

Volume XIV, Summer 2005

**A QUARTERLY PUBLICATION FROM YOUR SCHOOL BOARD**

School District of Chetek P.O. Box 6, Chetek, WI 54728 715-924-2226 www.chetek.k12.wi.us  
Board Members: Genie Jennings, President; Joe Atwood, Vice President; Kristy Hanson, Treasurer; David Peters, Clerk; Ken Jost, Natalie Springer, and Amy Wheeler, Members.

**THE RIGHT OF A STUDENT** to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, parental status, sexual orientation or physical, mental, emotional or learning disability.

Complaints regarding the interpretation or application of the district's student nondiscrimination policy shall be referred to Al Brown, Superintendent, School District of Chetek, P.O. Box 6, Chetek, WI 54728; telephone 924-2226 ext. 2007. All complaints will be processed in accordance with established procedures.

## Bob and Eunice Dewey

by Shane Samuels, Chetek Alert Editor

What a joy it would be to spend your career working with your spouse, driving to work together in the morning, enjoying lunch, waltzing through life with the same schedules. Ah, what it must be like to be Bob and Eunice Dewey, both teachers in the Chetek School District.

It's not as glorious as it sounds. They drive separate vehicles to school, eat separate lunches, and work varying hours.

"We can go a whole week and not see each other at school," Bob admits.

Bob has spent his entire teaching career, 31 years, as the technical education instructor at Chetek High School, while Eunice has served as the guidance counselor in Chetek for 11 years. Eunice also spent 13 years in Barron as a family and consumer education teacher, as well as seven years at Bloomer Middle School.

"I've had three jobs and loved all three of them," Eunice admits.

With a combined total of over 60 years of experience, they estimate they've come in contact with over 3,000 students. And since Eunice joined the district, very few students pass through Chetek's

(Continued on Page 2)

## School community connection

by Natalie Springer  
Chetek School Board Member

Soon it will be time for the buses to begin running, students will be walking on the newly waxed floors, rooms will be filled with voices, and the smell filling the halls will be of newly purchased clothes and school supplies. With the start of each school year, parents and staff members hope that this will be the best year ever for all students.

The major focus for the School District of Chetek is to create a student-centered school that meets the needs of all students. It is the belief of every person who works within the school buildings that all students can learn. The staff members in our schools are doing the best job they can to educate and protect our students. While there may be times when one may question how something was done; it is not fair for anyone to be judged based on one conversation or incident. It is unfortunate that with human nature, we tend to only take notice when something bad happens instead of realizing all the good that has been done. In our own lives, if we are constantly reminded of what we are doing wrong and are never praised for everything we have done right, we develop a negative outlook that is carried with us and passed onto other people.

The same example holds true for the schools our children attend. If we only take notice of what is happening in our schools when

something negative happens, then we are not taking the opportunity to celebrate the successes that are occurring every day inside the walls of the school building.

All of us have been in the situation where we have judged another person or a situation based on limited information. One day, my grandma was commenting on people who were late for church and my grandpa said, "Now we can't judge them, because we don't know what happened in their lives before they came to church. We should just be thankful that they came." Even though my grandparents had this conversation in the 1950's, the lesson learned from this message still holds true today. Before any of us place judgment on another individual or a situation, we need to take a step back and realize that we may not know about the other events that impacted that particular circumstance.

As the school year begins, I challenge every parent and community member to find at least one way to be involved in our schools. Whether it is going to a concert or play,



attending a sporting event to cheer on the home team, reading to elementary students, helping in the library or classroom, being present at a school board meeting, or telling a friend or neighbor about some of the great projects our students are working on- YOU can make a positive impact on the students in the School District of Chetek!

Every person in our community has a vested interest in having well-educated students who are able to support themselves financially after graduating from high school. No matter how big or how small your involvement is, every little bit helps to make our school a great place that we can be proud to send our students to.

# Bob and Eunice Dewey

(Continued from Page 1)

halls without getting to know the Deweys.

Bob can rattle off a list of former students who now hold jobs directly related to what they learned in his tech ed classes. Some of those students were guided down those career paths by Eunice, who helps students make career choices as part of her job. The Deweys have reached the stage in their careers where they have now taught both parents and their children. Such a realization might prompt a student to say, "Man, you must be old!"

But the Deweys both look like they're in the prime of their careers, and appear to be enjoying teaching more than ever.

"We both feel blessed to be in a career that's been really meaningful," Eunice points out.

Their impact on students hits home when former students return for events like Liberty Fest and fill the Deweys in on their lives and how much their Chetek education determined their road to success.

Bob's teaching load includes classes in transportation, computer design, research and development transportation, materials processing, and high mileage vehicles. Bob sees both girls

and boys in his classes, and though they are electives, many students eventually find their way into his classroom, whether it be to design a CO<sub>2</sub> race car or work on the latest high mileage vehicle rig. One of his most valuable courses may be transportation, in which students learn the ins and outs of automobile maintenance.

"Everyone's going to drive a car at some point in their lives," Bob notes.

In addition to preparing students for college and their careers, Eunice must also serve a role as counselor to high school students in need. The opportunities for students to head down a troubled path seem to grow each year, but Eunice is undaunted by the challenge.

"Kids have more pressures now and more chances to take risks," Eunice explains. "But lots of kids are wiser. I really see a trend of kids making safer choices and excellent career decisions."

One advantage of being teachers is spending the summers together. In the summer their fun revolves around water. The Deweys are active with the Hydroflites waterski team, and son Ryan, 27, still skis with the team.

They both enjoy caring for their lawn and gardening. Eunice says Bob, who admits he likes to keep busy, always has a project brewing, whether it be at school or in the garage at



home. Eunice enjoys cooking, while Bob spends the majority of his fall weekends bowhunting near the family's Barnes cabin. They also enjoy snowmobiling in the woods.

Ryan is carrying on the family's teaching legacy. He has taught technical education at Hopkins North Middle School in the Twin Cities for three years.

To make their careers even more unique, both Bob and Eunice are Chetek graduates. Eunice is a Sand Creek native, and Bob grew up in Chetek. Both also graduated from UW-Stout.

The Deweys say they are proud to

teach in the Chetek district and acknowledge that improvements in recent years have set high educational standards.

"We're in the forefront in technology and the offerings that are created," Eunice points out.

"Our facilities are second to none in the area," adds Bob, whose department benefits directly from both technology advancements and facilities improvements.

All the facilities and technology in the world can't replace quality teaching, which the Deweys have proven over the years and will continue to do so in the future.

# Gayle Walgrave

by Shane Samuels  
Chetek Alert Editor

Sometimes students aren't the only ones allowed a learning curve.

Gayle Walgrave spent the last year settling into her new position as guidance secretary at Chetek High School. After six years in the middle school as a Title I aid, the move to behind the desk was a marked change for Walgrave. Thankfully, she had veteran guidance counselor Eunice Dewey to smooth the transition.

"This year was an adjustment," Walgrave admits. "But Eunice made moving into this position easy for me."

After the district made cuts to the

Title I program last year, Walgrave was left hoping another job would open up for her. Some shuffling in secretarial staff led to that scenario, and Walgrave was hired to assist Dewey.

As secretary, Walgrave sets up appointments for Dewey, drafts letters and completes other word processing duties, updates student handbooks, and helps with student registration. One of her biggest assignments is the organization of the senior awards banquet in the spring. Dozens of speakers are scheduled to hand out scholarships and awards to Chetek students, and Walgrave plays a large role in coordinating the event.

Walgrave says she's glad she was

able to find a niche in the guidance office.

"I like being able to help students make decisions about college or certain careers," Walgrave explains. She keeps students posted about scholarship availabilities and passes out application forms when necessary.

Walgrave has plenty of experience preparing children for college and a career, as she has four grown children with her husband, Randy: Mike, 30, David,

(Continued on Page 3)



# Gayle Walgrave

(Continued from Page 2)

27, Steve, 25, and Kristin, 22. Both Mike and Steve work in La Crosse, Mike for a screenprinting company and Steve as an assistant cook. Kristin is an art and psychology student at UW-La Crosse. David is an online graduate student in mechanical engineering and is in training with the Army reserves. All four Walgrave children graduated from Chetek High School.

As a Title I aide, Walgrave gave one-on-one assistance to Title I students and others who were in need of help in sixth, seventh and eighth

grades. She had to be flexible in her content knowledge and ability to reach children of different abilities.

"I miss the middle school kids," she readily admits.

But Walgrave has replaced those middle school kids with high school students and relishes the opportunity to work with Dewey in the guidance office.

"She's so helpful for students, parents and the staff," Walgrave points out.

Gayle and Randy were married in 1971 and spent three years at Fort Benning in Georgia, where

Randy was stationed in the military. They then moved to Minneapolis, Minn., where Randy worked as a sewing engineer, and then to Ashland in 1975, where they began raising their family and stayed until Randy's business brought him to Chetek. Randy now works as a realtor with RE/MAX-Lake Country Realty. Gayle and Randy both grew up near Luverne, Minn.

Gayle's time away from school is spent reading, walking, camping with her family, and spending time with her shih tzu, Leo.

## Taking time to listen

by Bryan Yenter

Chetek Middle School  
Principal

When was the last time that you sat down and had a heart-to-heart conversation or was an active listener for a teenager? As adults, do we understand or even know what is important to a teenager? Teenagers deal with pressures from many different sources every day. These pressures can include (but are not limited to) developing, continuing, or dissolving relationships. Social structures in school and the community as well as media images telling teens when to ask or not ask questions, how to express themselves, and what to wear (clothing, hair styles, and make-up).

In *Tag, You're It*, a book written by Kathleen Kimball-Baker, she made the following observation of teenagers. Kathleen states that what ultimately inspired her to write the book – what surprised her and touched her – were the words spoken by the teens she interviewed.

- "I need more adult friends in my life."
- "I don't understand why adults are afraid of me. Is it because of how I dress or look? I'm really a nice person if they'd just get to know me."
- "Why do adults frown at me? Why won't they even look me in the eye?"
- "I wish adults would just be my friends."

The teens in our community may be asking the exact same questions of themselves. Kathleen Kimball-Baker suggests the following activity – the activity may help a teenager feel that he/she is connected with the adults around himself/herself.

### Listen

Here's a scenario you've probably encountered. You've had a really bad day and you just need to

vent. You sit down with a friend, parent, husband, wife, brother, or sister – anyone willing to listen to your situation. You start talking, and no sooner do you set up the story, but your confidante jumps in with his or her own experience, suggestions, and advice.

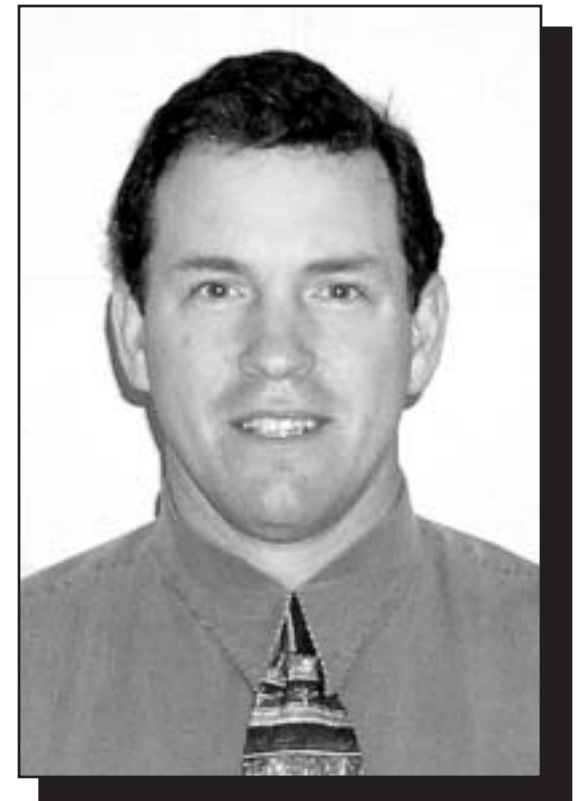
The intentions were no doubt honorable, but what you really needed was someone to simply listen and understand. That's it. And that's often what a young person needs most, too.

A group of adults in Denver visited their local schools during lunch hours through a program called the "Listening Post" and let youth just talk about anything they want. The young people love it; sometimes there's standing room only around the Listening Post table.

If you like that idea, check in with a local school to see if they'd like to start a similar informal program. But you can also do this on the smaller scale of one-on-one. Just try to stay attuned to those times when your young friend needs you to keep quiet and let him/her talk. You'll know if you're invited to chime in because the teen will ask. Or the teen will pause and give you a quizical look.

At that point you have a couple options. You could say, "Wow, that was tough" or "How did you handle it?" Or you might provide assurance that you have confidence in the young person's ability to get through it. But if you think the teen is looking for more from you, check in before you launch in. Ask: "Would you like me to give you some ideas or would you rather I just listen?" This may be one of those times when the best gift is careful listening.

With in the middle school, Learning Communities (small groups of students meeting for 25



minutes a day) are providing some of the careful listening time that the teens need. Students are given opportunities to speak about what is going on in their lives (Mondays – students will many times share experiences from the weekend). The Learning Communities provide a time to share and to be heard for the middle school students, but hopefully there will be other opportunities for these teenagers to express themselves throughout the day with the adults around them. As adults, we need to remember that active listening can be just as productive as offering advise – depending on the circumstances.

## CHETEK SCHOOL DISTRICT NOTICE OF CHILD FIND ACTIVITY

The school district has a duty to locate, identify, and evaluate all resident children with disabilities, including children with disabilities attending private schools, 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 are residents of the district and who have not graduated from high school. Upon request the school district will screen any resident child who has not graduated high school to determine whether a special education referrals appropriate. Such a request may be made by contacting the building principal.

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.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to report the child to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. The referral must be in writing and include the reason why the person believes the child is a child with a disability. Others who reasonably believe a child is a child with a disability may also refer the child to the school district in which the child resides. A referral of a child residing in the school district may be sent to the building principal or the school psychologist.

The school district maintains pupil records, including information screening and special education referral. All records directly related to a student and maintained by the school district are pupil records. They include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are **not** pupil records.

The school district maintains several classes of pupil records. "Progress records" include records of grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled. "Behavioral records" include records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement of ability, physical health records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be maintained for no longer

than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs the parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys information that is no longer needed. "Directory data" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student. "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, affords parents and students over 18 years of age ("eligible students") the following rights with respect to educational records:

- The right to inspect and review the student's educational records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized educational program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give a parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A

representative of the parent may inspect and review the records.

- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorize disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL 107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district that it may not be released without prior parental consent.

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

Questions pertaining to this notice should be directed to:

Al Brown, District Administrator  
Chetek School District  
1001 Knapp Street  
Chetek, WI 54728-8925  
715-924-2226

# All students are proficient or advanced in literacy

by Jill Koenitzer

Roselawn Elementary School  
Principal

The School District of Chetek's Board of Education has identified a goal of the school district entitled "Literacy is Fundamental." This goal states:

Literacy is fundamental. The ability to read and write is essential to learning. Students will demonstrate continuous improvement toward a high level of individual success in reading and writing. Students will be reading and writing at or above grade level by third grade and will maintain this level of performance throughout their academic years.

According to the 2005 Wisconsin Reading Comprehension Test administered to third grade students, all our third graders were proficient or advanced in reading! We are excited about this student success!

Although we have reached the goal of the school district, we continue to have high expectations for ourselves and for students in literacy, here at Roselawn. For example, our local standards for student literacy success are higher than the state standards for student literacy. We continue to improve the literacy skills in our students through a variety of resources.

As a school-wide Title One school, all children are considered Title One students. This means, all children receive frequent guided reading instruction in addition to their whole-group textbook instruction. During

guided reading, children are instructed in reading at a level that is appropriate for them. For example, if the textbook is too difficult for the child, the student receives small group instruction in another book that is written at a simpler level. If the textbook is too easy for the child, the student receives small group instruction in another book that is written at a more complex level. The more a child reads books that are considered at their instructional level, the quicker the child will progress in reading skills. Title One resource teachers, the reading director, special education teachers, and classroom teachers provide this instruction to students.

Accelerated Reader is another exciting program that motivates kids to read. Children read books and then take a computer-based comprehension test. From this, students can earn points and rewards, and teachers can monitor the level of student progress in reading. This program encourages students to read at home, which increases students' progress in reading.

The Bulldog Book Club, a brainstorm of Andrew Schommer, encourages students and parents to read together at home. During the fourth and fifth grade Bulldog Book Club this year, students and parents read *My Side of the Mountain* by Jean Craighead George. Students and parents received weekly newsletters with project and activity ideas. The final celebration included Chris Cold, of the Wisconsin DNR. The Bulldog Book Club encourages students and parents to talk about reading and to have parent's role model reading for



their children. Kids learn to read better when they know it's an important skill to do as adults.

Six Traits Writing is a consistent strategy to teach writing skills to students. The Roselawn teachers utilize the Six Traits strategies to teach writing. The Six

(Continued on Page 6)

## Learning options program

by Ed Harris

Chetek High School  
Principal

Summer is typically the season when we say goodbye to one school year and prepare for the next. This June has given way to some exciting changes in the high school for the 2005-2006 school year. Most notably is the development of the Learning Options Program (LOP).

The LOP is an effort to coordinate all of the programs we currently have in place that serve to educate students beyond the traditional classroom. These types of learning options include the Barron County Alternative School (day and night program), WITC high school equivalency program, life skills curriculum, homebound education, neutral site education, and on-line classes (credit recovery, enrichment, and advanced placement). Our students continue to come to us with a variety of learning needs. As we work to accommodate these differing learning styles and program requirements we are also making an effort to continually expand these offerings. On-line classes

are a great example of a program option that has great benefit for students and their families and has seen a growing demand.

To meet the growing demand for the expansion of non-traditional learning options, the school board unanimously approved a program request that includes the addition of a full-time coordinator/instructor for the LOP. Mikki Jerdet will be the LOP coordinator and will be working hard this summer to continue the program development process. Mikki has been a health and physical education teacher who has in recent years headed up an on-line pilot program to assist students in recovering lost credits, enrolling in courses for enrichment or advanced placement, and accommodating students with virtual courses who had a schedule conflict. We are very excited to have Mikki on board in this capacity and expect that this unique program will grow and continue serving the expanding needs of our student population.

I would like to thank Al Brown and the Chetek School Board for their support and foresight that made the development of this program possible. Have a great summer.



## News and Views:

# Student open enrollment

by Al Brown

Superintendent of School

The subject of open enrollment has been the topic of many discussions lately. I have answered a few questions about open enrollment, but much of the information regarding this subject is generated through misunderstanding and/or misinformation. The school district does have more students open enrolling out of the school district than into the school district, and is currently interviewing the parents of open enrolled students. This research will be used to aid in the decision-making process and help guide future district actions.

Research of the reasons for open enrollment has taken place two different times. In 2001 Natalie Springer initiated research into this subject as a part of her graduate school education. More recently, the School District of Chetek is conducting a similar study. Both of these studies are similar in nature and point to some interesting facts. A summary of these findings are:

- Approximately 65 percent of all open enrolled students have never attended the School District of Chetek.
- 50% of parents surveyed indicate the location of work and home as a reason for choosing another school district.
- 10% of the respondents indicate discipline as a reason to open enroll out of the district.
- 13% of the respondents have indicated issues with staff as a cause for open enrollment.
- An increase in parent involvement opportunities was the number one reason parents would reconsider returning to Chetek.

It has been recently reported that the school district had the 14th highest number of students open enrolling out of the district in the state. I have reviewed the document used to create this statement and could find no such ranking or com-

parison of school districts.

While I dispute the figures, the fact remains we have more students open enrolling out of the school district than into the district. We are working hard to change this trend.

It is stated in the vision of the school district that new students are to be attracted to the school district. This vision has created educational opportunities such as virtual and distance computer education, increasing academic and educational expectations, expanded summer school offerings throughout the summer, four-year-old kindergarten, increased reading and writing programs, extensive after-school programming with community mentors and the addition of programming aimed at providing students with the tools to make good decisions. These are but a few of the educational opportunities aimed at meeting the needs of students and families.

Student academic achievement continues to improve. The Wisconsin New Promise Award for Academic Excellence has been given to the high school and the middle school recognizing the achievement levels of our children. The district is proud of the efforts placed on reading and writing instruction. One hundred percent of our students in this year's third grade scored at the advanced or proficient level

on the state reading test.

Our schools and students are a reflection of the community within which we live. If we are to improve our school and community we have to work together. None of us can do it alone. We must work together in a focused effort to make Chetek a better place to live. There will be conflict and disagreements. We have 1,100 students interacting with 150 different staff members representing over 900 families. There is not a day that goes by during the school year without some form of conflict or disagreement. The late Gary Haugen, a local legend and supporter of kids, once told me "we all have problems, but it is how you solve them that makes the difference." This is a profound statement coming from a man who contributed a great deal to the community and loved kids and their activities. He



did all of this from a wheelchair.

Every school district has problems. We are no different than many other school districts in our area or other rural areas of the state. How we address our problems will make a difference. As parents and citizens, the most valuable contribution you can make to our community is participation and involvement. Let us work together to solve our problems and address conflict based on rational decisions and solid information. Chetek is a great place to live and raise our children.

## All Students are Proficient or Advanced in Literacy

(Continued from Page 5)

Traits taught are ideas, organization, voice, word choice, fluency, and conventions. Students write frequently which improves their skills.

Through this variety of approaches we continue to improve student literacy at Roselawn. We measure this continued improvement via our literacy profiles. Three times per year, students are comprehensively assessed in a variety of areas of literacy. For

example, second grade students are assessed in phonics families, word recognition, unit tests, fluency, comprehension, Accelerated Reader, and all Six Traits of writing. This comprehensive profile assists teachers in designing individualized instruction and helps parents understand how their child is progressing in literacy. We have established grade level standards for each area of the literacy profile, and teachers can determine whether or not individual children, a classroom, or an entire grade level are performing

up to our local standards. Our goal is for all children to meet their grade level standards on this local assessment.

In conclusion, if you want to ensure your child will be able to read and write, be consistently challenged, and have instruction at his/her level, Roselawn Elementary provides just that. Through guided reading, Accelerated Reader, the Bulldog Book Clubs, Six Traits Writing, and other strategies, we ensure that each child continues to grow and excel in literacy.