Guaranteed & viable curriculum process

Director of Instruction Sue Wilson and Teaching Program Coordinator Joe Parker are in the process of meeting with as many teachers as possible to provide an overview of the rationale and elements of a guaranteed and viable curriculum.

Their presentation illustrates the standards to be considered when aligning curriculum, as well as the roles they play in the development and documentation of district curriculum.

Each teacher is given a copy of the matrix on curriculum development and recently approved student learning goals, called “End in Mind: Student Learning”.

Teachers are also shown where to access resources through the Curriculum Development Google Site (State Standards, CCSS, Universal Design for Learning, etc) so that each group can identify what they have completed and what they can next work on in their collaboration time.

Specific Learning Disabilities (SLD) rule

Beginning December 1, 2013, all Wisconsin school districts must follow the new model for determining the eligibility of students with Specific Learning Disabilities (SLD).

The following is an excerpt from DPI’s technical guide, providing a brief review of the evolution of SLD since its emergence as a disability category in the 1960s. This provides context for Wisconsin’s revised SLD rule.

Historically, the concept of SLD has been associated with disorders in cognition and learning existing within an individual resulting in delays in academic and school performance skills such as reading, math, and language.

These delays occur despite adequate instruction and have been referred to as “unexpected underachievement.”

Until relatively recently, one of the most commonly used indicators of achievement delays reflecting SLD has been discrepancy between ability (IQ) and achievement. Over time, research findings questioned the usefulness of discrepancy analysis to differentiate students with SLD from students with or...
A “Norski Nod” to . . .

Linda Bergh, Wisconsin’s 2012 Special Services Teacher of the Year!

Jan Williams and David Evans and students completed another successful fall play and one-act.

David Perrodin received the national Sprigeo Award for Excellence in Social Change.

Racquel Drunasky and Holli Reckin and the NHS students hosted another successful Trick-or-Treat night for the community.

Debbie Brewster, received a Spectrum Award of Excellence from the Wisconsin School Public Relations Association for DASD’s new Internal Website & Staff Bulletin.

Pam Smith, Racquel Drunasky, Holli Reckin and Music parents are organizing student participation in the 2012 DeForest area Winterfest.

All DASD staff who are working hard to implement our district’s PBIS initiative!

Counselors and other staff who coordinated another successful round of WKCE testing.

Thank you to to Ann Stettbacher, Barb Anderson, and David Perrodin for organizing a successful United Way campaign that raised $7,527!

Two groups of teachers recently attended national conferences -- “kudos” for taking your personal time to represent DASD and for bringing back new information for your subject area’s continuous improvement efforts.
• National Council for the Social Studies national conference: Kristin Pachal Keith Treinen Harold Olson Susie Moen Greg Vandehey
• National Council of Teachers of English national conference: Jen Breezee* Michelle Kruse Julie Bernard* *also presented at conference

Thank you to several recently retired teachers who have come back to DASD part-time to provide a cost-efficient way for serving special areas of need. These individuals work a limited number of hours each week (paid at a substitute rate), and provide a valuable service to students and staff.

Mentors
• Debi Shepherd-Wundrow
• Barb Lebica
• JoAnn Parker
• Debbie Evans
• Cindy Rosch

Interventionists
• Sue Jenkins
• Dale Jenkins
• Colleen Fogo
• Bev Schultz
• Julie Lund

Big Hill Resource Teachers
• Sue Brockel
• Sandy Kahl
• Steve Kahl

YES Run-Walk

VI Teacher of the Year!

Halloween at YES
The DASD Health and Wellness Committee conducted a wellness survey, which resulted in an excellent response of 230 staff members, or 54%, participating in the survey. Below are highlights of the results:

- 50% of staff are willing to participate in DASD wellness activities.
- 78% prefer to receive wellness information by email.
- 93% check the wellness center at building sites, and find the materials helpful.
- Most valuable wellness activities in 2011-12: Health Risk Assessment and Health Fair.
- Next most popular activities: DeForest Biggest Loser, Zumba class, Stability Ball class, and Yule Bee Fit.

Therefore, the Wellness Committee will offer all but the Health Fair again in 2012-13 (Health Fair is held every other year).

Interest in activities for 2012-13, ranked in order:

- Yoga class
- Resistance training
- Zumba class
- Walking club
- Healthy cooking demonstration
- Self-defense class
- Pilates
- Canoe/kayak outing
- Monthly cooking club
- Bowling outing
- Spring bike ride
- Monthly book club
- Yoga for beginners

Interest in after-school workshops continued on p 4
without other disabilities. As a result, the focus of research in SLD identification shifted from the use of discrepancy to the collection and analysis of direct evidence from instruction and intensive intervention. Research indicates that without a review of the student’s response to instruction and intensive intervention there is no basis for distinguishing a student whose underachievement was due to SLD from a student whose achievement was affected by other factors, including inadequate instruction (Fletcher, 2008).

In 2001, the US Department of Education Office of Special Education Programs convened an SLD Summit to bring together key researchers and representatives from professional groups to find common ground around SLD identification. The summit resulted in a series of white papers. The majority of Summit participants reached consensus that IQ/achievement discrepancy was neither necessary nor sufficient for identifying individuals with SLD.

Recommendations for an alternative model of SLD identification included revisions for considering: 1) low achievement; 2) insufficient response to effective, research-based interventions; and 3) exclusionary factors such as other impairments, limited English proficiency, and lack of opportunity to learn (National Research Center on Learning Disabilities, 2007).

Several changes in the valuation requirements for SLD found in IDEA 2004 (Individuals with Disabilities Education Act) and 2006 federal regulations (34) for implementing IDEA 2004 reflect the evolution of the research on how to best document achievement delays indicative of SLD. One significant change was that states could no longer require the use of significant discrepancy between intellectual ability and achievement as part of SLD determinations.

Another change was that states must permit the use of a process based on the student’s response to research-based instruction and intervention.

These changes in federal law and regulations required Wisconsin to revise its SLD rule. The Wisconsin Department of Public Instruction appointed a task force in 2005 to discuss the relationship of Response to Intervention (RtI), Coordinated Early Intervening Services (CEIS), and SLD in light of the changes in IDEA 2004 and the 2006 Regulations. In addition, the department conducted two sets of public hearings to gather broad stakeholder input before finalizing the revised rule.

Wisconsin’s revised SLD rule was finalized in September 2010 and took effect on December 1, 2010. The revised rule includes a three year transition period for ending the use of “significant discrepancy,” which will sunset on December 1, 2013.

Wellness survey

(topics ranked in order):
- Health recipes/preparing quick, healthy meals
- Weight control
- Retirement planning
- Better sleep habits
- Saving for the future
- Financial planning
- Balancing work and home
- Dealing with difficult people

The DASD Health & Wellness Committee will plan to incorporate as many of these interests as possible during the 2012-13 school year.

SLD at DASD

allows for a more timely identification of learners who are not effectively benefiting from instruction. Teachers can then target specific skill areas for those students during RtI times.

The District will implement RtI for the new SLD rule in all schools next fall. At that time, parents will be notified when specific schools convert to the new SLD rule model. DeForest Area School District currently serves 97 children identified with a specific learning disability. Those students will not be impacted by the criteria change.
DeForest Area Community Events & Opportunities

Winterfest - Saturday, December 1
Check out the Schedule of Events!

Mark your calendar and spread the word!
DeForest will again be a site for College Goal Wisconsin
February 24, 2013, 2:00 pm
Free information and assistance will be provided to high school students and their families in filling out the FREE Application for Federal Student Aid (FAFSA). This is the first and most important step in qualifying for financial aid.

Volunteers are needed the day of the event. For more information or to volunteer, visit www.collegegoalwi.org or contact Debbie Brewster at ext. 6581.

Youth Hero/Good Deed Awards
Do you know a student who has donated his/her time and/or money for a worthy cause?
Do you know of a young person who has demonstrated a physical act of valor to help another person?

If so, consider nominating him/her for the American Legion Auxiliary’s Youth Hero/Good Deed Awards. A nomination form is available on the November 19 Staff Bulletin or on the American Legion Auxiliary website.

Happy Holidays!
**Student Spotlight**

**DAHS Honors Band . . . Summer Reading Program**

Ryan Fitz, Orrie Walsvik, Jack Langdon, Anna Brickheimer and Megan Gasper were chosen to perform with the 78-piece Badger Conference Honors Band.

High school students participated in a Book Club after reading a book over the summer.

**Veterans Day Assembly . . . Fall Play . . . NHS Blood Drive**

The high school choir performed at the Veterans Day Assembly sponsored by the DAHS Student Council.

Many students were involved in the high school drama club’s fall play, “Still Life With Iris”.

Students give during the NHS blood drive.

**DECA Fall Leadership . . . NHS Trick or Treat Night . . . Homecoming**

DECA students attended a two-day leadership conference in November.

DAHS clubs and organizations help hand out candy to over 1,000 children at the NHS Trick or Treat night.

Students participate in activities during Homecoming week, including a Monday-night pep rally.
**DAMS - Fitness Room . . . PBIS . . . Historical Society**

Above: Middle school students enjoyed the day-long Courage Retreat focusing on how to create a more positive school environment.

Middle school students explore the new Fitness room.

Students line up to receive a high five after learning about the new, district-wide PBIS program.

John Englesby and Judy Ewald from the DeForest Historical Society helped Mrs. Stofflet’s 7th grade class identify old photos of DeForest landmarks, such as businesses, homes, and schools.

**EPES 1st Day . . . Big Hill . . . PBIS**

Eagle Point students get to know their class on the first day of school.

Fourth graders explored the environment during a trip to The Big Hill.

Students learn all about the new PBIS program.
**Student Spotlight**

**WES**  Crayon Donation . . . School Supplies

Windsor Daisy Troop 2634 donated 100 boxes of crayons to Windsor Elementary School -- one for every first grade student.

Ken and Kerri Grall, owners of Edge Fitness in Sun Prairie, and Windsor Elementary School parents, sponsored their 2nd annual Back to School Bootcamp on Saturday, August 25. All members and non-members who participated in the Bootcamp brought a school supply donation. Kerri Grall presented the supplies to principal Roy Bernards.

**YES/MES**  Robbo . . . Wisconsin Orchestra . . . Thanksgiving Dinners

“Robbo” performed for all K-6 grade students. He spoke (and sang) about self-esteem and good decision-making.

The Wisconsin Orchestra recently performed at YES.

Students at Yahara Elementary School delivered Thanksgiving dinner boxes to 11 Yahara and Morrisonville families.

**4K**  Sneak-A-Peek . . . Movie Night

Above: New students explored their classrooms at the annual Sneak-a-Peek.

Get Together for Kids, the school district’s four-year-old kindergarten program, sponsored a movie night for 4K and early childhood families on Friday, September 21 at the Holum Education Center.

Students in Kacy Sporle’s kindergarten class learned about vet sciences from their business partner Shawn Bogdanske of DeForest Veterinary Care. Students performed “surgery” on a teddy bear.
“The American dream is not over. America is an adventure.”
—Theodore White

Chalktalk is a newsletter published every other month during the school year for employees of the DeForest Area School District.

Its purpose is to foster communication among district staff, by providing information and sharing ideas and accomplishments.

All employees are encouraged to submit articles.
Debbie Brewster, School/Community Relations Coordinator

The DeForest Area School District does not discriminate 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 or handicap in employment and its educational programs and activities.

Our Mission
The mission of the DeForest Area School District is to provide an excellent education by engaging, challenging, and inspiring all students to pursue their full potential.

Our Vision
The DeForest Area School District is committed to a culture that honors knowledge, respects individuals, demands excellence, fosters life-long learning, and supports relationships that strengthen individuals, families and community.

DASD - Our Culture

Our culture is a belief and value system that defines the public's perception of us, as well as our perceptions of each other. It influences how we work, how we treat students and each other, and it is something we all have an important role in defining and implementing regardless of the job description we hold.

The DeForest Area School District has identified twelve elements of a desired culture. Each employee is expected to commit to specific actions that will help them contribute to the desired culture.

1. Keeps students as our central focus.
2. Expects hard work, risk taking and continuous growth.
3. Creates an environment for students and staff that promotes understanding, respect, and celebration of individuality and diversity.
4. Engages community in achieving our common vision.
5. Builds relationships that support a positive, caring school community.
6. Promotes teamwork throughout the district to achieve a common vision.
7. Incorporates joy, fun, and humor in what we do.
8. Develops leadership skills at all levels.
9. Includes stakeholders in decision-making processes.
10. Fosters effective communication throughout the district.
11. Encourages innovation.
12. Values the efficient and effective use of resources.