



*Building Character...
One Student at a Time*

Jefferson School NEWS District

October 2005

This publication is provided by the School District of Jefferson with financial support from Tyson Foods.

Message from the Superintendent

by Michael Swartz, Superintendent

Thank you to everyone who called or sent notes expressing your appreciation and satisfaction with the new format and new method of delivery of the School District of Jefferson's monthly newsletter. We are very pleased to be able to mail one to every household in our district. It is our goal to keep all parents and community members informed of what is happening in our schools.

Another excellent way to access school events/information is to watch Cable Channel 13 on your television. The information contained on this channel is frequently updated in an attempt to give you current information on school programs, activities, etc. In the weeks ahead, watch for the addition of pictures of all school employees. Our goal is for you to "get to know us" and become a part of our school family.

A special thank you is extended to Dale Oppermann, John Foust, David McGrath, Eugene Benka, Dave Knutson, and John

Orcutt, for your role in serving on the Cable Television Local Access Commission. These individuals, together with myself, oversee the local access channels. Appointed by the Mayor, the commission is responsible for the development of the City of Jefferson's channel (19) and the school district's channel (13). The commission meets monthly and, as stated above, all members give of their time and expertise to help keep our community apprised of school events.

As a reminder, the character trait for October is **Respect**. Please help our young people learn about respect as they watch you model respect in your interactions with your spouse, family members, coworkers, and friends.

My office door is always open and I welcome the opportunity to get to know you with a visit or a phone call. I sincerely appreciate comments, ideas, or questions from parents and non-parents alike.

recognized locally, statewide, and nationally as a district where "student learning and achievement" and "outstanding character development" are paramount.

The culture of the District is one in which all students are challenged to attain a maximum level of performance commensurate with their individual abilities. Student learning is individualized through early and formative intervention to ensure that high performance is encouraged and rewarded. Poor effort and failure are not acceptable options.

The District is a recognized leader in the use of innovative, research-validated teaching and learning methodologies. Using extensive collaboration among staff, students, and parents, professional learning communities are a vital part of the learning experience. The staff is among the "best in class" in quality of preparation and delivery of services, as evidenced by student performance and professional credentials. The number of certified staff attaining the highest level of professional certification (Wisconsin Master Teacher or National Board for Professional Teaching Standards) increases annually. Overall student performance, as measured by No Child Left Behind (NCLB) and state and district standards, improves annually. In addition, other measures of outstanding student performance, such as the number of National Merit scholars, Kohl scholars, Advanced Placement students, and students who score above national norms on the ACT college admissions test, continue to increase.

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

Vision Statement Adopted

Over the last several months, the Jefferson Board of Education focused its efforts on the development of a vision statement. This vision statement, which is a component of our strategic plan, promotes a bright future towards recognizing the power of education, providing a nurturing environment for our children, and success with current

and future enterprises. A copy of the board-approved statement is printed below in its entirety.

Vision Statement: *The School District of Jefferson is a student-centered organization which meets or exceeds the needs and expectations of its students, parents, and community. The District is*

resources. A formal "Continuous Quality Improvement" process is deployed, which ensures that high-quality systems and processes are initiated and maintained. These quality measures are used by the district to gain a competitive advantage in securing external supplemental resources.

The School District of Jefferson is synonymous with excellence. It is a place where hard work and exemplary character are expected and modeled by students and staff. Character and work ethic are valued as much as intelligence, social aptitude, and athletic ability. **This is the Jefferson Way.**



Curriculum and Instruction 2004-05 "Good News" Report



by Dr. Steven Landfried, Director of Curriculum and Instruction

The 2004-05 school year was eventful on many interrelated fronts for the School District of Jefferson. Positive aspects of No Child Left Behind (NCLB) legislation helped focus attention on the importance of assuring that each and every student makes appropriate progress each year. In particular, it has served as a helpful catalyst for regular and special education staff to increasingly work together to monitor student progress, adapt instructional strategies to address individual student needs, and differentiate curriculum based on assessments of student learning and skills development.

Staff Development

Effective staff development initiatives are essential during this time of ever-changing expectations for schools and students. The School District of Jefferson has had quality staff development programs in place for many years. Those efforts have focused on technology integration, differentiation of instruction, improving reading and writing instruction, and alignment of our K-12 curriculum with state and national standards.

NCLB legislation rightly mandates that school districts assure that its teaching and paraprofessional staff are well qualified for their work with students. Toward that end, the district seized an opportunity to work with the Paraprofessional Network to provide web-based opportunities for our staff to assess and develop their skills in over 50 areas related to their jobs.

Among others, staff development opportunities of K-12 staff found:

- Math curriculum teams visiting schools with top math programs in southern Wisconsin
- K-12 teaching staff participating in local differentiation training with a nationally known consultant for the fifth year in a row
- Special education teachers receiving extensive training on research-based reading strategies from well-respected trainer Pat Chase
- Curriculum early release activities being highly differentiated on the basis of staff input
- District employees attending three math workshops led by the top consultant in the state about research-based strategies of the National Council of Teachers of Math that actively involved students in learning and understanding mathematics

Curriculum

Seven years of curriculum in the district came full circle in 2004-05 with the School Board's approval of revised curriculum documents for K-12 art and music. As a result, the District now has standards-based curriculum syllabi and related documents for virtually all areas of the curriculum.

With that work done, our attention has now turned to adapting to significantly more specific Criterion-Referenced Test (CRT) expectations. The first of the new CRTs is in two core areas of the curriculum: reading and mathematics. Similar state guidelines are anticipated in technology and science for the coming year.

A great deal of important curriculum work was accomplished during early release days and summer curriculum projects. Representative activities included:

- Revision of K-5 Entry/Exit expectations to reflect new Wisconsin Department of Public Instruction CRT expectations
- Active involvement of Special Education staff in evolving curriculum research and planning
- Writing of syllabi for K-5 Developmental Guidance instruction and development of a new K-12 Developmental Education Program document
- Upgrading of 6-12 Science curricula and teaching resources, including new syllabi for all high school science courses
- The writing of new syllabi for all General Music, Band, and Choral Music courses
- Completion of 21 curriculum projects

Instruction

The heart of quality education lies with the learning opportunities provided for students. As curriculum has become increasingly well designed, District attention has been focused on instructional practice. NCLB asks schools to assure that each child makes adequate yearly progress in a wide range of areas important to personal growth, academic success, and development of lifelong learning skills.

Meeting the needs of individual students is a major goal of the differentiation training that has been going on in the School District of Jefferson for the last five years. Among others, the following initiatives were undertaken in 2004-05 to make instruction more relevant and effective for students in Jefferson:

- Implementation of Six Traits teaching strategies in K-12 classrooms
- Seamless weaving of Character Education topics into many K-12 courses
- Modeling of effectively balanced literacy strategies in classrooms by our District Reading Coordinator and an outside consultant
- Successful piloting of the Read 180 program with sixth and some seventh graders
- Implementation of new, innovative JHS Physical Education courses that move students to think about long-term physical health
- Expansion of career opportunities through automotive repair courses and the nationally acclaimed Automotive Youth Education Services (AYES) program.

Assessment

Ongoing feedback about the effectiveness of instructional practices is essential as we increasingly focus on building student strengths and addressing areas needing improvement. Meaningful assessment provides students, teachers, and parents with information about what is going well and what is not. As a result, differentiation of instruction can be enhanced by appropriate adjustments in

curriculum, instruction, and strategies to foster student motivation and achievement.

A pilot grant through CESA 2 provided teachers and administrators with training during the 2004-05 school year on ways to better utilize test data to meet NCLB goals and assure the likelihood that no child will be left behind. In addition, extensive planning was done to prepare office and teaching staff for new state testing in grades 3, 5, 6, and 7 in November 2005.

The really good news in 2004-05 was that the School District of Jefferson met all higher Annual Yearly Progress (AYP) targets set by the federal government.

Looking Ahead

The 2005-06 school year will be an eventful one. In particular, the impending significant increase in state testing will provide administrative challenges in data

management and test security. Increasingly specific state standards dictate the need for teachers to use instructional time very efficiently. Regular and Special Education staff will have to work more closely to assure that all students make appropriate academic progress during the year.

To move us in that direction, well-respected DPI Math consultant, Diana Kassbalm, will lead the second phase of NCTM training for K-5 math teachers. Additionally, Read 180 will be offered to middle school students who qualify for the program and the district's new Reading coordinator will work closely with grades 6-12 staff to improve student reading.

Perhaps most importantly, the expansion of the Character Education initiative across the district will build and reinforce traits of persistence and adaptability in ways that encourage students to take responsibility for their own learning.

East Elementary School News

by Connie Pellmann, Principal

Opening Ceremony

It is an annual tradition at East Elementary to hold an opening ceremony on the first day of school. This year was no exception. At 9:30 a.m. on Thursday, September 1, all students and staff gathered at the flag pole on the south playground at East Elementary to get reunited and celebrate school families and friendships.

As Mr. Schultz, East Elementary building custodian, raised the flag, Mrs. Kyle, our music teacher, proudly played "Call to the Colors" on her trumpet. The children and staff proudly stood at attention and recited the Pledge of Allegiance and sang a verse of "My Country, Tis of Thee" led by building principal Connie Pellmann.



D.J. Sweeney pledging allegiance to the flag at East Elementary's Opening Ceremony.



This is a special time to welcome back familiar faces and to introduce the new staff members to our students. Traditions are important to the East Elementary School family, and this is one we will uphold for many years to come.

Sullivan Elementary School News

by John Orcutt, Principal

Sullivan Office Receives Face-Lift



The Sullivan School office area received a much needed renovation this summer. For quite some time, the office at Sullivan has been in need of additional working space that would better serve students, parents, staff, and the community.

The planning process for this project began last spring with various individuals meeting to design the office layout. That proved to be the easy part. The hard part was

determining who would do what and how to pay for the project. But with some creative thinking and the help of many volunteers and donations, the project was underway.

After a long summer of destruction, then construction, and some finishing touches, the Sullivan office was transformed into a more user-friendly office space.

Our sincere appreciation is extended to the many individuals that participated in making this project a reality. THANK YOU!

Jefferson High School News

by Richard Lovett, Principal

2005-06 Academic Changes at JHS

With the 2005-06 school year underway, we are pleased to inform you of an increase in our Spanish teaching staff. The popularity of this foreign language program and the ability of eighth graders to take this course for high school graduation credit has led our district to now employ 2.5 full-time equivalency Spanish teachers.

After considerable review, several revisions were made to our science curriculum. Two course changes now offered to our students include Advanced Placement Physics and the extension of Anatomy and Physiology from a semester to a full-year course. Our science teachers also started the year with new textbooks. They have reviewed texts and recently adopted a new series that is supported by CD and several other instructional resources.

This school year, our math teachers will be looking at other successful high school math programs across the state as they consider ways to continually improve course offerings based on national math standards information. We also continue to find ways to improve our building's technology resources during tight financial times thanks to many creative people.

All in all, the 2005-06 school year promises to be a fantastic year, one where we enjoy a team of highly qualified instructional staff working diligently with all students to make them feel like a successful part of our school.

Teen Responsibility

Most every parent has heard the statement, "I forgot my homework at school." At JHS, we have made it possible for students to come back to school in the early evening, before 7:00 p.m., and get materials out of their lockers. We, as staff, believe that homework is purposely chosen to give students the necessary practice to learn new concepts and skills. Even though we have this policy of easy access to lockers in the early evening, you can also help your teen develop the responsibility that he/she will need for the rest of their life by following some basic tips.

- First, give your teen as much responsibility as reasonably possible. Teens need growing room.
- Praise success and give advice with struggles to help them learn.
- Create a weekly schedule that includes school activities, family events, work, study time, etc., and then share it with others.

Thanks for everything you do!

West Elem. News

by Larry Gierach, Principal

WEST 2005-06 THEME

Every year the staff at West Elementary selects a theme for the year. In fact, for the past couple of years, a theme was chosen for the new school year before staff left for summer break. In doing so, it provided teachers with more time to think about how they could integrate the theme into their daily or weekly routine. And, of course, for those teachers who love to shop, it gave them more time to find nifty items for the classroom that would reinforce the yearly theme.

"You've been Spotted" has been selected as this year's theme. Upon its selection, this theme was then linked with our school-wide reading program. Under the direction of reading teacher, Jo Norman, a theme was then chosen for our reading

program, which is: “You’ve been Spotted Reading.”

During the year, students will be encouraged to read books at home (or have books read to them). Monthly, each student will track the number of books they read outside of school time on a form. At the end of the month, Mrs. Norman will tally the number of books read by each child. Specific feedback will

be given to the students and some type of reinforcement given for their participation in the program. The purpose of this school-wide program is to promote reading as a lifelong learning activity.

Students will soon be bringing home more information about this program. Please take time to discuss this program with your child(ren).

rather simply are expectations of behavior at JMS. These expectations are presented in such a way that students will see them as the norm. Truly, the norm is that most students do indeed turn in all their completed homework on time; most students indeed refrain from bullying. We will discuss at length the simple fact that most students do these things the right way, simply because it is indeed the right way to behave. It is commonplace at JMS for students and staff to equate this “right way of doing things” with *The Jefferson Way*.

We will have an all-school assembly that will talk about bullying. Some student volunteers will come to the assembly prepared to demonstrate not only physical bullying, but bullying that takes place in other forms as well. They will demonstrate bullying that is often times much more hidden and not as easily detectable by others. For example, a group of students knowingly and purposefully exclude another student from a group or from participation. This is a form of bullying and is very common amongst middle school age adolescents; particularly female students. We are not only going to talk about it, we will demonstrate it with student volunteers. We will talk about the right way of behavior and “**The Jefferson Way.**” Getting students involved and having visual examples will help put these behavior expectations to memory. We will then follow up with a short video clip on bullying during homebase (homeroom). Students will then sign the Honor Code portion related to bullying.

This approach to teaching students about bullying will be modeled when teaching students about similar expectations related to dress code, cafeteria behavior, behavior outside before school starts, recess behavior, hallway behavior, homework, effort in school, and many other behaviors. Some of these lessons will take 30 minutes each; others may only take five minutes.

At JMS, our goal is improve upon an already great school.

Jefferson Middle School News

by Mark Rollefson, Principal

“THE JEFFERSON WAY”

This fall, Jefferson Middle School began the school year with a whole new approach. This new approach, known as *The Jefferson Way*, combines new philosophies learned at the Character Education conference sponsored by the district this past June and the new Honor Level Behavior and Incentives System being piloted at JMS this year. It was felt that this new approach would assist students in absorbing school rules and modeling appropriate behavior.

It is quite common in any school, no matter what city or state you live in, to begin the school year reviewing rules, rules, and more rules. When working with a large number of children (in fact a large number of individuals at any age) it is indeed important and necessary to have a system of guidelines and expectations in place. By nature, people want to know the boundaries.

At Jefferson Middle School, our student handbook is very thorough. Building and classroom policies and student expectations are well planned and well written. All of the rules and guidelines that are already in print have very good intentions. They are student-centered and written in such a way to promote student achievement, minimize chaos, increase productivity, and improve upon how students feel about school. One problem, however, is that we *assume* that by simply sharing the rules with students they will understand them, remember them, and more importantly, see the relevance of them.

For years, studies have shown us that there are auditory, visual, and kinesthetic learners. As educators, we all know that learners need to visualize things to help put it to memory. Research has also shown that it is important for learners to experience what they are learning. Additionally, we all know that students need to know what it is they are learning and why they are learning it. These are called learning goals. Doing these things help to put relevance and ownership into learning. For these reasons, we felt it necessary to teach the rules, rules, and more rules that are universal to schools, particularly at the beginning of the school year, in the same manner as classroom lessons are taught. That is, with relevance and with student involvement.

With student participation, we began the school year by explaining our new honor code. This code is a set of expectations that all students are to abide by. A few examples are: *Students are expected to do all of their homework/assignments* and *Students are expected to refrain from any and all bully like behavior*. Each item in the Honor Code has a place for each student to sign off on. These are not offered as options, but

"Character in Action" News

by Sandy Swartz, Volunteer Coordinator

October Character Trait:

R•E•S•P•E•C•T

Showing high regard for authority, other people, self, and country.

Treating others as you would want to be treated.

Understanding that all people have value as human beings.

Give, and earn, respect. Everyone wants it, everyone needs it, but not everyone gets or gives it. The "it" is RESPECT...and it is something we all need to think about.

There are two types of respect. First is basic human respect—the kind you are entitled to merely by being born. Everyone deserves it equally because through birth, everyone is equal—we are all living, breathing human beings.

This type of respect is based on the fact that other people's needs, hopes, rights, dreams, ideas, and inherent worth are just as important and valuable as your own. And it is demonstrated through specific behaviors such as:

- Treating everyone with dignity, courtesy, and equality
- Appreciating "different" backgrounds, cultures, and ideas—not expecting everyone to be just like you
- Avoiding ethnic and sexually-oriented references
- Talking *with* people—not *at* them and NOT *about* them.

Remember, we all deserve this kind of respect.

The second type of respect is the kind you EARN by your actions. This kind is different from the first because it is based on who you are (the quality of your character) rather than *what* you are (a human being); it comes from behavior rather than mere birth. Since not everyone exhibits the same behavior and character, not everyone gets the same amount of this respect.

Do you like it when your opinions and skills are respected? Well, you need to earn that by demonstrating judgment, opinions and skills that are worthy of respect. *Do you want to be respected for dependability?* You need to earn that too, by consistently BEING dependable. *Do you feel it is important to be trusted?* Trust must be earned in order to be deserved. Everyone needs to earn respect by being a person of integrity.

We will all be happier, more productive and successful individuals if we devote constant effort and attention to treating everyone with the dignity he or she deserves as a human being and earning the additional respect of character you need in order to succeed.

Recognize the inherent worth of all human beings.

Eliminate derogatory words and phrases from your vocabulary.

Speak with people—not at them... or about them.

Practice empathy. Walk awhile in others' shoes.

Earn the respect of your family, friends, and coworkers through your behaviors.

Consider the feelings of others before speaking and acting.

Treat everyone with dignity and courtesy.

"I'm not concerned with your liking or disliking me...all I ask is that you respect me as a human being."

-Jackie Robinson

Parents, please stress to your children that treating someone with "respect" means always being polite and exhibiting good manners.

- Talk with them about "respecting our elders" and other special groups to whom unconditional respect is shown.
- Talk about respecting property as well as people. Ask them to make a list of ways that they can be respectful at home, at school, and with their friends.
- Pair family members up with one another and make lists of ways two of you are "the same" and the way two of you are "different" and how we need to "respect" each other's differences and feelings about certain things.
- Ask your child to give the answers to the following questions: "How do your choices affect your self-respect?" "How do you see disrespect shown at school, at home, in the community?" "What can you do to minimize these occurrences?" All of the above questions make great family debate/discussion topics.
- Read a book together and have your child pick out examples of respect shown by the characters in the story.
- When they need to be reprimanded, point out how having more respect may or may not have affected the situation. Stress to young people the importance of always respecting THEMSELVES by making the right choices in clothes, friends, and eating habits.
- Praise them for every small and large good deed that you notice them doing. Discuss how you can

model “respect” at home, on the playground, in the halls, and when playing sports.

All of the aforementioned examples are in the context of a parent or family situation. They can and should be applied to situations involving spouses, friends, the workplace, and many others. Treating everyone and everything with respect is certainly NOT just for kids! We ALL need to practice respect for ourselves and for each other.

Let's make **RESPECT**
a part of the way we
do things in Jefferson!

**WE NEED YOUR
HELP!**

The Character Education initiative is self-supporting. This means that all money used for materials, staff development, billboards, newsletters, conference planning, etc., needs to be raised. NO school district/tax dollars are used for character education. The coordinator is a volunteer—not paid.

If you would like to be a part of the Character in Action donor list, you may

send a check payable to “Character in Action” to Character In Action, 206 S. Taft Avenue, Jefferson. All gifts are tax deductible and NO gift is too small—or too large! The names of all donors will appear in this newsletter each month (with the donor’s permission).

Thank you in advance for your support.

ADOPT A CLASS

There are still approximately 25 elementary/middle school classrooms that would like to be “adopted.” Some of the many classroom needs identified include: 1) Being or securing speakers for the room, 2) attending music programs, 3) providing mittens, 4) providing “reward” treats for students, 5) reading to students, 6) sponsoring birthday parties, 7) helping in art class, 8) helping purchase “craft” items, 9) tutoring, 10) supply “test study kits,” and 11) attend holiday parties.

There are many children also in need of an adult to mentor them and be a good role model of character. If you, your business, family, or friends want to learn more about this fun and exciting way to make a difference, please call Candy Heggie at the District Office, 675-1061.

DON'T FORGET



**to set your clocks
back on Sunday,
October 30, at
2:00 a.m.**

**CALENDAR OF
EVENTS**

October

- 1 * CC Pirate Invitational @ Waterloo, 9:00 a.m.
- * JV B Soccer @ St. John's Military Academy, 11:00 a.m.
- 3 * HS Progress Report Week
- * V G Tennis WIAA Subsectionals @ TBA, 10:00 a.m.
- * Elementary Boys' Basketball Begins for Sullivan, East, and West
- * Sullivan P.A.T.H.S. Mtg., 3:15 p.m., Cafeteria
- 4 * HS Progress Report Week
- * JV/V B Soccer @ Whitewater, 4:30/6:15 p.m.
- * G Swimming vs. Delavan-Darien (H), 6:00 p.m.
- * 9th/JV/V VB @ Elkhorn, 5:00/6:30 p.m.
- * 7th VB @ Fort; 8th (H), 4:00 p.m.
- * MS P.T.O. Mtg., 7:00 p.m., Cafeteria
- 5 * HS Progress Report Week
- * East Vision Screening
- 6 * 9th/JV FB vs. Fort (H), 4:45/6:30 p.m.
- * G Swimming vs. Elkhorn (H), 6 p.m.
- * V G Tennis WIAA Sectionals
- * 9th/JV/V VB vs. Milton (H), 5:00/6:30 p.m.
- * East Hearing Screening
- * HS Fall One-Act Plays, 7:00 p.m., Auditorium
- * 7th VB @ Milton; 8th (H), 4:00 p.m.
- 7 * V FB @ Fort, 7:00 p.m.
- * Early Childhood Screening, by Appointment Only, St. Mark's Church

Early Childhood Screening

Friday, October 7, 2005 / 8:00 a.m. - 4:00 p.m.
(By appointment Only)
St. Mark's Lutheran Church, Jefferson

To make a screening appointment for your child(ren), call the Jefferson School District Office at (920)675-1001, between 8:00 a.m. and 4:00 p.m., and ask for Lori Erdmann.



This screening is for all 3- and 4-year-old children who are not currently enrolled in the Early Childhood (EC) program. It will give parents information about how their child is developing in *gross motor* (coordination, balance, etc.), *fine motor* (mainly doing things with one's hands), *speech and language*, *social/behavior*, and *cognitive* (problem-solving) areas. EC screening is for all children in the 3- to 4-year-old range, regardless of whether you believe your child is having developmental difficulties.

If you have additional questions about Early Childhood screening, call Nancy Garski, School Psychologist and Early Childhood Coordinator, at (920) 675-1440.

- 8 * G Swimming @ Waunakee, 11 a.m.
 * V VB Invite @ Edgewood/Memorial, 9:00 a.m.
 * HS Fall One-Act Plays, 7:00 p.m., HS Auditorium
- 10 * **3-Hr. Early Dismissal**
 * HS Booster Club Mtg., 7:00 p.m. in Room MI @ HS
 * 7th VB @ Watertown; 8th (H), 4:00 p.m.
 * CC @ Columbus, 4:00 p.m.
- 11 * JV/V B Soccer vs. Fort (H), 4:30/6:15 p.m.
 * G Swimming vs. Whitewater (H), 6:00 p.m.
 * 9th/JV/V VB @ East Troy, 5/6:30 p.m.
 * West P.A.T.H.S. Mtg., 6:30 p.m., West Library
 * 7th & 8th VB vs. J. Creek (H) 4:00 p.m.
- 12 * West Vision Screening
- 13 * CC SLC Conf. Meet @ East Troy, 4:00 p.m.
 * 9th/JV FB @ Whitewater, 4:45/6:30 p.m.
 * V G Tennis WIAA State Individual @ Madison, 3:00 p.m.
 * 9th/JV/V VB (H) vs. Fort, 5:00/6:30 p.m.
 * East P.T.O. Mtg., 3:15 p.m., Library
 * West Hearing Screening
- 14 * V FB vs. Whitewater (H), 7:00 p.m.
 * V Girls' Tennis WIAA State Individual @ Madison, 3:00 p.m.
- 15 * G Swimming Invitational @ Fort, 10:00 a.m.
 * V Girls' Tennis WIAA State Individual @ Madison, 3:00 p.m.
 * 8th Gr. VB Invite @ Watertown
- 17 * MS Fund-Raiser Pickup, 3:00 - 5:00 p.m., Cafeteria
- 18 * 9th/JV FB vs. Racine St. Catherine's (H), 4:45/6:30 p.m.
 * G Swimming @ Edgerton, 6:00 p.m.
 * VB WIAA Regionals, 7:00 p.m. @ TBA
 * 7th VB @ L. Mills; 8th (H), 4:00 p.m.
 * Special Connections Parent Group Mtg., 5:30 p.m., East Library
- 19 * Sullivan Vision Screening
- 20 * V FB @ Racine St. Catherine's, 7:00 p.m.
 * B Soccer WIAA Regionals, 7:00 p.m. @ TBA
 * Sullivan Hearing Screening
 * 7th VB (H); 8th @ Fort, 4:00 p.m.
- 21 * V Girls' Tennis WIAA State Team @ Madison, 10:00 a.m.
 * VB WIAA Regionals, 7:00 p.m. @ TBA
 * HS Vocal Jazz Concert, 7:00 p.m., Auditorium
- 22 * CC WIAA Sectionals, 12:00 Noon @ TBA
 * B Soccer Regionals @ TBA
 * V Girls' Tennis WIAA State Team @ Madison, 10:00 a.m.
 * VB Regionals @ TBA
 * Last Date for District Theatre Festival
- 24 * Board of Education Mtg., 7:00 p.m., HS Library
 * MS/HS Fall Choral Concert, 7:00 p.m., Auditorium
 * MS Boys' Basketball Begins
 * 7th Grade Vision Screening
- 25 * FB WIAA Level One Playoff Game, 7:00 p.m., @ TBA

October 27 - 28
No School - Teacher's Convention

- 27 * B Soccer WIAA Sectionals @ TBA, 7:00 p.m.
- 28 * VB WIAA Sectionals @ TBA
- 29 * CC WIAA State Meet @ Wisconsin Rapids, 10 a.m.
 * FB WIAA Level Two Playoff Game, 7:00 p.m., @ TBA
 * B Soccer WIAA Sectionals @ TBA, 7:00 p.m.
 * G Swimming Conference Meet @ Delavan-Darien, 11:00 a.m.
 * VB WIAA Sectionals @ 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, contact the School District Office at (920) 675-1000 or access our website at: www.jefferson.k12.wi.us

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 Jefferson, WI 53549

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