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School District

NEWS



MARCH

2003

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SUPERINTENDENT PIERCE BIDS A FOND FAREWELL TO DISTRICT

By Dr. R. Scott Pierce, Superintendent of Schools

On January 27, the Jefferson Board of Education accepted my letter of resignation as Superintendent of Schools. Pending a transition plan in place that is satisfactory to the board, I will begin my new duties as Kenosha Superintendent on April 1.

The decision to consider the Kenosha superintendent position was due, in part, to Kenosha being home to my wife Roxanne and me. To have the opportunity to return to our hometown and give back to a community that gave so much to us is wonderful. Of course, to leave Jefferson, a community and school district our family has come to love was also a difficult decision.

Serving as your superintendent over the last five and one-half years has been a pleasure. We can be very pleased with the many achievements in our district including the construction of a new middle

school and additions to East and West Elementary schools. We also have state-of-the-art technology in every classroom, significant achievement in updating our curriculum, and more.

Jefferson is fortunate to have a very dedicated board of education, teaching and support staff, and administrators to provide quality education to our children. With the state budget deficit we are facing, it will challenge public education in a way that it has not been challenged for many years. It will take the collective efforts of all citizens working with our school district to guarantee that the education of our children is not compromised.

I want to personally thank the citizens of Jefferson for placing your trust in me as your superintendent over these past five and one-half years. It has truly been an honor to work in such a quality school district and community.

The community is cordially invited to attend a

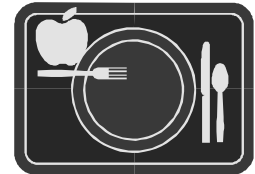
FAREWELL TEA IN HONOR OF R. SCOTT PIERCE

Thursday, March 27, 2003 • 3:30 - 5:00 p.m.
Jefferson High School EH Room
(located directly under the Guidance Dept.)

Refreshments will be served.

NATIONAL SCHOOL BREAKFAST WEEK

by Doreen Treuden, Student Nutrition Director



During the week of March 3-7, 2003, the nation's schools will honor a successful program that feeds breakfast to 7 million children every school day.

In honor of National School Breakfast Week, the Jefferson School District's Child Nutrition Department extends an invitation to district parents/guardians to join their child for breakfast on Wednesday, March 5. Breakfast will be served from 7:30 - 7:55 a.m. in all school buildings, at a cost of \$1.15 (adult price). The menu will consist of scrambled eggs, biscuit, juice or fruit, and milk.

If you are able to join us for breakfast, please call in your reservation by Tuesday, March 4, at one of the following schools: East Elem. (675-1405), West Elem. (675-1205), Sullivan Elem. (675-1505), Middle School (675-1335) and High School (675-1135).

Senior Citizens' Lunch Days

March 12 & 26 - 11:00 a.m.

Jefferson High School (675-1100) or
Sullivan Elementary School (675-1500)

See back page for menu items.



**March's
Featured
School**

"In the Spotlight"



WEST ELEMENTARY SCHOOL

TRIP OF A LIFETIME

The following is an excerpt taken from an article written by Mrs. Bonnie Dimond, Grade 1 teacher, at West Elementary School. Mrs. Dimond spent several weeks in Australia and New Zealand this past summer visiting and working in a school in Kawakawa. This learning experience was associated with a graduate level course Mrs. Dimond took through UW-Whitewater.

My trip to Sydney and New Zealand was a trip of a lifetime for me. Many people have asked me what part of the trip was the best, and that was impossible to answer because each day was such a unique adventure. How could I possibly pick between such grand places as Milford Sound, Cape Reinga and 90 Mile Beach, the Hot Springs of Rotorua, the Sydney Opera House, and the Blue Mountains, etc. My two weeks in the New Zealand schools also ranked as a highlight. I left the countries "Down Under" with warm, wonderful memories that will last forever.

The school I visited was a small rural school, Karetu School, in Kawakawa. There are 51 students; 70% are of Maori descent. The school uses a multi-age model with 5-, 6-, and 7-year olds in the primary class, the 8-, 9-, and 10-year olds in the "middle school," and the 11- and 12-year olds in the senior class. The school day is from 8:30 a.m. to 2:30 p.m., with a half-hour morning tea, and a 45-minute lunch. Students are taught all subject areas by their classroom teachers.



Integration of content area is the norm. German, Maori, and English are used throughout the day. The year-round school year is divided into four 10-week terms, with a two-week holiday after each term. There is a six-week Christmas/summer holiday also. I felt the New Zealand educational system was very "child-centered." The school day was structured to complement the developmental stages of the children with most academic work being covered in the morning hours. Afternoons (1-2:30 p.m.) consisted of Art,

Music, Physical Education, and other "hands-on" learning activities. Many spontaneous and planned field trips enhanced learning.

There are three full-time teachers in the school, and one part-time teacher. One of the teachers, Rob Webb, is also the principal. This situation is common in the small rural schools of New Zealand. There is one support staff person and a school secretary. Special Education students are handled by the classroom teachers, with the support of resource staff that travel from school to school offering suggestions.

Our school day began with a relaxing ferry ride across a beautiful bay from Russell to Paihia, then a gorgeous drive in the country to Karetu School. An old fashioned hand-held bell called the students and staff for the assembly. The principal led it with a challenge for

the four groups of students, called "whanau," or families. This daily "challenge" has Maori roots, as it is customary for the host tribe to send out a challenge of peace to visiting tribes before entering the fortified village. On my first day, I was then greeted, not with the formal welcome of a Powhiri, but with a special welcoming Maori song sung by the students. The students took their shoes off before entering the school, and attend school barefoot. Again, I was told this was a Maori custom of respect before entering their sacred buildings. The students then went to continue their day.

I leave New Zealand with several impressions of their educational system.

First, like their culture, their school days seemed more relaxed to me. They have a very unhurried morning, with tea for a half hour where staff meet and socialize, discuss school/student issues as needed, and go back to the classroom relaxed. When the bell is rung, students walk back into their classrooms without lining up, and they are ready to learn and work. Because there is so much integration of subject material, the school day didn't have the stressed-out feel of racing through subject after subject, cramming everything in.

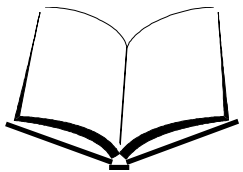
The next impression was the emphasis on the development of oral language. Students were encouraged to speak often throughout the day, which they did, for many different reasons.

The third impression I had was not only the respect they had for the native Maori



heritage and culture, but for their daily joyous celebration of it. The Maori language was used throughout the day, and Maori customs were observed. I had an interesting incident happen one day when I was teaching the students to play "Duck, Duck, Goose." When I told the students to touch each student on the head, Kerstin corrected me and told the students to touch the backs of the students. She later explained to me that the head and forehead of Maori people are sacred, and that it is very disrespectful for a casual touch of those areas of the body. Maori songs were taught by Hope, the aide, to each class, and weekly the entire school gathered to sing songs. It was inspiring to see 12-year-old boys singing so enthusiastically, and so wonderful to see the young students look up to them as role models.

Although there were plenty of books available, there were fewer than found in Wisconsin. Textbooks are not used; rather teachers are empowered to choose the material and methods to achieve the objectives of the national curriculum and standards. This reflects their priorities. Materialism and "things" are not as important as learning.



At first glance, their education appeared to be very different from American education. After a few days of observing, however, I realized that we have a great deal in common. Students are wonderful, happy and enthusiastic, and eager to learn. I met very dedicated, professional teachers, who were just as passionate about the very same issues that we are. They are concerned with assessments, standards, and student performance. They also struggle with issues of class size, lack of parental involvement, social issues, and contract disagreements.

To be more specific about similarities, our reading program at West Elementary looked very similar to the primary reading program at Karetu. Reading Re-

covery is used in all the schools for intervention, and Guided Reading, Shared Reading, and writing/spelling happens for most of the morning. As mentioned earlier, content area subjects are integrated with reading throughout the morning.

My visit to the school was thoroughly enjoyable, as well as very informative. It is good to get a different perspective as an educator. I brought back many new ideas to use this school year. I have made contact with educators in New Zealand who will hopefully continue to share ideas.

Have I learned things from the Kiwis?

You bet I have! I feel they have some secrets for happy lives in their corner of paradise. I was happy to return home, but there are things that I miss. I miss Wolfgang's pumpkin soup, Persimmons, Bumper Bars and Toffee Bars, my host family, the students and staff of Karetu School, pristine beaches, and kumara (sweet potatoes), Retail Therapy, and some of the most breathtaking scenery I've ever seen. I feel I have made new friends that I'll have the rest of my life.

I do not think it is a stretch to say that this was a life-changing trip for me. I hope I can take what I have learned to become a better teacher and person. I would recommend this class to any educator.

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"LiPS" SPELLS SUCCESS FOR SOME STUDENTS

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by Tami Hess, Cross-Categorical Teacher

Over the past two years, a variety of students with special needs have been learning to read and spell using the LiPS program. The Lindamood Phonemic Sequencing Program, or LiPS, is based out of California but is used nationwide. This program can be used with students ranging from Kindergarten to late adulthood. LiPS is used when a student is unable to figure out "the code" of reading. This "code" is otherwise referred to as phonemic awareness, which is the ability to understand and manipulate sounds within words. Phonemic awareness is not the same as phonics. LiPS is mainly used with people who have dyslexia, and has been proven, through research, to change the brain pathways in people with dyslexia.

There are a variety of reasons that LiPS differs from other phonemic awareness programs. LiPS utilizes direct instruction, which is a specific, systemized method of teaching. LiPS reaches every level of phonemic awareness and utilizes all five senses. Students are

given labels and taught the correct way to speak each sound. In addition, the students become active participants in the discovery of sounds, visualization of sounds, and the discussion of sounds. Problem-solving techniques and dialogue are implemented throughout the duration of the program.

This program has helped many of my students to become readers. They now possess strategies to figure out unknown words. Many of my students now enjoy reading and their self-esteem has improved. I can't begin to express how exhilarating it is to witness a child read successfully after years of frustration.

LiPS is a wonderful program, and I look forward to teaching it for many years to come.

If you would like more information regarding this exciting teaching method, please access their website at:

www.LindamoodBell.com

MENUS SUBJECT TO CHANGE WITHOUT NOTICE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3 <u>Breakfast:</u> Donut Day <u>Lunch:</u> Hot Dog, Tater Tots, Baked Beans, Fruit Cocktail	4 <u>Breakfast:</u> French Toast <u>Lunch:</u> *Nachos w/Meat and Cheese, Corn, Red Grapes	5 <u>Breakfast:</u> Biscuit, Scrambled Eggs <u>Lunch:</u> Grilled Cheese, Tomato Soup, Green Beans, Cake	6 <u>Breakfast:</u> Peanut Butter & Jelly Saucer <u>Lunch:</u> Chickenburger, Strawberries w/Cream, Peas and Carrots	7 <u>Breakfast:</u> Muffin and Cereal <u>Lunch:</u> Cheese Sticks w/Sauce, Mixed Vegetables, Fruit Pie
10 <u>Breakfast:</u> Mini Bagels and *Ham <u>Lunch:</u> Hamburger, Fries, Mixed Veggies, Peaches	11 <u>Breakfast:</u> Pop Tart or Cereal <u>Lunch:</u> SACK LUNCH *Sandwich, Applesauce, Carrots, Yogurt	12 Senior Citizens' Lunch Day <u>Breakfast:</u> Biscuit, Scrambled Eggs <u>Lunch:</u> Beef Ravioli, Garlic Toast, Green Beans, Fruit	13 <u>Breakfast:</u> Stuffed Graham Crackers, Yogurt <u>Lunch:</u> Chicken and Gravy, Mashed Potatoes, Cranberries, Roll	14 <u>Breakfast:</u> Donut Day <u>Lunch:</u> Cheese Pizza, Garden Salad, Applesauce, Cookie HS/MS: *Stromboli
17 <u>Breakfast:</u> Egg Burrito <u>Lunch:</u> *Mini Corn Dogs, Curly Fries, Mixed Veggies, Fruit Cocktail	18 <u>Breakfast:</u> Hard Boiled Egg, Tater Tots <u>Lunch:</u> *Soft Shell Taco, Corn, Cinnamon Churro, Juice	19 <u>Breakfast:</u> Pancakes & *Sausage <u>Lunch:</u> French Toast, Hash Browns, Cheese Omelette, Pineapple	20 <u>Breakfast:</u> Biscuit, Scrambled Eggs <u>Lunch:</u> Chicken Nuggets, Broccoli w/Cheese, Sliced Bread, Pears	21 <u>Breakfast:</u> Waffle Sticks <u>Lunch:</u> Grilled Cheese, Tomato Soup, Green Beans, Cake
24 <u>Breakfast:</u> Donut Day <u>Lunch:</u> Cheeseburger, Potato Wedges, Peaches	25 <u>Breakfast:</u> Muffin and Cereal <u>Lunch:</u> *Nachos w/Meat and Cheese, Corn, Red Grapes	26 Senior Citizens' Lunch Day <u>Breakfast:</u> Cinnamon Oatmeal <u>Lunch:</u> Salisbury Steak, Mashed Potatoes, Sliced Bread, Fruit Cocktail	27 <u>Breakfast:</u> Peanut Butter & Jelly Saucer <u>Lunch:</u> Chickenburger, Strawberries w/Cream, Peas and Carrots	28 <u>Breakfast:</u> Biscuit, Scrambled Eggs <u>Lunch:</u> Cheese Pizza, Garden Salad, Applesauce, Cookie, HS/MS: *Stromboli
31 <u>Breakfast:</u> French Toast <u>Lunch:</u> Hot Dog, Tater Tots, Baked Beans, Fruit Cocktail	<p><i>Lunch menu includes assorted fresh vegetables with dip and fresh fruit.</i></p> <p><i>Breakfast menu includes juice or fruit.</i></p> <p><i>All meals include choice of milk.</i></p> <p><i>*Item may contain pork.</i></p>			

**CALENDAR OF EVENTS:
MARCH**

- 1 * G BB Regionals @ Edgerton
- * Wrestling State (Individual) @ Madison

**HS Progress Report Week
Read Across America Week
March 3-7**

- 4 * MS PTO Mtg., 7:00 p.m., MS Cafeteria
- * B BB Regionals @ TBA
- 6 * **Elem. & MS Parent-Teacher Conferences, 4-8:00 p.m.**
- * B BB Regionals @ TBA
- * G BB Sectionals @ Madison
- 7 * Gymnastics State @ Wisconsin Rapids
- * Wrestling State (Team) @ W. Allis

- 8 * B BB Regionals @ Evansville
- * G BB Sectionals @ Baraboo
- * Gymnastics State @ Wis. Rapids
- * Wrestling State (Team) @ W. Allis
- 10 * MS Wrestling Conf. Tournament @ Milton
- * Sullivan P.A.T.H.S. Mtg., 3:15 p.m., Sullivan Cafeteria
- * JHS Booster Club Mtg., 7:00 p.m., in Room M1 at High School
- 11 * **3-Hour Early Dismissal**
- * West P.A.T.H.S. Mtg., 6:30 p.m., West Library
- 12 * East Pre-Kindergarten Screening, by Appointment Only, at East Elem.
- 13 * MS Choir Concert, 7:00 p.m., HS Auditorium
- * East P.T.O. Mtg., 6:30 p.m., East Library
- * West Pre-Kindergarten Screening, by Appointment Only, at West Elem.
- * G BB State @ Madison

- 14 * Sullivan Pre-Kindergarten Screening, by Appointment Only, at Sullivan
- * B BB Sectionals @ Sauk Prairie
- * G BB State @ Madison
- 15 * HS Solo & Ensemble (all day) at JHS
- * B BB Sectionals @ Madison
- * G BB State @ Madison
- 20 * MS Instrumental Solo & Ensemble, 4-9:00 p.m. at MS
- * B BB State @ Madison
- 21 * B BB State @ Madison
- 22 * B BB State @ Madison
- 24 * **School Board Mtg., 7:00 p.m., West Elem. All-purpose Room**
- 27 * Hepatitis B Injection #3, 8-9:00 a.m. at Middle School
- * East Gr. 4 Wisconsin Program, 6:30 p.m., East Gym
- 28 * **Newsletter in Advertiser**
- * End of Third Quarter
- * Coed Track @ UW-Whitewater