

# WEST SALEM MIDDLE SCHOOL

450 North Mark St.  
West Salem, WI 54669  
Phone - (608) 786-2090  
Fax - (608) 786-1081

## SPECIAL POINTS OF INTEREST:

School Starts at 7:50!!

PICTURE RE-TAKE DAY  
TUESDAY, OCT. 10

NO SCHOOL  
OCT 20, 26 & 27

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Volume 6 - Issue 3

2017

Dear Families,

We are a few weeks into the school year and it's been a great start! The staff is hard at work teaching, assessing, and examining data within teams to ensure student learning. Our students are engaged in learning during the school day and busy with their activities, athletics or interests afterwards. Our parents are hard at work supporting their children while they learn and grow. Given the busy schedules of our entire West Salem Middle School Learning Community, we see our WSMS Newsletter as one of the important ways we maintain communication between school and home. It contains a variety of academic updates as to what your child is learning and provides you with an overview of that learning and additional items about the middle school experience.

The West Salem Middle School staff work together as a team to provide your child the very best educational experience. I want to draw your attention to the Grade Level News section starting on page 5. Our teaching staff has shared the focus of their lessons, instructional objectives/outcomes, and learning activities they have planned for your child. Technology is interwoven throughout the lessons in our 1-1 learning environment. This information makes for great conversation at home when you discuss school with your children.

I want to take this opportunity to share with you how our teachers continue to learn about our profession and how they give back to the profession as they mentor future educators. We continue our partnership with UW-La Crosse to create a Professional Development School (PDS). What is a Professional Development School? PDS are schools that have joined with a university to accomplish educational goals that are mutually beneficial. A PDS is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates. WSMS has a quality team of highly trained educators who continue to develop themselves as professionals while supporting future educators.

Finally, earlier this month I took the time to meet with all students during grade level meetings. The main purpose of these meetings was to reinforce the importance of their education, highlight a few specific areas in the handbook, and inform them as to why those policies are in place. I shared with our students that our core values are to "Be Respectful, Be Responsible, & Be Safe." As our students commit to these core values, they are also committing to: (1) Grow in knowledge & maturity. (2) Learn the norms of a professional environment. (3) Be supportive of one another in a safe environment. Ultimately, they are making a commitment to "Be a Panther." At WSMS, we are honored to work with you in this endeavor.

Ben Wopat  
Principal

[www.twitter.com/coachwopat](http://www.twitter.com/coachwopat)  
[www.twitter.com/westsalemMS](http://www.twitter.com/westsalemMS)



*"Meet Us in the Middle"*



# Calendar of Events



2 - VB @ Winona 4:15  
CC @ Tomah LaGrange 4:30  
7FB vs Onalaska-1 4:00

3 - 8FB @ Lincoln 4:00  
7FB @ Holmen 2 4:00  
VB @ Lincoln 4:00

7 - CC @ Arcadia - Haines Ln 9:30

9 - VB @ Sparta 4:00  
8FB vs Holmen-1 4:00  
7FB @ Onalaska-2 4:00

10 - PICTURE RE-TAKES 8am  
CC @ Onalaska -Van Ripper 4:30  
7FB vs Winona 4:30  
VB vs Logan 3:45 CANCELLED

12 - Mid-Term I  
VB vs Onalaska 4:00

16 - 7FB @ Bangor 5:00  
CC @ Holmen High 4:30

17 - VB @ Longfellow 4:00  
8FB @ Longfellow 4:00  
7FB @ Longfellow 4:00  
Gr. 6 Band & Choir Concert 7:00

19 - Parent/Teacher Conferences  
20 - NO SCHOOL

23 - Parent/Teacher Conferences  
CC @ Westby High 4:15 Conf Meet

24 - VB vs Tomah 4:15  
7FB vs B-R-F 4:30pm

26 - NO SCHOOL - Teacher Inservice  
8FB @ Winona 4:30

27 - NO SCHOOL

## Counselor Comments - Mr. Lang

Define the "end of the day!"

September's advisory theme was Commitment to Learning. The main focus centered around time management. Students looked at ways they could "gain more time" in their day in order to accomplish all of the things they want -- and need -- to get done. Homecoming (or as it is being called this year Roadcoming) occurred the last week of September. It is always fun seeing everyone dressed up for "spirit week" to help support our school community and help cheer on all of the Panthers' teams to victories! Let's keep up this spirit all year long!

A/As will be coming up with creative ways and places to take their A/A photos. (Many advisors are wondering how we can incorporate a "construction theme" into our photos!) We have fun with this project and proudly display these photos in

our rooms. It's interesting to look at them at the end of the year (or three years) and see how much we have grown and changed over time.

Now that school is in full swing, the concern of homework (more specifically, getting homework done) often times comes up for parents and students. The middle school offers two programs that may help with homework completion or support. The first program is our Success Center. This is available to students at 7:00 in the morning and then again after school until 4:00. This is a supervised time for students to stop in as needed to complete their work, take or retake tests if they missed school, or ask for assistance if needed. The second program is our Extended Day Program (EDP). This runs from 3:15-4:15 Monday through Friday. Students are signed into this program by their parents and are expected to be there every day. Please see the enclosed EDP informational sheet for more details. If

students are involved in co-curriculars, they can still utilize either of these programs. Coaches understand that students will be released at 3:35 to attend the rest of practice. (Coaches also appreciate that students are staying current with their classwork!) Please contact the middle school with any questions.

**Parent Teacher Conferences** will be held at the end of the month on **Thursday, October 19 and Monday, October 23**. You will initially meet with your child's advisor, but there will be an open time available for you to meet with a specific teacher if needed. More information will be sent home regarding these conferences. We look forward to meeting with you and your child together at these fall conferences as **students are expected to lead these conferences.**

## PICTURE RE-TAKE DAY..... TUESDAY, OCTOBER 10th!!!



*"Meet Us in the Middle"*



## From the Office

If your child will be absent from school, PLEASE call the office at 786-2090 before **7:50** in the morning. In the event you receive the voice mail, leave a message that includes your child's name, grade, and the reason for the absence. If your child is ill, **please be specific with his/her symptoms**. We are required by state law to report numbers of students ill with strep throat, stomach flu, colds, and chicken pox, so it is important that we have accurate count. We do not report student names, just

numbers. If your child's absence is not called in to the school in a timely manner, it is considered an unexcused absence and consequences may be assigned to the student.

You may also call ahead with any pre-planned absences. We will document it so you will not have to call again the day of the absence.

If your child needs to be picked up for an appointment, please send a note or call the office as far in advance as possible so that your child can be given an out pass in advance. We appreciate advance notification as it eliminates the

need for us to try and find your student at the last minute when he/she is being picked up. If your child returns with a medical or dental appointment verification form, it is not counted toward the 10 days allowed for your child to be absent from school. Thank you for your cooperation in keeping your child's attendance up to date and informing the school of absences in a timely manner.

**Thank you!**

## Parent Reminders...

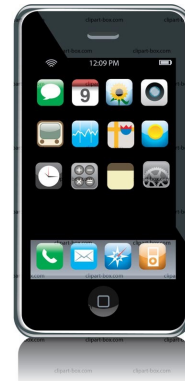
### EMERGENCY CONTACT INFORMATION:

Please remember to keep the office informed of any changes in your contact information as soon as possible. It is important for us to be able to contact you in the event of an emergency.

If you have caller ID and you have missed a phone call from the middle school, please understand that we are unable to identify the person, extension number, or department that was trying to reach you. Rest assured that if your child is sick or injured, the school nurse will leave a message for you.

**Please remind your child to leave a message if they call you.**

\*If your child texts, e-mails or calls you that they are not feeling well please make sure they have been to the school nurse. The nurse will then contact you.



**The Middle School Newsletters** can be found on the district website - [www.salem.k12.wi.us](http://www.salem.k12.wi.us). An e-mail reminder will be sent each month to let you know when it is available along with a link to the actual newsletter. If you would like a hard copy of the newsletter, please let the Middle School office know.

## ARE YOU READY FOR FLU SEASON?

As we head into winter and spend more time inside buildings, the flu season pays us a Wisconsin visit. Flu is a layman term for the influenza viral infection. The virus is transmitted by coughing, sneezing, contact with used tissues or contaminated hands and objects. The symptoms of influenza include:

- Fever with body temperature 100 degrees Fahrenheit or more
- Common respiratory problems such as cold and cough
- Congestion and runny nose
- Headache accompanied by muscle pains
- Vomiting
- Diarrhea
- Chills and Fatigue



Prevention can be your best defense. Teach your child proper coughing and sneezing etiquette by using the inside of your elbow instead of your hand. Encourage proper disposal of tissues. Keep hands away from the face area. Frequent hand washing can also be helpful to decrease the spread of infection. Stay home when you are ill. Get plenty of rest and eating a balance. Talk with your medical provider or health department and consider receiving the influenza vaccine to help prevent the influenza infection.

Stay well and carry on!

Beth Clements RN  
West Salem School Nurse



## School-Based Dental Program

Bridging Brighter Smiles (formerly Smiles 4 Life) offers preventative dental care right at school for students Pre-K through 12<sup>th</sup> grade. Visits are held throughout the school year.

See page 23 for more information and an enrollment form





### Student Cell Phone Use

Students at our middle school are **NOT allowed to carry cell phones** with them throughout the school day. If a student brings a cell phone to school it:

- \* **Must be turned off**
- \* **Must be kept in the student's locker**

Cell phones are absolutely **NOT allowed on the playground or in the bathroom/locker room.**

Students are NOT allowed to use cell phones to take video recordings of other students at school. Students not following the guidelines will be subject to disciplinary action. Please call if you have any questions.



### Early Release Dates

Wednesdays - Release at 12:20  
Buses leave at 12:30

November 15

December 13

February 14

March 7

May 9



The West Salem School District prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact the Pupil Services Director at (608) 786-0700. To file a complaint of discrimination write to: Pupil Services Director at 405 East Hamlin Street, West Salem, WI 54669 or call (608)786-0700. The West Salem School District is an equal opportunity provider and employer.



## **Social Studies - Mrs. Jeranek**

During October, we will start out with Paleolithic and Neolithic time periods as well as ancient civilization of

Mesopotamia. Then we will move into Ancient Egypt in late October. Each unit will focus on 6 areas:

geography, economy, government, social status/class, religion, and achievements.

To stay informed of current events we watch Channel One, a daily news program, created for middle school and high school students. Both areas in history allow us to focus on non-fictional reading strategies to formulate main idea and supporting details for better understanding of informational texts.

By the end of the unit, The First Civilizations, I will be able to...

1. Compare and contrast Paleolithic and Neolithic time periods.
2. Describe climate and geography of Mesopotamia.
3. Explain why Mesopotamia was a successful civilization.
4. Describe characteristics of an empire.
5. Name several achievements of Mesopotamia's first empire to our world.

By the end of the unit, Ancient Egypt, I will be able to...

1. Explain the importance of Egypt's geography and the resources they used to survive.
2. Identify the evidence that remains of this civilization
3. Describe Egyptians contributions to our world.
4. Explain how and why this civilization came to an end.

## **Math - Mrs. Jehn**

Students will be finishing Chapter 1 in October and taking the first chapter test. Please encourage your student to use the online practice quizzes and tests which allow them to take an assessment almost exactly like the one they will take in class. It is scored by the online

textbook, so students can see what problems they did incorrectly and what the correct answer should have been.

We will begin chapter 2 in October which is all about fractions and decimals. Students will spend most of the month working in this chapter. By the end of the chapter, students will be able to multiply and divide fractions and mixed numbers as well as add, subtract, multiply, and divide decimals efficiently.

## **Accelerated Math**

Students have finished chapter 1 at the end of September and took the first chapter test. Encourage your student to use the PRACTICE pages in their workbooks to study for quizzes and tests. They can use these problems as preparation for the assessments. It's a great way to study!

We will also complete chapter 2 in October which is all about fractions and decimals. Students will spend most of the month working in this chapter. By the end, students will be able to multiply and divide fractions and mixed numbers as well as add, subtract, multiply, and divide decimals efficiently.

By the end of October, students will be in chapter 3 which works on algebraic expressions and properties. At the end of this chapter they will be able to write and evaluate algebraic expressions using the commutative, associative, and distributive properties.

## **Science - Mrs. Jarosh**

The scientific method is in full force. Your child is learning the acronym P.H.E.O.C. (Problem, Hypothesis, Experiment, Observation, and Conclusion). We have had so much fun learning about how scientist think through many demonstrations and labs. I hope your child is coming home from school and sharing them with you! P.H.E.O.C. sets the stage for future labs as we move into our metric system unit.

## **English - Mrs. Buisman**

I have enjoyed every minute with your young writer! We are now settling into the routines of the classroom and working hard developing our writing skills. Narrative writing is our focus for the first trimester, and we have been analyzing mentor texts to pull things that we want to use in our writing. Our grammar focus has been sentence fragments and run-ons as well as subjects and predicates. As a read aloud we have been enjoying *A Wrinkle in Time*.

## **Art - Ms. Beron -**

### **Long Term Sub - Ms. Lotspaih**

I am very excited for my first year at West Salem Middle School. Students have been creating artwork that allows me to get to know them and each other. The first project was a portfolio, where students designed their own font to write their name. Next students assembled their own bound sketchbook. They are currently designing the cover of their sketchbook with images that describe them as an individual.

In the next few weeks, students will be starting a self portrait unit. During this, they will learn how to draw themselves in proportion and be given the opportunity to express themselves as an individual.

I look forward to the rest of the trimester with the sixth grade and hope that you enjoy the artwork the students create!



### Reading - Mrs. Schultz

We have started out the word work portion of the year with prefixes. Understanding what different prefixes, suffixes and roots mean will help students develop a larger and stronger vocabulary since the literature they will be reading in the future will include a more sophisticated language. Each set of words follow similar routines. We start out by accessing our background knowledge and seeing what words are familiar to us. Students complete sorting activities, play games, and complete other practice activities using what I call their "cheat sheet." Each pair of words end with a quiz. After 4 sets of word work words (say that 10 times fast!), students have a test on all 40 words!

SSR and creating a regular routine of independent reading is another focus of 6th grade Reading. Students should be reading at least 20 pages or 20 minutes between class periods. If students read 20 pages every two days, a book of approximately 200 pages should be completed within a month or so. Students know to adjust their reading amount if their book is longer than 200 pages. My goal is to have students read between 10-14 books throughout the school year. Some of these will be class novels, but most will be independent. At the beginning of a new independent reading unit, I allow at least 2 class periods for students to browse Destiny Quest, go to the LMC, and choose a book they are interested in reading. My rule is they have to get at least 20-30 pages into a novel before abandoning it for another. This eliminates students picking up a new book each independent reading time, and ensures they will finish their "keeper." Their first choice read book critique is due early in October. At the end of this month, we will be focusing on the Action/Adventure genre.

Our class book that will begin in October, *Touching Spirit Bear*, falls under the same genre. This class novel will be read within the class period. I give the option of listening to the audio version or reading the book independently. This option accompanies only this novel, the rest of our class novels will be independently read. Please make sure your student has a pair of **earbuds/headphones** that he or she can bring to school on a consistent basis. Students may be bringing their journals home to reflect on the day's reading, but the books stay at school.

Please encourage your child to be vigilant about using the homework app on their iPad or another method to record homework, and to check Edmodo for information posted by teachers.

Happy Reading!



6th Grade Choir & Band  
Preview Concert

Tuesday, October 17  
7pm

Heider Center

\*Students will wear their purchased shirt with  
black pants, black socks, and black shoes

\*Report time for students is 6:30pm





### General Music 6 “Keyboards and More” - Mrs. Glasel

The students did a survey so that I could see their level of interest when it comes to music in their lives. It was interesting to hear the wide variety of opinions on how and why music is or isn't important to them. They also wrote an introduction rap which will not only tell me more about who they are, but it also gives me an idea of their skill of feeling the beat and rhythm.

They are also getting started at playing the keyboards and will soon be playing some of the required songs for me. They will receive 5 points for each song that meets the proficient level. If they try a song and it is not quite up to proficiency yet, they will receive 3 points and can keep working on it until they can reach that level. Once they do, the grade will be changed to 5

points no matter how many times they try it.

Our [Music Alive](#) magazine articles this month focus the Polka and Song Parodies.

### General Music 7 “Guitars and Musicals” - Mrs. Glasel

The students have begun to play some of the required songs for me on their guitars. So far, they have only learned the 1st string and using only open string, first finger and third finger on the frets to play E, F and G, respectively. They will receive 5 points for each song that meets the proficient level. If they try a song and it is not quite up to proficiency yet, they will receive 3 points and can keep working on it until they can reach that level. Once they do, the grade will be changed to 5 points no matter how many times they play it for me.

Some have asked if they could take the guitars home. Even though it is not a requirement since I give them enough time in class to practice, they may do so as long

as they know they are responsible for the proper care and handling of those instruments.

The students will be learning the components and terminology of musicals before we begin to watch our first musical, *You're a Good Man, Charlie Brown*.

### General Music 8 “Keyboards and Guitars” - Mrs. Glasel

The students have begun playing their instrument of choice. They will continue to practice during class time and play the songs for me when they are ready. They will receive 5 points for each song that meets the proficient level. If they try a song and it is not quite up to proficiency yet, they will receive 3 points and can keep working on it until they reach proficiency. Once they do, the grade will be changed to 5 points no matter how many times they play it for me. proficiency. Once they do, the grade will be changed to 5 points no matter how many times they play it for me.

## Success Center Hours

The Success Center is open from 7:00-7:45  
Mondays, Wednesdays, Thursdays, and Fridays and  
after school until 4pm every day except early release







## Reading - Mrs. Rochester

During the month of October, seventh graders will still be continuing to study greek and latin roots, reviewing text structure, and reading short

fiction and nonfiction pieces. They will be studying the elements of fiction and nonfiction as well. The students are all enjoying our read aloud book, *Crash* by Jerry Spinelli. We started *The Outsiders* at the end of September and we will continue into October. *The Outsiders* explores themes of family, friendship, and growing up. We will be reading the novel in class, but if the students do not finish their assigned reading, they will be bringing the book home. Students also have questions to answer that pertain to each chapter. In addition, the students will also be given an opportunity to listen to *The Outsiders* in class via Edmodo. The students can also listen to the book at home because the audio will be posted on Edmodo. Seventh graders should also be reading at least 25 pages/minutes of their SSR book or *The Outsiders* between class meetings.

## Regular Math - Mr. Jones

In 7th grade math we are finishing up Chapter 1 Integers. The students are off to a great start! In October we will complete Chapter 2 Rational Numbers.

Common Core standards for Chapter 2:

- \*Add, Subtract, Multiply, and Divide Rational Numbers
- \*Apply properties of operations as strategies to perform operations with rational numbers.
- \*Convert a rational number to a decimal using long division

Toward the end of October we will start Chapter 3 titled Expressions and Equations

Common Core Standards for Chapter 3:

- \*Add, subtract, factor, and expand linear expressions with rational coefficients.
- \*Understand that rewriting expressions in different forms can show how the quantities are related. \*Write, graph, and solve one-step equations (includes negative numbers).
- \*Solve two-step equations.
- \*Compare algebraic solutions to arithmetic solutions.

## Pre-Algebra

In 7th grade advanced math we are working hard understanding equations. It was a big jump from what we are used to, but we continue to work hard at it and are showing progress. We are planning on taking a test on Chapter 1 on October 1st. After equations,

the advanced curriculum has us jumping to Chapter 11 Inequalities.

Common Core Standards for Chapter 11:

- \*Solve one-step inequalities involving integers and rational numbers
- \*Solve two-step inequalities

After Chapter 11 we are going to switch gears a bit and dive into Chapter 12 Constructions and Scale Drawings.

Common Core Standards for Chapter 12:

- \*Use supplementary, complementary, vertical, and adjacent angles
- \*Draw geometric shapes with given conditions, focusing on triangles and quadrilaterals. \*Reproduce a scale drawing at a different scale
- \*Represent proportional relationships with equations
- \*Use proportionality to solve ratio problems
- \*Use scale drawings to compute actual lengths and areas

## English - Mrs. Martinson

In 7th grade ELA the students have memorized "The Red Wheelbarrow" by William Carlos Williams. It is a short poem about real life "stuff." Ask your son/daughter to recite it! We will be finishing our read aloud: *And Then There Were None*, and then going to the Weber Center in La Crosse at the end of the month to see a live performance by La Crosse Community Theater. The students really seem to be enjoying this mystery novel. We are discussing the elements of a story in preparation for the students to write their own mystery about one of the characters in *And Then There Were None*. We are doing a lot of note taking on sentences and parts of speech. After the note taking, we will do lots of different activities throughout the entire year to practice nouns, verbs, pronouns, and adjectives. It is important that we all have common vocabulary when talking about our writing.

## Social Studies - Mr. Mahlum

In 7th grade social studies the students will start looking at how our nation started. We will examine the Declaration of Independence and the events that led up to it. Then, we turn our focus to our nation's first attempt at government. Finally, we will understand why the Constitution was written and what it means today.

## Spanish - Mrs. Tofstad

¡Bienvenidos a español! We are off to a great start with 7th grade Spanish. We are currently reviewing basic greetings and introductions learned last year. Your student is becoming more and more proficient every time they are

exposed to conversations in Spanish. It is so much fun to watch them grow in confidence with their Spanish from 6th to 7th grade. We are also focusing on National Hispanic Heritage Month with a more focused study on Central American. Your student has been researching their assigned country including it's flag, geographical location, culture, and influential citizens. Please stop in during Parent Teacher Conferences to see their beautiful work displayed.  
Profesora Tofstad

## Science - Mr. Baker

October is one of my favorite months in science class because there is a lot going on in nature, and the weather is great for getting outside to enjoy it. To take advantage of this, we will go outside to mix readings from Aldo Leopold with some reflective journaling and investigating what causes the various colors of leaves. As we take advantage of the weather, we will also be finishing up cells with mitosis and meiosis. Finally, we will finish out the month by digging into how far the apple really falls from the tree when studying genetics and heredity.



Preparing slides



Looking at the slides through the microscope.





## Math - Mrs. Bentzen

### Regular Math (Chapter 2)

We will be taking our test on Chapter 1 on October 11 (Day A) and 12 (Day B). We will then begin a geometry unit on transformations.

The objectives of Chapter 2:

\*identify congruent figures and name corresponding parts (angles and sides) of congruent figures

\*identify translations and translate figures in the coordinate plane

\*identify reflections and reflect figures in the x-axis and y-axis of the coordinate plane

\*identify rotations and rotate figures in the coordinate plane

\*identify similar figures and name corresponding angles and sides

\*find unknown measures of similar figures

\*understand the relationship between perimeters and areas of similar figures, and find ratios of those perimeters and areas

\*identify dilations and dilate figures in the coordinate plane

\*use more than one transformation to find images of figures

### Algebra (Chapter 4)

We will be taking our test on Chapter 3 on October 19. We will then begin our next unit on graphing linear equations and functions. We will continue with our weekly Mathcounts sheets.

The objectives of Chapter 4:

\*identify and plot points in a coordinate plans

\*graph linear equations in a coordinate plane

\*graph linear equations using intercepts

\*find slope of a line and interpret slope as a rate of change

\*graph linear equations using slope-intercept form

\*write and graph direct variation equations

\*use function notation

### English - Mrs. Sackett

The first month of the year has flown by, and now we are in our routine and working hard. Narrative writing is the focus for this trimester, and we will analyze models to understand what makes a narrative effective and will produce some great stories. This month, we will finish our read aloud, *And Then There Were None*, and we are using this as inspiration for our narratives.

Additionally, we are continuing to review parts of speech and sentences through individual, small group, and large group practice.

### Social Studies - Ms. Morgan

Eighth grade is off to a great start in social studies. In the early weeks of school, we looked at the historical events and pop culture events that have occurred within our lifetimes. Ask your students to share their Google Slide presentation of the history within their lifetimes. We've also reviewed the colonial regions by developing a plan to move to the colonies following a Zombie Apocalypse in Europe.

For much of October, we will be investigating the causes and events of the American Revolution and how they shaped our country.

Students will be able to:

- explain the colonial conflict with the British and the roles Indians played in the conflict
- identify what led to the colonists' growing dissatisfaction with British rule
- discuss the events that led Britain and the colonists to the brink of war
- describe how conflict with Britain led to war
- explain what factors turned the tide of the war and led to victory by the colonists.

### Science - Ms. Smith-Waller

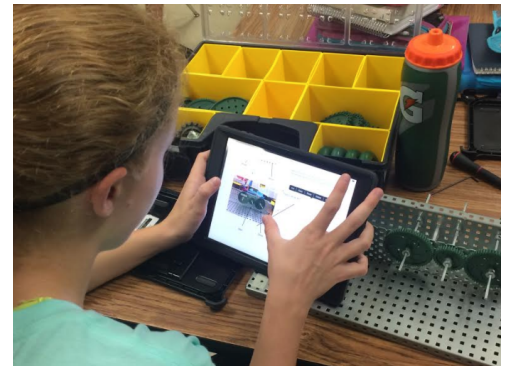
We are a few weeks into the new school year and already having a great time. So far in science class we have reviewed the scientific method (P.H.E.O.C.) to solve problems, began measuring with the metric system, and had a great time getting to know one another. In the next weeks, we will start to look at the Earth's Changing Surface. We will study landforms, topographical maps, and map interpretations. We will begin a project where the students will select a location and create a map to scale of that location. I am looking forward to a wonderful year. WSMS has a great group of students and it's a great school for learning.

Learning Outcomes for this month:

- Demonstrate an understanding of the various features of a map and how to interpret them.
- Understand the vocabulary related to maps
- Understand and interpret various scales and legends
- Interpret various maps (topographical, and others)
- Demonstrate how to navigate using a map and compass

### Project & Inquiry - Mrs. Ebert

Thanks to a grant from Monsanto with support from the Manke family here in West Salem, eighth graders get to spend their P&I classes working with "VEX" kits. Much like erector sets, these kits offer a collection of gears, fasteners, and metal parts which the students are using to construct various mechanisms. They're busy learning to use drivers, allen wrenches, KEPS nuts, and screws. They're realizing that details (e.g., using shaft collars, using bearing blocks, or tightening nuts) are essential for smooth, successful operation. Students are recording their work and the explanations of the mechanisms in a Pages document on their iPads. In teams of two or three, students will construct about a ten different mechanisms. They then will apply their knowledge to a design challenge! As to see your child's Pages document. Ask for explanations about input and output, drive and driven gears, and types of movement (rotary, reciprocating, oscillating, or linear.) Then, try a little scavenger hunt: where can you find examples of these mechanisms at work around your home or work?






**Reading - Ms. Friell**

**Independent Reading:** Students have been to the library and have selected books of their choice. They should be reading these books at home on a daily basis (a minimum of 20 minutes). They are also given 20 minutes to read their choice books during every Reading class. Please ask your son/daughter to tell you about what he/she is reading.

**Journal Entries:** Students are required to complete journal entries (in class). These journal entries are saved in google docs and turned in via google classroom. That way they are never lost and can be used as a reference throughout the year. They will write about their own books and the class read-aloud. Journal entries ask them to address specific aspects of the books (story elements, literary devices, mood, tone, style, etc.).

**Vocabulary:** In addition to "A Word A Day" (from the book 100 Words Every Middle Schooler Should Know and [www.englishcompanion.com](http://www.englishcompanion.com)), students continue their study of Greek and Latin roots (we practice a different root every week). We also work with new words in the fiction and non-fiction we read as a class.

### Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads <b>20 minutes</b> each day	Student "B" reads <b>5 minutes</b> each day	Student "C" reads <b>1 minute</b> each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year
<b>1,800,000 words</b> 	<b>282,000 words</b> 	<b>8,000 words</b> 
<i>90<sup>th</sup> percentile</i>	<i>50<sup>th</sup> percentile</i>	<i>10<sup>th</sup> percentile</i>

By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

In September, students completed the MAP assessment and set goals for themselves. We also reviewed some literary terms so they are able to write about and discuss their reading. In October students will continue using online reference materials to learn about an abstract word. In October we will be reading short stories in a variety of genres. The current read aloud is *We Are All Made of Molecules* by Susan Nielsen.





## Healthy Living...

The Healthy Living team has the opportunity to pilot Standards Based Grading this year. You will notice a change in the "look" on the Skyward side of things. We will be sending more information out soon. This is going to be a learning process for all of us; staff, parents/guardians and students. As we get further into the year if you have any questions about things, please don't hesitate to contact us. 😊



### Success Center

The Success Center is a resource room for students before and after school to receive help from staff who attend various classes in the building and are equipped to walk students through information they may have missed or just do not understand. It is also the place students make up tests and quizzes. It is open from 7am until 7:45am and again from 3:10pm until 4pm. If students attend the Success Center, parents are responsible for transportation to and from school.

### Homework

Students should expect to have homework in math and reading on a regular basis. Math homework will be an extension of what is learned during class. Students will be given class time to work but most will have to take the homework home to complete it. In reading, students are expected to read an independent reading book nightly for a minimum of 20 minutes. Most other classes will have homework on an intermittent basis. You should not expect more than an hour of homework nightly. When absent, students should be getting the information missed off of [Edmodo](#).





## Looking ahead to TESTING dates!!!

**PLEASE** put these dates on your calendar so you can avoid appointments.....

WI Forward for 6th grade - April 3-6  
WI Forward for 7th grade - March 26-29  
WI Forward for 8th grade - March 19-23

### Substitutes Needed

For the 2017-2018 School Year  
In the following areas:

Secretarial      Paraprofessionals  
Food Service      Custodians  
Bus Drivers      Teachers

If interested, please stop at the District Office at  
405 East Hamlin St, West Salem OR call  
608-786-0700 OR go to [www.wsalem.k12.wi.us](http://www.wsalem.k12.wi.us)  
for a substitute application



# Middle Years

Working Together for School Success



## Short Stops

### In the loop

You can stay involved in your tween's education from inside your own home. How? Make what's happening at school a regular topic of conversation. Visit the school website often, and check emails from teachers and the school district. Bring up subjects mentioned, such as school assemblies, or comment on photos that are posted.

### DID YOU KNOW?

Having good posture in class will help your middle schooler concentrate. Plus, it puts less strain on his back and lets him breathe better—increasing blood flow to his brain. He could practice while doing homework. Encourage him to sit up straight with his back touching the chair and his knees bent at a right angle.

### Fun historical facts

Want to spark your middle grader's interest in history? She could look in library books or online to find unusual stories about the people she studies. *Example:* Before the Civil War, Harriet Tubman once escaped capture by pretending to chase a flock of chickens.

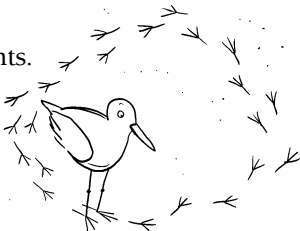
### Worth quoting

"Reach high, for stars lie hidden in your soul." *Pamela Vaull Starr*

### Just for fun

**Q:** "The more of me you make, the more of me you leave behind. What am I?"

**A:** Footprints.



## Tween push-and-pull

Your middle grader lets you into her world one minute, then seems to put up a "Keep Out" sign the next. She needs you—but at the same time, she's pushing away to figure out who she is and to become more independent. Try these ideas for handling classic "now I need you, now I don't" tween behavior.

**Challenge:** *Your child no longer tells you all about her life.*

**Solution:** Instead of pressing her for information, wait until she's in the mood to chat. If she opens up as you're heading to bed, consider staying up longer. Then, listen closely instead of immediately offering your opinion or ways to fix problems.

**Challenge:** *Your tween spends more time with friends and less time with family.*

**Solution:** It's normal for her to want to be with friends. To encourage family time, look for opportunities that appeal to her. Maybe you'll have breakfast together on weekdays or let her do your nails after she does hers.



**Challenge:** *Your middle grader is embarrassed by whatever you do.*

**Solution:** At this age, children want to fit in and are sensitive to what their peers think. Try not to take it personally, and remember that she'll outgrow it. In the meantime, notice what embarrasses your tween, and work around it if possible. For instance, if she doesn't like you hugging her good-bye in front of others, you might say "Love you" and walk away. 👍

## Musical learning

Most tweens love listening to music! Use your child's interest to boost his learning.

**1. Be a critic.** Suggest that he write reviews of favorite songs. He could bring songs to life with *similes*, or figures of speech that compare two things in an interesting way. *Example:* "The upbeat tempo is as thrilling as a roller coaster ride."

**2. Think like a songwriter.** Picking out the main message in the lyrics—the *theme*—will give your middle grader practice with a key reading skill. What message does the songwriter want to share? Invite your tween to search for songs with similar themes.

**3. Find the math.** Ask your child to choose a popular song. Can he detect a *pattern* in the lyrics (verse, chorus, verse) or the rhythm (say, the drumbeat)? How many times does the pattern repeat? 👍



# Stellar study techniques

Regularly reviewing textbooks and class notes helps information sink in and prepares your tween for tests without last-minute stress. Here are interesting ways he can study.

## Poster perfect

Suggest that your middle grader summarize a chapter's most important points on poster board or construction paper. Perhaps he'll model the lunar cycle for science or outline events in the Peloponnesian War for social studies.



Then, he could add graphics to illustrate the information. Using both words *and* drawings is a great way to cement information in his brain. *Tip:* He might hang finished posters on a wall for easy review.

## Game show

Have your child and his study buddies write review questions on separate slips of paper and put them in a bowl. A "host" can draw and ask questions. Players "buzz in" to answer by tapping the table. If the first person answers correctly, he earns a point. If not, the other players buzz in again. (*Note:* The host should consult the textbook or study guide to check answers.) Give everyone a turn as host, using a new set of questions each round. 👍

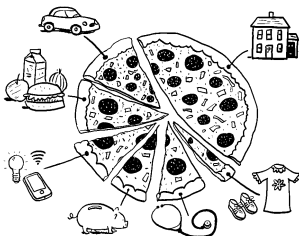


## Parent to Parent

### Financial sense

My 13-year-old, Alice, complained that she wanted the same clothes her friends have. But they're too expensive, and I wanted her to understand how we make financial decisions.

I had Alice draw a circle and told her to imagine it was a pizza. Then, I asked her to divide it into slices to represent our budget.



I explained that about  $\frac{1}{3}$  of our money goes to rent and almost  $\frac{1}{5}$  is for car expenses.

After Alice finished dividing up the pizza, she was surprised by how little was left for clothing. She realized that to spend more on clothes, she'd have to take something from another slice—and there really wasn't anyplace to do that.

Alice still wishes she could buy more clothes, but now she understands the reason. I hope this lesson helps when she has to manage her own money "pizza" someday. 👍

## Living in a diverse world

In school, in college, or on the job, your child will meet and work with people of various backgrounds and abilities. Share these strategies for embracing diversity:

- Point out that cultural differences make life more interesting. A classmate from another heritage might invite her to participate in a tradition with her family or introduce her to foods that taste and smell different. Then, have your tween do the same to share her background.
- Encourage your middle grader to connect with classmates who speak other languages. She can ask them to teach her words and phrases and then try using them in conversation.
- Let your tween know you expect her to show respect toward everyone. She could sit down to chat with a student in a wheelchair (rather than towering over the person). Also, she should smile and say hello when walking by people with disabilities—the same way she would with anyone else—rather than ignoring them. 👍



## Q & A Sticking with it

**Q** My son gets frustrated when schoolwork isn't easy for him.

*How could I motivate him to keep trying?*

**A** It's important for your son to believe he can succeed when something is difficult.

First, have him think of a situation where he struggled and then made progress. Maybe he became a better Little League pitcher from one season to the next. Ask him what steps he took to accomplish that.

He might recall that a coach gave him feedback on his stance and that he practiced hard until he improved.

In the same way, he can overcome obstacles with schoolwork. To understand a tough science concept, he might ask his teacher for extra help and look up fun related experiments to try at home.

Finally, suggest phrases he could say to himself to stay motivated, such as, "I'll get this if I keep at it." 👍



### OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

Resources for Educators,  
a division of CCH Incorporated  
128 N. Royal Avenue • Front Royal, VA 22630  
800-394-5052 • rfeustomer@wolterskluwer.com  
www.rfeonline.com  
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## EXTENDED DAY PROGRAM (EDP) PRIVILEGE

The West Salem Middle School offers a supervised, after school study time Monday through Friday from 3:15 - 4:15. This time is provided for students who wish to improve their grades by independently working after school, but with adult assistance if needed, to complete their daily work. Students who finish their work early will not be allowed to leave until 3:35. **Please see the reverse side for further information.**

This program is voluntary. However, we do require permission from parents for students to attend. Once a student begins the program, we strongly suggest that he/she remains in the program for a minimum of six weeks. We would need to be notified by a parent if a child will no longer be attending the program.

We do consider this program a privilege for students and will not accept any disruptive behavior. The following rules and expectations will apply:

- We will provide an initial assignment booklet to students for them to keep track of their assignments. The EDP supervisor will HIGHLIGHT or CIRCLE incomplete work and initial completed work in order to help communicate with parents. It is suggested that parents require their child to bring this notebook home in order to share where they are at with their work.
- Students are expected to attend EDP every day, even if all of their homework is completed. The earliest they can leave is 3:35. They are to bring a book to read or review/study if “all of their work is done.”
- **If a student cannot attend EDP on a certain evening, please notify the office or the EDP supervisor through a phone call or e-mail or a note from a parent.**
- **If a student does not check in with the EDP supervisor, it will be considered an unexcused absence and will receive a Work-It-Out form. We will attempt to notify the parents by telephone or e-mail if a student is not in attendance after school.**
- If a student’s behavior is disruptive to others, they will call home and may be asked to leave, along with receiving a Work-It-Out form.
- If a student is involved in co-curricular activities, he/she needs to stay in EDP until 3:35 p.m. and then report to practice. They are allowed to attend competitions as long as they are in good standing.

We want this program to be a positive experience for students who wish to improve their grades. Students find that if they work in EDP, they can get most, if not all, of their homework completed (and with quality!).

If you have any questions, please contact Mike Lang or Jason Mahlum at the Middle School at 786-2090.

**PLEASE SEE REVERSE SIDE FOR FURTHER INFORMATION**

I have read the information on both sides of this sheet and give permission for my child to attend EDP under the conditions stated.

Please provide a phone number we can contact you at after school if needed. \_\_\_\_\_

\_\_\_\_\_  
Student name (printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



EDP does run Monday through Friday (except on Early Release days and parent-teacher conference nights). The earliest a student can leave is 3:35, even if all of their work is completed. (This is to help prevent students from “rushing” to do their work.) Otherwise, they will remain in EDP until all of their work is completed or 4:15, whichever comes first.

Please note: There is an occasional cancellation of EDP and we do announce this to the students throughout the day. If we know enough in advance, we will attempt to send this out via Skyward to parents. It will be the student’s responsibility to inform their parents of any cancelations.

## **FRIDAYS**

Students in EDP on Fridays will be **allowed to leave as soon as they are checked off** by one of the supervisors, indicating that all of their work is complete. (They still need to report to EDP on Fridays even if they do not have any work.) The reason for this exception is that Fridays are typically “lighter” days for homework and many of the students in EDP have their work completed by the time they arrive or shortly thereafter. For those students in EDP who **do not** have their work completely finished, they will still be expected to stay until 4:15 or when they have completed all of their assigned work, whichever comes first.

# WEST SALEM SCHOOL DISTRICT 2017-2018 CALENDAR



AUGUST 2017				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29*	30*	31	

SEPTEMBER 2017				
M	T	W	T	F
				NS
NS	5	6	7	8
11	12	13	14	15
18	19	ER	21	22
25	26	27	28	29

OCTOBER 2017				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	NS
23	24	25	NS*	NS
30	31			

NOVEMBER 2017				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	ER	16	17
20	21	NS	NS	NS
27	28	29	30	

DECEMBER 2017				
M	T	W	T	F
				1
4	5	6	7	8
11	12	ER	14	15
18	19	20	21	NS
NS	NS	NS	NS	NS

JANUARY 2018				
M	T	W	T	F
NS	2	3	4	5
8	9	10	11	12
15	16	17	18	19
NS*	23	24	25	26
29	30	31		

FEBRUARY 2018				
M	T	W	T	F
			1	2
5	6	7	8	NS
12	13	ER	15	16
19	20	21	22	23
26	27	28		

MARCH 2018				
M	T	W	T	F
			1	2
5	6	ER	8	9
12	13	14	15	NS
19	20	21	22	23
26	27	28	29	NS

APRIL 2018				
M	T	W	T	F
NS	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	NS*
30				

MAY 2018				
M	T	W	T	F
	1	2	3	4
7	8	ER	10	11
14	15	16	17	18
21	22	23	24	25
NS	29	30	31	

JUNE 2018				
M	T	W	T	F
				1
4	5	6	7	SD
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**First Day of School: September 5, 2017**  
**Last Day of School: June 7, 2018**  
**Graduation Day: May 27, 2018**  
**Early Release Days:**  
 September 20, November 15,  
 December 13, February 14,  
 March 7, May 9  
**October 16: Annual Meeting**

SERVE WITH PASSION TO IGNITE CREATIVITY, INNOVATION, AND EXCELLENCE

**NS = No School for students**

**ER = Early Release (Students dismissed at 12:20, Buses leave at 12:30)**

**SD = Snow Day or Make-up date (June 8)**

**\* = Teacher Inservice (August 29 & 30, October 26, January 22, April 27 + 2 Floating)**

11/14/16



# October 2017

## West Salem Middle School Breakfast

### MONDAY

- 2**
- Scrambled Eggs
  - Whole Wheat Toast
  - Reduced Sugar WG Cereal Variety
  - Orange Slices
  - 100% Fruit Juice Cup

### TUESDAY

- 3**
- Mini Pancake Strawberry Splash
  - Mini Pancake Maple Burst'n
  - Reduced Sugar WG Cereal Variety
  - Tropical Fruit Mix
  - 100% Fruit Juice Cup

### WEDNESDAY

- 4**
- Sweet Tart
  - Lemon Custard Greek Yogurt
  - Blueberry Lemon Wafer Bites
  - Reduced Sugar WG Cereal Variety
  - Applesauce Cup
  - 100% Fruit Juice Cup

### THURSDAY

- 5**
- Glazed Donut Holes
  - Reduced Sugar WG Cereal Variety
  - Craisin
  - 100% Fruit Juice Cup

### FRIDAY

- 6**
- Breakfast Sandwich - Sausage, Egg & Cheese
  - Reduced Sugar WG Cereal Variety
  - Grapes
  - 100% Fruit Juice Cup

- 9**
- Pancake on a Stick
  - Reduced Sugar WG Cereal Variety
  - 100% Fruit Juice Cup
  - Orange Slices

- 10**
- Egg, Cheese & Sausage Breakfast Pocket
  - Reduced Sugar WG Cereal Variety
  - 100% Fruit Juice Cup
  - Tropical Fruit Mix

- 11**
- Cinnamon Raisin Bagels
  - Plain Bagel
  - Cream Cheese Cup
  - Reduced Sugar WG Cereal Variety
  - 100% Fruit Juice Cup
  - Applesauce Cup

- 12**
- Cereal Muffins
  - Reduced Sugar WG Cereal Variety
  - 100% Fruit Juice Cup
  - Craisin

- 13**
- Colby Cheese Omelet
  - Whole Wheat Toast
  - Reduced Sugar WG Cereal Variety
  - 100% Fruit Juice Cup
  - Grapes

- 16**
- Bacon Breakfast Scramble Pizza
  - Reduced Sugar WG Cereal Variety
  - Mandarin Oranges
  - 100% Fruit Juice Cup

- 17**
- WG Cinnamon Roll
  - Reduced Sugar WG Cereal Variety
  - Tropical Fruit Mix
  - 100% Fruit Juice Cup

- 18**
- Banana Bread
  - Cheese Stick - Colby Jack
  - Reduced Sugar WG Cereal Variety
  - Applesauce Cup
  - 100% Fruit Juice Cup

- 19**
- Fruit and Yogurt Parfait
  - Granola - Nut Free
  - Reduced Sugar WG Cereal Variety
  - Craisin
  - 100% Fruit Juice Cup

**20**  
No School

- 23**
- Scrambled Eggs
  - Whole Wheat Toast
  - Reduced Sugar WG Cereal Variety
  - Orange Slices
  - 100% Fruit Juice Cup

- 24**
- Mini Pancake Strawberry Splash
  - Mini Pancake Maple Burst'n
  - Reduced Sugar WG Cereal Variety
  - Tropical Fruit Mix
  - 100% Fruit Juice Cup

- 25**
- Sweet Tart
  - Lemon Custard Greek Yogurt
  - Blueberry Lemon Wafer Bites
  - Reduced Sugar WG Cereal Variety
  - Applesauce Cup
  - 100% Fruit Juice Cup

**26**  
Teacher Inservice - No School

**27**  
Teacher Inservice - No School

- 30**
- Pancake on a Stick
  - Reduced Sugar WG Cereal Variety
  - 100% Fruit Juice Cup
  - Orange Slices

- 31**
- Egg, Cheese & Sausage Breakfast Pocket
  - Reduced Sugar WG Cereal Variety
  - 100% Fruit Juice Cup
  - Tropical Fruit Mix

More Details: <http://wsalem.nutrislice.com/menu/west-salem-middle-school/breakfast/>  
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# October 2017

## West Salem Middle School Lunch

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<ul style="list-style-type: none"> <li>Cinnamon French Toast</li> <li>Sausage Links</li> <li>Turkey Sub</li> <li>Hashbrown Patty</li> <li>Warm Cinnamon Apples</li> </ul>	<ul style="list-style-type: none"> <li>Diced Chicken &amp; Gravy</li> <li>Corn Bread Muffin</li> <li>BBQ Pulled Pork Sandwich</li> <li>Mashed Potatoes</li> <li>Strawberries</li> </ul>	<ul style="list-style-type: none"> <li>Chicken Nuggets with Cheez-It Crackers</li> <li>Alaskan Pollock Fish Sandwich on WG Bun</li> <li>Roasted Brussel Sprouts</li> <li>Fresh Sliced Apples</li> <li>Fruit Smoothie Pops</li> </ul>	<ul style="list-style-type: none"> <li>Pasta with Marinara Sauce</li> <li>Pasta with Meatballs in Marinara</li> <li>Garlic Toast</li> <li>Asparagus</li> <li>Watermelon Chunks</li> </ul>	<ul style="list-style-type: none"> <li>Mini Corn Dogs</li> <li>Mozzarella Stuffed Breadstick with Marinara Dipping Cup</li> <li>Baked Sweet Potato Crinkle Fries</li> <li>Bananas</li> </ul>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Meatball Marinara Sub on Hoagie Roll</li> <li>BBQ Pork Rib Sandwich</li> <li>Peas &amp; Carrots</li> <li>Craisin</li> </ul>	<ul style="list-style-type: none"> <li>Turkey Pot Roast in Gravy with WG Dinner Roll</li> <li>Ham, Salami &amp; Provolone Cheese Sub</li> <li>Mashed Potatoes</li> <li>Strawberries</li> </ul>	<ul style="list-style-type: none"> <li>Cheesy Garlic French Bread Pizza</li> <li>Marinara Dipping Cup</li> <li>Chicken Bacon Ranch Wrap</li> <li>Island Blend Vegetables</li> <li>Red Grapefruit Sections</li> </ul>	<ul style="list-style-type: none"> <li>Classic Lasagna</li> <li>Cheesy Mac Bake</li> <li>Garlic Breadstick</li> <li>Green Beans</li> <li>Orange Slices</li> </ul>	<ul style="list-style-type: none"> <li>Pork Taco on Soft Shell Tortilla</li> <li>Chicken and Cheese Quesadilla</li> <li>Whole Kernel Sweet Corn</li> <li>Grapes</li> <li>Taco Topping Bar</li> </ul>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Tater Tot Hot Dish</li> <li>WG Dinner Roll</li> <li>Grilled Chicken Breast Filet Sandwich on WG Bun</li> <li>Garlic Roasted Green Beans</li> <li>Fresh Pineapple Chunks</li> </ul>	<ul style="list-style-type: none"> <li>Meatballs &amp; Gravy with Buttermilk Biscuit</li> <li>Chicken Tenders</li> <li>Mashed Potatoes</li> <li>Strawberries</li> </ul>	<ul style="list-style-type: none"> <li>Wild Mike's Pepperoni Pizza</li> <li>Creamy Mac N' Cheese</li> <li>Harvest Moon Blend Vegetables</li> <li>Fresh Sliced Apples</li> </ul>	<ul style="list-style-type: none"> <li>Turkey Stir Fry Rice Bowl</li> <li>Buffalo Chicken Pizza</li> <li>Stir Fry Vegetable Blend</li> <li>Grapes</li> <li>MixMI Frozen Yogurt Cup</li> </ul>	<b>No School</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Homemade Sloppy Joe on WG Bun</li> <li>Cuban Flatbread Sandwich</li> <li>Peas</li> <li>Cantaloupe Chunks</li> </ul>	<ul style="list-style-type: none"> <li>Chicken Patty - Hot and Spicy</li> <li>Golden Crunchy Fish Sticks and Goldfish Crackers</li> <li>Corn on the Cob</li> <li>Blueberries</li> </ul>	<ul style="list-style-type: none"> <li>Three Cheese Calzone</li> <li>Bratwurst on a Bun</li> <li>Roasted Broccoli</li> <li>Watermelon Chunks</li> <li>100% Fruit Juice Slushy</li> </ul>	Teacher Inservice - No School	Teacher Inservice - No School
<b>30</b>	<b>31</b>			
<ul style="list-style-type: none"> <li>Bakalar's Hot Dog on WG Bun</li> <li>Chef Salad w/Chicken &amp; Cheese</li> <li>Oven Baked French Fries</li> <li>Raisins</li> </ul>	<ul style="list-style-type: none"> <li>Beef Stroganoff over Noodles</li> <li>Turkey BLT on White Wheat Sandwich Bread</li> <li>Wisconsin Winter - Vegetable Blend</li> <li>Strawberries</li> </ul>			

More Details: <http://wsalem.nutrislice.com/menu/west-salem-middle-school/lunch/>  
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# Save the Date: West Salem Community Flu and Vaccination Clinic!

## West Salem Community Influenza and Vaccination Clinic:

Tuesday, 10/10/17  
4-6 pm

West Salem Elementary School  
Assembly Room  
475 Mark St N  
West Salem, WI 54669

## Just need a flu shot?

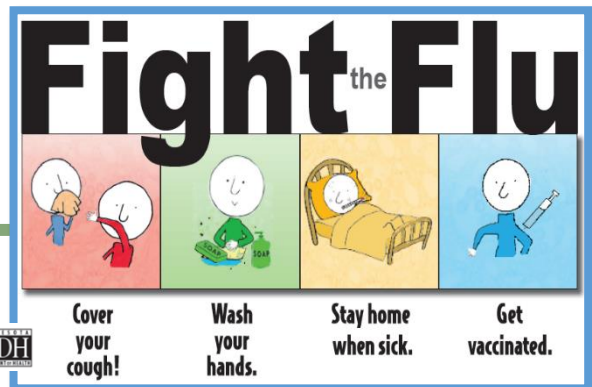
### We will have the flu vaccination for children and adults.

- Flu vaccines for children (6 months thru 18 years old) will be available. If your child will only be receiving the influenza vaccine and no other vaccinations, there is no charge for the flu vaccination.
- Influenza vaccine for adults age 19 and older will be available at the clinic on a fee for service basis with limited billable insurances. Call with questions.

## This is a great opportunity for students to catch up on vaccinations they may need!

- Vaccines for children (thru 18 years old) will be provided, at no charge for families. There will be a \$15.00 administration fee, although no child will be turned away due to inability to pay.
- Middle and high school students may present to the clinic without a parent if their "Vaccine School Consent Form for Middle and High School Age Students" is completed and signed by their parent or legal guardian. Elementary school age children must be accompanied by a parent or legal guardian.
- Please check the La Crosse County Health Department website at <http://www.lacrossecounty.org/health/docs/ForYourHealth/Immunization.pdf> for downloadable consent forms, Vaccine Information Statements, and information about other community clinics.

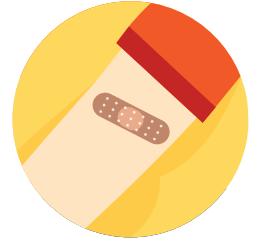
Call the La Crosse County Health Department at 608-785-9723 with any questions.





# The Flu:

## A Guide for Parents



Influenza (also known as flu) is a contagious respiratory illness caused by influenza viruses that infect the nose, throat, and lungs. Flu is different from a cold, and usually comes on suddenly. Each year flu viruses cause millions of illnesses, hundreds of thousands of hospital stays and thousands or tens of thousands of deaths in the United States.

Flu can be very dangerous for children. CDC estimates that since 2010, between 7,000 and 26,000 children younger than 5 years have been hospitalized each year in the United States because of influenza. The flu vaccine is safe and helps protect children from flu.

## What parents should know

### How serious is flu?

While flu illness can vary from mild to severe, children often need medical care because of flu. Children younger than 5 years and children of any age with certain long-term health problems are at high risk of flu complications like pneumonia, bronchitis, sinus and ear infections. Some health problems that are known to make children more vulnerable to flu include asthma, diabetes and disorders of the brain or nervous system.

### How does flu spread?

Flu viruses are thought to spread mainly by droplets made when someone with flu coughs, sneezes or talks. These droplets can land in the mouths or noses of people who are nearby. A person also can get flu by touching something that has flu virus on it and then touching their mouth, eyes, or nose.

### What are flu symptoms?

Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.



## Protect your child

### How can I protect my child from flu?

The first and best way to protect against flu is to get a yearly flu vaccine for yourself and your child.

- Flu vaccination is recommended for everyone 6 months and older every year.
- It's especially important that young children and children with certain long-term health problems get vaccinated.
- Caregivers of children at high risk of flu complications should get a flu vaccine. (Babies younger than 6 months are at high risk for serious flu complications, but too young to get a flu vaccine.)
- Pregnant women should get a flu vaccine to protect to protect themselves and their baby from flu. Research shows that flu vaccination protects the baby from flu for several months after birth.
- Flu viruses are constantly changing and so flu vaccines are updated often to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season.

### Is flu vaccine safe?

Flu vaccines are made using strict safety and production measures. Millions of people have safely received flu vaccines for decades. Common side effects from the flu shot are soreness where the shot is given, headaches, muscle aches, and fever. These side effects are generally mild and go away on their own within a few days. A flu vaccine cannot cause flu illness. CDC and the American Academy of Pediatrics recommend an annual flu vaccine for all children 6 months and older.

### What are the benefits of getting a flu vaccine?

- **A flu vaccine can keep you and your child from getting sick.** When vaccine viruses and circulating viruses are matched, flu vaccination has been shown to reduce the risk of getting sick with flu by about half.
- **Flu vaccines can keep your child from being hospitalized from flu.** One recent study showed that flu vaccine reduced children's risk of flu-related pediatric intensive care unit admission by 74%.

- **Flu vaccine can prevent your child from dying from flu.**  
A study using data from recent flu seasons found that flu vaccine reduced the risk of flu-associated death by half among children with high risk medical conditions and by nearly two-thirds among children without medical conditions.
- **Flu vaccination also may make your illness milder if you do get sick.**
- **Getting yourself and your child vaccinated also can protect others** who may be more vulnerable to serious flu illness, like babies and young children, older people, and people with certain long-term health problems.

## What are some other ways I can protect my child against flu?

In addition to getting a flu vaccine, you and your child should take everyday actions to help prevent the spread of germs.

Stay away from people who are sick as much as possible to keep from getting sick yourself. If you or your child are sick, avoid others as much as possible to keep from infecting them. Also, remember to regularly cover your coughs and sneezes, wash your hands often, avoid touching your eyes, nose and mouth, and clean surfaces that may be contaminated with flu viruses. These everyday actions can help reduce your chances of getting sick and prevent the spread of germs to others if you are sick. However, a yearly flu vaccine is the best way to prevent flu illness

## If your child is sick

### What can I do if my child gets sick?

**Talk to your doctor early if you are worried about your child's illness.**

Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years and older without long-term health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age – especially those younger than 2 years – and children with certain long-term health problems (including asthma, diabetes and disorders of the brain or nervous system), are at high risk of serious flu-related complications. Call your doctor or take your child to the doctor right away if they develop flu symptoms.

### What if my child seems very sick?

Even healthy children can get very sick from flu. If your child is experiencing the following emergency warning signs you should go to the emergency room:

- Emergency warning signs of flu:
- Fast breathing or trouble breathing
- Bluish or gray skin color

- Not drinking enough fluids (not going to the bathroom or not making as much urine as they normally do)
- Severe or persistent vomiting
- Not waking up or not interacting
- Being so irritable that the child does not want to be held
- Flu symptoms improve, but then return with fever and worse cough
- Fever with rash



### Is there a medicine to treat flu?

Yes. Antiviral drugs are prescription medicines that can be used to treat flu illness. They can shorten your illness and make it milder and they can prevent serious complications that could result in a hospital stay. Antivirals work best when started during the first 2 days of illness. Antiviral drugs are recommended to treat flu in people who are very sick (for example, people who are in the hospital) or people who are at high risk of serious flu complications. Antivirals can be given to children and pregnant women.

### How long can a sick person spread flu to others?

People with flu may be able to infect others from 1 day before getting sick to up to 5 to 7 days after. Severely ill people or young children may be able to spread the flu longer, especially if they still have symptoms.

### Can my child go to school, day care, or camp if he or she is sick?

No. Your child should stay home to rest and to avoid giving the flu to other children or caregivers.

### When can my child go back to school after having the flu?

Keep your child home from school, day care, or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C) or higher.

**For more information, visit**  
[www.cdc.gov/flu](http://www.cdc.gov/flu)  
**or call 800-CDC-INFO**



**U.S. Department of Health and Human Services**  
Centers for Disease Control and Prevention



## **School-Based Dental Program**

Bridging Brighter Smiles (formerly Smiles 4 Life) offers preventative dental care right at school for students Pre-K through 12<sup>th</sup> grade. Visits are held throughout the school year.

### Services Provided Include:

Oral Screenings  
Cleanings  
Fluoride Varnish  
Dental Sealants (prevents cavities)  
Dental Health Education  
Referral Assistance

To enroll in the program please complete the enclosed one page Enrollment Form and return it back to any school office, fax it to 262-347-4449, or scan and email it back to [office@bbsmiles.org](mailto:office@bbsmiles.org).

**We accept the Forward Health (BadgerCare) Card!**  
*(We do not bill/accept other private dental insurances)*

Questions? Call 262-896-9891  
[www.bridgingbrightersmiles.org](http://www.bridgingbrightersmiles.org)





# Bridging Brighter Smiles Enrollment Form

Questions? Please feel free to call (262) 896-9891

Scan and email forms to [office@bbsmiles.org](mailto:office@bbsmiles.org) or Fax forms to (262) 347-4449

Name of School: \_\_\_\_\_

## Student Enrollment

West Salem

Yes, please enroll my dependent.

First Name: \_\_\_\_\_ Last: \_\_\_\_\_ Middle: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Sex:  Male  Female

Race: (Optional)  White  Hispanic  Black  Asian  Native American Other: \_\_\_\_\_

Type of Dental Insurance:  BadgerCare/Forward Health  No Insurance  Other

Parent/Guardian First Name: \_\_\_\_\_ Last: \_\_\_\_\_

Primary/Day Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

## Student Health History

If yes please explain, be specific.

Does your dependent have any allergies? (Bridging Brighter Smiles is Latex Free): \_\_\_\_\_  YES  NO

Has your dependent been diagnosed with a physical or mental disability? \_\_\_\_\_  YES  NO

Does your dependent use medicine prescribed by a doctor? \_\_\_\_\_  YES  NO

## Authorization

I understand that by signing this form, initial and ongoing preventative oral care treatment will be provided for my dependent. This consent is good for two school years. I have the ability to disenroll at any time by written withdrawal of consent. I authorize BadgerCare/Medicaid insurance payments for services rendered to Bridging Brighter Smiles and agree to pay any BadgerCare/Medicaid copays. If my dependent is not insured through BadgerCare/Medicaid insurance, I agree to pay the attached standard fees for services rendered.



Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Initial Here

I have received the enclosed Notice of Privacy Practices and Coverage Information, and I have been provided an opportunity to review it.

*It is still strongly recommended that you seek out a dental home (family dentist) for routine dental care including any follow up care which may be recommended by this school based oral health program.*



## Coverage Information

**We Accept the Forward Health (BadgerCare) Card!**

Initial and ongoing preventative oral care treatment is covered for students with an active Forward Health (BadgerCare) Card.

### No Forward Health (BadgerCare) Card

#### Standard Fees

Oral Screening	\$15.00
Cleaning	\$32.00
Fluoride Application	\$18.00
Sealants	\$25.00/Tooth

\*Fees are subject to change without notice.

For private or no dental insurance participants your dependent will receive a screening, cleaning, and fluoride varnish application on average every 6 months. Please notify us if you would prefer services one time per school year only. Prior to sealant placement you will be contacted by the Bridging Brighter Smiles coordinator for prior authorization.

**Questions? Call (262) 896-9891**

[www.bridgingbrightersmiles.org](http://www.bridgingbrightersmiles.org)

## **Bridging Brighter Smiles - Confidentiality Notice**

This notice describes how medical and drug and alcohol related information about you may be used and disclosed and how you can get access to this information. Please review it carefully.

### **GENERAL INFORMATION:**

Information about your treatment and care, including payment for care, is protected by two federal laws-

The Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Confidentiality Law. Under these laws the program may not say to a person outside of the program that you attend the program, nor may the program disclose any information identifying you as an alcohol or drug abuser, or disclose any other protected information except as permitted by the federal laws referenced below.

The program must obtain your written consent before it can disclose information about you for payment purposes. For example, the program must obtain your written consent before it can disclose information to your health insurer in order to be paid for services. Generally, you must also sign a written consent before the program can share information for treatment purposes or for health care operation. However, federal law permits the program to disclose information in the following circumstances without your written permission:

- To program staff for purposes of providing treatment and maintaining the clinical record;
- Pursuant to an agreement with a business associate (e.g. clinical laboratories, pharmacy, record storage services, billing services);
- For research, audit or evaluations (e.g. State licensing review, accreditation, program data reporting as required by the State and/or Federal government);
- To report a crime committed on the program's premises or against program personnel;
- To medical personnel in a medical/psychiatric emergency;
- To appropriate authorities to report suspected child abuse or neglect;
- To report certain infectious illnesses as required by state law;
- As allowed by a court order.

Before the program can use or disclose any information about your health in a manner which is not described above, it must first obtain your specific written consent allowing it to make the disclosure. Any such written consent may be revoked by you in writing. (NOTE: Revoking consent to disclose information to a court, probation department, parole office, etc may violate an agreement that you have with that organization. Such a violation may result in legal consequences for you.)

### **CONFIDENTIALITY NOTICE, YOUR RIGHTS:**

Under HIPAA you have the right to request restrictions on certain uses and disclosures of your health and treatment information. The program is not required to agree to any restrictions that you request, but if it does agree with them, it is bound by that agreement and may not use or disclose any information which you have restricted except as necessary in a medical emergency.

You have the right to request that we communicate with you by alternative means or at an alternative location ( e.g. another address). The program will accommodate which requests that are reasonable and will not request an explanation from you.

Under HIPAA you also have the right to inspect and copy your own health and treatment information maintained by the program, except to the extent that the information contains psychotherapy notes or information compiled for use in a civil, criminal or administrative proceeding or in other limited circumstances.

Under HIPAA you also have the right, with some exceptions, to amend health care information maintained in the program's records, and to request and receive an accounting of disclosures of your health related information made by the program during the six (6) years prior to your request.

If your request to any of the above is denied, you have the right to request a review of the denial by the program Administrator. To make any of the above requests, you must fill out the appropriate form that will be provided by the program.

### **THE USE OF YOUR INFORMATION AT THE PROGRAM:**

In order to provide you with the best care, the program will use your health and treatment information in the following ways: Communication among program staff (including students or other interns) for the purposes of treatment needs, treatment planning, progress reporting and review, staff supervision, incident reporting, medication administration, billing operations, medical record maintenance, discharge planning, and other treatment related processes.

Communication with Business Associates such as clinical laboratories, food service , agencies that provide on-site services, and long term record storage.

### **THE PROGRAM'S DUTIES:**

The program is required by law to maintain the privacy of your health information and to provide you with notice of its legal duties and privacy practices with respect to your health information. The program is required by law to abide by the terms of this notice. The program reserves the right to change the terms of this notice and to make new notice provisions effective for all protected health information it maintains. The program will provide current patients with an updated notice, and will provide affected former patients with new notices when substantive changes are made in the notice.