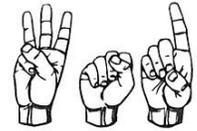




Between Us...



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

February 7, 2014 Vol. 32, No. 04

Dates Of Special Interest

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



March

- 2 Students return PM
- Wed 5 Student departure day**
- 9 Students return PM
- 14 Student departure day
- 16 Students return PM
- 21 Student departure day
- 23 Students return PM
- 28 Third quarter ends
Student departure day
- 31 – April 5 SPRING BREAK**



April

- 6 Students return PM
- 11 Student departure day
- 13 Students return PM
- 18 Student departure day
- Mon. 21 Students return PM**

Message from the Director



Alex H. Slappey

Some Realities in Education
Collaborating with Parents

While trolling in some old files I came upon the information below. Unfortunately I didn't save the source, but it clearly speaks some very important truths for us all to keep in mind.

These few points cover some of the issues that we face frequently in educating children. It's important for everyone to realize that we're all on the same team. I think sometimes we forget that.

Being a residential school, we're more than just school staff, we're also the ones who care for your child when away from home. Much of this also applies to the residential program.

Finally, for WSD to be successful with your child we need you to work with us, not against us. We know you have high expectations for your child and we do too. Together we can achieve this goal, separate we cannot.

Share the responsibility

Something educators don't want is for parents to have a combative approach to problems that arise at school.

A pair of Georgia elementary school teachers said that a student tells his side of the story through his own point of view. In order to get the whole story and avoid any misunderstandings, it's important to objectively approach the educator.

Director's message cont.

A junior high school teacher from Missouri echoes this. "The national rhetoric lately in politics, movies, etc. has really put teachers on the defensive, and I think parents today are more likely to try and place blame on a teacher instead of asking their student to take more responsibility."

This educator suggests allowing the student to both fail and take the responsibility to correct the error. "As a parent, I know this isn't easy, but always trying to jump in and save your student won't help them in the future."

A track record doesn't guarantee a track star

"Something that has come up in conversations often lately among teachers: Past results don't always result in future success," writes a Missouri educator.

Teachers sometimes hear parents say that their student has always done well in a given subject, so there's no reason why he or she should have trouble with it going forward.

But that's not always the case, and it's not necessarily the teacher's fault. "This year's concepts are very different," the educator says, and the student "might be struggling with a more advanced concept."

We know where you're coming from

A recently retired Georgia teacher told us that 80-85% of her colleagues had children of their own. She says this gives educators compassion and insight into how a child learns. "Parents see a child. Teachers see both the child and the student. They have the ability to see multiple perspectives."

When discussing success in the classroom, Smith also mentioned compassion as an ingredient, along with structure, order and inspiration. The recipe "makes for a dynamic environment," she said. "I am not 'a friend' to my students, but I am their mentor, their confidant, and their stability while they are in my care."

And while virtually all teachers would like to give more individualized attention to students, educators are limited by time, curriculum and class sizes. These are challenges that teachers feel some parents don't understand.

As stated by a woman with decades of experience as both a teacher and a parent, "Your child is unique, just like everyone else's."

WSD Birthdays



March

1	Andrew Coppola
4	Lily Jensen
8	Teresa Baumgartner
11	Jalila Martens
19	Hope Johnson
24	Shannon Stanton
26	Toni Lovrek
29	Zominique Walker

April

3	Emma Vollmar
5	Kaiden Messer
11	Ellie Lister
13	Madison Bongard
20	Jose Zepeda-Amador
	Paige Sheffield
	Lawson Vollmar
21	Halina Kangas
23	Riley Healy
24	Lillian Squires
25	Anna Dorst



BoxTops for Education/PSA

Thank you to all who have supported the Parent Staff Association by collecting BoxTops for Education. We currently have received \$156.60 for the 2013-14 school year. An additional 1,573 BoxTops have been trimmed, sorted, counted and bagged by the high school workshop students. The money collected from this submission will be \$157.30 for a total of \$313.90 for this current school year. March 1st is the deadline for the 2013-14 school year. Please continue to collect BoxTops for WSD so we can meet our \$500.00 goal. This money will be used to fund a PSA scholarship for graduating seniors.



Special Olympics

Bowling season has finished with success and many improved averages. The bowlers have now changed their bowling shoes to basketball shoes. Basketball season has started with two games the week of January 20th. The WSD Firebirds played their first game against Lakeland School and even though they gave a great effort, they lost. The following day, the Firebirds battled a tough Janesville Special Olympic team with one player standing head and shoulders above the tallest WSD player. With all their might and jumping ability, they could not match his ability to get rebounds. WSD closed the gap in the 4th quarter but lost. Two great games and beneficial learning experiences for the young Firebird team will prepare them for their upcoming tournament on February 9th in Burlington. Please see the attached schedule for the remainder of games this season. Go Firebirds!

Wisconsin School for the Deaf – Health Center



309 W. Walworth Avenue
Delavan, WI 53115

Ph. # 262-728-7144 Voice

VP: # 262-394-1217 or # 262-725-0251

Fax #262-728-7168

Email – diane.nelson@wsd.k12.wi.us

susan.kelly@wsd.k12.wi.us

Blood Drive

January 15, 2014

Dear Parents,

We will be having a blood drive here at WSD on Wednesday, February 19th from 2pm to 7pm at WSD. It will be handled by the BloodCenter of Wisconsin. WSD Health Center is coordinating this event with the BloodCenter.

We want to teach our students the choice of donating blood. Every three seconds, someone in our community needs blood. By giving blood, donors have the opportunity to save lives. Donating blood is a quick, easy, and safe way to provide patients with the gift of life.

Donating blood through BloodCenter of Wisconsin is important as BloodCenter is the only supplier of blood for local community hospitals, as well as 60% of the state. For 60 years, BloodCenter has partnered with volunteer blood donors to meet the needs of patients in our communities. Whether your donation goes to a father having heart surgery, a child undergoing chemotherapy treatments, or a mother experiencing complications during birth, you can be sure that you have an impact on the local blood supply.

Through collection, testing, treatment and research, BloodCenter of Wisconsin helps bring hope and healing to our co-workers, neighbors, friends and families.

Donor Eligibility

All donors should be in good health on the day of donation. To be eligible to donate, you must:

- Be at least 16 years old. (16 & 17 year-olds may donate with parental permission.)
- Weigh at least 110 lbs.
- Be free of major cold, flu, and allergy symptoms.
- Present a photo I.D. with birth date
- Not have had hepatitis after age 11.
- Not have had any risk factors/behaviors associated with HIV/AIDS.

**** FYI – BloodCenter only requires parental permission for 16 yr olds, but WSD Health Center is requiring parental permission for both 16 & 17 yr olds. Students who are 18 yr old may sign the consent for themselves. (Students born after Feb 19th, 1998 are NOT eligible)**

Common Health History Questions

Below are some common conditions/situations that people ask about.

- **Antibiotics** – You can donate three days after finishing antibiotics for an infection (bacterial or viral). You can donate if you are taking antibiotics to prevent an infection, for example, following dental procedures or for acne. Antibiotics for acne do not disqualify you from donating.
- **Dental work** – You can donate if there is no infection.
- **Flu Vaccination** – You can donate if you are feeling well.
- **Heart disease** – A history of heart disease may require a letter of approval from your physician. Final approval is subject to review by a BloodCenter of Wisconsin physician. This will be determined during your health history when you come in to donate.
- **Infections** – You must be infection-free.
- **Injections/Vaccinations** – Certain injections and vaccinations require a wait before donating. Please bring the name of the injection or vaccination and the date it was administered.
- **Menstruation** – Women can donate during their periods.
- **Piercing** – Ear or body piercing using single-use equipment in an approved setting is acceptable.
- **Pregnancy** – Women who are pregnant should not donate. Please wait to donate until 6 weeks after giving birth. Women who are breast-feeding are eligible to donate.
- **Tattoos** – In February 2005, our policy toward tattoos changed. Now, if your tattoo was applied by a licensed facility in Wisconsin, you can donate blood. If your tattoo was applied by an unlicensed facility or a facility outside Wisconsin, we require a 12-month waiting period from the time the tattoo was applied.
- **Travel** – If you have traveled to a malaria area, you may not donate until 12 months after your return. If you have ever had malaria, you must be symptom-free for 3 years. For a map of malaria areas, please see the [CDC website](#).
- **Cancer** – Certain cancers require a five year wait after treatments. Please be prepared to discuss your specific type of cancer with a Donor Specialist.

Medications and Health History

Most medications are acceptable. You can view a [list of unacceptable medications](#) (Medication Deferral list enclosed) and an explanation as to why they are unacceptable.

Donors must be infection-free at the time of donation. If your child is taking an antibiotic for an active infection, please wait until the infection has cleared before donating.

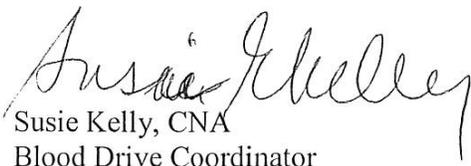
BloodCenter of Wisconsin performs all blood donations using sterile, disposable equipment throughout the donation process. You cannot get AIDS or any other disease by donating blood.

Thank you for encouraging your child to participate in the Blood Drive. Your child is saving lives!
Parents are welcome to donate, too ☺

Sincerely,



Diane Nelson, RN
WSD Nurse Supervisor



Susie Kelly, CNA
Blood Drive Coordinator

Parental Information on Blood Donation

Your son or daughter has expressed interest in donating blood with BloodCenter of Wisconsin. In Wisconsin, a minor who is at least 16 years old may become a blood donor, if the minor's parent agrees. After age 17, the consent of the minor's parent is not required. A *Consent to Blood Donation* form for 16-year-old donors is required each time the minor donates. This form will provide you and your son or daughter with important information about blood donation.

We hope that you will support and encourage your son or daughter to become a blood donor. By becoming a blood donor, your son or daughter is showing great civic responsibility, maturity and a sense of community pride. Through blood donation, your son or daughter can positively impact the health of a patient.

The Donation Process. There are four steps to the donation process:

1. **Registration** – Each donor is required to present a picture ID with the donor's date of birth and complete a list of health-related questions.
2. **Medical Evaluation** – The medical evaluation ensures safety for both the blood donor and recipients. In order to donate, an individual must be in good health, be at least 16-years-old, and weigh at least 110 pounds (see below for additional height and weight criteria). Each prospective donor will meet privately with a donor specialist who will check the donor's blood pressure, temperature and pulse, and take a small drop of blood from the donor's finger to test the donor's blood count.

MALES			
If you are	4' 10"	4' 11"	5' or taller
You must weigh at least	120lbs.	115lbs.	110lbs.

FEMALES						
If you are	5' 1"	5' 2"	5' 3"	5' 4"	5' 5"	5' 6" or taller
You must weigh at least	133lbs.	129lbs.	124lbs.	118lbs.	115lbs.	110lbs.

*Females: If you are shorter than 5' 1", you may still be eligible to donate blood. Call our Record Review Department at 414-937-6070 to ask about your eligibility.

3. **Blood Collection and Testing** – Blood is collected through a sterile needle inserted into the donor's arm. The actual blood donation takes about 10 minutes. To ensure the safety of persons who may receive donated blood, all donated blood is tested for ABO blood typing, HIV (the virus that causes AIDS), hepatitis B and C, West Nile virus, syphilis, and other illnesses. All donor information is kept strictly confidential; however, if any of these screening tests are positive, BloodCenter will inform the donor and his or her parent/guardian. In some cases, the donor's name may be entered in a registry of ineligible donors and we must inform certain government health agencies as required by law.
4. **Refreshment and Relaxation** – After the donation, donors are encouraged to spend time in the refreshment area. Snacks and drinks are provided to replenish fluids and energy levels. Also, it is important that the donor drinks plenty of fluids in the 24 hours after donation.

Potential Risks. There are some potential risks in donating blood, including: discomfort, swelling and bruising at the needle site; fainting and convulsions; injury to blood vessels or nerves; infection; and local blood clot. These risks are relatively uncommon.

Questions? If you have any questions or concerns about blood donation, please contact us at 414-937-6070 or visit our website at www.bcw.edu.

If you and your son or daughter want to proceed with blood donation, please read and sign and return the *Consent to Blood Donation* form with your child when they come to donate.

Helpful Tips to Prepare for Blood Donation

Although you probably know that there are good reasons to give blood, if you haven't donated before, it's normal to be a little nervous.

The following tips can help to ensure that you have a pleasant donation experience, whether you are new to blood donation or a returning donor.

Before Donating

Sleep – Get a good night's sleep.

Eat – Eat regular meals to make sure that you are not donating on an empty stomach. It's also helpful to eat iron-rich foods such as beef, chicken, dried fruit and whole-grain breads between donations.

Hydrate – Drink plenty of fluids. Drinking water 30 minutes before the donation replenishes fluid that will be lost during donation and helps prevent one of the most common types of donor reactions: light-headedness.



Tylesha is a regular blood donor who began donating in high school. "I'm motivated by the opportunity to help save a life," she says.

Steps in the Donation Process

Registration	<ul style="list-style-type: none">• Present your photo ID or BloodCenter Donor ID card• Read information sheet about donating blood	5 minutes
Health History & Mini Exam	<ul style="list-style-type: none">• Answer questions about past and present health history (this information is kept confidential)• Undergo a mini exam to check your temperature, blood pressure, heart rate and blood count level by taking a small drop of blood from your finger	15 minutes
Donation	<ul style="list-style-type: none">• Sit in a comfortable donor bed near other donors• Extend the arm you'll be donating from and squeeze a ball to keep the blood flowing — Once the needle is in place, it usually takes less than 10 minutes to draw the unit of blood• After the donation is complete, the needle will be removed and a bandage will be applied	25 minutes
Café	<ul style="list-style-type: none">• Have a snack and a drink after being escorted to the café• Sit and relax for a few minutes• Avoid strenuous physical activity or heavy lifting for a few hours	10 minutes
After Donating	Enjoy your day. You've earned it! You helped save a life! In just 56 days, you will be eligible to make another whole blood donation.	

Thank You For Your Life-Saving Donation!

BLOODCENTER
of WISCONSIN™

Doing more good than you know.

CONSENT TO BLOOD DONATION

Please complete the following information in ink

Name of Minor/Ward: _____
Minor/Ward Date of Birth: _____
Address: _____
City/State/Zip: _____
Telephone Number Where
Parent/Guardian Can Be
Reached During Donation: _____

- The minor listed above is at least 16 years old.
- I have read and understand the information provided to me about blood donation.
- I understand that samples of donated blood will be stored for future testing, and may be used in research (samples used in research will not include identifying information).
- I understand that all donated blood is tested for ABO blood typing, syphilis, HIV (the virus that causes AIDS), West Nile virus, hepatitis B and C, and other tests.
- I consent to blood donation by the minor listed above.

X _____
Signature of Parent/Guardian Print Name Date

Disclosure of Screening Test Results. By signing below, I (the minor listed above) authorize the BloodCenter to inform me and my parent/guardian of any positive blood screening test results (including HIV test results). In addition, I understand that if blood screening test results are positive (including HIV test results), the BloodCenter may put my name on a list of ineligible donors and inform certain public health agencies as required by law. I understand that HIV test results may also be disclosed to other authorized persons as governed by Wisconsin law. A list of persons to be notified and reasons that may lead to disclosure of HIV test results is available upon request. I give permission to release HIV test results to BloodCenter doctors and their assistants. This consent to disclosure is effective upon signing. I understand that a new form is required each time I donate.

X _____
Signature of Minor Donor Print Name Date

PowerSchool

Q2 Honor Roll Q2 Honor Roll 01/28/2014 - Wisconsin School for the Deaf



Q2 Honor Roll - 2013-2014 Q2

Student Name	Grade Level	Level	GPA
Chairez Jr., Julian	12	High Honor Roll	3.960
Dorst, Anna Louise Adeline	12	High Honor Roll	3.516
Duran, Veronica	12	High Honor Roll	3.627
Fleege, Charlotte Lynn	12	High Honor Roll	3.663
Jackson, Kadedra Lorene	12	High Honor Roll	3.553
Kangas, Camille Lee	12	High Honor Roll	4.071
Koss, Kori	12	High Honor Roll	3.662
Kubiske, Alexander Joon-Ho Dale	12	High Honor Roll	3.929
Przybylski, Hailey S.	12	High Honor Roll	4.000
Stanton, Shannon Georgian	12	High Honor Roll	3.884
Baumgartner, Teresa Irene	11	High Honor Roll	3.530
Hopp, Damon Douglas	11	High Honor Roll	3.516
Matsche, Lyssa Rae	11	High Honor Roll	3.950
Christenson, Malia Ann	10	High Honor Roll	3.759
Cinefro, Naomi Xin	10	High Honor Roll	3.870
Kangas, Halina Rose	10	High Honor Roll	3.520
Miller, Katelyn Marie	10	High Honor Roll	3.520
Goetsch, Chloe Rose	7	High Honor Roll	3.913
Gonzalez, Roberto Isai	7	High Honor Roll	3.787
Ortiz, Julian Alberto	7	High Honor Roll	3.705
Bongard, Madison Beth	6	High Honor Roll	3.955
Page, Tao Yi	6	High Honor Roll	3.579
Carroll Jr., Thomas William	5	High Honor Roll	3.663
McClyman, Katie M	5	High Honor Roll	4.039
Arispe, Alicia Maria Ellen	4	High Honor Roll	3.663
Rawlings, Cayden James	4	High Honor Roll	3.830
Burckhardt, Tyler John	2	High Honor Roll	3.912
Chapin, Laela Jaye	2	High Honor Roll	3.914
Cuppy, Calvin Lance	2	High Honor Roll	3.664
Vollmar, Lawson Mark	2	High Honor Roll	3.579
Eldred, Mia Lin	1	High Honor Roll	3.955
Laurent, Kathleen E	1	High Honor Roll	3.662
Ouimet, Karibella Ivy	1	High Honor Roll	3.829
Squires, Lillian Marie	1	High Honor Roll	3.831
Healy, Daniel	0	High Honor Roll	3.871
Jensen, Lily Katherynn	0	High Honor Roll	3.914
Koehn, Emily Grace	0	High Honor Roll	4.123
Paul, Robert Roderick	0	High Honor Roll	4.123
Sullivan, Donovan R	0	High Honor Roll	3.706
Vollmar, Julia Madeline	0	High Honor Roll	3.621
Beyer, Marika Lynn	12	Honor Roll	3.440
Carter, Brandaun M	12	Honor Roll	3.182
Cha, Kalu	12	Honor Roll	3.030
Evans, Tanner Scott	12	Honor Roll	3.230
Hahn, Gunner Lucas	12	Honor Roll	3.062
Kleist, Josiah	12	Honor Roll	3.430

2 Honor Roll

Xiong, Ka Youa	12	Honor Roll	3.364
Zepeda-Amador, Jose Luis	12	Honor Roll	3.231
Schulze, Michael Anthony	11	Honor Roll	3.247
Coppola, Andrew Gabriel	9	Honor Roll	3.373
Stoller, Wyatt Samuel	8	Honor Roll	3.163
Payne, Keisha Monique	7	Honor Roll	3.329
Post, Jon Phillip	7	Honor Roll	3.122
Uriostegui, Lucero	7	Honor Roll	3.205
Sims, Faith La Joy	6	Honor Roll	3.373
Lister, Ellie Rose	5	Honor Roll	3.081
Martens, Jalila Hope	5	Honor Roll	3.204
Pocza, Caitlyn B	5	Honor Roll	3.290
Danke, Erian T	4	Honor Roll	3.288
Rooker, Tania G	4	Honor Roll	3.204
Vollmar, Emma Delia	3	Honor Roll	3.456
Gatch, Jordan Joseph	1	Honor Roll	3.372

Developing Your Child's Self-Esteem

BEHAVIOR & EMOTIONS

Healthy self-esteem is like a child's armor against the challenges of the world. Kids who know their strengths and weaknesses and feel good about themselves seem to have an easier time handling conflicts and resisting negative pressures. They tend to smile more readily and enjoy life. These kids are realistic and generally optimistic.

In contrast, kids with low self-esteem can find challenges to be sources of major anxiety and frustration. Those who think poorly of themselves have a hard time finding solutions to problems. If given to self-critical thoughts such as "I'm no good" or "I can't do anything right," they may become passive, withdrawn, or depressed. Faced with a new challenge, their immediate response might be "I can't."

What Is Self-Esteem?

Self-esteem is similar to self-worth (how much a person values himself or herself). This can change from day to day or from year to year, but overall self-esteem tends to develop from infancy and keep going until we are adults.

Self-esteem also can be defined as feeling capable while also feeling loved. A child who is happy with an achievement but does not feel loved may eventually experience low self-esteem. Likewise, a child who feels loved but is hesitant about his or her own abilities can also develop low self-esteem. Healthy self-esteem comes when a good balance is maintained.

Patterns of self-esteem start very early in life. The concept of success following effort and persistence starts early. Once people reach adulthood, it's harder to make changes to how they see and define themselves.

So, it's wise to think about developing and promoting self-esteem during childhood. As kids try, fail, try again, fail again, and then finally succeed, they develop ideas about their own capabilities. At the same time, they're creating a self-concept based on interactions with other people. This is why parental involvement is key to helping kids form accurate, healthy self-perceptions.

Parents and caregivers can promote healthy self-esteem by showing encouragement and enjoyment in many areas. Avoid focusing on one specific area; for example, success on a spelling test, which can lead to kids feeling that they're only as valuable as their test scores.

Signs of Unhealthy and Healthy Self-Esteem

Self-esteem fluctuates as kids grow. It's frequently changed and fine-tuned, because it is affected by a child's experiences and new perceptions. So it helps to be aware of the signs of both healthy and unhealthy self-esteem.

Kids with low self-esteem may not want to try new things and may speak negatively about themselves: "I'm stupid," "I'll never learn how to do this," or "What's the point? Nobody cares about me anyway." They may exhibit a low tolerance for frustration, giving up easily or waiting for somebody else to take over. They tend to be overly critical of and easily disappointed in themselves.

Kids with low self-esteem see temporary setbacks as permanent, intolerable conditions, and a sense of pessimism prevails. This can place kids at risk for stress and mental health problems, as well as real difficulties solving different kinds of problems and challenges they encounter.

Kids with healthy self-esteem tend to enjoy interacting with others. They're comfortable in social settings and enjoys group activities as well as independent pursuits. When challenges arise, they can work toward finding solutions and voice discontent without belittling themselves or others. For example, rather than saying, "I'm an idiot," a child with healthy self-esteem says, "I don't understand this." They know their strengths and weaknesses, and accept them. A sense of optimism prevails.

How Parents Can Help

How can a parent help to foster healthy self-esteem in a child? These tips can make a big difference:

- **Be careful what you say.** Kids can be sensitive to parents' and others' words. Remember to praise your child not only for a job well done, but also for effort. But be truthful. For example, if your child doesn't make the soccer team, avoid saying something like, "Well, next time you'll work harder and make it." Instead, try "Well, you didn't make the team, but I'm really proud of the effort you put into it." Reward effort and completion instead of outcome.

Sometimes, a child's skill level is just not there — so helping kids overcome disappointments can really help them learn what they're good at and what they're not so good at. As adults, it's OK to say "I can't carry a tune" or "I couldn't kick a ball to save my life," so use warmth and humor to help your kids learn about themselves and to appreciate what makes them unique.

- **Be a positive role model.** If you're excessively harsh on yourself, pessimistic, or unrealistic about your abilities and limitations, your kids might eventually mirror you. Nurture your own self-esteem and they'll have a great role model.
- **Identify and redirect inaccurate beliefs.** It's important for parents to identify kids' irrational beliefs about themselves, whether they're about perfection, attractiveness, ability, or anything else. Helping kids set more accurate standards and be more realistic in evaluating themselves will help them have a healthy self-concept.

Inaccurate perceptions of self can take root and become reality to kids. For example, a child who does very well in school but struggles with math may say, "I can't do math. I'm a bad student." Not only is this a false generalization, it's also a belief that can set a child up for failure. Encourage kids to see a situation in a more objective way. A helpful response might be: "You are a good student. You do great

in school. Math is a subject that you need to spend more time on. We'll work on it together."

- **Be spontaneous and affectionate.** Your love will help boost your child's self-esteem. Give hugs and tell kids you're proud of them when you can see them putting effort toward something or trying something at which they previously failed. Put notes in your child's lunchbox with messages like "I think you're terrific!"

Give praise often and honestly, but without overdoing it. Having an inflated sense of self can lead kids and teens to put others down or feel that they're better than everyone else, which can be socially isolating.

- **Give positive, accurate feedback.** Comments like, "You always work yourself up into such a frenzy!" will make kids feel like they have no control over their outbursts. A better statement is, "I can see you were very angry with your brother, but it was nice that you were able to talk about it instead of yelling or hitting." This acknowledges a child's feelings, rewards the choice made, and encourages the child to make the right choice again next time.
- **Create a safe, loving home environment.** Kids who don't feel safe or are abused at home are at greatest risk for developing poor self-esteem. A child who is exposed to parents who fight and argue repeatedly may feel they have no control over their environment and become helpless or depressed.

Also watch for signs of abuse by others, problems in school, trouble with peers, and other factors that may affect kids' self-esteem. Encourage your kids to talk to you or other trusted adults about solving problems that are too big to solve by themselves.

- **Help kids become involved in constructive experiences.** Activities that encourage cooperation rather than competition are especially helpful in fostering self-esteem. For example, mentoring programs in which an older child helps a younger one learn to read can do wonders for both kids. Volunteering and contributing to your local community can have positive effects on self-esteem for everyone involved.

When promoting healthy self-esteem, it's important to not have too much or too little but "just enough." Make sure your kids don't end up feeling that if they're average or normal at something, it's the same as not being good or special.

Finding Professional Help

If you suspect your child has low self-esteem, consider getting professional help. Child and adolescent therapists and counselors can help identify coping strategies to help deal with problems at school or home in ways that help kids feel better about themselves.

Therapy can help kids learn to view themselves and the world more realistically and help with problem-solving. Developing the confidence to understand when you can deal with a problem and when to ask for help is vital to positive self esteem.

Taking responsibility and pride in who you are is a sure sign of healthy self-esteem and the greatest gift parents can give to their child.

WISCONSIN SCHOOL FOR THE DEAF
Firebirds

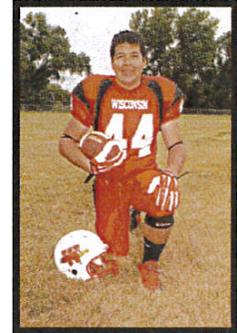


This fall, the WSD Firebirds Fall sports have produced a successful season. Firebirds student-athletes were honored and recognized for their athletic accomplishments during the Fall Athletic Award on November 11, 2013.

Attached to this is the recognition list.



Early in January the WSD football team reflected on and celebrated their fall season with record 7-1 at the Sperinos Italian Pizza place. Coach Eldred told the team that he was proud the team's effort and great attitude. Athletic Director Matthew Eby also mentions that this team proved the coaches wrong about their predictions in the preseason of how team would perform after losing players to graduation last year. Congratulations on the coaches and the student-athletes. Jose Zepeda-Amador was named DeafDigest Sports Player of the Year for 8-man Football. Congratulation to Jose!



Varsity girls' volleyball has its best season in school history and broke the school record with 21 wins and 9 losses. The team won the Central States Schools for the Deaf (CSSD) Champions which was one of most memorable moments. The girls finished 3rd at Great Plains Schools for the Deaf Tournament after losing in a close match to the New Mexico team in the semifinal.

The Varsity Girls' basketball won 2nd place at Minnesota State Academy School for the Deaf in the Neesam Basketball Classic. WSD lost to MSAD in their first game but the next day the WSD Girls' came back with a bang and beat Iowa 43-8 for 2nd place in the tournament.

The Firebird Athletic Department has announced the four recipients (one male, one female each from middle school and high school) for the Firebirds' Student-Athlete of the Month

Female (Middle School & High School)

- Month of September: **Tao Yi Page** and **Anna Dorst**
- Month of October: **Keisha Payne** and **Alaqua Cox**
- Month of November: **Lucero Uriostegui** and **Charly Fleege**
- Month of December: **Paige Sheffield** and **Ka Youa Xiong**

Male Middle School & High School)

- Julian Oritz** and **Tanner Evans**
- Anthony Bole** and **Tommy Benish**
- Montaro Walker** and **Brandaun Carter**
- Payne Winfield** and **Jerome Payne**

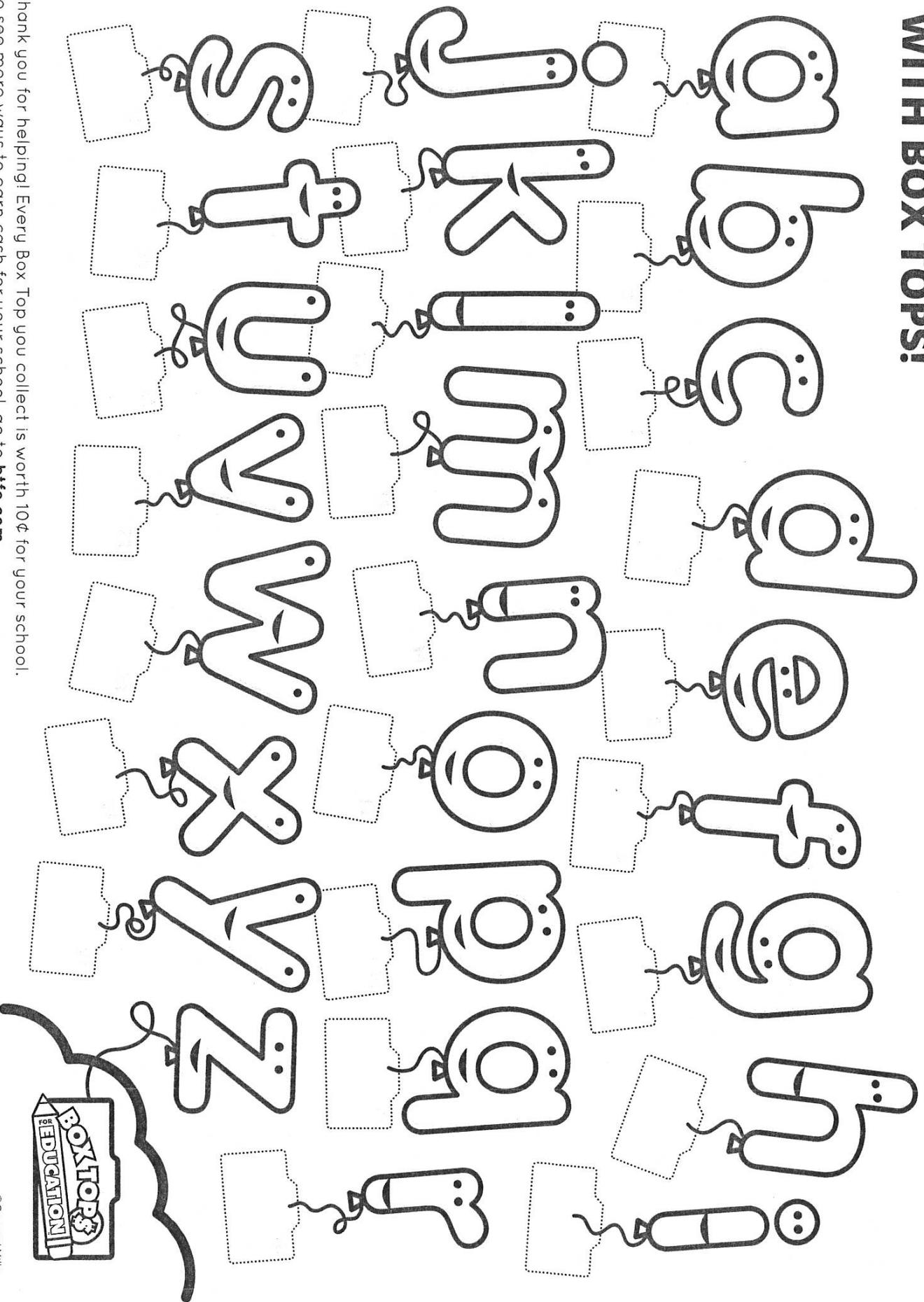
Please be sure to FOLLOW US on Twitter and Instagram for the latest scores, news and information at #WSDeafAthletics. Also LIKE on our Wisconsin School for the Deaf Facebook page! If you already did, thank you for your support!



Best regards,

Matthew Eby, Athletic Director

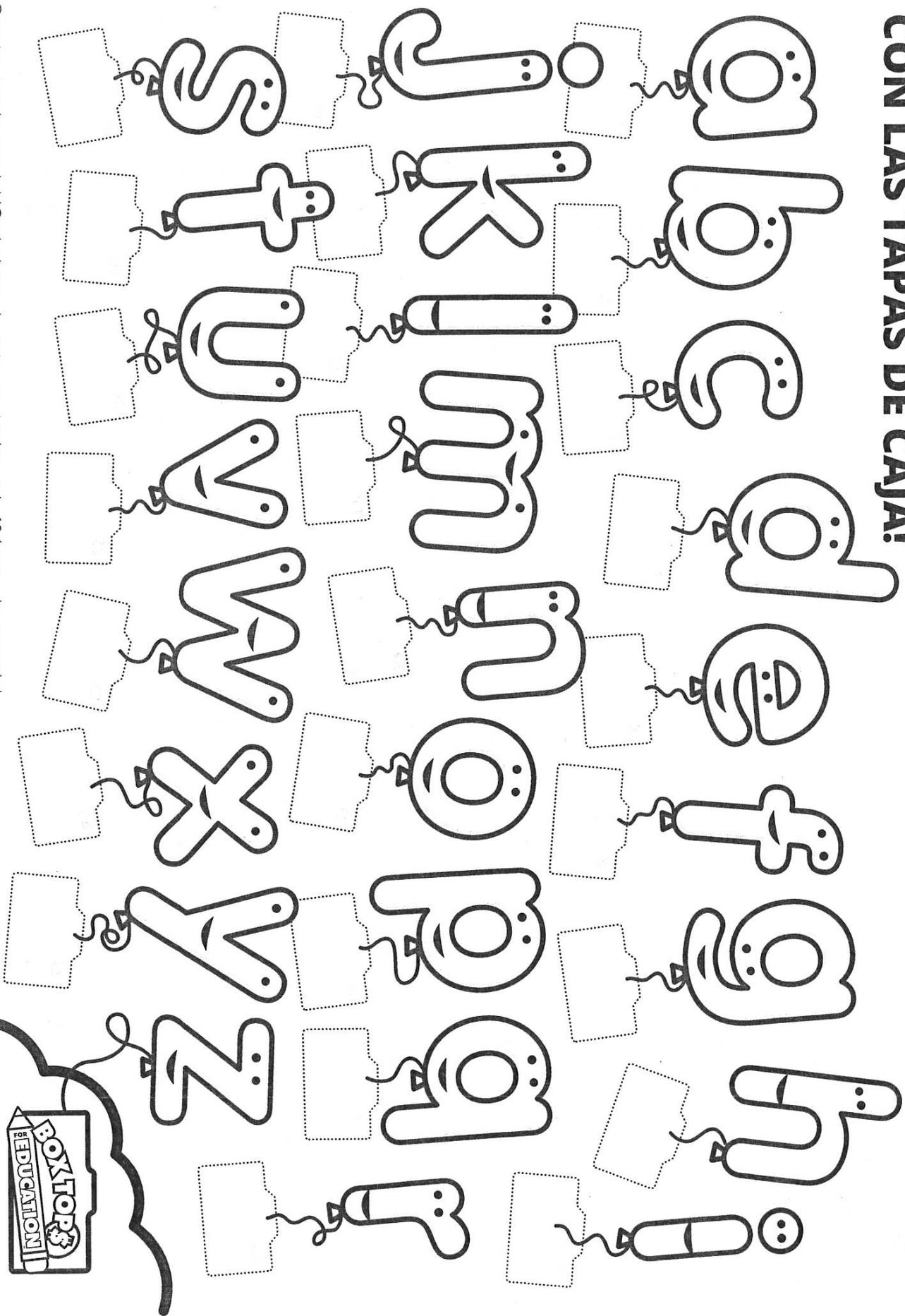
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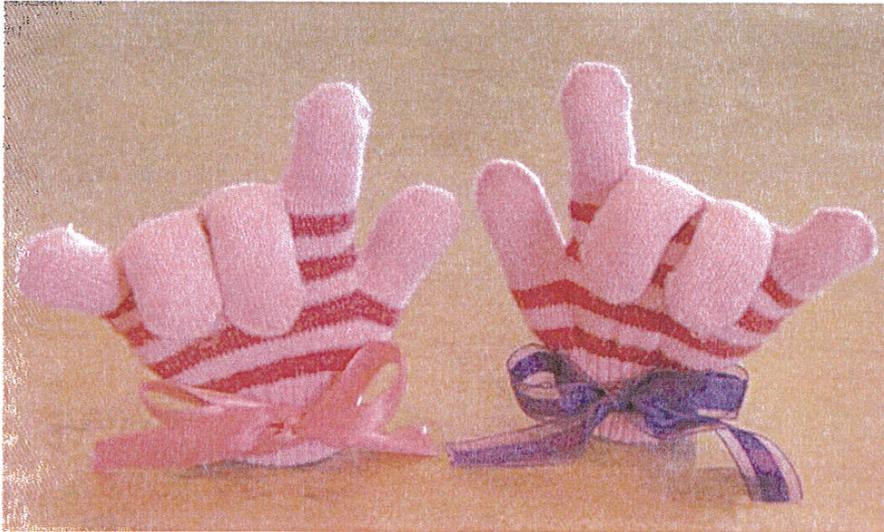


Special Olympic Basketball Schedule 2014

	Event	Location	Time	Players	Transportation	Meals/Snacks
January 22 (Wed.)	Game vs. Lakeland	Lakeland School	1:30 pm	Team/Skills/manager	Lift bus and van to leave at 12:50	Regular lunch to be done by 12:50. 10 water bottles
January 23 (Thurs.)	Game vs. Janesville	WSD	7:00 pm	Team and Manager	None	Water and cups for both teams
February 9 (Sun.)	Western Racine County Tourney (3 games)	Burlington, HS	TBA	Team	TBA	TBA
February 12 (Wed.)	Game vs. Lakeland	WSD	1:30	Team and manager	None	Water and cups for both teams
February 23 (Sun.)	Regional Team Tournament (2 games)	Wilmot HS, Wilmot, WI	TBA	Team	TBA	TBA
March 1 (Sat.)	Regional Skills Tournament	Badger HS, Lake Geneva	TBA	Skills players	Parents	None
March 22 (Sat.)	Sectional Team Tournament	Rec Plex, Pleasant Prairie, WI	TBA	Team	TBA	TBA
April 5-6 (Sat. Sun.)	Indoor State Tournament	UW-Oshkosh	TBA	Team and Skills	TBA	TBA

"I Love You" decorations are made with magnets on the back for display on a locker.

The picture below shows samples. The decorations ordered will be various solid colors.



Send your Love

Order an "I Love You" decoration for your: friend, sweetie, son/daughter, etc.

\$5 each decoration
\$10 with candy bag

Delivery:

February 10-12

Fundraiser for the
2014 Junior Prom

WSD JUNIOR CLASS

Order by contacting:
De Drymalski
debra.drymalski@wsd.k12.wi.us

Or fill out the order form and return to De Drymalski

Order form: Checks payable to WSD Junior Class

Number of I Love You decorations:

Name of recipient(s):

From:

Include candy bag (\$5 extra) Yes No, Thanks

Return to De Drymalski before February 10th.



Telephone: (800) 942-2732
Fax: (410) 795-0965
Email: asdc@deafchildren.org
Website: www.deafchildren.org

FREE MEMBERSHIP

The Wisconsin School for the Deaf recently joined the American Society for Deaf Children as an Educational Member.

Thanks to their membership you are entitled to a free membership.

To start your free membership or to extend your current membership for one year, please fill out the following information and return this form to the American Society for Deaf Children.

PLEASE PRINT

Please Check One: New Member _____ Renewing Member _____

Parent or Guardian Name: _____

Address: _____

Home Phone: _____

Email Address: _____

Child's Name:

Child's Birth Date:

Please return this form to:

American Society for Deaf Children
#2047 – 800 Florida Avenue, NE
Washington, DC 20002-3695

Or fax to: (410) 795-0965

Or email the above information titled FYF- WISCONSIN" to
asdc@deafchildren.org



Wisconsin School for the Deaf
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