



Altoona Intermediate School
Altoona, Wisconsin



January 2022 Newsletter

Happy New Year!

From the Principal, Andrea Steffen:

This fall our students took a screener with questions regarding their feelings about school and how they were doing emotionally, as noted in December's newsletter. Students indicated that our greatest strength is having a safe place where they feel a sense of belonging. The area they noted they needed more help with is emotional regulation. Therefore, all students are learning strategies to deal with big feelings such as disappointment, anger, etc. Please ask your child about these lessons. We use Second Steps curriculum to teach this. December's behavior goal was met and the students celebrated their progress in being able to emotionally regulate with a fun pencil and holiday celebrations!

This month we are continuing to learn these strategies and reviewing our behavior expectations for school. Our new goal has been set and if students meet it there is a HUGE celebration being planned! Check out the following pages, noting what our children are also learning in the classroom. There is also a resource on cyberbullying that is being shared with you.



What are 4th Graders Studying?

Opinions and Debates

By: Adalynn, Emerson and Mollie

In Fourth Grade we are learning about opinions and debates. We are reading articles, highlighting important parts in these articles, and putting them into notes on a graphic organizer on Google Docs. Using the notes, we make them into sentences and put it all together to make clear, beautiful paragraphs! We are also learning how to use transition words to make clear sentences. Furthermore, we are finding text evidence to support our reasons why. For example, one of the articles we read was called "Should Students have Homework?" So we all went through the text and highlighted all the information for the yes or no category. Something we have is a packet called opinions and debates. We have only learned about opinions, and soon we will learn about debates. After we have finished the paragraph we edit so it looks like a sophisticated 4th grader wrote it.



Principal's Coupon Winners



Come on This Awesome Math Adventure!

By Bria, Sienna, and Lilianna

In math 4th graders are learning about polygons. A polygon is a shape that cannot be overlapped and it can't be round. It can't have a gap otherwise it's not a polygon. It has to be 2D. If it's 3D it's not a polygon. Our tools that we use are called Power Polygons. They're plastic shapes of polygons.

We are learning about measurement too. We are working with yards, feet, inches, centimeters, millimeters, meters. There are 12 inches in one foot, 36 inches in one yard, and 1,000 millimeters in one meter.



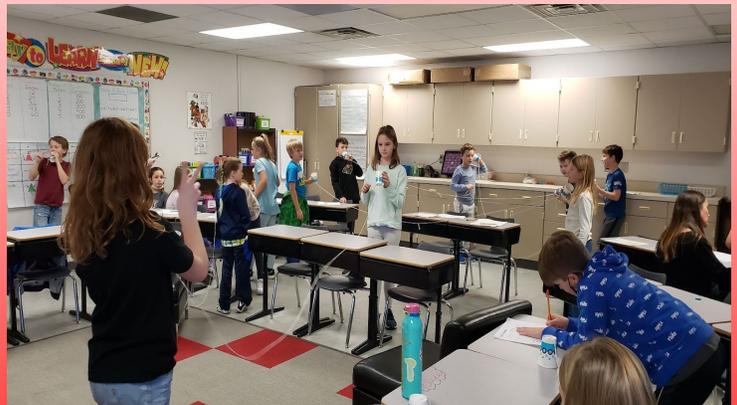
What 4th Graders are Doing in Science

By Gabe, Owen, Carson

Hello parents! Here's what your kids have been learning in Science.

This unit is called Waves of Sound. First, they saw a video of a person who was playing a song. The song vibrated a metal plate and made this sugar stuff bounce and make patterns. Next there was a speaker with a dish of water and it would vibrate and the water would shake. Then there was a tube of water and when he played, the water would change to look like a water spring. Finally there was the rubens tube that had a few small flames on it. Whenever he played the music, the fire bounced up and down. The students had fun watching this video.

Next they made a model of the first phone ever invented, the cup phone. They were learning about sound and how far sound can travel. The students worked with partners and had fun doing this. They experimented when they finished the cups with their partner. One partner was "Voice" and the other partner was "Ears". The voice was on one side of the room and the ear was on the other. "Ear" had the cup to their ear and the "Voice" would say a number. The ear would hold up the number that they heard on their hands. This experiment helped them learn about how sound travels.



What have 5th Graders been up to?

In ELA we are learning about immigration. Mainly we are learning about Ellis Island. We have book clubs where we travel to other classrooms and read different books. We took a virtual and interactive tour of Ellis Island. We are about to do a simulation of Ellis Island at our school. We have been reading about the process and how hard it was to get into America. We did an online choose your adventure to get through Ellis island.
By Garrett Gunderson



Mrs. Langlois' class



Principal's Coupon Winners



FIVE THINGS TO KNOW AND SHARE WITH YOUR CHILDREN ABOUT CYBERBULLYING

Developed By PACER'S National Bullying Prevention Center

1. Cyberbullying is an issue that can even impact younger children

Often, the perception is that cyberbullying only happens on social media platforms, which require individuals to be at least 13 before signing up and using these services according to the Children's Online Privacy Protection Act (COPPA) regulations. However, children can be subjected to or participate in inappropriate online behavior as soon as they have access to technology. If they have access to text messaging, group chats, an email address, or a gaming site, there is the potential for cyberbullying.

2. If your child sees cyberbullying, encourage them to take action when they feel comfortable

Research shows that peers can be very effective at intervening in a bullying situation. Possible responses include direct confrontation, but this can be very challenging to do and is often not as effective as being supportive of the person being bullied. When someone sees cyberbullying, their response could be to:

- Write something positive about the person being targeted
- Contact the person being bullied and let them know they're not alone
- Take a screenshot of the bullying and report it to a parent or an adult at school
- Report the bullying content to the social media platform and ask to have it removed according to the platform's community guidelines

3. Keep records of any cyberbullying

An important part of addressing a cyberbullying situation is keeping a record of what has happened. Your child may want to delete what is being sent so that they don't have to see it again, but it's important to NOT immediately delete evidence of bullying. Records can provide proof of the cyberbullying to social media providers, school personnel, or law enforcement officials.

- Parents and their children can work together to save the evidence: take screenshots of inappropriate behavior in emails, text messages, posts, website pages, and photos
- Print out evidence when necessary
- Don't delete anything until you've made a copy that includes dates, identity of sender, and other relevant information
- Make sure to record the date and description of any bullying incidents that are happening in person, as well

Recent research conducted by the Cyberbullying Research Center in partnership with Cartoon Network shows: **1 in 5 tweens (ages 9-12) have experienced cyberbullying in some form.**



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PACER's National Bullying Prevention Center.
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4. If your child experiences cyberbullying, encourage them to tell someone

Cyberbullying generally happens in an environment where adults can't see it; unless the kids involved tell someone, usually no adults will know. Encourage your kids to talk with you, but understand that there may be times when they have difficulty confiding in a parent about something. If you are comfortable with it, let them know they can speak with another adult they trust, like a teacher, counselor, or coach.

5. Talk with your child about policy and rights

Let your child know that they have the right to be safe from bullying at school and outside of school, offline and online. Every state has a bullying prevention law or policy that helps districts and schools address bullying. These laws and policies often require that schools address cyberbullying in their district policy. Some state laws also cover off-campus behavior that creates a hostile school environment. If your child experiences cyberbullying, ask to see the school's bullying prevention policy to learn more about the role the school can play in helping your child address the issue.

REASONS WHY YOUNG PEOPLE MAY NOT TELL AN ADULT

They were told just to "ignore it."

A common response to bullying is to "just ignore it," which is well intentioned but not helpful. It's hard to ignore negative behavior that is repeatedly directed at you.

They think they should handle it on their own.

Some kids see bullying as something they need to fix or that they maybe did something to deserve it.

They're concerned about contacting the other kid's parents.

Some kids think that their parent's response will make the situation worse, like calling the other kid's parent and getting upset with them.

They don't want their phone taken away.

Limiting your child's use of phones, tablets, or other technology won't stop the situation. It's the bullying, not the technology, that needs to stop.

They don't want anyone to worry.

Some kids believe that their parents have enough to deal with and they don't want to add another problem to handle.

The situation is too personal.

Some kids get picked on because of something they did, like behaving inappropriately at a party. If they tell an adult about being bullied, then they also have to explain their own actions. That's not an easy thing to do when you already feel bad about what happened.



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