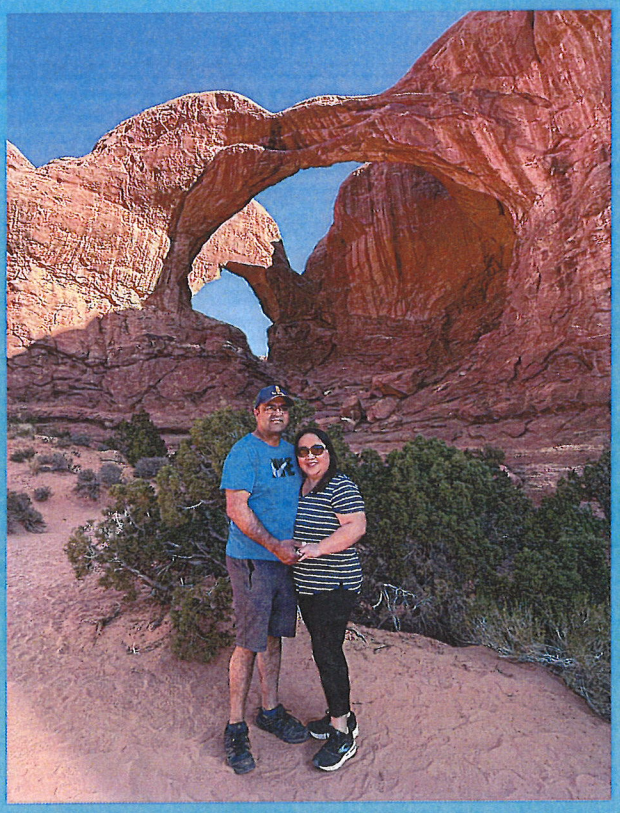
hello

Meet Mrs. Leon (Lay-own)

My Personal Life

Over 20 years ago, I met my husband Jorge. It was a chance meeting but we fell in love instantly. Now, 28 years later, we are still having fun and enjoying life together. We have a beautiful daughter named Kiersten. She's married to Seth and has her own business. I enjoy working around the house on various projects, whether it is in the garden or at the chicken pen. I am a competitive person and love playing sports such as volleyball, tennis, and table tennis. I also enjoy hiking, photography, gardening and traveling.

Photos



My Teacher Life

I returned to school as an adult, realizing that I already teach every day as a teacher's aide/ interpreter. I took some online classess and finished my studies at UW-La Crosse in early childhood. I also went back and got my masters in EL studies through Grand Canyon University. I've been teaching since 2015 and was lucky enough to get the position I wanted right out of college. While there have been ups and downs, I wouldn't trade this career for anything else. I love my job and love working with preschool kids! I can't wait to meet all of your children! It's going to be a great year!

Favorites

Food: Mexican/Asian cuisine
Color: Blue (all shades)
Hobby: Photography
Book: The Giving Tree
Holiday: Christmas
Snack: snickers/oreos/Pepsi
Store: TJMaxx/ Target

MEET THE TEACHER



Hello! I'm Mr. Zajkowski!

ABOUT ME:

I am Austin Zajkowski (Mr. Z), and I will be your child's Pre-K Teacher! I graduated from UW-La Crosse, with a degree in Early Childhood Education. I also received my Masters Degree in Cultural Responsiveness in the classroom. This will be my 8th year teaching and seven have been in first grade. My classroom will be a safe and healthy environment. We will work together to learn compassion, empathy and collaboration. I am so excited for the school year!

MY FAVORITES:

Color: Maroon
Scent: Pumpkin
Food: Broccoli
Drink: Coffee
Book: The Crossing
Fast Food: Culver's
Place: Banff, CA
Favorite teams: Packers & Bucks
Hobby: Running

CONTACT ME:

School Phone:
(608) 789-7980
Email:
asernaza@lacrossesd.org

Important information about your child.

Child's Name_____ DOB _____

1. My child will be:

   A. Dropped off/picked up from school by _____

   B. My child will come to school on a bus from

   _____

   C. My child will go home/to daycare on the bus to

   _____

2. My child will eat breakfast at school. (this must be on a daily basis) _____ Yes _____ No

3. My child has older siblings. They are _____

_____

(Names and grade)

4. Child's Allergies _____

5. Child's interests _____

6. What name does your child prefer to be called?

_____

7. How should we learn to spell your child's name? (Eg: Jo for Joseph, Mike for Michael) _____

Help Me Write My Name

"That's my name. My name starts with _____." Maybe your child is trying to write or even make letters you can recognize. If so, then it's time to start showing your child how to write a few letters. Here's how:

1. Be a good example.
2. Write in all capitals.
3. Start every letter at the top.
4. Teach letters step by step.
5. Write on paper strips with a smiley face in top left corner.

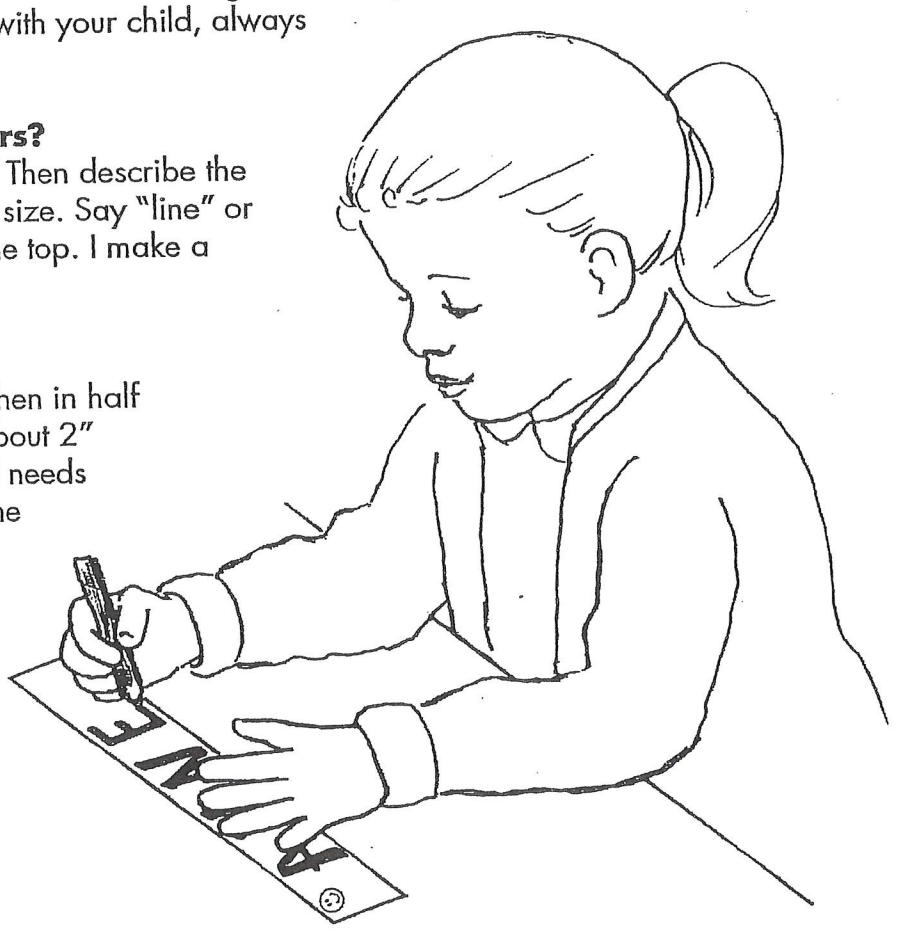
How can I be a good example?
Hold the crayon correctly. Your child will be watching both how you make the letters and how you hold the crayon or pencil. Be sure to be a good model. You may need to make a special effort to hold it correctly.

Why should I use all capitals?
Capitals are the first letters to learn. Capitals are the letters children can visually recognize and remember. Capitals are the first letters children can physically write. You may use lowercase if you and your child's teacher think your child is ready.

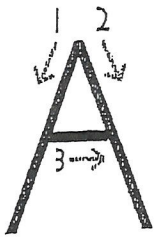
Does it matter where my child starts?
Yes, it really does. English has one basic rule for both reading and writing: read and write English from the top to bottom, left to right. When you write with your child, always start at the top!

What do I say when I teach the letters?
This is easy. Always say, "I start at the top." Then describe the part you're making. Say "big" or "little" for size. Say "line" or "curve" for shape, like this: D = "I start at the top. I make a big line. Now I make a big curve."

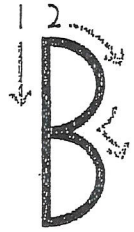
What kind of paper should I use?
Just fold a paper in half the long way and then in half again. Cut. That will give you four strips, about 2" by 11". You can adjust the size if you child needs to write bigger. Now put a smiley face in the top left corner of each strip. Use two strips. You write on the top one; your child writes on the bottom one. Make the capital letters as big as the paper.



GET SET FOR SCHOOL



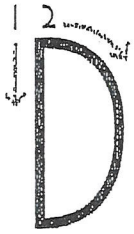
Big line
Big line
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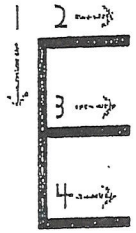
Big line
Little curve
Little curve



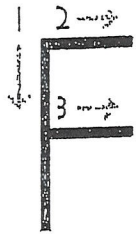
Big C curve



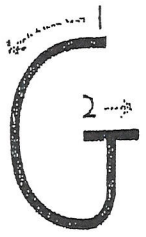
Big line
Big curve



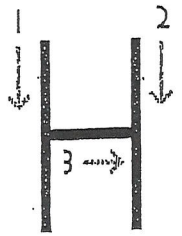
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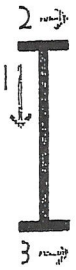
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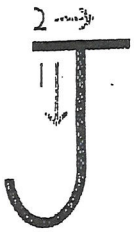
Big curve
Little line
Little line



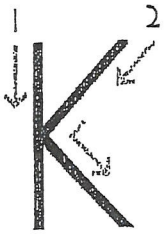
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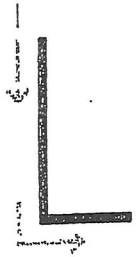
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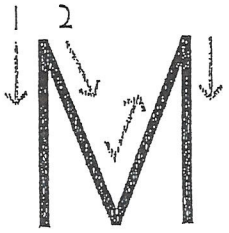
Big line
Turn
Little line



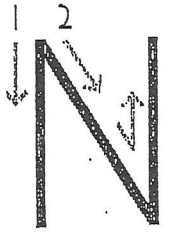
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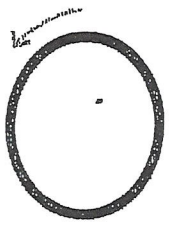
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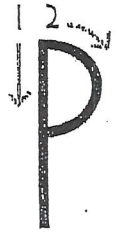
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Big line



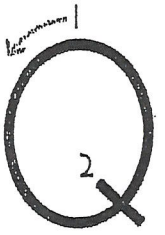
Big line
Big line
Big line



Big C curve
Keep going



Big line
Little curve



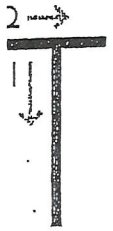
Big C curve
Keep going
Little line



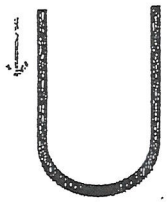
Big line
Little curve
Little line



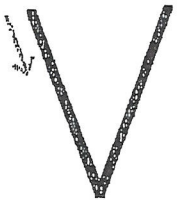
Little curve
Turn
Little curve



Big line
Little line



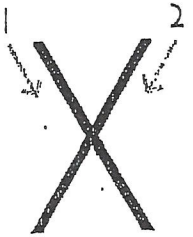
Big line
Turn
Big line



Big line
Big line



Big line
Big line
Big line
Big line



Big line
Big line



Little line
Big line



Little line
Big line
Little line



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model



The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.

National Center for Pyramid Model INNOVATIONS

ChallengingBehavior.org

How to Help Your Child Have a Successful Morning

Brooke Brogle, Alyson Jiron & Jill Giacomini

Do you struggle with stressful mornings when you want to lay your head down and cry before 8:00 a.m.? Do you often leave the house in an angry, frantic rush? Mornings can be a particularly challenging time for parents. Getting your entire family up and out the door is no easy task! It is important to understand that your morning routine serves as the foundation for your family's entire day. You can create a morning routine that not only helps your day to begin more smoothly, but also teaches your child important skills that he needs to become more independent and confident. A morning routine can also reduce challenging behavior such as crying, whining and tantrums.



Try This at Home

- Use a visual schedule with items such as photos, clipart, or objects that shows your child the steps in his morning routine. This visual schedule can help him to understand the expectations of the morning routine. To learn more about how to create a visual schedule, go to challengingbehavior.org and search the site for "visual schedules" in the search box located in the upper right-hand corner of the screen.
- If your child has trouble waking up in the morning, it might be because he is not getting enough sleep at night. Set a consistent bedtime and stick with it. When a child's bedtime changes it can make it harder for him to wake up in the morning. For more information on bedtime routines, go to challengingbehavior.org and search the site for "bedtime routines" in the search box located in the upper right-hand corner of the screen.
- Plan Ahead. Use your bedtime routine to plan for the next day together.
  1. Lay out the clothes your child will wear.
  2. Pack his backpack.
  3. Discuss the morning routine, show him pictures and talk about the day ahead.
- Give your child some power over his morning routine by offering reasonable choices. For example, "First, get dressed. Then, you get a choice! Would you like to have cereal or pancakes for breakfast?"
- Include bonding time in your morning routine. Time to read, bathe or snuggle will help your child feel loved and calm as he begins his tasks for the day.
- Encourage your child. When your child completes a task and follows the routine, provide positive and specific encouragement. For example, say "Wow! You got up and got dressed all by yourself! Now we will have a few extra minutes to play with trains. What a great way to start the day!"

Practice at School

Teachers use routines to provide a predictable structure to your child's day. When a child understands what she should be doing and what will come next, she feels less anxiety and more excited to participate. While the specific activities in the classroom might change, the routine does not. For example, while 10:00 may always be art time, the specific craft (painting, cutting, gluing) may vary from day to day. Children become eager to try new activities because they are confident and comfortable with the routine.

The Bottom Line

A morning routine is a daily opportunity for you to build and nurture a positive relationship with your child. When you follow a repetitive morning routine you allow your child to gain practice with important skills such as dressing, bathing and grooming and give him a feeling of confidence and success. A calm, loving morning routine at home sets the tone for the entire day for both you and your child.

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USF UNIVERSITY OF SOUTH FLORIDA

IDEAs that Work Office of Special Education Programs

Confidence in Kids

From play to chores, encourage effort and help kids acquire skills

Liz Greene

Self-confidence originates from a perception of competence — or, to put it more simply, children develop confidence not because family and friends praise them, but because of their own accomplishments. As a preschool teacher, I watched many children became more confident and self-assured as they learned and completed new tasks and goals.

It's only natural that as parents you want to instill confidence in your kids. Confident children believe in themselves and are able to face new challenges without fear—essential factors for a happy and fulfilling life.

Although each child is different, there are a few general guidelines you can follow to build your kids' confidence.

Make time for play

Playtime is one of the best investments you can make in your child. The hours you spend playing with your children show them that they are valuable and worth your time.

Focus your attention on your child during play. Children are perceptive and will know if your mind is elsewhere. Dedicate yourself to the game that you and your child are playing. That shared imagination brings you closer together and lets your child know that you're listening to them.

The life of a preschool teacher is a hectic one, and I often spent time multitasking. However, when it came to playtime, I gave the kids my full attention and jumped into their play with both feet. The bonds I shared with my students were often built during this important time together.

Provide them with small jobs

Children need opportunities to display their skills and feel that their contribution is valued. At home, this means asking them to help with household chores such as:

- Setting the table
- Tidying up toys
- Dusting
- Sweeping
- Vacuuming
- Doing the dishes
- Sorting or folding laundry
- Washing the car

- Gardening

Consider your child's interests and give them a job that lets them feel useful and successful. If your child is proud of their ability to organize, ask them to put toys away in designated areas. When a child accomplishes a task, they feel confident.

When tasks start to lose their fun appeal, work with your children. It helps them to learn that sometimes, work comes before play.

Give them your attention

I can't stress enough how important it is to make time to give your child your full attention. Much like playtime, it boosts your child's feelings of self-worth by sending the message that you think they're important and valuable.

Here are a few simple tips for building confidence while giving your kids your attention:

- Make eye contact so it's clear that you're really listening to what they're saying.
- If your child needs to talk, stop and listen to what they have to say. They need to know that their thoughts, feelings, and opinions matter.
- Help them get comfortable with their emotions by accepting them without judgment. By doing so, you validate those feelings and show that you value what they have to say.
- Share your own feelings to help them gain confidence in expressing their own.

Provide encouragement often

Think about the last time someone acknowledged your hard work and told you they believed in you. That kind of encouragement not only gives adults the kind of confidence boost they need to keep going, but it also builds the best kind of confidence a child can have.

There's a big difference between encouragement and praise. One rewards the person while the other rewards the task. Praise can make a child feel that that they're only worthwhile if they do something flawlessly. Encouragement, on the other hand, acknowledges the effort.

For example, "This sand castle is amazing!" vs. "You worked so hard on this sand castle! Great job." Too much praise can create pressure to perform and set up a constant need for approval from others. It's better instead to give your child the message that the effort—and seeing something through to the end—is what's truly important.

By setting your children up to succeed, providing them a generous amount of encouragement, and spending quality time together, you can help them grow up feeling good about themselves and the world around them.

6 Smart Habits To Start Before Preschool

Give Your Child Experiences

Through real-world experiences, children learn to play, connect, and socialize with others, fostering social-emotional growth and strengthening empathy, emotional regulation, and relationship skills.

Read Every Night

Children who are not read to hear up to 30 million fewer words by the time they turn four. Strong vocabulary and language skills are closely linked to reading ability and academic success. Discussing stories, asking questions, and predicting outcomes deepen comprehension, strengthen critical thinking, improve memory, and spark curiosity.

Let Them Be Bored

It's healthy for children not to be entertained all the time. Limiting screen time helps them focus on creativity and supports better sleep. Children also need opportunities to manage their emotions and self-regulate without constant stimulation. This doesn't mean you shouldn't play with your child—playing together is important—but you don't need to entertain them continuously. By ages 3–4, children can begin to play independently.

Say "No"

It's important to tell your child "no" and follow through with consequences that fit their behavior. While preschoolers are naturally self-focused, a classroom setting means children must learn to share, wait, and take turns. They won't always get what they want right away, and tantrums won't change that. Saying "no" isn't negative—it's a healthy way to teach limits and life skills.

Fine Motor

Before children are ready to write, the small muscles in their hands need time to grow strong. Playing with playdough or putty, stringing beads, and using tools like scissors, hole punchers, and tongs are fun ways to build fine motor strength.

Self-help Skills

Before coming to preschool, children should be potty trained and comfortable using the bathroom on their own. Everyday self-help skills—like zipping coats, buttoning pants, washing hands, blowing their nose, cleaning up toys, and getting dressed—help children feel confident and make preschool a positive, fun experience.

Your partner in education,
Mrs. Leon

Summit Environmental Open House

August 18, 2026 5:00 PM - 6:30 PM

1800 Lakeshore Dr. La Crosse, WI 54603 608-789-7980

Please complete Student Info Update prior to Open House.
Supplies can be brought during Open House.

Student Info Update: Opens July 1, 2026

1. **Login** to the [Skyward Family Access Portal].
2. **Select** "Go to Student Info Update" for your student.
3. **Update** each tab with current details.
4. **Save & Submit**.
   - **For assistance**, contact the school's Main Office: 608-789-7980

Scan to get step-by-step directions or visit: lacrossesd.org/enrollment/student-info-update/

Key Dates:

- **Picture day:** August 18, 2026 4:30 PM - 7:00 PM
- **Picture Retake:** October 15, 2026
- **First Day of School:** August 20, 2026 7:45 AM to 2:25 PM

Our office staff is available this summer to assist. Homeroom teachers will be announced early August to those who have completed their Student Info Update.

SCHOOL DISTRICT OF LA CROSSE

SUMMIT ENVIRONMENTAL SCHOOL SUPPLY LIST 2026-27

All 4K-5 Students Need

BACKPACK *(without wheels & large enough)*
TENNIS SHOES *for Physical Education*
INDIVIDUAL REUSABLE WATER BOTTLE

4 YEAR OLD PRESCHOOL

- 1 change of clothing in a 1-gallon Ziploc bag (shirt, long pants, underwear, socks – **please label each piece**) that can be left in your child's locker.
- 1 box of Kleenex
- 1 box of crackers (or other snack item your child would enjoy sharing). Please do not send items that contain peanuts, peanut butter, or made in a peanut facility.
- 2 PLASTIC folders with pockets (labeled w/ name)
- 1 1.5" 3-ring hardcover binder (labeled w/ name)
- 1 pkg of Elmer's glue sticks (0.25 oz – small ones)
- 1 Fiskars blunt tip scissors
- 1 box Clorox disinfecting wipes
- 1 pkg of small paper plates
- 5 oz. cups for snack
- Stickers (animals, shapes, emojis, fruits and veggies, winter, fall, etc)
- Play-doh Brand playdough (bigger containers)

OPTIONAL ITEMS (will be pooled for class use, anything on this list will be greatly appreciated.

- Ziploc bags (quart and gallon)
- Paper plates (large)
- Paper towel rolls

KINDERGARTEN

- 1 pkg of Ticonderoga Pencils (PreSharpened)
- 2 Boxes of 24 Crayola Crayons
- 2 Boxes of 10 Crayola Markers
- 1 Box of Crayola Colored Pencils
- 1 Pencil Box
- 1 pkg of Sheet Protectors
- USB Type C Headphones - ***Requires USB-C charging port OR adapter – See Recommendations – Amazon $10***
- 2 Large Glue Sticks
- 1 Towel for rest time
- 3 Large Containers of Clorox Wipes
- 1 Box of Sandwich Size Ziploc Bags
- 1 Red Plastic Folder
- 2 Plastic Folders (Any Color/Design) For Take Home Folders
- 1 Package of Coffee Filters
- 2 Cups of Play Doh (4oz)
- 4 ONLY black fine Expo Markers
- 8 Glue Sticks (for Art Room)
- **Optional:** 1 roll of paper towels.
- **A change of clothes (labeled in zip lock baggie) to be kept in the student's locker.**

FIRST GRADE

- 4 ONLY black fine Expo brand dry erase markers
- 24 #2 Ticonderoga brand pencils – *SHARPENED*
- Watercolor Palette
- Play-doh – 3 Containers
- Take-Home Folder WITH PRONGS
- 2 Black Sharpies
- 1 box of 12 colored pencils
- 1 pack of washable markers
- 1 traditional pencil box for supplies
- Highlighter (pink, blue, or green)
- 2 pink erasers
- 1 roll Scotch Magic Tape or Masking Tape
- 12 glue sticks
- Take Home Folder (any color) with prongs
- 1 pack of sheet protectors
- 2 boxes of 24 Crayola crayons
- 1 Fiskars 5" blunt tip scissors
- 3 large boxes of Kleenex
- 1-2 boxes of crackers to start the year for individual snack
- 4 large containers of Clorox wipes
- 1 box Ziplock bags (sandwich, quart, or gallon)
- 1 package of white coffee filters
- Headphones - ***Requires USB-C charging port OR adapter***
- 8 Glue Sticks (for Art Room)
- **Optional:** Finger Paint (2-3 colors), Old Magazines
- **A change of clothes (labeled in zip lock baggie) to be kept in the student's locker.**

SECOND GRADE

- 8 black dry erase markers regular chisel tip
- 5 two pocket **plastic** folders (red, blue, green, yellow, and fun color/design)
- 2 wide ruled spiral notebooks – choice of red, blue, green, yellow
- 1 Composition notebook
- 1 – 1 inch 3-ring binder
- 1 pkg #2 Ticonderoga brand pencils (sharpened)
- Colored pencils
- 1 box of 24 Crayons (Crayola brand)
- 3 large glue sticks
- 1 Fiskars 5" blunt tip scissors
- 1 pencil box (8x5x2 ½")
- 1 roll scotch tape
- 1 pack of colored highlighters (green, yellow, orange, pink)
- 2 pink erasers
- 2 large boxes of Kleenex
- Headphones - ***Requires USB-C charging port OR adapter***
- 1 Pkg of Markers (for Art Room)
- **A-M:** 1 bottle of hand sanitizer
- **N-Z:** 1 disinfecting wipes
- **Optional:** Snack to start the year of individual snacks, pencil top erasers

THIRD GRADE

- 2 large glue sticks
- 4 expo markers (fine point)
- 1 box of 24 crayons
- 1 box colored pencils
- 1 Fiskars 5" blunt tip scissors
- 24 sharpened #2 Ticonderoga brand pencils
- 1 pencil box (approx. 8x4)
- 2 pink erasers
- 4 highlighters – 1 each – Yellow, Green, Orange, Pink
- 1 red notebook AND folder
- 1 yellow folder
- 1 folder of choice
- 2 composition notebooks
- 1 pack of 4x5 notecards
- 2 family size boxes of snack
- 2 boxes of Kleenex
- 1 container of disinfecting wipes
- Headphones - ***Requires USB-C charging port OR adapter***
- A-M loose leaf paper
- N-Z scotch tape
- 2 Bottle of Elmer's Glue (for Art Room)
- **Optional:** 1 paper towel

FOURTH GRADE

- 2 pkgs #2 Ticonderoga brand pencil
- 4 highlighters – green, yellow, orange, and pink
- 2 black Sharpie markers
- 4 dry erase markers and eraser
- 3 large glue sticks
- 1 Fiskars 5" blunt tip scissors
- 4 wide-ruled spiral notebooks – red, blue, yellow, and purple
- 1 purple folder
- 1 take home folder (any design)
- 1 composition notebook
- 1 pack of 4x5 notecards
- 2 large boxes of Kleenex
- 2 bottles of sanitizer
- 1 box of colored pencils
- 1 box of crayons
- 1 box of markers
- 1 roll scotch tape
- 1 Pencil Box (optional)
- Headphones - ***Requires USB-C charging port OR adapter***
- 2 Black Sharpies (for Art Room)
- 1 large container of Clorox wipes

FIFTH GRADE

- 3 pkg #2 Ticonderoga brand pencils
- 1 box colored pencils
- 1 box crayons
- 4 dry erase markers and eraser
- Pack of Highlighter – MUST include green, yellow, orange, and pink
- 3 large glue sticks
- 1 bottle of Elmer's glue
- 6 wide-ruled spiral **notebooks** with matching **folders** –
  - *blue (Math)*
  - *red (Reading)*
  - *purple (Writing)*
  - *yellow (Sci/SS/Outdoor)*
  - *black (Morphology)*
  - *green (Morning Message)*
- 1 take home folder (any design)
- 1 composition notebook
- 1 pack 4x5 notecards
- 1 pencil box for supplies
- 1 pkg wide ruled loose leaf paper
- 3 large boxes of Kleenex
- 1 Bottle Hand Sanitizer
- 2 Black Sharpies for Class
- Headphones - ***Requires USB-C charging port OR adapter***
- 2 Black Sharpies (for Art Room)
- **Optional:** 1 pack of index cards

Recommendations

Headphones

- Bywulanda USB-C Kids Headphones for School (Amazon)

Headphone Adapters

- JXMOX USB Type C to 3.5mm Adapter (Amazon)
- OneKer USB Type C to 3.5mm Adapter (Amazon)

School District of La Crosse
2405 Travis Street,
La Crosse, WI 54601
608-789-7185
www.lacrosseschools.org

SCHOOL DISTRICT OF LA CROSSE

NATIVE AMERICAN EDUCATION GRANT (TITLE VI)
STUDENT PROGRAMMING

Hello Families!

You Matter!
Did you know that the number of enrolled Indigenous students in the School District of La Crosse is the basis for the Native American Education Grant (Title VI) funding each school year? The School District of La Crosse receives grant funds each school year based upon the number of students identified. This means the more students identified, the more funds become available to support students.

Be Counted!
The Federal 506 form is attached. Please complete this form and return it to the main office of your child's school. Doing so will support your child's programming as well as all other children identified as American Indian or Alaskan Native.

**The Federal 506 form will ask parents/guardians to indicate which Tribe or Band the child/children belong to. Proof of membership in the Tribe or Band is required. We are ready to assist parents/guardians/families if questions or concerns arise.*

Our Mission
Our mission is to educate, support and engage our staff, families and students on topics and issues of culture, race and social justice. We strive to provide on-going programs that focus on academic success, students/staff development, advocacy and community outreach.

Questions?
For more information, please contact Kari Huth and/or Director Stacey Everson.
Contact information is below.

In Partnership,

Kari Huth
Director of Curriculum, Instruction & Assessment
608-789-7630
khuth@lacrossesd.org

Stacey Everson
Director of Secondary Education
608-789-7185
severson@lacrossesd.org

OMB Control No. 1810-0021 (Exp. 06/30/2026)

ED 506 Form
Indian Student Eligibility Certification Form for Title VI Indian Education Formula Grant Program

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count for the Title VI Indian Education Formula Grant Program. If you choose to submit a form, your child could be counted for funding under the program. The grantee receives the grant funds based on the number of eligible forms counted during the established count period. You are not required to complete or submit this form unless you wish for your child(ren) to be included in the Indian student count. This form should be kept on file with the grant applicant and will not need to be completed every year. Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

Student Information

Name of the Child _____Date of Birth _____Grade level _____

Name of School _____School District _____

Tribal Membership

The individual with Tribal membership is the (select only one): ○ child ○ child's parent ○ child's grandparent

If the individual with Tribal membership is **not** the child listed above, name the individual (parent/grandparent) with tribal membership: _____

Name and address of Tribe or Band that maintains updated and accurate membership data for the individual listed above:

Name _____Address _____

City _____State _____Zip Code _____

The Tribe or Band is (select only one):

- ○ Federally Recognized Tribe
- ○ State Recognized Tribe
- ○ Terminated Tribe
- ○ Alaska Native
- ○ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Proof of membership in Tribe or Band listed above, as defined by Tribe or Band is:

- ○ Membership or enrollment number establishing membership (if readily available) or
- ○ Other evidence establishing membership in the Tribe listed above (describe and attach)

Membership or enrollment number establishing membership (if readily available) or other evidence establishing membership in the Tribe listed above (describe and attach). _____

Attestation Statement
I verify that the information provided above is true and correct to the best of my knowledge and belief.

Printed Name of Parent/Guardian _____ Signature_____

Address _____ City _____State _____Zip Code _____

Phone Number _____Email _____Date _____

For Parent/Guardians:

Definitions:
Indian means an individual who is (1) A member of an Indian Tribe or Band, as membership is defined by the Indian Tribe or Band, including any Tribe or Band terminated since 1940, and any Tribe or Band recognized by the State in which the Tribe or Band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

Student Information: Write the name of the child, date of birth, grade level, name of school and school district. Only name one child per form.

Tribal Membership: Write the name of the individual with the tribal membership, if it is not the child listed. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one identifier: the child, child's parent or grandparent, for whom you can provide membership information.

Write the name and address of the organization that maintains updated and accurate membership data for such Tribe or Band of Indians. The name does not need to be the official name as it appears exactly on the Department of Interior's list of federally recognized Tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the Tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. Write the enrollment number establishing the membership for the child, parent or grandparent, if readily available, or other evidence of membership.

Attestation Statement: Provide the printed name of parent/guardian and signature, address, phone number and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W238, Washington, D.C. 20202-6335

stopfinder

Your child's school is now using Stopfinder to share transportation schedules!

What is Stopfinder?

Stopfinder is the all-in-one parent app that allows your school district to share your student's transportation schedule, announcements, and more. Stopfinder works with your district's transportation software to provide you the most accurate schedule information as quickly as possible.

Stopfinder is secure and only for registered users. Your school will send you an invitation providing access to log in to the Stopfinder app. Invitations will be sent through email.

Stopfinder is available anytime for Stopfinder Subscribers. View your student's schedule from your mobile device. Share student schedules with caregivers and family members and view announcements and notifications in the Stopfinder Message Center.

Check your email for a Stopfinder invitation and visit the App Store or Google Play to download Stopfinder.

Questions about Stopfinder? Visit https://stopfinder.com
Contact your district's Transportation Department at:

Email: transportation@lacrossesd.org

Phone: (608) 789-7663

transfinder



Our School is Using ParentSquare!

ParentSquare is a simple and safe way to connect and communicate.

Register now so you can:

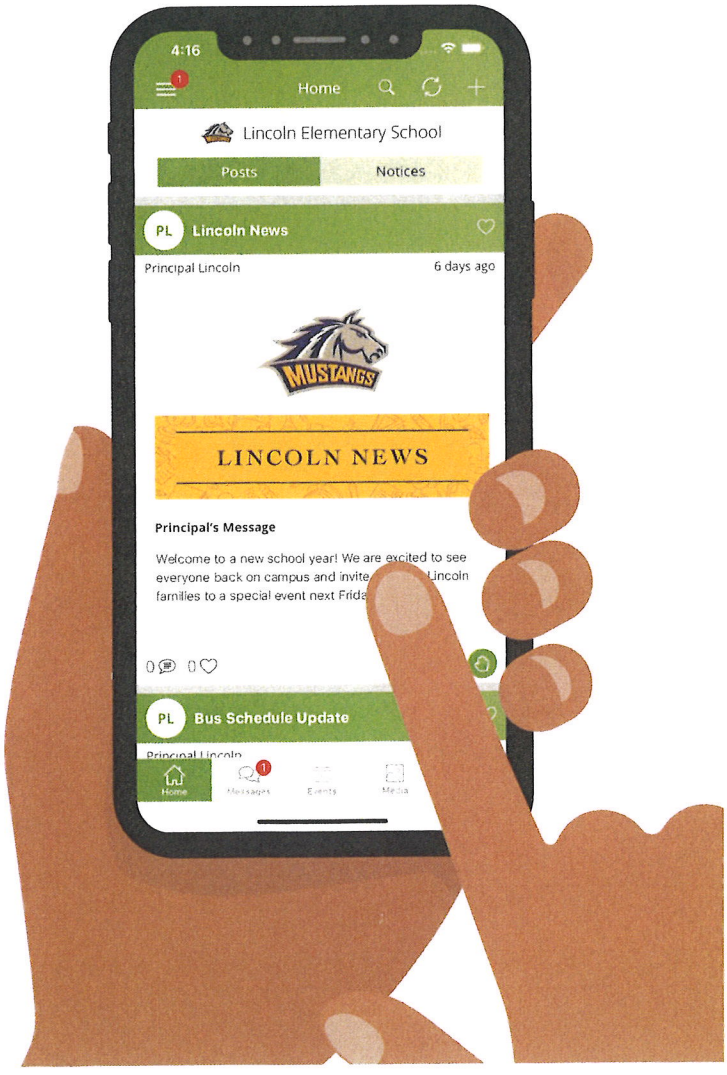
- customize email, text and/or app notifications,
- RSVP for classroom and school activities,
- sign permission slips, and
- securely receive important student documents.

Register Your Account

Then Download the App

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GET IT ON Google Play



ParentSquare™

2026-2027 Meal Prices

…still the best prices in town!

Lunch

Elementary School Student	$3.15
Middle School Student	$3.25
High School Student	$3.40
Adult	$5.00
ALL REDUCED LUNCHES	$0.40

Breakfast

Elementary School Student	$1.90
Middle School Student	$2.00
High School Student	$2.10
Adult	$2.95
ALL REDUCED BREAKFASTS	$0.30

Milk/Ala Carte

$0.50

After School Snack

Adult $1.50

ALL REDUCED SNACKS $0.15

2026-2027 School Calendar

SCHOOL DISTRICT OF LA CROSSE

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Start & End

Aug 20	First Day of School
May 28	Last Day of School

Total Student Days: 175

No School

August 11-13	New Teacher Induction - No School
August 17-18	Staff Development - No School
August 19	Teacher Flex Work Day - No School
September 7	Labor Day - No School
September 24	Staff Development - No School
September 25	No School
October 16	Staff Development - No School
October 19	Family Conferences/PD- No School
November 25-27	Fall Break - No School
Dec 23-Jan 1	Winter Break - No School
January 15	Staff Development - No School
January 18	Martin Luther King Jr. Day- No School
February 12	No School
March 5	Staff Development - No School
March 8	Family Conferences/PD- No School
March 22-26	Spring Break - No School
April 23	Staff Development - No School
May 31	Memorial Day- No School

Semesters/Quarters

Quarter 1: August 20 - October 30 (47 days)

Quarter 2: November 2 - January 14 (43 days)

Quarter 3: January 19 - March 19 (41 days)

Quarter 4: March 29 - May 28 (44 days)

Family/Teacher Conferences

Family/Teacher Conferences are on October 15 and March 4 from 4:00-7:55 **at elementary levels**

Family/Teacher Conferences are on October 14 and March 3 from 4:00-7:55 **at middle and high schools**

Family/Teacher Conferences are on October 19 and March 8 from 12:00-7:50 at elementary levels

*Teachers at MS/HS will have PD starting at 12:00 followed by conferences

Emergency Closing Info

Should more than one school day be lost due to an emergency closing, students and teachers will follow the schedule below:

1st Day Missed = Waived

2nd Day Missed = Waived

After 2 Missed = Minutes will be added to the daily schedule to extend the day at each level

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Calendar Key

- No School
- First & Last Day
- Staff Development
- Family/Teacher Conferences from 4:00--7:55 pm
- No School: Family Conferences/PD from 12:00-7:50 pm

8/18/2026
Summit Environmental School

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C	**$30**	**C+**	**$35**	**D**	**$26**	**D+**	**$31**
1 - 8x10 3 - 5x7s 2 - 4x6s 4 - 3x5s 12 - 2x3s		 FRIENDSHIP PACK		1 - 8x10 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s		FRIENDSHIP PACK	

E	**$20**	**E+**	**$25**	**F**	**$15**	**F+**	**$20**
2 - 5x7s 4 - 3x5s 8 - 2x3s		FRIENDSHIP PACK		4 - 3x5s 8 - 2x3s		FRIENDSHIP PACK	

G	**$8**	**G+**	**$13**
2 - 3x5s 4 - 2x3s		FRIENDSHIP PACK	

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B6



B7



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