



# THE VIKING VIEW

STOUGHTON AREA SCHOOL DISTRICT



## LOOK INSIDE TO LEARN MORE ABOUT:

- Our District's Strategic Vision
- Service-learning classes
- The new elementary math curriculum
- Our District finances
- And more!

VISIT OUR DISTRICT ON THE WEB  
[WWW.STOUGHTON.K12.WI.US](http://WWW.STOUGHTON.K12.WI.US)



# A MESSAGE FROM THE DISTRICT ADMINISTRATOR

Greetings,

Thank you for taking the time to read our fall issue of the Viking Voice. The last few months have been busy but exciting here at the Stoughton Area School District. Our students have garnered state and national recognition. Our Board of Education has approved a new strategic plan. Our staff have engaged in challenging but rewarding discussions about how we can better prepare our students for their future. It can be hard to distill all of the work that is now underway in our schools, but I believe there are four key messages that reflect where we are as a school district.

## We are focused on continuous improvement.

Our new strategic plan provides a roadmap for our District through 2025. That plan calls for us to engage our students, staff and community in ways that help us to create the conditions for our students to thrive. Creating those conditions requires a commitment to continuous improvement. Our District has embraced that commitment.

“Our new strategic plan provides a roadmap for our District through 2025. That plan calls for us to engage our students, staff and community in ways that help us to create the conditions for our students to thrive.”

Over the summer, our staff underwent professional development in areas that include math, equity, digital learning, safety and mental health. We have better aligned our curriculum to rigorous state standards, tailored professional development programs to reflect that alignment and implemented an engaging new elementary math curriculum. Our administrative team and Board of Education have made improving student reading scores a priority. To that end, this year we have a District-wide focus on two of the state's most critical English Language Arts standards that are reflected in the assessments our students take. Our belief is that a collective commitment to continuous improvement in areas such as literacy will help put all of our students in a position to thrive.

## We are committed to equity.

That collective commitment also extends to equity.

Educational equity, according to the Wisconsin Department of Public Instruction, means “that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.”

Equity is a vital part of our strategic plan. This year, our staff have engaged in a book study of Ijeoma Oluo's “So You Want to Talk About Race” to heighten our own awareness of how identity, history, culture and language have influenced our perceptions so that we can better support some of our students, especially our students of color. More of our professional development programs are organized around equity. We have joined with 17 other area school districts in the Dane County Equity Consortium to bring greater justice into our work and our students' lives.

Perhaps most inspiring of all, however, has been the work done by our own students. Stoughton High School





**ON THE WEB: TO VIEW OUR NEW STRATEGIC PLAN GO TO 'EXPLORE SASD' AT [WWW.STOUGHTON.K12.WI.US](http://WWW.STOUGHTON.K12.WI.US)**

students have attended a forum with other Dane County youth leaders to talk about advancing social justice in our schools and what specifically we can do here in Stoughton. River Bluff students have organized focus groups with their classmates to talk about the importance of diversity, inclusion and equity and facilitated a school-wide dialogue about how to make all students feel safe, welcome and respected. I am proud to be part of a district with student-leaders such as these, and I look forward to their work this school year.

### **We are instilling 21st century skills in our students.**

Providing opportunities for our students to develop leadership skills is part of our mission as a school system. On the whiteboard in my office I keep a document from the nonprofit World Economic Forum that lists 16 different skills that are essential for students in the 21st century. The list reminds me that preparing our students for their future means expanding our definition of literacy to include scientific, financial, cultural and civic literacy. It underscores that skills in communication and creativity are as important as critical thinking when it comes to preparing our students for the challenges of tomorrow. It emphasizes that traits such as leadership and adaptability are essential in the emerging world. I see our students developing those skills every day, whether it is through business classes at our middle school or the service-learning classes at our high school.

### **We embrace partnerships to support student learning.**

Our strategic plan includes community engagement as a pillar because we know that the nexus between school and community is crucial for student success. I cannot put into words how grateful I am to the Stoughton area for everything it does for our kids. It has donated funds to build and equip our Fab Lab, create a STEAM (Science, Technology, Engineering, Art and Math) lab at Sandhill, build a new playground at Fox Prairie, give books to young readers and provide \$2 million in college scholarships in just the last 10 years. It has given countless hours of volunteer time, whether to help out in our classrooms, organize after school events, staff the summer meals program or build sets for school musicals, just to name a few examples.

That support has helped our schools provide learning opportunities that prepare our students - academically, socially and emotionally - for unlimited opportunities in their future. When I think about what our students, staff and community have already accomplished by working together, I only grow more excited about the future. Thank you again for all that you do our students. ◀



Dr. Tim Onsager  
District Administrator  
Stoughton Area School District





## SERVICE-LEARNING HELPS STUDENTS BUILD SKILLS, COMMUNITY

Rachel Rogers gives back to her school community in multiple ways.

The Stoughton High School senior mentors freshmen through the school's Link Crew program, serves on Student Senate, participates in the school DECA Club and helps to promote social justice. On top of all that, Rogers is among a group of SHS students who support and mentor Stoughton elementary school students through a service-learning class at SHS.

"You can't make a difference if you're not willing to," said Rogers, who plans to study political science at Harris-Stowe State University after graduation.

The service-learning program at SHS, she said, helps high school students develop their leadership and mentorship

skills and highlights what a positive impact they can have on younger learners.

"Service-learning is a teaching and learning methodology which fosters civic responsibility and applies classroom learning through meaningful service to the community," states the Wisconsin Department of Public Instruction (DPI).

"Service-learning... is a key strategy in developing 21st century skills which will lead to a prepared workforce and a civically engaged citizenry," according to DPI.

Stoughton High School offers two different service-learning classes: Service Leadership and Service Leader Mentorship.

In the former, students alternate between classroom work and tutorship/mentorship work at Fox Prairie Elementary



“ Service-learning ... is a key strategy in developing 21st century skills which will lead to a prepared workforce and a civically engaged citizenry.”

School. The curriculum allows students to learn skills in leadership, child development and communication, service preparation and delivery, and personal reflection while demonstrating civic responsibility. Participating students undergo training in how to build relationships with students and work in a classroom prior to starting their work at Fox.

In the Service Leader Mentorship course, students who have already taken Service Leadership can undertake 75 hours of community service through focused field work. Beth Anderson, a Stoughton High School reading specialist who co-teaches the service-learning classes at SHS, said the Mentorship course acts as an independent tutoring class that allows participating students to work as a mentor five days a week at Kegonsa Elementary School. In addition to their field work, the students meet once per month with the course instructor and maintain a field journal.

Anderson said that what SHS students experience in the two classes will partly depend on the needs of the elementary school staff and students. Ultimately, they will engage in a variety of service work through the two classes.

“We have a range of activities, from biking at gym class and attending specials to reading 1:1 with all students in the class on a rotating schedule,” she said. “There are high school students working with (English Learners) to expand

their vocabulary... working with students to improve their social interactions, playing games to improve their social emotional learning and assisting in the classroom to build relationships and keep kids focused by modeling appropriate behavior.”

SHS senior Chase Volenberg, who is taking the Service Leadership class, said he has already seen the impact that the older students can have.

“They all seem to look up to the high school kids,” said Volenberg, who plans to study business management in college and took the service-learning class so he could help prepare young learners for their future.

The class provides SHS students with strategies on working with young people, such as the importance of lifting up and reinforcing their good work.

“You can learn a lot working with kids,” Volenberg said.

Rogers, who works in a first grade class at Fox Prairie, has seen the impact the high school mentors can have and how even small gestures can mean a lot to a child. She noted that she was only one of two African American students when she attended elementary school in Stoughton. Having an African American student mentor was not something she had when she was younger.

“You shouldn’t be on the sidelines watching,” she said of community service. “It’s good to be involved.”



“YOU SHOULDN’T BE ON THE SIDELINES WATCHING. IT’S GOOD TO BE INVOLVED.”  
RACHEL ROGERS, STOUGHTON HIGH SCHOOL SENIOR





## BUSINESS, INFORMATION TECHNOLOGY INTERSECT AT RIVER BLUFF MIDDLE SCHOOL

Data storage is probably the most popular use of a USB flash drive, but students in River Bluff Middle School's information technology (IT) classes have learned the device has some other creative uses as well.

"I was originally going to turn a USB [flash drive] into a portable web server" as part of a class project, explained eighth-grader Brandon Vaage, noting the logistical challenges he ultimately encountered (instead he used a USB drive to add RAM to a computer for the project).

Vaage, who is eyeing a future in the robotics field, already has IT coursework under his belt at River Bluff. Next semester, he is looking forward to taking the Introduction to Computer Coding class, one of several electives available to eighth-graders through its Business and Information Technology program.

"We've done a lot of interesting things that are equally cool in their own way," Vaage said of the different classes.

Stoughton middle school students can start exploring the intersection of business and technology as early as sixth grade through a six-week course that acquaints them with basic typing, productivity tools, computer parts and troubleshooting. As seventh-graders, they can choose from semester-long electives that teach the mechanics of owning and running a business or basic computer technician skills. Eighth-graders can start learning about financial literacy, entrepreneurship and computer programming through other electives.

"[Business and Information Technology] classes are important at the middle school because they give students the chance to begin exploring areas of interest for their future," said Chris Maedke, River Bluff Business Education teacher. "We have a wide variety of topics and opportunities for learning, including technology, business and marketing, career preparation, personal financial



“Try to think of even a single aspect of our lives that are not, in some way, affected or influenced by some part of business and information technology. I can’t. It is so thoroughly ingrained in daily life that most of our waking hours are assimilated or somehow supported by business and information technology.”

literacy, as well as a host of life skills. By starting at the middle school level, students can start to pick areas of interest that not only enhance learning in other classes, but also refine what they might pick for their career.”

Maedke develops lesson plans for the Business and Information Technology courses based on state standards, defined learning targets and emerging trends in business and industry. The classes will feature a mixture of hands-on activities and tasks focused on literacy to keep them rigorous and engaging, he said.

Both financial literacy and ICT (Information and Communication Technologies) literacy are among the essential skills for students in the 21st century, according to the nonprofit World Economic Forum.

“Try to think of even a single aspect of our lives that are not, in some way, affected or influenced by some part of business and information technology,” wrote Brian Johnson, then-executive vice president of Michels Corporation, in August 2011 for the “This We Believe” statement for the Wisconsin Department of Public Instruction’s Business and Information Technology

Education program. “I can’t. It is so thoroughly ingrained in daily life that most of our waking hours are assimilated or somehow supported by business and information technology.”

River Bluff eighth-grader Zachary Amyotte, who took business and IT classes last year and is currently enrolled in All Things Computer (a semester-long elective that covers topics such as web page design), said the class includes a weekly segment about some of the latest trends or innovations in business and technology, such as creating deep ocean wind turbines.

Financial and technological literacy can benefit students even if they do not end up pursuing careers in business or technology, Maedke said.

“Knowing how businesses work, how to effectively use technology, how to complete job applications and interviews, as well as making good financial choices aren’t confined just to students who plan to enter a business or technology career,” he said. “These are skills that help students become college and career ready, regardless of their future plans!”

## FutureQuest helps middle school students explore career paths



A group of River Bluff eighth-graders will again have the opportunity to learn about possible careers in areas such as finance, government, construction, health sciences, agriculture, information technology and more during the annual FutureQuest expo.

Last year, a total of 223 eighth-graders from River Bluff attended the expo, said River Bluff counselor Anne Fimreite. The annual event draws hundreds of middle school students, is organized by the Dane County School Consortium and the Madison Metropolitan School District and features interactive exhibits staffed by representatives from dozens of companies.

“They (participating students) learn about different careers in each of the 16 career clusters, as well as the skills and education needed to be successful in those careers,” Fimreite said. “They also gain knowledge of personal characteristics, interests, and aptitudes needed in different career cluster areas and understand the relationship between school performance and future career choices.”

FutureQuest is open to all eighth-graders at River Bluff, Fimreite said. This year’s expo will take place in late November at the Alliant Energy Center.





## STOUGHTON ELEMENTARY SCHOOLS IMPLEMENT NEW MATH CURRICULUM

Two Kegonsa third-graders lean over a workbook and a pair of spinners, bantering about who is going to win as class draws to its end and other students file out.

"We're learning multiplication," they say together.

The exercise entails taking turns with the spinner, generating pairs of numbers and then drawing an array in the workbook to find the product of the two numbers when they are multiplied together. Each player gets four turns and then adds up the product of each turn. The player closest to 100 wins.

This "game" actually incorporates a half-dozen different math skills and concepts, such as interpreting products and applying properties of operations, as part of a unit that helps students develop their multiplication skills by using arrays (objects of squares arranged in rows and columns) and number lines. Such activities are a feature

of the Bridges in Mathematics curriculum that is being implemented at all three Stoughton elementary schools this year.

"Throughout the course of the 2018-2019 school year, we learned that our previous curriculum had some gaps in standards alignment that may explain why our students are not experiencing the success in K-5 math to which we aspire," according to Kate Ahlgren, director of curriculum and instruction for the Stoughton Area School District.

Those gaps also created an "opportunity to think about what kind of materials would really poise our students for the highest level of success," she said.

Bridges was selected for the new elementary curriculum because it is aligned to the Common Core State Standards, includes a focus on teacher usability and supports the existing math curriculum at the middle school.





Stoughton elementary educators underwent professional development on the new curriculum over the summer before it was implemented this year.

Bridges in Mathematics, according to its website, is a comprehensive pre-kindergarten through fifth grade curriculum that “equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.”

Developed by the nonprofit Math Learning Center with support from the National Science Foundation, the curriculum includes visual models and physical objects to help students learn math skills; encourages students to form conclusions about what they are learning and to record those conclusions; and emphasizes collaboration and movement around the classroom.

Bridges has been well-reviewed by organizations such as the nonprofit EdReports.org, which in 2015 scored the curriculum for each grade level based on its alignment to the Common Core and its usability.



### Key overall features of Bridges include:

- A rigorous program designed to address the new math standards in a way that is enjoyable and accessible to all learners
- A combination of whole-group, small-group and independent activities that are problem-centered
- A focus on developing in students a deep understanding of math concepts, proficiency with key skills and the ability to solve new and complex problems
- Hands-on activities that engage students in exploring, developing, testing, discussing and applying mathematical concepts

“There is a gaming element to Bridges that makes it really fun,” Ahlgren said. Communication pieces to families have been planned for this school year to detail what students are learning and how families can support that learning at home.

“We’re really excited [about Bridges],” Ahlgren said. [↩](#)



## Implementing Bridges

### Key features of our implementation include:

- ✏ Full-day trainings in Summer 2019
- ✏ Another full day training during the school year
- ✏ Weekly co-planning, supported by District coaches and principal
- ✏ Classroom walkthroughs to respond to teacher questions and requests for support





# 4K LEARNERS GROW, PLAY AND LEARN

## Grow. Play. Learn.

That is the motto of our four-year-old kindergarten (4K) program, which is now in its 12th year for our school district. Our District has taken a community-based approach to 4K, meaning we partner with local organizations, daycare providers and schools to provide 4K at various locations in the city to help students develop social/emotional skills, early literacy skills, early math skills, oral language and self-confidence.



Part of our approach to instilling those skills is to incorporate opportunities for play-based learning for our youngest learners. The Wisconsin Department of Public Instruction (DPI) describes play as “an integral way for young children to learn,” in part because of the complex cognitive actions and communication that children can produce during play. Citing studies, the department wrote that “meaningful learning that is child-initiated, respective of linguistic and cultural differences, and multi-sensory, can all be accomplished through the context of play. The benefits are shown to last through the school years.”

The role and importance of play-based learning has been highlighted in the digital newsletters that our District has

sent to 4K families this year. The newsletters note that, for example, children learn about colors, shapes, matching and problem-solving skills when they play board games. When they play with musical instruments, they learn how to coordinate their body with what they hear and how to distinguish among different paces, as well as new vocabulary words and basic number concepts. Group activities help 4K students learn how to follow routines, listen and understand spoken language and be part of a community. Even scribble-writing and drawing can help students learn to represent their thoughts and ideas.

## Opening the World of Learning™ (OWL)

OWL’s philosophy is that every moment in a pre-K/4K/K classroom is an opportunity for learning. OWL provides eight units of learning, with four weeks of instruction within each unit. As math instruction is critical in the early years, OWL places a special focus on developing number and early math skills. OWL integrates a number of learning areas, including social emotional, language and communication, emergent literacy, math, science, social studies, arts, technology, and physical development. ↻

## OUR 4K PARTNERS

We partner with local organizations to provide four-year-old kindergarten at:

FIRST LUTHERAN, 310 E. Washington St.

LAPETITE ACADEMY, 635 Lincoln Ave.

MARTIN LUTHER, 900 W. Wilson St.

PUMPKIN PATCH, 900 W. Wilson St.

ST. ANN, 324 N. Harrison St.



# SASD STUDENTS, STAFF COLLECT AWARDS

## **Skerpan named National Merit semifinalist; Nelson named All American**

A pair of Stoughton High School seniors this year were recognized for academic and athletic excellence.

SHS senior Briana Skerpan has been named a National Merit Scholarship semifinalist. Skerpan is one of approximately 16,000 seniors from across the United States who have been named semifinalists for this prestigious scholarship. More than 90 percent of the semifinalists are expected to reach the finalist stage, and about half of the finalists will win one of the \$31 million in National Merit Scholarships that will be awarded in the spring.



Fellow SHS senior Jack Nelson, meanwhile, has been named an All American for football. Nelson, a UW-Madison commit, will represent Stoughton at the All-American Bowl in San Antonio on January 4, 2020. The annual bowl features the nation's 100 best senior football players.

## **SHS posts three-peat in WIAA Award of Excellence**

Stoughton High School is one of only five schools in the State of Wisconsin to capture the WIAA Award of Excellence for three consecutive years.

The annual award is conferred by the WIAA (Wisconsin Interscholastic Athletic Association) to recognize member schools for their "efforts and achievements in the areas of sportsmanship, ethics, integrity, leadership and character," according to the WIAA website.

Recipients are recognized for the achievement on the WIAA website, in the WIAA Bulletin and at the organization's annual meeting.

WIAA oversees interscholastic athletic programs for 511 senior high schools and 43 junior high/middle level schools in its membership.

## **Kegonsa receives award for its work supporting students**

Congratulations Kegonsa for its recognition from the Wisconsin Response to Intervention (RtI) Center and the Wisconsin Department of Public Instruction!


This year, the school was honored at the Bronze level by the Wisconsin Recognized Schools program for its work in establishing a system of behavior supports to improve student outcomes.

"The Recognized Schools program encourages schools to expand, refine, and sustain full implementation of an equitable, multi-level system of supports," according to the Wisconsin RtI Center. "By providing a picture of full implementation and recognizing schools during the implementation journey, we encourage and celebrate progress in equitable student outcomes."

## **SHS educator wins New Teacher of the Year honor**

Maggie Heck, business teacher at Stoughton High School, has overwhelmingly won the New Teacher of the Year award from the Wisconsin Marketing Education Association.

"Heck was voted upon by all marketing teachers in the state," said Heidi Warren, past president of the association. "She demonstrates a dedication and devotion to marketing and business education that is noticed by all stakeholders. In addition to this prestigious award, Maggie also contributes to our organization on the board of directors as our secretary. Her leadership is invaluable and she adds great things to our organization and the profession."

The Wisconsin Marketing Education Association is an organization that seeks to "foster the growth and development" of marketing education and encourages and supports the professional development of marketing educators, according to its website. 



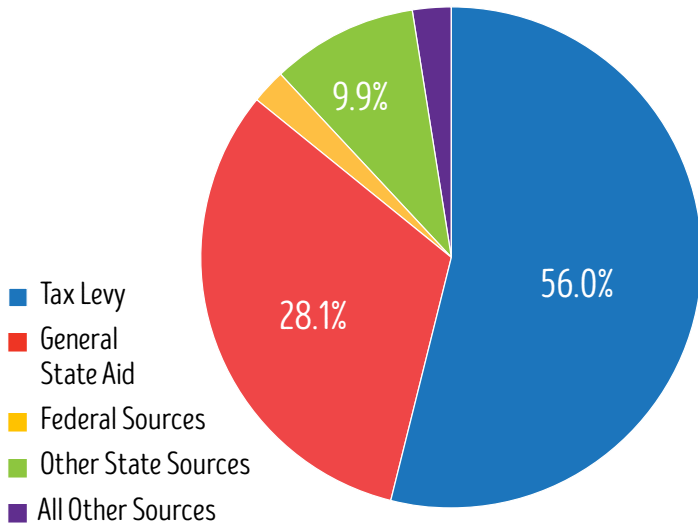


# OUR DISTRICT FINANCES

**WE RELY PRIMARILY ON LOCAL SUPPORT TO FINANCE OPERATIONS IN OUR DISTRICT.**

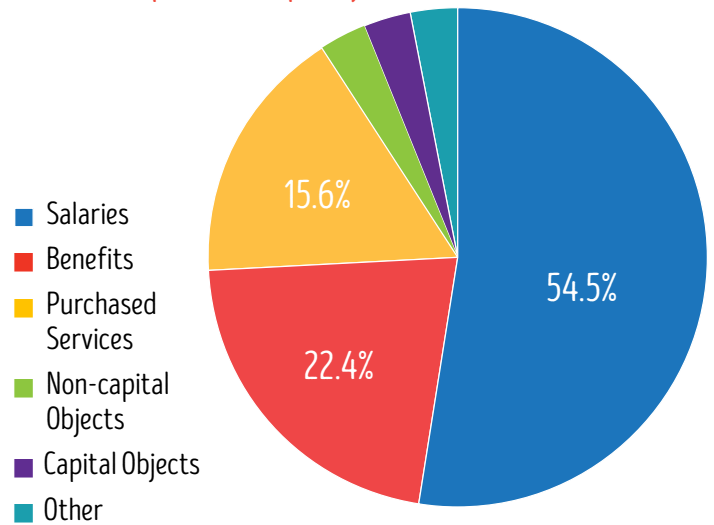
**56%**

of revenue for our General and Special Education funds comes from the local tax levy.



**LIKE MOST SERVICE BUSINESSES, MOST OF OUR MONEY GOES TOWARD PERSONNEL.**

**Almost 77% of our General and Special Education expenses go to personnel—54.5% for salaries and 22.4% for benefits. That’s comparable to past years.**



The chart below shows our General and Special Education Fund revenue sources over the last eight years. Other State Sources includes Per Pupil Aid, categorical aid provided by the State of Wisconsin based on a district’s enrollment.

## 2019-20 REVENUE BUDGET BY SOURCE—GENERAL (10) AND SPEC. ED (27) FUNDS

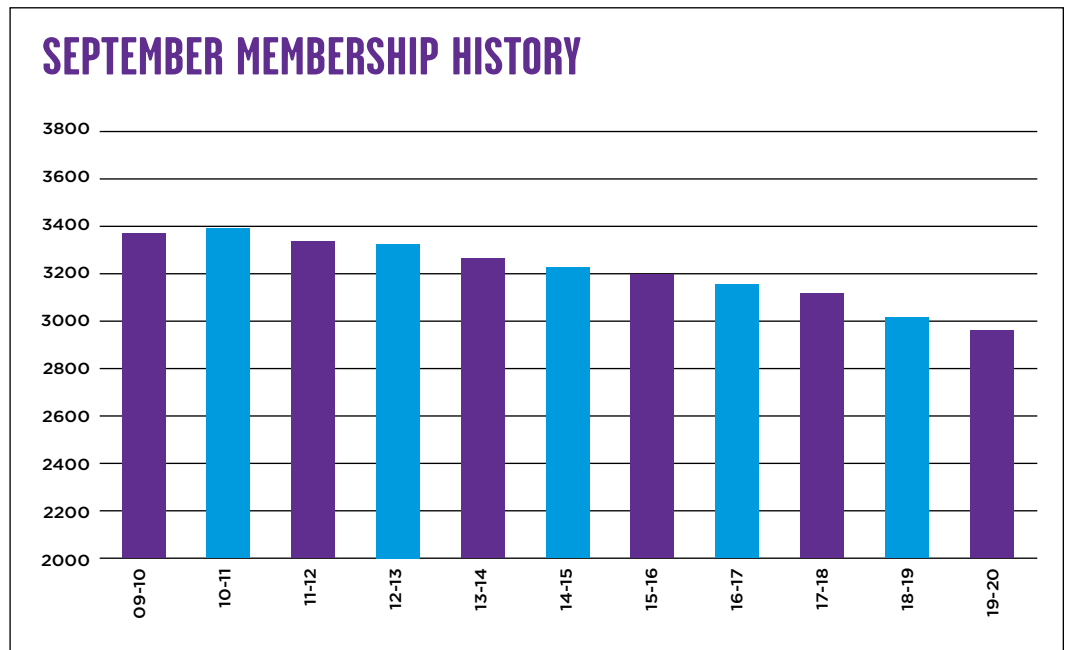
Year	General State Aid	Tax Levy	Other State Sources	Federal Sources	All Other Sources
2019-20	28.1%	56.0%	9.9%	3.5%	2.5%
2018-19	31.1%	52.8%	9.2%	3.5%	3.4%
2017-18	34.0%	52.0%	7.3%	3.7%	3.0%
2016-17	36.2%	51.4%	5.9%	3.6%	2.9%
2015-16	38.2%	50.4%	4.9%	3.8%	2.7%
2014-15	40.2%	48.2%	4.8%	4.1%	2.7%
2013-14	40.1%	48.6%	4.3%	4.1%	2.9%
2012-13	39.8%	50.0%	3.9%	3.6%	2.7%



# OUR MEMBERSHIP DATA - AND HOW IT AFFECTS OUR DISTRICT

THIS CHART SHOWS  
OUR THIRD FRIDAY  
MEMBERSHIP COUNT  
FOR THE LAST 11  
YEARS.

Our most recent  
Applied Population  
Study forecasts our  
trend of declining  
enrollment will  
continue into the  
near future.



MEMBERSHIP HAS FINANCIAL IMPLICATIONS FOR OUR DISTRICT BECAUSE WE ARE FUNDED PER STUDENT.

## LOCAL TAX IMPACT OF THE 2019-20 DISTRICT BUDGET

ESTIMATED HOMEOWNER IMPACT			
School Year	Home Value	Mill Rate	School Tax
2018-19	\$200,000	\$10.96	\$2,192
2019-20	\$210,868	\$10.83	\$2,284
\$ Increase / (Decrease)	\$10,868	(\$0.13)	\$92
% Increase / (Decrease)	5.4%	(1.2%)	4.2%

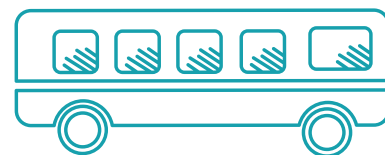
For the current fiscal year, our mill rate will decrease from \$10.96 per \$1,000 of equalized valuation to \$10.83.

This graph above shows the estimated school tax impact on a homeowner for this current year based on last year. **This represents only the school portion of a tax bill on a \$200,000 house, assuming an increase in value from previous year.**





# JOIN OUR TEAM



## Would you like to work for the Stoughton Area School District?

Our District is looking for applicants for Substitute Teachers, Substitute Educational Assistants and full-time and substitute Bus Drivers. See the job descriptions below for more information. Applications are submitted through WECAN (Wisconsin Education Career Access Network).

Questions? Contact Jessica Hart Andrle at [Jessica.HartAndrle@Stoughton.K12.WI.US](mailto:Jessica.HartAndrle@Stoughton.K12.WI.US) or 608.877.5021 or Kim Cisewski at [Kim.Cisewski@Stoughton.K12.WI.US](mailto:Kim.Cisewski@Stoughton.K12.WI.US) or 608.877.5022.

### BUS DRIVERS

The Stoughton Area School District is hiring full-time and substitute Bus Drivers. No experience necessary!

- Competitive hourly rate based on experience (starting salary \$17.50-\$18.25 per hour)
- Guaranteed 2-hour pay per route
- Guaranteed 2-hour pay per trip
- Personal time-off
- Work schedule same as the students (summers off!)
- Ability to bring your preschooler to work with you (with approved safety seat)

The District will provide support with:

- Obtaining CDL license with passenger and school endorsements
- Behind-the-wheel training
- Pre-trip inspection training

View the job description and apply online on WECAN at <http://wecan.education.wisc.edu/#/>

### SUBSTITUTE TEACHERS/ EDUCATIONAL ASSISTANTS

The Stoughton Area School District is accepting applications for Substitute Teachers and Substitute Educational Assistants to fill day-to-day vacancies during the school year.

Applicants must hold or be eligible to hold the corresponding license through the Wisconsin Department of Public Instruction and pass a thorough background check. To substitute teach, you must hold a current teaching license or have an associate degree or higher from an accredited college or university and successfully complete an approved substitute training program (online options are available).

More information can be found on the DPI website: <https://dpi.wi.gov/tepd/licensing/types/three-year-substitute>.

Why would you want to be a substitute? Great kids! Great teachers! Flexible work schedule! And a paycheck!

- \$120 per day for Substitute Teachers
- \$14 per hour for Substitute Educational Assistants

Online applications accepted through WECAN: <http://wecan.education.wisc.edu/#/>



# VOLUNTEER IN OUR SCHOOLS

We are grateful to our families and our community for all the support we receive - from the Working for Kids and Parent groups that raise money for technology and playground equipment, to the businesses and foundations that have supported our Fab Lab, to the churches who help support our students in need.

Would you like to become involved in our schools? Read further for just some of the opportunities in our elementary schools.

## Join the Fox Prairie Watch D.O.G.S.

Fox Prairie is seeking individuals who can volunteer for part or a full school day through its Watch D.O.G.S. program.

During the day, Watch D.O.G.S. may read and work on school activities with students, play at recess, eat lunch with students, watch school entrances and hallways, and participate in any other assigned activities where they actively engage with students. On the day of their participation, Watch D.O.G.S. are given a brief review of their involvement and wear an official Watch D.O.G.S. T-shirt identifying them as a Watch D.O.G.S. in the building.

Benefits of the program include:

- Students gain positive role models
- Schools gain extra sets of eyes and ears; volunteer adults can be an additional deterrent to bullying and foster an environment conducive to learning
- Adults get a glimpse of our students' everyday world and learn about the increasingly complex challenges and decisions today's youth are facing

Interested? Please contact Kris Wolf, Fox Prairie Dean of Students, at [Kris.Wolf@Stoughton.K12.WI.US](mailto:Kris.Wolf@Stoughton.K12.WI.US), or Carly Schrage, school social worker, at [Carly.Schrage@Stoughton.K12.WI.US](mailto:Carly.Schrage@Stoughton.K12.WI.US), for more information.

## Sandhill seeks P.U.G.S. (People Uplifting Great Students)

Sandhill Elementary School is seeking volunteers to help out in classrooms and to be a positive role model for students through its P.U.G.S. (People Uplifting Great Students) program.

P.U.G.S. is a spin-off of Watch D.O.G.S., the family and community engagement educational initiative. Sandhill hosted a kickoff for this year's P.U.G.S. program on Sept. 18.

"Your interactions with the students will continue to build their curiosity and love of learning... The ultimate goal is for you to spend at least one day this year at Sandhill, being a positive role model and providing an extra set of eyes and ears at our school," Sandhill said in its invite to families. P.U.G.S. support students by helping out in the classroom, at lunchtime and during recess.

Interested? Contact Jeff Fimreite, Sandhill principal, at [Jeff.Fimreite@Stoughton.K12.WI.US](mailto:Jeff.Fimreite@Stoughton.K12.WI.US).

## Kegonsa welcomes volunteer tutors, mentors

Kegonsa Elementary School is on the lookout for volunteer tutors and mentors to serve in the school. No prior experience is needed - only a desire to make a difference in students' lives.

Tutors/mentors need to be high school age or above, pass a background check and be willing to spend at least one hour each week tutoring for at least one semester. Tutoring sessions take place during the school day between 8 a.m. and 3 p.m.

Tutors/mentors can help out in a variety of ways, including:

- Classroom: Read with or aloud to students, organize classroom library, assist students in the writing process, participate in the outdoor classroom and more
- Lunch/recess: Eat lunch with students, play board games with a small group of students during recess or organize a recess activity
- Physical Education: Help maintain recess/gym equipment, teach a mini-lesson on a sport or physical activity that you are passionate about or participate in any of the physical education units
- Music: Share a musical talent or instrument with students

If you cannot commit to a weekly tutoring/mentoring schedule, Kegonsa also has other ways to play a vital role in students' lives. For more information about the volunteer opportunities available, please contact Erin Conrad, Kegonsa principal, at [Erin.Conrad@Stoughton.K12.WI.US](mailto:Erin.Conrad@Stoughton.K12.WI.US), or Katie Sannes, Kegonsa dean of students, at [Katie.Sannes@Stoughton.K12.WI.US](mailto:Katie.Sannes@Stoughton.K12.WI.US).





STOUGHTON  
AREA SCHOOL DISTRICT

320 North Street  
Stoughton, WI 53589

# PLUG INTO SASD

VISIT [WWW.STOUGHTON.K12.WI.US](http://WWW.STOUGHTON.K12.WI.US)  
TO FIND OUT MORE ABOUT  
OUR DISTRICT →



## SUBSCRIBE TO OUR E-NEWS

Click under "Explore SASD" on our website



## FOLLOW US ON FACEBOOK

<https://www.facebook.com/stoughtonschools>



## FOLLOW US ON TWITTER

<https://twitter.com/wearestoughton>



## WATCH US ON YOUTUBE

Go to SASD MEDIA



## CHECK US OUT ON INSTAGRAM

<https://www.instagram.com/wearestoughton>



## VISIT OUR WEBSITE

[www.stoughton.k12.wi.us](http://www.stoughton.k12.wi.us)

