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School District

NEWS



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AMERICAN EDUCATION WEEK

During the week of November 16-22, public school districts across the nation will be celebrating American Education Week. It is a time to reflect on the many accomplishments of our students and staff.

If you have an opportunity, please take time to visit our schools to see the many wonderful initiatives taking place.



PARENT / TEACHER CONFERENCES

A "successful link" between home and school

One of the indicators of success for children in school is the level of parent interest/involvement in education. Although parent contact with school personnel should not be limited only to parent/teacher conferences, these are important events. Whether your children are enrolled at the elementary, middle, or high school levels, please take the time to attend parent/teacher conferences.



This year's conferences are scheduled for the evenings of November 13 and 20 at the elementary and middle schools, and on November 13 and 17 for the high school. Parents are encouraged to visit the schools between the hours of 4-8:00 p.m.

As you prepare for your conference visit, you may wish to consider asking the following five questions that may provide assistance in making your conference more meaningful: 1) What skills and knowledge will my child be expected to master this year? 2) How will my child be evaluated? 3) What can I do to stay more involved in my child's academic progress? 4) How do you accommodate differences in learning? 5) How are older students prepared for further learning after high school?

SCHOOL CLOSING INFORMATION

Parents are reminded that schools may be closed or dismissed early on days when the weather presents hazardous conditions. Please refer to the following resources for up-to-date school closing information:



- WFAW, 940 AM, Fort Atkinson
- WSJY, 107.3 FM, Fort Atkinson
- WTTN, 1580 AM, Watertown
- WTMJ, 620 AM/Channel 4, Milwaukee
- WMTV, Channel 15, Madison
- WTSO, 1070 AM, Madison
- WSLD, 104.5 FM, Whitewater
- Log on to: www.cancellations.com
- Dial the district's News and Information Service Line (Dial any school telephone number, listen to the prompts, and dial the number indicated for the News & Information Service.)

Senior Citizens Lunch Days

November 5 - 11:00 a.m.

Chicken & Gravy
Mashed Potatoes
Green Beans, Cranberries, and Roll

November 19 - 11:00 a.m.

French Toast, Egg
Hash Browns and Pineapple

Lunch for senior citizens is provided at the High School (675-1100) or Sullivan Elementary (675-1500). Please call the appropriate telephone number to notify the Student Nutrition staff of your interest to participate.

SPECIAL EDUCATION: "A CLOSER LOOK"

by Donald Nolan, Director of Special Education and Pupil Services

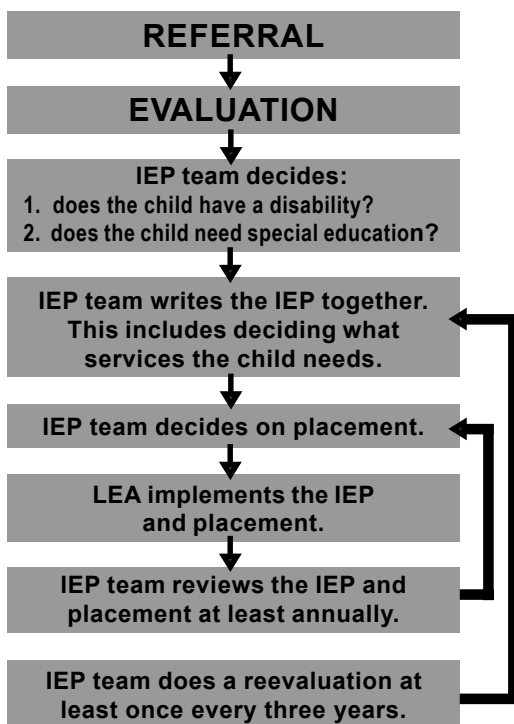
What is Special Education?

Special Education is a program designed to provide a variety of services to children who have some type of disability. Through special education, students with disabilities receive specialized instruction utilizing a particular curriculum. This specialized instruction differs from remedial education for non-special needs students in that special education provides individualized instruction that focuses on the abilities and different learning styles of students.

The Special Education Process

Under current law, services can be provided to children with disabilities between the ages of 3 years old, but not yet 21, and not yet graduated from high school. Once a child is suspected of having a disability, an evaluation process is put into place. State law dictates that the whole process may take no more than 90 calendar days from the time the school gets the written referral to the day parents are notified of their child's placement in special education. If the school needs an extension of the 90-day timeline, it can ask the parent to agree, in writing, to a specific extension. If the parent won't agree, and the school has a good reason for needing the extra days, the school may ask the Department of Public Instruction for the extension.

The following chart 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. All the decisions are centered on the needs of the child.

For example, when the IEP team talks about 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. School staff sometimes use acronyms in place of the full title. This can sometimes be confusing.

The following is a listing of the terms used in special education.

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

LEA: Local Education Agency or the school district.

LRE: Least Restrictive Environment

DPI: Department of Public Instruction, the state agency that oversees the LEA.

FAPE: Free Appropriate Public Education. LEAs are required to provide FAPE for all children enrolled in special education in that 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.

JSD's Program

We are proud of the services that are offered to special education students and their families in the Jefferson School District. These services range from speech and language services for 3- and 4-year olds who have difficulty with being understood by others to programs for medically and developmentally challenged students who need

comprehensive services for their entire school day.

In our programs, we provide early intervention for speech and language and early childhood students so that, when possible, these children no longer need services after first or second grade. Programs for other children who have learning, emotional/behavioral, and/or cognitive disabilities in elementary, middle, and high school are also offered. Students who have various medical difficulties, including autism, may also receive special education services for part of their school day.

In all cases, special education staff work with regular education teachers and guidance staff so that special education students are involved in as much of the general curriculum as possible. Both regular and special education teachers continue to develop skills in alternative teaching methods, integration strategies, and testing accommodations so that all students can achieve as much academic success as possible.

This year, more teachers are being trained in specialized approaches such as the Lindemood-Bell approach to reading for dyslexic students. There is also exciting research from the University of Kansas that

we will be using in differentiated instruction, and we will continue to work closely with Dr. Landfried, Director of Curriculum and Instruction, on new reading and written language curriculums.

Each year we also send out questionnaires to parents of special education students and to special education students who are graduating. The information from these questionnaires shows that individuals believe that Jefferson's programs are very good in academic areas and that there is a high level of satisfaction with programs.



2001-02 School Year Special Education Community Report

Annually, the district is required to report to the community on how our special education program compares to state averages in a variety of categories. The following data is provided for the 2001-02 school year (this is the most recent data available).

Graduation Report		
	DISTRICT	STATE
Graduation rate for students with disabilities	85.71%	86.31%
Graduation rate for students without disabilities	94.68%	93.57%



Graduates are students who complete the prescribed course of study established by a local district.

Suspension Report		
	DISTRICT	STATE
Percent of students with disabilities suspended	9.12%	12.74%
Percent of students without disabilities suspended	3.48%	5.38%



Out-of-School suspensions are absences from school imposed by the school district for disciplinary reasons.

Expulsion Report		
	DISTRICT	STATE
Percent of students with disabilities expelled	0.98%	0.16%
Percent of students without disabilities expelled	0.28%	0.17%

Expulsions are sanctions imposed on pupils by formal school board action which, for purposes of discipline, prohibits pupils from attending school.

Enrollment Report		
as of Third Friday in September 2001		
	DISTRICT	STATE
Public Enrollment:	1,715	879,361
Non-public Enrollment:	373	144,861
Total Enrollment:	2,088	1,024,222
Students with disabilities as of 12/1/01:	317	126,881
LEA % of students with disabilities as of 12/1/01:	15.18%	12.39%

Public enrollment represents the number of children attending public schools within the district's boundaries.

Prevalence Report		
Rates as of 12/1/01		
	DISTRICT	STATE
Cognitive Disability	1.92%	1.28%
Emotional Behavioral Disability	2.30%	1.63%
Specific Learning Disability	4.69%	5.08%
Speech or Language Impairment	4.69%	2.73%
Low Incidence Disabilities	1.58%	
Autism		0.25%
Deaf-Blind		<.01%
Hearing Impairment		0.16%
Other Health Impairment		0.79%
Orthopedic Impairment		0.15%
Significant Developmental Delay		0.24%
Traumatic Brain Injury		0.03%
Visual Impairment		0.04%
ALL DISABILITIES	15.18%	12.39%

Prevalence represents the percentage of the district enrolled children identified with a particular disability. Prevalence is determined by dividing the number of students identified by primary disability by the total public/non-public enrollment for the district.