



A QUARTERLY PUBLICATION FROM YOUR SCHOOL Volume XIX, Fall 2007

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

~ Chetek Community Education Classes Included ~



Inside this issue

Community Education
Classes for Fall 2007

See pages 3 & 4 for a complete list

News and Views

by Al Brown
Superintendent of
Schools

I would personally like to welcome students and staff to the 2007-08 school year. This year promises to be another outstanding year. In the first two weeks we have gotten off to a great start and it is wonderful to have everyone back and in the "educational routine."

We have had a busy summer preparing for the start of the school year. The facilities are in great shape due to the outstanding efforts of our custodial staff. They spent a great deal of time making sure the physical plant is safe and in good working order. Thank them for their hard work if you see them.

This summer has also been busy with the hiring of new staff. This edition of the FOCUS highlights these individuals and their backgrounds. We were very successful in hiring a group of educators that are "highly qualified" in every sense of the word. These teachers and staff members are taking over

for those individuals who have left the district for retirement or employment reasons. Please welcome them to our community and offer your assistance if it is needed.

The Chetek High and Middle Schools have once again received the Wisconsin New Promise Award for academic achievement. This is but one example of some of the great things that are taking place within our school and community.

Each fall I take some time and share a few thoughts as to how parents and community can make the Chetek School District a better place. This year's advice centers on involvement – get involved with your children and your school district. Parents, do your children have regular study times? Do you create a consistent structure for homework? Do you know how to get in contact with the classroom teacher to help your son or daughter? You need to be able to answer yes to all of these questions. Help is just a phone call away. Your son or daughter's classroom teacher is a great place to start. Each school building has a guidance counselor and a building principal. They also

will be able to provide direction.

We are always looking for community members to share their time and talents. There is a great deal of experience and knowledge in our community. Please be willing to share these talents. Contact the building principal of the age group of students you wish to help. If there is doubt and uncertainty of which grade level can best use your talents, please contact my office.

There will also be a number of public forums to discuss issues facing our school this year. Please attend these meetings to be better informed of the financial and social issues facing our schools today. If you don't like large meetings I will be happy to meet with individuals or small groups to discuss school or community issues.

I keep saying Chetek is a great place to live, work and go to school. We have many things for which to be thankful. We can only improve the quality of our schools and community if we work together. Get involved and stay involved with your children and school district. Make a difference in a positive way.

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.

All school calendars,
including events,
are available on
our Web site
www.chetek.k12.wi.us,
as well as free
and reduced
lunch forms.

ParentCONNECT

ParentCONNECT is an Internet-based program that allows parents to get more involved in their child's day-to-day education. It gives parents timely information about their child's progress in school. With a click of the mouse, parents will have access to grades, attendance, assignments, health records, and discipline. Although ParentCONNECT is designed for 6th-12th grade, parents of elementary students can check everything but the student's grade.

To gain access to ParentCONNECT, either visit our school's Web page www.chetek.k12.wi.us and click on Parent or go to <http://parentconnect.chetek.k12.wi.us/>. Fill out a brief enrollment form, and within a couple days you will have a password and access to all of your child's records.

Six teachers join school district staff

by Jeremy A. Jensen

Just like last year, the School District of Chetek welcomes six new teachers in 2007-08.

The district welcomes Nicole Bryce, Jenny Schofield and Chad Foss to Roselawn Elementary School, Amanda Ogren and Amy Weber to Chetek Middle School, and Jeff Moreland to Chetek High School.

Following are profiles of the district's new teachers.



Nicole Bryce

Lying on the floor, making "sssss" noises and pretending to be a snake may not be everyone's cup of tea, but Nicole Bryce wouldn't want to be doing anything else.

"I was job-shadowing at the time, and I just remember watching the person I was shadowing lying down on the ground with one of her students and pretending

she was a snake to help the student get better at making their 'S' sounds," Bryce recalls, laughing. "At that moment, I was hooked."

Bryce, 26, is the new speech and language pathologist for the district. Her job focuses on helping children with articulation and language needs, as well as oral-motor skills. She works with a wide range of students, from pre-Kindergarten through 11th grade, all of whom have specific individual needs.

"I love working with the kids because school is a struggle for a lot of them, but they still remain positive," Bryce says. "If they can be positive, I figure, why can't I?"

Bryce originally went down a much different path. A 1999 graduate of Cumberland High School, she received a degree in public relations from UW-Eau Claire in 2003. When the thought of covering up for big corporations and spinning negative news started to become a reality, Bryce says it was time to refocus.

"I needed something to drive me from the heart," Bryce says. "I looked for something that was going to be fulfilling. And I found it."

Bryce received her master's degree in communica-

tion disorders from the University of Minnesota last May. After spending so much time in the big city while in school, she wanted to head to more familiar territory.

"After being in the Twin Cities, I wanted to come back to the Northwoods, because I just love it here," says Bryce, whose parents still live in Cumberland. "Then this opportunity opened up."

Among her hobbies are downhill skiing, baking, cooking (especially Italian, she says, laughing), and caring for her 5-month-old miniature Italian greyhound, Nina.

"Every night I go home, something new is chewed up," Bryce jokes. "But I still love her."

Working with her students remains her first passion, though.

"I love working with the kids, because kids keep us grounded," Bryce says. "They remind us what's important. We get so worried about adult things that we forget how fun it is to be little. Kids remind us that we were little once, and that we shouldn't take life too seriously."

And if a reminder is needed, there's always an opportunity to pretend to be a snake.



Chad Foss

Some people know they are going to be teachers from the start, and others, well, take a slightly different path.

Take Chad Foss for instance. One of two new fifth-grade teachers in the district, the Whitehall Memorial High School graduate took a slightly unconventional route to the classroom.

After graduating from high school in 1997, Foss enrolled

at WWTC in La Crosse, to take care of some general education requirements while he "figured out what I wanted to do."

He eventually quit school and went to work as a welder in Pigeon Falls.

"I traveled the country for three years welding, but the whole intention was to go back to school to be a teacher," Foss recalls. "I always wanted to work with kids."

Even when he was welding, Foss was still involved with teaching youngsters—only at this time it was teaching them the finer points of baseball as a youth baseball coach in Whitehall.

"That's what kind of solidified my choice of being a teacher, wanting to work with kids," Foss says.

He went back to school in 2003, enrolling at Winona State University in Winona, Minn. He graduated this past May with a bachelor of science degree in K-8 education, with an emphasis in social studies.

Of course, graduating with a teaching degree is only half the battle—the other half is finding that first job. Foss had been applying for positions that would be close to his fiancée, Laura Matchey, who teaches at Chippewa Falls High School. Then, less than a week before he would need to report to the district, Foss learned that he would be getting the job as a fifth-grade teacher in the Chetek district.

"I'm a big hunter and fisherman, so Chetek is a perfect place," Foss says, smiling.

However, with so little time before the start of school, Foss has been scrambling to catch up.

"It's been kind of a trial by fire, but it's been good," Foss says, chuckling. "I'm getting the lessons and the room in order, and I think things are going well."

If getting used to a new job wasn't enough, Foss is preparing to get married on Oct. 6.

"Yep, graduating, new job, getting married—I've been pretty busy," he says. "But it's a good kind of busy, and I know once we get through this, things will calm down a little."

Through his laughter, it's easy to see that Foss is an easy-going guy who likes to have fun. That's also the lesson he wants to leave with his students.

"I like to see the kids grow and learn—their reactions

and the way they act when it finally clicks," Foss says. "I want them to have fun, because if they don't have fun, they're not going to want to be here. I tell them, 'We're all in this together.' They're going to have struggles, I'm going to have struggles, but together, we'll work through them."



Jeff Moreland

Jeff Moreland knows a little bit about growing up in small communities. Moreland, 44, was born in Marshfield, but he spent his formative years in the small town of Spencer, and graduated from Mount Horeb High School in 1981.

After high school, Moreland attended UW-Madison and graduated in 1985 with a double major in

communication arts and English.

"Honestly, I had no intent of teaching at first; I didn't have a teaching degree," Moreland says. "I worked on the edge of theatre and radio for a few years and then entered into the teaching program at

(Continued on page 7)

COMMUNITY EDUCATION Fall 2007 Classes

Please take note that the Community Education office has been moved to the high school guidance office. The new phone number is 924-3137 ext. 2011. Please call Lisa with any class questions or email at lisaippolite@chetek.k12.wi.us

Football for Kids

Community Education and the Chetek football team will be holding a one-day football clinic on Saturday, Oct. 13. Watch for the sign-up in your child's back pack.

RUMBA!!!!

Lets dance!! Come join the fun and learn to Rumba. Our fabulous dance instructors, Diane Fjelstad and Doug Riley, will be teaching this class. Sign up fast; class size is limited.

DATES: Tuesdays, Oct. 2, 9 & 23

TIME: 7-8 p.m.

LOCATION: Roselawn

FEE: \$25 per person,

Painting

Paint your favorite animal, bird, or flower. Bring photos and we will work on the drawing, planning, and painting using either watercolor, colored pencil, or ink. This is not a beginner class.

DATES: Tuesdays, Oct. 9, 16, 23 & 30; Nov. 6 & 13

TIME: 6-8:30 p.m.

LOCATION: High school art room

INSTRUCTOR: Leni Sovacool

FEE: \$25

Folkart Felt

"Snowmen in the Woods" is the name of this original 15"x21" table topper or wallhanging that we will be learning to make in this class. The kit includes everything you will need to complete this beautiful project. A picture of this project is available in the Community Ed. office. Please bring a scissors and straight pins.

DATE: Thursday, Oct. 25

TIME: 6-8 p.m.

LOCATION: High school guidance office

INSTRUCTOR: Sherry Hanson

FEE: \$30

Hypnosis: Weight Loss, and Stop Smoking

Hypnosis can help control your eating habits and stop the constant thinking of food, overeating, and snacking. If tobacco is controlling your life and you are ready to quit, hypnosis can help you stop without withdrawal, cravings, or gaining weight. Hypnosis is very relaxing, and you will be aware and conscious at all times. Bring a pillow, blanket, or beanbag. Fee includes session, reinforcement CD, and a card to attend future seminars for reinforcement. Learn more about Dr. Fischer at hypnosisclinic.net.

DATE: Thursday, Nov. 29

TIME: 6:30-8:30 p.m. (check-in at 6 p.m.)

LOCATION: High school IMC (library)

FEE: \$52

COMMUNITY EDUCATION CLASSES

WITC Fall 2007 Classes

Please take note of the class locations. To register, please call the Community Education Office 924-3137 ext. 2011 or register online at www.witc.edu/search.

Computers: Next Step

This course reviews and builds on the skills learned in absolute beginner.

DATES: Tuesdays & Thursdays, October 2-11, 8:30-11:30 a.m.

FEE: \$31.62 / \$4

LOCATION: Chetek Community Center

INSTRUCTOR: Linda Barta

Computers: MS Excel Beginning

This course covers basic spreadsheet skills. Basic computer skills required. Learn how to create budgets and other useful spreadsheets.

DATES: Tuesdays & Thursdays, Oct. 16-25, 5:30-8:30 p.m.

FEE: \$31.62 / \$4

LOCATION: Chetek High School

INSTRUCTOR: Kathy Osterloth

Computers: MS Word Beginning

This course covers basic word processing skills. Basic computer skills required.

DATES: Tuesdays & Thursdays, Oct. 30-Nov. 15, 8:30-11:30 a.m.

FEE: \$45.42 / \$4

LOCATION: Chetek Community Center

INSTRUCTOR: Linda Barta

Computers: Mail Merge/ Envelopes and Labels

Learn how to merge name/address information into a mail merge file that will create a complete mailing in the format of letters, labels, and your MS Outlook address book and much more. Basic Word experience is required.

DATES: Tuesday & Thursday, Nov. 6 & 8, 5:30-8:30 p.m.

FEE: \$17.81 / \$4

LOCATION: Chetek High School

INSTRUCTOR: Kathy Osterloth

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.)

Make checks payable to Community Education. Mail to P.O. Box 6, Chetek, WI 54728

NAME _____
LAST FIRST MIDDLE INITIAL

ADDRESS _____ CITY _____ STATE _____ ZIP _____

HOME PHONE _____ DAY TIME PHONE _____

COURSE _____ FEE _____ CHECK # _____

E-MAIL ADDRESS (optional) _____

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 (l)(d). Contact the building principal for clarification.

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 homeless 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 Director of Special Education, 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 infor-

mation 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

(Continued on page 6)

Public Notices

(Continued from page 5)

information from the child's education records in certain school publications. Examples include the following: a playbill, 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 annually 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 (AHEREA). 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 2006-07 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.

Six teachers

(Continued from page 2)

UW-Madison in 1987.”

Moreland received his teaching certificate in December 1988, and he got his first teaching job the following fall in Two Rivers.

“It was a school of about 1,000 kids, and I taught everything from remedial English to advanced college prep classes, from ninth grade to 12th grade,” Moreland says. “It was a good experience.”

After teaching at Two Rivers for eight years, Moreland moved on to teach at Wauwatosa West High School. He taught English there for the next 10 years, and along the way, picked up a master’s degree in English in 1999.

“It wasn’t that much of a bigger school than Two Rivers, but it was kind of like an urban school and a suburban school mixed together,” Moreland recalls. “So you had the problems that come with both types of schools. I wasn’t used to either because I was raised in a small town. I never quite felt comfortable there.”

When the opportunity presented itself, Moreland decided that a return to the smaller-school mentality might be a welcome change. His wife of 16 years, Lisa, was able to make the necessary work arrangements, and the Morelands made the move to the Rice Lake area so that Jeff could teach in Chetek.

“I look forward to being able to actually know the kids,” Moreland states. “I felt like I didn’t know half the kids in the building in Wauwatosa, which was disconcerting. It will be refreshing to actually get the chance to know all of the kids.”



Amanda Ogren

Ogren may be from a small town, but she has a big love of music, and she is hoping to pass that appreciation on to her students in Chetek Middle School after being named the new middle school instrumental music teacher.

Ogren grew up in the community of Luck. She graduated from Unity High School in Balsam Lake in 2002 and subsequently enrolled in college at UW-River Falls. She received her bachelor of music education degree in May 2007, and this is Ogren’s first job in teaching.

Ogren says a lot of things about Chetek remind her of her hometown.

“It’s a nice district and a nice town—it’s small,” says Ogren. “It’s just a really nice place to be raising kids and teaching. I’ve heard many good things about the district, and I look forward to teaching here.”

In addition to her duties as middle school band teacher, Ogren is also the district’s Alcohol and Other Drug Abuse coordinator and middle school Community Learning Center on-site coordinator. While she is still settling into those roles, she is beginning to get a feel for what will be expected in the position.

“I’ll be overseeing how the money for each of the programs is spent, planning activities involving AODA curriculum,

promoting the 40 assets, and overseeing the after-school program,” says Ogren. “So right now I’m busy, but busy is a good thing.”

Ogren, who is single and lives in Chetek, says she loves anything dealing with music, and especially likes swing music and Celtic music—the latter forming after a three-month stay in Scotland. Scotland was also inspiration for one of the main lessons she hopes to pass on to her students.

“Over there, they are so uninhibited,” Ogren says. “When it comes time to sing, they just sing—whether they are good at it or not. It’s the same with playing an instrument. They just play. That’s what I want my kids to learn. If you play saxophone, you don’t have to be the best, just give it your best shot and don’t be timid.”

Ogren also hopes to introduce some cross-discipline units as well, where students can learn about the history behind a particular piece of music, rather than “just playing notes.”

“We’ll have to see how that goes, but hopefully the students will enjoy the lessons and it will help their enjoyment of the music and their instrument.”



Jennifer Schofield

Last year, the School District of Chetek brought a number of former students back into the fold as teachers, and this year, Jennifer Schofield continues that trend.

Schofield is a 1989 graduate of Chetek High School, and a lifelong Chetek resident.

After high school, Schofield attended WITC in Rice Lake, where she completed an associate’s degree in finance in 1992. However, it didn’t take Schofield long to figure out that she may have made the wrong career move.

“My first job was collecting debts for an insurance company,” Schofield explains. “It was not a fun job. That probably tells you why I decided to switch to education.”

Before heading back to school to change her vocation, Schofield was married to Edward Schofield, and then had two children—Jacob, now a sixth-grader, and Taylor, now a freshman. Schofield stayed home with her children for a while, and did some accounting work for her husband’s business—Edward is a sales manager for ABS Global Inc.

When Jacob was three years old, Schofield enrolled in distance learning classes at UW-Superior. In 2003, she received her bachelor of science degree in elementary/middle level education, with a minor in social studies. After receiving her degree, Schofield began substitute teaching at various schools in the area, including Rice Lake, Cameron, New Auburn and Chetek. She also had an opportunity for a long-term substitute teaching job at Chetek, which she accepted. Eventually, Schofield was hired full-time by the New Auburn School District as a third-grade teacher.

“Subbing was the best experience I could have had, because I was able to learn classroom management—something that is a big part of teaching, but something they don’t really teach you about in college,” says Schofield. “I was able to learn what works for different teachers, and I think that has helped me tremendously.”

After two years at New Auburn, Schofield felt Chetek calling her home. Fortunately, there was a need for a fifth-grade teacher at Roselawn Elementary School.

“It was hard, because when you have children in the community, you want to be a part of that,” Schofield explains. “When you work in another district, it’s difficult.”

“I’m very excited,” Schofield says of her opportunity to teach fifth grade at Roselawn Elementary School. “Chetek is my home. I love to teach, and I love to have fun with the kids. If we can have fun together, I think the kids will learn more.”



Amy Weber

A lot of things have changed for Amy Weber in the last two years. One thing that hasn’t, though, is her love for working with middle school students.

After a two-year absence from the district, Weber has returned to her old position of middle school guidance counselor after former middle school guidance counselor Christi Paul moved into the high school guidance position following Eunice Dewey’s retirement last spring.

For Weber, who was the Chetek Middle School guidance counselor from 2003 to 2005, the decision to come back was far easier than her decision to leave.

“Along with being the middle school guidance counselor at that time, I was also the Community Learning Center coordinator, which meant it was a 110-percent position,” says Weber. “My sister, Ann Sandler, asked me to help her with her scrapbooking business at that time, as well. Trying to do that and the full-time job—well, I realized it wasn’t going to be feasible to do it all. It was a really tough decision. I loved being a middle school guidance counselor, but I had an opportunity to work closely with my sister and take on this business opportunity.”

At that time, Weber was Amy Whitwam. Shortly after leaving the district to help build the business of guestbookstore.com, she married Aaron Weber. The business began to thrive after being featured in a major bridal magazine. But the allure of being a middle school guidance counselor still called to Weber.

“When Christi moved up into high school, I found out they had my exact same job open, this time as a part-time [75-percent time] position,” Weber says. “After many long discussions with my sister, we decided that it would work.”

Weber is extremely excited about returning to the district.

“I’m here because I want to be here, not because I have to,” Weber says. “It’s so rewarding to have a place where I can make people’s lives a little bit better.”

Weber and her husband, Aaron, still live in Chetek with their “spoiled” black lab, Milo.

Weber is a 1993 graduate of Elk Mound High School and received her bachelor of arts degree in human development and family studies from UW-Stout in Menomonie in 1997. She then enrolled in graduate school, receiving her master’s degree in K-12 school counseling in August 1999.

“I’m very passionate about my job, and the staff here is just phenomenal,” says Weber. “Chetek as a community is a wonderful place to be.”

Free and reduced school breakfast, lunch

The School District of Chetek is encouraging all parents to apply for free or reduced meal prices. It is important that free or reduced school meals are available to all families that qualify. Not only does this program help the family budget, but also the school budget. The school district receives federal dollars based on the number of students who qualify for this program.

This process is completely confidential and incomes or family information is not shared outside of the business office. We have re-organized the

application process. All applications are processed in the district office to increase confidentiality. Please check the chart for incomes that qualify for free and reduced meals.

Your children may qualify for free or reduced price meals if your household income falls within the limits on this chart.

If you have any questions concerning qualifications or applications, please contact Al Brown, superintendent, at (715) 924-2226 ext. 2007. It is never too late to apply or re-apply if income levels change.

FEDERAL INCOME CHART For School Year 2007-2008

Household Size	Yearly	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$18,889	\$1,575	\$788	\$727	\$364
2	25,327	2,111	1,056	975	488
3	31,765	2,648	1,324	1,222	611
4	38,203	3,184	1,592	1,470	735
5	44,641	3,721	1,861	1,717	859
6	51,079	4,257	2,129	1,965	983
7	57,517	4,794	2,397	2,213	1,107
8	63,955	5,330	2,665	2,460	1,230
Each Additional Person	6,438	537	269	248	124

District unveils new Web site, technology

by Jeremy A. Jensen

From iPods to iPhones, and from wikis to blogs, technology and access to information continues to evolve at a staggering pace. Once again, the School District of Chetek is putting its best mouse forward to keep students, and parents, ahead of the curve.

The district is unveiling a new look to its Web site for the 2007-08 school year, and District Technology Coordinator Kathy Osterloth promises it will be easier to navigate, and will continue to provide more and more information relevant to parents and students.

Osterloth says that while the Web site's updated look might be the first thing browsers may notice, there is a whole lot more behind the changes than just cosmetics.

"One of the things we did was reorganize the entire Web site for parents and community members, so that they are able to find what they want easier," says Osterloth. "One of the most frustrating things about the old Web site is that visitors had to wade through too much information to get to what was really important to them. This change should help streamline that process."

To make the Web site more accessible, Osterloth says six new menu buttons were added across the top of the home page: one each for the district page, high school page, middle school page, elementary school page, one page for parents, and a page for community members.

"When you click on the appropriate link, you are transported to that particular section's page, and then there is a list of links on the left-hand side that are only relevant to the button you clicked on," says Osterloth. "Rather than having all of the menu items on the left-hand side, which can be confusing and frustrating, browsers will see only the few links that actually pertain to, say, the high school."

In addition to the links across the top of the main page, there is a list of links on the left-hand side that access some of the most sought-after information, including school calendars, assessment information, lunch menus and food services, the Virtual School, and many others.

"The goal was to make the Web page easier to navigate, and I think these changes bring us one step closer to that goal," says Osterloth. "I've already had one parent call to comment on how much easier the Web site is to use."

The new Web site also makes it possible for faculty and staff to share more information with the public due to an increase in storage size on the Web site.

"The old Web site was limited in the size and type of content that could be posted," Osterloth explains. "The new Web site will have much more space for teachers to share information. For instance, [high school band director] Bruce Kamrath would like to upload sound clips of the band and jazz band from particularly good performances. He wasn't able to do that before, but with the changes, he can now."

Individual pages for teachers and classrooms is one of the major innovations to the Web site over the last few years, and the latest round of changes seek to bring even more teachers and classrooms into the "digital age."

Osterloth explains that many of the changes to the Web site are internal changes relating to how content is uploaded to the site—which will only serve to further the district's goal of getting more teachers to get class information onto the Web so parents can be involved.

"Some of the teachers are already putting class assignments on the Web to make it easier for students and parents to keep track of school work," Osterloth says. "One of the things that would be a goal by the end of the school year would be for every teacher to have contact information, a class syllabus and grading procedures for each class posted on the Web."

These tools are especially necessary in the middle and high school levels, as more and more parents are communicating with teachers via e-mail.

ParentCONNECT has also helped parents keep in touch with teachers. ParentCONNECT is the name for a set of tools that allow parents to look at gradebooks, check immunization records, course listings, grades, unofficial transcripts, and disciplinary records. Parents can request a login name and password in order to access the ParentCONNECT portion of the Web site. To date, Osterloth says there have been over 300 accounts created.

"It has been a very positive program, for both parents and teachers," says Osterloth. "Any time you can get teachers and parents connecting with each other, it's a good thing for the students."

The Web site isn't just for families already living in the district, either. Osterloth states that there are a staggering number of visits to the Web site, many of which lead to contacts from families looking to move into the area or looking to enroll in the school district.

"The Web site is a good contact point because of all the



DISTRICT TECHNOLOGY COORDINATOR
KATHY OSTERLOTH

information that is available," says Osterloth. "We've had foreign exchange students who have contacted us before they arrive to get a feel for the area. We even had one parent tell us they were glad we had photos of the staff on the site, as it made their child's transition into school a lot easier."

The technology revolution doesn't stop at the district's Web site. The district recently received three SMARTboard learning systems to assist teachers in classrooms at Roselawn Elementary School. SMARTboards are in essence an interactive whiteboard, where teachers can project something onto a large screen in front of the class, and then use the SMARTboard to interact with the learning materials presented on the screen. The district also received a Mimeo, which attaches to the side of a whiteboard. The Mimeo allows a teacher to print a copy of what they were doing on the board, an essential tool for working with students with special needs, says Osterloth.

"The Mimeo allows students to focus on what the teacher is trying to show them instead of having to focus on taking notes," says Osterloth. "It allows the students to truly learn the material."

The bottom line, says Osterloth, is that technology is more important than ever in communication, and the district must keep up in order to give students the best education possible.

"Students that were born from 2000 on are being referred to as 'digital natives' because they have had these things for their whole lives; it's a lot easier for them to use this stuff than it is for us," says Osterloth. "It's a growth process for much of the faculty. Technology is a tool that can engage the students in learning, and if we have the technology, we need to make sure we know how to use it."