

Volume XV, Fall 2006

A QUARTERLY PUBLICATION FROM YOUR SCHOOL

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

~ Chetek Community Education Classes Included ~



**Community Education
Classes for Fall 2006**

"Getting Your Kids to Eat Right"
Tuesday & Wednesday, Oct. 17 & 25 • 7-8 p.m.
High School Library

Computers: Letters / Envelopes / Labels
Tuesday & Thursday, Oct. 24 & 26 • 8:30 -11:30 a.m.
Chetek Community Center

See pages 5 & 6 for a complete list

**Summer Time and the
Reading Was Good**

by Mary Austin
Advisor

The High School Book Club, which met twice during the last terms of the 2005-06 school year, expressed a desire to keep reading and meeting to discuss books during their summer vacation. With the approval of the high school administration, and with financial support from the summer school program, the group did meet two times during the summer. The first meeting was held at the Airport Park on June 27, and 12 students spent about two hours discussing Phillip Pulman's, *The Subtle Knife*. This book was the second in a series of three fantasy novels revolving around the life and experiences of Lyra and Will, two young people from different worlds who meet each other and share adventures. The group was so intrigued by the first two books, they chose to read Pulman's, *The Amber Spyglass* for their last summer reading. Six of the group met on August 2 at the Calhoun Public Library to discuss that book. This series of novels explored themes of good and evil, trust, friendship, family and the importance of knowledge and respect for differences in our world. Students were impressed with the character development and imagination of the author and emotions ranged from tears to laughter as students read the books.

Students who participated in one or both of the summer book discussions included Heather Robinson, Abbie Davis, Laura Hanson, Kendra and Jana Logghe, Tonya Murchy, Jeni Egolf, Miranda Olson, Nicole Christianson, Kerri Puig, Samantha Goodremote and Katie Schnell.

Plans are to continue reading and meeting to discuss books during the 2006-07 school year. New people are welcome to join the book club at any time.

School Club Adventure

by Liz Checkalski
Spanish Teacher

After many months of preparation and hard work, 13 Chetek High School students, one Weyerhaeuser student, a parent and two chaperones had the time of their lives experiencing the sights, sounds, and smells that make up San Antonio, Texas, and its very diverse culture. Students and chaperones met at 5:30 a.m. on May 2, boarded a Chetek school bus and headed to the MSP airport. Once at the MSP airport, students and chaperones were met by Karen Doll, a representative of Ed-Ventures. She gave us the final itinerary and set us off to board flight #1617. As I watched the students carefully trying to read their faces, I found excitement, anxiety, maybe even a little fear, but plenty of smiles even if some were nervous smiles. Once on board the flight, the kids seemed to become more comfortable and eager to begin our adventure.

Arriving in San Antonio, we found ourselves totally immersed in the Hispanic culture. At the San Antonio airport Ed-Ventures had transportation waiting to take us to the Best Western Alamo Suites, where we would spend the next few nights. Once we settled in, the students were ready to try out one of the things that is so alluring to many people...the food. First stop, Rio Rio Cantina which offered the students their first taste of Mexico. We were able to choose from several specialty dishes, all traditional and authentic. After a hardy dinner, we found ourselves strolling along the beautiful River Walk that makes San Antonio so unique, and then getting a full tour of beautiful San Antonio by river cruise. The river cruise offered a spectacular view of the city. We were able to take in the entire city at night, viewing the lights of the evening, people sitting along the river enjoying dinner, people strolling along the river walk all setting the mood for a great start to our very busy week.

The following morning offered an entirely different challenge for us: public transportation. After looking at several maps, we headed out for what became for most of us one of the highlights of the trip. We headed for Herff Elementary School, a K-5 elementary bi-lingual school. Chetek students shared their cultural life with the students of Herff Elementary. The students shared photos of winter activities including pictures of snow, fishing, hunting and other winter activities. Herff students took turns asking questions in English and Span-

ish of the Chetek students. Some of the questions were about school and family. The younger students were not shy and asked "where did you get that red hair" of Ryan Corder, or are all the kids where you live "that blond," and why do you wear all those funny clothes during winter. Both sets of students were able to see the similarities and uniqueness of their culture, schools and homes. Herff students shared their ability to read, write and speak in both languages and the advantages of learning both at an early age.

Following the school visit was lunch and yet another highlight for us. At the Instituto de Mexico we spent the next couple of hours learning Salsa dance. Students and chaperones lined up and for the next two hours we danced...well some of us danced. Trent Nelson found his hidden talent. We learned basic Salsa steps and in a final exam, we paired up and danced the popular Latin dance. Later that evening after dinner, we enjoyed ourselves at a Broadway Play at the Majestic Theatre. We were entertained by a professional presentation of *The Lion King*. Our first full day was truly busy but delightful.

The following day was no less busy...we enjoyed breakfast on our own and spent some time doing some shopping and enjoying the local flare of the city. Later that afternoon we were treated to a presentation of history and culture at the Aztec River Theatre. The theatre consists of Mayan culture including art works depicting the early civilization of the Mayans. After learning about native culture we headed to the Alamo where we were able to see first hand United States History. Students enjoyed walking around and viewing artifacts that were used in the battle between Texas and Mexico. We completed the evening with even more history at dinner. We headed for the Hard Rock Café enjoying dinner and music and memorabilia from years gone by.

Day three for us began with a tour of the San Antonio Zoo, where the students were able to show off their language skills. Our tour guide provided by Ed-Ventures was bi-lingual and tested the students' skills by asking them to read the information posted at each of the animal stations in Spanish. We went from the zoo back to the city and for a total cultural immersion

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Familiar Faces Return to Classrooms

by Shane Samuels

The School District of Chetek welcomes six new teachers in 2006-07. New is a relative term, however, as three of those teachers are Chetek High School graduates. Agi Wieckowicz, Anne Moen, and Ryan Dewey are returning to classrooms in which they were once students. For even more irony, Moen and Dewey are filling positions once held by their parents. The district also welcomes Patrick Vavra, Kari Schemenauer, and Ann Kleinhans. Following are profiles of the district's new teachers.

Ryan Dewey

The School District of Chetek will be able to save a few pennies this school year, thanks to the technical education department.

The district won't have to pay for a new name tag outside the tech ed classroom, as "Mr. Dewey" will work just fine.

Ryan Dewey takes over for his father Bob, who retired last year after 32 years of teaching tech ed at Chetek High School.

Ryan is carrying on a family tradition, not just in the tech ed department, but also in Chetek High School. His grandfather, Ralph, was also an esteemed band director in the school.

Dewey, 28, comes to Chetek after teaching tech ed for four years in the Hopkins School District in Minnesota. He says students can expect similar teaching strategies as his father used, but he also looks forward to establishing himself as a

different teacher than his father.

"I'll do some things the same, but we are different people," Dewey explains. "There are lots of ways to teach."

Not only will he be trying to escape the shadow of his father, but his mother, Eunice, is also a guidance counselor at the high school. In addition, Dewey will be sharing the teachers' lounge with many of his former high school teachers. However, he doesn't expect any awkward situations.

"We're working on a level playing field now," Dewey mentions. "I hope they hold me to a very high standard."

Dewey will continue the popular high-mileage vehicle course. Ryan's high school class was the first to take the HMV class under his father's direction.

Dewey says he will use more hands-on technology in presenting the material this year. He will also teach a metals and welding course, which he says his father was reviving

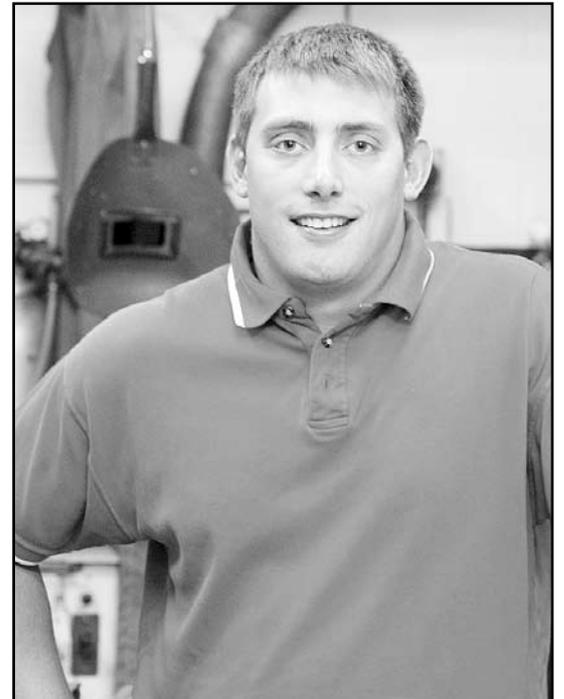
after the class wasn't offered for several years. Dewey claims metals and welding as one of his fortes.

"Welding is one of the booming industries right now," Dewey points out.

Dewey seems to be living out his dream as a teacher in his hometown.

"From the time I was a freshman in high school, I knew I wanted to be a tech ed teacher," he acknowledges. "I love this town. I feel like I'm at home."

Dewey literally is at home, living with his parents until he can sell his home in Crystal, Minn. His favorite pastime is water skiing. He's been a member of the Chetek Hydroflites for 17 years.



Ann Kleinhans

Ann Kleinhans will be teaching high school English this year, specifically freshman and sophomore English and modern literature to juniors and seniors.

Kleinhans comes to Chetek after teaching middle school and high school English for two years in Cornell.

Teaching seems to come easy for the 32-year-old native of Fall Creek.

"I've always loved the language and being able to communicate with others," Kleinhans explains. "I knew if I could help others communicate, that's what I wanted to do."

Kleinhans graduated from UW-Whitewater in 1999 and received her teaching certification from UW-Eau Claire in 2003.

Kleinhans moved back to her family's farm in Fall Creek in 1999, where she lives now with her husband of 10 years, Dave, and their two children: Andrew, 6, and Tyler, 1 1/2.

Kleinhans says getting students to read has been the biggest challenge thus far in her teaching career. To accomplish that, she tries to connect the book they're reading to the students' own lives, drawing commonalities

between characters and students.

"I want students to see that what they're learning will apply to other classrooms, and the rest of their lives," Kleinhans explains. "Along the way, hopefully they have a little fun doing it."

Kleinhans will be coaching forensics during the school year.

Her pastimes include remodeling her home and spending time with her family and two golden retrievers, Max and Maddie.



School Club

(Continued From Page 1)

headed for the "Mercado" for food, fun and dancing. Students were able to walk around the open market and try their bartering skills in Spanish. Others chose to watch the open air dancing, while still others enjoyed the various authentic Mexican foods. Dinner that night was at La Margarita along the patio in the heart of the "Mercado." We enjoyed fine dining while watching the various activities that make the "Mercado" so famous.

Our final day was spent at Six Flags Amusement Park. Students enjoyed a full day of rides, foods and entertainment at one of the largest American theme parks. Students were allowed to eat American cuisine and enjoy the entire park for a

day. Finally, May 7, we headed back to the San Antonio airport and then home.

We all agree the hard work to earn money and prepare for the trip was well worth the effort. And we would like to thank all who helped us reach our goal. As a student club, we are eager to venture outside of the United States. We have set our goal to travel into Mexico with the hope of visiting some ruins, such as the ones we learned about at the Aztec Theatre. Mexico has so much to offer and so much more for us to learn. Reading about ruins or seeing pictures only gives us a small idea of what travel has to offer. Learning about a culture from indigenous people and sharing in their customs and culture would be a lesson in real life. As advisor to the Spanish club, I am prepared to work with the kids, parents and community to help reach this goal.

Familiar Faces Return, continued



Anne Moen

Anne Moen never thought it would happen—never thought she'd be teaching in her old high school, let alone teaching her mother's family and consumer education class (F.A.C.E.).

Maybe it was the relatives telling her there was money out in the real world, and it wasn't in some stuffy high school classroom. Maybe it was witnessing firsthand the stress of teaching from her mother. Or maybe it was driving that staple into her thumb in one of her mother's upholstery classes in high school.

Any of those reasons would have justified her pursuit of a business administration degree at St. Norbert College after graduating from Chetek in 1997.

"My goal with the business degree was to make a lot of money," Moen admits with a smile.

Moen, 27, took a job as a staffing specialist at Manpower in Menomonie out of college, but her heart was soon tugging her in a different direction.

"I think I knew all along that I wanted to teach," she confesses. "I finally just owned up to it."

Times have changed since the F.A.C.E. pro-

gram was led by Moen's mother, Terri Etten, who retired in 2004 after 32 years of teaching.

"It's so different than when she taught," Moen acknowledges.

She says F.A.C.E. teaches students much more than how to be a homemaker. She'll be focusing on building interpersonal relationships and preparing students for life outside of their homes.

"Society would be in big trouble without F.A.C.E.," Moen explains. "Everything we do here affects families. And building families is the core of our society."

Moen realizes she'll be more than a teacher to some students.

"Some kids wouldn't get any of this at home," she says. "Without F.A.C.E., it would be scary."

Moen hopes to expand the program in coming years to include classes emphasizing parenting, housing, and textiles and fashions.

Moen and her husband of four years, Joe, live between Menomonie and Colfax. They have a 4-month-old son, Jacob. Joe is a general residential contractor.

Moen, who also coaches seventh grade volleyball, enjoys camping, teaching piano lessons, reading, cooking, traveling and spending time with her family.



Kari Schemenauer

Kari Schemenauer is the youngest of Chetek's new teachers. The 23-year-old will be teaching seventh and eighth grade special education in 2006-07.

This will be her first teaching assignment after student teaching in Holmen and LaCrosse. The Bloomer native is a graduate of UW-LaCrosse. She says she was happy to find a teaching position so close to home. She also desired a job in a rural district such as Chetek.

Schemenauer took an interest in special education after tutoring some students in high school and job shadowing a cousin who was a special education teacher. She enjoyed the experiences and hopes to have the same type of impact on students.

"Someone needs to advocate for these kids because so many of them can't speak for themselves," Schemenauer comments.

Schemenauer will have 18 students in her classroom, with a goal of integrating them into the regular classroom as much as possible.

"By making some modifications they can fit into the regular classroom," she says. "If they are always in a separate room they won't learn the social skills they need. In a regular classroom

they can learn from other role models."

Schemenauer rents a home in Bloomer, where her family still lives.

Her extracurricular activities include coaching freshman volleyball.

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.

Familiar Faces Return, continued



Patrick Vavra

Special education instructor Patrick Vavra has tried tundra living and desert living, but is opting for something in between in his recent move back to northwest Wisconsin.

Vavra steps into an eighth and ninth grade special education position in the district after having taught at the elementary level in Anchorage, Alaska, for five years and Peoria, Ariz., for four years.

The 1990 Rice Lake High School graduate is returning close to home, spending the summer building a house in Haugen. While he enjoyed each of his stays in Alaska and Arizona, he says big city living doesn't compare to the quality of life in this area.

"I'm happy to be back," Vavra admits. He brings with him his wife of seven years, Miriam, who is an Alaska native, and two daughters, Isabella, 7, and Jocelyn, 3.

Vavra, 34, attended UW-LaCrosse for three years following his high school graduation. At the

time, he was spending his summers with relatives in Anchorage. He eventually decided that instead of visiting, he would move to Alaska. He finished his elementary education degree at the University of Alaska-Fairbanks and completed his special education degree at UA-Anchorage.

Vavra's love of the outdoors blossomed in Alaska, as he and his friends spent days and weeks at a time in the backcountry hiking, hunting and fishing. But, he and his wife agreed that the abundant cold and darkness grew old after a time, so the couple moved to Peoria, Ariz., a suburb of Phoenix.

Vavra looks forward to building one-on-one learning experiences with students in a smaller district.

"In Anchorage and Arizona, special education students get lost in the larger classrooms," Vavra notes. "They don't always get that special attention."

Vavra is also an assistant coach in the middle school football program this season.

Agi Wieckowicz

While this is her first year of teaching, Agi Wieckowicz is no stranger to Chetek High School. The new math teacher graduated from Chetek in 2000. She also substitute taught last year in the district, as well as in Cameron and New Auburn.

Wieckowicz received her secondary math education degree from Maranatha Baptist Bible College in Watertown in 2005. She'll be teaching pre-algebra and algebra I, which consists mostly of freshmen and sophomore students.

Wieckowicz says she always envisioned teaching in the area, but it has taken some adjustment sitting on the other side of the desk in Chetek High School.

"It's been really weird when Mr. Harris has called me into his office," she smiles. The staff has been extremely welcoming, however.

"So far they don't have a problem seeing me as an adult," Wieckowicz says.

The 24-year-old will be teaching the same curricu-

lum she learned when she was a Chetek student.

"I know what worked well for me when I was a student," she points out.

Wieckowicz realizes that math can be a frustrating subject for students, but hopes to get their attention early by applying math to real world occupations.

"I'll show them how they'll need to use math later—whether it's in construction, as an engineer, or as an accountant," Wieckowicz says.

In her spare time Wieckowicz enjoys hiking, biking, swimming, camping, reading and cooking.

While Wieckowicz's math position is part-time, she'll also be coordinating the elementary Modified Curriculum and Supervision (MoCS) program and helping with the Community Learning Center's after-school program.

She admits to being a little nervous about the beginning of her new career.

"But it's good to be nervous," she adds. "It makes you work harder."



COMMUNITY EDUCATION CLASSES

12

Chetek Community Fall 2006 Classes

The following classes will be held at various locations in Chetek. To register, please call the Community Ed. Office (924-3137 ext. 2092) or use the registration blank on the back of this sheet. Email: lisaippolite@chetek.k12.wi.us.

Beginning Quilting

Come quilt with us as we quilt a sample together.

- **DATES:** 10/7, 11, 14, 18, Wednesdays, 6-8 p.m.; Saturday, 10:15 a.m.-2 p.m. • **FEE:** \$45 plus supplies
- **LOCATION:** Elly's Sheared Sheep, 603 Second Street, Chetek, Center Court Building

Elly's Sheared Sheep will be having a Ladies Night Out for all crafters on Sept. 18, 25 & Oct. 2, 9 for anyone who wants to meet other crafters or for crafting fellowship. Come from store open until 8 p.m.

Beginning Knitting

In this class for the beginning knitter we will be making a felted purse. Class will be held at Elly's Sheared Sheep. Yarn is available at a discount at Elly's.

- **DATES:** 10/10 & 10/12, Tuesday & Thursday, 6-8 p.m. • **FEE:** \$15 plus supplies
- **LOCATION:** Elly's Sheared Sheep, 603 Second Street, Chetek, Center Court Building

Watercolor

For intermediate watercolor artists. Have fun painting snow (and other white things) and discover that white is not white! White objects are full of beautiful colors and shadings.

- **DATES:** 10/10-11/14, Tuesdays, 6-8:30 p.m. • **FEE:** \$25 • **LOCATION:** High school art room - # 142
- **INSTRUCTOR:** Leni Sovacool – supply list given at registration

“Getting Your Kids to Eat Right”

Find out why children today could be headed for a shorter life expectancy than their parents and what you can do to create a healthy lifestyle for your family. We will also discuss a simple way to get more fruits and vegetables into their diet everyday through whole food nutrition featuring Juice Plus.

- **DATES:** Offered two evenings: 10/17 & 10/25, Tuesday & Wednesday, 7-8 p.m. • **FEE:** This is a free presentation
- **LOCATION:** High School Library • **INSTRUCTOR:** Tammy Schwartz, Health Educator

Holiday Table Runner

In this class we will be making a quilted table runner for Christmas. Kit is available.

- **DATE:** 10/28, Saturday, 10:15 a.m.-2 p.m. • **FEE:** \$15 plus kit fee
- **LOCATION:** Elly's Sheared Sheep, 603 Second Street, Chetek, Center Court Building

Folk Art Felt Penny Rugs

In this class we will learn how to make our own “penny rugs”, an old-time craft. Join the fun. Sign up early, this class has limited space!

- **DATES:** 11/2, Thursday, 6-8 p.m. • **FEE:** \$25 (includes kit)
- **LOCATION:** Chetek Middle School, Room 146 • **INSTRUCTOR:** Edith Teed

Women's Workout

Come join us as we try out various workouts and find the one that is for you (aerobics, pilates, ball work and more). This class will meet two days a week for six weeks. Daycare available.

- **DATES:** 11/7, 8, 14, 16, 28 & 30; 12/5, 7, 12, 14, 19 & 21, 4:30-5:30 p.m. • **FEE:** \$30
- **LOCATION:** High school IMC • **INSTRUCTOR:** Kim Widiker

Felted Mittens

This is an intermediate class where we will learn how to make warm, snuggly mittens. Come learn with us! Class will be held at Elly's with class discount on yarn and needles.

- **DATES:** 11/8, 6-8 p.m. • **FEE:** \$10 plus supplies • **LOCATION:** Elly's Sheared Sheep, 603 Second Street, Chetek, Center Court Building

Classes continued on back side (page 6)

Visit us on the web at www.chetek.k12.wi.us

COMMUNITY EDUCATION CLASSES

“Take Control of Your Health”

We will be looking at the relationship between the food choices we are making and the health issues we are seeing today. We will discuss why fruits and vegetables are essential in obtaining optimal health. If you struggle to get the 7-13 servings of fruits and vegetables that are now recommended in your diet everyday, come learn a simple way to get more through whole food nutrition featuring Juice Plus.

- **DATES:** Offered two evenings: 11/9 & 11/15, Thursday & Wednesday, 7-8 p.m.
- **FEE:** This is a free presentation
- **LOCATION:** High school library
- **INSTRUCTOR:** Tammy Schwartz, Health Educator

Socks

In this intermediate class we will learn to knit socks and we will be using a special yarn that creates stripes in our socks! Come join the fun with us at Elly's Sheared Sheep. Discount given on supplies.

- **DATES:** 11/29, Wednesday, 6-8 p.m.
- **FEE:** \$10 plus supplies
- **LOCATION:** Elly's Sheared Sheep, 603 Second Street, Chetek, Center Court Building

WITC Fall 2006 Classes

The following classes will be held at the Chetek Community Center. To register, please call the Community Ed. Office (924-3137 ext. 2092) for registration blank or register online at www.witc.edu/search.

Computers: Absolute Beginner

A course for new users of personal computers. An introduction to the hardware and terminology necessary to use a computer. Absolute beginner is an introduction/overview to word processing and Windows.

- **DATES:** 10/3-10/12, Tuesdays & Thursdays, 8:30-11:30 a.m.
- **FEE:** \$30.10/\$4
- **LOCATION:** Chetek Community Center
- **INSTRUCTOR:** Linda Barta

Senior Yoga & Exercise

If you are like most people, your life is so hectic that it is hard to imagine squeezing in time for daily exercise. In this course you'll develop a lifestyle program that can add huge rewards, including a stronger heart and bones, higher energy levels, better weight control, and more.

- **DATES:** 10/19-12/7 (skip 11/23), Thursdays, 12:30-1:30 p.m.
- **FEE:** \$21.40/\$4
- **LOCATION:** Chetek Community Center
- **INSTRUCTOR:** Lynda Sirianni

Computers: Letters/Envelopes/Labels

Learn to design holiday newsletters and how to print envelopes and create labels.

- **DATES:** 10/24-10/26, Tuesday & Thursday, 8:30-11:30 a.m.
- **FEE:** \$17.05/\$4
- **LOCATION:** Chetek Community Center
- **INSTRUCTOR:** Linda Barta

Computers: Greeting Cards

This course is for home and personal use of computers. We will learn how to use the greeting card program in this class.

- **DATES:** 11/9-11/16, Tuesdays & Thursdays, 8:30-11:30 a.m.
- **FEE:** \$25.75/\$4
- **LOCATION:** Chetek Community Center
- **INSTRUCTOR:** Linda Barta

**PLEASE REMEMBER TO REGISTER EARLY
AS CLASSES WILL BE CANCELED DUE TO LOW CLASS NUMBERS.**

❖ COMMUNITY EDUCATION REGISTRATION FORM ❖

(Please use a separate form and a separate check for each class in which you plan to enroll. Forms may be duplicated.)

NAME _____
LAST FIRST MIDDLE INITIAL

ADDRESS _____ CITY _____ STATE _____ ZIP _____

HOME PHONE _____ DAY TIME PHONE _____

COURSE _____ FEE _____ CHECK # _____

E-MAIL ADDRESS (optional) _____



Roselawn Elementary Goals for 2006-2007

by Jill Koenitzer

Roselawn Elementary School Principal

Roselawn Elementary established three major goals with specific action plans for the 2006–2007 school year. The three major goals are long-range goals, but the action plans are designed specifically for this upcoming school year. The goals were established by analyzing state, district, and classroom data to determine our greatest strengths and needs.

By third grade, all children will be proficient readers.

As we work toward this goal, we expect 90% or more of the students to be reading at or above grade level this school year. To achieve this, we are going to increase the time, intensity, and focus on reading by continuing our guided reading instruction in addition to whole group instruction. Guided reading is instruction at a student’s ability level, with a group of five or fewer students and a teacher. The teacher provides specific instruction for exactly the skills the students are weak at within reading.

Another strategy we are going to use to achieve our goal is called targeted interventions. For students who are reading below grade level, we are going to work on a tiered approach to interventions. These students will remain in the regular education classroom for the whole group and guided reading instruction, but in addition to this instruction, these students will receive specific research-based strategic instruction in small groups or individually for up to one additional hour per day.

Parent involvement in a child’s education is important to success in school. To increase the number of proficient readers we will increase parent involvement in their child’s education. We will provide opportunities for parents to learn more about how to support their child’s education at home. Specifically, opportunities will be available for parents of students reading below grade level.

By third grade, all children will be proficient in mathematics.

As we work toward this goal, we expect 70% or more of the students to be at or above grade level in mathematics. To achieve this, we are going to implement a new math series, Everyday Mathematics, in Bright Beginnings, kindergarten, and first grade. Additionally, fifth and sixth grade will pilot this same math series this year. During the year, we will select a new math series for second through sixth grades.

A number of years ago, we implemented a literacy profile system which supplied

teachers, parents, and students with specific up-to-date information about how a student was performing in reading and writing. This year, we are implementing a similar system for mathematics. The new mathematics profile will keep parents up-to-date on their child’s performance. Teachers will be able to make instructional changes to better meet each child’s individual needs.

We will continue to increase the time, intensity, and focus on mathematics by continuing to support small class sizes via SAGE, local support, and federal Title One.

Students will demonstrate respect, compassion, and empathy towards others at all times.

Last year, staff, parents, and students worked together to build awareness of bullying and bullying behaviors. Additionally, staff, parents, and students learned about how to respond to bullying situations to defuse and decrease bullying at home, on the bus, at school, and in the community. This year, we plan to continue this focus via our “It’s Cool to Care” philosophy.

Fourth and fifth grade students have provided support and mediated conflict in Roselawn for three years now. During the 2006 -2007 school year, the peer mediators, the Peacekeepers, will take a more active and visible role at Roselawn.

The Bulldog High Five has been a school-wide approach to explain expectations for student behavior. We have used this system for two years, and this year we will expand the Bulldog High Five. Each student will receive a parent-teacher communication folder with the Bulldog High Five on it. Additionally, students will be expected to use this folder to bring notes and homework to and from school/home.

Finally, we will increase our time, intensity, and focus on students lacking social competence, who misbehave at a greater rate than their peers. We will do this via targeted interventions, where students will receive small group or individual instruction in social skills and self control for up to one additional hour per day.

All children reading at grade level!

All children performing mathematics at grade level! All children being respectful, compassionate, and empathetic! Our goals at Roselawn Elementary may be lofty, but we believe that we can make a difference in your child’s life by expecting more from ourselves and from each other.

Starting a New Year – In the Middle

by Bryan Yenter

Middle School Principal

Middle school students are unique. They face new experiences and pressures everyday. Their bodies are changing (physically); they are trying to find their roles in friendship circles, and are held to high expectations by parents and the middle school staff. They receive many mixed messages along the way and they do not always make the “best” decisions. Yes, this is a normal part of going through the teen years and Chetek Middle School is ready to help them through these years.

Students in middle school seem to always be in a never-ending attempt to fit in. They want to be accepted by their friends as well as by the teachers. They want to do well in school, but they also want to enjoy their time with their friends. In Harry and Rosemary Wong’s book, *The First Days of School*, they suggest

that the seven things students want to know on the first day of school are as follows:

- Am I in the right room?*
- Where am I supposed to sit?*
- What will I be doing this year?*
- How will I be graded?*
- What are the rules in this classroom?*
- Will the teacher treat me as a human being?*
- Who is the teacher as a person?*

The middle school staff is prepared to assist the school district’s middle school-aged students through their years in the middle. The staff is prepared to help or answer the questions or concerns that students may have. The Learning Communities in the middle school give every student an opportunity to connect

with a small group of students and a staff member. The Learning Communities provides a support system for the students in which they can ask questions or express their concerns in a supportive and understand environment.

Chetek Middle School has asked students to use the following “core” values when they make decisions. The “core” values include respect, responsibility, honesty, and self-control. Regular use of the “core” values in the middle school will help make Chetek Middle School a safe environment, and students will find their experience in the middle to be more enjoyable.

Chetek Middle School is looking forward to the 2006-07 school year, and the middle school will attempt to make every student feel welcome and cared for throughout the year.

School District Public Notices

The following are some public notices the School District of Chetek is required to post during the school year.

Required Notifications

School districts are required to provide an accommodation of a student's religious beliefs. Please call the Superintendent of Schools if a religious accommodation may be needed.

The school district must notify students each year about electronic paging or two-way communication devices. It is the policy of the School District of Chetek that they are not allowed.

Human growth and development instruction curriculum is available, and parents may request an outline and inspect the material. Contact the building principal.

Prior to Oct. 1 of each year, 9th, 10th and 11th graders must be made aware of the Youth Options for attending post-secondary classes while a high school student. Contact the high school counselor.

As parents, you have a right to curriculum modification allowed by state statute 118.15 (1)(d). Contact the building principal for clarification.

The special education policy is printed in *The Chetek Alert* as required by law. Contact the school psychologist for specific questions.

School districts such as Chetek have adopted locker search policies, and the board retains ownership and possession/control of all student lockers. Each student is notified that his or her locker may be searched without the consent of the student and without a search warrant.

Student attendance policies are made available in student handbooks. Good attendance is a significant prediction of success.

The district's designated liaison for home school children is Al Brown, superintendent, (715) 924-2226 ext. 2007.

Programs for English Language Learners are available by contacting Linda Zeman at (715) 924-2244 ext. 2014.

As a Title I recipient, the Chetek School District will provide information on qualifications of teachers and paraprofessionals upon request.

Non-Discrimination Statement

It is the policy of the School District of Chetek 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 statutes, 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 School District of Chetek.

Any questions concerning this policy should be directed to Superintendent, School District of Chetek, PO Box 6 (1001 Knapp Street) Chetek, WI 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, School Psychologist, PO Box 6 (1201 6th Street), Chetek, WI 54728.

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 Statutes 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 School District of Chetek 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: School District of Chetek, Superintendent's Office, PO Box 6, 1001 Knapp Street, Chetek, WI 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.

Notice of 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.

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. If the child attends a private school in another school district, the child should be reported to the school district where the child attends school. 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. A referral for School District of Chetek may be sent to the building principal.

The school district maintains pupil records, including information from 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 such 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 other than immunization and lead screening 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.

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.

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the School District of Chetek, with certain exceptions, obtain a parent's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District of Chetek may disclose appropriately designated "directory information" without written consent, unless parents have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the School District of Chetek to include this type of information from the child's education records in certain school publications. Examples include the following: a playbill,

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Public Notices

(Continued From Page 8)

showing a student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; sports activity sheets, such as for wrestling, showing weight and height of team members; activity pictures on school Web site.

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. In addition, two federal laws required local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

Parents who do not want the School District of Chetek to disclose directory information from their child's education records without prior written consent must notify the district in writing within 14 days or by Sept. 21. The School District of Chetek has designated the following information as directory information: name; participation in officially recognized activities and sports; address; weight and height of members of athletic teams; telephone listing; degrees honors and awards received; email address; most recent educational agency or institution attended; photograph; Web site and newsletter pictures; date and place of birth; major field of study;

Notification of Rights Under FERPA for elementary and secondary schools

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 education 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.

Required Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to the following:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED); political affiliations or beliefs of the student or student's parents; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors or ministers; religious practices, affiliations or beliefs of the student or parents; income, other than as required by law to determine program eligibility; any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law; activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others; protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; instructional material used as part of the educational curriculum.

The School District of Chetek has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. The School District of Chetek will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The School District of Chetek will also directly notify parents and eligible students, such as through U.S. mail or email, at least annu-

ally at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in the following:

Collection, disclosure or use of personal information of marketing, sales or other distribution; administration of any protested information survey not funded in whole or in part by ED; any non-emergency, invasive physical examination or screening as described above; parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the School District of Chetek to notify parents and obtain consent or allow them to opt their child out of participating in certain school activities. These activities include a student survey, analysis or evaluation that concerns one or more of the following eight areas ("protected information survey"):

Political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors or ministers; religious practices, affiliations or beliefs of the student or parents; income, other than as required by law to determine program eligibility; this requirement also applies to the collection, disclosure or use of student information for marketing purposes ("Marketing Survey"), and certain physical exams and screenings.

Asbestos

The six-month inspection of buildings in the School District of Chetek has been conducted as required by the Asbestos Hazard Emergency Response Act (AHERA). 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.

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 2005-06 school year report will be available at the district office, elementary, middle and high schools, and on the school's Web site. The information can also be found online at the Wisconsin Department of Public Instruction's Web site dpi.wi.gov/spr/index.html.

News and Views: Greetings from the School District of Chetek

by Al Brown
Superintendent of Schools

I would like to welcome all new and returning families to the School District of Chetek. We have an outstanding school district, students and staff. This district is fortunate to be located in Northwestern Wisconsin where there is an emphasis on quality education and quality of life. We will do our best to provide your children a quality educational experience while also teaching them the skills necessary to be productive and contributing citizens of our community.

Last year was one of the best ever. Our student academic performance is improving each year. This improvement has even been recognized by the Department of Public Instruction with the Wisconsin Promise Academic Achievement Award. We have not reached our full potential and are not satisfied with our present academic improvements. We are continually working to improve student achievement and learning. This year will be no exception. Staff has been working all summer to improve teaching skills, content knowledge, educational offerings and intervention strategies. We take educa-

tion very seriously and will continually work to improve our school district.

Reading continues to be a major priority of our school district. Parents can support this effort by reading to their children. This activity only takes 15 to 20 minutes per day but it can make a significant difference in the education of your son or daughter. It is also a good time to connect with your child on a daily basis.

Here are some tips to make this a meaningful family activity.

- **Get comfortable**
- **Remove distractions**
- **Encourage participation**
- **Keep it appropriate**

Ask a librarian or your child's teacher for suggested reading material. These simple tips can create better readers and family memories.

As adults we sometime wonder about the kids of today. I have always been very proud of our students

and their behavior. In the news and rumor mill, it is often bad behavior that is emphasized. Our children are a reflection of our families. Teenagers today rely on their families for support more than ever. In a national survey (2005 State of our Nations Youth) nine in ten high school students said they are able to confide in at least one family member at home. Nearly 50% of the students answering this survey indicated they would choose someone from their family as a role model. Family networks play a very important role in the lives of our children. Today's teenagers are terrific!

Please take the opportunity to get involved with your son or daughter's education. It may be something as simple as volunteering in his or her classroom or taking tickets at a basketball game. The school district is more than just bricks and mortar; it is the people inside the building who create the "school." Our children grow up so fast, take the time to be a part of their educational experience and get involved with the school.

I would like to wish you a successful school year. I would also hope as students, parents and educators we will work together to bring about another wonderful school year.

A New Trimester Unfolds

by Ed Harris
High School Principal

I am excited to begin the 2006-2007 school year. We will finally get to see the new trimester schedule in action after a great deal of discussion and planning that has spanned several years. Our hope is that our students will immediately reap some of the benefits that the new schedule should provide and become quickly acclimated to what we believe is a sound educational structure that may better serve the needs of students who have increasingly diverse educational needs. New opportunities, academic support and the flexibility to tailor services to individual needs are some of the goals we are planning to reach over the course of the year.

Change is exciting, but can also be somewhat uncertain. We believe our plans are sound, however, as with all major change efforts there will likely be unexpected issues that will arise. We are confident that we will be able to address issues as they appear while continuing to deliver quality education in the classroom. One of the components of this change effort was to develop a plan to monitor the success of the implementation of the new schedule. On August 17, a committee of nine people met to determine what types of information could be collected over the course of the coming year that would give us insight on how well we met our objectives. The following is a list of prospective items that the committee approved as appropriate sources of data that we would monitor over the course of this school year.

Schedule Monitoring Plan

The following is a list of monitoring instruments which will be used to help ascertain the degree of success achieved by the implementation of the trimester based upon the major objectives that were the foundational reasons for the change:

- Objective #1: Make more efficient use of instructional time.
- Objective #2: Create a structure to allow expansion of educational services to students.
- Objective #3: Allow for the reintroduction of collaborative practices.
- Objective #4: Create a common 6-12 schedule.
- Objective #5: Create a schedule to address existing educational deficiencies.

Objective #1

- Survey each department every term. Determine whether or not the 15 extra days per course in the trimester facilitates greater curriculum coverage compared to the modified block.
- Compare the degree of satisfaction (instruction) between courses taught under the trimester and courses taught under last year's schedule.
- Compare this year's average daily attendance rates (monthly) to last year's.
- Compare this year's incidence of classroom disciplinary referrals (monthly) to last year's.
- Compare the number of "D" and "F" grades given at each mid-term and at the end of each term to those given last year.
- Compare the degree of satisfaction (classroom experience) between courses taken under the trimester and courses taken under last year's schedule.
- Survey a sample of students (grades 10-12) every term.
- Survey a sample of band and choir students and compare the degree of rehearsal satisfaction under the trimester to last year.
- Rate the effect of early departures for activities.

Objective #2

- Rate the value of the resource period.
- Rate the value of home room.
- Rate the value of not having students depart from academic classes for activities at the end of the day.
- Rate the value of the resource period.
- Rate the value of home room.
- Track the number of opportunities (enrichment, remedial, regular courses, and ACT preparation) afforded to students during resource periods.
- Track the number of small group development activities (band and choir) that take place during resource on non-rehearsal days.

Objective #3

- Track the number and type of collaborative practice occurrences (staff) during the resource periods.

Objective #4

- Draw conclusions comparing the difficulty of scheduling shared staff (HS/MS) under the trimester to previous years.
- Track the number of HS/MS student interaction activities afforded to students through the new daily schedule.

Objective #5

- Compare the number of one credit classes (A and B sections) between the trimester and last year's schedule that do not run concurrently.

Every year brings new challenges and opportunities. The high school staff and I are preparing to meet the new challenges and take advantage of newfound opportunities. We welcome and encourage parent involvement in the education of our young people and hope that as this year progresses we continue to develop positive relationships with parents and other members of this wonderful community. Go Bulldogs!