9	10
11	12 FORWARD TESTING Grades 4 and 5	13 FORWARD TESTING Grades 4 and 5  Virtual PTO Meeting 4:30 PM	14 FORWARD TESTING Grades 4 and 5	15 FORWARD TESTING Grades 4 and 5	16 FORWARD TESTING Grades 4 and 5	17
18	19 FORWARD TESTING Grade 4  Panther Prowl packets sent home	20 FORWARD TESTING Grade 4	21 FORWARD TESTING Grade 4	22	23	24
25	26 FORWARD TESTING MAKEUPS	27 FORWARD TESTING MAKEUPS	28 FORWARD TESTING MAKEUPS	29 FORWARD TESTING MAKEUPS	30 FORWARD TESTING MAKEUPS	

District School Year Calendar: <https://www.bdusd.org/district/schoolyearcalendars.cfm>

District Canvas Information: <https://www.bdusd.org/district/canvas-info.cfm>

District Weather Announcements: <https://www.bdusd.org/students-families/weather-announcement.cfm>

Community Resources: <https://www.bdusd.org/students-families/community-resources.cfm>

Skyward Family Access: <https://www.bdusd.org/students-families/skwyardfamilyaccess.cfm>

Taher Link for Breakfast/Lunch Menus: <http://www1.taherfood4life.org/schools/beaverdam/menu/>

**\*\*Breakfast and lunch are free for all students for the remainder of the school year.\*\***

**\*\*There continue to be free meals to all kids 18 years and younger. Taher continues with the meal pick-ups also for virtual/hybrid kids, non-school age kids, and weekend meals. The school district will be providing meals all summer long as well.\*\***

## **Summer School:**

Summer School 2021 will be offered in-person

Dates: June 14th-July 29th, Monday-Thursday 8:30am - 12:30pm

No school week of July 5th

Breakfast and Lunch will be offered free of charge to all students

Summer School Registration Booklets will be distributed in the near future

## **Volunteers at Prairie View:**

Beginning Monday, April 5th, our elementary buildings will start opening our buildings up to volunteers at the discretion of the building principal. Volunteers will be considered on a case-by-case basis as it directly relates to academic and/or social/emotional support for students. These volunteers may include PAL (Partners are Learning) academic tutors and Church Health Services (social/emotional student support).

## **PTO News:**

### **Yearbooks:**

Don't forget to order your year books!

### **Panther Prowl:**

Panther Prowl planning is in full swing! The fun run will not be the same as in previous years in order to follow the guidelines of safe practices for students and staff. However, it will still be a blast for everyone! The Panther Prowl will take place during students' PE classes. Each student will receive a Panther Prowl t-shirt. The PTO will be requesting each student's t-shirt size soon.

Donation and informational packets will be coming home the week of April 19th. Donation collection will run from April 19th-May 5th. In-classroom celebration assemblies will be Friday, May 14th.

### **Mallards Reading Program:**

The Mallards Reading Program for this school year is finished. We are waiting to hear back when our day is for the Mallards game and will send out information to the students who qualified for the free tickets.

### **Next Meeting:**

The next PTO meeting will be April 13th at 4:30 PM. Please join via Zoom!

# BDUSD Daily COVID-19 Screener

To provide a safe environment for our students and staff, everyone associated with the BDUSD needs to complete the **DAILY** COVID-19 symptom checklist before coming into work/school.

1. Do you, or anyone in your house, have any of the following symptoms?



2. Have you had close contact with anyone positive, or likely positive, for COVID-19?

**What is considered close contact with a positive COVID-19 person?**

- Were within 6 ft of the person for more than 15 minutes
- Had direct physical contact with the person (e.g. hug, kiss, handshake)
- Had direct contact with the person’s respiratory secretions (*coughed/sneezed on, contact with dirty tissue, sharing drinking glass, food or towels or other personal items*)
- Stayed overnight for at least one night in a household with the person

3. Is anyone in your household waiting for COVID-19 test results?

4. Have you tested positive for COVID-19 in the last 10 days?

If you answered **YES** to any of the questions above:  
**DO NOT REPORT TO WORK/SCHOOL - instead follow the directions below:**

STUDENTS	STAFF
<p>Parents/Guardians must call in their child to the attendance line at their respective school. Please report symptoms the student is experiencing.</p>	<p>Please follow the steps outlined in the BDUSD COVID guidelines for All District Staff.</p>

# SCHOOL COUNSELOR CONNECTION

School Counselor: Ms. Becker

[beckers@bdusd.org](mailto:beckers@bdusd.org)/(920) 885-7380 ext. 4546

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Check out the awesome learning students have been doing in Life Skills this month!

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## **MARCH/APRIL LIFE SKILLS LESSONS FOCUS:**

Before Spring Break students received Protective Behaviors lessons. These lessons focused on how to help students stay safe in various ways!

For the remainder of March and throughout April, students will be learning how to use the Problem Solving Steps to solve problems.

### **Step 1-Say the Problem**

Students are learning that they first need to Say the Problem. Being able to identify the problem without blaming others is the first step. For example, if two students are arguing over who gets to use the swing they might say “We both want to use the swing at the same time”.

### **Step 2-Think of Solutions**

Students will be learning how to come up with solutions to a problem. During this step, they should brainstorm as many safe and respectful solutions as possible.

### **Step 3: Explore Consequences**

Students will be learning that there can be both positive and negative consequences when choosing a solution to a problem. Students will practice coming up with all the good and bad consequences that might occur when considering a particular solution.

### **Step 4-Pick the Best Solution**

Students will learn that when choosing a solution that they need to choose the solution with the most positive consequences and the least negative consequences.

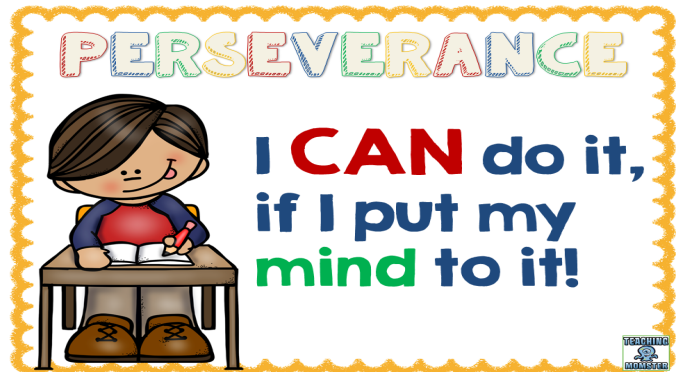
You can help your student(s) learn these problem solving steps by helping them practice them at home!

# The Panther Way

*Be Respectful, Responsible and Safe!*

Greetings, Prairie View Families! We hope you all had a fabulous Spring Break!

As we head into the last part of the school year and testing season, our focus will be on teaching and



reinforcing the skill of Perseverance.

Students will learn to keep on trying even when things get hard and to always do their best! As the school year starts winding down it's important that students continue to work their hardest, stay focused and do their best ALL YEAR LONG!

At Prairie View, we like to focus on using a Growth Mindset. Here are some great ways to use a Growth Mindset!

## DEVELOPING A GROWTH MINDSET

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

\*\*\*\*\*If you are reading this via an electronic document, here is the link to our school matrix of expectations. Matrix Link: [The Panther Way](#). If you would like a hard copy, you can request a copy from your child's teacher or stop by the office.





**Community Spotlight: [Central Wisconsin Community Action Council](#)**

Central Wisconsin Community Action Council (CWCAC) strives to lift people out of poverty and into a better quality of life. CWCAC operates a variety of state and federal programs to assist low-income families in becoming self-sufficient and to help our communities grow and prosper. CWCAC serves the five counties of Adams, Columbia, Dodge, Juneau and Sauk. Some of the programs and resources CWCAC provides include: rental assistance, food pantry and personal items, New Beginnings Homeless Shelter, as well as other resources. Due to the pandemic, it is best to call CWCAC for assistance or with any questions.

Location: 134 S. Spring St. Beaver Dam WI 53916

Contact: Letty Castillo at (920) 885-9559



**Beaver Dam Area Community Food Pantry**

Location: Central WI Community Action Council - 134 S. Spring St.

Contact: Letty Castillo at (920) 885-9559

Pantry hours: Tuesdays and Thursdays 1:30-3:30pm

Families may visit the pantry once per month. Walk up, no-contact only at this time. Must show ID through the door.

**Dodge County Food Pantry**

Location: St. Vincent's - 125 Dodge Drive

Contact: 920-885-3392

Pantry hours: Mondays, Wednesdays and Fridays 9:00am-12:00pm. Call before 11:00am to request food. Participants are allowed to visit the food pantry once per month.

**Second Harvest Mobile Food Pantry in Beaver Dam**

Location: Moraine Park Technical College - 700 Gould St.

Mobile Food Pantry is held the second Saturday morning of every month from 9:00-10:30am Note: It is currently a drive through, no-contact pick-up.

[Ruby's Pantry](#)

Location: St. Peter's Lutheran Church - W4661 County Rd MM Lebanon, WI

Pantry Hours: 2nd Tuesday of the month. Distribution 5:00-6:30pm. Currently drive through no-contact pick-up. \$20 donation required



### **Central Wisconsin Community Action Council**

Location: 134 S. Spring St.

Contact: Letty Castillo at 920-885-9559

Hours: Mon-Thurs 8:00am-3:30pm and Friday 9:00am-12:00 pm.

Renewal Unlimited applications available for rent, utility, property tax, security deposit, and mortgage assistance. Rural Housing and Section 8 applications available.

### **New Beginnings Homeless Shelter**

Location: 134 S. Spring Street

Contact: Letty Castillo at 920-885-9559

Shelter assistance available for families, single women or single men.

Note: An intake appointment is needed. The hours for intake are Monday-Thursday 8:00am-3:30pm and Fridays 9:00am -12:00pm.



The [Dodge County Economic Support Unit](#) provides assistance to those experiencing economic hardship. These assistance programs include: Medicaid Insurance, Food Share, and Wisconsin Shares - Child Care. You can apply for these programs using any of the 4 ways listed below.

### **Four Ways to Apply:**

- **Online:** <https://access.wisconsin.gov/access/>
- **Phone:** (888) 794-5556 Capital Consortium Toll-Free number
- **Mail:** Call (920) 386-3760 to request an application be mailed
- **Local Agency:** 199 County Road DF, Juneau, WI 53039 - 2nd Floor

Medicaid Insurance: Wisconsin Medicaid is a joint federal and state program that provides high-quality health care coverage, long-term care, and other services to over one million Wisconsin residents.

Food Share: FoodShare helps people with limited money buy the food they need for good health. This can include those who have a job but have low incomes, are living on small or fixed income, have lost their job, and are retired or disabled and not able to work.

Wisconsin Shares - Childcare: Wisconsin Shares provides assistance for childcare costs for those that are working, attending high school, or looking for work.



# Early Years

WORKING TOGETHER FOR A GREAT START

April 2021

Beaver Dam Unified School District

Beaver Dam, WI



## KID BITS

### Picture book character

When you read stories with your child, look for examples of good character. He might notice how brave a little giraffe is in a story about a talent show. Or you could point out a kind boy standing up for a classmate who is being made fun of.

### On-the-job training

Your little one might not be able to do all the steps of a chore, such as loading the dishwasher. Show her how anyway (“I’m putting the knives in with the sharp sides down”) and let her do as much as possible (“Here, you load the spoons”). She’ll gain confidence and be ready to tackle the job herself when she’s older.

### Helmet safety

Keep your youngster safe by making sure he always wears a helmet when he rides a bike or scooter. It should fit snugly, have a liner that’s at least 1 inch thick, and sit level on his head. *Idea:* Let him make a helmet for a stuffed animal. Then, he may be more excited about wearing his own.

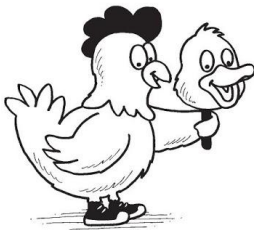
### Worth quoting

“There is nothing in a caterpillar that tells you it’s going to be a butterfly.”  
*Buckminster Fuller*

### Just for fun

**Q:** Why did the chicken say, “Quack”?

**A:** It was learning to speak Duck.



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## Going with the flow

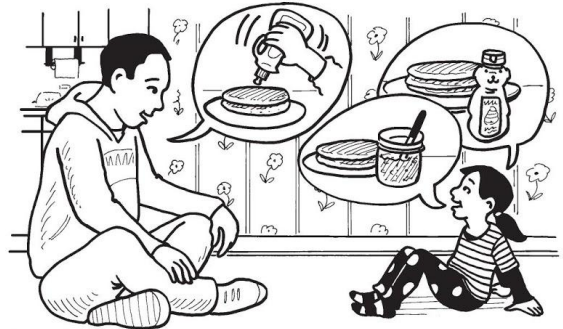
Flexible thinking lets your child adapt to changing situations and look at things in multiple ways. Stretch her thinking and problem-solving skills with these activities.

### Two voices

Your youngster will need to shift gears to succeed in this twist on Simon Says. Give her instructions (“Touch your toes,” “Spin around”), but switch back and forth between two silly voices (say, a robot and a pirate). The catch? Tell her to listen only to the robot. If she follows the pirate’s instruction instead, her turn ends. Now she gets to choose two voices and give *you* directions.

### Mystery pictures

Can your child figure out what’s in a picture even if she can’t see the whole thing? Cut a 1-inch hole in a sheet of paper, and lay it on top of a book illustration. Now let her slide the paper around,



peek through the hole, and think about what it could be a picture of. Something that looks rough and brown might be a furry animal. Or is it a football or a tree trunk?

### What if?

This activity encourages your youngster to practice finding alternatives. Ask a “what if” question like “What if we didn’t have syrup for pancakes?” Take turns naming possible solutions (use jelly or honey, eat them plain, make toast instead). Keep going until you run out of ideas. Then, ask a new “what if” question.♥

## Search for treasure

Finding hidden treasure is a fun way for your youngster to learn how maps show where things are located. An X marks the spot with this idea.

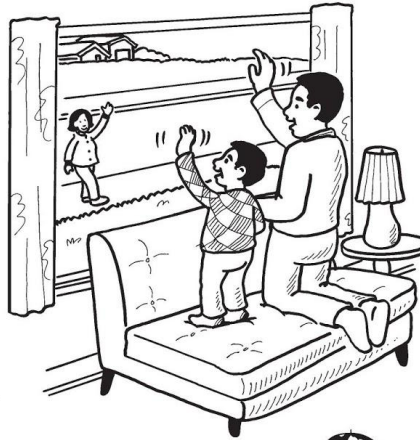
1. Help your child draw a map of a room or the park. Encourage him to include landmarks like doors and furniture or trees and fences.
2. Have him cover his eyes while you hide a “treasure,” maybe a juicy apple, in the actual location. Put an X on the map where the treasure can be found.
3. Challenge your youngster to use the map and find the treasure. When he locates it, let him erase your X, hide a treasure, and mark it on the map for you to find.♥



## K is for kindness

Simple acts of kindness make the world a friendlier place—and give your youngster warm, fuzzy feelings. Here are ways to inspire him to be kind.

**Pretend to be a superhero.** Suggest that your child draw himself as a “kindness superhero.” He can make up a superhero name, maybe Captain Kindness. On his drawing, help him write what superpowers he has. (“Cares about others.” “Loves to help.”) Then, encourage him to step into the role and put his superpowers to work whenever he sees the



opportunity to be kind. Maybe Captain Kindness will help you look for your misplaced car keys or offer to take a photo of his big sister.

**Make a kindness calendar.** Together, think of a month’s worth of ways to show kindness, and write each one in a calendar square. *Examples:* Smile and wave at neighbors walking by. Compliment a family member. Make a card for a friend. (It’s okay to use ideas more than once!) Every day, read the tip on the calendar, and have your youngster do it. He can draw a heart on each one as he completes it.♥

## Q&A Storytelling at home

**Q:** My son’s kindergarten class is working on storytelling. How can we tell stories at home?

**A:** Start by asking your child to tell stories about pictures he draws. Listen to his tale, then ask questions that spark his imagination. If he draws people in a car, for instance, you could ask where they’re going. This is good practice for storytelling now—and creative writing later.

Also, take a few minutes before bed to let him tell the story of his day. He might describe a game he played and what he ate for lunch.



Encourage him to keep going by asking questions like “What happened after lunch?”

Share the story of your day, too, making sure to include lots of details. Listening to your story will help him learn to tell his own.♥

### OUR PURPOSE

To provide busy parents with practical ways to promote school readiness, parent involvement, and more effective parenting. Resources for Educators, a division of CCH Incorporated 128 N. Royal Avenue • Front Royal, VA 22630 800-394-5052 • rfcustomer@wolterskluwer.com www.rfeonline.com ISSN 1540-5567

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## ACTIVITY CORNER

### Splash and learn

April showers bring May flowers—and lots of learning opportunities for your youngster! Sprinkle these activities into the next rainy day:

- Together, listen to the rain and think of words (real or made up) to describe the sound it makes when it hits the windows or pavement. *Examples:* tap, plop, plink. Then, put on slickers and rain boots, and let your child set different containers out in the rain. What words come to mind when she hears raindrops land in a plastic bucket, tin can, or glass jar?
- Help your youngster make aluminum foil boats and sail them on puddles. Which design floats best? Can she create a boat that will carry a small toy across a puddle? Have her use chalk to draw circles around puddles. Let her check back periodically and trace around the puddles again. She’ll notice they get smaller and eventually disappear (*evaporate*). Do bigger puddles last longer than smaller ones?♥



## PARENT TO PARENT

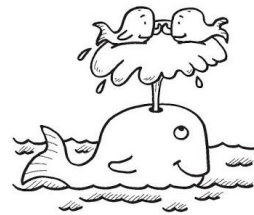
### Help siblings get along

It seemed like my daughters Kate and Brianna were always bickering. My nieces, on the other hand, get along pretty well, so I asked my brother for advice.

He assured me that his girls don’t always get along. But he’s noticed their relationship is better when he lets them work out minor disagreements rather than taking sides. Sometimes, he pointed out, they seem to argue just to get his attention.

Now when my girls argue, I tell them to work it out. If they’re still fighting after 15 minutes, I send them to separate rooms to cool down, as my brother recommended. Afterward, I have them try again to solve their disagreement.

Knowing I won’t jump in and referee has cut down on my daughters’ arguments—and I’m hearing fewer complaints of “You always take her side!” ♥





# Early Years

TRABAJANDO JUNTOS PARA UN GRAN COMIENZO

Abril de 2021

Beaver Dam Unified School District

Beaver Dam, WI



## NOTAS BREVES

### El carácter en los libros

Cuando lea cuentos con su hijo, busquen ejemplos de buen carácter. Él podría darse cuenta de lo valiente que es una pequeña jirafa en un cuento sobre un concurso de talentos. Usted podría señalar a un niño bondadoso que defiende a un compañero objeto de burlas.

### Prácticas en el trabajo

Es posible que su pequeña no pueda hacer todos los pasos de una tarea como cargar el lavaplatos. De todas formas, enséñele a hacerlo (“Coloco los cuchillos con el lado afilado hacia abajo”) y deje que ella haga tanto como sea posible (“Toma, coloca las cucharas”). Ganará confianza y estará preparada para hacer la tarea sola cuando sea mayor.

### Protegidos con el casco

Proteja a su hijo cerciorándose de que siempre usa un casco cuando monta en bicicleta o en patinete. Tiene que ajustarse bien ceñido, tener un forro de 1 pulgada de espesor por lo menos y posarse nivelado en su cabeza. *Idea:* Dígame que haga un casco para un animal de peluche. Quizá luego le apetezca más ponerse el suyo.

### Vale la pena citar

“Nada hay en una oruga que diga que se convertirá en mariposa”.

*Buckminster Fuller*

### Simplemente cómico

**P:** ¿Por qué dijo “Cua, cua” el pollo?

**R:** Porque estaba aprendiendo a hablar pato.



## Déjate llevar

El pensamiento flexible permite a su hija adaptarse a un cambio de situación y a ver las cosas de múltiples formas. Ejercite su capacidad de pensar y de resolver problemas con estas actividades.

### Dos voces

Su hija tendrá que cambiar de velocidad para triunfar en esta variación de Simón dice. Dele instrucciones (“Tócate los dedos de los pies”, “Gira”), pero alterne voces distintas (por ejemplo, un robot y un pirata). ¿Con qué condición? Dígame que escuche sólo al robot. Si sigue las instrucciones del pirata, pierde el turno. A continuación le toca a ella elegir dos voces y darle a usted instrucciones.

### Imágenes misteriosas

¿Puede adivinar su hija lo que hay en una imagen aunque no pueda verla completa? Recorte un agujero de 1 pulgada en un folio de papel y coloque el folio sobre una ilustración de un libro. A continuación, que



su hija mueva el papel, mire por el hueco y piense qué podría ser la ilustración. Algo que parece rugoso y marrón podría ser la piel de un animal. ¿O es un balón de fútbol o el tronco de un árbol?

### ¿Y si!

Esta actividad motiva a su hija a que busque alternativas. Planteele una pregunta tipo “y si” como “¿Y si no tuviéramos sirope para los panqueques?” Digan por turnos posibles soluciones (usar mermelada o miel, comerlos sin nada, hacer tostadas en su lugar). Sigam aportando ideas hasta que no se les ocurra nada más. Luego planteen otra pregunta tipo “y si”.♥

## Busquen el tesoro

Encontrar un tesoro escondido es una amena forma de que su hijo aprenda cómo muestran los mapas la situación de las cosas. Una X marca el lugar con esta idea.

**1.** Ayude a su hijo a dibujar el mapa de una habitación o del parque. Anímelo a que incluya puntos relevantes como puertas y muebles o árboles y cercas.

**2.** Dígame que se tape los ojos mientras usted esconde en un lugar un “tesoro”, por ejemplo una jugosa manzana. Coloque una X en el mapa indicando dónde se encuentra el tesoro.

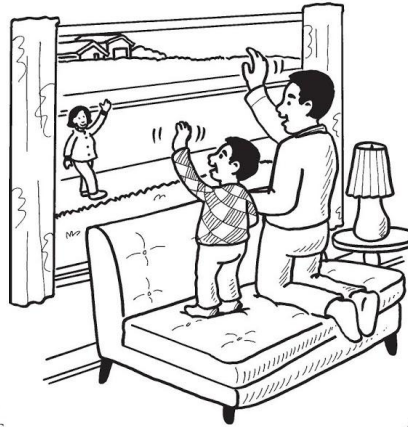
**3.** Rete a su hijo a que use el mapa para encontrar el tesoro. Cuando lo localice, dígame que borre la X, que esconda él un tesoro y lo marque en el mapa para que usted lo encuentre.♥



## B de bondad

Unos sencillos actos de bondad hacen del mundo un lugar más amable y al hacerlos su hijo se sentirá contento y a gusto. He aquí formas de motivarlo a que sea bondadoso.

**Imagina que eres un superhéroe.** Sugíerale a su hijo que se dibuje como “superhéroe de la bondad”. Puede inventar un nombre de superhéroe, por ejemplo Capitán Bondad. Ayúdelo a que escriba en su dibujo los superpoderes que tiene. (“Se ocupa de los demás”. “Le encanta ayudar.”) Luego animelo a que se meta en el papel y emplee sus poderes

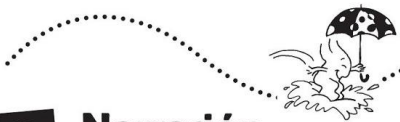


cuando vea ocasiones de ser bondadoso. Quizá el Capitán Bondad pueda ayudarlo a usted a buscar las llaves perdidas del auto o a tomarle una foto a su hermana.

**Hagan un calendario de bondad.**

Piensen en formas de mostrar bondad durante un mes entero y escriban cada una en un recuadro del calendario. *Ejemplos:* Sonríe y saluda a los vecinos que veas pasar. Felicita a un miembro de la familia. Haz una tarjeta para un amigo. (¡Las ideas se pueden usar más de una vez!) Lean cada día el consejo del calendario y que su hijo

lo ponga en práctica. Puede dibujar un corazón en cada idea cuando la complete.♥



## PR Narración en casa

**P:** La clase de mi hijo en el kinder está aprendiendo a narrar. ¿Cómo podemos contar historias en casa?

**R:** En primer lugar, pídale a su hijo que narre historias sobre los dibujos que hace. Escuche su narración y luego formule preguntas que despierten su imaginación. Si dibuja gente en un auto, por ejemplo, usted podría preguntarle a dónde se dirigen. Es buena práctica ahora para narrar y más tarde para la escritura creativa.

Dediquen también unos minutos antes de acostarse a que él le narre lo que ha sucedido en su jornada. Podría describir un juego que jugó o lo que comió en el almuerzo. Anímelo a que siga narrando haciéndole preguntas como “¿Qué sucedió después del almuerzo?”

Comparta también usted la historia de su jornada, incluyendo muchos detalles. Escucharla a usted ayudará a su hijo a narrar su historia.♥

**NUESTRA FINALIDAD**

Proporcionar a los padres ideas prácticas que promuevan el éxito escolar, la participación de los padres y un mejor entendimiento entre padres e hijos.

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www.rfeonline.com  
ISSN 1540-5575

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## RINCÓN DE ACTIVIDAD Salpica y aprende

A abril con sus chaparrones, sigue mayo con sus flores ¡y muchas oportunidades para que su hija aprenda! Hagan estas actividades en el siguiente día lluvioso:

- Escuchen la lluvia y piensen en palabras (reales o inventadas) que describan el sonido que hace cuando golpea las ventanas o el pavimento. *Ejemplos:* tap, plop, clic. Luego vistanse con impermeable y botas y que su hija coloque varios recipientes bajo la lluvia. ¿Qué palabras se le ocurren cuando oye las gotas de lluvia al golpear un cubo de plástico, una lata de metal o un frasco de vidrio?
- Ayude a su hija a que haga con papel de aluminio barquitas que naveguen en los charcos. ¿Qué diseño flota mejor? ¿Puede crear una barca capaz de transportar un muñeco pequeño a través de un charco? Dígale que dibuje con tiza círculos alrededor de los charcos. Luego, que vuelva a ellos de vez en cuando y trace el contorno de los charcos de nuevo. Se dará cuenta de que se hacen más pequeños y terminan por desaparecer (se evaporan). ¿Duran más los charcos grandes que los pequeños?♥



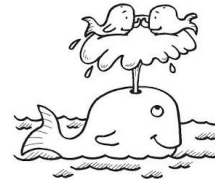
## DE PADRE A PADRE Para que los hermanos se lleven bien

Parecía que mis hijas Kate y Brianna discutían sin cesar. En cambio, mis sobrinas se llevaban bien así que pedí consejo a mi hermano.

Me aseguré que sus hijas no siempre se habían llevado bien. Pero ha observado que su relación es mejor cuando él deja que resuelvan solas pequeñas disputas en lugar de tomar partido por una u otra. A veces, me indicó, parece que discuten sólo para conseguir su atención.

Ahora, cuando mis hijas discuten, les digo que lo resuelvan solas. Si siguen discutiendo al cabo de 15 minutos, las envío a habitaciones distintas para que se calmen, como me recomendó mi hermano. Después les digo que intenten resolver de nuevo su desacuerdo.

Saber que no voy a intervenir como un árbitro ha reducido las discusiones de mis hijas y oigo menos quejas del estilo “¡Siempre te pones de su lado!”♥







# Open Enrollment

Application Dates:

February 1—April 30, 2021

Application Deadline:

April 30, 2021 at 4:00 pm

**Apply online through the Wisconsin Department of Public Instruction**

<https://dpi.wi.gov/oe>

For more information or to request a paper application, please contact:

**Michelle Falkinham, Open Enrollment Coordinator**

FalkinhamM@bdusd.org or 920-885-7300 ext. 1116

The Wisconsin Open Enrollment Program allows parents to apply for their children to attend school in another public school district. Families who have moved or plan to move out of the Beaver Dam Unified School District and wish for their children to continue attending in the District must complete an open enrollment application for each child.

***If your child is currently attending Beaver Dam as an Open Enrolled student, you do not need submit a new application for the 2021-22 school year.***



## 2021 – 2022 In-District Neighborhood School Waiver Request

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The Beaver Dam Unified School District accepts In-District Neighborhood School Waiver Requests for students to attend an elementary school other than the school designated for their address. Requests are granted based on specialized needs, special circumstances, class size, and the date the request was received.

**In-District Neighborhood School Waiver Requests will only be accepted for students who are currently attending the requested school, students who have older siblings currently attending the requested school, or in rare special circumstances.**

**Neighborhood School Waiver requests will be considered but are not guaranteed to be granted.**

**Application Due Date:** Neighborhood School Waiver requests are due on **May 1, 2021**.  
Please complete a separate request form for each student.

If approved, the waiver request is in effect for **one school year only**. Due to fluctuations in class sizes, a new request must be completed for every school year.

**Notification of Approval or Denial:**

Decisions on applications will be made by August 1, 2021. Families will be notified of approval or denial via phone call or mail after that date.

**Transportation:**

Parents must provide transportation if the request is approved.

**Submit the completed application to:** Michelle Falkinham – District Registrar  
705 McKinley St.  
Beaver Dam, WI 53916  
FalkinhamM@bdusd.org

**If you have any questions, please contact:** Brandon Krause – Elementary Coordinator  
920-885-7380 ext. 4301  
KrauseB@bdusd.org

Michelle Falkinham – District Registrar  
920-885-7300 ext. 1116  
FalkinhamM@bdusd.org



## 2021 – 2022 In-District Neighborhood School Waiver Request

Requests for the 2020 – 21 School must be submitted by May 1, 2021.

Return Application to: Michelle Falkinham – District Registrar • 705 McKinley St. • Beaver Dam, WI 53916

### STUDENT INFORMATION

Student Last Name		Student First Name		Grade 2021-22
Address			Phone Number	
School Attending 2020-21	Neighborhood School		School Requested 2021-22	

### PARENT INFORMATION

Parent 1 Last Name		Parent 1 First Name		Parent 1 Primary Phone
Parent 1 Address			Parent 1 Alternate Phone	
Parent 2 Last Name		Parent 2 First Name		Parent 2 Primary Phone
Parent 2 Address (if different)			Parent 2 Alternate Phone	

### SIBLINGS – Please list any siblings in KG – 5<sup>th</sup> grade for the 2021-22 school year.

Last Name	First Name		Grade 2021-22
Last Name	First Name		Grade 2021-22

Please indicate your reason(s) for requesting an alternate school placement. **NOTE: Daycare needs will not be considered when making the decision regarding the request.**

- Keep siblings in the same building                       Consistency in school placement  
 Special/Unique Circumstances (please attach a short statement explaining the special circumstances)

**Reminder:** Requests will not be accepted except for special circumstances (see attached letter).

I understand that this neighborhood school waiver request, if approved, is for one school year only. In addition, I understand that I must provide transportation for my child if the request is approved.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

FOR OFFICE USE ONLY	
Date Received:	_____
Time Received:	_____
Received By:	_____





## 2021-2022 SCHOOL YEAR CALENDAR

UPDATED 2/9/21

AUGUST 2021						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Aug. 9-12: New Teacher Week  
 Aug. 23-25: Inservice-All Staff  
 Aug. 26 & 31: Inservice-Teachers

FEBRUARY 2022						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Feb. 18: No School - Inservice

SEPTEMBER 2021						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sep. 1: First Day of School  
 Sep. 6: No School - Labor Day

MARCH 2022						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Mar. 14-18: No School - Spring Break  
 March 25: End of Term 3  
 March 28: No School - Inservice

OCTOBER 2021						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Oct. 1: No School - Inservice  
 Oct. 22: No School

APRIL 2022						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Apr. 15: No School

NOVEMBER 2021						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Nov. 4: End of Term 1  
 Nov. 5: No School - Inservice  
 Nov. 24: Digital Distance Learning Day  
 Nov. 25-26: No School - Thanksgiving Break

MAY 2022						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 27: Last Day of School  
 End of Term 4/Semester 2  
 May 30: No School - Memorial Day  
 (if Emergency Make-up Days are needed)  
 May 31: Inservice or Emergency Make-up Day (if needed)

DECEMBER 2021						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec. 6: No School: Inservice  
 Dec. 24-Jan. 2: No School-Holiday Break

JUNE 2022						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 1: Inservice or Emergency Make-up Day (if needed)  
 June 2: Emergency Make-up Day (if needed)

JANUARY 2022						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jan. 14: End of Term 2/Semester 1  
 Jan. 17: No School - Inservice

DAILY SCHEDULE	
<b>High School:</b>	7:50 am – 3:10 pm
<b>Middle School:</b>	7:40 am – 3:00 pm
<b>All Elementary Schools:</b>	8:35 am – 3:40 pm