



## Maintenance and Capital Improvement Projects

by Michael Swartz, Superintendent

The School District of Jefferson's Vision Statement, adopted by the Board of Education on September 26, 2005, states in part:

***"The district is a place where quality is pervasive and self-evident. The community and others recognize the district's exceptional quality and thereby generously support the need for essential physical and fiscal resources."***

At some point in the near future, the School Board and Administration may be asking our community to allow us to exceed the revenue limits to address many of the priorities identified as "maintenance" and "capital improvements." Maintenance pertains to projects that involve the care and upkeep of our property and equipment; capital improvements are projects that involve the addition of a permanent structural improvement or the restoration of some aspect of a building or property that will either enhance the overall value or increase its useful life. If a question appears on the ballot for voter consideration, and is successful, the following projects would be funded over a five-year period:

### Projected Five-Year Projects

**M = Maintenance Project CI = Capital Improvement Project**

Building	Project Description	M	CI
East	Locker painting	X	
Sullivan	Parking lot maintenance (crack filling, sealcoating)	X	
Sullivan	Playground maintenance (crack filling, sealcoating)	X	
West	Replace library carpeting	X	
East	Playground surface maintenance (crack filling and sealcoating)	X	
Middle	Replacement of carpeting (office, band, choir, library, classrooms)	X	
Sullivan	Ceiling tile replacement (hallways and classrooms)	X	
Sullivan	Refinish classroom doors	X	
West	Replace classroom floor tile	X	
West	Install acoustic tile in multi-purpose room	X	
West	Repair laminate on classroom doors	X	
West	Parking lot maintenance (crack filling, sealcoating)	X	
East	Playground maintenance (crack filling, sealcoating)	X	
Middle	Installation of automatic toilet flushers	X	
East	Repair slate roof		X
East	Parking lot replacement and additional lighting		X
East	Toilets replacement with automatic flushes		X

Building	Project Description	M	CI
High	Repair sidewalk along Milwaukee Street		X
Middle	South entrance vestibule reconfiguration		X
West	Renovate Special Education (CDS) room to add bathroom		X
West	Install library doors (2 sets)		X
West	Replace building automation system (stage 2)		X
West	Replace boilers		X
East	Building access card system for secure entrance (4 entrances)		X
Middle	Building access card system for secure entrance (4 entrances)		X
Sullivan	Building access card system for secure entrance (4 entrances)		X
Sullivan	Replace 1986 roof (original building section)		X
West	Building access card system for secure entrance (4 entrances)		X
Middle	Cafeteria renovation (fill in lower level)		X
Middle	Construction of cafeteria stage storage space		X
Sullivan	Upgrade HVAC software		X
West	Playground surface replacement		X
East	Gym roof replacement (slate)		X
Sullivan	Playground surface replacement		X
Sullivan	Parking lot replacement (both lots)		X
East	Boiler replacement		X
East	Replacement of storage shed		X
District	Replace 1997 Ford truck and plow (This truck would be used for custodial purposes and the 1987 Dodge would be disposed of.)		X
District	Replace 1997 Ford Windstar Van		X
West	Resurface playground		X
East	Resurface playground		X
Middle	Roof Repair		X
Sullivan	Roof Repair (non-1986 replacement section)		X
West	Roof Repair		X
West	Replace parking lot lighting		X

These projects are targeted for completion over the next five years and are critical to the district’s well being. There is no question that good facilities’ maintenance costs money. This investment in our buildings will provide future savings and insure that our students and staff have a well-run, safe, and healthy environment in which to teach and learn.

At the time of the writing of this newsletter edition, the Board of Education was in the process of identifying the next steps relative to our project needs and budgetary shortcomings. Once a decision is made, more information will be provided to our readership in this newsletter and other written publications.

As we plan for the future, the Board will also be considering the formation of a maintenance planning committee. This committee will study the district’s five facilities and develop a maintenance plan. The committee will be charged with 1) developing a maintenance vision that is aligned with the District’s vision; 2) establishing objectives; 3) conducting an audit of the five buildings and the delivery of custodial/maintenance services; 4) providing the Board of Education/public with the findings of the audit; and 5) developing a long-range plan for capital improvements as well as general maintenance that will carry the district forward in meeting the needs of our facilities.

I invite you to call me at (920) 675-1010 with any questions regarding these projects and our planning efforts for the future. Please join me in wanting what is right for our buildings, our staff, and our kids. Let’s live up to our printed “vision” and have facilities we can all be proud of.

## Fire Prevention Week Celebrated at East Elem.

*by Connie Pellmann, East Elem. Principal*

In honor of Fire Prevention Week this past fall, many East Elementary classrooms paid a visit to Jefferson's fire station. During their visit, the firefighters took time to teach the children about fire safety and to offer tours of the station and the equipment housed within. It was very exciting for the children to be able to stand among the big trucks, sit in the driver's seats, and hear the loud sirens. The annual highlight of the trip though was the opportunity to shake hands with the famous "Fire Pup." He is a big lovable puppy dog that knows a great deal about fire prevention and safety. The children enjoyed meeting their heroes and learning more about the role of being a firefighter.



Pictured are kindergartner Abby Aumann with Fire Pup.

## "Wildcat Wednesdays"

*by Mike Howard, West Elem. Principal*

On the first Wednesday of each month, West Elementary takes time as a school to focus on character. Our school's character education committee has organized activities that assist all of our students reach a better understanding of each month's character trait.

This year we added a dimension by creating Wildcat Prides. These prides are made up of a combination of students from all the different grades and classrooms. These multi-age prides meet with staff members in a homeroom and, during this time, are provided with a chance to see and work with children of all grades K-5. Our older students assist the younger students to their pride classroom where they have approximately 30 minutes to enjoy a character building activity within the pride.

So far the students have enjoyed activities such as making a pride banner as a group, working on Christmas cards for hospitalized children, and participating in community



Paraprofessional Linda Mueller looks on as the students participate in the "Me, too!" game. Fourth grader Drew Kohel expresses his interest in the character trait of self-discipline. If others agree or have an interest in this trait, they call out "Me, too!"

building games that focus on building relationships and exercising self-discipline.

We are proud of our students and have great "pride" in the work they are doing!

### Senior Citizen Lunches

Senior Citizen lunches will be offered at 11:00 a.m. at Jefferson High School and Sullivan Elem. School on the following dates:

**Monday, February 9**  
**Sloppy Joe**  
**Cauliflower with Cheese**  
**Peaches, Dessert**

**Monday, February 23**  
**Cheese Bread Dunkers**  
**with Red Sauce**  
**Garden Salad, Applesauce**

**We hope you are able to join us!**

### December

#### Citizen of the Month Award Recipients

On Monday, January 26, 2009, the Jefferson Board of Education honored the December recipients of the Citizen of the Month Award (listed below) for being positive role models and for demonstrating good character.

Sullivan Elem.: Brittany Krueger  
 East Elem.: Danielle Chwala  
 West Elem.: Alexis Hernandez  
 Middle School: Pauline Schlais  
 High School: Max McGowan

**CONGRATULATIONS!**

by Donald Nolan, Director of Special Education and Pupil Services

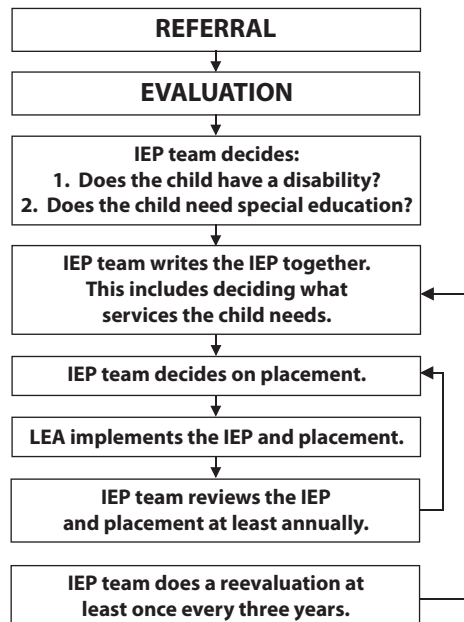
**PROGRAM OVERVIEW**

The School District of Jefferson's Special Education program is designed to provide a variety of services to children who have some type of disability. Through special education, students with disabilities (certain types of difficulties that interfere with school success) receive specialized instruction and, if appropriate, modifications in curriculum. This specialized instruction differs from remedial education for non-special needs students in that special education provides individualized instruction that focuses on students' abilities and different learning styles. All special education staff members continue to offer high quality specialized educational services to students and their families. We are fortunate to have special education and regular education teachers who effectively work together to provide excellent educational programs.

**THE PROCESS**

Under current law, services can be provided to children with disabilities between the ages of 3 and 21 and not yet graduated from high school. Once a child is suspected of having a disability, an evaluation process is put into place. Federal law dictates that for new referrals of students, the process of determining whether a child has special education needs may take no more than 60 calendar days from when the parents sign permission to evaluate their child.

The chart at right provides you with an overview of the



process from start to finish. Although this chart shows a series of decisions, all the decisions are connected and centered on the needs of the child. For example, when IEP team members talk about the evaluation, they also think about what services the child will need and where the child will get the services. For some children, all the IEP team's decisions can be made in one meeting. For other children, the IEP team will need to meet together several times. Anyone on the IEP team can ask for more time if it is needed. Anyone on the IEP team can also ask for an IEP team meeting to be held if there are changes to be discussed.

**TERMINOLOGY**

Special education has a language of its own. On occasion, school staff members may use acronyms in place of the full title. To avoid any confusion, the following list of terms and their meanings is provided.

**IEP TEAM:** Individual Education Plan Team is a group of school staff members, parents, and others that either the school staff members or parents choose to include.

**LEA:** Local Education Agency or the school district ([www.jefferson.k12.wi.us](http://www.jefferson.k12.wi.us))

**DPI:** Department of Public Instruction, the state agency that oversees the Local Educational Agency ([www.dpi.state.wi.us](http://www.dpi.state.wi.us)).

**FAPE:** Free Appropriate Public Education. LEAs are required to provide FAPE for all children enrolled in special education in public schools in their district.

**CESA:** Cooperative Educational Service Agency. This is a state-funded agency that provides special services to schools. Schools buy services from CESA, but the school is still responsible for the services. (<http://www.cesa2.k12.wi.us/>)

**LRE:** Least Restrictive Environment

**2006-07 REPORT DATA**

The State of Wisconsin has changed the type of data that is being reported to parents on an annual basis. The information now relates to performance indicators that are statewide.

There are currently eight indicators where data has been collected by the Department of Public Instruction. There are other indicators as well, but data is not currently available. All of the data relates to the 2006-07 school year. Information from the 2007-08 school year is not yet available. The 2006-07 report data follows on page five.

### Indicator 1: Graduation

Percent of students with disabilities graduating from high school with a regular diploma		
Local	State	Target
76.0%	80.4%	At or above 84.08%

Data Source: Individual Student Enrollment System (ISES), School Performance Report (SPR)

### Indicator 2: Dropout

Percent of students with disabilities dropping out of grades 7-12		
Local	State	Target
0.725%	2.61%	At or below 1.67%

Data Source: Individual Student Enrollment System (ISES)

### Indicator 3: Assessment

		Local
A.	District met the state's Adequate Yearly Progress (AYP) objectives for students with disabilities in Reading	Yes
	District met the state's Adequate Yearly Progress (AYP) objectives for students with disabilities in Math	Yes

For more information, go to <http://www2.dpi.state.wi.us/sifi/>.

B.	Participation rate for students with disabilities on regular or alternate statewide assessment			
	Local	State	Target	
	4th Grade Reading	100%	99%	At or above 95%
	8th Grade Reading	100%	98%	At or above 95%
	10th Grade Reading	100%	97%	At or above 95%

B.	4th Grade Math	100%	99%	At or above 95%
	8th Grade Math	100%	99%	At or above 95%
	10th Grade Math	100%	97%	At or above 95%

C.	Percentage of students with disabilities who scored at the proficient and advanced levels on regular or alternate statewide assessment			
	Local	State	Target	
	4th Grade Reading	66%	50%	At or above 67.5%
	8th Grade Reading	44%	47%	At or above 67.5%
	10th Grade Reading	25%	33%	At or above 67.5%

C.	4th Grade Math	61%	53%	At or above 47.5%
	8th Grade Math	44%	36%	At or above 47.5%
	10th Grade Math	6%	28%	At or above 47.5%

For more information, go to WINSS at <http://www.dpi.wi.gov/sig/>  
Data Source: Wisconsin Student Assessment System

### Indicator 4A: Suspension/Expulsion

Percent of students with disabilities suspended or expelled for greater than 10 days in the school year		
Local	State	Target
5 or fewer students which is less than half of 2%	1.14% for Grade PK-12 Districts; 1.37% for Union High School Districts	At or below 3.29% for Grade PK-12 Districts; 6.96% for Union High School Districts

Data Source: Individual Student Enrollment System (ISES), School Performance Report (SPR)

### Indicator 5: School Age Educational Environment

		Local	State	Target
A.	Percent of students with disabilities, ages 6-21, removed from regular class less than 21% of the day	43.5%	51.1%	At or above 52%
B.	Percent of students with disabilities, ages 6-21, removed from regular class greater than 60% of the day	11.1%	12.0%	At or below 11.2%
C.	Percent of students with disabilities, ages 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements	3.05%	1.35%	At or below 1.2%

Data Source: Federal Student Data Report (Child Count)

### Indicator 6: Preschool Educational Environment

Percent of preschool children with disabilities who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)		
Local	State	Target
Not reported	Not reported	No target set

### Indicator 11: Timely Evaluations

Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days		
Local	State	Target
99%	96%	100%

Data Source: Procedural Compliance Self-Assessment

### Indicator 12: Early Childhood Transition

Percent of children referred by a Birth to Three agency prior to age 3, who were found eligible for special education and related services by a local education agency, and who had an individualized education program (IEP) developed and implemented by their third birthday		
Local	State	Target
# of children identified was not sufficient to establish a valid percent	74.4%	100%

Data Source: Local Performance Plan (LPP)

For additional report information, please contact Don Nolan, Director of Special Education and Pupil Services, at (920) 675-1062, or access the Department of Public Instruction's Web site at: <https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx>.

# Character Connection

by Sandy Swartz, Character Education Volunteer Coordinator

## Parenting Resolutions "Help From An Expert"

The following information has been taken from the Web site blog, "Reality Check" (<http://www.micheleborba.com/blog/>), of Dr. Michele Borba, child expert, author, speaker, and educational consultant for The Today Show. Dr. Borba has been a keynote speaker at three of the four character education conferences hosted by our school district.

**REALITY CHECK:** *Does your child need a little help in the academic department? Did you notice that his grades slipped a bit or could use a little improvement? If so, then there is a Parenting Resolution to take on.*

### The Problem: Slipping Grades

While every child can't be the valedictorian, almost every child can learn to be a good student. Research shows that one of the highest correlations to a child's school success is having parents who are involved (constructively, that is) in their children's education. A key is to de-emphasize your focus on the grade and emphasize a love of learning and work ethic. You may also need to teach your child good study skills so he can succeed.

### The Parenting Resolution:

*"I resolve to help my child learn his studies so he improves his grades and understands the importance of academic achievement."*

**Meet the teacher.** Begin by setting up a meeting with the teacher and discover what's really causing those grades to slip. Is it poor study skills? A learning disability? Not doing the work? Or is the class level inappropriate (too high or too low)? Does your child need specific testing? Ask where your child ranks in terms of achievement with the rest of the children. You need specific information so you can create a specific plan. Also, don't leave the meeting without asking what is the best way to stay in contact with the teacher. For instance, does she prefer to be contacted by phone or email? Or should you send a brief note for her to sign once a week? You don't want to be intrusive but you do want to let the teacher know you are concerned. You also need to know exactly what you can do to help your child.

**Create a plan with the teacher to remedy the problem.** The plan must be specific and realistic. It should also be based only on your child's academic needs. Don't take on too much! Doing so will overwhelm your child. Instead, aim to improve one area at a time. For instance, if your child is flunking those math tests, then zero in on helping him learn those math facts. If a tutor is recommended, then consider hiring a high school student.

**Set clear expectations for doing homework each night.** Your child needs to know that his efforts will make a difference on that grade. Remember, your goal in this is to be a guide and not the doer. If you notice your child is struggling too much, then it's time to go back to the teacher. Is something else going on? Does your child lack the study skills? Could he have a learning disability? Don't turn a label into an excuse (says the

former special education teacher). Just know that if this is the case your child will need a different type of teaching approach to help him succeed.

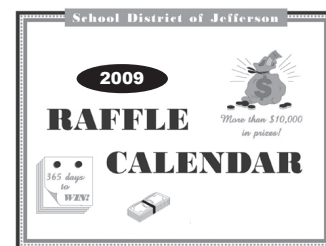
**Stay involved.** The highest correlation to school success is an "involved" parent. So hang in there and let your child know you are committed to helping him achieve.

**Emphasize your child's effort—not the grade.** Research finds that when parents put undue emphasis on grades, learning suffers. So instead acknowledge any effort your child is making.

**Celebrate success.** Remember that "success" is really a four-letter word: G-A-I-N. Celebrate those little gains your child is making. ("You had a D last quarter. Now you're at a C-" "You're improving!!!")

### Note:

*This is the first of several parenting tips, written by character education national experts, that will be printed in the District Newsletter to help parents remember... We Are Family!*



## THANKS!

A special "thank you" is extended to each and every person who purchased a 2009 Raffle Calendar. The money raised from this sale funds the purchasing of character education materials for our staff and students. These proceeds also fund the attendance of our employees at the School District's Character Education Conference held in June each year. We hope that you will consider purchasing again in 2010!

# 2009-2010 Full-time Inter-District Open Enrollment

Information provided by the Wisconsin  
Department of Public Instruction.

## What is Public School Open Enrollment?

Wisconsin's inter-district public school open enrollment program allows parents to apply for their children to attend school districts other than the one in which they live.

## Who may participate in open enrollment?

Students in 5-year-old kindergarten to grade 12 may apply to participate in open enrollment. Open enrollment for prekindergarten, 4-year-old kindergarten, and early childhood education is limited. Parents should call their resident school districts to find out if their preschool-aged children qualify for open enrollment.

## How and when may parents apply?

The open enrollment application period for the 2009-10 school year is from February 2-20, 2009. **Late applications will not be accepted for any reason.**

Parents may apply in one of two ways:

- On-line (recommended) at <https://www2.dpi.state.wi.us/OpenEnrollApp>.
- Although on-line application is recommended, paper applications may be obtained from the Department of Public Instruction or any school district, and must be delivered (hand-delivery is recommended) to the nonresident school district during the application period.

For additional open enrollment information, contact Jefferson's Open Enrollment Coordinator Pati Fitzgerald at (920) 675-1045, or log on to the Wisconsin Department of Public Instruction's Web site at: <http://www.dpi.state.wi.us/sms/psctoc.html>.

## Can applications be submitted to more than one school district?

Applications may be submitted to up to three nonresident school districts.

## Can I apply to a virtual charter school under open enrollment?

Yes. It is strongly recommended that applications to attend virtual charter schools be submitted on-line. Other important things to know about applying to virtual charter schools are:

- A virtual charter school is not home-schooling. Students attending virtual charter schools are public school students.
- You must know the nonresident school district in which the virtual charter school is located. If you have any questions about this, call the virtual charter school.
- You must know your resident school district in order to apply.
- State law limits the number of students that may attend virtual charter schools under open enrollment. You may be placed on a waiting list.

## Can an application be rejected?

Yes. Nonresident school districts may deny an application if regular or special education space is not available for the student, if the student has been referred for a special education evaluation but has not yet been evaluated, or if the student has been expelled during the current or preceding two years for certain violent conduct.

If there are more applications than spaces, students must be selected randomly, after giving preference to students already attending school in the nonresident school district and siblings of currently attending students. Some school districts establish waiting lists to fill unused spaces, but others do not.

# February Calendar of Events

- 2 • HS Spring Play Auditions, Time TBA
- MS Wrestling vs. Fort & Milton (H), 4:15 PM

February 2 - 6  
East Elementary Book Fair  
West Elementary Book Fair

- B Swimming @ Wayland Academy, 4:30 PM
- 9th/JV/V G BB vs. Evansville, 5:45/7:30 PM
- 3 • MS P.T.O. Mtg., 5:30 PM, MS Cafeteria
- HS Spring Play Auditions, Time TBA
- 9th/JV/V B BB vs. Brodhead (H), 5:45/7:30 PM
- **Elementary Parent-Teacher Conferences, 4-8 PM**
- 7th G BB @ Milton, 4 PM
- 8th G BB vs. Milton (H), 4 PM
- 4 • **HS Course Selection Night, 4-8 PM**
- 5 • 9th/JV/V G BB @ Whitewater, 5:45/7:30 PM
- Gymnastics vs. Whitewater (H), 6:30 PM
- **Elementary Parent-Teacher Conferences, 4-8 PM**
- 7th & 8th G BB @ J. Creek, 4 PM
- 6 • 9th/JV/V B BB @ Edgerton, 5:45/7:30 PM
- 7 • B Swimming SLC Conference Meet @ Delavan-Darien, 11 AM
- Wrestling Rock Valley Conference Meet, Time & Location TBA
- 9 • HS Booster Club Mtg., 7 PM, in Room M1 @ HS
- **HS Course Selection Night, 4-8 PM**
- Gymnastics vs. Westosha Central (H), 6:30 PM
- Board of Education Mtg., 7 PM, HS Library
- MS Wrestling @ Fort, 4:15 PM
- 7th G BB vs. Milton (H), 4 PM
- 8th G BB @ Milton, 4 PM
- 10 • West P.A.T.H.S. Mtg., 6 PM, West Library
- East P.T.O. Mtg., 6:30 PM, East Library

Continued on page 8

# February Events Continued

- 10 • 9th/JV/V G BB vs. East Troy (H), 5:45/7:30 PM
  - 7th G BB @ Riverside MS, 4 PM
  - 8th G BB vs. Riverside MS (H), 4 PM
- 12 • 9th/JV/V B BB vs. Whitewater (H), 4:00/5:45/7:30 PM
  - Gymnastics vs. Elkhorn (H), 6:30 PM
  - 7th G BB vs. Fort (H), 4 PM
  - 8th G BB @ Fort, 4 PM
- 13 • 9th/JV/V G BB @ Evansville, 5:45/7:30 PM
  - MS Wrestling @ L. Mills MS, 4:15 PM
- 14 • B Swimming WIAA Sectionals, Time & Location TBA
  - Wrestling WIAA Regionals, 7 PM
- 16 • 9th/JV/V G BB vs. Fort (H), 5:45/7:30 PM
  - MS Wrestling vs. Riverside MS & Johnson Creek (H), 4:15 PM
- 17 • 9th/JV/V B BB @ East Troy, 5:45/7:30 PM

- 17 • Gymnastics vs. Waterford (H), 6:30 PM
  - Wrestling WIAA Team Sectionals, 7 PM
  - 7th G BB @ Lake Mills, 4 PM
  - 8th G BB vs. Lake Mills (H) 4 PM
- 19 • 9th/JV/V G BB vs. McFarland, 5:45/7:30 PM
  - 7th G BB vs. Milton (H), 4 PM
  - 8th G BB @ Milton, 4 PM
- 20 • 9th/JV/V B BB vs. Evansville (H), 5:45/7:30 PM
  - B Swimming WIAA State, Time & Location TBA
  - Gymnastics SLC Conference Meet, Time & Location TBA
- 21 • MS Solo & Ensemble Festival at East Troy
  - B Swimming WIAA State, Time & Location TBA
  - Wrestling WIAA Individual Sectionals, Time & Location TBA
- 23 • 9th/JV/V B BB vs. Elkhorn (H), 5:45/7:30 PM
  - Board of Education Mtg., 7 PM, @ West Elem. All-Purpose Room
  - MS Wrestling - Rock River MS Conference Meet, 4:15 PM

- 24 • V G BB WIAA Regionals, 7 PM, Location TBA

**February 25 - March 3  
High School  
Progress Report Week**

- 26 • **3-Hour Early Dismissal**
  - V G BB WIAA Regionals, 7 PM, Location TBA
  - Gymnastics Sectionals (Possible), Location & Time TBA
  - Wrestling WIAA Individual State, Time & Location TBA
- 27 • **NO SCHOOL - VACATION DAY**
  - 9th/JV/V B BB @ McFarland, 5:45/7:30 PM
  - Gymnastics Sectionals (Possible), Location & Time TBA
  - Wrestling WIAA Individual State, Madison, Time TB
- 28 • V G BB WIAA Regionals, 7 PM, Location TBA
  - Gymnastics Sectionals (Possible), Location & Time TBA
  - Wrestling WIAA Individual State, Time & Location TBA

The School District of Jefferson does not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability in their education programs and activities and also employment practices.

**For questions or information, please contact the School District Office at (920) 675-1000 or access our Web site at: [www.jefferson.k12.wi.us](http://www.jefferson.k12.wi.us).**

School District of Jefferson  
206 S. Taft Avenue  
Jefferson, WI 53549

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**Delivery on or before January 30**

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