

Greetings from Your New Superintendent!

I am truly honored and excited to be the superintendent for the Blair-Taylor School District. I have had the pleasure of being a Blair-Taylor Wildcat for 19 of my 26 years in education. Some of you may remember me as the middle school and high school principal; others may remember me as their gifted and talented teacher. A small number may remember me as their physical education or health teacher, and some may remember me as the calm and collected coach on the sidelines. In case you are wondering about “the rest of the story,” I thought it would be beneficial for me to describe my 26 years of experience in education. After graduating from UW-La Crosse, I taught in Illinois for two years, prior to taking a physical education and health position at Blair-Taylor in 1990-1991. Many of you may know this, but Blair-Taylor is where I met my wife, Dana. Through unexpected cuts the following year, I had to change districts. In addition, I made a slight change in my career path to include coordination for gifted and talented programs. In 1996, I was blessed with the opportunity to be the Gifted and Talented Coordinator for the Blair-Taylor School District. In the 2000-2001 school year, I was offered the associate principal’s position, and in the 2003-2004 school year, I became the 7-12 principal.

In my past 19 years working for the Blair-Taylor School District, I have found a drive for excellence in education and a passion that is second to none when it comes to our children’s education. This is due to our great staff, school board, parents, and Blair-Taylor community. I deeply believe in a quality and comprehensive education for all students. Blair-Taylor is known not only for its academic excellence and extracurricular programs, but also for the positive and healthy relationships between staff and students.

My mission as your superintendent is also my passion: to maintain and grow a rigorous teaching and learning environment that provides every student with a sense of belonging, while helping students to grow intellectually, emotionally, and socially. It is critical to every student’s success that he or she graduates from high school with the skills necessary to pursue and achieve his or her goals and dreams.

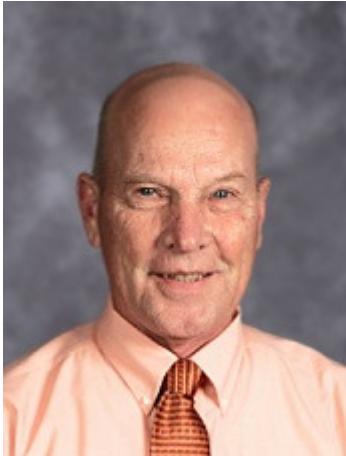
There is so much for our students to be excited about as we move to the United Campus beginning with the 2014-2015 school year. Classrooms and most educational spaces will be complete; however, we will have some areas still under construction. Our new 6th grade classrooms and 7-12 commons will be complete one month after school begins. The United Campus Library and the middle school and high school band and vocal rooms will be complete two months after we begin school. The final area that needs to be completed is our auditorium. Our auditorium will be complete by December 1st. **We are currently planning to have our United Campus dedication in the auditorium on Sunday, December 7th, 2014.**

I am looking forward to an exciting school year! Please do not hesitate to contact me if you have any questions.

Sincerely,

Jeffrey S. Eide
Superintendent
Blair-Taylor School District

Mr. D. Heads Off to Retirement



By Lee Henschel

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Slight changes to wording were made to show time elapsed
between original printing and this publication, as well as to
condense text due to space constraints.

One day, a small boy, in kindergarten, greeted Blair-Taylor Superintendent Dennis Dervetski outside of his home in Taylor. “Hi, Mr. D. How are you?” the boy said. After the two of them talked for a moment, the boy turned his tricycle around and rode away out of sight. That’s one of many fond memories that Dervetski, 64, will take with him when he heads north after his retirement. After seven years at Blair-Taylor, Dervetski is retiring. When he came here, he had planned to stay five to seven years. He kept to that plan.

While some people may point to the new United Campus building as Dervetski’s biggest accomplishment here, he disagreed. First, he said in an interview with *The Blair Press*, it was the people of the district who brought the United Campus project to fruition; and secondly, the building is not as important as the people inside. “The building is just a shell,” he said. “It’s the people (who) are going to be in the building – that’s what matters.”

He’ll be back to visit the district on Dec. 7, when the dedication ceremony for the United Campus project is planned. “That’s going to be quite a celebration,” he said. “That auditorium is going to be a jaw-dropper. They’re going to say ‘This is awesome,’” he said.

Overall, he has really enjoyed his seven years here. “I’ve learned to enjoy my job,” he said. “Blair-Taylor means a lot to me...I will miss B-T.”

When he interviewed for the job, seven years ago, he did not think he would get it. He had served as Park Falls’s 7-12 principal for eight years, and as its superintendent for four years, and he could have stayed there. However, the Blair-Taylor school board had him come back on a Friday evening and offered him the position.

One thing he learned here is that people have a passion for their children’s education, which came out loud and clear a few years ago when he presented a proposal to go to a four-day school week. The state and community were not ready to try it, but the people’s love for their children’s education came through. And what’s more, he said, the people did not hold a grudge. That passion from the people and the goodness of the people in the district “has given me a renewal or rebirth,” he said. “(I’ve learned) that people are inherently good... There’s good in people... It’s renewed my faith in mankind.”

He learned another lesson while living in Taylor while he was here: “You don’t need a million (dollars) to be rich... (Richness) is people and how they treat you,” he said.

Dervetski and the school board have had to deal with numerous issues during his seven years here. They have dealt with major cuts without cutting programs, prolonged short-term borrowing, reviewed and updated all board policies, worked with the end of collective bargaining, created new staff and substitute handbooks, formed an in-house mentor program, established quality leadership and data analysis teams, worked with leadership teams to develop a meaningful and easy-to-remember district mission statement, improved air quality and removed hazardous chemicals, acquired Safe Schools software for staff training, encouraged a K-12 facility study, worked with a great administrative and community team to pass a \$16.985 million building referendum, and created a Request for Proposal (RFP) for the quick sale of the elementary school building. They promoted having activities in the Taylor school community, as well as supporting new initiatives such as Professional Learning Communities, Educator Effectiveness, Response to Intervention, Character Education Programs, and Read 180, in addition to supporting one-on-one technology for all students and staff, and improving school safety plans, to name a few.

“I feel strongly my retirement is good timing for the district taxpayers to save money by reducing

administration, and I think most taxpayers, and truthfully staff too, would agree with that. It is also good timing with many exciting opportunities in front of us and many challenges now behind us, yet still facing very challenging operational budgets,” he said. “I want the board, fellow administrators, staff, students, and community members to be as successful as they can be. The United Campus building referendum has created a beautiful learning facility supported by the people of the Blair-Taylor communities. It will serve as an educational housing strength for students, while presenting an inviting feature to attract families and staff to this beautiful rural setting,” Dervetski said. He also said he had the good fortune of working with an elite district office staff and many wonderful people. Also, the press has been very positive and supportive in all aspects of our educational community. “I hope my legacy was treating every person, no matter what their age or status, with great dignity and respect. Life is short, be flexible and go with the flow.”

Dervetski’s last official day was June 30th. After that, he packed up his rented home in Taylor and moved up to the home he and his wife, Karen, purchased about two years ago, between Chetek and Cameron. What comes next for him? He and his wife both enjoy fishing and gardening. “I’ve got to learn to slow down and enjoy everything,” he said. He will be able to spend more time with his family. The Dervetskis have been married for 38 years and have two grown daughters, Crystal and Pamela.

While some might question why he did not stay to see the United Campus project completed, he said: “We have an engaged and supportive board and administrative team, with a proactive staff and community that have been involved in the process since direction was given by me for the facility study in 2011. The school district is not a one-person show. Things will move forward, change will happen, children will come to school, and the wheels on the buses will still go round and round. I am leaving with no regrets. I will always remember and have a special place in my heart for Blair-Taylor. Thank you all for letting me serve your school community. It’s been a definite honor and pleasure.”

Just as a young boy turned around to ride off out of sight, so has Mr. D.



From the Desk of the Middle/High School Principal...

To quote my children’s current favorite movie, “Everything is awesome! Everything is cool when you’re part of a team!” You guessed it – *The Lego Movie*. I feel grateful to be a part of such an awesome team of educators, and our team is truly blessed to be a part of a community that is so supportive of the education of its children.

I am very excited to serve this awesome team as the middle/high school principal. I have had an interesting road to this principalship position, which has given me the opportunity to work with a very diverse group of students across all grade levels. In addition to working with individual students in my role as a speech and language pathologist in the Blair-Taylor and Eau Claire School Districts, I also team-taught regular education English classes, special education classes, and classes for English Language Learners (ELL). I worked with young students with autism or other handicapping conditions as well as high school students in a challenging alternative school setting.

Moving into the gifted and talented coordinator position here in Blair-Taylor in 2000 gave me an opportunity to work with children who needed instruction that was outside the scope of the normal curriculum; these children needed opportunities to extend their learning. Then, as a curriculum and instruction coordinator, I worked closely with staff from all grade levels to scope and sequence their curriculum, so that it aligned with required standards and to meet all students’ needs. I look forward to continuing to work with our middle and high school staff in this capacity as well as taking on the work of a building principal.

The United Campus provides us with so many great opportunities to collaborate. I am really looking forward to working together with staff Pre K - grade 12 in our beautiful new facility to create a positive learning environment for all our students! The following are some important things for you to know for the beginning of the school year.

Orientation for ALL Middle School and High School Students:

All Blair-Taylor Middle & High School students and parents are asked to attend the back-to-school orientation on Tuesday, August 26th.

- 4:00-6:00pm - Middle school students (grades 7 & 8) and parents
- 4:00-7:00pm - Freshmen (grade 9) and new students and parents
 - 3:30-4:00 - Co-curricular Activity Fair
- 5:00-7:30pm - Sophomore, junior and senior students (grades 10-12) and parents

Highlights of Orientation:

- Receive your technology device
 - Middle school - iPad
 - High school - MacBook Air laptop
 - Explanation of technology fee and expectations
- Tour of the United Campus
- Update family contact information online
- Co-curricular Activity Fair - information and an opportunity to talk to advisors about the many great co-curricular activities, clubs, and programs we offer at BTHS

A letter will be mailed home that explains the technology fee expectation adopted by the school board. The technology user's fee is \$25.00 for one child and \$10.00 for each additional child. The technology device will not go home with your child(ren) until the user's fee is paid.

Picture Day

This has been scheduled for Thursday, September 11th. Middle school and high school students will receive Lifetouch information at orientation. Lifetouch also has a web site, if you are interested. You do not need to wait until picture day to order and pay for pictures; you may order pictures online at www.lifetouch.com prior to picture day. *All students need to have their picture taken whether they are ordering pictures or not, as we use the picture for identification in the school.*

Free & Reduced Meal Application Form

This form is found at the back of this newsletter. We strongly encourage you to fill out this form and bring it into the school office, even if you are not sure whether or not you will qualify. Qualifying for this program is very beneficial to you, and it is beneficial to the school. Eligibility for various grants and other funding is based

on the percent of the student population that qualifies for this program.

The Student Handbook

The student handbook is a guideline to our school policies and has been adopted by the Blair-Taylor School Board. Parents are asked to sign a page in the handbook indicating they and their children have read and understood what has been written in the handbook. The handbook can be found on the middle and high school pages of the Blair-Taylor webpage (www.btsd.k12.wi.us) and will be discussed during orientation.

High School and Middle School Athletics

The WIAA and the Blair-Taylor School District require a physical card or parent card, signed concussion sheet, and signed athletic code each year. *Parent cards* are required if the athlete had a *physical* last year. If your child will be participating in fall athletics, and you are not sure if your child needs a parent card or a physical, please call Connie or Pam at 989-2525 to check. Many sports start practice in the beginning of August; take care of physicals or parent cards prior to that time so that your child can participate right away! Note: most incoming 7th and 9th graders will need a physical.

IMPORTANT NOTICE FOR ATHLETES: School Athletic Code—ATTENDANCE

Section IV of the Athletic Codes States: A student must attend classes the entire day in order to participate in an athletic game or contest on that day. Absences excused in advance by the principal or athletic director will be accepted. A student may not participate in practice or a game if he/she was absent from class because of illness for any portion of that day. Unexcused absences also result in the student's inability to participate in a practice or a game. Students may be considered unexcused if over 15 minutes late to class. Also, a student who has not serviced a detention within 24 hours may be removed from class, which is considered an unexcused absence.

Well, this promises to be an exciting year filled with a great deal of learning for ALL of us! Please feel free to contact me with any questions you may have. If I do not know the answer, we will learn about it together!

Dana T. Eide
Middle/High School Principal
Blair-Taylor School District



From the Desk of the Elementary Principal...

There is still plenty of summer left, but it is time to start thinking about coming back. I, for one, am looking forward to the return of the students. The atmosphere here is one of excitement. We are excited for the opening of our new united campus that includes the elementary, middle, and high schools at the same location. Many new features are ready to greet the students as we return. We are working very hard to make sure everything is ready.

This school year we will encounter changes. All changes are intended to provide the best educational experience for our students and community. Listed below are some changes and events we can expect at the beginning of the school year:

- **Orientation/Meet Your Teacher Day**

- Wed., August 27th, 3:30-7:00pm
- Thurs., August 28th, 8:00am– 3:00pm
 - These times are set aside for students to drop off supplies, meet their teacher, pay technology and lunch dues, and tour the building.



- **Picture Day**

- Thursday, September 11th



We will have it the same day as the middle/high School.



- **Morning Drop-off times**

- Bus and parent drop-off time will be 7:45
 - No morning recess
 - School starts at 7:50

- **Afternoon pick-up**

- Students dismissed at 3:10

- **Forms**

During orientation, we will have a variety of forms for you to fill out. Plan to take time to fill these out so we are all prepared for the first full day of school in case something happens and we need to contact you.

- **Free & Reduced Applications Forms**

These are especially important to fill out in order to receive support for school lunches. As a school district, we are eligible for various grants/funding based on the information provided from these forms.

- **Welcome New Staff to the Elementary**

Katie Belitz ~ School Psychologist

Colin Stiemke ~ K-12 vocal music teacher

As principal of Blair-Taylor Elementary School, I feel privileged to work with our caring staff and supportive, involved parents. Together we will continue a tradition of putting student needs first. My door is open, so feel free to stop by and say hi. My family and I are happy to be here and looking forward to another great year. We welcome you back to school on Sept 2nd.

Mr. Thomley

Blair-Taylor Elementary Principal



Technology Orientation

Parents, before you know it, it will be back to school time. As a reminder, the student insurance fee will remain the same this year and must be paid before the student may bring the device home. Your grade- level principals are working on orientation procedures that include a mobile device portion. The B-T elementary staff are planning a Parent Technology Night this fall. The agenda for that night will be decided in August. The 7-12 staff are looking at the freshman transition from iPads to Mac Book Airs. Stay tuned for orientation details coming in mid to late August.

Chris Stalheim, Ed.S

Technology Integrator

Blair-Taylor School District



e-NEWSLETTER

Beginning in the 2015-16 school year, we will have an electronic newsletter. Both the electronic and paper versions will be available for the start of the 2014-15 school year, but after June of 2015, hard copies will only be printed and mailed if personally requested. We are starting to let you know now to ease the transition when the change is officially made.

Below are some reasons why we are moving in this direction:

1. Times are certainly changing, and we must move with the technology, which will complement our website. Most people do the majority of their reading online. This will create a very effective medium to reach you.
2. Email newsletters are more cost-effective than print newsletters. For example, a normal publication costs us about \$500 per publication.
3. E-newsletters are interactive. With an e-newsletter, we can make sure our site, or any information available on the web, is just a click away.
4. E-newsletters will encourage word-of-mouth information exchange. It will be easy for you to forward your email to a friend. It's also a great way for people to quickly learn about the exciting things happening in our school district.
5. With an e-newsletter, you will be able to receive the newsletter wherever you are located, from Blair to anywhere in the world.

Thank you,
Jeffrey S. Eide
Superintendent



Suicide is the third leading cause of death for ten to twenty four year old youth in the United States (NAMI, 2013). Those that die by suicide are simply one area of concern. More youth attempt suicide than those that actually complete the act. Suicide is preventable. The Signs of Suicide Prevention Program is evidence-based practice and has shown a reduction in self-reported suicide attempts by 40% (BMC Public Health, 2007).

NAMI Trempealeau County, in collaboration with Gundersen Tri-County, the Trempealeau County Sheriff's Department, Arcadia School District, G-E-T School District, Osseo-Fairchild School District, and the Trempealeau County Health Care Center, invite you to join us on Tuesday September 9th, 2014, from 5:00-8pm for the Signs of Suicide (SOS) Training and Prevention Program and Mental Health Resource Fair.

Details of the Event:

Tuesday, September 9th from 5-8pm

5-8pm: Mental Health Resource Fair in lobby

6-8pm: Presentation and training in the auditorium

8pm: Refreshments served in lobby and time for questions and answers

Location: Whitehall High School lobby and auditorium

Who Should Attend: All middle and high school students, parents, school teachers, school counselors, school administrators, school support staff, mental health professionals, medical providers, and any community members interested in building better, stronger, and safer communities!

Several mental health professionals will be available throughout the evening to answer questions and make referrals.

For more information, contact: Erica Anderson, President NAMI Trempealeau County 608-484-2723.

BLAIR-TAYLOR SCHOOL DISTRICT SCHOOL SUPPLIES NEEDED FOR THE 2014 - 2015 SCHOOL YEAR



The following is a list of school supplies that each Blair-Taylor student will need for the 2014-2015 school year. They are listed below by grade level.

Early Childhood/Head Start/4-K:

Backpack large enough to hold a folder & snow pants. Extra change of clothes to leave at school (underwear, socks, shirt, pants.) *** 4K only - 1 snack item per quarter.

K-6 Phy. Ed. Requirements for Safety:

Appropriate tennis shoes. It is very important that each child has tennis shoes and appropriate clothing on phy ed. days. Please discourage your child from wearing flip flops to school on phy. ed. days.

SOSET Multi-Age K/1 - Pickett:

1 pair of pointed scissors, 1 package of pencil top erasers, 2 large pink erasers, 24 count pack of crayons, 24 pack of sharpened pencils, 20 glue sticks, backpack, 4 low odor dry erase markers in black or blue, 2 yellow highlighters, 1 box of facial tissue, and 2 rolls of paper towels. NO pencil boxes are needed. Each student needs a pair of headphones (earbuds are not recommended; headphones are preferred); they can use theirs from last year or they can be purchased from the school for \$10.00. K/1 students need to bring \$5.00. The \$5.00 will be used throughout the years for different projects.

SOSET Multi-Age 1/2 - Soto:

2 wide ruled spiral notebooks, 1 pair of pointed scissors, 1 bottle of white glue, 1 package of pencil top erasers, 2 large pink erasers, 24 pack of crayons, 24 pack of #2 pencils, 2 folders (red and blue), 8 glue sticks, backpack (medium sized), 4 low odor dry erase markers, 2 highlighters, small pencil box. All students need to bring 1 big box of facial tissue and 2 rolls of paper towels. Each student needs a pair of headphones (earbuds are not recommended; headphones are preferred). They can be purchased from the school for \$10.00. Each student needs to bring \$5.00. The \$5.00 will be used throughout the year on different projects.

Kindergarten:

Backpack, 12 #2 yellow pencils, 2 big pink erasers, 15 glue sticks, 2 large boxes of snacks per trimester, 1 rest mat - no blankets or sleeping bags, 1 low odor dry erase black marker, 1 yellow highlighter, 1 box of facial

tissue and 1 roll of paper towels. No pencil boxes are needed. Each student needs a pair of headphones (earbuds are not recommended; headphones are preferred). They can be purchased from the school for \$10.00. There is also a \$3.00 classroom supply fee.

Grade 1:

One box of 12 #2 pencils, 2 erasers, 4 low odor dry erase markers in black or blue, 1 pointed scissors, 1 bottle of white glue, 2 large or 6 small glue sticks (we suggest washable gel stick), 2 boxes of crayons (24 count), 2 two-pocket folders (1 red, 1 blue), 1 large backpack, 1 large box of facial tissue, one small plastic pencil box. Each student needs a pair of headphones (earbuds are not recommended; headphones are preferred). They can be purchased from the school for \$10.00.

Grade 2:

Pencil bag or small box, 20 pencils (no eversharps), low odor thin tip blue or black dry erase markers (4 pack), 1 pink or green eraser, 4 two-pocket folders, No Trappers please, crayons, ruler, colored pencils, small scissors, glue or glue stick (white only), 1 large box facial tissue and a medium sized backpack. Each student needs a pair of headphones (earbuds are not recommended; headphones are preferred), they can use theirs from last year or purchase a set from the school for \$10.00. One stylus pen for their iPad.

Grade 3:

24 #2 pencils, 1 large box of facial tissue, erasers, set of 24 colored pencils, 2 glue sticks, 4 two-pocket folders of plain colors (ORANGE, RED, GREEN, BLUE), No Trappers please, scissors, school supply box (8x5), 1 black or blue pen, 2 low odor dry erase markers, No other markers, 2 wide lined theme notebooks, headphones (earbuds are not recommended; headphones are preferred), which can be purchased from the school for \$10.00. 1 pack of sticky notes, water bottle (optional), stylus pen for iPad.

Grade 3/4 SoSet:

3 plain folders, 3 plain notebooks (wide lined), pair of scissors, 1 box of colored pencils, 1 box of facial tissues, hand pencil sharpener, regular pencils, 1 package of pencil top erasers, 2 glue sticks, 2 yellow highlighters, 1 pack of 4 black low odor dry erase markers, jump drive for computer projects, stylus pen for their iPad. Each student needs a pair of headphones or earbuds, they can use theirs from last year or purchase a set from the school (earbuds - \$8.00, headphones - \$10.00).

Grade 4:

7 plain folders (1 purple, 1 red, 2 green, 1 yellow, 1 blue, 1 orange), 2 packs of wide lined paper, colored pens, pencils, 1 box colored pencils, 1 pack of 4 low odor multi-colored dry erase markers, 2 boxes of facial

tissues, 1 pencil box or case, a water bottle. A stylus pen for their iPad. Headphones or earbuds, which can be purchased from the school (earbuds - \$8.00, headphones - \$10.00).

Grade 5:

3 folders, 3 notebooks, 2 boxes of facial tissues for the classroom, colored pencils, pencil box, pencils, pens, large erasers, ruler, scissors, 1 pack of 4 black low odor dry erase markers, 3x5 lined index cards, 2 highlighters. Headphones or earbuds, which can be purchased from school (earbuds - \$8.00, headphones - \$10.00). OPTIONAL: compass, protractor, water bottle with a secure lid, 1" three ring binder

Grade 5/6 SoSet:

4 folders with pockets and hole punched, (1) 1" 3 ring binder, pencil box or case, colored pencils, pencils, blue or black pens, loose leaf paper, 12" ruler with inches and centimeters, enclosed hand held pencil sharpener, 3x5 lined index cards,, scissors, transparent tape, eraser, water bottle with cover or secure lid, facial tissue for the classroom, computer jump drive, 3 spiral notebooks, 1 pack of 4 black low odor dry erase markers, 2 highlighters. Each student needs headphones or earbuds, which can be purchased from the school (earbuds - \$8.00, headphones - \$10.00). Last names beginning with letters A-S bring a box of quart size plastic storage bags. Last names beginning with T-Z bring a box of gallon size plastic storage bags.

Grade 6:

(Binders -- 1 to be used for projects/portfolios - Laughery's class only), transparent tape, folders for each class (at least 4), Trapper organizer, facial tissue, pencil box or case, colored pencils, green pens, blue/black pens, pencils, narrow ruled paper (loose leaf - not spiral), compass, protractor, ruler (12 inch), glue, scissor, post it notepad, glass/cup/sport bottle (must have a cover), jump drive for computer projects. Headphones or earbuds, which can be purchased from the school (earbuds - \$8.00, headphones - \$10.00).

ALL 7th and 8th Grade Students Need the Following:

Book covers, Trapper Keeper, 6 folders, 8 pencils per quarter, extra erasers, black or blue pens, pencil storage system (pouch or other), loose-leaf paper (for assignments), 3 spiral notebooks (narrow ruled), box of Kleenex, water bottle (clear plastic with sports top),

gym gear: tennis shoes (no platform tennis shoes), shirt, shorts, towel, shampoo, deodorant (no glass containers), combination lock. Earbuds or earphones for computer devices.

Elective Class Supplies Needed-Middle School

Agriculture 8th Gr.: Notebook and writing utensil

Tractor Safety : Notebook and writing utensil

Wisconsin Wildlife: Notebook and writing utensil

ATV/ Snowmobile Safety: Notebook and writing utensil

8th Gr. Art Exploration: 1 inch binder and pencils

7th Gr. Art Investigation: 1 inch binder and pencils

Exploring Career Decisions: folder, writing utensil (pen or pencil), other materials provided

FACS Meals 8th Gr.: folder, lined paper, dark blue or black ink pen or pencil

FACS Fabrics 8th Gr.: folder, lined paper, dark blue or black ink pen or pencil

7th grade Quest: folder, lined paper, dark blue or black ink pen or pencil

Spanish: notebook or loose leaf paper, folder just for Spanish, pen or pencil, colored pencils and note cards are recommended but not required

Band: properly working musical instrument or drum sticks for percussionists; personally owned instruments must be play tested and approved by the instructor. Rental fees and supply fees may apply.

Choir: pencil

Phy. Ed.: Tennis shoes, shorts, t-shirt and personal care products, (No glass bottles). A combination lock.

Math 7th & 8th Grade: Single subject spiral notebook, pencils

Tech. Ed. 7th and 8th Grade Safety glasses, combination lock, 12 ft. tape measure, 3 ring binder, loose leaf paper, calculator, folder, pencil, tennis shoes.

Blair-Taylor High School Course Supply List

Agriculture: notebook and writing utensil for all courses; \$10 materials fee for Wildlife Mgmt.

Art: Studio I, II, and III: 1 3-ring binder; \$5.00 materials fee

Business Ed.:

Intro. to Business-book cover, folder

Desktop Publishing-3-ring binder with plastic sleeves

Financial Literacy-calculator, folder w/ 3 fasteners

Pers. Finance (full yr.), Accounting I and Accounting II-calculator, book cover, folder, if course is dropped, payment for workbook

Bus. Procedures-3-ring binder w/ plastic sleeves, folder

Computer Science: Notebook, folder, writing utensil

English 9 and 10: Paper, note cards, book cover, green pen(s) or colored pencil(s), folder, writing utensils, optional-book cover, markers and/or highlighters

English 11: **note cards**, paper, folder, book cover, glue sticks and colored pencils/markers are used on occasion

English 12: **note cards**, paper, folder, glue sticks and colored pencils/markers are used on occasion

Better Food Choices, Food & Family, Food Science, & Eating Right!, Family Issues, Family Life Skills, Intro. to Health Careers: pencil or blue/black pen, folder, paper or computer

Understanding Childhood: Pencil or blue/black pen, **3-ring binder**, paper or computer

Careers in Design: Pencil or blue/black pen, folder, optional: some students may purchase additional fabric

Spanish: Folder, notebook (only for Span.), pen, pencil; dictionary recommended

Pre-Algebra & Algebra I: 3-ring binder, loose-leaf paper, notebook, **pencils**

Honors Alg. I/Alg. II: **pencils**, 3-subj. notebook or 3-ring binder w/ loose-leaf paper & dividers, graphing calculator is required for students who will be taking higher level courses

Geometry: multiple pencils, 3-ring binder (1 inch or more) w/ dividers, graphing calculator is required for higher level courses

Honors Alg. II/Alg. III: multiple pencils, 3-ring binder (1" or more) with dividers, calculator (T1-84 or higher graphing calculator or equivalent app. is required)

Pre-Calculus & Calculus: multiple pencils, 3-subj. notebook or loose-leaf paper; 3-ring binder (1" or more) with dividers; calculator (T1-84 or higher graphing calculator or equivalent app. is required)

Band: properly working musical instrument or drumsticks for percussionists; personally owned instruments must be play tested and approved by the instructor. Rental fees and supply fees may apply.

Mixed Chorus: Pencil

Phy Ed.: Change of Phy. Ed. clothes: T-shirt or sweatshirt, **Tennis shoes**, socks and shorts or sweatpants. Also need: towel deodorant, shampoo (no glass bottles), combination lock.

Health: Notebook & pen

Physical Science, Chemistry I & II, Lab. Techniques: Notebook, pen, pencil, calculator

Biology: Notebook, writing utensils, colored pencils, scissors

Zoology & Environmental Studies: Notebook, 3-ring binder

Anat. & Phys.: 3-ring binder, colored pencils, note cards, book cover, notebook

Physics

World Studies, World History, Am. Govt., Econ. Principles & WI History: Notebook, writing utensil

U.S. History: notebook, folder, blue/black pens

AP U.S. History, AP European Hist.: notebook, 3-ring binder, loose-leaf paper, index cards, pens & pencils

AP Govt.: Notebook, 3-ring binder, loose-leaf paper, pens & pencils

CAD& Drafting I/CAD I: 3-ring binder, loose-leaf paper, calculator, flash drive, pencils, if course is dropped payment for CAD software seat

Power Mechanics-Small Engines: Safety glasses, 3-ring binder, loose-leaf paper, pencil(s), calculator, combination lock, \$15.00 materials fee

Wood Tech. I: Safety glasses Z87, 12' tape measure, 3-ring binder, loose-leaf paper, calculator, pencils, \$15.00 materials fee

Adv. Project Woods II: Safety glasses Z87, 12' tape measure, 3-ring binder, loose-leaf paper, calculator, pencils

Basic/Adv. Welding: Safety glasses Z87, 12 ft. tape measure, 3-ring binder, loose-leaf paper, calculator, pencils, tennis shoes, combination lock, \$15.00 materials fee

Automotive Tech. I: Safety glasses Z87, 3-ring binder, loose-leaf paper, calculator, pencils, work shirt, tennis shoes, combination lock

Building Construction: Safety glasses, 25 ft. tape measure, 3-ring binder, loose-leaf paper, pencil(s), calculator, tennis shoes, combination lock

Manufacturing: Safety glasses Z87, 12 ft. tape measure, 3-ring binder, loose-leaf paper, calculator, pencils, tennis shoes, combination lock, \$15.00 materials fee

What's New in the Lunchroom?

We are all very excited in the kitchen about the upcoming school year. It will be fun to make the change over to one building. The students will see a few changes to the lunch and breakfast programs this year. Let me highlight the biggest changes.

Breakfast will now be a Grab and Go style for all schools. In the elementary, students will get off the bus and be able to go to the lunchroom to "grab" a breakfast and take it back to their classroom to eat. I have included information about the breakfasts that will be available to the students each day. Please be aware that the cereal is a main entrée choice. In other words, if a student chooses to take the breakfast sandwich, they cannot also have the cereal.

The middle school and high school will also have a Grab and Go style breakfast that will be available during a morning break time. We will also have breakfast available for the students as they arrive to school, which will be eaten in the cafeteria area. I have more entrée options for their Grab and Go breakfast than for the elementary students because young children have a problem making up their mind quickly when they are provided with too many options. After the Grab and Go style breakfast has run for a while, I will take a look at adding more options to the elementary.

Please be aware that at the secondary level, there is the possibility of students taking breakfast when they arrive and also grabbing something at the morning break. If this happens, students will be charged an a la carte charge to their account for the morning break food. If you do not want your child(ren) taking more than one breakfast, please let us know so we can flag the account.

Another breakfast change this year is that **we are required to include 1 cup of fruit as part of breakfast for that meal to be reimbursable**. For example, if students take juice and a ½ a piece of fruit, they have met the 1 cup requirement. Or, they may choose a whole piece of fruit and not take juice, and they have met the requirement. If a student does not take the fruit requirement, we will have to charge individually for each item taken because the breakfast does not meet the reimbursable requirements. This could end up in a higher cost to you than if the student took a reimbursable meal. For instance, if children receiving free breakfast do not take a reimbursable meal

School Supply Lists Are Available On-Line:

- Go to the school website www.btsd.k12.wi.us



(including 1 cup of fruit), their parents/guardians will be responsible for the cost of the food that they take.

The secondary students will now have “serve yourself” style lines. In the past, we have had a cook overseeing the students as they made their choices and we have made sure that they took a single serving of an item. This year they will be on their own. When I put together a menu, the cooks are told what a serving size is and they will put out a serving utensil that is equal to that size. An example: a serving size of mashed potatoes may be a cup. The serving utensil in the potatoes is equal to that cup. The cook is then able to supervise the students to make sure they are not taking significantly more than a cup of potatoes. This year, the students will be on their own when making the choice of how much food they take. There will still be the serving utensil that equals the amount that is a single serving, but it is up to them to make sure they take only that amount. If they were to take two full scoops of potatoes, then the cashier would be obligated to charge for the second scoop. While this has always been true, I want you to know that the responsibility will be on the students and there will be no cook there to remind them that they will be charged a second charge.

If your child is receiving free meals and takes second portions, you will be responsible for the cost of the second portion. We will try to help at the cashier to see that this does not become a problem, but please make sure that your children understand that they need to be responsible for their food choices. When school starts, we will send home a copy of the second pricing to each family.

These are the biggest changes this year. If you have any questions, you may contact me at orlowc@btsd.k12.wi.us.

We look forward to serving your children.

Carolyn Orlowski,
Food Service Director

ELEMENTARY GRAB AND GO BREAKFAST

MONDAY: Omelet with $\frac{1}{2}$ whole wheat English muffin

TUESDAY: Breakfast sandwich

WEDNESDAY: Blair-Taylor cinnamon roll

THURSDAY: Breakfast pizza

FRIDAY: On the 1st, 3rd and 5th Fridays-Pancake on a Stick

On the 2nd and 4th Fridays-Pancake or Waffle in a Bag
Or you may choose cereal every day

EVERY DAY YOU MAY HAVE WITH YOUR BREAKFAST CHOICE:

A variety of fresh fruit choices



Milk and Juice

MIDDLE AND HIGH SCHOOL GRAB AND GO BREAKFAST

MONDAY: Omelet with $\frac{1}{2}$ whole wheat English muffin

TUESDAY: Breakfast sandwich

WEDNESDAY: Blair-Taylor cinnamon roll

THURSDAY: Breakfast pizza

FRIDAY: On the 1st, 3rd and 5th Fridays-Pancake on a Stick

On the 2nd and 4th Fridays-Pancake or Waffle in a Bag

Or you may choose from these items that will be offered every day:

Muffin with yogurt

UBR breakfast bar

Cereal

EVERY DAY YOU MAY HAVE WITH YOUR BREAKFAST CHOICE:

A variety of fresh fruit choices

Milk and Juice

Breakfast and Lunch Prices to Increase

Breakfast and lunch prices will increase slightly for the 2014-2015 school year. This increase was approved at the June school board meeting.

	<u>2013-14</u>	<u>2014-15</u>
<u>Breakfast</u>		
Elementary	1.15	1.20
MS/HS	1.50	1.55
Adult	1.90	1.95
<u>Lunch</u>		
Elementary	1.90	2.00
MS/HS	2.15	2.25
Adult	3.05	3.15



Blair-Taylor School District Gifted and Talented Program

Philosophy

The Blair-Taylor School District recognizes that all students have talents and/or gifts. Some students, however, possess these talents and gifts to an exceptional degree. The district recognizes the right of these gifted students to receive educational opportunities that will meet their educational needs. Therefore, differentiated programming and specific services shall be provided to develop the cognitive, creative, and affective skills of these students.

Definition

Gifted and talented students are those individuals who, because of outstanding abilities, are capable of high performance. Giftedness falls into one or more of the following areas: intellectual, academic, creative, leadership, or artistic.

- A student may be **intellectually (cognitively) gifted** if he or she uses advanced vocabulary, readily comprehends new ideas, thinks about information in complex ways, or likes to solve puzzles or problems.
- A student may be **academically gifted** if he or she shows unusual abilities in one or more area

(math, reading, etc.), has exceptional memorization ability, acquires knowledge quickly, or enjoys talking with experts in the field of his or her interest.

- A student may be **creatively gifted** if he or she comes up with several solutions to a given problem, creates and invents in unusual and imaginative ways, or has a vivid imagination.
- A student may be gifted in the area of **leadership** if he or she assumes responsibility and follows through, uses judgment in decision making, sets goals and accomplishes them, can organize self and others, and has self-confidence.
- A student may be **artistically gifted** if he or she has an unusual ability for expressing self, feelings, or moods through art, dance, drama, or music, exhibits creative expression, or has an unusual ability for seeing and observing things in detail.

Identification

Students are identified for services by the gifted and talented program through a number of ways, including performance on standardized tests and/or individual assessment tools. Student, teacher, and parent referrals are also considered an important part of the identification process. In addition, participation in programming options can be used to help with identification.

Once a student is identified as requiring services through the gifted and talented program, a Differentiated Education Plan (DEP) will be developed for that student by the program coordinator, parents, teacher, administrator, and any others who would be involved in providing services.

If you have additional questions about identification or program options for gifted students, please contact Dana Eide, Gifted and Talented Program Coordinator.

Copyright & Fair Use

Copyright

Students often produce a variety of projects using images, videos, music, others' words, etc. It is important that they learn fundamental concepts so that they can avoid violating copyright laws. It is imperative that teachers, parents, and community members help to reinforce students' need to follow copyright laws, whether they are doing homework or producing creative works for fun.

What, exactly, is copyright? "Copyright is a bundle of rights which visual artists, musicians, writers and video and film makers own in relation to their work. It exists in every kind of creative work you can imagine." In addition, "Copyright exists automatically once you create a work..." This means that even the work of an amateur, such as an individual's picture on a blog, is protected by copyright laws. See more at: <http://www.artslaw.com.au/legal/raw-law/what-is-copyright/#fhash.faprmDdT.dpuf>

In essence, copyright laws protect artists from having their artwork, or their intellectual property, stolen and/or used in ways they do not desire, especially if another person is profiting from the artists' works. Some common works of art that are protected by copyright include written pieces, photographs, movies, and music.

Obviously, violating copyright is an ethical and moral issue. However, it also is a legal one. Individuals convicted of copyright infringement can receive fines in the hundreds of thousands of dollars, and they can even be sentenced to prison.

How Can Students Avoid Violating Copyright Laws?

There are many strategies students can use in order to avoid copyright infringement when working on their projects.

1) Use original material.

Students should utilize as much original material as possible. After all, if they are using pictures they've taken themselves or videos & music they've created, they know that no one else has a copyright on that artwork, so there is no way they could be violating

copyright law. Having children produce original work, instead of simply taking pictures, music, movie clips, or words from someone else, will encourage those children to use their imaginations, problem-solving skills, and 21st century technology skills. While this will seem more difficult and time-consuming to students who are used to simply doing a Google search and utilizing others' work at will, children generally derive a greater sense of enjoyment and love of learning when they are creating original works, rather than recycling what others have done. This benefit is in addition to the skills already mentioned, which students will not practice as much if simply borrowing material from others.

2) Use copyright-free/royalty-free material.

In addition to using original material as often as possible, students should remain up-to-date regarding how to attain images, music, etc., without violating copyright law. For example, students can produce their own music using programs such as GarageBand. They can also access royalty free music via Soundzabound (available through the Badgerlink.net website). Songs taken from Soundzabound can be manipulated using Audacity or GarageBand. There are images available for use in the Creative Commons section on Flickr. In addition, if it's for a school project, graphics can be used from Clip Art in Microsoft Word. Material that is old enough becomes public domain and can be used without violating copyright (as long as credit is given to the author/creator). Frankly, there are probably many other ways to attain images, videos, words, and music for a project WITHOUT violating copyright, so there's really no valid reason to do so.

3) Receive permission.

Another option for students is to ask the artist or the person who owns the copyright for permission to use the work of art. If permission is granted to use the work of art, then the student is not violating copyright laws. Of course, credit should still be given to the original author/creator.

4) Use purchased, copyrighted material for private use only.

One common misconception is that if individuals have purchased a piece of art, such as a song, they can do whatever they want with it—broadcast it over YouTube, use it in a video of their own creation to share with the class, etc. In fact, when people buy songs,

movies, etc., they have purchased the right to view, listen to, or read that piece of art for private use only. Individuals are allowed to enjoy that piece of artwork in small groups, such as with their families or a small group of friends, but they must be careful about sharing that artwork with a large group. When producing a project to share with others, either over the Internet or in the classroom, copyright law must still be followed, regardless of whether individuals have purchased a copy of the song, video, picture, or words they intend to use.

Fair Use

Keeping all this in mind, the concept of “fair use” does give students some latitude when it comes to using artistic works for **school projects**. (Note the same rules may not apply to projects students do on their own time for fun, especially if those projects are being shared in a public forum, such as the Internet.) A certain amount of leeway *is* granted in certain situations, such as educational settings, when profit is not an incentive.

For instance, individuals are allowed to quote short passages from written works in their own academic writing. This is essential for composing research papers and literary analysis essays, for example.

Students may also use very brief movie and music clips if they are producing a project for school that will not produce profit. Unfortunately, how much of a song or video can be used is rather vague. Some sources claim no more than 30 seconds of a song can be used. Others claim a certain percentage of a video can be. Actually, different factors are examined to determine if material was used appropriately or if copyright laws were violated. According to the official *copyright.gov* website, there are no definitive guidelines regarding the length of a segment of copyrighted material that one uses in his/her own work. Rather, when determining whether one’s use of an excerpt falls under the fair use doctrine, different variables are taken into account, such as the purpose of the new work and its effects. Please see <http://www.copyright.gov/help/faq/faq-fairuse.html#howmuch> for more information.

A good rule of thumb for students appears to be to use as little copyrighted material as possible in order to avoid problems. Again, original work is the best way to proceed. When working on **school projects**, extremely brief snippets from copyrighted material are allowed, as long as the purpose of the project is educational and will not generate money. Of course,

credit to the author/creator should always be given. As a final reminder, students should not forget that there are many alternatives to using copyrighted material in the first place (public domain, royalty-free music, Creative Commons images on Flickr).

For more detailed information on fair use and copyrighted material, see [Getting Permission: How to License & Clear Copyrighted Materials Online & Off](#), by Richard Stim (Nolo).

Another helpful resource can be found at: <http://www.teachingcopyright.org/handout/copyright-faq>, which is written in language suitable for students in the upper grades.

Plagiarism

It is important to note that plagiarism and copyright infringement are two **separate** issues. Plagiarism is when someone attempts to take credit for someone else’s words or ideas, passing them off as his/her own.

It is possible that a student could make sure to follow copyright laws and still commit plagiarism. For instance, a student could find a picture from the Creative Commons section on Flikr. Perhaps the photographer specified that anyone could use the picture for any purpose—he/she did not even require others give him/her credit. The student passes that photograph off as his/her own and turns it into his/her art teacher. While this technically may not violate copyright law—it was used with the creator’s permission—it is still plagiarism, passing off another’s work or ideas as one’s own.

It is also possible that a student could create a project that does not plagiarize, as all sources are cited properly. The student does not attempt to pass off any words, images, music, etc. as his/her own. However, if the student uses lengthy clips from copyrighted songs and motion pictures, that student has still violated copyright laws.

It is important that schools, parents, and community members understand the importance of having students adhere to copyright laws. It is not fair to allow students to violate copyright laws when they are children, and then expect them to follow them as adults.

Kimberly Joten,
High School English Teacher

School Board Information

School Board Members

President

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Vice-President

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Perry Kujak
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Blair, WI 54616
Home: 608-989-2510
e-mail: kujakp@btsd.k12.wi.us

The school board meets at 5:30 on the third Monday of each month, alternating between the community center in Taylor and the board room in the K-12 building.

Committees

Finance/Property/Transportation

Keith Lien
Dave Smikrud
Perry Kujak

Long Range Planning

Randi Arneson
Dave Smikrud
Perry Kujak

Policy Review

Fern Aleckson
Randi Arneson
Keith Lien

Teacher Negotiations

Fern Aleckson
Blaine Koxlien
Dave Smikrud

Support Staff Negotiations

Randi Arneson
Troy Tenneson
Perry Kujak

Term Expirations: April

Perry Kujak	2015
Troy Tenneson	2015
Keith Lien	2015
Fern Aleckson	2016
Dr. Blaine Koxlien	2016
Dave Smikrud	2016
Randi Arneson	2017

Blair-Taylor School District Bus Routes

In-Town Bus Stops: We will have bus stops in the city of Blair; however, the locations have not been determined at this time. More detailed information will be in *The Blair Press* and sent out through the building principals.

Route 1: Pine Creek Rabbit Run: Cty Rd P to French Creek Rd to Wilson Rd Back to Cty Rd P To Colwell Rd to Cty Rd X to Lincoln Rd to Taylor Rd to Davis Rd to Kelly Rd to Oak Park Court to Cty Rd N to Rabbit Run to Blair-Taylor School

Gary Olson Bus #23, 608-989-2077

Route 2: Taylor Route: Gym (old high school) Leave Time TBD; Village Hall (old elem school) Leave Time TBD; City lot (across from Cenex) Leave Time TBD
Cindy Noren Bus # 12, 608-525-3302

Route 3: Beaver Creek Cty Rd N: Cty Rd N to Cty Rd C to Cty Rd N to Beck Rd to Franklin Rd to Peter Coulee Rd to Jackson Rd to Skuttle Rd to Harrison Rd to Cty Rd N to Blair Rd to South River Rd to Blair-Taylor School

Gary Weisenberger Bus #18, 608-525-4032

Route 4: Big Slough Cty Rd W: Cty Rd P to Big Slough to Ridgeway Rd to Cty Rd G to Curran Rd to Cty Rd G to Green Acres Rd Harding Rd to Cty Rd G to Hwy 95 to Cty W to Burma Rd to Cty Rd W to Hwy 95 to Blair-Taylor School.

Carol Ekern Bus# 24, 715-983-5575

Route 5: Larken Valley:Mill Rd to Larken Valley Rd to Rat Road to Schansberg Rd to Snake Coulee to Larken Valley Rd to Mill Rd to Hwy 95 to Blair-Taylor School.
Ardell Knutson Bus # 8, 608-989-2124

Route 6: Lakes Coulee-Welch Coulee: Hwy 95 to Thompson Rd to Nyen Rd back to Hwy 95 to Peterson Coulee Rd to Cty D to Cty Rd N to Hermanson Lane to Skundberg Rd To Arneson Ridge to Hwy 53 to Brekke Ridge to Cty Rd I to Hwy 53 to Blair-Taylor School
Allen Husmoen Bus# 6, 608-989-2045

Route 7: French Creek:Cty Rd D to Hovre Rd to Cty Rd D to Moen Coulee to Cty Rd I to Hwy 53 to Bradley Rd to Lone Star Rd to Cty Rd S to Moen Ln back to

Cty Rd S to Joe Coulee Rd to Knutson Lane to Cty Rd S to Quarne Rd to Elland Rd to Blair-Taylor School
Steve Nelson Bus # 9, 608-989-2317

Route 8: Hegg Bear Creek:Cty Rd S to Cty Rd C to Leque Lane to Leien's to Cty Rd C to Hwy 53 to Kittleson Coules to Johnson's to Hwy 53 to Cty Rd CC back to Hwy 53 to Lund Coulee to Hwy 53 to Twinde Lane back to Hwy 53 to Bear Creek Rd to Lone Star Rd to Miller Lane to Lone Star Rd to Hwy 53 to Blair-Taylor School

Pam Paulson Bus# 7, 608-525-2001

Route 9: Cty C Joe Coulee:Cty C to Borreson Lane to Cty C to Rogness Coulee back to Cty C to Washington Coulee back to Cty Rd C to Joe Coulee to Linstrom Rd to Bahnbub Rd to Trump Coulee to Niles Rd to Marsh Rd to Trump Rd to Quarne Rd to Anderegg Rd to South River Rd to Blair-Taylor School.

Wade Noren Bus # 10, 608-484-0192

*Noren Transport, Inc.
Wendell and Cindy Noren
N25824 Leque Lane
Ettrick, WI 54627
Office-Home (608) 525-3302
Office: (608) 525-8018
Bus Garage: (715) 662-2314*

Parents, if your child will NOT be riding the bus in the morning, please call his/her bus driver by NO LATER than 6:30 a.m. This will help them out so that they don't have to stop and wait for someone who is not riding the bus. Thank you! --Noren Transport, Inc.



Bullying

Introduction

The Blair-Taylor School District strives to provide a safe, secure and respectful learning environment for all students, staff, and others in school buildings, on school grounds, on school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims, and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment, learning process, and school climate.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, national origin, race, ethnicity, religion, gender, gender identity, sexual orientation, physical attributes, physical or mental ability or disability, and social, economic, or family status.

Bullying behavior can be:

1. **Physical** (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. **Verbal** (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. **Indirect** (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the Internet – also known as cyber bullying)

Prohibition

Bullying is prohibited in all schools, buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal. If the building principal is the bully, it should be reported to the superintendent.

Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual, is encouraged to report the conduct to the building principal.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

The school official receiving a report of bullying will immediately notify the school district employee assigned to investigate the report, which is the building principal.

Notice of Non-Discrimination Policy

In compliance with Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Amendments of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973 and S.118.13 Wisconsin Statute; The Age of Discrimination Act of 1975; and all other Federal, State, Schools rules, laws, regulations, and policies, The School District of Blair-Taylor shall not discriminate on the basis of sex, age, race, color, national origin, religion, or handicap in the educational programs or activities which it operates, and in employment.

It is the intent of the School District of Blair-Taylor to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operation. Grievance procedures for Title IX and Section 504 and S.118.13 Wisconsin Statute have been established for students, their parents, and employees who feel that discrimination has been shown by the School District. They are as follows:

GRIEVANCE PROCEDURE

1. An earnest effort shall first be made to settle the manner informally with the building principal.
2. If the matter in (1) is not resolved within ten working days, the grievance shall be presented in writing to the district administrator, including a statement of facts comprising the non-compliance issue alleged. The grievance shall be signed and dated. An earnest effort shall be made to settle the matter informally between the employee or student and the administrator.
3. If not settled in (2) within 10 days, the grievance may be appealed to the Board of Education.
4. Any person who receives a negative determination relating to S.118.13 Wisconsin Statute may appeal to the State Superintendent of Schools within 30 days of the Board's decision.
5. Complaints may be made to the Office of Civil Rights either before or following the exhaustion of local grievance procedures.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

District Administrator
School District of Blair-Taylor
Title IX Coordinator
Section 504 Coordinator
N3102 Elland Road
Blair, Wisconsin 54616

Complaints may be filed with the OFFICE FOR CIVIL RIGHTS:

Office of Civil Rights - Region V
300 South Wacker Drive
Eighth Floor
Chicago, IL 60606
(312) 353-2520

Annual Notice: Homeless Children

The McKinney-Vento Act defines children and youth who are homeless (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:
 - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up);
 - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - living in emergency or transitional shelters;
 - abandoned in hospitals; or
 - awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

If you are personally aware of or are acquainted with any children who may qualify according to the above criteria, the Blair-Taylor School District provides the following assurances to parents of homeless children:

- There shall be immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.
- All educational opportunities and related opportunities for homeless students (preschool to age 21), including unaccompanied youth, shall be the same as for the general population.
- Enrollment and transportation rights, including transportation to the school of origin. “School of origin” is defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- Written explanation of a child or youth’s school placement, other than school of origin or the school requested by the parent, with the right to appeal within the local dispute resolution process.

- Meaningful opportunities for parents to participate in the education of their children. These shall include: special notices of events, parent-teacher conferences, newsletters, and access to student records.

Please contact Jeff Eide, homeless liaison for the Blair-Taylor School District, for additional information about homeless issues. Mr. Eide can be reached at (608) 989-2881 or eidej@btsd.k12.wi.us.

Transfer of Records

Student records relating to a specific student shall be transferred to another school or school district upon receipt of written notice from an adult student or the parent or guardian of a minor student that the student intends to enroll in the other school or school district, or upon written notice from the other school or school district that the student has enrolled.

Youth Options Program

Students acquiring junior or senior status in high school qualify for the Youth Options program. Annually by October 1, the school board shall provide information to high school students about the youth options program.

Application Procedures: A pupil who intends to enroll at an institution of higher education under this section shall notify the school board no later than March 1 if he/she intends to enroll in the fall semester, and no later than October 1, if he/she intends to enroll in the spring semester. Written notification shall be made using DPI form PI 8700-A. The notice shall include the titles of the courses the pupil intends to take and the number of credits for each course, and shall specify whether the pupil is taking the courses for high school or postsecondary credit.

If the pupil specifies that he/she intends to take a course for high school credit, the school board shall determine whether the course is comparable to a course offered in the school district, and whether the course satisfies any of the high school graduation requirements under s.118.33 and the number of high school credits to award the pupil for the course, if any. If the pupil disagrees with the determination of the board, he/she may appeal the decision to the state superintendent within 30 days of the decision. The decision of the state superintendent shall be final and not subject to review.

Pupil Responsibilities: A pupil taking a course at an institution of higher education for high school credit under this section is not responsible for any portion of the tuition and fees for the course if the school board has determined that the course is not comparable to a course offered in the school district.

If the pupil is taking a course for high school credit and the board has determined that a comparable course is offered, the pupil is responsible for the tuition and fees for the course. A pupil taking a course for postsecondary credit is also responsible for the tuition and fees for the course.

Payment Procedures: The school district will pay for up to a maximum of 18 semester credits offered by a post-secondary school in accordance with guidelines set forth in State Statute 118.55 (5). Payment will be made by the school district directly to the institution of higher education for tuition, books and fees required by Statute for approved courses taken for high school credit. On-line post-secondary courses that provide college credit will count as part of the 18 paid credits.

Reimbursement for Incomplete or Failed Courses: If a pupil receives a failing grade in a course or fails to complete a course, the school district will request reimbursement by the family for any tuition and fees paid by the district on behalf of the student. The student shall be ineligible for further participation in youth options until full reimbursement has been made to the school district.

Credit Awarded: A post-secondary course taken under the youth options program and approved for high school credit shall be granted $\frac{1}{4}$ high school credit per one semester credit offered by the post-secondary course in accordance with PI 40.07(2) of the Wisconsin Administrative Code.

Transportation: The school district is not responsible for any transportation costs associated with a pupil taking courses under youth options. The parent or guardian of a pupil who is attending an institution of higher education or technical college and is taking the course for high school credit may apply to the state superintendent for reimbursement of the cost of transporting the pupil between the high school and the college or technical college that the pupil is attending if the pupil's parent or guardian is unable to pay the cost of such transportation. A parent applying to the state for transportation reimbursement is to use form PI-8701.



Notice of Release of Directory Data

NOTICE IS HEREBY GIVEN:

The Blair-Taylor School District, pursuant to the Family Educational Rights and Privacy Act, and State Statute 118.125, has declared the following information contained in a student's education record as "directory information" and may disclose that information without prior written consent.

1. The student's name
2. The student's address
3. The name of the parent or guardian of the student
4. The student's phone number (unless unlisted)
5. The student's date of birth
6. The student's current grade level in school
7. Weights and heights of members of athletic teams
8. Participation in officially recognized activities & sports
9. Dates of attendance (i.e. (1986-1990)
10. Student photographs
11. Degrees, awards and honors received

Within the first three weeks of each school year, the school district shall publish in the district newsletter the above directory information list. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time of enrollment.

After the parents and eligible students have been notified, they will have two weeks to advise the school district in writing (to the respective building principals) of any or all of the items about their child they refuse to permit the district to designate as directory information.

At the end of the two-week period, each student's records will be appropriately marked by the record's custodians to indicate the items the district will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

Any parent, guardian, or eligible student must complete the District's REQUEST TO WITH-HOLD DIRECTORY INFORMATION form at the school in which said student attends of their desire that all or any part of the directory information may not be disclosed without the parent's, guardian's or eligible student's consent, provided that such notification is given to the district within two weeks of this published notice.

BLAIR-TAYLOR SCHOOL DISTRICT,
Jeff Eide, District Administrator

Events, Aug. 2014-Nov. 2014

<http://www.cms4schools.com/btsd/Calendar.cfm>

Mon., Aug. 4	Booster Club Meeting, 6pm
Tues., Aug. 5	Football Starts
Fri., Aug. 15	FB Scrim. @ Elmwood, 4:30
Mon., Aug. 18	CC and VB Start
Fri., Aug. 22	FB @ Luther, 7pm
Mon., Aug. 25	Teacher In-Service JV FB @ Luther 5pm JV VB Home vs. WHTL 4 pm
Tues., Aug. 26	Teacher In-Service
Wed., Aug. 27	Teacher In-Service
Thurs., Aug. 28	Teacher In-Service VB Home vs GET, 6pm
Fri., Aug. 29	FB Home vs. Bangor, 7pm
Sat., Aug. 30	All CC @ Marshfield, 9am
Tues., Sept. 2	Students' first day of school JV FB Home vs. Augusta, 5pm VB Quad @ Pepin, 5pm
Thurs., Sept. 4	JV VB @ WHTL, 5pm
Fri., Sept 5	FB @ Indee, 7pm
Sun., Sept. 7	Miss Blair
Mon., Sept. 8	Booster Club Meeting, 6pm JV FB @ Indee, 5 pm
Tues., Sept. 9	CC @ Westby, 4:30pm VB Home vs. Indee, 6pm MS VB Home vs. Indee, 4:30pm
Thurs., Sept. 11	CC @ GET, 4:30pm MS CC @ BRF, 4:30pm MS VB @ WHTL, 4:30pm MS FB Scrimmage @ BRF
Fri., Sept. 12	FB Home vs. Mel-Min, 7pm
Sat., Sept 13	VB @ Mel-Min, 8:30am
Mon., Sept 15	No School-Teacher In-Service CC @ BRF, 4:30pm MSVB Home @ ACLH, 4:30pm JV FB Home vs. Mel-Min, 5pm
Tues., Sept. 16	VB @ Gilman, 6pm MSVB Home vs. Mel-Min, 4:30 MSFB Home vs. Augusta, 5pm MSCC @ Mel-Min, 4:30pm
Wed., Sept. 17	Freshman Spring Green Trip, leave @ 6:45am
Thurs., Sept. 18	VB Home vs. Mel-Min, 6pm
Fri., Sept. 19	FB @ WHTL, 7pm
Mon., Sept. 22	School Board Meeting, 5:30 JVFB @ WHTL, 5pm MSVB Home v. Gilman 4:30
Tues., Sept. 23	All CC @ Mondovi, 4:30pm VB @ ACLH, 6pm MSFB @ ACLH, 5pm
Thurs., Sept. 25	VB Home vs. Alma, 6pm MSVB @BRF, 4:30pm
Fri., Sept. 26	FB Home vs. ES, 7pm
Sat., Sept. 27	VB @ WHTL, 6pm

Mon., Sept. 29	CC @ Mel-Min, 4:30pm MSVB @ Indee, 4:30pm JVFB Home vs. ES, 5pm
Tues., Sept. 30	VB @ WHTL, 6pm MSVB Home vs. CFC, 4:45pm MSFB @ CFC, 5pm
Thurs., Oct. 2	MSVB Home vs WHTL, 4pm
Fri., Oct. 3	FB @ ACLH, 7pm
Mon., Oct. 6	Booster Club Meeting, 6pm CC @ Luther, 4:30pm JVFB @ ACLH, 5pm MSVB @ Mel-Min 4:30pm
Tues., Oct. 7	VB @ Augusta, 6pm MSVB Home vs Arcadia 4:30 MSFB Home vs Alma 5pm
Thurs., Oct. 9	VB @ Immanuel, 6pm? MSCC @ ES 4:30pm
Fri., Oct. 10	FB Home vs. CFC, 7pm Teacher In-Service
Sat., Oct. 11	All CC @ Arcadia, 9:30am
Mon., Oct. 13	JVFB Home vs. CFC, 5pm
Tues., Oct. 14	VB Home vs. CFC, 6pm
Thurs., Oct. 16	CC Conference VB Home vs. ES, 7pm
Fri., Oct. 17	FB @ Augusta, 7pm
Tues., Oct. 21	VB Regional
Thurs., Oct. 23	P-T Conferences, 4-8pm
Fri., Oct. 24	Level 1 FB PT Conferences, 8am-12pm Teacher In-Service 12-4pm
Sat., Oct. 25	CC Sectional
Sat., Nov. 1	CC State
Mon., Nov. 3	Booster Club Meeting, 6pm
Tues., Nov. 4	Dairyland Rehearsal. 6:30pm @ WHTL - HS
Thurs., Nov. 6	VB State
Fri., Nov. 7	Teacher In-Service
Sat., Nov. 8	Dairyland Rehearsal, noon @ WHTL - HS Dairyland Concert @WHTL 7pm
Mon., Nov. 10	GBB Starts
Tues., Nov. 11	MS BBB Home vs WHTL 4:30
Tues. Nov. 13	MS BBB @BRF 4:30
Mon., Nov. 17	BBB and WR Start
Tues., Nov. 18	MS BBB @ Mel-Min 4:30
Thurs., Nov. 20	FB State GBB Home vs. BRF, 5:50pm MS BBB @ Indee 4:30
Mon., Nov. 24	BBB Scrim.-Fall Creek, 5pm
Tues., Nov. 25	GBB Home vs. GET, 5:50pm MS BBB Home vs ACLH 4:30
Wed., Nov. 26	Teacher In-Service
Thurs., Nov. 27	No School
Fri., Nov. 28	No School

SEPTEMBER LUNCH MENU

1 LABOR DAY NO SCHOOL	2 Calzones with Dipping Sauce	3 Chicken Nuggets with Soft Pretzel and Cheese Sauce	4 Cheese Quesadilla	5 Macaroni and Cheese with Garlic Bread
8 Pizza- Elementary Hamburgers and Fries-High School Cafeteria	9 Popcorn Chicken with Mashed Potatoes	10 Spaghetti with Garlic Bread	11 Chicken Alfredo	12 Pulled Pork Sandwich
15 NO SCHOOL	16 Tacos with all the fixings	17 Pizza Bread	18 Chicken Tenders	19 Hot Dogs with Cole Slaw and Potato Salad
22 Ravioli with Garlic Bread	23 Chicken Gravy over Mashed Potatoes	24 BREAKFAST FOR LUNCH French Toast Sticks	25 Grilled Cheese Sandwich with Soup	26 Sub Sandwiches
29 Chicken Patty on a Bun	30 Stromboli Sub Sandwich			

**ALL MEALS COME WITH: A variety of vegetables, a variety of fruit,
salad bar, and a choice of low fat or fat free milk.**

This institution is an equal opportunity provider.

BLAIR-TAYLOR SCHOOL DISTRICT

Dear Parent/Guardian:

Children need healthy meals to learn. The Blair-Taylor School District offers healthy meals every school day. Breakfast costs: K-6 students-\$1.20 and 7-12 students-\$1.55; lunch costs: K-6 students-\$2.00 and 7-12 students-\$2.25. Your children may qualify for free meals or for reduced price meals. Reduced price is \$.30 for breakfast and \$.40 for lunch.

1. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. Complete the application to apply for free or reduced price meals. *Use one Free and Reduced Price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information.* Return the completed application to any of the school offices.
2. WHO CAN GET FREE MEALS? All children in households receiving benefits from FoodShare, the Food Distribution Program on Indian Reservations (FDPIR), or **W-2 Cash Benefits**, can get free meals regardless of your income. Also, your children can get free meals if your household's gross income is within the free limits on the Federal Income Eligibility Guidelines.
-  If you have received a NOTICE OF DIRECT CERTIFICATION for free meals, **do not** complete the application. But **do** let the school know if any children in your household are not listed on the NOTICE OF DIRECT CERTIFICATION letter you received.
- CAN FOSTER CHILDREN GET FREE MEALS? Yes, foster children who are under the legal responsibility of a foster care agency or court are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income. More information can be found at http://fns.dpi.wi.gov/fns_fincou1#fckc under "Eligibility Benefits for Students in Foster Care, Kinship Care, and Chips."
- CAN HOMELESS, RUNAWAY, AND MIGRANT CHILDREN GET FREE MEALS? Yes, children who meet the definition of homeless, runaway, or migrant qualify for free meals. If you haven't been told your children will get free meals, please call or e-mail Mr. Michael Thomley to see if they qualify.
- CAN CHILDREN ENROLLED IN A HEAD START PROGRAM RECEIVE FREE MEALS? Yes, children who are enrolled in a federally-funded Head Start Program, or a comparable state-funded Head Start Program or pre-kindergarten program using identical or more stringent eligibility criteria than the Federal Head Start Program or an Even Start Program, can receive free meals.
- WHO CAN GET REDUCED PRICE MEALS? Your children can get low cost meals if your household income is within the reduced price limits on the Federal Income Eligibility Guidelines, shown on this application.
- SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE APPROVED FOR FREE MEALS? Please read the letter carefully and follow the instructions. Call the school at 608 989-9835 if you have questions.
- MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. **DO I NEED TO FILL OUT ANOTHER ONE?** Yes. **Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.**
- I GET WIC. CAN MY CHILD(REN) GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out an application.

10. WILL THE INFORMATION I GIVE BE CHECKED? Yes, and we may also ask you to send written proof.
11. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
12. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: JEFFREY EIDE, N31024 ELLAND ROAD, BLAIR, WI 54616, 608-989-2881, eidej@btsd.k12.wi.us.
13. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.
14. WHO SHOULD I INCLUDE AS MEMBERS OF MY HOUSEHOLD? You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.
15. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
16. WE ARE IN THE MILITARY. DO WE INCLUDE OUR HOUSING ALLOWANCE AS INCOME? If you get an off-base housing allowance, it must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income.
17. MY SPOUSE IS DEPLOYED TO A COMBAT ZONE. IS HIS/HER COMBAT PAY COUNTED AS INCOME? No, if the combat pay is received in addition to his/her basic pay because of his/her deployment and it wasn't received before s/he was deployed, combat pay is not counted as income. Contact your child's school for more information.
18. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for FoodShare or other assistance benefits, contact your local assistance office or call 1-800-362-3002.

If you have other questions or need help, call 608-989-9835.

Si necesita ayuda, por favor llame al teléfono: 608-989-9835.

Si vous voudriez d'aide, contactez nous au numero: 608-989-9835.

Sincerely,

Jeffrey Eide
Superintendent

INSTRUCTIONS FOR APPLYING

If anyone in your household receives benefits from **FoodShare, W-2 Cash Benefits, or the Food Distribution Program on Indian Reservations (FDPIR)**, follow these instructions.

Part 1: All Household Members-List the name of each household member (**a household member is any child or adult living with you**), and the name of the school each child attends.

Part 2: List the case number and the name of the household member (adult or child) who receives **FoodShare, W-2 Cash Benefits, or FDPIR** benefits and which program the benefits are from.

Part 3: Skip this part.

Part 4: Sign the form. The last four digits of your Social Security Number are not necessary.

Part 5: This question is optional. You can choose whether or not to provide ethnic and racial data.

If no one in your household gets FoodShare, W-2 Cash Benefits, or FDPIR benefits and if any child in your household is **homeless, a migrant, or runaway, or enrolled in a Head Start Program**, follow these instructions.

Part 1: All Household Members-List the name of each household member (**a household member is any child or adult living with you**), and the name of the school each child attends. If any child you are applying for is homeless, migrant, runaway, or enrolled in a Head Start Program, check the appropriate box and call 608 989-9835.

Part 2: Skip this part.

Part 3: Complete only if a child in your household isn't eligible under Part 1. See instructions for All Other Households below.

Part 4: Sign the form. The last four digits of a Social Security Number are not necessary if you didn't need to fill in Part 3.

Part 5: This question is optional. You can choose whether or not to provide ethnic and racial data.

If **all** of the children in the household are foster children, follow these instructions. You do **not** need to fill out a separate application for each foster child in your household.

Part 1: If **all children in the household are foster children**, list all foster children and the name of the school each child attends. Check the box indicating the child is a foster child.

Part 2: Skip this part.

Part 3: Skip this part.

Part 4: Sign the form. The last four digits of a Social Security Number are not necessary.

Part 5: This question is optional. You can choose whether or not to provide ethnic and racial data.

If **some** of the children in the household are foster children, follow these instructions.

Part 1: All Household Members-List the name of each household member (**a household member is any child or adult living with you**), and the name of the school each child attends. For any person, including children, with no income, you must check the "No Income" box. Check the box for each foster child. If any child you are applying for is homeless, migrant, or runaway, or enrolled in a Head Start Program, check the appropriate box and if you have questions, call 608 989-9835.

Part 2: Skip this part

Part 3: Complete only if a child in your household isn't eligible under Part 1. **See instructions under Part 3 for All Other Households below.**

Part 4: Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn't have one).

Part 5: This question is optional. You can choose whether or not to provide ethnic and racial data.

ALL OTHER HOUSEHOLDS, including WIC households, follow these instructions:

Part 1: All Household Members-List the name of each household member (**a household member is any child or adult living with you**), and the name of the school each child attends. If any child you are applying for is homeless, migrant, or runaway, or enrolled in a Head Start Program, check the appropriate box and if you have questions, call your school.

Part 2: Skip this part.

Part 3: Follow these instructions to report total household income from **this month or last month**.

- **Section 1—Name:** List all household members who have income.
- **Section 2 –**
 - **Gross Income and How Often It Was Received:** List the income for each household member listed in Part 1. Check the box to tell us how often the person receives the income—weekly, every other week, twice a month, or monthly.
 - **Earnings from work:** List the **gross income**, not the take-home pay. Gross income is the amount earned *before* taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you. Net income should *only* be reported for self-owned business, farm, or rental income.
 - **Welfare, Child Support, Alimony:** List the amount each person receives, and check the box to tell us how often.
 - **Pensions, Retirement benefits, Social Security, Supplemental Security Income (SSI), Veteran’s benefits (VA benefits), and disability benefits.** List the amount each person receives, and check the box to tell us how often they receive it.
 - **All Other Income:** List Worker’s Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household and any other income received weekly, every other week, twice a month, monthly, quarterly, or annually. Do not include income from FoodShare, FDPIR, WIC, Federal education benefits and foster payments received by your family from the placing agency. For the self-employed ONLY: under Earnings from Work, report income after expenses. This is for your business, farm, or rental property.
 - If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

Part 4: An adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn’t have one).

Part 5: This question is optional. You can choose whether or not to provide ethnic and racial data.

Turn the form in to your school.

FREE AND REDUCED PRICE SCHOOL MEALS FAMILY APPLICATION

PART 1. ALL HOUSEHOLD MEMBERS						
Names of <u>all</u> people living in your household (First, Middle Initial, Last)	School the child attends, or indicate "NA" if household member is not in school	<i>Place a check in the box below if the child is a foster, homeless, migrant, runaway, or Head Start child. If each child attending school is a foster, homeless, migrant, runaway, or Head Start child, skip to part 4 to sign this form.</i>				
		<i>Foster</i>	<i>Homeless</i>	<i>Migrant</i>	<i>Runaway</i>	<i>Head Start</i>

PART 2. BENEFITS

IF ANY MEMBER OF YOUR HOUSEHOLD RECEIVES **FoodShare, FDPIR, OR W-2 Cash Benefits**, PROVIDE THE NAME OF THE HOUSEHOLD MEMBER, THE PROGRAM NAME, AND CASE NUMBER (NOT A QUEST CARD NUMBER) FOR THE PERSON WHO RECEIVES BENEFITS AND SKIP TO PART 4. IF NO ONE RECEIVES THESE BENEFITS, GO TO PART 3.

NAME: _____

PROGRAM NAME: _____

CASE NUMBER: _____

PART 3. TOTAL HOUSEHOLD GROSS INCOME (before deductions). List all income on the same line as the person who receives it. Check the box for how often it is received. Record each income only once. If you provided a case number in Part 2, you do not need to provide income information.

1. NAME (List only household members with income)	2. GROSS INCOME AND HOW OFTEN IT WAS RECEIVED															
	Earnings from work before deductions.	Weekly	Every 2 Weeks	Twice Monthly	Monthly	Welfare, child support, alimony	Weekly	Every 2 Weeks	Twice Monthly	Monthly	Pensions, retirement, Social Security, SSI, VA benefits	Weekly	Every 2 Weeks	Twice Monthly	Monthly	All Other Income (indicate frequency, such as "weekly" "monthly" "quarterly" "annually")
(Example) Jane Smith	\$200	X				\$150		X			\$0					\$50 quarterly
	\$					\$					\$					\$
	\$					\$					\$					\$
	\$					\$					\$					\$
	\$					\$					\$					\$
	\$					\$					\$					\$
	\$					\$					\$					\$
	\$					\$					\$					\$
	\$					\$					\$					\$

PART 4. SIGNATURE AND LAST FOUR DIGITS OF SOCIAL SECURITY NUMBER (ADULT MUST SIGN)

An adult household member must sign the application. **If Part 3 is completed, the adult signing the form also must list the last four digits of his or her Social Security Number or mark the "I do not have a Social Security Number" box.** (See Privacy Act Statement on the back of this page.)

I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get Federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted. I understand my child's eligibility information may be shared as allowed by law.

Sign here: _____

Print name: _____

Date: _____

Address: _____

City: _____

State: _____ Zip Code: _____

Email: _____

Phone Number: _____

Cell Phone Number: _____

Last four digits of Social Security Number : * * * - * * - _____

I do not have a Social Security Number

PART 5. CHILDREN'S ETHNIC AND RACIAL IDENTITIES (OPTIONAL)

Choose one ethnicity:

Hispanic/Latino

Not Hispanic/Latino

Choose one or more (regardless of ethnicity):

Asian

American Indian or Alaska Native

Black or African American

White

Native Hawaiian or other Pacific Islander

DO NOT FILL OUT THIS PART. THIS IS FOR SCHOOL USE ONLY.

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice A Month x 24, Monthly x 12

Total Income: _____ Per: Week Every 2 Weeks Twice A Month Month Year Household size: _____

Categorically Eligible: _____

Income Eligibility: Free____ Reduced____ Denied____

Date Withdrawn: _____ Reason for denial or withdrawal: _____

Determining Official's Signature: _____ Date: _____

Confirming Official's Signature: _____ Date: _____

Verifying Official's Signature: _____ Date: _____

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

Privacy Act Statement: This explains how we will use the information you give us.

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a FoodShare, W-2 Cash Benefits or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

FEDERAL ELIGIBILITY INCOME CHART For School Year 2014-2015			
Household size	Yearly	Monthly	Weekly
1	\$21,590	\$1,800	\$416
2	\$29,101	\$2,426	\$560
3	\$36,612	\$3,051	\$705
4	\$44,123	\$3,677	\$849
5	\$51,634	\$4,303	\$993
6	\$59,145	\$4,929	\$1,138
7	\$66,656	\$5,555	\$1,282
8	\$74,167	\$6,181	\$1,427
Each additional person:	\$7,511	\$626	\$145

SCHOOL DELAYS & CLOSINGS

Student safety is the prime consideration in making a decision relating to school delays or school closings. Normally, one of three decisions is made. The first may be a late start. In this case, a two-hour school delay is our standard procedure. On these 'late start' days, there will be no morning Early Childhood, 4-year old kindergarten, or Head Start programs. The second decision we may take is to close school for the day. The third decision is an early release from

school, normally at 1:00 p.m. We realize that parents have to make childcare arrangements for the day. Therefore, we will try to make school delay or closing decisions by 6:00 a.m. if possible. If a decision is made to close school for the day or to close school early due to inclement weather, all after school practices and all evening activities and/or events will be cancelled.

The following are names of the media stations that will be carrying our emergency school closings:

WWIS 99.7 FM BRF
WHTL 102.3 FM Whitehall

WKBT CH 8 La Crosse
WEAU CH 13 Eau Claire
WAXX 104.5 FM Eau Claire
WAYY 11.50 AM Eau Claire
WECL 92.9 FM Eau Claire
WEAQ 790 AM Eau Claire
WBIZ 100.7 FM Eau Claire
WKTY 580 AM La Crosse
WIZM 14.10 FM La Crosse
Z93 93.3 FM La Crosse
WTRV 95.7 FM La Crosse

SCHOOL MESSENGER

A communication system (phone and/or email) used to deliver information to parents and/or guardians as soon as possible.