

# Independence District

# Newsletter



**August, 2016**

## From the Desk of Mr. Schmitt For the Kids



As I start my second year as District Administrator for the “Best School Ever”, I would have to say I am very pleased with how the first year went. Although there are always challenges and areas of unfamiliarity, I really feel I couldn’t have asked for anything better. I work with great staff, a caring community and Board, and most importantly, fantastic kids!

Some great things happened this past year and most of them can be connected to three simple goals the Board set last July. The first one was for the school to have one common Mission (Why do we exist?) and Vision statement (What must our school become to accomplish our purpose?), and this was accomplished. Not only did this promote unity of all stakeholders, but it also gave me the direction I needed moving forward. Our Mission is “We will maximize learning and empower all students to prepare for tomorrow’s opportunities” and our Vision is “In partnership with the community, our school will be an innovative leader in education with excellent, focused, collaborative programs, and staff.” These statements are powerful and the Vision is guiding our decision making regarding how to accomplish our Mission. Our school is “an innovative leader in education”, with us being a leader in establishing a Professional Learning Community in a small school setting. Research shows that a collaborative culture is “best practice” and for the sake of our kids, we must not work in isolation or still use practices that are no longer effective. To do so, would be “educational malpractice”. I chose that phrase intentionally to correlate to the medical professional. No one would want a doctor who only works in isolation and doesn’t seek out the advice of colleagues or use the latest “practices” that medical research has shown to be most effective and least intrusive. Thirty-some years ago, as a high school freshman, I tore my meniscus in my left knee, but lived with it because the surgery would have cost me almost one year of athletic participation. Finally, about ten years ago, I had it repaired using arthroscopic surgery, and I was only inactive a few days and almost fully recovered in a

### IN THIS ISSUE...

Desk of the  
Administrator...p. 1

Vanderloop Scoop  
.....p. 3

Curriculum &  
Counseling  
Corner.....p. 4

Enrichment &  
Technology.....p. 5

Recent Events..p. 7

School Info.....p. 9

Sports.....p. 13

Food Service..p. 16

School Supply Lists  
.....p. 23

Upcoming Events  
.....p. 29

School Notices  
.....p. 33



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couple of weeks. If my current doctor would have used the same procedures that were being done when I was in high school, I would have sued him for malpractice. Why should it be any different in education? We need to use what current research tells us is best. Still some people find it uncomfortable to adjust to these changes, but we must do it for the kids.

Another goal of the Board's was to adopt a new grading philosophy. This falls right in line with my statements about best practice. The District has spent over two years researching best practice in grading, and is ready to begin implementing these practices this year mostly at the elementary and middle school levels (see Grading article elsewhere in this newsletter). We again are being an "innovative leader". This philosophy is based upon clearly defining what we want the students to know (which was accomplished by staff this past year) and then developing assessments (current work) to accurately measure whether or not the students have met the identified standard for proficiency. This is what has been recognized through research as best practice. The final part of this puzzle is after assessment to determine what to do with students who haven't learned the material (i.e. how do we intervene?) and what to do with students who have learned the material (i.e. extension and enrichment). This is very exciting from an educational standpoint and as a District Administrator. I am very proud of my staff who "get it" when it comes to what practices are best for kids.

The final goal of the Board was to pass the referendum. This was accomplished and will enable us to upgrade not only the programs and best practices for our students, but also the facility. As I write this, the month of June has just ended. The school is literally a mess, not figuratively, but a good mess. The halls are cluttered with furniture as new carpeting is being installed in the library and band room, the tech ed room is being "remodeled", the concession stand is being enlarged, the track is being rubberized, required summer cleaning is being

done, and lighting is being upgraded. More work will be coming as we upgrade the heating and ventilation system and install a new phone system. Much of this has been done through a performance contract with Johnson Controls in which the energy savings from the project is guaranteed to pay for the cost of the project.

Throughout this past year, I have had to make many decisions or make recommendations to the Board, regarding personnel, programming, and facilities. To do so effectively and consistently, one has to stay grounded in their priorities. There are numerous paths to take in any decision making process. Some decisions focus on individual gain. What's best for me? What's the easiest? Some focus on what is optimum for the organization. What's best politically? What's best for the budget? Even though I have had all my children educated in the Independence School District, by coincidence this year, my first as District Administrator, I had a grandchild in 4 year old kindergarten. As I see her joy in being at school, the question then becomes, "What's best for her?" And not just her, but every kid in this school. I ask the question, "What kind of school would I want to send my child to?" This helps me prioritize my decisions, because they are all "my" kids, and for my staff they are all "our" kids. It becomes very clear. I want "my" kids to go to the "Best School Ever." Thank you to all for your support!

Bärry Schmitt  
District Administrator/9-12 Principal



## Vanderloop Scoop

### We are a Team, Effort will Prevail



The difference between success and failure is a great team. This common theme is echoed in each article and book I've read over the summer about what makes a team successful. As I translate that to our work, I know our students will experience greater success when everyone, adults and students alike, work as a team. If you've been in my office this past year, you've noticed my passion for a specific football team, so I look to football and one of their greatest coaches for inspiration.

*"Individual commitment to a group effort--that is what makes a team work, a company work, a society work, a civilization work."* --Vince Lombardi

If we focus on that quote and connect these words to our district, we quickly realize each one of us play an important role in helping our students, your children, become successful. Each one of us has a responsibility to be part of the team that helps create the success for each child.

The commitment of our teaching staff and staff in general, is unique here. Our Indee staff dedicates considerable time to ensure students have what they need while they are with us. We do our best with the tools we have, and the beauty of our profession is we are learning new things all the time. This sharpens our awareness of what is needed to help our students. Mr. Schmitt discussed the evolution of professional practice in his summer article when referring to teaching the same way year upon year. In our field, and probably in yours, that is no longer acceptable. The expectation is our staff, including me, collaborates to become better. To relate this concept to football, no head coach can succeed by working alone. The head coach assembles a team of dedicated staff, each one playing a vital part of the team's success. Each staff member is a vital part of our

team's success. When we collaborate each week, we are bringing academic and behavioral student concerns to the table and discussing possible solutions. This is not new to our district, but we are improving our practices each year.

Our teaching staff has another tool in their toolbox, formative and summative assessments. Like a football coach, players are run through specific drills each day and it is the job of the coach to analyze what specific skills a player has mastered and what specific skills still need work. Good coaches know that the only way their players become highly skilled is by intentional, focused, and appropriate practice. As teachers, our *formative* assessments are the daily practices that help us know what specific skills our students have mastered and what specific skills still need work. The *summative* assessments, or tests, help teachers know, at the end of each unit or cycle, what new knowledge our students have gained. Our teachers spent considerable time last year defining what specific skills are needed for their content area and grade level. They have begun writing *formative* and *summative* assessments linked to those skills. This could not have been done without the power of collaboration by our teaching staff.

In addition to identifying skills and creating assessments, our staff will be showing great effort when providing students with specific feedback related to each skill. Football coaches do not allow players to continually run plays incorrectly. Teachers cannot allow students to continually solve problems or answer questions incorrectly. We need to provide students with specific feedback that allows for a deeper understanding and growth to fix the negative pattern. We will be providing this to each student, skill by skill.

We have expectations for our students this year as well. As students in our district, we expect their effort to increase as we enter the new year. We will be providing students with ample opportunities to show us what they know through the assessments shared above. They

need to give us 100% effort each day. On the playing field, no matter which sport, we would not accept less than 100% effort by a player or teammate. We can no longer accept less than 100% effort by our students. If each student is committed to learning and open to learning, we will provide them with the environment to learn. This effort cannot be selective; it needs to be shown in each class, each day. We have a process in place to respond to students who do not show us that effort each day. New this year, they will be able to continue their learning after school each day. We hope this quick response, along with specific feedback on what they can do, will promote stronger engagement and focus by our students.

Our parents and community also play a critical role in this process. We will be increasing the opportunities for our parents and community to be involved in our district. To our parents, we need strong effort from you to help your child along this year. We need you to ensure they arrive to school each day. Students cannot learn if they are not present. We need you to take a specific interest in what they are learning at school and ask them specific questions about what they are learning at school and how they are learning it. Our school, K-8 will be grading by each standard and using the report card as the tool to share with parents. Student progress will be broken down in terms of: minimal, basic, proficient, and advanced. These terms are the same used by our state during standardized testing. This common language will help, not confuse, parents when sharing different data points.

Writing this article gets me excited for the year to come. The strong effort of each group, teachers/staff, students, and parents/community will help pave the way towards our ultimate goal. In order to be successful, we do need 100% effort by every team member above. Like the NFL, each team has one goal, to win the Super Bowl. In the world of



education, like many other fields, our goal ties directly to our mission: We will maximize learning and empower all students to prepare for tomorrow's opportunities. I can't wait to be a part of a great team with you so we can reach our goal!

With Indee Pride,  
Robert Vanderloop  
PreK-8 Principal/Director of Special Education

## Bright Futures For All

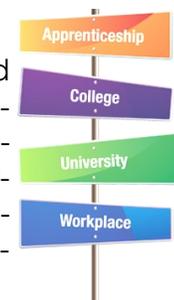
There is nothing like the excitement of a child who is ready and eager to learn and experience whatever the world has to offer. We see this enthusiasm most often from our younger learners and have the charge, as educators, to do whatever we can to keep that love of learning shining bright, for all of them, for... well, forever.

Our district Mission Statement, which defines why we exist, reads: *We will maximize learning and empower all students to prepare for tomorrow's opportunities.* To do this our students need to see the connection their classroom learning has to their future.

There are many examples, in recent years, of how our district has progressively implemented best practices in our classrooms -in a continuous improvement model- to increase student achievement and ultimately increase the opportunities available to students after high school. We also have many things in place to help students sort through the vast options they have to choose from after high school and connect their classroom work to the larger world. Here is a summary of just some of the things our students can look forward to this year:

### **Students in grades 6-12:**

Starting this year, all middle and high school students will have access to [Career Cruising](#), an academic and career planning software tool that allows students to engage in career exploration and career planning and preparation.



Career Cruising will allow students to take career interest assessments, skill assessments, search for colleges, careers, and even current-job openings in Wisconsin. All teachers will be trained and encouraged to incorporate this tool into their classrooms to help our students make connections to the world around them.

Middle and high school students will also hear from our **Alumni Panel** just before Thanksgiving Break. Learning from people who have grown up here and sat in our classrooms can create powerful inspiration. We are still putting together our fall 2016 panel line-up. Feel free to contact Mrs. Woychik if you or someone you know is interested in participating.

### Students in grades 8-12:

**Academic and Career Planning Conferences** are held yearly with all students to help them plan out a course path to help them reach their goals. These happen between January and March with significant parent participation expected. Seniors will participate in their planning conference in early fall to help them prepare for post-high school plans.

### Juniors and Seniors:

Juniors and Seniors are encouraged to take at least one day this year to **visit a college campus** with their family. These visits can be set up on virtually any college website or stop in and Mrs. Woychik will help you.



### Juniors:

On October 7th all of our Juniors will travel to the **Wisconsin Education Fair** at the Eau Claire Sports Center to mingle with approximately 100 representatives from colleges, technical colleges and military representatives in the mid-west. Students will visit any and all representatives and are encouraged to ask questions about programs, admission requirements, scholarship opportunities and other questions to help them sort out these options. Then, we will travel to **Chippewa Valley Technical College and the University of Wisconsin Eau Claire** for an hour

tour and presentation about the options available at each of these types of institutions.

Juniors have a busy year ahead of them as they do some important planning to be ready to apply to a college in the fall of their senior year. To better help them our district offers many forms of support and encourages these steps:

- Juniors will take a required **Careers Class** that guides them through formal career and college research time as well as experiences in résumé development and interviewing skills.
- The **ACT Test** (an admission test for both the 4 year or 2 year college systems and can also affect scholarship awards) will again be offered to all 11th grade students in the state for free in March.
- An extensive **ACT Prep class** is held during IEB time (3:00-3:30) for 9 weeks/1 quarter. Students may request to take it multiple times (because we all need to hear things multiple times to truly learn it!)

All of our students are encouraged to **DREAM BIG. With hard work and determination they can all have a bright future.**

Dawn Woychik  
School Counselor  
Director of Curriculum, Instruction,  
and Assessment

## Technology for the Sake of Technology is Meaningless

John Dewey, an American philosopher and educational reformist is credited with stating "If we teach today, as we taught yesterday, we rob our children of tomorrow." This still stands true in our current Digital Age. As we enter in the third year of our 1:1 Digital Initiative, students and teachers will be challenged to take their learning and teaching up a notch. As a district, we need to look at how our laptops can be more than just a substitute for paper. These devices offer so much potential to our digital natives that we need to delve deeper into how

they can utilize websites and applications to make their learning more authentic and meaningful to them. Just as we wouldn't put a book in front of our students and tell them to read and learn the material, the same can be said for a laptop. We cannot put the laptop in the hands of our students and expect learning to be an outcome. We need to develop lessons that will teach our student how to use the laptop as a learning tool. We need to continue show them how to use applications like iMovie, Keynote, Google Apps, GarageBand, and the Microsoft Office Suite to showcase their learning.

Meaningful use of technology to create and power up personal learning is key! We are in the age of learning where the students need to be a focal part of activity. No longer can we use the "sit and get" model of teaching and learning. Learners must be "doing" and engaging in the learning and not just regurgitating information back to the teacher. We must make creating and producing a part of our teaching and learning repertoire. As a district, we have adopted a new grading policy and have spent many hours working to develop and identify power standards for each course offered in the district. This work coupled with the technology we have available to teachers and students, allows us to provide a successful learning experience for all students. Learners also have to be ready to put forth the effort each and every day as well. Our teachers are ready to provide each learner with a positive learning experience but our students also need to be committed to achieving the goals and expectations our teachers have set as well.



Leslie Wilson, Co-founder and CEO of One-to-One Institute stated, "Student engagement is important for improving learning. Technology is proven to help with engagement. But it is definitely not the end all be all. Meaningful uses of technology with a guaranteed curriculum and quality teaching and learning activities matter

much more." Let's make this the best year yet with our One-to-One initiative at Independence, creating and producing content that we can all be proud of!

Melissa Pientok  
Technology Integration Specialist  
Enrichment Coordinator

## Independence is a Wisconsin Technology Initiative Grant Recipient!

The Wisconsin Technology Initiative provides funding to K-12 schools to advance the use of technology in learning environments throughout the state of Wisconsin.



Curiosity, collaboration and information-gathering skills, combined with a firm foundation of academic knowledge and thinking skills, are the tools Wisconsin youth will need to thrive and contribute as adults in our global, knowledge-based economy.

Technology, combined with professional development, can transform the way people teach and learn. Interactive whiteboards change the energy and dynamics of a classroom, cultivating excitement and confidence in learners. We believe greater access to technologically supported instruction will improve the social and economic future of Wisconsin. (per WTI website)

This past winter I applied for this grant again, we were notified late this spring that we would receive \$18,100 to use toward the project I submitted in the application. With this money we were able to purchase 7 SMART Tables and 6 SMART document cameras. The SMART table is an interactive table for 4 students to work collaboratively on activities created by the teacher. These tables will be placed in our 4K-2nd grade rooms and will be able to be used in all content areas, but specifically on vocabulary development at the younger grades. The document cameras will be distributed throughout

the district. These cameras have the ability to take stop motion video, provide interactivity with the SMARTboards we currently have using 3D objects and will provide a visual display for our visual learners. This technology is a great addition to what we currently have available and will continue to provide our students with collaborative and engaging learning experiences.

As a requirement of the grant, teachers will be attending professional development sessions on the new technology so that SMART tables and document cameras can be used to their fullest potential. We also will be participating in WTI Academic Forums around the state.

Melissa Pientok

Technology Integration Specialist  
Enrichment Coordinator

## Costa Rica

It took me awhile before I was ready to take on this type of endeavor. From the time I started here students were begging me to restart the "History Club" so we could travel to a foreign country. At first I had no desire to tackle that type of challenge. Not only would that mean being responsible for a bunch of teenage kids that were thousands of miles from their home, but I would have to recruit and fundraise, not really my cup of tea. However, during my second year here I started getting the itch. I love to travel and the more I kept thinking of it the more valuable I started thinking a foreign trip would be. Of course, once these thoughts were embedded in my head I got a flyer from a tour company with descriptions of all of their tours and I decided to give it a go.

With the help of Tracy Halama, we started putting together the skeleton of an organization that would end up being the June 2016 trip to Costa Rica. We put together guidelines, meetings, and fundraisers to make sure that all of our bases were covered and we could make the trip a reality. We successfully convinced 11 students (all girls) and one parent that this trip



**Roster of Attendees:** Tracy H. (Parent), Hannah H., Cheryl M. (parent), Heather M., Sara M., Bailie B., Destiny C., Tayea C., Sophie W., Maddie W., Darby S., Barbara S., Abbi P.

would be both fun and educational and we were well on our way to making it happen. After fighting with schedules for meetings, baking 500 cookies, and a whole lot of watching the calendar we are now a year and a half later and the trip is already come and gone. Now I have a seemingly large amount of information to process about this trip.

The small Spanish speaking country in Central America boasts a thriving tourism industry and an impressive amount of biodiversity. When I was looking for a tour Costa Rica jumped out at me as a great starting point. The cost was affordable, the location looked amazing, and the activities sounded right up our alley. I can readily say that our trip itself exceeded my expectations. As not only a teacher of history and geography, but a lover of travel I can say that this trip has provided me with knowledge and experience that will be truly priceless to me. I can remember studying the rainforest in elementary and middle school and being in sheer wonder when I looked at the pictures and read reports about the amazing plants and animals in these unique places, never really thinking I would actually see them myself. To witness so



many of those plants and animals in real life in front of me was something that is almost indescribable. Not to mention the adrenaline fueled adventures we had zip lining and white water rafting.

Now, despite the praise I am sending out for this trip, don't be fooled that it was not without difficulty. Your 14 Indee travelers had to endure flight delays, seemingly endless hours waiting in airports, bus breakdowns, no air conditioning, no cell phone signal, and other small discomforts. Despite all of the hardships that the girls had many of them put on a good face and did their best to help everyone, including myself, stay positive. I will admit that there were times at the hotels where I thought the kids may have been just as happy at a Motel 6 with a pool and WiFi, but overall I believe they found the experience valuable.

For myself, this trip taught me many things. I now feel more confident about future trips, knowing that I can take 13 Indees into the rainforest and bring them all home safely is a pretty good start right? I learned a massive amount about the climate, physical geography, flora and fauna, and culture of Costa Rica. It may seem trivial and all of this info could be easily found on google, but knowing the growth cycle of Cacao fruits, what types of poison dart frogs live in Costa Rica, and the fact that a sloth only moves 40 meters per week all mean so much more when you are there looking at it all in person. This trip also showed me some awesome things about our students. Whether it was getting a chance to try out their Spanish skills, putting on a good face to keep their friends spirits up, getting on a zip line when they are terrified of heights, or stepping out of their comfort zone to go on a night hike I was impressed with so many of our students throughout the trip.

I can easily say now that 9 days in such a wonderful place was not nearly enough. I know at times it wore us down and sometimes we struggled to stay positive, but I have always felt that the best things in life always come with a little bit of difficulty. I hope that the students will

always smile when they think of our trip to Costa Rica and I hope that the experiences that they had there will help them in their lives as much as I know they will help me in mine. I look forward to keeping this tradition alive in Independence, and hope that many of you will consider traveling with us on our next trip (more details to come).

Taylor Nix  
Social Studies Teacher



2016-2017 SCHOOL YEAR, INDEPENDENCE PUBLIC SCHOOL Board Approved 3-2-16

☀ 12:15 dismissal ○ Teacher Day △ Vacation Day ◊ End of Quarter □ Holiday ⊕ PT Conf \* PLC 2:30 dismiss

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## 4K-12 Registration Day

- Schedules and Locker station: Pick up a copy of your new schedule and locker combination (you can also try out your locker and be sure the combination is working)
- Fall Conferences Station: Schedule your fall conference
- 4K: Meet and greet Ms. Schultz
- \$\$ Athletics Station: Physical forms, Coach/sign up information for sports, sports schedules. Pay Athletic fees \$50 per sport. Ind. Max of \$100. Family Max of \$150. Activity Ticket Purchase \$20 for student. \$50 for adult. *\*\*Make up Athletic Code meeting will be held at 8pm in room 120 (Mr. Abing's room)*
- Activities Station: Basic information, questions answered, and student sign up for clubs for grades 9-12
- \$\$ Indee Wear Station: Order Indee Wear online (credit card needed). Some items cash and carry
- \$\$ Life Touch Student Picture forms and payment may be done. *Pictures will be done on Aug 29th.*
- School Board Station: meet and greet
- Infinite Campus: Family portal access instruction including usernames and passwords. Input data and complete Registration Google Form

### Handouts available:

- Yearbook Order
- Picture Form
- Insurance
- Bullying Prevention and Intervention
- Technology
- Bus Transportation Change
- School Calendar
- Bell Schedule

Ice cream and an Indee wear raffle for all before you leave on August 9th. We look forward to seeing you!

## \*\*\*Save the Dates\*\*\*

**Monday August 29, 2016**

### **Family Learning Day**

**12:00-7:00 open house for all 4k-12 families**

- Meet your teacher. Bring your school supplies for your classroom or locker
- School pictures (2 photo areas will be available on stage and cafetorium) for 4K-12
- Computer check out for grades 6-12 (all forms must be in and fees paid) & STAR Benchmark Testing

*Parent/Guardian attendance is optional for grades 6-12 IF all forms for computer pick up have been completed*

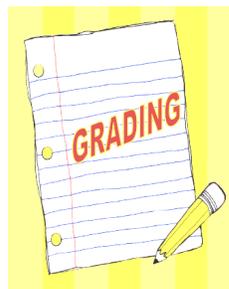


### **First Day of School**

**Thursday September 1st**

Enter with smiles and Indee Pride!

## New Grading Policy Ready For Implementation



At the May School Board meeting Policy 345.1, Grading System (see web-site for more details), was approved. This approval was a Board goal for the 2015-16 school year and work on this Policy began in November of 2013 with research and discussion of a new grading philosophy focused on student learning. As I alluded to in my lead article of this newsletter, Independence is a progressive and innovative District, and we realized that our current grading practices were inconsistent and not correlating to achievement of our students

on other measures of academic proficiency such as the ACT test and WKCE (now replaced by the FORWARD exam). Some people asked why we moved away from an "Honor Roll" several years ago and this grade inflation was one reason for that.

Therefore a committee, with input from staff, School Board, and parents, began formulating a philosophy of the purpose of grades and how to compute grades that are consistent and accurate. Policy 345.1 is the overarching umbrella of a much more complex philosophy and procedures to compute grades, but it does summarize the purpose of grades as the following:

- Provide information that students can use for self-evaluation and growth.
- Encourage student growth and progress in learning.
- Identify students for available educational opportunities (e.g., courses or programs).
- Assist in the evaluation of the effectiveness of curricular, instructional, and assessment practices.

In addition, Policy 345.1 established guidelines to ensure best practice in grading. These guidelines are listed as follows:

- Relate grades to the achievement of course/grade level standards. Use agreed upon performance standards as the reference points when determining grades.
- Separate achievement from all other dispositions and behaviors.
- Sample student performance. Don't score everything and don't include all scores in grades.
- Scores should be easily updated.
- To determine grades at the end of the grading period, use professional judgment when considering the body of evidence. Grading must involve more than just crunching numbers.
- Use quality assessments and properly record evidence of achievement.
- Involve students in the assessment and grading processes throughout the learning cycle.

Most of this seems like common sense, but in reality it is very complex and goes against most traditional grading procedures that we continued to use only because they were what we always did, and not necessarily because they were conducive to student learning. Mrs. Woychik, in the last Newsletter published (see website), shared some insight into what the District has been doing to prepare for this new grading policy implementation. Some key vocabulary that you will hear in the future will be "Standards Based Grading". Grades 5K-5 will report grades on reports cards using "Standards Based Grading" which is simply reporting on what students have learned on each individual standard. At the upper levels we still will need to report a final grade, grade point average, and class rank, so we will use "Standards Referenced Grading" in grades 6-12. What this means is that our teachers will grade on each standard they teach in a given semester (just like the elementary) and then average all of those together for the final grade. Parents at all levels should be able to get a very clear answer to how their child is progressing in their learning, however, parent questions can and should change from: What assignments are they missing? Or how much is that project worth? To questions like, What is my child expected to learn? Tell me about how my child can demonstrate mastery?

You will also see our teachers in grades 6-12 move away from a 100 point scale and instead use a smaller 0-1-2-3-4 scale clearly delineating what each number means. For example: earning a 4 will typically mean that the students can think deeply about and apply their learning to real life situations. A 0 will mean that, even with help, the student was not successful. This is a real shift from grades based on accumulated point totals which were sometimes based on low levels of learning such as basic recall, to



having higher expectations for student learning and application.

Students will also not be time-bound in regard to mastery of standards, but there will still be deadlines in which grades have to be submitted and procedures for students to repeat assessments to prove mastery of a standard.

At this point I think it is a good time to point out that the underlying goal for a change in grading is to be able to determine if a student has actually “learned” the content, instead of being “taught” the content. It makes all of our teachers much more accountable for student learning. No longer is it just good enough for a teacher to present material. They must also have a system in place to determine if the student has learned the material and then a response system in place to give students the support and challenge they need. This doesn't mean that the entire onus is on the teachers. It is our expectation, as pointed out in Mr. Vanderloop's article (see elsewhere in this newsletter), that each and every student gives us 100% effort. If not, then they also must be held accountable by either being assigned additional activities to learn the material, or scheduled for additional time to master the content.

Because this is such a change in traditional practice, it has been determined that the new policy and philosophy be phased in. Our elementary classrooms have been using a Standards Based System for the past few years, but starting this year all middle school classes will move to the Standards Referenced System. High school teachers will have the option to either use the new system or some traditional methods. High school teachers will make their grading system clear to families, and families can expect to see some of the new language and expectations, as outlined above, during our 16-17 school year.



Please stay tuned for more information to be presented at orientations and parent/community forums early in the school year regarding grading policy/philosophy changes. All of this continues to align with our Mission, “We will maximize learning and empower all students to prepare for tomorrow's opportunities”, and Vision, “In partnership with the community, our school will be an innovative leader in education with excellent, focused, collaborative programs and staff.” As hard as all of this work is, we must stay ahead of the curve (pardon the pun) to be the “Best School Ever”.

Bärry Schmitt  
District Administrator/9-12 Principal

## Athletic Reminders & Issues

### Physicals



Every year we have athletes miss the first days of practice due to not having a physical on record. The WIAA rule states that any physical taken on or after April 1 is good for the next two school years following that date. You cannot practice unless you have a physical on file in the District office and most coaches consider missing a practice due to not having a physical as an unexcused absence. If you are not sure if you have had a physical in the past two years, please contact the high school office at 715-985-3172 to check if there is one on file. If you had a physical last year, you still need to submit an Alternate Year Card to participate.

### Concussion Law



Wisconsin passed statute 118.293 known as the Wisconsin Concussion Law Act 172. This is a state law and is not optional. It requires all youth athletic organizations which include high schools to educate coaches,

athletes, and parents on the risks of concussions and **prohibits participation in youth activity until the athlete and parent or guardian has returned a signed agreement sheet indicating they have reviewed the concussion and head injury information materials.** Independence plans on distributing these materials at its annual athletic code meeting(s) and before each individual athletic season. A **separate acknowledgement** must be signed by parent and athlete **before each athletic year** they participate in.

## Two Sport Athletes

There are always a lot of questions about students participating in two sports during the same season. Independence High School does allow this, but some basic guidelines must be adhered to. Below is a summary of some of the conditions in the policy.

1. An athlete must indicate their intention well before the start of the seasons that they will participate in two sports. This notification needs to be done soon enough to allow the athletes, parents, and coaches to meet to draw up a two-sport contract before either season begins.
2. All athletes except freshmen must declare a "first" sport which will be the sport which gets priority when conflicts in practice or competitions happen. Coaches are allowed to waive this priority on specific dates and freshmen are allowed to try to equalize priorities but may declare a "first" sport.
3. Head coaches must agree to allow the athletes to compete in two-sports. Head coaches have the authority to deny an athlete the privilege to participate in another sport. In other words the coach has the right to tell the athlete to choose one sport or the other. They are not obligated to allow the student to participate in both sports. It should be noted that participating in two sports at the same time is extremely demanding

and should only be done in cases of exceptional athletes or if low participation numbers in a sport make it necessary for athletes from other sports to help "fill the team."

## Athletic Code Meeting



The athletic code meeting for the 2016-17 school year will be on Monday, August 1. This is a **MANDATORY** meeting for all athletes wishing to participate in a school sponsored sport. It is recommended that the athlete is accompanied by a parent/guardian.

Team meetings for Football, Volleyball, and Cross Country will start that night at 6:00pm. Room assignments will follow later.

The athletic code meeting will follow at 7:00pm in the cafetorium. All athletes and parents will have a chance that night to fill-out all the necessary forms and pay their fees. It is a requirement that all athletes have a completed physical within the last two years, have all fees paid, and all forms turned in to compete (practice included) in their respective sport. Impact tests will be given to those athletes that are in need of one by Gunderson Lutheran. These tests will occur at a later date.

If you cannot make this meeting, there is a make-up meeting at 8:00pm the night of August 9.

## Middle School Volleyball & Football Informational Meeting

There will be a Middle School Volleyball & Football Informational Meeting on Monday, August 8th at 5:30 p.m. at the SS Peter & Paul School. All athletes that are interested in playing Volleyball or Football this Fall are required to attend this meeting along with a parent or guardian.

## Fall Sports Begin in August

Athletic code meeting will be on August 1. Football, Volleyball, and Cross Country will have their Parent/team meetings starting at 6:00pm, with the athletic code meeting for all athletes/parents to follow at 7:00pm.

Football will have their equipment check-out at 4:00pm on August 1, with their first practice on August 2 at 3:30pm. They have a scrimmage at 5:00pm on August 12 here in Independence. The first game is on the road at Elmwood/Plum City on Thursday, August 18.

Volleyball will start on August 15 from 8-11am and 11:30-1:30pm, with a scrimmage at Blair-Taylor on August 22 at 4:00pm and a Quad match in GET at 4:30pm on August 25.

Cross Country will also start on August 15 at 8:00am, with their first meet on August 26 at 10:00am in West Salem.

Middle School Football and volleyball will start at 3:30 on August 29, with a parent meeting on August 8, at 5:30pm.

Before students can participate in middle or high school athletics they must have had a physical within the past two years with an impact test, have permission from their parent/guardian, and also pay an athletic fee. This fee is waived if the family qualifies for free or reduced lunch.

## High School Volleyball 2016

We hope you have been enjoying your summer! The 2016 Volleyball season is just around the corner. Please remember:

- Athletic Code Meeting on August 1st at 7:00 pm
  - Volleyball Parent/Player Meeting at 6:00 pm
  - Volleyball Senior Meeting at 5:30 pm
  - Your attendance is mandatory at these meetings.



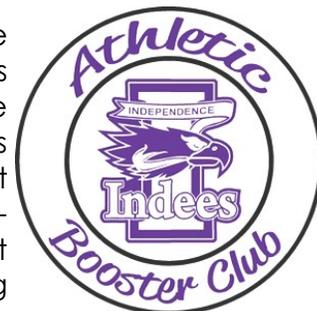
- The first day of practice is August 15th
  - Practice times will be 8 am-11 am, 11:30 am-1:30 pm for the first two weeks of practice. Attendance is mandatory.
  - Please schedule your physicals. Physical forms or alternate-year forms are due before the first day of practice!
- Ashely for the Arts is August 12th-13th. Check the spreadsheet for your shift date and time. Every volleyball athlete should work a time slot.
- Please "Like" our Facebook Page, "Indees Volleyball" to receive updates on practices, games, and other team activities.

We look forward to the upcoming season!

Coach Olson, Coach Halama,  
Coach Buss, & Coach Edison

## Booster Club News

The Independence Athletic Booster Club has been very active in the last year and its numbers are increasing. We want to get a parent representative from each sport present at each meeting and that number is growing.



The number of students attending our meetings is also on the rise, but we still would like more input from our student athletes. Our goal is to help all athletic teams, supporting them without having to use district funds.

The following is a list of agenda items that have either been purchased or are in the process of being studied by the club:

- Water bottle filler
- Scorers Table
- Uniforms
- Popcorn machine
- Conference Banners
- Action photos for Senior athletes
- Video cameras for athletic teams

Our big project right now is the upgrade of the concession stand.



Our next meeting is set for August 1 following the athletic code meeting (It should be around 7:30).

## WOULD YOU LIKE TO SAVE \$693.00/\$729.00/ \$747.00 PER CHILD???

### WOULD YOU LIKE TO HELP OUR SCHOOL???

- \$693.00 is the price of breakfast, hot lunch and milk break for the year for **one child** in grade 4K-5, \$729.00 for **one child** in grade 6-8, and \$747.00 for **one child** in grade 9-12. You may be able to save that if you qualify, and it only takes **10 minutes** of your time to complete the form for free and reduced lunch.
- Did you know that if you qualify for free or reduced lunch, Independence Public School receives additional funds to help teach children to read?
- The more students that qualify for free and reduced lunch, the **more money** Independence Public School receives from the federal government in Title 1 funds, and other federal grants.
- Did you know that if you apply and qualify, it is **strictly confidential**? You can return your application and your child will get a digital bar code card, that is identical to all other cards of "paying" students.
- The forms for applying for free and reduced lunch are attached. **If you need help** completing the application form, feel free to contact Patti Klimek at 985-3172 ext 107.



- Independence Public School
- Independence K-12 Art
- 3rd Grade at Independence
- 4th Grade Independence Elementary
- Independence Athletic Booster Club
- Indees Volleyball
- Independence Indees Girls' Basketball
- Independence Indees Boys' Basketball

- Independence—Gilmanton Track & Field
- Independence High School Powerlifting
- Indee Drama Club
- Independence FFA
- Independence Indees Baseball
- Independence Post Prom
- Independence Prom 2016

### COMPUTERIZED FOOD SERVICE PROGRAM

Independence Public School uses a computerized food service program. Each student is issued a 4-digit pin number (which he/she is responsible for) to be used for purchases in the food service line. As they type in their number the computer automatically deducts from the family account. Free and reduced meals are handled in the same manner as the regular price meals. No one on the food service line knows which meals are free/reduced as compared to paid.

The computerized food service program benefits everyone. It eliminates the problem of students "borrowing" tickets or cash for food. Only the person typing the number may use the account. It is important that your child remembers their number when intending to eat at school.

We request that a minimum of \$10.00 per child be deposited to your account, and send money periodically so you can keep a positive balance. The school encourages payment by check, especially when sent during the school year with younger children.

Statements to families with low balances are sent around the middle on the month, and itemized accounts are sent out at or near the end of each month.

For those filling out applications for free/reduced price meals, full price for meals will be charged until the application is approved. **Ala carte items, such as a sandwich, fruit, extra entrée, extra milk, and extra juice are not included under the free/reduced price meal benefits.** Full charges for ala carte items purchased by your child are deducted from the family account. Prices for the 2016-2017 school year are as follows:

	Elementary (PK-5)	Grades 6-8	Grades 9-12
<b>Lunch</b>	\$2.30	\$2.60	\$2.65
<b>Breakfast</b>	1.25	1.50	1.50
<b>Extra Milk</b>	.30	.30	.30
<b>Juice</b>	.20	.20	.20
<b>Ala Carte Fruit</b>	.30	.30	.30
<b>(6-12 only) Sandwich</b>		1.00	1.00
<b>Extra Entrée</b>		.75	.75

If you have any questions, please call Patti Klimek at 985-3172 ext 107.

#### NOTICE: District Breakfast/Lunch Delinquent Accounts

By school board policy, all students (including elementary children) whose families have a negative balance of -\$10.00 to -\$50.00 in their account will be given a cold lunch. Students whose families have a negative balance of -\$50.00 or more will be unable to receive breakfasts and/or lunches, unless they are on the free and reduced program. Students not on free and reduced will be provided a sandwich and milk for a maximum of two weeks or until the account is reconciled. Students on free and reduced will not be allowed ala carte items when their account is delinquent. This includes negative balances from previous years.

#### FREE AND REDUCED LUNCH APPLICATIONS

Families who are facing financial stress are encouraged to complete an application for free and reduced meals. This program benefits the children who qualify, as well as our school. Funding for small class size (known as the SAGE program) and Title Reading/Math services are based upon the district's percentage of children receiving free and reduced meals. Applications are strictly confidential. For those families desiring a free and reduced application please contact Patti Klimek at 715-985-3172 ext 107. Thank you.

**PUBLIC RELEASE**  
**NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS, SPECIAL MILK PROGRAM**

The Independence School District today announced its policy for children unable to pay the full price of meals served under the National School Lunch Program and School Breakfast Program or milk for split-session students served under the Special Milk Program. Each school office and the central office has a copy of the policy, which may be reviewed by any interested party.

The following household size and income criteria will be used for determining eligibility. Children from families whose annual income is at or below the levels shown are eligible for free and reduced price meals or free milk if a split-session student does not have access to the school lunch or breakfast service.

**FAMILY SIZE INCOME SCALE**  
**For Determining Eligibility for Free and Reduced Price Meals or Milk**

Family (Household) Size	ANNUAL INCOME LEVEL		MONTHLY INCOME LEVEL	
	Free <i>Must be at or below figure listed</i>	Reduced Price <i>Must be at or between figures listed</i>	Free <i>Must be at or below figure listed</i>	Reduced Price <i>Must be at or between figures listed</i>
1	\$15,444	\$ 15,444.01 and \$21,978	\$ 1,287	\$ 1,287.01 and \$1,832
2	20,826	20,826.01 and 29,637	1,736	1,736.01 and 2,470
3	26,208	26,208.01 and 37,296	2,184	2,184.01 and 3,108
4	31,590	31,590.01 and 44,955	2,633	2,633.01 and 3,747
5	36,972	36,972.01 and 52,614	3,081	3,081.01 and 4,385
6	42,354	42,354.01 and 60,273	3,530	3,530.01 and 5,023
7	47,749	47,749.01 and 67,951	3,980	3,980.01 and 5,663
8	53,157	53,157.01 and 75,647	4,430	4,430.01 and 6,304
For each additional household member, add	+ 5,408	+ 5,408 and +7,696	+ 451	+ 451 and + 642

Application forms are being sent to all homes with a notice to parents or guardians. To apply for free or reduced price meals or free milk, households must fill out the application and return it to the school (unless notified at the start of the school year that children are eligible through direct certification). Additional copies are available at the office in each school. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year by agency or other program officials. Applications may be submitted at any time during the year.

To obtain free or reduced price meals or free milk for children in a household where one or more household members receive FoodShare, FDPIR, or Wisconsin Works (W-2) cash benefits, list the household member and the FoodShare, FDPIR or W-2 case number, list the names of all school children, sign the application, and return it to the school office.

For the school officials to determine eligibility for free or reduced price meals or free milk of households not receiving FoodShare, FDPIR or W-2 cash benefits, the household must provide the following information requested on the application: names of all household members and the adult signing the application form must also list the last four digits of his or her Social Security Number or mark the box to the right of "Check if no SSN". Also, the income received by each household member must be provided by amount and source (wages, welfare, child support, etc.).

Under the provisions of the free and reduced price meal and free milk policy Patti Klimek – Student Services will review applications and determine eligibility. If a parent or guardian is dissatisfied with the ruling of the official, he/she may wish to discuss the decision with the determining official on an informal basis. If the parent/guardian wishes to make a formal appeal, he/she may make a request either orally or in writing to Barry Schmitt – School Superintendent 23786 Indee Blvd, Independence, WI 54747 or call 715-985-3172 ext. 102.

If a hearing is needed to appeal the decision, the policy contains an outline of the hearing procedure.

If a household member becomes unemployed or if the household size changes, the family should contact the school. Such changes may make the household eligible for reduced price meals or free meals or free milk if the household income falls at or below the levels shown above, and they may reapply at that time.

Children formally placed in foster care are also eligible for free meal benefits. Foster children may be certified as eligible without a household application. Households with foster children and non-foster children may choose to include the foster child as a household member, as well as any personal income available to the foster child, on the same application that includes their non-foster children.

The information provided by the household on the application is confidential. Public Law 103-448 limits the release of student free and reduced price school meal eligibility status to persons directly connected with the administration and enforcement of federal or state educational programs. Consent of the parent/guardian is needed for other purposes such as waiver of text book fees.

**Non-discrimination Statement:**

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

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

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

- (1) mail: U.S. Department of Agriculture  
 Office of the Assistant Secretary for Civil Rights  
 1400 Independence Avenue, SW  
 Washington, D.C. 20250-9410;

PI-1404-REN

Page 2

(3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

Any questions regarding the application should be directed to the determining official.

\*Delete the references to the Breakfast Program or the Split-session Special Milk Program if you do not offer these programs.

## HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in Independence. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order. If at any time you are not sure what to do next, please contact Patti Klimek at 715-985-3172 ext 107 or [klimekp@indps.k12.wi.us](mailto:klimekp@indps.k12.wi.us). *If your child attends a Community Eligibility Provision School (CEP), receipt of free breakfast and lunch meals does not depend on returning this application; however, this information is necessary for other programs.*

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

### STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12

Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.

**Who should I list here?** When filling out this section, please include ALL members in your household who are:

- Children age 18 or under AND are supported with the household's income;
- In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth, or enrolled in a Head Start program; and
- Students attending Independence School District, regardless of age.

<p><b>A) List each child's name.</b> Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children present than lines on the application, attach a second piece of paper with all required information for the additional children.</p>	<p><b>B) Enter the grade and the name of the school the child attends or mark n/a if not in school.</b> Enter the grade level of the student in the 'Grade' column.</p>	<p><b>C) Do you have any foster children?</b> If any children listed are foster children, mark the "Foster Child" box next to the children's names. If you are ONLY applying for foster children, after finishing <b>STEP 1</b>, go to <b>STEP 4</b>. <u>Foster children who live with you may count as members of your household and should be listed on your application.</u> If you are applying for both foster and non-foster children, go to step 3.</p>	<p><b>D) Are any children homeless, migrant, runaway or enrolled in a Head Start program?</b> If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway or Head Start" box next to the child's name and <u>complete all steps of the application.</u></p>
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### STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN FoodShare, W-2 Cash Benefits OR FDPIR?

If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:

- The Supplemental Nutrition Assistance Program (SNAP) or FoodShare.
- Temporary Assistance for Needy Families (TANF) or W-2 Cash Benefits.
- The Food Distribution Program on Indian Reservations (FDPIR).

<p><b>A) If no one in your household participates in any of the above listed programs:</b></p> <ul style="list-style-type: none"> <li>• Leave <b>STEP 2</b> blank and go to <b>STEP 3</b>.</li> </ul>	<p><b>B) If anyone in your household participates in any of the above listed programs:</b></p> <ul style="list-style-type: none"> <li>• Write a case number for FoodShare, W-2 Cash Benefits, or FDPIR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your case worker. Please note, a BadgerCare case number is not a qualifier for free meals.</li> <li>• Go to <b>STEP 4</b>.</li> </ul>
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### STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

**How do I report my income?**

- Use the charts titled "Sources of Income for Children" and "Sources of Income for Adults," printed on the back side of the application form, to determine if your household has income to report.
- Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents. Gross income is the total income received before taxes. Many people think of income as the amount they "take home" and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.

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

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

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

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

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

List adult household members’ names.

- Print the name of each household member in the boxes marked “Names of Adult Household Members (First and Last).” When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.
- **Do NOT include:**
  - People who live with you but are not supported by your household’s income AND do not contribute income to your household.
  - Infants, Children and students already listed in **STEP 1.**

**C) Report earnings from work.** Report all total gross income (before taxes) from work in the “Earnings from Work” field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.

*What if I am self-employed?* Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

**D) Report income from public assistance/child support/alimony.** Report all income that applies in the “Public Assistance/Child Support/Alimony” field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as “other” income in the next part.

**E) Report income from pensions/retirement/all other income.** Report all income that applies in the “Pensions/Retirement/ All Other Income” field on the application.

**F) Special Situations.** For seasonal workers and others whose income fluctuates and usually earn more money in some months than others. In these situations, project the annual rate of income and report that. This includes workers with annual employment contracts but may choose to have salaries paid over a shorter period of time; for example, school employees.

**G) Report total household size.** Enter the total number of household members in the field “Total Household Members (Children and Adults).” This number **MUST** be equal to the number of household members listed in **STEP 1** and **STEP 3**. If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.

**H) Provide the last four digits of your Social Security Number (SSN).** An adult household member must enter the last four digits of their SSN in the space provided. You are eligible to apply for benefits even if you do not have a SSN. If no adult household members have a SSN, leave this space blank and mark the box to the right labeled “Check if no SSN.”

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

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

**A) Provide your contact information.** Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

**B) Print and sign your name.** Print the name of the adult signing the application and that person signs in the box “Signature of adult.”

**C) Write today’s date.** In the space provided, write today’s date in the box.

**D) Share children’s racial and ethnic identities (optional).** On the back of the application, we ask you to share information about your children’s race and ethnicity. This field is optional and does not affect your children’s eligibility for free or reduced price school meals.

**2016-2017 Application for Free and Reduced Price School Meals**

Apply online at: (Insert link if you have an online application or delete if not applicable).  
 Complete one application per household. Please use a pen (not a pencil).

In Community Eligibility Schools (CEP), receipt of free breakfast and lunch meals does not depend on returning this application; however, this information is necessary for other programs.

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

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

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

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

Check all that apply

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

Case Number:  Program Name:

If you answered NO > Complete STEP 3. If you answered YES > Write a case number here, then go to STEP 4 (Do not complete STEP 3).  
 Write only one case number in this space. Badger Care is not a qualifier for free meals.

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

Flip the page and review the charts titled "Sources of Income" for more information.

**A. Child Income**  
 Sometimes children in the household earn income. Please include the TOTAL income earned by all infants, children and students up to and including grade 12 of all Household Members listed in STEP 1 here.

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

Name of Adult Household Members (First and Last)	Earnings from Work		Child Support/Alimony/SSNVA Benefit		Public Assistance/Social Security		Pensions/Retirement		Other Income		Special Situations	
	Weekly	Bi-Weekly	2x Month	Monthly	Weekly	Bi-Weekly	2x Month	Monthly	Weekly	Bi-Weekly	2x Month	Monthly
	\$		\$		\$			\$				\$
	\$		\$		\$			\$				\$
	\$		\$		\$			\$				\$
	\$		\$		\$			\$				\$
	\$		\$		\$			\$				\$

**F. Seasonal Workers, Annual contract paid over a shorter period of time (school employees), fluctuating income. Annualize income and report here.**

**G. Total Household Members (Children and Adults)**  **H. Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member**

Check if no SSN

**STEP 4 Contact Information and adult signature**

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

Street Address (if available)  City  State  Zip

Daytime Phone and Email (optional)

Printed Name of Adult Completing the Form  Signature of Adult Completing the Form

Today's Date Mo./Day/Yr.

**INSTRUCTIONS** Source of Income

**Sources of Income for Children**

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

**Sources of Income for Adults**

Earnings from Work	Public Assistance / Alimony / Child Support	Pensions / Retirement / All Other Income
- Salary, wages, cash bonuses - Net income from self-employment (farm or business); calculated by subtracting the total operating expenses of your business from its gross receipts or revenue; refer to Schedule C or F if you are in the U.S. Military; - Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances) - Allowances for off-base housing, food and clothing	- Unemployment benefits - Worker's compensation - Supplemental Security Income (SSI) - Cash assistance from State or local government - Alimony payments - Child support payments - Veteran's benefits - Strike benefits	- Social Security (including railroad retirement and black lung benefits) - Private pensions or disability benefits - Regular income from trusts or estates - Annuities - Investment income - Earned interest - Rental income - Regular cash payments from outside household

**OPTIONAL**

**Children's Racial and Ethnic Identities**

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

Ethnicity *Check one*  Hispanic or Latino  Not Hispanic or Latino  
 Race *Check one or more*  American Indian or Alaskan Native  Asian  Black or African American  Native Hawaiian or Other Pacific Islander  White

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

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

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

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

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

This institution is an equal opportunity provider.

**Do not fill out**

**For School Use Only**

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

Total Income	How often? Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> 2x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly <input type="checkbox"/>	Household Size <input type="text"/>	Categorical Eligibility <input type="checkbox"/>	Eligibility Free <input type="checkbox"/> Reduced <input type="checkbox"/> Denied <input type="checkbox"/>	Date Denied <input type="text"/>	Reason for Denial or Withdrawal <input type="text"/>
Determining Official's Signature <input type="text"/>	Date <input type="text"/> Mo./Day/Yr.	Confirming Official's Signature <input type="text"/>	Date <input type="text"/> Mo./Day/Yr.	Verifying Official's Signature <input type="text"/>	Date <input type="text"/> Mo./Day/Yr.	Date <input type="text"/> Mo./Day/Yr.

Required for Verification

Required for Verification

**For schools participating in CEP only:**

**Are all students on this application from a CEP school?**

YES  NO

If YES, the processing of this application cannot be paid for by the nonprofit school food service account. Only non-CEP applications are used for selecting the verification sample, conducting an independent review of applications, and the Certification and Benefit issuance portion of the Administrative Review.

**2016-17 Independence Public School Supply List** (updated 5/18/2016)

23786 Indee Blvd, Independence, WI 54747

715-985-3172

[www.indps.k12.wi.us](http://www.indps.k12.wi.us)**ELEMENTARY-Grades 4k-5**

**SHOES: All elementary children will be required to bring a pair of non-marking shoes to school on the first day.** This pair will remain at school and will be labeled by their teachers as “Inside” shoes. The shoes/boots worn to school each day should be a sneaker or other closed toe/heel shoe that can be worn in the playground wood chips. Upon entering the school each morning, every child will change their “Outside” pair for their “Inside” pair. The “Inside” pair should be a “sneaker” shoe with a soft rubber non-marking sole that is easy to take on and off.

**4 Year-Old Kindergarten**

- 1 paint shirt (adult T-shirt)
- 1 **FULL SIZE BACKPACK** (NO small size backpacks)
- 1 box of **Crayola** crayons, **8 basic colors**
- 1 box of **Crayola** washable markers (8 basic colors)
- 1 plastic supply/pencil box with latch (8-1/2"x5)
- 10 glue sticks
- 1 box of crackers for class snack
- 1 change of clothing in a plastic bag (socks, underwear, shirt, pants)
- 1 folder
- 1 wide ruled spiral notebook
- \*1 box of quart or gallon Ziploc bags OR 1 box Kleenex OR 1 box baby wipes

**5 Year-Old Kindergarten**

- 1 full size Backpack
- 2 boxes of 24 count Crayola Crayons
- 1 box Crayola colored pencils
- 1 box of #2 pencils
- 1 plastic 2 pocket folder for daily use
- 2 large pink erasers
- 10 glue sticks
- Boys: 1 box gallon Zip Loc freezer bags (20)
- Girls: 1 box quart Zip Loc freezer bags (20)
- 1 box facial tissue 100 count box
- 1 box of crackers for snack
- 1 paint shirt (An old adult tee shirt. Please label w/name)
- 1 change of clothing in a plastic bag (socks, underwear, shirt, pants)

**Grade 1**

- 1 full size backpack
- 1 small supply box
- 1 yellow highlighter
- #2 pencils (about 48)
- 3 large erasers
- 1 box of 24 count Crayola crayons
- 1 box of Crayola washable markers (8 basic colors)
- 1 Elmer's glue stick
- 1 folder
- 1 wide rule notebook
- 1 box of snack crackers per quarter
- 1 box Kleenex
- Boys: 1 box gallon ZipLoc freezer bags (20ct)
- Girls: 1 box sandwich ZipLoc freezer bags (20ct)
- 1 set of earbuds or headphones for computers/ipads

**Grade 2**

- 1 full size backpack
- #2 pencils (about 48)
- 1 large eraser
- 4 wide rule spiral notebooks
- 2 two pocket plastic folders
- 1 box of snack crackers per quarter
- 1 box Kleenex
- 1 set of headphones to be used with computers/ iPads
- 1 box of snack bags

**Grade 3**

- 1 full size backpack
- 2-1 inch 3 ring binder
- 24- #2 pencils (about 24). (Not mechanical. Do not label them)
- 1 box of colored pencils
- 2 plastic 2-pocket folders with 3 ring center
- Scissors
- 2 wide rule spiral notebooks
- 1 pkg wide rule loose leaf paper
- 1 pkg pencil top erasers and 2 large pink erasers
- 1 box of Kleenex
- 1 small supply box
- 4 Elmer's glue sticks
- 1 box of markers
- 1 ruler with metric
- 1 set of ear buds to be used w/computer/iPads
- Boys: 1 box of gallon Ziploc bags
- Girls: 1 box of quart Ziploc bags

**Grade 4**

- 1 full size backpack
- 2 1 inch 3-ring binders (no trapper keepers)
- 2 pocket plastic folders with three ring center
- 2 wide rule spiral notebooks
- 4 Elmers glue sticks
- 20 yellow #2 pencils (Not mechanical. Do not label them)
- 2 yellow highlighters
- 1 box of Kleenex for classroom
- 1 small supply box
- 1 8-pack of markers
- 1 pack of colored pencils
- 1 pack of loose leaf paper wide-rule
- 1 set of earbuds for computers
- scissors
- 1pkg of pencil top erasers and 1 large pink eraser

**Grade 5**

- 1 full size backpack
- One (2 inch) 3-ring binder
- Dividers and paper for binders
- 4 spiral plastic notebooks (red, purple, green, blue)
- 4 plastic folders (red, purple, green, blue)
- 1 set of colored pencils
- 2 red checking pencils/pens
- Pencils No. 2 and extra erasers
- Highlighters
- 1 box of Kleenex
- 1 set of earbuds for computers
- 1 small school supply box
- 4 Elmers glue sticks
- Boys: 1 box gallon ZipLoc freezer bags (20ct)
- Girls: 1 box quart ZipLoc freezer bags (20ct)

**INDEPENDENCE MIDDLE SCHOOL Grades 6, 7, 8****ALL students will need:**

Large binder or Trapper Keeper for all folders and notebooks with a pencil pouch

Ear buds or headphones

Several packs of pencils

Several blue/black pens

Red pens; One box of colored pencils

3 highlighters

Extra erasers

**PLUS:****Math**

1-1" RED binder w/loose leaf paper

1 RED plastic folder

2 RED spiral notebooks

TI-30X scientific calculator (Grades 8)

**Social Studies**

1 PURPLE plastic folder

2 PURPLE spiral notebooks

Loose leaf paper

**Reading Language Arts**

1 BLUE plastic folder

1 BLUE spiral notebooks

**Science**

1 GREEN plastic folder

1 GREEN notebooks

1" Green Binder with one package loose leaf lined paper

**Physical Education**

1 pair of non-marking athletic shoes

Shorts

Sweats

T-Shirt

Socks

**General Music/Choir****Grades 6, 7 and 8**

1 pocket folder (any color)

black pants and dark shoes and socks for performances

**Band 6, 7, 8**

1 full box of reeds (woodwinds)

valve oil

slide grease for brass

black pants and dark shoes and socks for performances

**INDEPENDENCE HIGH SCHOOL Grades 9-12****ALL students will need:**

Large binder or Trapper Keeper for all folders and notebooks with a pencil pouch  
 Planner of choice (however, use of Google Calendar on your MacBook is preferred)  
 Ear buds  
 Several boxes of pencils  
 Several black/blue pens  
 Several red marking pens  
 Extra erasers  
 Folder and notebook for EACH class (buy extra to have throughout the year)  
 2-3 Highlighters

**PLUS:**

**Mathematics:** We will supply calculators to use at school, but you may buy the recommended calculator if you want your own.

**\*Algebra I:**

1" 3-ring binder with loose leaf paper  
 TI 30X calculator

**\*Algebra II:**

1" 3-ring binder with loose leaf paper  
 TI 30X or TI83 graphing calculator

**\*Advanced Math (Pre-Calculus):**

TI-83 or higher graphing calculator

**\*Geometry:**

Ruler  
 Protractor  
 TI 30X or TI83 Graphing Calculator

**English 10**

Separate notebook for journaling (Can be a Compositions notebook)

**Science**

1-2" Green Binder with loose leaf paper

**Social Studies**

Colored pencils

**Agricultural Science**

Box of markers or colored pencils  
 Basic function calculator (+,-,etc.)

**Careers**

1 pkg plastic page protectors

**Health**

3 ring binder with loose-leaf paper

**Physical Education**

Non-marking athletic shoes  
 Extra change of clothes: Shorts, T-Shirt, Socks, Sweats

**Spanish**

1-2"- 3-ring binder, loose leaf paper/notebook  
 2-3 Dry Erase Markers

**General Music/Choir****Grades 6, 7 and 8**

1 pocket folder (any color)  
 black pants and dark shoes and socks for performances

**Band 6, 7, 8**

1 full box of reeds (woodwinds)  
 valve oil  
 slide grease for brass  
 black pants and dark shoes and socks for performances

## Lista de Útiles de Escuela Pública de Independence 2016-17 (revisada 5/18/2016)

23786 Indee Blvd, Independence, WI 54747

715-985-3172

[www.indps.k12.wi.us](http://www.indps.k12.wi.us)



### Primaria-Grados 4k-5

**ZAPATOS:** Se requiere que todos los niños en la escuela primaria lleven un par de zapatos (que no marquen piso) el primer día de clases. Este par permanecerá en la escuela y será etiquetado con "Inside" shoes (zapatos para adentro). Los zapatos/botas que visten a la escuela cada día deben ser tenis (zapatos deportivos) u otro tipo de zapato que cubra los dedos de los pies y el talón y además puedan usarse en el área de juego donde están las astillas de madera. Al entrar a clases todos los días, cada estudiante deberá cambiar sus zapatos de "afuera" por los de "adentro". El par de "adentro" debe ser un zapato tenis (deportivo) con suela suave que no marque el piso y que sea fácil de poner y quitar.

#### Kínder de 4 años de edad

1 camiseta para pintar (camiseta de adulto)  
1 MOCHILA DE TAMAÑO REGULAR (NO mochilas pequeñas)  
1 caja de crayones marca **Crayola, 8 colores básicos**  
1 caja de marcadores lavables marca **Crayola** (8 colores básicos)  
1 caja con pasador para guardar útiles/lápices (8-1/2"x5)  
10 palillos de pegamento/Resistol  
1 caja de galletas para bocadillos para la clase  
1 cambio de ropa en bolsa de plástico (*calcetines, calzoncillos, camiseta, pantalones*)  
1 folder/carpeta  
1 libreta de renglón ancho  
\*1 caja de bolsitas Ziploc tamaño cuarto o galón O 1 caja de Kleenex O 1 caja toallitas para bebe

#### Kínder de 5 años de edad

1 mochila de tamaño regular  
2 cajas de 24 crayones marca Crayola  
1 caja de lápices para colorear marca Crayola  
1 caja de lápices #2  
1 folder/carpeta de 2 bolsillos para uso diario  
2 borradores grandes color rosa  
10 palillos de pegamento  
Niños: 1 caja de bolsas para congelador Ziploc tamaño galón (20)  
Niñas: 1 caja de bolsas para congelador Ziploc tamaño cuarto (20)  
1 caja de pañuelos de papel (100 en cada caja)  
1 caja de galletas para bocadillos  
1 camiseta para pintar (*Camiseta vieja tamaño adulto. Marque con nombre*)  
1 cambio de ropa en bolsa de plástico (*calcetines, calzoncillos, camiseta, pantalones*)

#### 1° Grado

1 mochila de tamaño regular  
1 caja pequeña para útiles/lápices  
1 marcador amarillo que resalte (highlighter)  
Lápices #2 (alrededor de 48)  
3 borradores grandes  
1 caja de 24 crayones marca Crayola  
1 caja de marcadores marca Crayola (8 colores básicos)  
1 palillo de pegamento marca Elmer's  
1 folder/carpeta  
1 libreta de renglón ancho  
1 caja de galletas para bocadillos cada tres meses  
1 caja de Kleenex  
Niños: 1 caja de bolsitas para congelador Ziploc tamaño galón (20)  
Niñas: 1 caja de bolsitas para congelador Ziploc tamaño sándwich (20)  
1 par de audífonos para computadoras/ipads

#### 2° Grado

1 mochila de tamaño regular  
Lápices #2 (alrededor de 48)  
1 borrador grande  
4 cuadernos de renglón ancho  
2 folders/carpetas de plástico con bolsillos  
1 caja de galletas para bocadillo cada tres meses  
1 caja de Kleenex

1 par de audífonos para computadoras/ipads  
1 caja de bolsitas tamaño bocadillo (snack)

#### 3° Grado

1 mochila de tamaño regular  
2-carpetas de 3 anillos con medida de 1 pulgada  
24- lápices #2 (alrededor de 24). (*Sin nombre. Que no sean mecánicos*)  
1 caja de lápices para colorear  
2 carpetas de plástico de 2 bolsillas con centro para 3 anillos  
Tijeras  
2 cuadernos con espiral y de renglón ancho  
1 paquete de hojas de papel sueltas y de renglón ancho  
1 paquete de borradores para lápices y 2 borradores grandes color rosa  
1 caja de Kleenex  
1 caja pequeña para útiles/lápices  
4 palillos de pegamento marca Elmer's  
1 caja de marcadores  
1 regla con métrico (cm/in)  
1 par de audífonos para computadoras/ipads  
Niños: 1 caja de bolsitas Ziploc tamaño galón  
Niñas: 1 caja de bolsitas Ziploc tamaño cuarto

#### 4° Grado

1 mochila de tamaño regular  
2 carpetas de 3 anillos, medida: 1 pulgada (*no carpetas Trapper Keepers*)  
2 carpetas de plástico de 2 bolsillas con centro para 3 anillos  
2 cuadernos con espiral y de renglón ancho  
4 palillos de pegamento marca Elmers  
20 lápices amarillos #2 (*Sin nombre. Que no sean mecánicos*)  
2 marcadores amarillos que resalten (highlighter)  
1 caja de Kleenex para el salón de clase  
1 caja pequeña para útiles/lápices  
1 paquete de 8 marcadores  
1 paquete de lápices para colorear  
1 paquete de hojas de papel sueltas y de renglón ancho  
1 par de audífonos para computadoras/ipads  
tijeras  
1 paquete de borradores para lápices y 1 borrador grande color rosa

#### 5° Grado

1 mochila de tamaño regular  
1 carpeta de 3 anillos con medida: 2 pulgadas  
Separadores y papel(hojas sueltas) para carpetas  
4 cuadernos con espiral (rojo, morado/purpura, verde, azul)  
4 carpetas de plástico (rojo, morado/purpura, verde, azul)  
1 paquete de lápices para colorear  
2 lápices/plumas o bolígrafos rojos para revisar  
Lápices #2 y borradores adicionales  
Marcadores amarillos que resalten (highlighters)  
1 caja de Kleenex  
1 par de audífonos para computadoras/ipads  
1 caja pequeña para útiles  
4 palillos de pegamento marca Elmers  
Niños: 1 caja de bolsitas Ziploc tamaño galón (20)  
Niñas: 1 caja de bolsitas Ziploc tamaño cuarto (20)

**ESCUELA INTERMEDIA DE INDEPENDENCE Grados 6o, 7o, 8o**  
**TODOS los estudiantes necesitaran:**

Carpeta grande o Trapper Keeper para todas las carpetas y cuadernos que tenga bolsa para lápices  
Audífonos  
Varios paquetes de lápices  
Varias plumas o bolígrafos colores azul/negro  
Plumas o bolígrafos color rojo; Una caja de lápices para colorear  
3 Marcadores que resalten (highlighters)  
Borradores adicionales

**ADEMÁS:**

**Matemáticas**

1- carpeta color ROJO de 3 anillos que mida 1 pulgada con hojas/papel suelto  
1 carpeta ROJA de plástico  
2 Cuadernos ROJOS con espiral  
Calculadora Científica TI-30X (8º Grado)

**Estudios Sociales**

1 carpeta color MORADO/PURPURA de plástico  
2 Cuadernos color MORADO/PURPURA con espiral  
Paquete de hojas de papel sueltas

**Lengua y Lectura**

1 carpeta de plástico color AZUL  
1 Cuaderno AZUL con espiral

**Ciencia**

1 carpeta de plástico color VERDE  
1 Cuaderno VERDE con espiral  
1 carpeta color VERDE de 3 anillas que mida 1 pulgada con paquete de hojas sueltas

**Educación Física**

1 par de zapatos deportivos que no marquen el piso  
Shorts  
Pantalones deportivos  
Camiseta  
Calcetines

**Música General /Coro**

**Grados 6o, 7o y 8o**

1 carpeta con bolsillas (cualquier color)  
Pantalones negros y zapatos y calcetines oscuros para presentaciones

**Banda 6o, 7o, 8o**

1 caja de lengüetas (instrumentos de madera) "reeds (woodwinds)"  
Aceite para válvula  
Grasa de deslice para metal (latón) (slide grease for brass)  
Pantalones negros y zapatos y calcetines oscuros para presentaciones

**ESCUELA SECUNDARIA DE INDEPENDENCE Grados 9o-12o****TODOS los estudiantes necesitaran:**

Carpeta grande o Trapper Keeper para todas las carpetas y cuadernos que tenga bolsa para lápices  
 Agenda de preferencia (sin embargo, se prefiere el uso de Google Calendar en tu MacBook)  
 Audífonos  
 Varios paquetes de lápices  
 Varias plumas o bolígrafos colores azul/negro  
 Varias plumas o bolígrafos color rojo  
 Borradores adicionales  
 Folder o carpeta y cuaderno para CADA clase (compra adicionales para tener durante el año)  
 2-3 Marcadores que resalten (highlighters)

**ADEMÁS:**

**Matemáticas:** Proporcionaremos calculadoras para uso en clase, pero puedes comprar la calculadora recomendada si quieres tener una propia.

**\*Algebra I:**

1 carpeta de 3 anillos con medida de 1 pulgada con hojas sueltas  
 Calculadora TI 30X

**\*Algebra II:**

1 carpeta de 3 anillos con medida de 1 pulgada con hojas sueltas  
 Calculadora TI 30X o calculadora grafica TI83

**\*Matemáticas Avanzadas (Pre-Calculo):**

TI-83 o calculadora grafica superior

**\*Geometría:**

Regla

Transportador (Protractor)

Calculadora Grafica TI 30X o TI83

**Ingles 10**

Cuaderno adicional para llevar un diario (Puede ser cuaderno de Composición)

**Ciencia**

1 carpeta color VERDE de 3 anillos con medida de 2 pulgadas con hojas sueltas

**Estudios Sociales**

Lápices para colorear

**Ciencia de Agricultura**

Caja de marcadores o lápices para colorear  
 Calculadora con funciones básicas (+, -, etc.)

**Carreras**

1 paquete de protectores plásticos para paginas

**Salud**

1 carpeta de 3 anillos con hojas sueltas

**Educación Física**

Zapatos deportivos que no marquen piso  
 Cambio adicional de ropa: Shorts, Camiseta, Calcetines, Pantalones deportivos

**Español**

1-carpeta de 3 anillos con medida de 2 pulgadas con hojas sueltas  
 2-3 Marcadores Dry Erase

**Música General /Coro****Grados 6o, 7o y 8o**

1 carpeta con bolsillas (cualquier color)  
 Pantalones negros y zapatos y calcetines oscuros  
 para presentaciones

**Banda 6o, 7o, 8o**

1 caja de lengüetas (instrumentos de madera)  
 "reeds (woodwinds)"  
 Aceite para válvula  
 Grasa de deslice para metal (latón) (slide grease  
 for brass)  
 Pantalones negros y zapatos y calcetines oscuros  
 para presentaciones

## Homecoming Expectations 2016



With the start of a new school year, come old traditions and the beginning of new ones. One of those traditions being homecoming. This year's homecoming activities will start on September 30 with student activities at school and conclude with the football game versus Melrose-Mindoro on October 7 and the dance October 8.

In a collaborative effort with student council, the homecoming committee has developed expectations for 2016 that will ensure safety and respect for our community and students. The following is a quick list of some of the things that will be incorporated this year:

- "Hit list"- This is a list of students, Staff and coaches that will invite the tradition of toilet papering their homes. If you DO NOT want to be on this list, please contact Mr. Schmitt, Ms. Manor or Mr. Ruhland at school. We would like the list completed by September 27.
- "No Hit list"- If you definitely do not want your home/business toilet papered, please contact us to get on this list. All community residents without children in high school will be on the no-hit list.
- Expectations- The student council has come up with a list of expectations for our student behavior this year. These will be posted throughout town and on athletic programs leading up to homecoming week.
- Curfew- To ensure safety and respect for our community and students, with the cooperation of the Independence Police Department, we have implemented an 11:00pm curfew for homecoming activities. We are asking for your cooperation in reporting any

students that violate this curfew. Please include time, date, and location of the activity.

- At the homecoming game this year, we would like to recognize all alumni and past royalty.
- School groups and athletic teams will be putting up spirit posters all around town the week of homecoming.
- The parade route for homecoming will change to the front of the school this year because of the track upgrade to rubber.

The following is a brief calendar of events for the Homecoming week:

- September 30- students begin the process of decorating floats, forming their skirts, and making banners/posters.
- October 3-8: Homecoming week
- October 6: Spirit games at 7:00pm
- October 7: Ironman volleyball and powder puff finals start at 1:30pm
  - Parade at 2:45pm
  - Game vs Melrose-Mindoro at 7:00pm
- October 8: Dance at 8:00pm

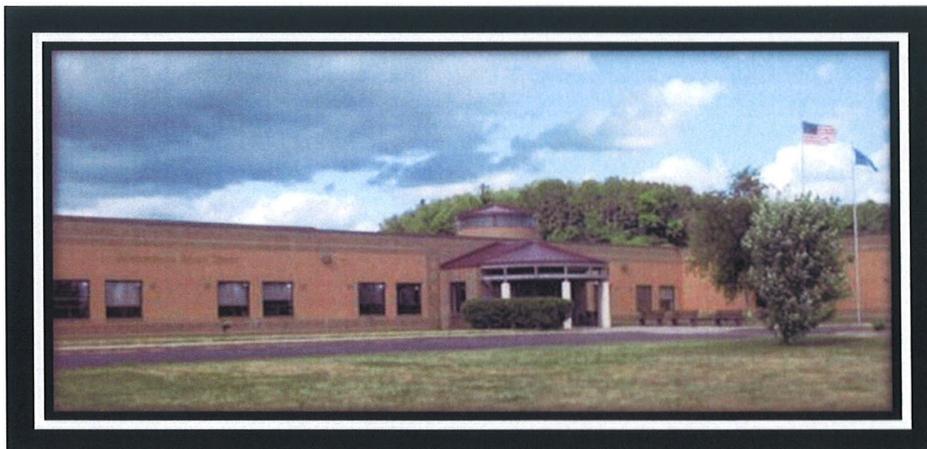
If you have any questions, please contact one of the following, calling the school at 715-985-3172 or at the email addresses listed below:

- Mr. Schmitt ([schmittb@indps.k12.wi.us](mailto:schmittb@indps.k12.wi.us))
- Ms. Manor ([manorj@indps.k12.wi.us](mailto:manorj@indps.k12.wi.us))
- Mr. Ruhland ([ruhlandj@indps.k12.wi.us](mailto:ruhlandj@indps.k12.wi.us))

### Use of Our School

The following are adult/Community Opportunities to use our school:

- Walking and community exercise 5:45am – 10:00pm
- Meeting Areas/Rooms available on request by calling the office
- Weight room with a membership (see Patti in Student Services)



# AUGUST UPCOMING EVENTS

## August 1 – Monday

- Athletic Code Meeting 7:00pm
- Athletic Booster Club Meeting 7:45pm

## August 2 – Tuesday

- 1<sup>st</sup> Day of FB Practice 4:00pm

## August 9 – Tuesday

- 4K-12 Registration Day 11:00am-8:00pm

## August 3 – Wednesday

- New Student Registration 4:00pm-7:00pm

## August 10 – Wednesday

- New Student Registration noon-7:00pm

## August 12 - Friday

- FB Scrimmage (home) 5:00pm

## August 15 – Monday

- 1<sup>st</sup> Day of XC Practice 8:00am
- 1<sup>st</sup> Day of VB Practice 8:00am-11:00am and 11:30am-1:30pm daily

## August 18 – Thursday

- FB vs Elmwood @ Plum City HS 7:00pm

## August 22 – Monday

- JV VB Scrimmage @ WHTL 4:00pm
- Varsity VB Scrimmage @ Blair 4:00pm
- JV FB vs Elmwood @ Plum City HS 5:00pm

## August 23 – Tuesday

- Teacher In-Service 8:00am – 4:00pm
  - New Teachers Only

## August 24 – Wednesday

- Teacher In-Service 8:00am – 4:00pm
  - New Teachers Only

## August 25– Thursday

- Teacher In-Service 8:00am – 4:00pm
- Varsity VB Quad @ GET 4:30pm

## August 26 – Friday

- XC @ West Salem 10:00am

## August 29 - Monday

- Family Learning Day
- JV FB vs Pepin/Ama @ Pepin

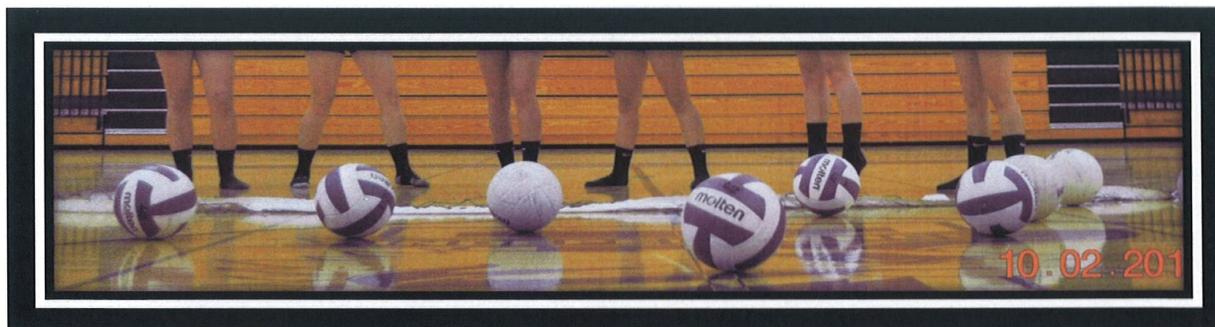
## August 30 - Tuesday

- Teacher In-Service 8:00am – 4:00pm
- VB @ Plum City 5:00pm

## August 31 - Wednesday

- Teacher In-Service 8:00am – 4:00pm





# SEPTEMBER UPCOMING EVENTS

## September 1 – Thursday

- First Student Day of School
- VB JV Quad @ WHTL 5:00pm

## September 2 – Friday

- XC @ C-FC 4:45pm
- Football @ E-S 7:00pm

## September 5 – Monday

- Labor Day – **NO SCHOOL**

## September 6 – Tuesday

- JV FB @ E-S 5:00pm

## September 7 – Wednesday

- 2:30 Dismissal PLC

## September 8 - Thursday

- XC @ Ettrick Golf Course 4:30pm
- MS FB Scrimmage – home 4:30pm
- VB @ E-S JV/C 6:00pm V 7:30pm

## September 9 – Friday

- FB vs Whitehall 7:00pm (Parents Night)

## September 10 – Saturday

- VB Tournament @ Mel-Min 8:30am

## September 12 – Monday

- JV FB vs Whitehall 5:00pm

## September 13 – Tuesday

- VB vs C-FC JV/C 6:00pm V 7:30pm
- MS VB vs Mel-Min 4:45pm

## September 14 – Wednesday

- 2:30 Dismissal PLC

## September 15 – Thursday

- XC vs Altoona @ Eau Claire – City Wells 4:30pm
- VB @ EC Immanuel JV/C 6:00pm V 7:30pm
- MS VB vs Gilmanton 4:30pm
- MS FB @ Whitehall 5:00pm

## September 16 – Friday

- FB @ C-FC 7:00pm

## September 17 – Saturday

- JV VB @ Onalaska 9:00am
- V VB @ EC Immanuel 10:00am

## September 19– Monday

- JV FB @ C-FC 5:00pm

## September 20 – Tuesday

- XC vs Mondovi @ Valley Golf Course 4:00pm
- VB vs Gilmanton JV 6:00pm V 7:30pm
- MS VB @ B-T 4:30pm

## September 21 – Wednesday

- 2:30 Dismissal PLC

## September 22 - Thursday

- XC vs Durand @ Rolling Greens Golf Course 4:30pm
- VB vs Lincoln JV/C 6:00pm V 7:30pm PARENTS NIGHT
- MS VB vs Alma-Pepin 4:30pm
- MS FB vs McDonell 5:00pm

## September 23 - Friday

- Teacher In-Service 8:00am-4:00pm **NO SCHOOL**
- FB vs Lincoln 7:00pm

## September 26 - Monday

- XC @ Mel-Min 4:30pm
- JV FB vs Lincoln 5:00pm

## September 27 – Tuesday

- MS VB @ C-FC 4:30pm

## September 28 - Wednesday

- 2:30 Dismissal PLC

## September 29 – Thursday

- VB vs Whitehall JV/C 6:00pm V 7:30pm DIGGIN 4 A CURE
- MS VB @ Lincoln 4:30pm
- MS FB @ Aquinas 5:00pm

## September 30 – Friday

- FB @ Augusta 7:00pm



# OCTOBER UPCOMING EVENTS

## October 1 – Saturday

- VB @ Mondovi TBD

## October 3 – Monday

- XC @ Cedar Creek Golf Course 4:25pm
- JV FB @ Augusta 5:00pm
- VB vs Augusta JV/C 6:00pm V 7:30pm SENIOR NIGHT

## October 4 – Tuesday

- World Dairy Expo Judging
- VB @ Mel-Min JV/C 6:00pm V 7:30pm
- MS VB @ Gilmanton 5:30pm

## October 5 – Wednesday

- 2:30 Dismissal PLC

## October 6 – Thursday

- MS VB vs Blair-Taylor 4:30pm
- MS FB vs Lincoln 5:00pm
- Spirit Games

## October 7 - Friday

- Homecoming Parade
- FB vs Whitehall 7:00pm - Homecoming

## October 8 – Saturday

- JV VB @ E-S 9:00am
- XC @ Arcadia HS 9:30am

## October 10 – Monday

- FFA Fruit Sale
- Club's Choice Sal
- JV FB vs Mel-Min 5:00pm

## October 11 – Tuesday

- VB vs Alma/Pepin @ Pepin HS JV/C 6:00pm V 7:30pm
- MS VB @ Alma Pepin 4:30pm
- MS FB @ C-FC 5:00pm

## October 12 – Wednesday

- 2:30 Dismissal PLC

## October 15 – Thursday

- XC @ E-S HS 4:30pm
- VB @ Blair-Taylor JV 6:00pm V 7:30pm
- MS VB vs C-FC 4:30pm

## October 14 – Friday

- FB vs Blair-Taylor 7:00pm

## October 15 – Saturday

- MS VB @ Whitehall TBD
- FFA Leadership Conference

## October 17– Monday

- JV FB vs Blair-Taylor 5:00pm

## October 18 – Tuesday

- VB Regionals TBD

## October 19 – Wednesday

- 2:30 Dismissal PLC
- FFA National Convention

## October 20 - Thursday

- 12:30 Dismissal PT Conference
- VB Regionals TBD
- MS Dance 8:30pm

## October 21 - Friday

- NO SCHOOL
- FB Level 1 TBD 7:00pm

## October 22 - Saturday

- XC Sectional @ Luther HS TBD
- VB Regional Championship 7:00pm TBD

## October 25 – Tuesday

- Picture Retakes
- Vocal Concert 7:00pm

## October 26 - Wednesday

- 2:30 Dismissal PLC

## October 27 – Thursday

- VB Sectional Finals @ E-S 7:00pm

## October 28 – Friday

- FB Level 2 TBD 7:00pm

## October 29 – Saturday

- XC State @ River RuVn Golf Course TBD
- VB Sectional Championship Logan HS 7:00pm

**CENSUS 2016-2017**

The School District of Independence is collecting census data for children 19 years of age (as of June 30, 2016) and younger. Please complete this form only if you have moved into the School District of Independence since July 1, 2016.

Will your child/ren attend school in Independence?     \_\_\_ Yes                             \_\_\_ No  
 If No, Where will they attend school? \_\_\_\_\_

Children 0-19 years of age (as of 6/30/2016) residing in your home:

Name of Child (first and last name)	Age	Date of Birth	Gender	
			M	F

**Parents or Guardians (list only those living in household)**

Parents'/Guardians' Full Names: \_\_\_\_\_  
 Address (street, city): \_\_\_\_\_

**CENSO 2016-2017**

El Distrito Escolar de Independence está recolectando información de censo para niños con 19 años de edad o menos (a partir del 30 de Junio 2016). **Por favor complete este formulario, solo si usted se mudo a el Distrito Escolar de Independence a partir del 1o de Julio 2016.**

Su/s hijo/s asistirán a la escuela en Independence?     \_\_\_ Si                             \_\_\_ No  
 Si es No, a donde irán a la escuela? \_\_\_\_\_

Niños con 0 a 19 años de edad (a partir del 30 de Junio 2016) que viven con usted:

Nombre del niño (nombre y apellido)	Edad	Fecha de Nacimiento	Genero	
			M	F

**Padres o Tutores (Solo los que viven en el hogar)**

Nombre Completo de Padres/Tutores: \_\_\_\_\_  
 Direccion (calle, ciudad): \_\_\_\_\_

FOLD HERE/DOBLAR AQUI

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School District of Independence  
23786 Indee Blvd  
Independence, WI 54747

Postage  
Required

School District of Independence  
Attn: Patti Klimek  
23786 Indee Blvd  
Independence, WI 54747

FOLD HERE/DOBLAR AQUI

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## Meningococcal Disease: Protect your Child

Public health authorities recommend that teenagers and college-bound students be immunized against a potentially fatal bacterial infection called meningococcal disease, a type of meningitis.

Meningococcal disease is a rare but potentially fatal bacterial infection that can cause severe swelling of the brain and spinal cord (meningitis) or a serious blood infection (meningococemia). Meningococcal disease strikes up to 3,000 Americans each year; nearly 30 percent of these cases are among teenagers and college students.

Up to 83 percent of all cases among teens and college students may potentially be prevented through immunization, the most effective way to prevent this disease. A meningococcal vaccine is available that protects against four out of five strains of bacterium that cause meningococcal disease in the U.S.

The Centers for Disease Control and Prevention (CDC) and other leading medical organizations recommends that all 11-12 years olds should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster shot is recommended for teens at age 16 to continue providing protection when their risk for meningococcal disease is highest. Teens who received MCV4 for the first time at age 13 through 15 years will need a one-time booster dose at 16 through 18 years of age. If a teenager missed getting the vaccine altogether, they should ask the doctor about getting it now, especially if they are about to move into a college dorm or military barracks.

### **About Meningococcal Disease**

Meningococcal disease is often misdiagnosed as something less serious because early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash.

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30 percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or

permanent disability within 48 hours of initial symptoms. Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20 percent may endure permanent disabilities, including brain damage, deafness and limb amputations.

Lifestyle factors common among teenagers, college students and military personnel are believed to put them at increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (for example, dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits. Teens should avoid sharing eating utensils and drinking out of the same container, since infections may spread through this type of close contact.

To learn more about meningococcal disease, vaccine information, and public health resources visit the following web sites.

Center for Disease Control and Prevention meningococcal meningitis information.

- American Committee of Immunization Practice recommendations for Prevention and Control of Meningitis (2005) <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5407a1.htm>
- Updated recommendations for the use of Meningococcal Conjugate Vaccines (2010) is available at: [http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6003a3.htm?s\\_cid=mm6003a3\\_e](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6003a3.htm?s_cid=mm6003a3_e)
- National Association of School Nurses – Voices of Meningitis (<http://www.nasn.org/ToolsResources/Immunizations/VoicesofMeningitisChallenge>)



## Immunization Law Summary

### Requirements of the law:



- The Wisconsin Immunization Law requires students through grade 12 and children in day care centers to be immunized according to their age/grade level by the beginning of the school year. Immunizations are required against measles, mumps, rubella, polio, diphtheria, tetanus, pertussis, hepatitis B, and varicella (chicken pox).
- Students must present written evidence of completed basic and booster immunizations, including the day, month, and year (preferably on form DOH 4020). If students are not fully immunized upon admittance to school, they must have received at least one dose of each vaccine required for their age/grade within 30 days of admission.
- The second dose of DTP/DT/Td, polio, and measles-mumps-rubella (MMR) vaccines must be received within 90 school days of admission. Within 30 school days of admission the following year, students must have received their third dose (and fourth dose if required for their age/grade) of DTP/DT/Td and polio vaccines.
- Students must meet these immunization deadlines and notify their school regarding any additional vaccines they receive.
- Exemptions may be obtained for medical, religious, or personal conviction reasons. The medical waiver must be signed by a physician; religious and personal conviction waivers must be signed a parent, guardian, or adult student.

#### If an outbreak occurs:

- If there is a substantial outbreak of a vaccine-preventable disease, the Department of Health and Social Services (DHSS) may direct schools to exclude unimmunized students and those who have waivers on file. Students may remain excluded until the outbreak subsides.

### Penalties for non-compliance with the law:

- Parents of students who enter school incompletely immunized or have not signed the waiver will be notified by the school within 15 and 25 days of being admitted regarding the legal consequences of failing to meet the immunization requirements.

- If a student is not in compliance with the law within 30 school days of admission, the school may exclude the student from school. If a student is not in compliance by the 60th school day, the school is required to notify the district attorney, who will petition the court to direct the student to be immunized according to the age/grade level requirement, or sign a waiver. The same procedure is to be followed for students who are non-compliant by the 90th school day.
- The court may require a parent or an adult student to pay a fine of up to \$25 per day for every day that the student remains unimmunized or a waiver is not signed.



## Equal Education Opportunities

The School District of Independence is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance, and the student's conduct is compatible with the welfare of the entire student body.

The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or denied or impaired because of a student's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or mental, physical, emotional or learning disability.

Nondiscrimination policies shall be printed in the student handbooks, teacher handbooks, and published annually in August in the Newsletter of the District and/or the official newspaper of the District.

Concerns regarding alleged violations of policies affecting equal opportunity shall be referred to the following:

- Title VI.....District Administrator
- Title IX.....District Administrator
- Section 504.....Exceptional Education Coordinator or District Administrator

## Student Immunization Law—Age/Grade Requirements

Immunizations 2016-2017

### STUDENT IMMUNIZATION LAW – AGE/GRADE REQUIREMENTS

The following are the minimum required immunizations for each age/grade level. It is not a recommended immunization schedule for infants and preschoolers. For that schedule, contact your doctor or local health department.

If you have any questions or concerns, please call: Patti Klimek at 715-985-3172 extension 107; the Trempealeau County Public Health Department at 715-538-2311, extension 220; or your child's primary health care provider.

Age/Grade	Number of Doses				
PreK (2 years through 4 years)	4 DTP/DTaP/DT <sup>2</sup>	3 Polio	3 Hep B	1 MMR <sup>5</sup>	1 Var <sup>6</sup>
Grade K through 5	4 DTP/DTaP/DT/Td <sup>1,2</sup>	4 Polio <sup>4</sup>	3 Hep B	2 MMR <sup>5</sup>	2 Var <sup>6</sup>
Grades 6 through 12	4DTP/DTaP/DT/Td <sup>2</sup>	1 Tdap <sup>3</sup> 4 Polio <sup>4</sup>	3 Hep B	2 MMR <sup>5</sup>	2 Var <sup>6</sup>

<sup>1</sup>DTP/DTaP/DT vaccine for children entering Kindergarten: Your child must have received one dose after the 4<sup>th</sup> birthday (either the 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> dose) to be compliant. (Note: a dose 4 days or less before the 4<sup>th</sup> birthday is also acceptable).

<sup>2</sup>DTP/DTaP/DT/Td vaccine for students entering Pre K grades 1 through 12: Four doses are required. However, if your child received the 3<sup>rd</sup> dose after the 4<sup>th</sup> birthday, further doses are not required. (Note: a dose 4 days or less before the 4<sup>th</sup> birthday is also acceptable).

<sup>3</sup>Tdap means adolescent tetanus, diphtheria, and acellular pertussis vaccine. If your child received a dose of a tetanus-containing vaccine, such as Td, within 5 years of entering the grade in which Tdap is required, your child is compliant, and a dose of Tdap vaccine is not required.

<sup>4</sup>Polio vaccine for students entering grades Kindergarten through 12: Four doses are required. However, if your child received the 3<sup>rd</sup> dose after the 4<sup>th</sup> birthday, further doses are not required. (Note: A dose 4 days or less before the 4<sup>th</sup> birthday is also acceptable).

<sup>5</sup>The first dose of MMR vaccine must have been received on or after the first birthday. (Note: A dose 4 days or less before the 1<sup>st</sup> birthday is also acceptable).

<sup>6</sup>Var means Varicella (chickenpox) vaccine. A history of chickenpox disease is also acceptable.

**IT'S THE RULE  
SHOTS BEFORE SCHOOL**

## Courses Available



Independence Public School makes a wide variety of courses available to students without discrimination based on sex, race, color, national origin or disability including: Agriscience Education, Art Education, Business Education, Spanish, Instrumental and Vocal Music, Vocational/Industrial Education, and Physical/Health Education. A complete course description book may be found on our school website: [www.indps.k12.wi.us](http://www.indps.k12.wi.us) [1]. The Independence School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person/people has/have been designated to handle inquiries regarding the non-discrimination policies: Barry Schmitt Superintendent 23786 Indee Blvd. Independence, WI 54747 [715-985-3172](tel:715-985-3172), [schmittb@indps.k12.wi.us](mailto:schmittb@indps.k12.wi.us).

## Medications in School



When you send medications to school for your child to take, they must be sent in the original, properly labeled container. If you are getting a prescription filled, ask the pharmacist for a second labeled bottle that you can leave at school. If you are sending non-prescription medicine (cough syrups, decongestants, etc.) to school, you might want to purchase two bottles so you can keep one at home and one at school. The school cannot administer medications unless they are in their original containers.

Also, if you are sending liquid medication, please send enough plastic spoons so that they may be disposed of after each use.

No medication will be given to students unless the proper authorization form is filled out. Forms may be obtained from the school office.

## Highly Qualified Teachers

### PARENTS RIGHT TO RECEIVED TEACHER INFORMATION

Federal law requires that we share with parents the qualifications of teachers in the Independence

School District.

There are questions you may ask, including:

- Is my child's teacher licensed to teach the grades or subjects assigned?
- Has the state waived any requirements for my child's teacher?
- What was the college major of my child's teacher?
- What degrees does my child's teacher hold?
- Are there instructional aides working with my child? If so, what are their qualifications?

All forty Independence teachers have at least a



bachelor's degree, and twenty teachers hold advanced degrees. In addition, all of the teachers in Independence School District are fully licensed for their assignments. There are three instructional aides, who are all

considered qualified for their assigned duties. Additional information may be obtained by contacting Lynn Doelle, (751)985-3172, or by visiting the Department of Public Instruction website at <http://www2.dpi.wi.gov>.

## Annual Notice of Special Education Referral & Evaluation Procedures



Upon request, the Independence School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the

child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Robert Vanderloop, Director of Special Education, Independence School District, at 715-985-3172, or by writing him at the following address: 23786 Indee Blvd, Independence, WI 54747.



## Annual Notice of Non Discrimination Policy

### Independence School District

It is the policy of the Independence School District to comply with all federal and state laws prohibiting discrimination against anyone in a protected class in its educational programs or activities and its employment practices. This includes not discriminating against a person on the basis of sex, sexual orientation, race, national origin, ancestry, color, age, creed, religion, pregnancy, marital status, physical, mental, emotional, or learning disability, arrest or conviction record, membership in the national guard, state defense force, or reserved component of the military forces of Wisconsin or the United States, use or non use of lawful products off the employer's premises during nonworking hours, or any other reason prohibited by state or federal law.

Students, who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act or the American with Disabilities Act, shall be provided with reasonable accommodations in educational series or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the district's special education policies and procedures.

It is the intent of the Independence School district to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Complaint procedures have been established for students, their

parents/guardians and employees who believe they have witnessed or been the subject of any discriminatory behavior.

Grievance procedures for Title IX, section 504 and S.118.13 Wisconsin Statute have been established for students, their parents, and employees who believe that discrimination has been shown by the School district. The district encourages informal resolution of complaints. However, to address allegations of violations of its nondiscrimination policy, the Independence School District has a formal complaint resolution process.

Any questions concerning the Board's Non-discrimination Policy (see Board policy 411) should be directed to the District's Equal opportunity Officer:

Bärry Schmitt, District Administrator,  
Independence School District,  
23786 Indee Blvd.,  
Independence, WI 54747

Complaints may also be filed with the OFFICE OF CIVIL RIGHTS:

Office of Civil Rights – Region V  
300 South Wacker Drive  
Eighth floor  
Chicago, IL 60606

## On-Line Grading



Parents and students are reminded of our on-line grading system.

Each parent/student will have his/her own user id and password. Please contact Patti Klimek this information. You may contact her via email [klimekp@indps.k12.wi.us](mailto:klimekp@indps.k12.wi.us) or phone 715-985-3172 ext. 107.

Those parents/students who wish to begin using the on-line grading should contact Patti Klimek to request the information to access their child's information. New users receive their logon/password information approximately one week after contacting Patti Klimek.

## Public Record Policy

The Independence Board of Education has designated the District Administrator as the legal custodian of the public records and property of the Independence School District.

The public may obtain information and access to public records, make requests for public records or obtain copies of public records in the custody of the Independence School District at the following place and times:

Place: Administration Office  
23786 Indee Blvd  
Independence, WI 54747

Time: 7:30 AM to 4:00 PM  
Monday through Friday

The district is authorized by law to impose a fee on the requester, which does not exceed the actual, necessary and direct cost of reproduction and transcription of a public record, unless law otherwise specifically establishes a fee. A list of such fees is available at the Administration Office of the Independence School District, Independence, Wisconsin.

## Attendance Policy



All parents are reminded to call the school by 9:00 a.m. on the day of your child's absence. Failure to notify the school by 9:00 a.m. may result in a disciplinary action for the student. We appreciate your cooperation on his. Again, if parents do not call, then we will call to confirm the fact that parents know where their children are (either at home or school), and that our children are safe. Thanks for your cooperation.

### BOXTOPS 4 EDUCATION

Don't Forget to Collect  
**BOX TOPS!**



and send them to your school

Thank you to everyone that sent Box-tops in this year! We will continue to collect Boxtops for the 2016-2017 school year. Our goal for this year is \$1,000. Please help us reach

our goal by sending Boxtops to school. They can be sent with a student or dropped off in the main office. Last year the money raised was used to support field trips. Again, thank you for your efforts.

### Independence School District

Newsletter Copy Editor:  
Tracy Halama

Production Editor:  
Jennifer Steinke

Editorial Administrator:  
Mr. Barry Schmitt

Phone: (715) 985-3172  
FAX: (715) 985-2303  
Website: [www.indps.k12.wi.us](http://www.indps.k12.wi.us)

### CAMPBELL'S SOUP LABELS DISCONTINUED



Thank you for supporting our school by sending in soup labels. Unfortunately, Campbell's has discontinued their program.

## Confidentiality of Student Records



The Independence School District pursuant to the Family Educational Rights and Privacy Act (FERPA), advises parents and adult students that they have the right to the following provisions:

1. The right to inspect and review the student's educational records.
2. The right to seek amendment of the student's education records that the parent or adult student believes to be inaccurate, misleading, or otherwise a violation of the student's privacy rights.
3. The right to consent of disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA (and state laws) authorize disclosure without consent. Wisconsin Law allows districts within the State of Wisconsin to disclose educational records of transfer students without consent.
4. The right to file a complaint with the Family Policy Compliance Office of the US Department of Education, alleging educational agency or institution non-compliance with FERPA requirements.

The Independence School District has designated the following as directory information: Student's name, student's grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, and honors and awards received.

Any parent or adult student may request in writing that all or part of the directory information not be disclosed without parent, guardian, or eligible student consent. This notification is to be given the School District within two weeks of the beginning of the school year.

With the enactment of the No Child Left Behind bill signed by President Bush in 2001, schools must now release students names, phone numbers and addresses to military recruiters when requested to do so. As with directory information, any parent or adult student may request in writing that all or part of the directory information not be disclosed without parent, guardian, or eligible student consent. This notification is to be given to the School District within two weeks of the beginning of the school year.

For purposes of record, disclosure within the Independence School District allows disclosure of student records to school officials, teachers, and staff that have legitimate educational interests in the records. For purposes of this notice, school officials shall be defined as administrative or educational instructors or representatives of the Board under contract for the current school year. For purposes of this notice, legitimate educational interests shall be defined as those which are related to the educational progress and development of the student.

## Annual Notice Homeless Children

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

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

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

The local district staff person (liaison) for homeless children is Ms. Woychik can be reached at (715) 985-3172 or [woychikd@indps.k12.wi.us](mailto:woychikd@indps.k12.wi.us)

There shall be immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.

- All educational opportunities and related opportunities for homeless students (preschool to age 21), including unaccompanied youth, shall be the same as for the general student population.
- Enrollment and transportation rights, including transportation to the school of origin. "School of origin" is defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- Written explanation of a child or youth's school placement, other than school of origin or the school requested by the parent, with the right to appeal within the local dispute resolution process.
- Meaningful opportunities for parents to participate in the education of their children. These shall include: special notices of events, parent-teacher conferences, newsletters, and access to student records.

Please contact Dawn Woychik, homeless liaison for the Independence School District for additional information about homeless issues.

## Child Find

The Independence School District, pursuant to [s.PI 11.03(1)(f)], has an ongoing screening process in place to locate and screen all children, birth to 21 years of age, who are residents of the district and who have not graduated from high school. Special education screening may be conducted with other related activities or agencies annually as a formal screening program or by referral from a parent, outside agency, or school representative at no cost. The district provides educational opportunities and accommodations for children identified or suspected of demonstrating an exceptional educational need in the following areas: Speech/Language, Attention Deficit Disorder, Learning Disability, Cognitive Disability, Hearing Impairment, Visual Impairment, Physical Disability, Emotional Disability, Autism, Significant Developmental Delay, or Traumatic Brain Injury. Any person who has reasonable cause to

believe that a child is a child with exceptional educational needs may contact the district School Psychologist or Director of Special Education.

## Recruiter Access to Students Records

School district receiving federal education funds are required to provide, on request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings unless access to such information has been restricted by the secondary school student or the student's parents. Federal guidelines issued to implement this requirement state that if a school district does not designate student names, addresses, and/or telephone listings as directory data, it must still provide all three items to military recruiters and institutions of higher education upon request.

Districts are required to notify parents of secondary school students:

- That a secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent; and
- That the district must comply with such request.

Parents wishing to make such a request should contact the high school office at 715-985-3172.

## Student Privacy



The Independence School District respects the privacy rights of parents and their children. No student shall be required to participate in any survey associated with a school program or the District's curriculum, or which is administered by a third party in the schools, if the survey includes one or more of the following items:

- political affiliations or beliefs of the student or the student's parents;
- mental and psychological problems of the student or the student's family
- sexual behavior or attitudes;

- illegal, antisocial, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with who students have close family relationships;
- legally recognized privileged or analogous relationships such as those of lawyers, physicians, and ministers;
- religious practices, affiliations or beliefs of the student's parents; or
- income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The principal shall notify parents/guardians at the beginning of each year of the specific or approximate dates during the school year when such activities are scheduled involving their children. Parents/guardians shall be given the opportunity to request that their child not participate in a survey containing the above information. If a survey containing any of the above information is funded in whole or part by a program administered by the U.S. Department of Education, written consent shall be obtained from the student, or in the case of a minor student, the student's parent/guardian before the student participates in the survey.

Parent/guardians may, upon request, inspect a survey containing any of the above information and any survey created by a third party before the survey is administered or distributed to a student. They may also request to inspect any instructional materials used in connection with the survey or any instructional material used as part of the educational curriculum for the student. Requests to inspect a survey or instructional materials should be made to the principal or his/her designee. Survey inspection requests should be made prior to the date in which the survey is scheduled to be administered to students. The principal or designee shall respond to such requests without delay.

# SCHOOL SUPPLIED

## PLAY DAILY FOR A CHANCE TO WIN INSTANTLY!

**10,000**

eBoxTops™ for your school  
(5 schools will win!)

+

**1,000s**

of Hefty® and Reynolds® product prizes

**TODAY COULD BE YOUR LUCKY DAY!**

### PLUS

Earn 20 eBoxTops™ for your school when you buy any 2 participating Hefty® and Reynolds® Box Tops products.



**GET MORE DETAILS AT [WWW.HEFTYREYNOLDSBOXTOPS.COM](http://WWW.HEFTYREYNOLDSBOXTOPS.COM)**



No purchase necessary. Void where prohibited. Many will enter, few will win. Open only to legal US residents, 18 years of age or older. For Official Rules visit [www.heftyreynoldsboxtops.com](http://www.heftyreynoldsboxtops.com). Sponsor: Reynolds Consumer Products LLC.

**SCHOOL CLOSING DUE TO INCLEMENT WEATHER**  
**School District of Independence**  
**2016-2017**

\*\*\*\*\*

**School Closings will also be posted on the Independence School District webpage and Facebook page, as well as a voicemail delivered to all families.**

ANNOUNCEMENTS WILL BE MADE ON THE FOLLOWING STATIONS:

**Whitehall**

102.3 FM

**Winona**

KWNO 1230AM

KG Country 1380AM

KG-95.3FM

CD Country 99.3FM

Soft Rock 101.1 FM

**Eau Claire**

CARP 99.9FM

I-94 94.1FM

WAXX 104.5FM

WAYY 790AM

COOL 92.9FM

Z-100 100.7FM

WEAU TV 13

ESPN 1150AM

B-95 95.1 FM

ROCK 92.1 FM

News Talk 880 AM

Sports Radio 1400 AM

WQOW TV 18

Moose Country 106.7 FM

The Mix 98.1 FM

**LaCrosse**

WKTY 580AM

WIZM 1410AM

Z93 93.3FM

WKBT TV 8

WTRV 95.7 FM 89.9

CC 106.3

MAGIC 105 104.9

EAGLE 102.7

Classic Rock 100.1

ESPN 105.5

WLFN 1490 AM

**Black River Falls**

WWIS 99.7FM

**Tomah**

WZFR 94.5FM

WTMB 1490 AM

**Eden Prairie, MN**

KMSP 9

[www.wlcr.com](http://www.wlcr.com)

[www.CC1063.com](http://www.CC1063.com)

[www.lacrosseradiogroup.net](http://www.lacrosseradiogroup.net)

[www.indps.k12.wi.us](http://www.indps.k12.wi.us)

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