



# WILD CAT

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## NEWS

**BLAIR-TAYLOR  
SCHOOL DISTRICT**

*Home of the Wildcats!*

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**ADMINISTRATION:**

**Jeffrey S. Eide**  
Superintendent  
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**Dana Eide**  
7-12 Principal  
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[www.btsd.k12.wi.us](http://www.btsd.k12.wi.us)

I am incredibly excited about the future of Blair-Taylor and, moreover, the current and future opportunities our students have when focused on our mission "to educate all students to reach their potential as productive citizens."

**PLC institute**

When our TVC 2.0 is working together, great things can happen. In August, we are taking professional development to another level in our area. Each and every year, Blair-Taylor sends a few staff members to Solution Tree's Professional Learning Community (PLC) conference in Minneapolis to learn more about working in a collaborative team, grading for learning, and so much more. Our goal is to have all staff members attend this conference within five to six years. Through the hard work of our curriculum directors, we are bringing the PLC institute to ALL of our staff, not just a select few each year. Many of the staff from the other districts in our consortium will attend as well. This valuable learning experience will be hosted by Blair-Taylor this year. We will have approximately 400 staff embark on this journey beginning on August 12th. Working together and working with Solution Tree will help enhance education in our rural communities for all students.

**FAB Lab**

Once again, working together as a co-op, we received a FAB Lab grant. The lab will be located in Whitehall and accessible to all consortium students. This Fab Lab environment will provide students and ultimately the TVC 2.0 community with a strong understanding of 3D modeling, 3D printing, and injection molding as they relate to careers in the competitive advanced manufacturing industry. This industry is in the top two areas of growth in western Wisconsin as determined by the 7 Rivers Alliance's WISE (Workforce Innovation for a Strong Economy) Plan. Advanced manufacturing or Manufacturing 2.0 is recognized as one of the fastest growing areas of need across the US and beyond. In addition, dual credit (college level credit) will be available.

**Mobile Skills Lab - Dual Credit**

Thanks to the TVC 2.0 (Trempealeau Valley Cooperative 2.0) and its incredible business partnership with Ashley Furniture, Inc., we are moving into our second year with the Mobile Skills Lab, purchased by Ashley for our TVC 2.0 students. I know I have said this before, but through the purchase of the Mobile Skills Lab, research, and professional development, Ashley has invested more than \$3,000,000 into this educational opportunity for our kids. Students who are interested in advanced manufacturing, Industry 4.0 and robotics will receive a top-notch educational learning experience, dual credits (college level), and a career path with endless opportunities.

These educational learning experiences and professional opportunities may have never happened working as a single entity, but working together, great things can and will happen.

We are looking forward to a great 2019-2020 school year.  
Jeffrey S. Eide, Superintendent



# TVC 2.0 PLC INSTITUTE

Join TVC 2.0 for Three Days of Learning, Laughter and Collaboration

**Dates:** August 12, 13, 14, 2019  
**Times:** 8:00 am—4:00 pm  
**Location:** Blair-Taylor United Campus  
 (N31024 Elland Road, Blair, WI 54616)  
**Cost:** \$500.00 \*includes a light breakfast & lunch\*  
**Registration:** Due June 1, 2019  
 Contact your school administrator to register for this event. Administrator or designee to e-mail Trisha at [pehlert@arcadia.k12.wi.us](mailto:pehlert@arcadia.k12.wi.us). Limited spots available!



**You will have the opportunity to network with some of the most insightful minds in education, and presenters will be accessible to you throughout the event!**

The Professional Learning Communities at Work® process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. This institute gives you and your team the knowledge and tools to implement this powerful process in your school or district.

For those just beginning to explore PLCs, this is an excellent way to build your knowledge base. For those who are already involved in deep implementation, this institute is the perfect opportunity to assess your progress and identify high-leverage next steps for implementation.

- Put to use practical strategies for sustained student success!
- Facilitate & contribute to a culture of collaborative learning!
- Drive continuous improvement in your school district!
- Sessions for all levels of PLC learners, including leadership!

**If you are not a Trempealeau Valley Cooperative Employee:** Please be advised: Payment by check only. The registrations submitted online will not be processed and seats will not be held until TVC receives the check in our office. We require prepayment. Cancellations between 10 and 30 days prior will require half of the registration fee. No refunds for cancellations less than 10 days prior. We welcome and recommend substitutions for those who cannot attend. ALL CANCELLATIONS AND SUBSTITUTIONS MUST BE IN WRITING and can be submitted to Trisha Pehler [pehlert@arcadia.k12.wi.us](mailto:pehlert@arcadia.k12.wi.us).

# Presenters



**Eric Twadell**, PhD, has served as a social studies teacher, curriculum director, Assistant Superintendent for Leadership and Organizational Development, and currently as Superintendent of Adlai E. Stevenson High School in Lincolnshire, Illinois.

**Tom Schimmer** is an education author, speaker, and consultant from Vancouver, British Columbia (Canada).



He is recognized as a leader and expert in the areas of classroom assessment, sound grading practices, educational leadership, and RTI.

**LeAnn Nickelsen** - Strategic, Innovative and Engaging best describe LeAnn Nickelsen's (M.Ed.) approach to bringing powerful, evidence-based tools and strategies that boost student achievement with lasting results to school districts worldwide.



**Jamie Virga** has been a teacher, principal, district staff developer, principal coach, and associate superintendent in Montgomery County Public Schools (MCPS) in



Maryland for more than 20 years. In each role, he has worked to promote student achievement, eliminate the achievement gap, build staff capacity, and establish positive partnerships between schools and families.



**Bill Barnes** is chief academic officer for the Howard County Public School System in Maryland. He is also director of Eastern Region 2 for the National Council of Supervisors of Mathematics and an adjunct professor for Johns Hopkins University, the University of Maryland-Baltimore County, and Towson University.

Bill is passionate about ensuring equity and opportunity in mathematics for students, families, and staff.

**Brad Cawn** specializes in helping schools and teachers integrate the Common Core State Standards for English language arts and literacy across content areas through rigorous inquiry-based



instruction centered on the investigation of disciplinary texts. At the core of this support is an emphasis on the work of teaching: professional development that gives primacy to the design, enactment, and study of instructional practice in schools.

**Jason A. Andrews**, EdD, is superintendent of Windsor Central School District. He is also an adjunct professor at SUNY Oswego in the superintendent's development program, and at the Graduate School of Education at Binghamton University. Previously, he served as a high school teacher, coach, co-curricular advisor, and middle school principal.



In his current role, he focuses on systemic implementation of professional learning communities (PLCs) as the vehicle to ensure student learning and a culture of continuous improvement.



## *Dueling Pianos Entertainment*

No PLC Institute is complete without a night of dueling pianos! Join the fun Tuesday, August 13th, at Tenba Ridge Winery for team bonding and loads of fun!



## A Message from the Middle-High School Principal...

It feels like summer has finally arrived! I hope you are finding some time to enjoy it.

### School Supplies

**The first day of school is Wednesday, August 28th.**

School runs from 8:00-3:30. If you like to catch the back-to-school sales, you will find the school supply lists included in this newsletter and linked to the middle and high school pages of the Blair-Taylor School District webpage. Hard copies are also available in the middle-high school office.

### Orientation/Picture Day for ALL Middle School and High School Students - Thursday, August 22nd, 1:00 - 7:00PM

All Blair-Taylor Middle & High School **students and parents/guardians** are asked to attend the back-to-school orientation on **Thursday, August 22nd**. We received a great deal of positive feedback last year when we placed several orientation documents online for parents/guardians to complete prior to orientation. Overall, orientation was much smoother and more efficient. We will be doing that again this year with a few added forms to make the orientation process even better! We will send more information about completing the online portion of orientation as we get closer to the orientation date. At orientation, you will have an opportunity to ask questions, and you will be given relevant information that will help your child start the year and stay connected throughout the year.

Each student, **along with his or her parents or legal guardians**, needs to attend orientation in order to receive the school-issued technology device (Chromebook). If a parent/guardian does not attend orientation, the student will not receive the technology device until a meeting can be held with the student's parents/guardians and Mrs. Eide. The technology user fee is \$25.00 for one child and \$10.00 for each additional child in a family. **The technology device will not go home with your child(ren) until the technology use forms are complete and the technology user fees are paid.**

### Highlights of Orientation:

- Receive the technology device (Chromebook laptop computer)
- Explanation of technology user fee and expectations
- Update family contact information in Skyward

- Review Blair-Taylor Middle-High School Student Handbook
- Have school picture taken

### Potential payments to be made at orientation:

- Technology User Fee
- School Pictures
- Lunch Money
- Art Fee (if child is taking a high school art class)

**Free & Reduced Meal Application Form** This form is found within this newsletter. It will also be a part of the online orientation process. We strongly encourage everyone 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 to the school. Eligibility for various grants and other funding is based on the percent of the student population that qualifies for this program. Payment for your child's meals may be required until the form is turned in. Don't delay!

**School Picture** *All students in grades 7-12 need to have their pictures taken, whether they are ordering pictures or not, as we use the pictures for identification in the school.*

"Lifetouch" school picture information is included in this newsletter and will be available at orientation. A camera will be set up in the commons for all middle and high school students. You do not need to wait until picture day to order and pay for pictures; you may order pictures online at [www.lifetouch.com](http://www.lifetouch.com) prior to orientation/picture day if you are interested. Online ordering will be available in early July.

### 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 athletics this school year, and you are not sure if your child needs a parent card or a physical, please call Mrs. Nehring in the office at 608-989-2525 to check. Many sports begin 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! Physicals and/or parents cards are required for all middle and high school athletes.

Please feel free to contact me with any questions you may have.

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



## From the Desk of the Elementary Principal

Summer always flies by way too fast! I'm hoping everyone is enjoying summer thus far. At school, we have been busy preparing for the 2019-20 school year. **Orientation will be on Thursday, August 22<sup>nd</sup>, from 1:00 pm - 7:00 pm.** One significant change for orientation at the elementary level is that parents will be able to fill out necessary forms ahead of time electronically via Skyward. All parents will be able to log into Skyward from August 1st through August 20th. If any families do not have Internet access, we will have computer stations available during orientation for filling out the necessary paperwork. Letters with specific directions will be sent to families toward the end of July. We look forward to the 2019-20 school year!

### Early Dismissal on Wednesdays

During the 2019-20 school year, like last year, all students will be dismissed early on Wednesdays. Monday, Tuesday, Thursday, and Friday, student dismissal will be at 3:25pm. On all Wednesdays, all students will be dismissed at 2:30pm. The reasoning is to allow for staff collaboration time to discuss curriculum, student achievement data, common assessments, scope and sequence, and instructional practice. This additional collaboration time is important for continued school improvement. Breakfast will continue to be served from 7:30 am--8:00 am.

The instructional school day for the 2019-20 school year will be as follows:

|           |                 |
|-----------|-----------------|
| Monday    | 8:00am - 3:25pm |
| Tuesday   | 8:00am - 3:25pm |
| Wednesday | 8:00am - 2:30pm |
| Thursday  | 8:00am - 3:25pm |
| Friday    | 8:00am - 3:25pm |

### Summer School

Summer school will begin on Monday, July 8th, and end on Friday, July 26th. Summer school will run Monday through Friday for three weeks from 8:00 am - 12:00 pm. A school bus will pick students up in Taylor at 7:45 am at the Community Center. The bus will then pick up students in Blair at 8:00 am at the Daycare. Drop off times will be

12:05 pm at the Daycare in Blair and 12:15 pm at the Community Center in Taylor. If you have questions regarding summer school or if you forgot to sign your child up, please call the elementary office at (608) 989-9835.

### Orientation/Meet Your Teacher Day: **Thursday, August 22<sup>nd</sup>—1:00pm - 7:00pm**

This is a day when:

- Students can bring their supplies to school.
- Children and parents can meet the teacher.
- Students have their picture taken by Lifetouch in the elementary commons.

If you are interested, Lifetouch has a web site. You do not have to wait until picture day to order and pay for pictures; you may order pictures online at <http://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 and Reduced Meal Application Form

This form is available in this newsletter. We strongly encourage all parents to fill out the Free and Reduced Meal Application Form and bring it to the elementary office during Orientation Day on Thursday, August 22<sup>nd</sup>, even if you are not sure your family will qualify. Qualifying for this program is beneficial to you and the school. For the school, eligibility for various grants and other funding is based on the percentage of students that qualify for free and reduced meals. Please take the time to fill out the Free and Reduced Meal Application Form to help your family and the school. Thank you!

### Student Attendance

Regular attendance is essential for students to be successful academically and socially at school. The attendance laws of the State of Wisconsin will be followed according to Section #118.15 of the State Statutes. "Habitual truancy" is when a pupil is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester or a total of ten or more days in a school year. (Wisconsin State Statute #118.16 (a)).

Lynn Halverson, Elementary Principal

# BLAIR-TAYLOR ELEMENTARY SCHOOL SUPPLIES NEEDED FOR 2019 - 2020 SCHOOL YEAR



Supplies needed are listed 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 Physical Education Requirements for Safety:

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

## Kindergarten:

Backpack, 3 lg. boxes of snack per semester, 1 rest mat – no blankets or sleeping bags, 3 boxes of 24 ct. crayons, 1 box of 10 ct. classic markers, 24 glue sticks, 2 low-odor black dry erase markers, 1 box of facial tissue and 1 roll of paper towels. No pencil boxes, folders, or notebooks please. Each student needs a pair of headphones (no earbuds).

## Grade 1:

12 #2 yellow pencils; 4 erasers (no pencil-top erasers please); 4 low-odor black dry erase markers; 1 pointed scissors; 12 glue sticks; 2 boxes of crayons (24 count); 1 blue, plastic 3-pronged pocket folder; 1 large backpack; 1 large box of facial tissue; 1 8x5 plastic pencil box. If student's last name begins with A – L, please bring in 1 roll of paper towels; if last name begins with M – Z, please bring 1 box of quart-size Ziploc bags. Each student is required to have headphones (no earbuds). Due to wear and tear, students frequently need additional pairs of headphones throughout the school year. Suggested: water bottle with secure lid.



## Grade 2:

No trappers please!! Pencil bag or small box, 20 pencils (no ever sharps), low-odor thin tip blue or black dry erase markers (4 pack), 1 pink or green eraser, 4 two-pocket folders, crayons, ruler, colored pencils, small scissors, glue stick (white only), 1 large box facial tissue and a medium sized backpack. Each student needs a pair of headphones (no earbuds).

## Grade 3:

No trappers please!! Backpack, 1 package of colored pencils, 1 package of crayons, 1 pair of scissors, 24 yellow pencils, supply box, at least 2 boxes of Kleenex, 6 large glue sticks, 2 highlighters of different colors, 2 dry erase markers (not red), 1 red folder, 1 green folder, 1 blue folder, 2 notebooks (wide lined), 2 1-inch binders, 1 pkg. of loose leaf paper (wide lined), erasers, 1 pair of headphones. Optional: Non-glass water bottle with secure lid.

## Grade 4:

5 folders (student may choose design), 2 packs of wide ruled paper, 1 2-inch binder, 2 packs of 8 tab binder dividers, 1 package of colored pencils, 8 glue sticks, 3 notebooks, scissors, protractor, highlighters, 1 pencil case, 2 packs of facial tissue, 2 containers of disinfectant wipes, water bottle with a secure lid, headphones or earbuds.

## Grade 5:

1 inch 3-ring binder, 1 pack of loose leaf paper, 2 folders, 2 regular notebooks, 3 boxes of facial tissues for the classroom, colored pencils, pencil box, pencils, pens, large erasers, ruler, scissors, 4 black low-odor dry erase markers, 1 set of highlighters, 1 package of glue sticks, and headphones or ear buds. OPTIONAL: water bottle with a secure lid.

## Grade 6:

2 binders, 5 folders, 3 boxes of tissues, colored pencils, crayons, scissors, 2 packs of loose leaf paper, 6 notebooks, blue/black pens, pencils, erasers, 4 glue sticks, 2 dry erase markers, and headphones/earbuds. Optional: water bottle with secure lid.

School Supply Lists Are Available Online:

- Go to the school website [https://www.btsd.k12.wi.us/parents/schools\\_supplies.cfm](https://www.btsd.k12.wi.us/parents/schools_supplies.cfm)

## 2019-2020 B-T Middle School Supplies List

**General Supplies:** Headphones or earbuds

### **AG:**

Agriculture 8; WI Wildlife; ATV/Snowmobile Safety: paper (loose leaf or notebook), folder, and writing utensil

**Art:** Pencils, pink block erasers, 12" plastic ruler, and a composition notebook as pictured:



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

**Choir:** pencil; must have or borrow correct concert attire: black pants, black shoes, music polo

**FACS Meals:** folder, lined paper, pen or pencil, closed toe shoes, \$10 fee; only students with long hair: ponytail holders or baseball cap to wear

**FACS Fabrics:** folder, lined paper, pen or pencil

**Math:** folder or 3-ring binder, pencils, dark blue or green pens, highlighter, dry erase marker, scientific calculator (suggested calculator: Texas Instruments TI-30X IIS Scientific calculator)

**Physical Education:** tennis shoes (no platform tennis shoes), shorts, t-shirt, towel, shampoo, deodorant (no glass containers), combination lock

**Principles of Leadership:** Notebook and writing utensil

**Quest:** folder, writing utensils, a highlighter

**Reading/Lang. Arts:** notebook, folder, a highlighter, pens and pencils

**Science:** writing utensils, folder/3-ring binder, lined paper, highlighter

**Social Studies:** folder, notebook, writing utensils, a highlighter

**Spanish:** notebook or notebook section used only for Spanish, folder, pencil

**Technology Ed.:** safety glasses, 12 ft. tape measure, 3-ring binder, flash drive, loose leaf paper, calculator, folder, pencil(s), tennis shoes.



## 2019-2020 B-T High School Supplies List

**Agriculture:** notebook, folder, and writing utensil for **all courses**;

Intro. to Ag. also needs a 3-ring binder with plastic sleeves;

Wildlife Mgmt. also needs \$10 materials fee

**Art:** Studio I, II, III: 1 plastic folder with clasps, pencil, \$5.00 materials fee

Studio IV & V: 1 3-ring binder, pencil, \$5 materials fee

### **Business Ed.:**

Accounting I & II: calculator, book cover, folder, writing utensil, *if course is dropped—payment for workbook*  
Business Procedures: 3-ring binder w/ plastic sleeves, folder

Desktop Publishing: 3-ring binder w/ plastic sleeves  
Financial Literacy: calculator, folder, notebook, writing utensil

Intro. to Business: book cover, folder, writing utensil  
Keyboarding & Software Applications: notebook, writing utensil

Personal finance (full year): calculator, book cover, folder, writing utensil, *if course is dropped, payment for workbook*

**Computer Science:** Game Programming, Adv. Game Programming, and Web 2.0: notebook, folder, writing utensil; Video Editing & Production I: Writing utensils, notebook, folder, headphones encouraged but not required

### **English:**

Eng. 9: paper, note cards, book cover, colored pencil(s), folder, pencils and/or pens (blue, black), optional-highlighters and markers

Eng. 10: notebook, note cards, folder, pencils and/or pens (blue, black), optional-highlighters and markers

Eng. 11: **note cards**, folder, glue sticks and colored pencils/markers are used on occasion

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

### **Family & Consumer Sciences (FACS):**

Family Foods, Food Science, and Global Foods: notebook or loose-leaf paper in a folder, pencil, pen, folder, closed-toe shoes, ponytail holders or baseball cap (for long hair only), \$10 materials fee

Understanding Childhood, Human Services, and Child Development: a notebook or loose-leaf paper, pencil or pen, folder or binder for handouts and study guides

Family Issues, Intro. To Health Careers, Life Skills (gr. 11 & 12), Intro. to Med. Terms: notebook or loose-leaf paper, pencil or pen, folder,

## **FACS, continued:**

Careers in Design: a notebook or loose-leaf paper, pencil or pen, folder. *Some students may purchase additional fabric, sewing kit, etc., in addition to the classroom supplies to complete individual projects.*

## **Spanish:**

Folder, notebook or notebook section to be used only for Spanish, pencil

## **Mathematics:**

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

Algebra II: multiple pencils, 3-subj. notebook or 3-ring binder w/ loose-leaf paper & dividers, graphing calculator is recommended for students who will be taking higher level courses

Geometry: multiple pencils, graphing calculator is recommended for higher level courses

Pre-Calculus & Calculus: multiple pencils, 3-subj. notebook or loose-leaf paper; graphing calculator (T1-83 or higher graphing calculator or equivalent app. is recommended)

## **Music:**

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

Choir: Pencil. Correct concert attire (black pants, black shoes, white shirt). Swing Choir, Chamber Choir, etc., will be addressed at a later time if applicable.

## **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).

## **Health:**

Notebook, folder & pen

## **Science:**

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

Biology: notebook, writing utensils, colored pencils, scissors

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

## **Social Studies:**

Am. Govt.: notebook, folder/binder & writing utensil  
AP Am. Govt. & AP U.S. History: notebook, 3-ring binder, loose-leaf paper, index cards, pens & pencils, highlighters

Economic Principles & WI History: notebook & writing utensil

U.S. History: notebook, 3-ring binder & dividers, writing utensil

World History & World Studies: notebook, pencil, folder, colored pencils

## **Technology & Engineering:**

Adv. Woodworking & Product Design: safety glasses Z87, 3-ring binder, notebook, pencils, \$15 materials fee

Architectural Design: 3-ring binder, notebook, folder, pencils, flash drive

Auto. Tech. I: safety glasses Z87, notebook, calculator, pencils, work shirt, closed-toe shoes

Basic Welding/Adv. Welding: safety glasses Z87, notebook, pencils, leather shoes/boots, \$15.00 materials fee

Fundamentals of Woodworking: safety glasses Z87, notebook, calculator, pencils, \$15.00 materials fee

Intro. To Bldg. Construction: safety glasses, 25' tape measure, 3-ring binder, notebook, pencils, calculator, closed-toe shoes, \$15.00 material fee

Intro. To CAD: 3-ring binder, loose-leaf paper, flash drive, pencils

Manufacturing: Safety glasses Z87, 3-ring binder, loose leaf paper, calculator, pencils, closed-toe shoes, \$15 materials fee

Power Mechanics-Small Engines: safety glasses, notebook, pencil(s), \$15.00 materials fee

Principles of Engineering & Design: loose-leaf paper, folder, pencils

***\*\*Instructors for co-op classes in other districts, distance learning classes, and online classes will inform students of needed materials when the classes begin.***

School Supply Lists Are Available Online:

- Go to the school website [https://www.btsd.k12.wi.us/parents/schools\\_supplies.cfm](https://www.btsd.k12.wi.us/parents/schools_supplies.cfm)

# Picture Day is Coming

Order before  
Picture Day at:

[mylifetouch.com](http://mylifetouch.com)

**Picture Day is:**  
**Thursday, August 22, 2019**

Blair-Taylor Schools

- ① Visit:  
[mylifetouch.com](http://mylifetouch.com)
- ② Enter  
your Picture Day ID  
EVT8F3JT8
- ③ Order  
your perfect package—and  
don't worry about returning  
anything on Picture Day!



**Lifetouch**  
**REWARDS™**

Order online and receive  
exclusive offers from  
Lifetouch Rewards.

Questions? Please contact Customer Service at 800-736-4753.

Retake Day: Tuesday, October 01, 2019

# Ya llega el Día de la Foto

Encarga antes del  
Día de la Foto en:

**mylifetouch.com**

**El Día de la Foto es el:**  
**Thursday, August 22, 2019 \ jueves, 22 de agosto, 2019**

Blair-Taylor Schools

- ① Visita:  
**mylifetouch.com**
- ② Ingresa  
tu identificación del Día de la Foto  
**EVT8F3JT8**
- ③ Encarga  
tu paquete perfecto, ¡y no  
te preocupes por devolver  
nada el Día de la Foto!



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¿Preguntas? Comunícate con el Servicio de Atención al Cliente, llamando al 800-736-4753.

Retake Day: Tuesday, October 01, 2019



## Meet the Mental Health Coordinator!

My name is Heidi Meyer, and I'm the Mental Health Coordinator hired through a Wisconsin School-Based Mental Health Services Grant written by the Blair-Taylor, Independence, and Whitehall school districts. I earned my bachelor's degree in Community

Health Education from UW-La Crosse and am currently seeking my Wisconsin Social Work License through the University of Wisconsin-Madison. Prior to coming to the Blair-Taylor School District, I worked for Hiawatha Valley Mental Health Center in Winona, Minnesota, as a Children's Mental Health Case Manager and a Crisis Response Practitioner.

As a Mental Health Coordinator, I work with students and families in all grade levels in each district, helping them navigate the mental health system. I am in Blair-Taylor 2-3 days per week for the entire school year.

According to the American Psychological Association, less than half of children with mental health challenges get treatment, services, or support. Yet, research increasingly reveals the connection between social-emotional development, mental health, and academic achievement. Local data collected shows a need for increased integrated mental health services in all three districts. We may have little control over the number and availability of mental health providers in our communities, but we can help our students and families with awareness, increased early intervention, and better navigation of available mental health specialists.

A priority for my position is to help identify students at risk of being diagnosed with a mental illness and assist in coordinating resources that will assist with early intervention and treatment. Another priority is to educate staff, students, and community members on trauma-informed care that provides a safe, stable, and understanding environment for students and staff.

When I'm not at school, I enjoy spending time coaching and playing volleyball, and spending time with my family, friends, and my dog, Max.

I'm excited to continue to meet the students, families, and staff in Blair-Taylor. Students and families are always welcome to contact me to discuss how I can help support them.

Heidi Meyer,  
[meyerh@btsd.k12.wi.us](mailto:meyerh@btsd.k12.wi.us)  
608-989-2525 ext. 251

## Summer Break Literacy Dip

Over a long break, students can lose some of the progress they made in literacy skills if they do not practice reading. There are some great things kids can do to practice reading over the summer. The public libraries have summer reading programs that inspire reading throughout the summer! Setting a reading routine, such as reading 15 minutes before bed every night, can be helpful. Starting a family book club could be fun for the whole family. Pick out a book that everyone will like. [PBS Kids.org](http://PBS.Kids.org) also has some suggestions for summer reading activities. Get online and see if any of your favorite shows have any summer activities.

## Summer Routines are Important

Children do their best when they have a routine. Having reliable schedules for mornings, evenings, and bedtime help children know what to expect and reduce behavior outbursts. Many families know how important routines are during the school year, but it is important to keep in mind routines during the summer. A summer schedule does not need to be as rigid as the school year routine, but predictability and expectations help children have smooth summer days. This can include having a regular bedtime, wakeup time, and meal times. Remember to include lots of physical activity and reading as part of your summer routine.

## 2019-2020 Music Calendar

September 15- Cheese Fest Parade 1:00 pm  
October 29- Pops Concert (HS Band & Choir) 6:30  
November 9- Dairyland Honors Band and Choir @ Whitehall  
December 2- Winter Choir Concert 6:30 (grades 5-12)  
December 9- Winter Band Concert 6:30 (grades 6-12)  
December 18- Handbell Christmas Concert 6:00  
January 25- Middle School Solo/Ensemble @ Whitehall  
February 20- Handbell/Alternate Solo/Ensemble @ WHTL  
March 7- Couleeland Honors Band 5:00  
March 23- High School Band Clinic @ BT  
March 26- 6th grade Mega Band 1:00 concert  
April 4- High School Solo/Ensemble @ Alma  
April 20- Spring Band Concert 6:30 (grades 5-12)  
April 21- Middle School Large Group @ BT  
April 22- High School Choir Large Group @ Whitehall  
May 2- State Solo/Ensemble @ UWEC  
May 11- Spring Choir Concert (grades 5-12)  
May 23- Graduation performances 1:00  
May 25- Band Memorial Day performance (Blair) 11:00 am  
June 7- Taylor Parade (11:00 am?)



## 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 opportunities that will meet their educational needs. Therefore, differentiated programming and specific services shall be provided to help 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, artistic, and leadership.

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 (scoring above the 95 percentile) 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. If you have additional questions about identification or program options for gifted students, please contact your child's principal.

## 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.

# Getting Healthy Together

## Easy Tips for Families

### Load Up on Fruits & Veggies!



**ACTION** FOR HEALTHY KIDS   
**GET HEALTHY**

**The benefits of eating more fruits and vegetables go far beyond helping to maintain a healthy weight.** Think about better skin, fewer wrinkles, healthier teeth and gums and lower risk of diseases. As parents, we can play a big role in helping our families load up on vitamin-packed fruits and vegetables — by serving more at home, increasing the variety and quantity available and setting a good example by eating them ourselves. Try these creative ideas to boost fruit and veggie consumption at your house:

**ONE** **Try making smoothies or slushes.** Blend ice with fruit and some yogurt or a little low-fat milk, and your kids can “drink their fruit.” You can even sneak in some carrots for a delicious breakfast beverage.

**TWO** **Put some grapes or bananas in the freezer to make fruit more fun.** These cold, healthy treats can be eaten like popsicles!

**THREE** **Serve raw veggies with ranch dip or some salsa to add a little zip.** Your family will love these crunchy treats packed with zesty flavor. Keep carrots in a glass of water to keep them crisp and ready for a fast snack. Add veggies or fruit to the baked goods your family already loves. Blueberry pancakes and carrot muffins are always a big hit – and healthy, too!

**FOUR** **Serve your soups, stews and sauces with extra veggies.** Sneak them in, shredded or cooked, and your family will get a healthy bonus. They may not even notice the difference.

**FIVE** **Get fruity with your peanut butter!** Serve apple slices or grapes with peanut butter, or try a peanut butter and banana sandwich.

#### Conversation Starters:

What’s your favorite fruit? What’s your favorite vegetable? Did you know carrots can actually improve your night vision?

#### Eating Out Tips:

Trade the fries for a healthier option like sliced apples or a salad. Order a kids’ meal for smaller portions, and resist the urge to super size!



**Every kid healthy, active and ready to learn**

ActionforHealthyKids.org • 600 W. Van Buren St., Suite 720, Chicago, IL 60607 • 1.800.416.5136

# Saludables Juntos

## Puntos fáciles para su familia

**¡Aumente el consumo de frutas y vegetales!**



**ACTION** FOR  
HEALTHY  
KIDS   
**FAMILIAS  
SALUDABLES**

**Los beneficios de comer más frutas y verduras van más allá de ayudar a mantener un peso saludable.**

Piense en mejor piel, menos arrugas, dientes y encías más saludables y disminuir el riesgo de enfermedades. Como padres, podemos desempeñar un papel importante en ayudar a nuestras familias a comer más frutas y verduras llenas de vitaminas - al ofrecerlas en casa, aumentando la variedad y la cantidad disponible, y establecer un buen ejemplo al consumirla nosotros mismos. Intente estas ideas creativas para aumentar el consumo de frutas y verduras en su casa:

**UNO**

**Intente hacer raspas o licuados.** Mezcle hielo con fruta, y un poco de yogur o leche baja en grasa y así sus niños pueden "beber su fruta". Incluso, puede incluir algunas zanahorias discretamente.

**DOS**

**Ponga algunas uvas, plátanos u otras frutas en el congelador.** Estas frutas pueden ser consumidos como paletas de hielo.

**TRES**

**Sirva vegetales crudos con aderezo o alguna salsa.** A su familia le encantarán estos bocadillos llenos de sabor. Mantenga las zanahorias en agua para mantenerlas frescas y crujientes listas para un bocadillo rápido. Agregue vegetales y fruta a los productos horneados que su familia ya disfruta. Panqueques de moras azules, pastelitos de zanahoria son un éxito en la cocina y saludables.

**CUATRO**

**Sirva sopas, guisados y salsas hechos con vegetales adicionales.** Picados o cocinados, tal vez ni sabrán que están allí y su familia se beneficiará del consumo extra.

**CINCO**

**Agregue fruta a su crema de cacahuete.** Sirva trozos de manzana o uvas con crema de cacahuete, o tal vez un sándwich de crema de cacahuete con plátanos.

**Ideas para conversar:**

¿Cuál es su fruta favorita? ¿Cuál es su vegetal favorito? ¿Sabías que las zanahorias pueden mejorar tu vista?

**Consejos para comer fuera:**

Cambie las papas fritas por una opción más sana como trozos de manzana o ensalada. Pida una comida tamaño de niños para una porción mas pequeña y resista pedir porciones mas grandes (super-size).



**Todos los niños saludables, activos y listos para aprender**

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# Getting Healthy Together

## Easy Tips for Families

### Get Moving!



**ACTION** FOR HEALTHY KIDS   
**GET HEALTHY**

People who are active typically feel better, accomplish more and live longer. To get healthy, we need to get moving! Plus, the more we move, the more calories we burn. Fortunately, exercise is a fun thing to do as a family. Here are some easy ways to get you and your kids moving.

### ONE

Try to get 60 minutes of activity every day. Remember that doesn't have to happen all at once. Park farther away when you go to the store. Take the stairs instead of the elevator. Do knee bends while you brush your teeth or dry your hair. You'll have a 10-minute head start on your total for the day.

### TWO

At work, take a 15-minute break and walk around the outside of your office building, around the block or up and down the street. Don't forget to leave a pair of comfortable shoes at work. Recommend that your kids take study breaks the same way.

### THREE

Get up and dance! Find a radio station with salsa music (or whatever you enjoy) and give yourself a fun, energy-boosting break. Dance to the music for 10 minutes by yourself or with your kids.

### FOUR

When you are talking on your cell phone, walk around the house, yard or block. You can get 20 minutes in easily!

### FIVE

If you ride the bus, get off one stop early and walk the rest of the way. If you are shopping, walk the entire mall or shopping center. There's another 10 minutes toward your goal.

#### Conversation Starters

Would you rather watch a sport or play one? Did you know being physically active can help you sleep better?

#### Getting Active Tip

When a commercial comes on TV, get up and march in place. Do a few knee bends or dance around. Get the whole family involved!



Every kid healthy, active and ready to learn

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# Saludables Juntos

## Puntos fáciles para su familia

**¡A moverse!**



**ACTION** FOR  
HEALTHY  
KIDS   
**FAMILIAS  
SALUDABLES**

Personas que suelen ser activas se sienten mejor, logran más y viven más tiempo. Para obtener buena salud, ¡tenemos que movernos! Además, cuanto más nos movemos, más calorías quemamos. Afortunadamente, el ejercicio es algo divertido que se pueda hacer en familia. Aquí están algunas maneras fáciles para estar activos y moverse usted y sus hijos.

### UNO

Trate de acumular **60 minutos de actividad física todos los días**. Recuerde que no tiene que ser todo a una sola vez. Estacionese lejos de la entrada cuando va a la tienda. Use las escaleras y no el elevador. Haga sentadillas mientras se lava los dientes o seca el pelo. Tendrá 10 minutos de actividad antes de que empiece su día.

### DOS

En el trabajo, tome un descanso de **15 minutos y camine alrededor de su edificio alrededor de la cuadra**. ¡No te olvides de dejar un par de zapatos cómodos en el trabajo! Anime a sus hijos a tomar un descanso activo mientras estudian.

### TRES

¡Levántese y baile! Encuentre una estación de radio con música de salsa (o lo que sea que le guste) y disfrute de una escapada divertida y energizante. Baile música durante 10 minutos solo o con sus hijos.

### CUATRO

Cuando esté hablando por teléfono, camine alrededor de la casa, el patio o bloque mientras habla. ¡Puede conseguir 20 minutos de actividad fácilmente!

### CINCO

Si viaja en autobús, **bájese una parada antes y camine el resto del camino**. Si está de compras, camine todo el centro comercial. Allí están otros 10 minutos hacia su meta.

#### Ideas para conversar:

¿Prefieres ver un deporte o participar? ¿Sabía que el ser activo te ayuda a dormir mejor? ¿A ser más feliz?

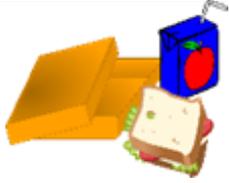
#### Consejos para estar activos:

Cuando haya comerciales en la televisión parece y muévase. Haga sentadillas o baile en su lugar. Involucre a toda la familia.



**Todos los niños saludables, activos y listos para aprender**

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## Summer Food Service Program

The Blair-Taylor School District is happy to announce it will once again sponsor the Summer Food Service Program. This program helps fill a void when regular school meals are not available, helping to meet the nutritional needs of children during the summer.

The Summer Food Service Program (SFSP) is funded by the U.S. Department of Agriculture (USDA) and is administered by the Wisconsin Department of Public Instruction (DPI).

The program provides nutritious meals to children during the summer. Free meals will be offered to all children 18 years of age and under. The SFSP will coincide with the Blair-Taylor elementary summer school program; however, persons may receive free meals even if they choose not to enroll in the summer school program.

The SFSP meals will be available Monday through Friday, July 8-26, 2019, at the Blair-Taylor Elementary School, N31024 Elland Road, Blair, WI 54616. Breakfast will be served in the elementary commons from 8:00-8:30am and lunch will be available from 11:30-noon. During the summer school dates, sack lunches will also be available in the Blair Park from 10:30am-Noon.

There is no need to sign up or register; children need only show up at the correct place and time to enjoy a healthy meal.

If you have questions, please contact the Blair-Taylor Elementary office at (608) 989-9835.



## Wildcat Sports Wrap-up

We had a great sport season here at Blair-Taylor this past year with so much success in all sports. This is a credit to our athletes, coaches, parents, staff, administration and all the support

they receive from our fantastic fan base, so thank you to all of you in "Wildcat Country."

Some of our athletic successes this past year of 2018-19 were:

**Conference Championships:** (5) Wrestling, Boys Basketball, Boys and Girls Track, and Softball

**Regional Champions:** (3) Boys Basketball, Girls Track and Softball

**Sectional Champs:** (1) Softball

**State Runner-up:** (1) Softball

**Individual State appearances:** Cross Country, Swimming, Wrestling and Track and Field.

Thank you, Randy Storlie, Athletic Director

## Avenues for Staying Connected

### District Website

The district website contains a wealth of information, including meals menus and calendar events.

### Facebook /Twitter

We use our district Facebook page & Twitter account to share pictures and information about events.

### Cable Television Station

We broadcast information on our cable station. This content is aired throughout the school, but local TCC cable subscribers are also able to view it on either channel 8-81 or 18-81.

### Wildcat TV

Also, we live stream events on Wildcat TV, an Internet portal that is accessible through our district website: <https://bit.ly/2qfOu6T>. When possible, we also air these live streamed events on our cable television station.

### District Newsletter

The district newsletter is published four times a year. Electronic versions of the newsletter are also available on our district website.

<https://bit.ly/2HhvxvV>

--Kimberly Joten, K-12 Library Media Specialist

# Understanding the Lunch Line: A Parent's Guide

Each day, your child is offered a lunch containing the following:

**Meat or Meat Alternate, Grain, Fruit, Vegetable**

and of course, **Milk!**

While the most nutritious lunch contains all of these options, we understand that sometimes our students do not like some of the items we serve. To make our students happy, we like to give them the option to decline items they do not want to eat. This reduces the child's anxiety and food waste.

Out of the 5 food groups your student is offered, he/she must choose at least 3 food groups for their meal. One of the food groups must be a fruit or vegetable. Some of the menu choices may count as two or more food groups such as pizza (grain & meat), grilled cheese (grain & meat alternative), lasagna (grain, meat & vegetable), and Chili (meat & vegetable)



**Here's an example menu:**

Cheeseburger on a Bun (Meat & Grain)  
3/4 cup Carrots (Orange subgroup veg)  
1/2 cup French Fries (Starchy subgroup veg)  
1/2 cup Peaches (Fruit)  
12 item Garden Bar (Multi veg) served daily  
8oz of Milk (Dairy)

**So, your child could choose:**

- A) ALL- Cheeseburger on a Bun, Fries ,Carrots, Peaches, garden bar and Milk = 5 food groups **or**
- B) Hamburger patty(no bun), fries and peaches = Meat, veg & fruit = 3 **(Note: Milk is not a requirement) or**
- C) Bun (no patty), Fries and milk = grain, veg & dairy = 3 **or**
- D) Cheeseburger on Bun, Peaches and Milk = grain, meat, fruit & dairy = 4 **or**
- E) A full serving of veggies from the garden bar, peaches & milk= Veg, fruit & dairy= 3

Every item on the line is labeled above each food with a colored dot representing a specific food group so students know if they have taken from at least 3 different groups. Serving sizes are also listed. Example: 6 chicken nuggets or 1 level scoop of potatoes.

Of course they can take other combinations as well as long as they have a 1/2 cup of fruit or vegetable on their tray and 2 other components. *The choice is up to them!* If your child comes home and says he/she didn't get enough to eat at lunch, ask if they took all of their fruit and vegetable choices!

**\*\*With the exception of potatoes, children may take as much fruit and vegetables as they will eat.\*\***

**NOTE:** Signage for allowed portion sizes are located at the beginning of the food service line as well as above each food item. The kitchen staff will guide the students in making healthy choices and remind them to pay attention to serving sizes however some choose to over serve and will be charged accordingly. Please discuss with your child your expectations regarding their lunch accounts. If your child purposely takes more than the listed serving size, their account will be charged extra regardless of Free, Reduced or Paid status. This is enforced at all grade levels

This institution is an equal opportunity provider.

## August – October 12, 2019

|                  |   |
|------------------|---|
| Mon., Aug. 5     | Booster Club/PTO Meeting, 6:00 pm   |
| Tues., Aug. 6    | HS Football Practice Starts   |
| Mon., Aug. 12    | Teacher In-Service, PLC   |
| Tues., Aug. 13   | Teacher In-Service, PLC<br>Girls Swim Starts  |
| Wed., Aug. 14    | Teacher In-Service, PLC   |
| Fri., Aug. 16    | HS FB Scrimmage @ Alma Pepin  |
| Sat., Aug. 17    | HS Cheerleading Camp  |
| Mon., Aug. 19    | School Board Meeting, 5:30 pm<br>HS VB Starts<br>HS Cross Country Starts  |
| Tues., Aug. 20   | Teacher In-Service  |
| Wed., Aug. 21    | Teacher In-Service<br>Swim @ Colby, 2 pm  |
| Thurs., Aug. 22  | K-12 Student Orientation, 1 – 7 pm<br>Swim @ Merrill, 5:30 pm   |
| Fri., Aug. 23    | HS FB @ Luther, 7 pm  |
| Sat., Aug. 24    | Swim @ Menomonie, 9 am  |
| Mon., Aug. 26    | HS VB Scrimmage @ Mel – Min<br>JV FB @ Luther, 5 pm   |
| Tues., Aug. 27   | Teacher In-Service<br>HS VB (Varsity) @ Elmwood, 4pm  |
| Wed., Aug. 28    | First Day of School   |
| Thurs., Aug. 29  | Swim @ BRF, 5:30 pm   |
| Fri., Aug. 30    | HS FB Home vs. Auburndale, 7 pm   |
| Mon., Sept. 2    | No School - Labor Day   |
| Tues., Sept. 3   | JV FB @ G-E-T, 5:30 pm<br>HS VB Home vs. O-F; JV, 6; V, 7:30<br>Swim @ UW-L, 6:00 pm  |
| Wed., Sept. 4    | Early Dismissal   |
| Thurs., Sept. 5  | MS Cross Country @ CFC, 4:30 pm<br>MS FB @ Mel – Min, 5 pm<br>HS VB @ De Soto; JV, 5:30; V, 7<br>HS Cross Country @ CFC, 5:30                               |
| Fri., Sept. 6    | HS FB Home vs CFC, 7 pm   |
| Sat., Sept. 7    | HS VB (Vars.) @ Aquinas, 8:30 am  |
| Mon., Sept. 9    | MS VB Home vs. WHTL, 4:30 pm<br>JV FB Home vs CFC, 5 pm<br>Booster Club/PTO Meeting, 6:00 pm  |
| Tues., Sept. 10  | MS FB Home vs. CFC, 5 pm<br>MS VB @ Gilmanton, 5:30 pm<br>HS VB @ Immanuel; JV, 6; V, 7:30  |
| Wed., Sept. 11   | Early Dismissal   |
| Thurs., Sept. 12 | HS Cross Country @ G-E-T, 4:30pm<br>MS Cross Country @ Etrick, 4:45   |
| Fri., Sept. 13   | HS FB @ Eleva-Strum, 7 pm   |
| Sat., Sept. 14   | Swim @ Baraboo, 11 am   |
| Sun., Sept. 15   | Cheese Fest Parade, 1 pm – HS Band Marching   |
| Mon., Sept. 16   | No School - Teacher In-Service<br>School Board Meeting, 5:30 pm<br>HS Cross Country @ BRF, 4:30 pm<br>MS VB @ Lincoln, 4:30 pm<br>JV FB @ Eleva-Strum, 5 pm |

## See Spring Issue for July's Events

|                  |   |
|------------------|---|
| Tues., Sept. 17  | MS FB Home vs. Arcadia, 4:30 pm<br>MS VB Home vs. BRF, 4:30 pm<br>MS Cross Country @ CFC, 4:30 pm<br>HS VB Home vs. Gilmanton; JV, 6; V, 7:30 |
| Wed., Sept. 18   | Early Dismissal   |
| Thurs., Sept. 19 | 9 <sup>th</sup> Grade Field Trip to Spring Green<br>MS VB @ Indee, 4:30 pm  |
| Fri., Sept. 20   | HS FB Home vs. Indee, 7 pm  |
| Sat., Sept. 21   | MS VB Tourney @ Mel – Min   |
| Mon., Sept. 23   | MS VB @ CFC, 4:30 pm<br>JV FB Home vs. Indee, 5 pm  |
| Tues., Sept. 24  | Elem. – BAS Testing<br>HS Cross Country @ Durand, 4:30<br>Swim @ BRF, 5 pm<br>HS VB Home vs. Augusta; JV, 6; V, 7:30                          |
| Wed., Sept. 25   | Early Dismissal   |
| Thurs., Sept. 26 | Elem. – BAS Testing<br>MS Cross Country @ BRF, 4:30 pm<br>MS FB @ WHTL, 5 pm<br>HS VB Home vs. WHTL; JV, 6; V, 7:30                           |
| Fri., Sept. 27   | HS FB @ Mel – Min, 7 pm   |
| Mon., Sept. 30   | HS Cross Country @ Mel–Min, 4:30<br>MS VB Home vs. Gilmanton, 4:30<br>JV FB @ Mel – Min, 5 pm   |
| Tues., Oct. 1    | MS FB Home vs. Indee, 5 pm<br>HS VB @ CFC; JV, 6; V, 7:30   |
| Wed., Oct. 2     | Early Dismissal   |
| Thurs., Oct. 3   | HS Cross Country @ Lincoln, 4:30<br>MS VB @ WHTL, 4:30 pm<br>HS VB Home vs. Alma-Pepin; JV, 6; V, 7:30  |
| Fri., Oct. 4     | Homecoming<br>HS FB Home vs. WHTL, 7 pm   |
| Sat., Oct. 5     | JV VB Tourney @ WHTL, 9am   |
| Mon., Oct. 7     | Booster Club/PTO Meeting, 6pm<br>HS Cross Country @ Luther, 4:30<br>MS VB Home vs. Lincoln, 4:30 pm<br>JV FB vs. WHTL, 5pm                    |
| Tues., Oct. 8    | MS VB Home vs. Indee, 4:30 pm<br>MS FB Home vs. Luther, 5:00 pm<br>HS VB @ Indee; JV, 6; V, 7:30  |
| Wed., Oct. 9     | Early Dismissal   |
| Thurs., Oct. 10  | Swim @ BRF, 5 pm<br>HS VB Home vs. Lincoln; JV, 6; V, 7:30  |
| Fri., Oct. 11    | HS FB @ Augusta, 7 pm   |
| Sat., Oct. 12    | MS VB Tourney @ WHTL<br>MS Cross Country @ Arcadia, 9:30<br>HS Cross Country @ Arcadia, 11:30<br>Swim @ Onalaska, 6pm                         |

## Oct. 14 – Oct. 31, 2019

|                 |   |
|-----------------|---|
| Mon., Oct. 14   | MS VB Home vs CFC, 4:30 pm<br>JV FB @ Augusta, 5:00 pm  |
| Tues., Oct. 15  | HS VB @ Eleva-Strum; JV, 6; V,<br>7:30  |
| Wed., Oct. 16   | Early Dismissal<br>FCCLA UW-Stout Leadership<br>Conference                                    |
| Thurs., Oct. 17 | No School - Vacation<br>HS Cross Country Conference Meet<br>HS VB @ Mel – Min; JV, 6; V, 7:30 |
| Fri., Oct. 18   | No School - Vacation<br>Parents Night<br>HS FB Home vs. Pepin/Alma, 7 pm                      |
| Sat. Oct. 19    | BB Cheerleading Tryouts/Clinic, 8-2   |
| Tues., Oct. 22  | VB Regionals  |
| Wed., Oct. 23   | Early Dismissal   |
| Thurs., Oct. 24 | VB Regionals  |
| Fri., Oct. 25   | HS FB Playoffs, 7 pm  |
| Sat., Oct. 26   | VB Regionals<br>HS Cross Country Sectional  |
| Mon., Oct. 28   | School Board Meeting, 5:30 pm   |
| Tues., Oct. 29  | HS Pops Concert, 6:30 pm  |
| Thurs., Oct. 31 | End of 1st Quarter<br>VB Sectionals Semi-Finals   |

**This list is current as of 6/25/19. Please check the calendar on the district website for the most up-to-date information:**

<https://www.btsd.k12.wi.us/schools/high/calendar.cfm>



## Blair-Taylor School Board Members

### President

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### Vice-President

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### Clerk

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e-mail: [thompd@btsd.k12.wi.us](mailto:thompd@btsd.k12.wi.us)

### Treasurer

Sarah Staff  
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Home: 715-984-2309  
Cell: 715-533-2619  
e-mail: [sasbks@gmail.com](mailto:sasbks@gmail.com)

### Directors

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## Sports Schedules, 2019

| <u>Football Varsity 2019</u>              | <u>MS Football 2019, Continued...</u> |
|---|---------------------------------------|
| Aug 23      at Luther                     | Oct 1        Indee                    |
| Aug 30      Auburndale                    | Oct 8        Luther                   |
| Sept 6       CFC                          | <b><u>Cross Country 2019</u></b>      |
| Sept. 13    at Eleva-Strum                | Aug. 31    at Cashton    9am          |
| Sept. 20    Indee                         | Sept. 5     at CF 5:30 +MS            |
| Sept. 27    at Mel-Min                    | Sept. 12    at GET 5:15 + MS          |
| Oct 4        Whitehall                    | Sept. 16    at BRF        4:30        |
| Oct 11      at Augusta                    | Sept. 24    at Durand    4:30         |
| Oct 18      Pepin/Alma                    | Sept. 30    at Mel-Min   4:30         |
| <b><u>Football JV 2019</u></b>            | Oct. 3      at Lincoln    4:30        |
| Aug. 26     at Luther                     | Oct 7        at Luther     4:30       |
| Sept. 3      at GET    5:30               | Oct 12      at Arcadia 9:30 + MS      |
| Sept. 9      CFC                          | Oct 17      Conf. Meet                |
| Sept. 16    at Eleva-Strum                | Oct 26      Sectional                 |
| Sept. 23    Indee/Gilmanton               | Nov 2      State                      |
| Sept. 30    at Mel-Min                    | <b><u>MS Cross Country 2019</u></b>   |
| Oct. 7       Whitehall                    | Sept. 5     at CFC        5:15        |
| Oct. 14      at Augusta                   | Sept. 12    at GET        4:30        |
| Oct. 21      Pepin/Alma                   | Sept. 17    at CFC        4:30        |
| <b><u>Middle School Football 2019</u></b> | Sept. 26    at BRF        4:30        |
| Games Times 5:00 except Sept. 17          | Oct 3        at Lincoln    4:30       |
| Sept. 5      at Mel-Min (Scrimmage)       | Oct 12      at Arcadia 9:30am         |
| Sept. 10    CFC                           |                                       |
| Sept. 17    at Mel-Min vs. Arcadia, 4:30  |                                       |
| Sept. 26    at Whitehall                  |                                       |

## Sports Schedules, 2019

| <u>Volleyball 2019</u>                      | <u>Middle School Volleyball 2019, Continued...</u> |
|---|--|
| Aug 26 Scrimmage at ???                     | Sept. 17 BRF                                       |
| Aug 27 at Elmwood 4:00                      | Sept. 19 at Independence                           |
| Sept. 3 Osseo-Fairchild                     | Sept. 21 Mel-Min Tourney                           |
| Sept. 5 at De Soto                          | Sept. 23 at CFC                                    |
| Sept. 7 at Aquinas Tourney 8:30             | Sept. 30 Gilmanton                                 |
| Sept. 10 at Immanuel                        | Oct 3 at Whitehall                                 |
| Sept. 17 Gilmanton                          | Oct 7 Lincoln                                      |
| Sept. 24 Augusta                            | Oct 8 Independence                                 |
| Sept. 26 Whitehall                          | Oct 12 Whitehall Tourney                           |
| Oct. 1 at CFC                               | Oct 14 CFC   |
| Oct. 3 Alma-Pepin                           |  |
| Oct 5 at Eleva-Strum<br>JV Tourney 9am      | <b><u>Swimming 2019</u></b>                        |
| Oct. 8 at Independence                      | Aug. 21 at Colby 2:00                              |
| Oct. 10 Lincoln                             | Aug. 22 at Merrill 5:30                            |
| Oct. 15 at Eleva-Strum                      | Aug. 24 at Menomonie 9am                           |
| Oct. 17 at Mel-Min                          | Aug. 29 at BRF 5:30                                |
| Oct 22+24+26 Regional                       | Sept. 3 at UW-LAX 6:00                             |
| Oct 31 + Nov 1 Sectional                    | Sept. 14 at Baraboo 11am                           |
| Nov 7-9 State                               | Sept. 24 at BRF 5:00                               |
| <b><u>Middle School Volleyball 2019</u></b> | Oct. 10 at BRF 5:00                                |
| Game Times 4:30 unless otherwise specified  | Oct. 12 at Onalaska 6:00                           |
| Sept. 9 Whitehall                           | Nov. 8 Sectional TBD                               |
| Sept. 10 at Gilmanton 5:30                  | Nov. 15 State - Madison                            |
| Sept. 16 at Lincoln                         |  |



## Dual Enrollment

High school students have several options for earning college credits in high school. Credit can be earned from both two- and four-year institutions of higher learning. These courses may be offered face-to-face and online, providing students the opportunity to earn college credit while attending high school. These programs are described below and include options at both the technical college and university. The benefits of accessing one (or more) of these options are: saving time and money while in college and getting a taste of college coursework and the challenge of rigorous classes.

### **START COLLEGE NOW, Earning College Credit through the Wisconsin Technical College System**

“START COLLEGE NOW” will allow high school students the opportunity to take college courses at Wisconsin Technical Colleges. The process is very similar to Youth Options; [38.12 \(14\)](#) will lay out all aspects of the program. Students looking to take courses in the fall semester must turn in the application by March 1, 2019. For spring semester courses, the same application is used; however, the due date is October 1, 2019.

Requirements:

1. Complete 10th grade and be in good academic standing. (Program is available to 11th and 12th grade students.)
2. Complete the application for the Start College Now Program
3. Submit the completed form (including student/parent/guardian signatures) to your high school counselor no later than March 1 for fall semester courses and October 1 for spring semester courses.
4. Transportation to and/or from the technical college is the student’s responsibility.

Feel free to contact Ann Westrich with questions; [ann.westrich@wctsystem.edu](mailto:ann.westrich@wctsystem.edu).

[Application link](#) and [Application Instructions](#)

### **EARLY COLLEGE CREDIT PROGRAM (ECCP), Earning College Credit through the University of Wisconsin System**

“ECCP” will govern dual enrollment for college credit. A high school pupil in a public or private school in the state will be permitted to enroll in a UW System institution, or a private, non-profit institution of higher education, to take one or more nonsectarian courses, for which the pupil may earn high school credit, post-secondary credit, or both. The technical colleges are not part of the ECCP. Costs of courses is shared among the institution of higher education (IHE), the school district, the state, and in some cases, the pupil’s family. The following guidelines are provided to assist students in requesting courses through the Early College Credit Program:

1. ECCP is open to all students in grades 9-12. A course may be taken during either semester and during the summer session.
2. Students are limited to 18 credits of approved courses per student.
3. Courses that have an equivalent course offered within the district will not be approved.
4. Student must complete an application.
5. The Institute of Higher Learning (IHE) shares in the costs for each approved course.
6. School districts and private schools will be responsible for making payment directly to the IHE within 30 days of the end of the semester, but will be eligible to receive state aid (reimbursement of expenditures) to offset its costs.
7. If the student is receiving high school credit for the course, the cost to the student’s family will be \$0.
8. If the student is receiving only post-secondary credit for a course, the student’s family is responsible for paying 25 percent of the allowable tuition charge, unless that payment would pose an undue financial burden on the student’s family (as determined by the department).
9. Student costs for courses through the Cooperative Academic Partnership Program (CAPP) are the responsibility of the student and family alone.
10. The student will be responsible for costs of courses failed.

### **ADVANCED PLACEMENT (AP) COURSES**

Advanced Placement Courses are courses taught in high school for high school credit. AP Courses help students prepare to take an AP exam. Upon completion of the course, students may choose to take the Advanced Placement test, which is given in the spring of each school year. Students are eligible to receive credit at participating colleges if their exam scores meet the postsecondary institution’s criteria. The cost of each separate test is the responsibility of the student. The number of college credits earned is dependent upon the individual college or university.

### **TRANSCRIPTED CREDIT (TC) COURSES**

Western and Chippewa Valley Technical college courses are taught at Blair-Taylor High School using technical college curriculum and books. Blair-Taylor High School teachers teach these course(s). The technical college’s grading policies are followed. A student can earn both high school credit and technical college credit. Students must meet all course competencies and earn a “C” or higher to receive technical college credit. All credits are recorded on the college transcript, and there will be a formal college record that follows the student. Credits are transferable to all schools within the technical college system, and some two- and four- year campuses. Students can earn credits toward a technical diploma or associate degree while in high school.

## Dual Enrollment, Continued...

Refer to the [BT Course Description Book on the Blair-Taylor School District Website](http://bit.ly/BTCourses) for a current list of transcribed courses for the 2019-2020 school year: <http://bit.ly/BTCourses>.

### COOPERATIVE ACADEMIC PARTNERSHIP PROGRAM (CAPP)

The Cooperative Academic Partnership Program (CAPP) at the University of Wisconsin-Oshkosh provides academically able high school students an opportunity to earn college credits while still in high school – thereby decreasing time to graduation. All courses offered through CAPP are regular course offerings at the University of Wisconsin-Oshkosh. They are the same courses typically taken by UW-Oshkosh students during their first year. University faculty work directly with high schools to ensure that CAPP courses taught in participating high schools maintain standards identical to those of sections on the University of Wisconsin-Oshkosh campus. Students who register and successfully complete courses offered through CAPP earn University of Wisconsin-Oshkosh credit, verified by an official transcript.

The purposes of CAPP are to:

1. Offer the opportunity for academically qualified student to test the rigors of university coursework.
2. Offer a head start on college by providing academic credit which will facilitate subsequent studies and helps set students apart from other college applicants.
3. Provide a gradual introduction and transition to university study and facilities.



### 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 in which the student has enrolled.

## 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. (2010-2014)]
10. Student photographs
11. Degrees, awards, and honors received

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 the items about their child they refuse to permit the district to designate as directory information.

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.

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, indicating 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

## FREQUENTLY ASKED QUESTIONS ABOUT FREE AND REDUCED PRICE SCHOOL MEALS FOR SCHOOL YEAR 2019-20

Dear Parent/Guardian:

Children need healthy meals to learn. Blair Taylor School District offers healthy meals every school day. Breakfast costs: K-6 students - \$1.45 and 7-12 students - \$1.80; lunch costs: K-6 students - \$2.25 and 7-12 students - \$2.50. Your children may qualify for free meals or for reduced price meals. Reduced price is \$.30 for breakfast and \$.40 for lunch. This packet includes an application for free or reduced price meal benefits, and a set of detailed instructions. Below are some common questions and answers to help you with the application process.

**1. WHO CAN GET FREE OR REDUCED PRICE MEALS?**

- All children in households receiving benefits from FoodShare, the Food Distribution Program on Indian Reservations (FDPIR), or W-2 cash benefits are eligible for free meals, when listed on the application.
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in their school's Head Start program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
- Children may qualify to receive free or reduced price meals if your household's income is at or below the limits on the Federal Income Eligibility Guidelines.

| FEDERAL ELIGIBILITY INCOME CHART For School Year 2019-2020 |             |              |             |
|--|-------------|--------------|-------------|
| Household size   | Yearly (\$) | Monthly (\$) | Weekly (\$) |
| 1  | 23,107      | 1,926        | 445         |
| 2  | 31,284      | 2,607        | 602         |
| 3  | 39,461      | 3,289        | 759         |
| 4  | 47,638      | 3,970        | 917         |
| 5  | 55,815      | 4,652        | 1,074       |
| 6  | 63,992      | 5,333        | 1,231       |
| 7  | 72,169      | 6,015        | 1,388       |
| 8  | 80,346      | 6,696        | 1,546       |
| Each additional person:                                    | 8,177       | 682          | 158         |

- 2. HOW DO I KNOW IF MY CHILDREN QUALIFY AS HOMELESS, MIGRANT, OR RUNAWAY?** Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and have not been told your children will get free meals, please call or e-mail Mr. Lynn Halverson at 608 989-9835 or [halvel@btsd.k12.wi.us](mailto:halvel@btsd.k12.wi.us) or Mr. Jeffrey Eide at 608 989-2881 or [eidej@btsd.k12.wi.us](mailto:eidej@btsd.k12.wi.us).
- 3. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD?** No. *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.
- 4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE OR REDUCED PRICE MEALS?** Please read the letter you received carefully and follow the instructions. If your letter indicated you qualify for free meals, then no application is needed. If any children in your household were missing from your eligibility notification, contact the elementary office at 608 989-9835, option 1 immediately. If your household was notified it qualified for reduced price meals, we encourage you to complete an application to potentially qualify for free meals based on household size and income.
- 5. DO I NEED TO FILL OUT AN APPLICATION IF MY CHILD ATTENDS A COMMUNITY ELIGIBILITY PROVISION SCHOOL (CEP)?** If your child attends a school that participates in CEP, receipt of free breakfast and lunch meals does not depend on returning this application. However, this information is necessary for other programs and may be used to determine if your household is eligible for additional benefits.

6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? **Yes.** Your child's application is only good for that school year and for the first few days of this school year, through 10/02/2019, or when a new eligibility is determined. You must submit a new application unless the school told you that your child is eligible for the new school year. **If you do not submit a new application that is approved by the school or you have not been notified that your child is eligible for free meals, your child will be charged the full price for meals.**
7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals, but it is based on income. Please submit an application.
8. MY CHILD(REN) QUALIFIES FOR BADGERCARE PLUS OR MEDICAID. CAN MY CHILD GET FREE MEALS? Children with BadgerCare Plus, Medicaid, or subsidized insurance may be eligible for free or reduced price meals, but it is based on household income and income size. Please submit an application to determine if your household qualifies.

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9. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
10. 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 or experience a financial hardship may become eligible for free and reduced price meals if the household income drops below the income limit.
11. 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: LYNN HALVERSON, N31024 ELLAND ROAD, BLAIR, WI 54616, 608 989-9835, halvel@btsd.k12.wi.us.
12. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.
13. 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.
14. WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.
15. WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Do not include any combat pay resulting from deployment as income.
16. WHAT IF THERE IS NOT ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper and attach it to your application.
17. 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 608-989-2881.

Sincerely,



Jeffrey Eide  
Superintendent

## HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS for 2019-20 School Year

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in Blair Taylor School District. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order. If at any time you are not sure what to do next, please contact the elementary office at 608-989-9835, option 1. *If your child attends a Community Eligibility Provision School (CEP), receipt of free breakfast and lunch meals does not depend on returning this application; however, this information is necessary for other programs.*

**PLEASE USE A PEN (NOT A PENCIL) WHEN FILLING OUT THE APPLICATION AND DO YOUR BEST TO PRINT CLEARLY.**

| <b>STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12</b>  |  |   |   |
|---|--|---|---|
| <p>Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.</p> <p><b>Who should I list here?</b> When filling out this section, please include ALL members in your household who are:</p> <ul style="list-style-type: none"> <li>• Children grades 12 or under AND are supported with the household's income; and</li> <li>• In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth, or enrolled in a Head Start program.</li> </ul>  |  |   |   |
| <p><b>A) List each child's name.</b> Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children in household than lines on the application, attach a second piece of paper with all required information for the additional children.</p>   | <p><b>B) Enter the grade and the name of the school the child attends or mark n/a if not in school.</b></p>  | <p><b>C) Do you have any foster children?</b> If any children listed are foster children, mark the "Foster Child" box next to the children's names. If you are ONLY applying for foster children, after finishing <b>STEP 1</b>, go to <b>STEP 4</b>. Foster children who live with you may count as members of your household and should be listed on your application. If you are applying for both foster and non-foster children, go to step 3.</p> | <p><b>D) Are any children homeless, migrant, runaway or enrolled in a Head Start program?</b> If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway or Head Start" box next to the child's name and complete all steps of the application.</p> |
| <b>STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN FoodShare, W-2 Cash Benefits OR FDPIR?</b>   |  |   |   |
| <p>If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:</p> <ul style="list-style-type: none"> <li>• The Supplemental Nutrition Assistance Program (SNAP) or FoodShare.</li> <li>• Temporary Assistance for Needy Families (TANF) or W-2 Cash Benefits.</li> <li>• The Food Distribution Program on Indian Reservations (FDPIR).</li> </ul>   |  |   |   |
| <p><b>A) If no one in your household participates in any of the above listed programs:</b></p> <ul style="list-style-type: none"> <li>• Leave <b>STEP 2</b> blank or check "No" and go to <b>STEP 3</b>.</li> </ul>   | <p><b>B) If anyone in your household participates in any of the above assistance programs:</b></p> <ul style="list-style-type: none"> <li>• Write a case number and name of the assistance program you or any member of the household participates for FoodShare, W-2 Cash Benefits, or FDPIR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your case worker. Medicaid and BadgerCare case numbers do NOT qualify for free or reduced price meals.</li> <li>• Go to <b>STEP 4</b>.</li> </ul> |   |   |
| <b>STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS</b>  |  |   |   |
| <p><b>How do I report my income?</b></p> <ul style="list-style-type: none"> <li>• Use the charts titled "<b>Sources of Income for Children</b>" and "<b>Sources of Income for Adults</b>," printed on the back side of the application form, to determine if your household has income to report.</li> <li>• Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents. Gross income is the total income received before taxes. Many people think of income as the amount they "take home" (listed as "net pay" on paycheck stub) and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.</li> </ul> |  |   |   |

- Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write "0" or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.
- Mark how often each type of income is received using the boxes to the right of each field.

**3.A. REPORT INCOME EARNED BY CHILDREN**

**A) Report all income earned or received by children.** Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked "Child Income." Only count foster children's personal income if you are applying for them together with the rest of your household.

*What is Child Income?* Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.

**3.B. REPORT INCOME EARNED BY ADULTS**

List adult household members' names.

- Print the name of each household member in the boxes marked "Name of Adult Household Members (First and Last)." When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.

• **Do NOT include:**

- People who live with you but are not supported by your household's income AND do not contribute income to your household.
- Infants, children and students already listed in STEP 1.

|  |  |   |
|--|--|---|
| <p><b>C) Report earnings from work.</b> Report all total gross income (before taxes) from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.</p> <p><b>What if I am self-employed?</b> Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.</p> <p><b>F) Fluctuating income.</b> For seasonal workers and others whose income fluctuates and usually earn more money in some months than others. In these situations, project the annual rate of income and report that. This includes workers with annual employment contracts but may choose to have salaries paid over a shorter period of time; for example, school employees.</p> | <p><b>D) Report income from public assistance/child support/alimony/SSI/VA benefits.</b> Report all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart; if income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as "other" income in the next part.</p> | <p><b>E) Report income from pensions/retirement/all other income.</b> Report all income that applies in the "Pensions/Retirement/ Social Security/All Other Income" field on the application.</p>   |
| <p><b>G) Report total household size.</b> Enter the total number of household members in the field "Total Household Members (Children and Adults)." This number <u>MUST</u> be equal to the number of household members listed in STEP 1 and STEP 3. If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.</p>  | <p><b>H) Provide the last four digits of your Social Security Number (SSN).</b> An adult household member must enter the last four digits of their SSN in the space provided. You are eligible to apply for benefits even if you do not have a SSN. If no adult household members have a SSN, leave this space blank and mark the box to the right labeled "Check box if no SSN."</p>  | <p><b>D) Share children's racial and ethnic identities (optional).</b> On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.</p> |

**STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE**

**An adult member of the household must sign the application. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.**

|  |   |  |   |
|--|---|--|---|
| <p><b>A) Provide your contact information.</b> Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.</p> | <p><b>B) Print or sign your name.</b><br/>The adult filling out the application must print or sign their name in the signature box.</p> | <p><b>C) Return completed form to: Any of the Blair Taylor School offices at N31024 Elland Rd, Blair, WI 54616</b></p> | <p><b>D) Share children's racial and ethnic identities (optional).</b> On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.</p> |
|--|---|--|---|

# 2019-2020 Household Application for Free and Reduced Price School Meals

Apply online at:

Complete one application per household. Use a pen not a pencil.

## STEP 1 List ALL infants, children, and students up to and including grade 12 who are Household Members

If more spaces are required for additional names, attach another sheet of paper.

Definition of Household Member: "Anyone who is living with you and shares income and expenses, even if not related."

| Child's First Name | MI | Child's Last Name | Grade | School the child attends or NA if not in school | Foster Child             | Homeless, Migrant, Runaway, or Head Start |
|--------------------|----|-------------------|-------|---|--------------------------|---|
|                    |    |                   |       |   | <input type="checkbox"/> | <input type="checkbox"/>                  |
|                    |    |                   |       |   | <input type="checkbox"/> | <input type="checkbox"/>                  |
|                    |    |                   |       |   | <input type="checkbox"/> | <input type="checkbox"/>                  |
|                    |    |                   |       |   | <input type="checkbox"/> | <input type="checkbox"/>                  |

Check all that apply

## STEP 2 Do any Household Members (including you) currently participate in any of the following assistance programs: FoodShare, W-2 Cash Benefits, or FDIPIR?

Yes / No  /

Program Name (Required)

Case Number

If you answered NO > Complete STEP 3. If you answered YES > Write a case number here, then go to STEP 4 (Do not complete STEP 3)

Write only one case number in this space.

Medicaid and Badger Care do not qualify.

## STEP 3 Report Income for ALL Household Members (skip this step if you answered 'Yes' to STEP 2)

### A. Child Income

Sometimes children in the household earn income. Please include the TOTAL income earned by all infants, children and students up to and including grade 12 listed in STEP 1 here.

| Child Income | How often?  |
|--------------|---|
| \$           | Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> 2x-Month <input type="checkbox"/> Monthly <input type="checkbox"/> |

### B. All Adult Household Members (including yourself)

List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total gross income (before taxes) for each source in whole dollars only (no cents). If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

| Name of Adult Household Members (First and Last Name) | C. Earnings from Work |           | D. Public Assistance/Child Support/Alimony/SS/WA Benefit |         | E. Pensions/Retirement/Social Security/Other Income |           | F. Seasonal Workers, and others with fluctuating income, project the annual income and report here |         |
|---|-----------------------|-----------|--|---------|---|-----------|--|---------|
|   | Weekly                | Bi-Weekly | 2x-Month   | Monthly | Weekly  | Bi-Weekly | 2x-Month   | Monthly |
|   | \$                    |           | \$   |         | \$  |           | \$   |         |
|   | \$                    |           | \$   |         | \$  |           | \$   |         |
|   | \$                    |           | \$   |         | \$  |           | \$   |         |
|   | \$                    |           | \$   |         | \$  |           | \$   |         |
|   | \$                    |           | \$   |         | \$  |           | \$   |         |

### G. Total Household Members (Children and Adults)—REQUIRED

H. Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member—REQUIRED or check box if no SSN

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
|---|---|---|---|---|---|

Check box if no SSN

## STEP 4 Contact information and adult signature

Return completed form to your school. Blair-Taylor School, N31024 Elland Rd., Blair, WI 54616

I CERTIFY (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws.\*

Street/Address (if available) Apt # City State Zip Daytime Phone and Email (optional)

Printed Name OR Signature of Adult Completing this Application—REQUIRED

Today's Date Mo./Day/Yr.

**INSTRUCTIONS** Source of Income

**Sources of Income for Children**

| Sources of Child Income   | Example(s)  |
|---|---|
| - Gross earnings from work  | - A child has a regular full or part-time job where they earn a salary or wages   |
| - Social Security<br>- Disability payments<br>- Survivor's benefits | - A child is blind or disabled and receives Social Security benefits<br>- A parent is disabled, retired, or deceased, and their child receives Social Security benefits |
| - Income from person outside the household                          | - A friend or extended family member regularly gives a child spending money   |
| - Income from any other source                                      | - A child receives regular income from a private pension fund, annuity, or trust  |

**OPTIONAL**

**Children's Racial and Ethnic Identities**

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Ethnicity *Check one*  Hispanic or Latino  Not Hispanic or Latino  
 Race *Check one or more*  American Indian or Alaskan Native  Asian

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 Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Program 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.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity conducted or funded by USDA.

**Sources of Income for Adults**

| Earnings from Work  | Public Assistance / Alimony / Child Support   | Pensions / Retirement / All Other Income  |
|---|---|---|
| - Gross salary, wages, cash bonuses<br>- Net income from self-employment (farm or business); <b>FARM</b> —refer to line 18 of Schedule 1 or line 34 from Schedule F; <b>BUSINESS</b> —refer to line 12 of Schedule 1 or line 31 from Schedule C.<br>If you are in the U.S. Military:<br>- Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances)<br>- Allowances for off-base housing, food and clothing | - Unemployment benefits<br>- Worker's compensation<br>- Supplemental Security Income (SSI)<br>- Cash assistance from State or local government<br>- Alimony payments<br>- Child support payments<br>- Veteran's benefits<br>- Strike benefits | - Social Security (including railroad retirement and black lung benefits)<br>- Private pensions or disability benefits<br>- Regular income from trusts or estates<br>- Annuities<br>- Investment income<br>- Earned interest<br>- Rental income<br>- Regular cash payments from outside household |

Black or African American  Native Hawaiian or Other Pacific Islander  White

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW Washington, D. C. 20250-9410  
Fax: (202) 690-7442, or  
Email: [program.mak@usda.gov](mailto:program.mak@usda.gov)

This institution is an equal opportunity provider.

The above address is for discrimination complaint purposes only. Return this complete application to your school, not to USDA.

**Do not fill out For School Use Only**

Annual Income Conversion: Weekly x 52, Bi-weekly (Every 2 Weeks) x 26, Twice a Month x 24, Monthly x 12

|                                  |                  |                                 |                  |                                |                  |                         |             |      |                         |                                 |
|----------------------------------|------------------|---------------------------------|------------------|--------------------------------|------------------|-------------------------|-------------|------|-------------------------|---------------------------------|
| Total Income                     | How often?       |                                 |                  |                                | Household Size   | Categorical Eligibility | Eligibility |      | Date Denied Mo./Day/Yr. | Reason for Denial or Withdrawal |
|                                  | Weekly           | Bi-Weekly                       | 2x Month         | Monthly                        |                  |                         | Yearly      | Free |                         |                                 |
| Determining Official's Signature | Date Mo./Day/Yr. | Confirming Official's Signature | Date Mo./Day/Yr. | Verifying Official's Signature | Date Mo./Day/Yr. |                         |             |      |                         |                                 |

Required for Verification process only

Required for Verification process only

# Meal Menus - July, 2019

## Meal Menus - July, 2019

| Sun   | Mon  | Tue   | Wed   | Thu  | Fri   |
|---|--|---|---|--|---|
| 30  | 1  | 2   | 3   | 4  | 5   |
| 7   | 8  | 9   | 10  | 11   | 12  |
| Breakfast - Beyond our control, Some items may change without notice. | Breakfast - WG<br>Cereal<br>Cheese stick<br>Applesauce<br>Milk         | Breakfast - WG<br>Mini Pancakes<br>Cheese stick<br>Juice<br>Milk                    | Breakfast - WG<br>Frudel<br>Cheese stick<br>Apple slices<br>Milk                        | Breakfast - Omelet<br>WG Toast<br>Sausage Patty<br>Juice<br>Milk                   | Breakfast - WG<br>filled Croissant<br>Cheese stick<br>Orange slices<br>Milk   |
|   | Lunch - WG<br>Chicken Nuggets<br>Tater tots<br>Peas<br>Peaches<br>Milk | Lunch - Pepperoni Pizza<br>Corn<br>Mandarin Oranges<br>Milk                         | Lunch - Hamburger<br>Bun<br>French fries<br>Carrots/Dip<br>Fruit cocktail               | Lunch - Hot<br>dog/Bun<br>Baked beans<br>Sunchips<br>Applesauce cup<br>Milk        | Lunch - PB&J or<br>Sub<br>Cheez-its<br>Veggies/Dip<br>Apple slices<br>Milk    |
| 14  | 15   | 16  | 17  | 18   | 19  |
| Breakfast - All milk is 1% white milk.                                | Breakfast - WG<br>Banana Bread<br>Cheese Stick<br>Grapes<br>Milk       | Breakfast - WG<br>Breakfast Pizza<br>or cereal<br>Banana<br>Milk                    | Breakfast - WG<br>Cinnamon Roll<br>or WG Cereal<br>Cheese stick<br>Apple slices<br>Milk | Breakfast - WG<br>Blueberry Waffles<br>Cheese stick<br>Applesauce<br>Juice<br>Milk | Breakfast - WG<br>Cereal<br>Cheese Stick<br>Craisins<br>Milk                  |
|   | Lunch - Calzone<br>Marinara<br>Green Beans<br>Pears<br>Milk            | Lunch - Chicken<br>Patty<br>Bun<br>Smiley fries<br>Veggies/Dip<br>Pineapple<br>Milk | Lunch - Super<br>Nachos<br>Broccoli<br>Peaches<br>Milk                                  | Lunch - Mini<br>Corn dogs<br>Sweet Potato Fries<br>Corn<br>Apple slices<br>Milk    | Lunch -<br>Chicken Fries<br>Curly Fries<br>Carrots/Dip<br>Banana<br>Milk      |
| 21  | 22   | 23  | 24  | 25   | 26  |
| Breakfast - All grains are WG or WGR.                                 | Breakfast - Granola Bar<br>Yogurt or cheese<br>Juice<br>Milk           | Breakfast - WG<br>Pancake on a stick<br>Banana<br>Juice<br>Milk                     | Breakfast - WG<br>Frudel<br>Cheese stick<br>Grapes<br>Milk                              | Breakfast - Omelet<br>WG Toast<br>Sausage Patty<br>Juice<br>Milk                   | Breakfast - WG<br>Banana Bread<br>Cheese stick<br>Apple slices<br>Milk        |
|   | Lunch - Pizza<br>Dippers<br>Marinara<br>Peas<br>Strawberries<br>Milk   | Lunch - Fish<br>sticks<br>Tater Tots<br>Carrots/Dip<br>Mandarin Oranges<br>Milk     | Lunch -<br>Pepperoni Pizza<br>Corn<br>Fruit cocktail<br>Sidekick slushy<br>Milk         | Lunch - Mac &<br>Cheese<br>Chicken Nuggets<br>Green Beans<br>Applesauce<br>Milk    | Lunch -<br>Hamburger<br>Bun<br>French fries<br>Carrots/Dip<br>Peaches<br>Milk |
| 28  | 29   | 30  | 31  | 1  | 2   |
| Breakfast - This institution is an equal opportunity provider.        |  |   |   |  |   |

**Meal Menus - September, 2019**

| Sun   | Mon  | Tue  | Wed   | Thu   | Fri  | Sat   |
|---|--|--|---|---|--|---|
| 1   | 2  | 3  | 4   | 5   | 6  | 7   |
| Breakfast - 2 types of milk served daily  | Breakfast - No School Labor Day  | Breakfast - Omelet English Muffin Orange slices                | Breakfast - Cinnamon Roll Apple slices  | Breakfast - Mini Pancakes Grapes  | Breakfast - Appleway bar Cheese stick Banana                           | Lunch - Menu items may change without notice. |
| Lunch - 3 flavors of milk served daily  | Lunch - No School Labor Day  | Lunch - Hamburger Patty Bun French fries Carrots Apple slices  | Lunch - Mac & Cheese Soft pretzel Broccoli Peaches                                      | Lunch - Popcorn Chicken Dinner roll Mashed potatoes Gravy Corn Pineapple      | Lunch - Quesadilla Salsa/Sr. Cream Refried beans Cauliflower Pears     |   |
| 8   | 9  | 10   | 11  | 12  | 13   | 14  |
| Breakfast - Juice & Fruit served daily  | Breakfast - Cherry or Apple Frudel Kiwi                                    | Breakfast - Breakfast Pizza Strawberries                       | Breakfast - Cinnamon Roll Apple slices  | Breakfast - Bagel Cream Cheese Pineapple                                      | Breakfast - Scrambled eggs Sausage Toast Craisins                      |   |
| Lunch - Garden Bar served daily   | Lunch - Chicken Patty Bun Potato wedges Peas Fruit cocktail                | Lunch - Pizza Green beans Applesauce Sidekick slushy           | Lunch - Meatloaf Au Gratin potatoes Garlic bread Beets/Brussel sprouts Mandarin oranges | Lunch - Philly Steak Hoagie bun Curly fries Baked beans Peaches               | Lunch - Chicken Alfredo Penne pasta Breadstick Cali blend Apple slices |   |
| 15  | 16   | 17   | 18  | 19  | 20   | 21  |
| Breakfast - Alt. Entree: Cereal, muffin, & yogurt served daily                      | Breakfast - In-Service   | Breakfast - Mini Bagel Orange slices                           | Breakfast - Cinnamon Rolls Apple slices   | Breakfast - Blueberry Waffles Grapes  | Breakfast - Pancake on a stick Strawberries                            |   |
| Lunch - Alt. entree: K-6: PB&J, Sub 7-12: PB&J, Sub, or Pizza                       | Lunch - No School In-Service   | Lunch - Super Nachos Refried beans Corn Pineapple              | Lunch - Meatball sub Hoagie bun Marinara Carrots Fruit cocktail                         | Lunch - Pizza Dippers Marinara Green Beans Peaches                            | Lunch - Chicken Tenders Roasted Potatoes Broccoli w/cheese Pears       |   |
| 22  | 23   | 24   | 25  | 26  | 27   | 28  |
| Breakfast - All grains are WG or WGR  | Breakfast - Frittata Toast Melon   | Breakfast - Banana Bread Cheese stick Blueberries              | Breakfast - Cinnamon Roll Apple slices  | Breakfast - Apple or cherry frudel Kiwi                                       | Breakfast - Breakfast Sandwich Pineapple                               |   |
| Lunch - You must choose at least 3 components, one of which must be a fruit or veg. | Lunch - Hot dog Bun Baked beans Chips Watermelon                           | Lunch - Chicken fries Sweet potato fries Broccoli Apple slices | Lunch - Cheeseburger Mac Bread slice Corn Pineapple Pudding cup                         | Lunch - Hot Ham & Cheese Bun Deli roaster potatoes Coleslaw Green Beans Pears | Lunch - Breaded Pork chop Tater tots Cali blend Applesauce             |   |
| 29  | 30   | 1  | 2   | 3   | 4  | 5   |
| Breakfast - This institution is an equal opportunity provider                       | Breakfast - Blueberry Waffles Melon  |  |   |   |  |   |
| Lunch - This institution is an equal opportunity provider.                          | Lunch - Unbreaded chicken filet Bun Scalloped potatoes Peas Fruit cocktail |  |   |   |  |   |

**Meal Menus - October, 2019**

| Sun   | Mon  | Tue  | Wed   | Thu  | Fri   | Sat   |
|---|--|--|---|--|---|---|
| 29  | 30   | 1  | 2   | 3  | 4   | 5   |
|   |  | Breakfast -<br>Omelet<br>English muffin<br>Orange slices<br><br>Lunch -<br>Meatballs/gravy<br>Mashed potatoes<br>Dinner roll<br>Corn<br>Mandarin oranges | Breakfast -<br>Cinnamon Roll<br>Apple slices<br><br>Lunch -<br>Spaghetti meat sauce<br>Penne pasta<br>Garlic bread<br>Broccoli<br>Peaches | Breakfast - Mini<br>Pancakes<br>Grapes<br><br>Lunch -<br>Hamburger patty<br>Bun<br>French fries<br>Carrots<br>Apple slices                                 | Breakfast -<br>Breakfast Bar<br>Cheese stick<br>Banana<br><br>Lunch - Chicken<br>nuggets<br>Sunchips<br>Baked beans<br>Pineapple                              | Lunch - Menu<br>items may<br>change without<br>notice.                    |
| 6   | 7  | 8  | 9   | 10   | 11  | 12  |
| Breakfast - 2<br>types of milk<br>served daily<br><br>Lunch - 3<br>flavors of milk<br>served daily  | Breakfast -<br>Fruiteis<br>Kiwi<br><br>Lunch - Pizza<br>Green Beans<br>Apple slices<br>Sidekick slushy                             | Breakfast -<br>Breakfast Pizza<br>Strawberries<br><br>Lunch - Orange<br>chicken<br>Brown rice<br>Carrots<br>Mandarin oranges<br>fortune cookie           | Breakfast -<br>Cinnamon Roll<br>Apple slices<br><br>Lunch - Soft<br>shell taco<br>Refried beans<br>corn<br>Pears                          | Breakfast -<br>Bagel<br>Cream cheeses<br>Pineapple<br><br>Lunch -<br>Salisbury steak<br>Mashed potatoes<br>Bread slice<br>Beets/brussel sprouts<br>Peaches | Breakfast -<br>Scrambled eggs<br>Sausage<br>Toast<br>Craisins<br><br>Lunch - Chicken<br>patty<br>Bun<br>Potato wedges<br>Peas<br>Fruit cocktail               |   |
| 13  | 14   | 15   | 16  | 17   | 18  | 19  |
| Breakfast -<br>Juice & fruit<br>served daily<br><br>Lunch - Garden<br>bar served daily  | Breakfast -<br>Frittata<br>English muffin<br>Melon<br><br>Lunch - Corn<br>dog<br>Baked beans<br>Chips<br>Pineapple                 | Breakfast -<br>Pancake on a<br>stick<br>Orange slices<br><br>Lunch - BBQ<br>Rib/Bun<br>Smiley fries<br>Carrots<br>Strawberries                           | Breakfast -<br>Cinnamon Roll<br>Apple slices<br><br>Lunch - Chicken<br>tenders<br>Garlic Pasta<br>Broccoli w/<br>cheese<br>Applesauce     | Breakfast - No<br>School<br><br>Lunch - No<br>School   | Breakfast - No<br>School<br><br>Lunch - No<br>School  |   |
| 20  | 21   | 22   | 23  | 24   | 25  | 26  |
| Breakfast - Alt<br>Entree: Cereal,<br>muffin & yoqurt<br>served daily<br><br>Lunch - Alt.<br>Entree:<br>K-6: PB&J, Sub<br>7-12: PB&J, Sub<br>or pizza | Breakfast -<br>Blueberry<br>Waffles<br>Grapes<br><br>Lunch - Pizza<br>dippers<br>Marinara<br>Green beans<br>Peaches                | Breakfast -<br>Banana Bread<br>Blueberries<br><br>Lunch - Calzone<br>Marinara<br>Cali blend<br>Pears   | Breakfast -<br>Cinnamon Roll<br>Apple slices<br><br>Lunch - Ravioli<br>Breadstick<br>Peas<br>Fruit cocktail                               | Breakfast -<br>Breakfast Pizza<br>Strawberries<br><br>Lunch - Chicken<br>fries<br>Sweet potato<br>fries<br>Baked beans<br>Apple slices                     | Breakfast -<br>Breakfast<br>Sandwich<br>Pineapple<br><br>Lunch -<br>Scrambled eggs<br>Sausage<br>Deli roasters<br>Appleway bar<br>Strawberries<br>9-12: Juice | Breakfast - This<br>institution is an<br>equal<br>opportunity<br>provider |
| 27  | 28   | 29   | 30  | 31   | 1   | 2   |
| Breakfast - All<br>grains are<br>WG or WGR<br><br>Lunch - This<br>institution is an<br>equal<br>opportunity<br>provider                               | Breakfast - Mini<br>Bagels<br>Orange slices<br><br>Lunch -<br>Hamburger<br>Patty<br>Bun<br>French fries<br>Carrots<br>Apple slices | Breakfast -<br>Omelet<br>English muffin<br>Kiwi<br><br>Lunch - Mac &<br>Cheese<br>Pretzel<br>Broccoli<br>Peaches   | Breakfast -<br>Cinnamon Roll<br>Apple slices<br><br>Lunch - Popcorn<br>chicken<br>Mashed potatoes<br>Dinner roll<br>Corn<br>Pineapple     | Breakfast -<br>Breakfast Bake<br>Toast<br>Melon<br><br>Lunch - Fish<br>sticks<br>Roasted<br>potatoes<br>Coleslaw<br>Green beans<br>Mandarin oranges        |   |   |

## The Power of Mindset

As discussed in the previous newsletter, our staff members have been focusing on gaining a deeper understanding of fixed and growth mindsets. They are working to use language and instructional practices that incorporate this knowledge. Students will benefit from an educational experience that is informed by the knowledge of fixed vs. growth mindsets and promotes a growth mindset.

Having a fixed or growth mindset naturally impacts individuals' attitudes, behaviors, and actions, which, in turn, affect their learning, growth, and achievement.

Individuals with a fixed mindset in a particular area believe that their current state of intelligence/ability is a fixed state that cannot change. They're simply "not good at it" or they are a "natural" at something. When they encounter a challenge, they are more likely to give up and are not as willing to expend effort and attempt different strategies. Simply put, why would they? If they think there is nothing that can be done to learn or improve, but they kept trying, wouldn't they just be wasting their time, embarrassing themselves, etc.?

In contrast, when individuals have a growth mindset in a given area, they believe that their current state of intelligence/ability can change. They believe they are capable of learning or improving. When they encounter a challenge, they are more likely to keep trying, working hard and using different strategies to try to figure out the problem.

No one has 100% growth or 100% fixed mindset. Individuals will have a growth mindset toward some areas, and a fixed mindset toward others.

However, few would argue with the notion that a growth mindset is beneficial when it comes to learning, and the qualities of persistence, working hard, and problem solving/strategizing are beneficial qualities to have.

Thus, the question becomes, what can we do to help our children/students to develop a growth mindset when it comes to learning?

Here are some general tips:

- Avoid praising your child/student for being "smart" or for "learning that so fast."
  - ❖ When a child is repeatedly told he/she is "smart," it can make them fear making mistakes. They might worry if they try something harder, and get it wrong, they will stop "being smart" in your eyes. They may stick with easier tasks so that doesn't happen, thus limiting their own growth.
  - ❖ When a child is praised for how quickly he/she learns something, they learn that speed is preferred. If they take on a more challenging task that would take them longer to figure out, it will go more slowly for them. They have learned that is not a good thing—they need to continue to be "fast" because that is a sign of how smart they are.
- Instead, praise him/her for working hard, for trying different strategies when they encountered a problem (be specific), for continuing to try even when they didn't figure things out right away, etc.
- Avoid labeling your child or student as being a "natural" in a particular area.
  - ❖ This feeds into a fixed mindset. Even a child who shows great aptitude in an area will eventually hit a point when someone is better than them or they are having trouble with something. If they have a fixed mindset, they will not believe they can work to surmount these challenges. They may believe that if they were truly a natural, they wouldn't have those problems in the first place.

To learn more about fixed and growth mindsets, how they impact people, and how to help children and students to develop a growth mindset, a good place to start would be with the work of Carol Dweck.

Kimberly Joten, K-12 Library Media Specialist,  
School Improvement Team Member

## 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, or 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 matter 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 alleged non-compliance issue. 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  
N31024 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 student 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) 989-2525 or [eidej@btsd.k12.wi.us](mailto:eidej@btsd.k12.wi.us).

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## **WILDCAT NEWS**

The Blair-Taylor School District Newsletter • Blair, WI • 608-989-2881

### **School District of Blair-Taylor**

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