Chetek-Weyerhaeuser Area School District

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Fall 2015

Chetek-Weyerhaeuser Area School District P.O. Box 6, Chetek, WI 54728 715-924-2226 www.cwasd.k12.wi.us

Board Members: Carri Traczyk, president; David Bonczyk, vice president; Janene Haselhuhn, treasurer; Natalie Springer, clerk; Korie Lentz, Barb Reisner and Steve Goulette, members.

IMPORTANT DATES

October
20—Roselawn Parent/Teacher Conferences (4–8 p.m.)
22—Roselawn Parent/Teacher Conferences (4–8 p.m.)
26—Middle School Fall Concert
31—Lion's Club Halloween Party

November
3—High School Fall Choir Concert
10—CWHS Indoor Marching Band Concert

December
7—Middle School Christmas Concert
14—Roselawn Winter Program grades 1, 3, and 5
22—High School Christmas Concert

Check out our school website for all sporting events:
www.cwasd.k12.wi.us

The life of an exchange student: Safaa Zaki

It's a stormy Thursday morning at Chetek-Weyerhaeuser High School. The power suddenly goes out. Just as fast as the cheers from other students in classrooms are heard, groans follow as the lights come right back on. CWHS student Safaa Zaki laughs, like any other teenager. The conversation continues about school, about cross country, about her family.

She is in many ways a typical 16-year-old high school student. The hijab she wears and her Arabic accent, however, give away the fact that she hasn't always called Chetek-Weyerhaeuser home. And yet, she is, in fact, making herself at home here as she studies as a foreign exchange student at CWHS.

Zaki hails from the northwestern African country of Morocco, a country of more than 33 million people. Her home-city, Beni Mellal, has a population of more than 480,000. So as she arrived in northwestern Wisconsin, she was in for quite a change. The process of getting to Chetek took much longer than the week she had to adapt to her new surroundings before the school year began. After signing up for the foreign exchange program, she had to send in transcripts, take an English test and pass an interview (in which she had to speak in front of people she never met)—all in the hopes of traveling to a new country.

"This is my first time out of the country," Zaki notes. "I like experiencing new things. It is exciting to fly out of my country for the first time, to be on my own for 10 months. Leaving my friends and family will be a big challenge, but exciting at the same time. I want to go through that. I want to experience new life, see new cultures, and remove misunderstandings about my religion—and also improve my English."

After spending a week in Washington D.C. in late August, Zaki arrived in Chetek at the home of Nathan and Heidi Gustum and daughters Grace (5), Chloe (4) and Averie (2-1/2). Part of what has helped Zaki adjust to her new life in the United States is her host family, who she was quick to thank. While she is away from her parents and brother and sister in Morocco, the Gustums have been incredibly hospitable, she says, and she couldn't ask for more.

"They are doing this as volunteers," she says. "Few families will open their house for strangers. They've opened their home to me and treated me as a family member."

While Zaki may be quick to thank the Gustums for their hospitality during her transition, as far as the Gustums are concerned, Zaki has become part of the family. Heidi says the experience of having a foreign exchange student in their house has been a wonderful opportunity—especially with three young children.

"[Safaa] has been with us for a month now, and when she is out of the house and the rest of us are at home, it's weird," notes Heidi. "We feel like something is missing. Our girls love Safaa; they call her their sister and love doing things

continued on page 2

"Big enough for opportunities, small enough to care"

Safaa Zaki: exchange student life

from front page

with her. There was, of course, a time of adjustment and a period of culture shock/homesickness but that's to be expected, and we made it through rather quickly and it has only brought us closer. We know our girls are young and we occasionally get asked, 'Why not wait until they are older?' We explain that young kids are like sponges they absorb so much information.We want our kids to learn about other cultures and what better way when they are younger than to bring a piece of that culture into your home for 10 months."

Zaki has adjusted well to her new life in the United States. She is taking chemistry, physical education, an art class, American history and American literature courses her first trimester. She's also joined the cross country team, and is thinking about joining softball and SkillsUSA throughout the school year. Despite her relatively seamless transition, she does note a few differences between the United States and Morocco: she's adjusting to American cuisine, notes that school seems a little easier here in the U.S.A., and appears to be well aware that it is colder here in Wisconsin than in Morocco. Heidi adds that Zaki has been very willing to try new things. As a family, they've already been hiking, pontooning, canoeing, kayaking, and had a campfire—all things new to Safaa. As seasons change, there will be plenty of new experiences in store.

"We are looking forward to winter with Safaa," says Heidi. "It's really things we don't think too much about that she is excited to do. She is looking forward to Halloween, haunted trails, ice fishing, and she wants to walk along with us hunting. The nice thing about the organization we went through is that every month there is a new activity that we can participate in as a family with nine other host families and exchange students."

As part of her stay, Zaki plans to do some community service work while a student at CWHS. She is volunteering at the local library and has helped with her host family's church. Zaki has no major plans while in the United States, but does acknowledge she'd like to see Disney World. Until then, she is enjoying spending time with her host family and new friends. It might not be the soccer and kickboxing she enjoyed while in Morocco, but her time here is all about the new experiences!

One thing Zaki does hope to do during her stay is share more about her culture. Zaki practices Islam, and it is evident early on in chatting with her that it is important to her that she has an opportunity to tell others about her faith. While many CW students have had very little interaction with Muslims, likewise, Zaki notes she had never met a Christian before coming to the United States. Over her 10-month stay, Zaki will be doing a couple of presentations—both in school and within the community—to help bridge the gaps between the two countries and exchange traditions and cultures.

"It is a great opportunity to exchange our cultures and share our countries and traditions," she explains. "Islam is not what most people think it is. A lot of people hear about it and think terrorism. That is not the truth. It is a stereotype. Islam teaches us to respect others and their religions. People see me and think I'm a Muslim and remember those stereotypes. I want them to see me and I want them to know I'm not different from them. Yes, I am Muslim, but we are all brothers and sisters."

Consolidation aid for CWASD to continue

The Chetek-Weyerhaeuser Area School District received some wonderful news thanks to legislation recently passed with the state budget that will allow the district to continue receiving consolidation aid indefinitely.

When the Chetek and Weyerhaeuser school districts merged in 2010, additional aid was granted for the first five years of the consolidation period. Now, five years later, CWASD was facing a significant reduction in revenue which would have required the district to make substantial budget cuts over the next few years.

CWASD administrators began working with local and statewide legislators to draft new language that would modify the current consolidation aid language early in the 2014-2015 school year. Thanks to a provision championed by State Representative Romaine Quinn and signed into law earlier in July with the state budget's passage, CWASD will continue to receive extra consolidation aid at 75 percent of the district's fifth-year's funding level. While some budget reductions have already occurred and more will be needed, it will not be nearly the extent as was anticipated before the funding language change. Without the funding change, the district would have had to reduce their budget by $3.2 million over the next two years. This change will allow the district to continue operating with essentially the same programming and staffing levels as it has in the recent past.

Alternate seating at Roselawn

Walk into a couple of classrooms at Roselawn Elementary and you might notice something a little different. Gone are the days of traditional chairs and desks in rows; here, there are ball chairs, pedals, mini-trampolines, rockers, couches, benches, stools and even floor cushions.

Several Roselawn classrooms already have ball chairs and a couple of other seating options for students to explore during the school day, but third-grade teacher Brandy Zielie and second-grade teacher Kayla Davis have taken the idea to another level. Their classrooms utilize alternative seating arrangements.

According to Davis, the idea allows students to choose their own seating area based on preference. Each student has a "home" area for times of testing and more detailed instruction, but when they are given time to work independently or in groups, they have the option to choose where they want to sit—or kneel, stand or lay—and do their work.

"Not all students learn best by sitting in a chair with a desk all day," says Davis. "This allows them to try areas and see what they like best. When you walk in you will see students working together and/or separately in the work area of their choice. The students love the loft, desk, comfy spaces, ball chairs, trampoline and pedals. It allows them to move and work at the same time. The great thing is they are increasing their memory when they move and learn at the same time."

Beginning at the end of last school year, Davis explored the idea alternative seating options for the first time. The feedback was so positive she decided to take it even further this year. In Davis' particular classroom, she has everything from ball chairs and standing stations to couches and pedal chairs. There is even a loft known as the "Magic Tree House" which has garnered considerable interest.

"The Magic Tree House has facilitated a love for learning that I have never seen before," notes Davis. "The class begs to read. It's pretty amazing!"

Davis explains that there are times when students work individually, but more often than not, students work together. By giving them the choice of where to work and with whom to work, students increase their capacity—and love—for learning. It also lets the student take ownership of their learning. If they are given the opportunity to choose their spot, it often leads to them choosing to do what they are supposed to be doing, eliminating the need to get up and move around or talk.

On the other side of the building, Zielie sees many of the same results. After a student last year had expressed she was uncomfortable sitting on the carpet in her room, Zielie started exploring seating options. She has now added benches, stools, higher tables, "comfy" chairs and rockers that her students can choose from on a daily basis. Like Davis, she saw the value in giving students the opportunity to move and expel energy in a way that isn't a distraction.

"Every year you have kids who can't sit still or who are fidgety," she notes. "There are kids who just need to move and that is how they work and learn best. [Seating like the ball chairs] gives them a productive way to move and get energy out, without disrupting others."

As far as students are concerned, the new arrangements are a welcome change. A sampling of their thoughts shows that they seem to love the new system:

"I like to work in the chairs, stools, and balls because when I am working I like to see what spot I work in best," notes third-grader Taya Whittenberger.

"I like the new options. I like the ball chairs because it makes me concentrate on my work," adds Dominick Solheim, another third-grader.

"I like how you get to sit wherever is comfortable for you," says second-grader Waylon Huset.

"I like choosing because you can choose a cute and comfortable spot to learn," explains Ryan Ridout, a second-grader.

"I like it because we have lots of good spots to choose from. Then we don't complain or throw a fit or pout," second-grader Calli Johnson notes.

When students feel responsible for their learning, it can only lead to positive outcomes. Zielie has noticed students have been more focused, and even quieter, since she has instituted the arrangement in her room. She even adds that the students who have a harder time sitting still are less frustrated. In addition, the various seating arrangements even act as a motivational tool for students to follow rules and work collaboratively to ensure they have their favorite spot in the room to work. As such, it becomes a community-building activity as well, as students learn to work together and share.

Davis' experiences with the new arrangement mirror those of Zielie. Although both she and Davis admit there was a learning curve for everyone involved at the beginning, now that their system is in place, it's become a staple of their classroom that will stay.

"I will NEVER go back to traditional seating arrangements ever again," says Davis. "You just have to experience the love for learning this environment creates each day to believe it. The other afternoon I had a student walk another student into our classroom and say 'And this is MY classroom!' He was so proud."

CWASD Annual Required Notifications

QUESTIONS PERTAINING TO THIS NOTICE SHOULD BE DIRECTED TO:

Mark Johnson, District Administrator
Chetek-Weyerhaeuser Area School District
1001 Knapp Street,
Chetek, Wisconsin 54728-8925
715-924-2226 ext. 2007

NON-DISCRIMINATION STATEMENT

It is the policy of the Chetek-Weyerhaeuser Area School District that no person, on the basis of color, sex, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, learning disability or handicap as required by s.118.13, WI State Statutes may be denied admission to any school in this District or be denied participation in any curricular, extra-curricular, pupil services, recreational, or other programs or activities.

This policy also prohibits discrimination under related federal statues, including Title VI of the Civil Rights Act of 1964 (race, national origin, color) Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (handicap), and the American Disabilities Act of 1990 (disability).

The District encourages informal resolution of complaints under this policy. However, a formal complaint resolution procedure is available to address allegations of violations of the policy in the Chetek-Weyerhaeuser Area School District.

Any questions concerning this policy should be directed to:

Mark Johnson, Superintendent
Chetek-Weyerhaeuser Area School District
P.O. Box 6 (1001 Knapp Street)
Chetek, Wisconsin 54728
715-924-2226 ext. 2007

Inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disabilities, should be directed to:

Linda Zeman, Director of Special Education
P.O. Box 6 (1201 6th Street)
Chetek, Wisconsin 54728

ASBESTOS

The six-month inspection of buildings in the Chetek-Weyerhaeuser Area School District has been conducted as required by the Asbestos Hazard Emergency Response Act (AHEREA). This report is on file in each of the buildings and in the district office. Some asbestos does remain in each building and is being properly managed. Each building has an updated management plan and that plan may be reviewed by the public in the district office during regular work hours.

ACCESS OF PUBLIC RECORDS

Section 19.34(1) of the Wisconsin Statutes requires that each authority adopt, prominently display, and make available for inspection and copying at its offices, for guidance of the public, a notice containing a description of its organization. Per Wisconsin Statues 19.35 the public is also notified from whom and the methods whereby, the public may obtain information and access records in the custody of the district, make request for records, or obtain copies of records, and the cost thereof.

The Chetek-Weyerhaeuser Area School District Board of Education has designated the superintendent as the legal custodian of the public records and property of the school district. The public may obtain information and access to records, make requests for records, or obtain copies of records in the custody of the school district at the following place and time:

Chetek-Weyerhaeuser Area School District
Superintendent's Office
P.O. Box 6, 1001 Knapp Street
Chetek, Wisconsin 54728
(7:30 a.m. to 4:30 p.m. on regular workdays)

Be it further noticed that consolidation records and consolidated rural school records are maintained by the historical society at UW-Stout in Menomonie. Be it further noticed per 19.34 (3) (c) a fee will be charged for research, not to exceed the actual and necessary costs of search, copying, and transcription unless a fee is otherwise specifically established by law.

ANTI-BULLYING POLICY

The intent of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied at school or school-related activities. Bullying is anti-social behavior and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behavior, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

1. Physical (hitting, kicking, theft, etc.)
2. Verbal (threatening or intimidating language, name calling, racist remarks, etc.)
3. Indirect (spreading rumors, excluding someone from social groups, using technology in hurtful manner, etc.)

Students who are being bullied may show changes in behavior, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lack of concentration, or truancy from school. Students must be encouraged to report bullying in schools. There shall be no retaliation against the complainant. Any person who engages in retaliatory conduct against a complainant shall be disciplined.

Teaching and support staff must be alert to and aware of the signs of bullying and act promptly and firmly against it in accordance with this policy. If bullying is suspected or reported, staff will deal with the incident immediately.

CHILD NUTRITION PROGRAM

The Chetek-Weyerhaeuser Area School District participates in the National School Lunch Program and School Breakfast Program and Special Milk Program. Its participation policy for families unable to pay the full price of meals served under the School Lunch Program may be found at each school office and the District office. The policy may be reviewed by any interested party. (USDA law)

DISTRICT ACADEMIC STANDARDS

The Chetek-Weyerhaeuser Area School District Board of Education adopts the district academic standards each year in July. The board-adopted academic standards can be found on the district website at the following address: http://www.cwasd.k12.wi.us/district/districtstandards.cfm

EDUCATIONAL OPTIONS FOR CHILDREN WHO RESIDE IN THE SCHOOL DISTRICT

The Chetek-Weyerhaeuser Area School District offers students a variety of educational options to children who reside in the District.

The District's primary educational pathway and instructional program for students involves a progression from 4-year-old kindergarten through 12th grade, leading to a high school diploma.

Some of the specific education programs offered to eligible students who are enrolled in and attending the District's schools include the following:

• Early childhood special education (for students who are at least 3 years old but not yet school-age)
• Special education for students with disabilities
• English language learner
• Gifted and talented education/Advanced Learner education
• Career and Technical Education (CTE) programs
• Individualized program and curriculum modifications
• Alternative education program(s)
• At-risk education (e.g., for students identified as being at-risk of not graduating from high school)
• Summer school programming

Educational options for students who are enrolled in the Chetek-Weyerhaeuser Area School District that involve part-time attendance at an educational institution other than a school of the Chetek-Weyerhaeuser Area School District include the following:

• The Course Options Program, which provides opportunities to apply for approval to take up to two courses at a time at another educational institution; is subject to state and local eligibility requirements, including the limitation that the courses must satisfy a high school graduation requirement; and includes certain District-approved dual credit opportunities that the District offers in conjunction with a partner institution of higher education.

• The Youth Options Program, which provides opportunities to apply for approval to take courses at certain institutions of higher education; and is available only to students who are enrolled in the 11th or 12th grade.

Students interested in participating in the Youth Option program shall inform the District of their intention to take post-secondary courses under this program, prior to enrollment in the course(s) and within designated timelines. (Wis. Stats. § 118.55(8)). For more information on Youth Options, please see Ms. Janis O'Hara, HS/MS Guidance Counselor.

Additional educational options for children who reside in the District that involve full-time enrollment/attendance at a school, program, or other educational institution that is not a school or instrumentality of the Chetek-Weyerhaeuser Area School District include the following:

• High school students meeting certain age and other eligibility requirements may be permitted to attend a technical college or certain other programs for the purpose of completing a program leading to the student's high school graduation or to a high school equivalency diploma.

• Full-time Open Enrollment involving physical attendance in a public school of a nonresident school district or attendance through a virtual charter school that is associated with a nonresident school district.

• Beginning in the 2016-17 school year, a child with a disability who meets the program's specific eligibility requirements may apply to attend an eligible, participating private school under a scholarship awarded through the state's "Special Needs Scholarship Program," as established under section 115.7915 of the state statutes.

• Enrollment in a private school of the family's choosing (at the family's own cost, as applicable).

• Enrollment in a home-based private educational program as provided under state law.

Educational options for children who reside in the Chetek-Weyerhaeuser Area School District but who are enrolled in and attending a private school, tribal school, or home-based private educational program include the following:

• Such students have the opportunity to attend summer school classes/programs offered in the District.

• Private school and tribal school students in the high school grades have the opportunity to apply for approval to take up two courses per semester in a District school, pursuant to section 118.145(4) of the state statutes.

• Students who are enrolled in a home-based private educational program have the opportunity to:

—Apply for approval to take up two courses per semester in public schools as provided under section 118.53.

—Participate in District interscholastic athletics and other District extracurricular activities as provided under section 118.133.

For more information about any of the educational options listed in this notice, please contact the District's main administrative office at 715-924–2226 ext. 2007 or the Wisconsin Department of Public Instruction.

EDUCATION OF HOMELESS CHILDREN AND YOUTH

The school district's designated liaison for homeless children and youth is expected to ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services such as the schools and family shelters. Homeless children and youth must have equal access to the same free, appropriate public education as provided to other children residing in the district and be provided with comparable services. Homeless children and youth cannot be required to attend a separate school or program for homeless children and must not be stigmatized by school personnel.

The district's designated liaison for homeless children:

Mark Johnson, Superintendent
715-924-2226 ext. 2007

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)/DIRECTORY DATA/MILITARY RECRUITERS ACCESS OF STUDENTS RECORDS

The federal Family Educational Rights and Privacy Act (FERPA) gives parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

• The right to inspect and review the student's education records (34 CFR 99.10) within 45 days of the date the school receives a request for access. The school will notify the parent or the "eligible student" of the time and place where the records may be inspected.

• The right to submit a written request for an amendment of the student's education records (34 CFR 99.20, 99.21, and 99.22) that the parent or student believes are inaccurate or misleading.

• The right to consent to disclosures of personally identifiable information contained in the student's education records except as specified by law (34 CFR 99.30 and 99.31)

• The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirement of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office Department of Education, 400 Maryland Ave, SW Washington, DC 20202- 4605

These rights transfer to the student when he or she turns 18 years of age or enters a postsecondary educational institution at any age ("eligible student").

The Family Educational Rights and Privacy Act (FERPA)also requires the Chetek-Weyerhaeuser Area School District, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Chetek-Weyerhaeuser Area School District to include this information in certain school publications. Examples could include such items as: a **continued on page 8**

Homecom

Congratulations to Kamryn Hoff and Isaiah Jensen, who were crowned homeco
They, along with the entire court, are models of what it means to be a Bulldog
Frances Jacob and Derek Buchman, Kamryn Hoff and Isaiah Jensen, Kaylee

ning 2015

oming queen and king during the coronation ceremony on Friday, September 25. . The court in its entirety was as follows: Madelin Peters and Jordan Schaaf, Garland and Matt Zeltner and Paisley Hetke and Ryan Hanson.

Required Notifications: continued

from page 5 playbill, showing your student's role in a drama production; school yearbook; an honor roll or other recognition lists; graduation programs; and sports activity sheets, such as wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Federal public law 107-110, section 9528 of the ESEA, "No Child Left Behind Act" requires school districts to release student names, addresses and phone numbers to military recruiters upon their request.

The law requires a school district to notify a student of his/her right to opt-out by requesting that the school district does not release information to military recruiters. Students have the right to request that private information is not released to military recruiters. If you do not want the Chetek-Weyerhaeuser Area School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within 14 days or by September 21st. Students choosing to withhold private information from military recruiters should contact the high school office for an opt-out form.

The Chetek-Weyerhaeuser Area School District has designated the following information as directory information:

- Student's name
- Address
- Weight and height of members of athletic teams
- Dates of Attendance
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Grade level
- The most recent educational agency or institution attended
- Telephone listing
- Website, newsletter, or other electronic media pictures (Ex. Facebook)
- Participation in officially recognized activities and sports
- Date and place of birth (Federal law as referenced)

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

The Chetek-Weyerhaeuser Area School District recognizes the family as a major forum for developmental experiences. In identifying its role, the district serves to reinforce that which is taught at home by providing learning experiences that can be used to make healthy life choices now and in the future. The school will make available upon written request to the principal the topic related to human growth and development. If you have any questions about the Human Growth and Development Curriculum, feel free to contact the building principal. (Wis. Stats. §§ 118.019(2)

MENINGOCOCCAL DISEASE INFORMATION

School districts must provide information to parents/guardians of children of the school district about the meningococcal disease. Meningococcal disease, commonly known as bacterial meningitis, is a rare but potentially fatal infection that can occur among teenagers and college students. While meningococcal disease is rare and difficult to contract, it is very serious. There is now a vaccine that may help to prevent this infection.

Meningococcal bacteria can potentially be transmitted through close contact with an infected person through direct contact with respiratory and/or oral secretions from an infected person (for example, through sharing drinking containers or kissing). Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30 percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

For more information about meningococcal disease and immunization, please feel free to contact our school nurse, Mrs. Jessica Rundhaug, directly at 715-924–2226 ext. 2094 or 2052.

PROGRAMS FOR ENGLISH LANGUAGE LEARNER STUDENTS

The parents/guardians of limited English Proficient (English Learner) students participating in a language instruction program shall be notified, no later than 30 days after the beginning of the school year, of the following:

- Placement and reason why their child was identified as LEP
- Child's academic achievement level and level of English proficiency (including method of measurement)
- The methods used for language instruction
- How the language program will meet the child's instructional needs
- How the program will help the child to learn English and meet the academic standards for promotion or graduation
- The exit requirements for the language program
- An explanation of parental rights, including the parent's right to enroll or remove a child from the language instruction program (ESEA, Wis. Stats. § 115.96(2)).

SCHOOL PERFORMANCE REPORT

Each year, the District is required by law to publish its Annual School Performance Report and Budget Report. The report contains information required by statute to be made available to the residents of the district. The 2013–14 school year report can be found online at the Wisconsin Department of Public Instruction's web site. (NOTE: DPI did not publish school performance reports for the 2014-2015 school year.) This web site, http://dpi.wi.gov/spr/index.html, is an excellent resource and contains school performance information for all of the school districts in the state. A link to this information is also available on our school website: www.cwasd.k12.wi.us under Assessment.

SPECIAL EDUCATION — CHILD FIND ACTIVITY —

The school district must locate, identify, and evaluate all children with disabilities, including children with disabilities attending private schools in the school district, regardless of the severity of their disabilities. The school district has a special education screening program to locate and screen all children with suspected disabilities who have not graduated from high school. Upon request the school district will screen a child who has not graduated high school to determine whether a special education referral is appropriate. A request may be made by contacting the building principal or by writing him/her.

Annually the district conducts developmental screening of preschool children. When there is reasonable cause to believe a child has a disability the child is referred for evaluation by a school district IEP team. Upon request the school district will screen any resident child who has not graduated from high school to determine whether a special education referral is appropriate. A request may be made by contacting Linda Zeman, Director of Special Education, at 715-

924-2226 ext. 2014 (Wis. Stats. §§ 115.77(1)(a) and (h), 115.77(3)(d), 115.792, 115.80,

SPECIAL NEEDS SCHOLARSHIP PROGRAM

This notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the Special Needs Scholarship Program. Under this scholarship program and as further specified in state law, a child with a disability who has been denied the opportunity to attend a nonresident school district under the full-time open enrollment program may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend an eligible private school that is participating in the Special Needs Scholarship Program.

This is a state-administered program. A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private schools and the specific terms, eligibility criteria, and application procedures of the scholarship program with the DPI.

The Special Needs Scholarship Program is further defined under section 115.7915 of the state statutes. However, special eligibility requirements not found in that statute exist for program scholarships that are awarded for private school attendance that initially begins in the 2016-17 school year. Additional information about the program should be available on the website of the Wisconsin Department of Public Instruction: http://dpi.wi.gov/.

STUDENT ANTI-HARASSMENT

The Chetek-Weyerhaeuser Area School District is committed to maintaining a learning and working environment for students and employees free from harassment, discrimination, or intimidation.

Harassment refers to the acts of physical, verbal, or psychological behavior based on race, color, religion, national origin, ancestry, creed, pregnancy, parental or marital status, sexual orientation, physical, learning, mental or emotional disability or handicap which would create an intimidating, hostile, or offensive environment.

Students who experience harassment may immediately make it clear that such behavior is offensive. Students are entitled to due process protection and are encouraged to report the incidents to:

Mr. Mark Johnson, Superintendent
Chetek-Weyerhaeuser Area School District
1001 Knapp Street
Chetek, Wisconsin 54728

There shall be no retaliation against students who file complaints in good faith under this policy. A complaint shall be submitted within forty-five (45) working days of the occurrence of the incident being reported.

STUDENT ATTENDANCE

In accordance with state law, all parents must cause children between 6 and 18 years of age to attend school unless the child has graduated, is excused by the school attendance officer or parent, or is enrolled in an alternative program leading toward graduation. The responsibility for monitoring and encouraging attendance is shared by the parents, schools, and the community. By Wisconsin State Law, parents/guardians may excuse their child's absence in writing prior to the event. A child may not be excused for more than 10 days in a school year under this provision §118.15(3). All absences over the 10 day limit will be recorded as unexcused. The school shall report a student's unexcused absences to the parent or guardian. Students are allowed and encouraged to make up work missed during absences from school. It is the student's responsibility to request assignments and schedule make-up exams. The school shall have the authority to initiate action to secure a student and/or parents or guardians compliance with compulsory attendance law. (Wis. Stats §§ 118.15(1) and 118.16)

STUDENT LOCKER SEARCHES

Every student has the right to the use of the locker which has been assigned to him/her. The lockers remain the property of the school district. This policy does not preclude periodic inspections for the purposes of cleaning lockers, or, for example such actions as recovering library materials and textbooks. School administrators or their designees may search lockers with or without prior notice to the student. The student must use the locker assigned to them by the professional staff to the school. (Wis. Stats. § 118.3325)

— STUDENT PRIVACY — RIGHTS UNDER THE PROTECTON OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations or beliefs of the student or student's parents; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred. For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800- 877-8339. Or you may contact us at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 (Federal PPRA law as referenced)

STUDENT RELIGIOUS ACCOMMODATIONS

All students shall be provided reasonable accommodations for sincerely held religious beliefs with regard to examination and academic requirements. See the "Nondiscrimination" notice in this publication for the process for receiving and resolving complaints. (Wisconsin Admin Code PI 41.04 (1)(A))

Building (school) specific attendance policies and procedures are available for viewing in their respective Student Handbook.

continued on page 10

Required Notifications: continued

from page 9

STUDENT SURVEYS

School districts receiving funds under any U.S. Department of Education program must notify parents of their right to inspect certain student surveys and other activities that collect, disclose, or use personal information from students including materials designed to sell or market student information to others. The types of surveys include those created by third parties (outside the school district) and their subject matter is specified below. Parents must be notified of their rights before the survey is distributed to students. School districts must provide the survey to parents within a reasonable amount of time after the request and before the surveys are distributed to students. Districts must also involve parents in developing and adopting policies that establish the rights of parents, upon request, to inspect student surveys and opt their children out.

Examples of activities used to collect, disclosure or use of personal information from students including materials designed to sell or market student information to others would include:

- Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.
- The administration of any survey containing one or more of the eight protected areas of information including: political affiliations or beliefs of the student or student's parents; mental or psychological problem of the student or student's family; sexual behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or relationships such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parents; and income. (Schools must obtain active consent and may not use an opt out feature if the survey is funded in whole or in part with Department of Education funds) (FEDERAL ESEA LAW)

TITLE I PROGRAMS/TEACHER/ PARAPROFESSIONALS QUALIFICATIONS

Since the Chetek-Weyerhaeuser Area School District received federal Title I program funds, the district has developed a parent involvement policy. It is the desire of the District to establish positive partnerships with families and community. Everyone gains if school, home and community work together to promote high achievement for all students. To that end, the District shall provide a variety of opportunities for families and community to become involved in children's education.

Additionally, parents and/or guardians may request and obtain information regarding: (1) the professional qualifications of their child's teachers including—whether the teachers has met state licensing criteria for the grade level(s) and subject area(s) taught; whether the teacher is teaching under emergency or provisional status through which state licensing criteria has been waived; and the undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree; (2) the professional qualifications of paraprofessionals providing instructional-related services to their child. Parents will be notified if their child is assigned to, or taught for four or more consecutive weeks by a teacher who is not "highly qualified". This applies to all teachers, not just those who work in Title I programs. Parents will be given information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the assessment is taken.

If you want to see the state qualification for your student's teacher, you may ask personnel at the Board of Education office or access the information on the DPI website at: www.dpi.wi.gov/tepdl/lisearch.html (ESEA as referenced)

WIRELESS COMMUNICATION DEVICES/ TWO-WAY COMMUNICATION DEVICES

The Board of Education recognizes the value of students maintaining communication with their parents/guardians and other appropriate persons for health, safety and educational purposes. The District also recognizes that students at different ages should have different privileges with wireless communication devices while on school premises. Therefore, high school students may use wireless communication devices before and after school, during lunch and in between classes, as long as they do not create a distraction, disruption or otherwise interfere with the education environment. Further guidelines may be developed by building administration. The use of wireless communication devices is strictly prohibited at elementary schools. Students who have a cell phone must turn it off and keep it in their locker.

The use of a wireless communication device in locker rooms is strictly prohibited. Individuals who violate this policy will be subject to school disciplinary action and possible legal referral. (Wis. Stats. § 118.258)

AP opportunities abundant at CWHS

Students at Chetek-Weyerhaeuser High School will again have several options available this year when it comes to furthering their education with advanced placement courses.

One of the goals at Chetek-Weyerhaeuser High School is to increase the number of students taking Advanced Placement courses as well as increase the number of students scoring three or higher on the Advanced Placement exams. For the 2015-2016 school year, students will have access to five face-to-face Advanced Placement courses including AP English, AP Calculus, AP Chemistry, AP Biology, and AP U.S. Government.

There are several other AP classes available to students online, and with the addition of two new face-to-face courses this year, many students now have an even better chance to earn college credits before graduating without having to re-arrange their schedule. Students have clearly been taking advantage of the additional Advanced Placement opportunities, as evident in the growing number of students enrolled in courses and those taking/passing the AP exams. In 2014-2015, 47 students were enrolled in AP courses, with 36 taking the AP exam. For the 2015-2016 school year, those numbers will be even higher.

For more information on AP courses, students and parents/guardians can contact Janis O'Hara in the HS/MS guidance office.

CONTINUING EDUCATION Offered by WITC

Classes running through Chetek-Weyerhaeuser High School, 1001 Knapp St., Chetek

Lisa Ippolite, Director | P.O. Box 6, Chetek, WI 54728 | 715-924-3137 ext 2011 | lippolite@cwasd.k12.wi.us

Class Name	Date	Time	Day	Fee
Let's Get Wok-ing A $10 supply fee is due at the beginning of class. Please bring containers to bring home your foods.	10/01/15	6–9 p.m.	Thursday	Course Fee $21.55 Senior Fee $13.05
Granola Bars A $10 supply fee is due at the beginning of class. Please bring containers to bring home your foods.	10/19/15	6–9 p.m.	Monday	Course Fee $21.55 Senior Fee $13.05
Everything Pumpkin A $10 supply fee is due at the beginning of class. Please bring containers to bring home your foods.	10/27/15	6–9 p.m.	Tuesday	Course Fee $21.55 Senior Fee $13.05
Natural Dyes A $5 supply fee is payable to the instructor at the beginning of the class. You may bring your own natural fabric or yarn to dye.	11/10/15	6–9 p.m.	Tuesday	Course Fee $21.50 Senior Fee $13

WITC is an Equal Opportunity/Access Employer and Educator.

How do I register?

- Online at witc.edu (click on Classfinder)
- In person at WITC Rice Lake, New Richmond, Ashland or Superior in Student Services
- By phone using a credit card. We accept VISA, MasterCard and Discover • 715-234-7082, ext. 5409 or 5410
- By mail—send your registration in by mail with payment to: WITC Rice Lake, 1900 College Drive, Rice Lake, WI, 54868

Bulldog heart reigns supreme

A number of student athletes were recognized with the Purple Heart Award recently for their dedication to sportsmanship throughout the fall athletic season thus far. Their work ethic, determination and kindness is truly a testament to the heart of a Bulldog! Well done. Those receiving the award were Mikala Turner (cheerleading), Fran Jacob (volleyball), Hans Harings (football), Emily Kutrieb (golf), and the entire cross country team. Thank you for being such fine representatives of CWASD!

Try the Senior Tax Exchange program

Social Security-eligible seniors age 62 or older can work in schools in exchange for a property tax credit.

Senior citizens who own a home and reside in the Chetek-Weyerhaeuser Area School District are eligible. In exchange for a maximum of 64 hours of work, applicants earn a property tax credit of $464. Program benefits extend beyond property tax relief for senior citizens. Workers share their talents, gain an inter-generational experience and make a difference in a student's life.

STEP positions may be short-term or long-term based on need. Workers might tutor students during the school day or in after-school programs, read to or with a child, help prepare projects, assist with computers or chaperone field trips. Actually the list is endless based on the skills and talents of our workers. The first step is to complete a STEP application available by contacting Lisa Ippolite at (715) 924-3137, ext. 2011. Teachers identify areas where they need help, and the school will match volunteers.

CWASD – A focus on the 2015-16 school year

Mark Johnson, superintendent

What a great feeling to welcome back our students and staff members as they return to a new school year after the summer break. It is always an exciting time of year to see the energy of new school years beginning. It reminds me of the importance of our work and what a great reward it is to work in our schools with such a wonderful group of students and staff members.

As with any year in a school system, the 2015-2016 school year will be a busy one. One of the many facets involved in working within a school district is the importance of forward thinking and future planning. Not only does this involve academics, which serves as the core of what we do, but it also involves all of those periphery items such as finance, facility maintenance and planning, safety and security protocols and solutions, staff, student and community relations, etc. Finding a balance with all of those items can be a test, given the demands on time that each of those can have. As challenging as this can be, we wouldn't have it any other way. We would like to believe that while this can be one of the most overwhelming professions, it might possibly also be the most rewarding profession.

FINANCE

As many of you may know, the Chetek-Weyerhaeuser Area School District received some very good news with the signing of the 2015-2017 Wisconsin State Biennial Budget. While there were many items in the budget for which we have concern, we were very successful in providing some financial security for the district by having our consolidation aid language passed. Without the language change, our district would have had its revenue reduced by more than $3.0 million over the next few years. This was a major victory for our district and helps to secure the many wonderful opportunities we provide for students well into the future. With careful planning we have been able to build a healthy fund balance which will now allow us to fund some of those one-time expense projects. Projects such as the new restroom/concession facility, any possible renovations needed at Roselawn, and any deferred maintenance projects can be funded without having to levy additional taxes on our taxpayers.

FACILITIES

The maintenance of our facilities is crucial for our district. It is highly important that we provide our students, staff and community members with modern, safe and efficient facilities—which all take time, effort, forethought and strategic planning. A few examples of some of the more major projects we undertook include: the development and construction of the new restroom/concession building at the HS/MS complex; the facility study and possible renovation at Roselawn Elementary School; and beginning the development of our 10-year Master Facility Plan.

The restroom/concession stand project was the culmination of approximately four years of working through various plans and options. Finally we settled on all poured concrete structure that had adequate space for a clean concession area, two separate storage areas and a large restroom facility. This structure was selected for its outstanding durability as well as its cost effectiveness. With an eye of fiscal responsibility, this option provided us a savings of almost $100,000 over previous plans and came in well under budget.

The Roselawn facility study began in the fall of 2014. This project began as we noticed that we were not able to provide the type of individualized education that our students deserve due to some awkward layout issues and areas that were too small to adequately work with smaller groups of students. Throughout the course of a little over a year, we have looked at many different solutions to our space configuration concerns at Roselawn. The Board has held several listening sessions for the public and met with district staff members to develop a scope for the project as well as hear other possible solutions. Soon the Board will decide what course of action they will take to best address the concerns for appropriate space for our students and staff at Roselawn.

During 2015-2016 we will be developing a 10-year Master Facility Plan. The Master Facility Plan will consist of a comprehensive facility analysis of all the district's buildings and will help identify deferred maintenance needs, energy efficiency upgrades, indoor air quality improvements, heating and cooling difficulties/solutions, exterior safe-facility enhancements, and interior remodeling opportunities. The purpose of the plan is to develop and communicate an efficient process to change the District's school facilities to better accommodate and support its current and future educational programs on a regularly updated basis. It will serve as a guide for assessing the need for facility improvements and capital investments to implement them. This Facilities Master Plan will determine the scope of repairs, modernization, and/or upgrades needed to serve the current and future school facilities needs of the community. It will also assess the variety of federal, state, and local funding sources and financing options available to the District and will import a prudent view of the scope of projects that may reasonably be accomplished with available funds.

STUDENT LEARNING

This year we continue to operate within the framework of professional learning communities. Although this is not a new concept for our district, it is ever-evolving and changing. Our teachers are focusing heavily on answering the question, "How do teachers know if students have learned what was taught?" This is seemingly a very simple question, but in reality, it is very complex. Teachers are working incredibly hard to strengthen their curriculum (learning targets) to ensure its alignment both to what should be taught at their grade level/subject area and what is being taught in grade levels before and after. This process provides a guaranteed and viable set of learning targets for all students.

In addition to revising grade-level/subject-area learning targets, teachers are also working to create assessments that will inform them of each individual student's comprehension of those learning targets. These "checks for understanding" are generally very brief and they are intended to show the teachers whether or not each student has learned and understands what was taught. If students show they have not learned what was taught, teachers work to reteach that skill and continue to check for understanding. If students demonstrate that they have learned what was taught, teachers look to expand and enrich their learning through advanced learning opportunities. None of this work is an easy process, but we are confident that once finished, we will be able to better individualize each student's education and better meet their specific needs.

This should be an exciting new year and we, as an organization, are working hard to transform how we educate our children and serve our community. Thank you in advance for your continued support of the Chetek-Weyerhaeuser Area School District.

KEEP IN MIND

- Our Facebook page is a great way to stay informed throughout the school year!
  Check it out– https://www.facebook.com/pages/Chetek-Weyerhaeuser-Area-School-District/364221576928618
- Yearbooks will be on sale for a limited time, so get your order in today!
- Student lunch menus and other district information can be found on our website: www.cwasd.k12.us

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