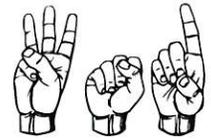




# Between Us...



... a monthly communication newsletter with and for our parents

December 6, 2013 Vol. 32, No. 03

## Dates Of Special Interest

### December

1	Students return PM
6	Student departure day
8	Students return PM
13	Student departure day
15	Students return
20	Student departure day
23-Jan 3	Winter break



### January

5	Students return PM
10	Student departure day
12	Students return PM
17	End of 2 <sup>nd</sup> quarter
	Student departure day
<b>20 Monday</b>	<b>Students return PM</b>
24	Student departure day
26	Students return PM
31	Student departure day

### February

3	Students return PM
7	Student departure day
9	Students return PM
14	Student departure day
16	Students return PM
21	Student departure day
23	Students return PM
28	Student departure day

## Message from the Superintendent

Alex H. Slappey



### Cold, Snow, and Transportation Winter Transportation in Wisconsin

Already we have had snow and freezing cold so it's time to include our annual transportation article. It's an old one, it still bears a review. Please take a minute to check this out and remind yourselves of all the complexity of WSD's homegoing transportation in the winter.

The act of safely transporting large numbers of school children across the state in a timely manner is a complex one fraught with all kinds of problems and obstacles.

At WSD, the weekly homegoing transportation, a complicated process at best, becomes exponentially more difficult in bad weather. Most parents only see their children get on or off the bus or plane at the designated place and time. They don't realize that there is a long chain of events leading up to that moment. It all starts in the residential hall with the Transportation Coordinator, an overworked and underpaid individual whose successes are taken for granted and whose errors are never forgotten.

"If all difficulties were known at the outset of a long journey, most of us would never start out at all."

*William F. Buckley Jr.*

Among the Transportation Coordinator's many responsibilities is that of making sure that all those students scheduled to return home on Friday and to school on Sunday are listed on the right route sheet with the right drop off/pick up locations each week. This would seem simple on the surface, but is actually a never ending nightmare as parents call to change plans, students want to visit with each other, the athletes are staying at WSD over the weekend, and a myriad of other events that affect the homegoing process. Last minute changes wreak havoc with the process and sometimes result in confusion and mistakes. This is why we have deadlines for visitation approval and other such requests. Despite our best efforts mistakes are made, yet if you consider

BETWEEN US... This is a newsletter for parents of the students of the Wisconsin School for the Deaf. Approximately seven issues are planned for the 2013-2014 school year. Parents are invited to send newsworthy items to the school office.

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how many homegoings occur each year and the number of students involved, the percentage is extremely minor. If I had a batting average like that I'd be the greatest hitter in baseball history.

There's also the headache of trying to keep seven buses and two planes running on time. Every time someone is late to pick up their child(ren) and the bus or plane has to wait it has a domino effect. If departure is delayed at each stop for a mere 10 minutes, the buses can arrive an hour late at their last stop. Needless to say, the parents at the last stop don't appreciate this which is why we stress that parents make every effort to be on time. If it's a Sunday pick up and the parents are late, then the buses/planes depart at a set time. As a result, sometimes students miss the bus and end up remaining home for the week, a very undesirable situation.

Now, with all these factors, throw bad weather into the picture. I don't mean a little rain, think of a real Wisconsin snowfall or freezing rain. These conditions can obviously result in the cancellation or delay of some or all of the buses or planes. Now the fun is just starting, WSD must then contact the parents of all those students and inform them of the changes. This is the reason why we require up-to-the-date contact information, including emergency numbers. If we can't contact you, we can't inform you of the changes.

There are also the variations of local weather conditions. Did you know that it can be sunny and pleasant in Delavan while there's a blizzard in Tomah? It can also be perfectly beautiful when we leave Delavan and then a real snow squall can close the roads in the Baraboo area. The buses that go near Lake Michigan deal with lake effect storms which can crop up without notice and blow as furiously as a blizzard.

Back in the early 1990s one of our buses got stuck in such a sudden storm and the students had to spend the night in a gymnasium. Of course we got blamed all up and down for allowing the buses to run in a dangerous situation, angry phone calls were commonplace for the next couple of days. But we had no warning about the storm and the chaperones and driver made the correct decision once they realized the severity of the local storm. This is Wisconsin; you can't really predict all the weather.

When the weather is looking iffy the bus company and the airline pilots make the decision as to whether to go or not. They contact us at WSD and discuss the situation. The drivers and the pilots are the people whom we entrust with the safety and welfare of the children so we listen to them carefully.

With winter bearing down on us again it's good to remember all that goes into the transportation decisions. Please remember to make sure we have your most up-to-the-date contact information including emergency numbers. Also please make every effort to reach the pickup/drop off points on time. We all need to work together to make the transportation program successful.

Have a safe and happy winter.

## WSD Birthdays

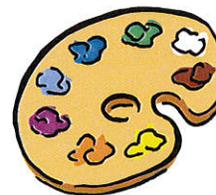


### January

02	Jon Post
06	Camille Kangas
10	Gunner Hahn
14	Daniel Healy
16	Madison Anderson
18	Julia Vollmar
29	Karobella Ouimet

### February

01	Dakota Kangas
06	Elizabeth Besaw
11	Julian Ortiz
14	Alaqua Cox
20	Kalu Cha
27	Tao Yi Page



Dear Parents,

WSD Art students have been "published" on Artsonia! Imagine that! Artsonia is an online art gallery much like the Smithsonian Museum in Washington, DC except that it displays art work from students all over the USA. It is a private site meaning that visitors can see the artwork but the student identity is withheld, thus making it more "safe". Parents have full access to their own child's works and the parents must approve the account before the student's work can appear on the website. Once the parent opens the account then the parent can invite relatives and friends to view the students artwork and post positive comments! Parents then pre-approve the comments before posting them to the student's account. Students love to receive feedback and positive comments from family! What's more is that parents can purchase wonderful items such as postcards, t-shirts, coffee mugs, blankets,.....etc with their child's artwork on it! WSD also earns a small profit from each item! All parents of current art students at WSD have received letters explaining Artsonia and a password key to set up the account. If you need more information or help, please contact Rebecca Epple at [rebecca.epple@wsd.k12.wi.us](mailto:rebecca.epple@wsd.k12.wi.us) as she is the WSD staff person who manages this website. Enjoy!

# Teaching Your Child Self-Control

## BEHAVIOR & EMOTIONS

When kids melt down in the middle of a crowded store, at a holiday dinner with extended family, or at home, it can be extremely frustrating. But parents can help kids learn self-control and teach them how to respond to situations without just acting on impulse.

Teaching self-control skills is one of the most important things that parents can do for their kids because these are some of the most important skills for success later in life.

### Helping Kids Learn Self-Control

By learning self-control, kids can make appropriate decisions and respond to stressful situations in ways that can yield positive outcomes.

For example, if you say that you're not serving ice cream until after dinner, your child may cry, plead, or even scream in the hopes that you will give in. But with self-control, your child can understand that a temper tantrum means you'll take away the ice cream for good and that it's wiser to wait patiently.

Here are a few suggestions on how to help kids learn to control their behavior:

#### Up to Age 2

Infants and toddlers get frustrated by the large gap between the things they want to do and what they're able to do. They often respond with temper tantrums. Try to prevent outbursts by distracting your little one with toys or other activities.

For kids reaching the 2-year-old mark, try a brief timeout in a designated area — like a kitchen chair or bottom stair — to show the consequences for outbursts and teach that it's better to take some time alone instead of throwing a tantrum.

#### Ages 3 to 5

You can continue to use timeouts, but rather than enforcing a specific time limit, end timeouts once your child has calmed down. This helps kids improve their sense of self-control. And praise your child for not losing control in frustrating or difficult situations.

#### Ages 6 to 9

As kids enter school, they're better able to understand the idea of consequences and that they can choose good or bad behavior. It may help your child to imagine a stop sign that must be obeyed and think about a situation before responding. Encourage your child to walk away from a frustrating situation for a few minutes to cool off instead of having an outburst.

#### Ages 10 to 12

Older kids usually better understand their feelings. Encourage them to think about what's causing them to lose control and then analyze it. Explain that sometimes the situations that are upsetting at first don't end up being so awful. Urge kids to take time to think before responding to a situation.

### **Ages 13 to 17**

By now kids should be able to control most of their actions. But remind teens to think about long-term consequences. Urge them to pause to evaluate upsetting situations before responding and talk through problems rather than losing control, slamming doors, or yelling. If necessary, discipline your teen by taking away certain privileges to reinforce the message that self-control is an important skill.

### **When Kids Are Out of Control**

As difficult as it may be, resist the urge to yell when you're disciplining your kids. Instead, be firm and matter of fact. During a child's meltdown, stay calm and explain that yelling, throwing a tantrum, and slamming doors are unacceptable behaviors that have consequences — and say what those consequences are.

Your actions will show that tantrums won't get kids the upper hand. For example, if your child gets upset in the grocery store after you've explained why you won't buy candy, don't give in — thus demonstrating that the tantrum was both unacceptable and ineffective.

Also, consider speaking to your child's teachers about classroom settings and appropriate behavioral expectations. Ask if problem solving is taught or demonstrated in school.

And model good self-control yourself. If you're in an irritating situation and your kids are present, tell them why you're frustrated and then discuss the potential solutions to the problem. For example, if you've misplaced your keys, instead of getting upset, tell your kids the keys are missing and then search for them together. If they don't turn up, take the next constructive step (like retracing your steps when you last had the keys in-hand). Show that good emotional control and problem solving are the ways to deal with a difficult situation.

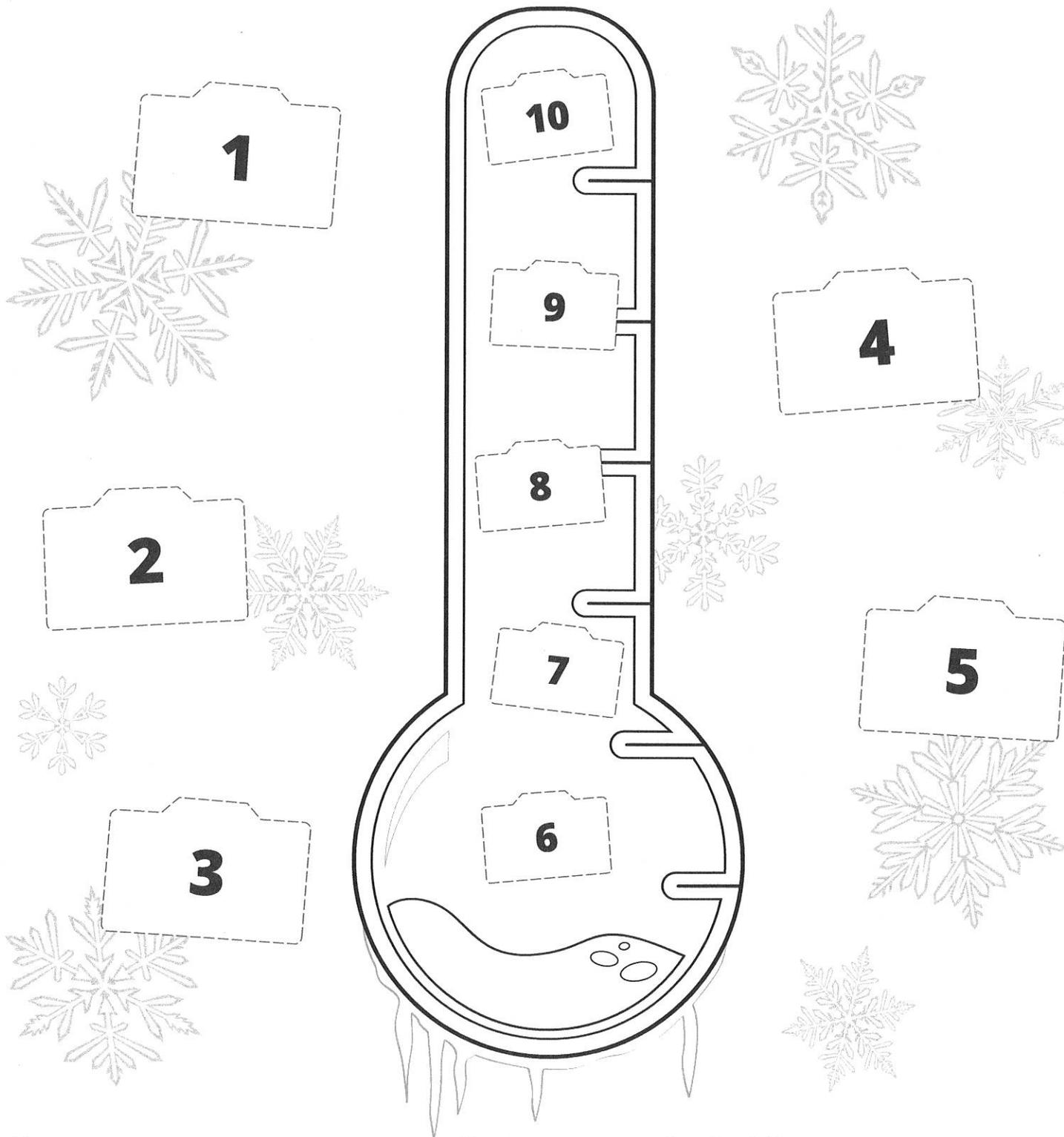
If you continue to have difficulties, ask your doctor if family counseling sessions might help.

Reviewed by: W. Douglas Tynan, PhD, ABPP  
Date reviewed: November 2011



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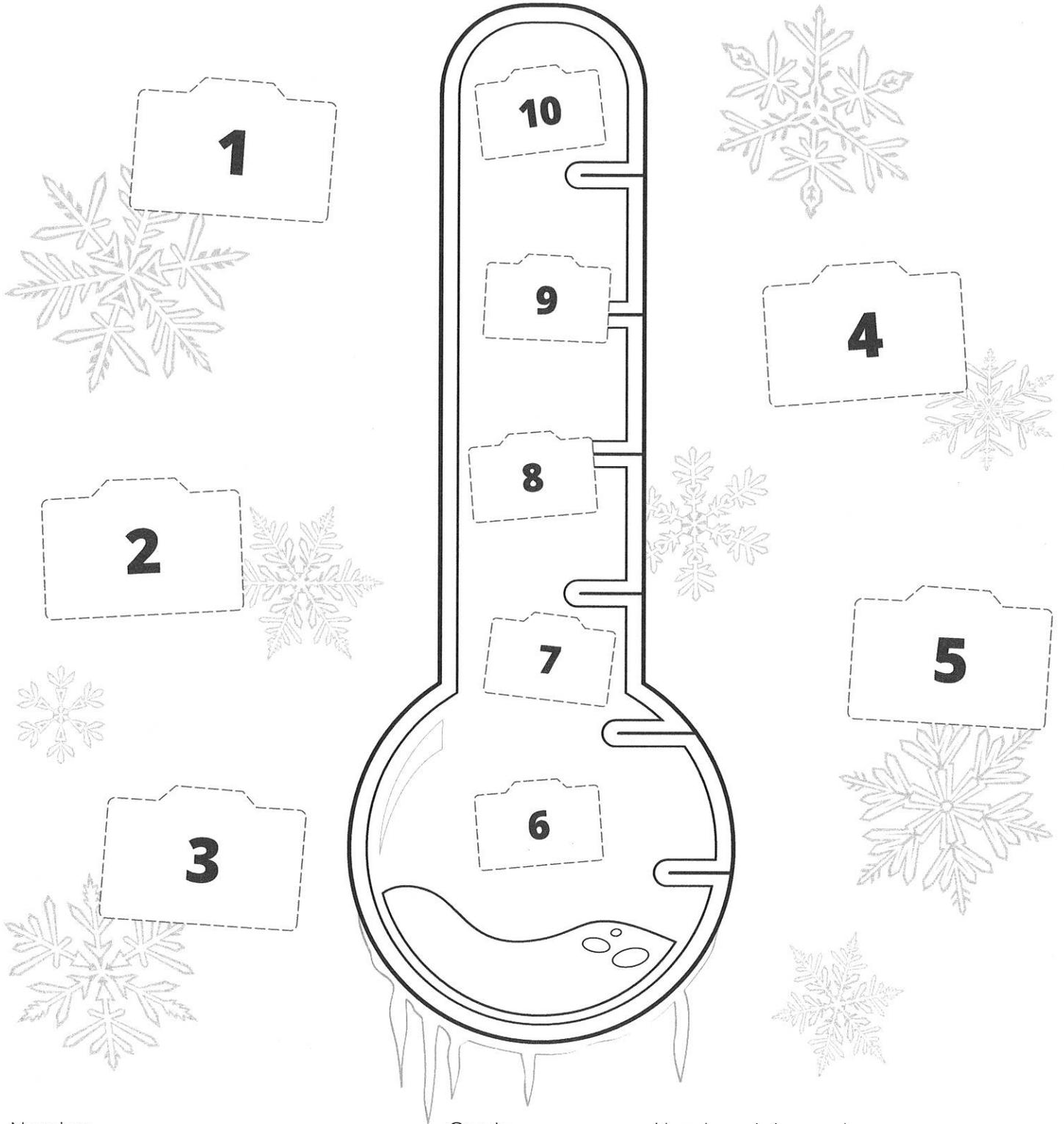
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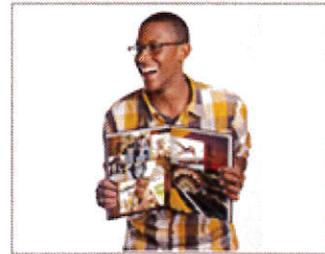
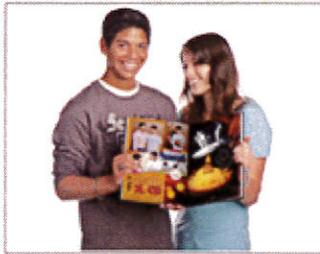
# 2014 Yearbook Order Form

**Deadline:**

**FRIDAY, FEBRUARY 28, 2014**

**ORDER FORM**

**\$45.00**



**STAFF/STUDENT'S NAME:**

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**GRADE:** \_\_\_\_\_

**PLEASE SEND AN ORDER FORM AND A CHECK TO:**

**Dianne Armato, Yearbook Advisor**

**309 W. WALWORTH AVENUE**

**DELAWARE, WI 53115.**

**PLEASE MAKE A CHECK PAYABLE TO WISCONSIN SCHOOL FOR THE DEAF.**