

UPCOMING EVENTS

Early Release

Dates:

- October 1
- December 10
- February 11
- April 15

Parent Teacher Conference

Dates:

- October 1
- December 10
- February 25
- April 29

Upcoming Vacations:

- Thanksgiving
November 24-28
- Christmas
December 24-
January 2

Upcoming Events:

- Middle School
Dance
October 24
6pm to 9pm
- End of 1st
Quarter
October 31
- Veterans Day
November 11
@ 1pm
- Band/Choir
Concert
December 16
- Elementary
Christmas
Concert
December 19

Eagle News

Suring School District Welcomes New Staff



Teachers

(left to right)

Band/Choir– Stan Smith
Special Education– Emily Neitzer and
Georgi Kapalczynski
Agriculture–Ashley Johnson
Math– Anne Gemignani
Guidance– Erin Jahnke
Physical Education– Joe Lojpersberger
English– Laura Lojpersberger



Aides

Vicki Gardebrecht
Erika Perkins

Cooks:

Cindy Scheunemann
Amy Quandt



After School Program

There has been a great response to the afterschool program being offered in the Suring School District. We would like to thank everyone for their patience as we continue to sort through some bumps during the start of this new program. Information will be released on the new courses that will be offered starting November 3, 2014 for those students in the afterschool program. For safety reasons and parking availability during sporting events we ask that children in the afterschool program be picked up in the back of the school.

We are also in need of volunteers to help student's complete homework or work on academic achievement. If you feel that you have a talent that you could offer a class that student can learn from please contact Kaye Lietz at kaye.leitz@gmail.com

Please call or text the after school program at 920-590-2601 to let us know if your child will be absent. This phone will also be the number you can call during the hours that the afterschool program is open.



**State Testing
coming soon
watch for
additional
information
for grades
4,8,9, and 10.**

Gillett Area
Ambulance



*Thanks to those who
continue to support
our school district by
providing generous
donations.*



Our Redeemer's Lutheran Church



Our school wide **SOAR** (be Safe, be Outstanding, be Accountable, be Respectful) initiative for the first quarter this year is positive hallway behaviors. Students are being rewarded with tickets when they are caught practicing outstanding hallway behavior, such as walking, being quiet and being on time to classes. All tickets are then placed in a drawing at the end of the week for great prizes!

Week of September 23rd winners:

Autumn Dryja
Brenna Garrett
Peyton Huth
Wylee VanBellinger
Josh Zilkoske
Logan Stuart
Letitia Walker
Travis Beaver
Nikkole Niemann



Week of September 30th winners:

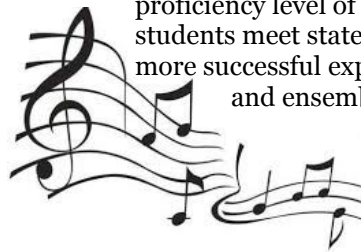
Michael Christensen
Milton Christensen
Kierstan Ermis
London Faulkender
Justin Heckl
Mackenzi LaMarre
Riley Nitzske
James Ponton
Christine Sleeter

Way to go students!

Keep up the excellent hallway behaviors!

Fall Junior High/ High School Choir/Band Concert Canceled

The students in band and choir program will be preparing fall performances for the Veterans Day program and pep band events, but will not present a separate fall concert. This will allow for time in music classes to evaluate the current proficiency level of each student and implement instruction to help students meet state standards and goals in music. Students will then have more successful experiences when presenting their holiday concert, solo and ensemble performances, and spring concerts.



New Sign at the Athletic Field

Thanks to Mrs. Garrigan for donating the
new sign out at the Athletic Field.

We collect ...

1. BOX TOPS FOR EDUCATION

www.boxtops4education.com



2. CAMPBELL SOUP LABELS

www.labelsforeducation.com

3. MILK MOOLA

www.milkmoola.com



4. USED PRINTER CARTRIDGES



5. TYSON PROJECT A + cut off Its as easy as 1-2-3



6. LOAVES 4 LEARNING

Loaves4learning.com



*"One Person's
Trash is
Another
Person's
Treasure."*

From the Kitchen...

Each breakfast will feature a grain, fruit, juice and milk. If a juice is not available for that morning, then two choices of fruit will be offered. Anything else will be considered an extra item.

At lunch the kitchen strives to prepare a meal that meets the states requirements which consists of whole grain bread, protein, vegetables (assorted) and a fruit. If your child would like an extra entrée, they will have to pay for that after purchasing a whole meal. Extra milk may be bought at 35 cents. Please make sure you have signed the "Extra Entrees Form" which will allow your son/daughter to purchase extra milk and/or an entrée.



New items offered to students will take place throughout the school year. Before a new item is placed on a menu a sampling day will take place. On these days a blue sign will be hung on the outside door of the kitchen stating "Make Today a Try-Day". Everyone is invited to try a sample, even if you brought a lunch. Coming soon will be a new featured item called "Harvest Apple Crumble". Make sure you encourage your child to try it out.

Family and Friends CPR

A **FREE** Course

Learn lifesaving CPR skills in one morning or evening
Learn skills in CPR, AED use, and relief of choking in adults, children, and infants. These simple lifesaving skills are easy to learn.
Class is open to adults and children 12 years and older. American Heart Association course.

Upcoming dates:

Thursday, Oct.30 6:00 pm - 9:00 pm
Saturday, Nov.8 9:00 am - 12:00 pm

Call (920) 848-6325 today or register online at stclarememorial.org



Homerooms

Kindergarten

Mrs. Breed

Mrs. Buhrandt

First Grade

Mrs. Runge

Mrs. Stegeman

Second Grade

Mrs. Finger

Mr. Schroeder





Homerooms

Third Grade

Mrs. Miles

Mr. Taylor

Fourth Grade

Mr. Garrigan

Mr. Szwet

Fifth Grade

Mr. Breed

Mr. Szwet



Fall into Learning





Homecoming 2014





Growing Readers!

Parent tips for raising strong readers and writers

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

How Parents Can Support the Common Core Reading Standards

The Common Core State Standards are national standards that say what K-12 students are expected to learn in math and the English language arts. For older students, the standards expand to include literacy in history/social studies, science and technical subjects.

Despite the complexities of the standards, there are several basic ways parents can support their child's learning. The recommendations below line up with the four broad areas of the Common Core reading standards: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range and Level of Complexity.

Key Ideas and Details

What it means:

Your child will be encouraged to carefully read many books and texts. Within these texts, your child will be working to understand what is happening, summarize key events or points and recall details important to the story or topic.

How parents can help:

After you share a story, talk about important story elements such as beginning, middle and end. Encourage your child to retell or summarize the reading. After reading nonfiction, ask questions about the information, "Is the spider an insect? How is a spider different than an insect?"

Craft and Structure

What it means:

The standards within this area (or "strand") focus on specifics within a book, for example, an author's specific word choices or phrases. A second emphasis relates to understanding the underlying structure of common types of texts, including storybooks, poems and more.

How parents can help:

During and after reading, call attention to interesting words and phrases. This may include repeated phrases, metaphors or idioms ("sick as a dog," "a dime a dozen.") Talk about any new vocabulary and other ways the author used language or words to make the text interesting, informative, funny or sad.

Integration of Knowledge and Ideas

What it means:

Within this strand, students will be working to compare and contrast details from stories, describe key ideas using details in informational text, and tell how two texts on the same topic differ.

How parents can help:

For younger students, encourage your child to describe how the illustrations within a book support the story. For older students, have fun reading different versions of the same fairy or folk tale. Talk about the similarities and differences between the two books. Then switch to nonfiction and read two books on the same topic. Compare the information in each, again focusing on similarities and differences. "Let's look at each book and think about the words used to describe weather. How are the descriptions alike? How are they different?"



Range of Reading and Level of Text Complexity

What it means:

Teachers will be using a variety of techniques to introduce a range of books and other written material that both support and challenge a child's reading level. This may include nonfiction and fiction, info graphics, poetry and more. This will be done with the ultimate goal of making sure students understand what they're reading.

How parents can help:

Parents can help promote their child's skill while developing their reading stamina (ability to "stick with it."). This means helping them avoid frustration or anxiety about tackling a harder book. Support your reader by talking through some of the things that make a text complex, including multiple levels of meaning, inferred information (implied rather than clearly stated) or more sophisticated graphics.



Launching young readers!



Reading Rockets

Understood

for learning & attention issues

Introducing **Understood.org**

Understood.org is designed for parents of kids ages 3-20 with learning and attention issues. Access to the entire site is available free of cost. Parents get secure access to personalized support, the wisdom of other parents, and expert information about the "what is" and the "how to" of their kids' academic, social and emotional needs.

Developed by parents, experts and people with their own learning and attention issues, this resource helps parents understand what they can do to support their children at home and in school. **Understood** is optimized for web, tablet, and mobile and is offered in English and Spanish. **Understood.org** offers:

- Personalized recommendations for content, tools and technology matched to the child's needs
- Practical advice to help navigate common behavior challenges
- The opportunity to talk live with experts in learning and attention issues — every day!
- And that's just the beginning!

Have a look!



First graders had been working in their classrooms on a Seasons of an Apple Tree Project .

Look what is going on inside the school.....

The 6th grade science students were given the task of designing a controlled experiment in which they would test if a certain variable effects the growth of a corn plant. Groups are testing different things such as if the pot size matters, if amount of fertilizer matters, if the type of soil matters, and many like the students experiment below are testing if amount of water a plant receives matters. Justin Heckl and Sophie Lally wrote the following explaining all the thoughts they put into designing a controlled experiment that would show whether or not the amount of water a plant receives effects its growth.

Corn Plant Experiment By: Sophie Lally and Justin Heckl

We wanted to know if the amount of water we gave the corn plant would effect the growth of the plant. We had to come up with a controlled experiment. We took four corn plants and came up with an experiment. We had to think of a hypothesis, independent variable, control, constants, and a dependent variable. We thought of ten constants, and one of everything else.

The independent variable is the one variable that changes, in our experiment it is the amount of water we give the corn plant. We have four pots with corn plants in them; the first will get no water, the second will get 10 mL of water each day, the third will get 20 mL of water each day, and the fourth will get 30 mL of water each day. The hypothesis is the testable guess, for example ours is that we think the corn plant that gets twenty milliliters of water each day will grow the tallest. A control is something to compare our results against, ours is the corn plant that does not receive the independent variable. In our experiment it is the first corn plant that will not get any water. The constants are the parts in an experiment that cannot change, otherwise we wouldn't know if the water was what caused the difference in results. We came up with 10 constants and some of ours are all the corn plant are in the same size pot, they all are in the same kind of soil, same kind of seed, and they are all planted to the same depth. The dependent variable, in our experiment is how tall the corn plants grow after 36 days. We learned that it takes a lot of thinking to make and carry out an experiment.



Miss Johnson has students in her classroom place items found in a garbage bag in one of three quadrants. The quadrants included: trash, recycling, and compost.



Reduce, Reuse, Recycle

Check out your German skills...can you read this?

German II Students
Give Directions from the High School
Office to the TRITON Room

Gehen Sie zuerst nach links und geradeaus bis zur ersten Flur und dann nach rechts und immer geradeaus bis zur dritten Flur und dann nach links. Gehen Sie bis zur Treppe und dann nach links ist das TRITON Zimmer, das erste Klassenzimmer.



Translation to German II Directions:

First you turn left and go straight up to the first hallway and then turn right. Keep going straight ahead and take the third right. Turn left and go straight until the steps, the first classroom on the left is the TRITON room.



All school board meeting agendas and minutes can be found on the school website @www.suring.k12.wi.us

Fall Festival Fundraiser to Feature the Swing City Dance Band

The Suring HS Music Department is having a Fall Festival Fundraiser on Monday evening October 20th from 6 – 9 PM in the Suring HS gymnasium. Admission to the event is \$5 at the door. Suring HS music students will also be selling tickets in advance.

The Swing City Dance Band, a semi- professional 17 piece swing/dance band, will be performing from 7 – 8:30 on that evening. A dance floor will be provided. The band is directed by Mr. Larry Zunker a former Suring HS/JH Band Director. The group consists of saxophones, trumpets, trombones, drum set, keyboard, and bass. Swing City will feature music from the 40's to the current day. **The group is donating their time to help the Suring HS music students raise the funds needed to take a performance trip to Florida during the schools spring break. This trip has been in the planning stages for several years and it is hoped that the trip can happen before another group of seniors graduate.**

Suring HS music students will also be performing during the Swing City Dance Band's Break.

Other events in the Suring HS gym that evening will include craft sales, bake sales, a cake walk, a 50/50 raffle, basket raffles, games and other fundraising events provided by music students and parents.



Ways to Stay Connected with School

Family Access

Get instant information on your child's attendance, lunch account, discipline record and grades by contacting the secretaries in the student office for your Family Access **username and password.**

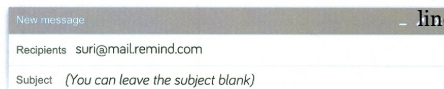
Together we can
make a difference!

Check us out on the web!
<http://www.suring.k12.wi.us/>

How to sign up for Suring School's messages:



*Standard text message rates apply.



To receive messages via text, text **@suri to (920)933-1900**. You can opt-out of messages at anytime by replying, 'unsubscribe @ suri'.

Or to receive messages via mail, send an email to **suri@mail.remind.com**. To unsubscribe, reply with 'unsubscribe' in the subject line.

M & O Kickoff Banquet

Three Suring Eagle Coaching Staff were recognized for their years of service at the annual M and O Kickoff Banquet held on September 24, 2014. They include: Ron Kalous—**5 years** golf, Greg Lechleitner—**30 years** Track and Field, and Mitch Taylor —**15 years** Football.

Dave Collins was also recognized this evening for his **50 years** of service to the M and O Conference.



**We need your help! Please fill out this questionnaire to better serve you and
return to student office by Friday October 17th. Thank You!!!**

Back to School Night	
Did you attend the Back to School Night?	Yes No
If no, why?	1. The date did not work for our family. 2. The time did not work for our family. 3. There was no reason for my family to attend. 4. Other: Please explain
Is there something you would like to see changed with the Back to School Night?	Yes No
If yes, please explain.	
Back to School District Newsletter	
Did you receive a Back to School District Newsletter?	Yes No
Did you find the Back to School District Newsletter helpful for the start of the 2014-2015 school year?	Yes No
If no, please explain.	
Child Pick -Up/Drop- Off Locations (before and after school)	
Did your child bring home the 2014-2015 drop- off/ pick- up letter regarding location changes?	Yes No
Have you been using the new location for drop off and pick up?	Yes No
If yes, has this change caused a concern in the safety of your child?	Yes No
If yes, please explain.	
Communication	
How would you prefer receiving information from the school district?	1. Sent home with child in a paper form. 2. Viewed on the Suring School Districts webpage. 3. Viewed on Suring School Districts Facebook. 4. Sent as an email. 5. Other: Please explain.
Do you have a computer in the home?	Yes No
Do you have internet service?	Yes No
Do you use the district website?	Yes No
Other:	

If you are willing to be contacted regarding your responses please sign your name _____