

Independence District

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Newsletter

August 2018

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From the Desk of Mr. Schmitt Finishing the Facilities Plan



On July 11th the School Board held a workshop in which they set goals for the 2018-19 School Year. In doing so they reviewed their goals for the 2017-18 School Year. One of those goals was "Monitor facility upgrades and continue the plan." I am happy to report that the Board checked that goal off as completed. I would like to summarize what has happened in the past two years to accomplish that goal.

In February of 2016 the voters of the Independence School District supported the school with the passing of a referendum for 3.5 million dollars over five years. A large portion of that money was earmarked for facility upgrades to sustain and improve the learning environment for our students. The first of these was a project started in the summer of 2016 by Johnson Controls. This project was entered into through a performance contract in which Johnson Controls guarantees energy savings that will eventually pay for the cost of the project over a period of time. The project consisted of upgrades to the heating, air conditioning, and ventilation systems, as well as to the lighting in the building and the building envelope. During this same summer a rubberized athletic track was also installed. Some smaller projects included the installation of a new phone system and computer network infrastructure. The aquarium was also removed and replaced with a larger concession stand and serving window. The two distance learning rooms were combined into one to become the Digital Learning Room which is now a modern state of the art two-way classroom. We also annually replace flooring in the building, especially carpeting, which recently has included the library, office areas, music rooms, and a rotation of classrooms. The gym floor is also refinished annually.

Last summer, our major project was the refurbishing of the roof on the building, but a number of other minor projects also were completed such as the new



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baseball dugout/concession stand/storage building and a new marquee. These projects were partially funded by the Booster Club and a private donor respectively. We also purchased a new school van for transporting small groups of students. Finally, over the past two years we have upgraded the ag, metal, and wood shops to replace depleted, unsafe, or unusable equipment.

I am probably missing some other minor projects that have been completed such as landscaping, parking lot sealing, and furniture upgrades, but needless to say, I am happy to be able to complete all of these projects on schedule and within the budget allocated. Recently we were awarded a safety grant of over \$50,000 that will be used to upgrade our physical security and surveillance of the building.

This attention to detail and maintenance is another great example of the pride our community takes in this school and why I am proud to call it the "Best School Ever".

Bärry Schmitt
District Administrator/High School Principal

High School Math: Research and Recommendations

From June 18-20 this past summer, I again had the opportunity to attend the Professional Learning Institute held in Minneapolis. This is the eighth consecutive year I have attended and the reason for that is, it is by far one of the best professional development conferences an administrator or a teacher can attend. It is also very relevant to all of our staff in regards to the beliefs, mission, and vision of our school. Many first time attendees experience an epiphany and realize the connections of what is being implemented at our school by hearing the research from the experts in the profession.

But as you can imagine, many of the keynotes and breakouts are the same from year to year, so I am always searching for new sessions

or presentations of new research. This year I was lucky enough to attend a couple of presentations by Tim Kanold on new research dealing with effective math instruction and assessment. Being a former math teacher this was right up my alley and it helped reinforce some of the things I feel we are doing right in the math department, but it also got me thinking of what we need to change to improve our math achievement.

Coincidentally, at about the same time as the convention, I was exposed to a new report published by the National Council of Teachers of Mathematics (NCTM), titled "Catalyzing Change in



High School Mathematics". In this report it pointed out that the United States high school students lag behind their international peers in their ability to interpret, describe, apply, and explain mathematics. We have known this for many years and attempts have been made to decrease this gap. There has been a significant increase in the percentage of high school students taking upper level mathematic courses, but despite a slight increase in achievement scores for elementary students in the United States over the past few decades, high school student achievement scores have remained flat. Also, fewer than 50 percent of U.S. High School graduates in 2016 were considered ready for college-level mathematics based on their ACT mathematics score.

So, what recommendations are being made by NCTM to change the current trend in High School mathematics achievement? I will try to summarize the recommendations with the following three statements and then briefly expand on each of them in the paragraphs that follow.

1) All students should take four years of high school mathematics, with the first three being

the same to all students, and then year four based on their interests.

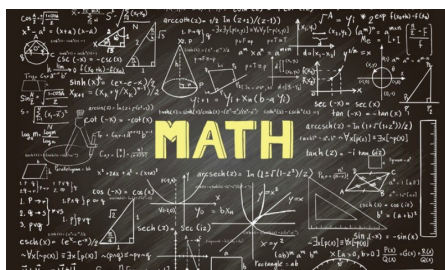
2) Eliminate tracking of students and teachers.

3) Restructure the curriculum so “all” students leave high school competent in the “essential elements” of mathematics.

Regarding point 1), at Independence we require all students to take three years of math in high school and the offerings are Algebra I, Geometry, and Algebra II, preferably in that order. We then offer Advanced Math, which is considered a Pre-Calculus course. Therefore, to meet this recommendation, we would just need to require a fourth credit of mathematics for graduation.

In Independence, point 2), tracking of students and teachers, doesn't happen. All of our students, because of our size and limited offerings, take the three math courses listed in the previous paragraph. We also don't “track” teachers because we usually only have one high school math teacher. If we do have more math teachers, they are given balanced schedules with a mixture of higher level and lower level classes. The justification for this second recommendation is in terms of equity. All students should be exposed to the same curriculum and quality of instruction, despite the perception of their aptitudes or their past performance. It doesn't mean that students can't be accelerated, but it needs to be appropriate acceleration. It also doesn't mean that some students won't get extra time to learn to the curriculum. It just means everyone gets the same curriculum and the same quality of instruction.

Point 3) is the one that will probably be the most challenging to implement if we so choose and we are leaning towards such a change. For the past 100 years or so, the math curricu-



lum in the United States has been very stable, with the three courses listed above being the foundational pieces of that curriculum. If I can paraphrase the recommendation in layman's terms, it is saying we need to identify mathematics that our students will need and be able to use upon graduation. The NCTM went as far as to identify what they feel the purpose of high school mathematics should be, and they are 1) expand professional opportunity, which can correlate easily to the common phrase of “college and career ready,” 2) be able to understand and critique the world, which will prepare students to understand their role as a member of a democratic society and make informed decisions, and 3) experience the wonder, joy, and beauty of mathematics. For the third purpose, it's not hard for me to appreciate, but for many people reading this article, who had negative experiences with math, please reflect upon how your attitude would be different if you were presented math in such a way that it made sense and was related to things in the world that were of interest to you, such as finance, business, art, music, nature, and physical or abstract phenomenon. I also know for some of you reading this article, I was your math teacher, and although I know I tried to relate my passion for the subject to you and make the class relevant and fun, I still may not have done it as well as I could have. With the resources available today, I think we can do a better job of that in the future.

The NCTM identified “essential elements” that should be in a high school mathematics curriculum. Those “essential elements” will not be discussed here for two reasons, one being the length of this article. The other is the complexity of the elements and these discussions will be happening between the school board, administration, staff, and community very quickly. When I cited the NCTM report, I did leave out the last part of the title, which is “*Initiating Critical Conversations*”. As we all know, change is always difficult, but is almost always needed. We no longer can teach what we were taught,

but teach what our students will need to know. That is a difficult task because we aren't even sure what they will need to know in the future. That is why it is important that we teach students "how to learn" and I feel the recommendations stated above will help us be able to do that in the mathematics curriculum. To be the "Best School Ever" we need to have these critical conversations and we will. Look forward to more information regarding the math curriculum in the future.

Barry Schmitt
High School Principal

Vanderloop Scoop Systems are in Place: We Need Results



The past school year was filled with identifying gaps in student progress and working to close those gaps. This process is easier said than done, and districts like ours, often struggle to find the right solutions to help each child.

Business leaders used to look to the educational field and believe a deficiency could be fixed with a simple solution. Research has shown that business leaders do not believe this any longer and understand it is more complicated to reach each student and increase their achievement. What we all still do believe is that this is possible.

Last year we identified some significant gaps within our programming in our district as it compares to the state mandated Forward exam. We identified our state test scores were not moving in the right direction from the year prior. This energized our staff to identify gaps and work toward closing them. Again, not an easy task, but one we are welcoming, and one where we must find success. The first thing we did was group the state data into content categories. How do our students score overall? By grade level? By content area? By subgroup? By

demographic? We looked at all of our data, and because our district as a whole is not performing where we want, we knew we had work to do.

We spent a great portion of the year working on the way we instruct each standard, the way we assess each standard, and what student is growing or not growing in our district. The state level data we receive gives us a great idea about who has made the "cut" according to their scoring. The percentage of students who are advanced and proficient does not tell us who has grown throughout the year. Education is a continuous process and we want to see growth. Once we start seeing growth in the right direction then we will know we are on the right track in our district. Digging into the data allows us to see what students are growing and what students are declining. We hold annual data digging meetings with key teaching staff during the summer. It is great to have those staff members on the right track with understanding the presented data. This helps staff understand why we are implementing certain things at the start of the school year.

We just received our state level data report for this past school year. This report shows us how each student has performed on the state level Forward exam. This is an exam for students in grades 3-8, and tests student knowledge in reading and math. Some grade levels have students who are also tested in social studies and science. Our grade level teams just met to go over the data. The data is too deep to explain here, but we can share there are some areas of student growth, but also areas where students are declining. This growth impacts the number of students who are considered advanced and proficient by the state. More importantly, because the state has used this Forward test three years in a row, we are now able to see trends with groups of students.



As we approach this year, we can no longer accept effort as good enough. We want everyone in our district, students, teachers, staff, administration, parents, all giving their best effort to support our mission: "We will maximize learning and empower all students to prepare for tomorrow's opportunities." We also need all of those same stakeholders to be a part of what produces results. We have the systems in place; we have increased our knowledge on what we should be doing. This is a pivotal year for us to put all of those pieces in place to produce the results we expect. This is the exciting work ahead for the year. This is why I love the field of education and working with our Indee students. I would say I cannot wait to begin, but that would not be true. We have already begun, and I'm excited for this journey to continue!

With Indee Pride,

Robert Vanderloop
PreK-8 Principal/Director of Special Education
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Curriculum and Counseling Corner

Laude System Versus Valedictorian and Salutatorian

There is a long history in most high schools to crown the two highest ranked students as valedictorian and salutatorian, even though the difference in grade point average between all top students may be only a hundredth of a grade point (sometimes even a thousandth of a grade point). If the purpose of this system is to sort and select students, it is working. If the purpose is to inspire students to work hard and strive for the top spot, it may also be working, for some. But at what cost? Students at or near the top of their class often feel a tremendous amount of pressure to keep or attain the coveted titles and outperform their classmates. So much so, that they

can begin to play the system rather than look for opportunities to grow meaningful knowledge, and/or learn something new.

There has been interesting research into the topic of our country's top ranked students and their influence on our world. Karen Arnold, a researcher at Boston College, followed 81 high school valedictorians and salutatorians from graduation onward to see what becomes of those who lead the academic pack. Ironically, Arnold found that most intellectual students who enjoy learning struggle in high school (and their grades often show it) because of the limits high school can impose or infer on their learning. Valedictorians tend to be intensely pragmatic. They tend to follow the rules and prize A's over skills and deep understanding. (Barker, E. (2017)

I have seen over 40 students achieve Val or Sal status in my time in Independence and I have enjoyed following many of them as they moved into adulthood. I have to say that these students have been very hard workers who value learning. Many have gone on to do amazing things in their colleges and professional lives, as well as, through community work and service to others. However, I wonder if we could have done a better job as a district of inspiring more students to push themselves intellectually and creatively, and to take on learning that is most meaningful to them. I also have to say that I have seen many of our top students over the years worry about the minute details in grading because of its effect on their grade instead of focusing on learning and mastery. We have adjusted many other District practices in recent years to improve on these issues. Moves to a standards based grading system, more project based learning, upgrades to our science and engineering curriculum, partnerships with area schools and local employers etc. have all been steps in the right direction. But we can always do more. That is what has brought us to consider the use of an alternative system for recognizing our graduates and their accomplishments with the Laude System. A combination of class

rank and recognition for achieving higher learning goals.

Our primary purpose for proposing a Laude System is to encourage rigor in student coursework, decrease unnecessary competition between classmates, and increase students' academic and intellectual risks. There are many details to sort out and no one exact way to do a Laude System. However, we have begun the research and drafting process and we hope to get input from our stakeholders during the 2018-19 school year. With board approval, we could begin the switch to a Laude System with future incoming high school students. Here is a short overview; however, there are many more details to share. Please note the dates at the bottom of this article for opportunities to learn and discuss your thoughts, concerns and questions.

Laude System simplified:

- High School students would still have a class rank listed on their transcript as they always have.
- Students with a cumulative grade point average higher than X (grade point average to be determined) would also be a part of the laude system. Their GPA would be multiplied by the number of honor points they received in high school. Honor points can be earned by taking upper level courses or sequencing meaningful courses meaningful.
- Student's laude score would determine whether they would be recognized at graduation with 1) Highest Honors (Summa Cum Laude), 2) High Honors (Magna Cum Laude), 3) Honors (Cum Laude). All designated by a range of points.
- There would still be student speakers and recognition at graduation but we would choose them based on laude score.

Again, this is a very *short and general over-*

view of how a Laude system could work. More information will be shared throughout the year with multiple opportunities for input.

We hope you will get involved in this interesting and important discussion. Your input can help shape this work and make it most relevant to students in our district. Please consider joining us at any of the meetings/forums listed below. Or contact Mrs. Woychik at 715-985-3172 Ext. #111 woychikd@indps.k12.wi.us or Mr. Schmitt at 715-985-3172 Ext. #102 schmittb@indps.k12.wi.us

Learn More about a Laude System All District Families Welcome

(Dates subject to change. Change notices will be shared at minimum on marquee, website)

- Family Learning Day August 29th, 2018 5:30 room 500a
- November School Board Meeting November 7, 2018 7:00 Digital Learning Room
- January School Board Meeting January 2, 2019 7:00 Digital Learning Room
- Open forum for any/all district families February 21 6pm Digital Learning Room
- Open forum groups opened to public and personal invitation October 18 and January 21 at 6pm Digital Learning Room
- Student Council Meetings Wednesday, October 24 and Monday, January 14 during Advisory Time

Barker, E. (2017). *Barking up the wrong tree: The surprising science behind why everything you know about success is (mostly) wrong*. New York, NY: HarperOne.

The College Board Homepage. (n.d.). Retrieved from <https://www.collegeboard.org/>

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

PORTFOLIO PROJECT

Guidelines 2018-2019

This .5 credit “independent” class is meant to be a practical collection of items to help students organize and plan for their future careers, as well as, the student’s best work and examples of his/her strengths and skills. This portfolio may be of interest to a future employer and therefore will include specific career-related material and should be updated periodically after high school. Students will not be scheduled for this as a specific class but will work on it throughout their high school career.

Students should begin thinking about and collecting materials pertinent to this project when they enter high school. They will receive the three-ring binder that will house their work when they are in the required Careers class.

Senior Portfolios will be due to Mrs. Killian-Baures on or before April 17th. Seniors will then be scheduled for an exit interview to be done on May 15th. At this interview, students will present the contents of their portfolio to a panel of teachers, school board members, community members, and administration.

Incomplete portfolios will not be accepted. Time and thought should be given to each piece entered into the project to make it practical and **meaningful to each student and his/her plans for the future.**

Project Components

1. Autobiography
2. Table of Contents
3. Career Profile Paper
4. Resume
5. Cover Letter Sample
6. Thank You Letter Sample
7. Two Letters of Recommendation
8. Job Shadow Report
9. Transcript including seven semesters of high school work
10. **Work Keys assessment results**
11. (Optional) “credentials”: certificates, awards, etc.
12. 10 Service Learning (volunteer) hours per year of high school
13. Four completed projects or papers. A description and reflection approved by the teacher should be submitted with each. **Students should choose projects that include evidence of applied learning: ie: scientific investigations, math application, literary analysis, world language proficiency, artistic performance, etc.**
14. **Copy of high school attendance record (semesters 1-6)**



*# 1-8 will be completed in Careers Class, typically taken Junior year.

A New Role for a New School Year

Our district's mission statement is "We will maximize learning and empower all students to prepare for tomorrow's opportunities." Every decision that is made goes back to this statement to keep us grounded in our efforts to become an innovative leader in education. With a new school year upon us and our continued focus on improving instructional practices and increasing student achievement, the school board felt that more support was needed to attain the goals that the district has, and so my current role in the district has changed slightly. I will be continuing as the Technology Integration Specialist, where I work with staff and students on how to best use the technology we have in the classroom along with managing the district technology budget and recommending new technology purchases. In addition to that role, I am excited to become an Assistant Principal to both Mr. Schmitt and Mr. Vanderloop. Mrs. Christine Pyka will take on my duties as the new Enrichment Coordinator. This new role lends itself well to my current position where I was managing students and their technology. With this new title I will also be focusing on student attendance, handling student discipline and helping to continue to make decisions as part of the administrative team. As other tasks come up I will be taking those on as assigned by Mr. Schmitt and evaluating and coaching teachers on instructional practices.

As I take on this new role as an Assistant Principal, I look forward to working with staff not only on technology integration but also as an instructional leader. Having attended the PLC institute in Minneapolis this past June, I am excited to bring back new knowledge to help our staff and students as we continue to always find the best instructional strategies and to continue to develop the collaborative culture we have as educators at Independence to allow for the

best possible education for our students. I can't wait to see all of our students back in the building this fall and I look forward to supporting staff and students in this new role this coming school year!

Go Indees!

Melissa Pientok
Technology Integration Specialist
Assistant Principal

2018-19 Device Roll Out Information

It's hard to believe that the new school year will be here in a few short weeks! Mr. Xiong has been working diligently to refresh the students' laptops to get them ready to hand out back to the student this fall. I always get excited to see the students back in the building ready to learn and take on the tasks that their instructors have given them. As the new school year approaches, I would encourage our students to continue to show the same respect for their device that they have in the past but also remind them that using the school's computers is a privilege and not a right. These devices are an educational tool and should be used as such. The school district and parents have the right at any time to check your device for misuse.



I would like to take a moment to remind everyone of the utmost importance in caring for these devices. Here is a general guideline students should follow when using and transporting their device.

1. Refrain from using your device around food and beverages. A clean device works more efficiently. This also include making sure your hands are clean after eating.
2. Keep your device in a secure location such as your locker or in a locked classroom with teacher permission.
3. Only use the device issued to you and ask permission from another student before

touching their device to assist them with a question.

4. Report any damage or computer issues as soon as possible to the technology department to prevent paying higher fees to repair any damage done.
5. Keep your device out of extreme temperatures, hot and freezing temperatures can cause your device not to function properly.

You can find more guidelines and expectations on using your school issued device in Technology and Digital Learning Expectations section in the student handbook. Parents and students will be signing that you agree to follow and adhere to these policies at Registration Day on August 8, 2018.

Just like last year, students will be carrying their devices like a binder; the straps have been removed from the case to prevent from marking up the lockers when the cases are bumped into the lockers. The removal of the straps will also fix the issue we have with the broken cases that need to be sent in and replaced when the strap bracket gets broken. This way of caring the devices was not an issue last year and I think it helped with keeping our devices in great condition.

Device check out will be on Family Learning Day, August 29, 2018. All past computer fees will need to be paid prior to students being issued a device. Students in grades 7-12 will be allowed to pick up their device on this day and check to make sure they can get logged in to important sites such as Gmail, Google Drive, Infinite Campus, etc. It is expected that students check their email daily as they will be notified of important announcement through email. Students will also be learning how to use their Google Calendar and Tasks to help them stay better organized this year.

In the past, I have often received questions about the computer use at home. As a parent you have the right to know what your child is doing on their computer. You can set guidelines about where the computer is being used

such as at the kitchen table or only in family areas and not in bedrooms. Keeping your child's computer out in the open areas of your home allows for better supervision from you. It is also important to ask questions of your child about what they are doing and how a particular project is being implemented in the classroom. Your child's device will continue to be filtered using the school firewalls off of school campus, but as diligent as we are about making sure certain websites are blocked, students can sometimes find a workaround to access a site such as Facebook or Twitter. We appreciate all the help you can provide in supervising your child's computer use at home and we look forward to a great school year!

Go Indees,

Melissa Pientok
Technology Integration Specialist
Assistant Principal

Attendance Policy

Regular attendance is a responsibility that should be shared by parents, students, and the school. The greatest single factor that contributes to below standard schoolwork and low or failing grades in school is tardiness and absence from school. The state compulsory school attendance law requires all students from age 6 to 18 be in attendance. Students or parents with questions should contact the principal regarding attendance policies.

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 this. 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 their children are safe. Thanks for your cooperation.



Independence School District

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Bärry Schmitt
 District Administrator
 9-12 Principal

Robert Vanderloop
 PreK-8 Principal
 Director of Special Education

Dawn Woychik
 Director of Curriculum & Instruction
 Guidance Counseling

Melissa Pientok
 6-12 Assistant Principal
 Technology Integration Coach

July 2018

Dear Indee Families,

It is with great pride and anticipation for the new year that we welcome you to our 4K-12 Registration Day on Wednesday, August 8th. All students and parents are expected to come to school together at any *time* between 12:00 and 7:00 (plan for about 1 hour). This is a **mandatory obligation** for all families. Please park in the back lot and enter through the cafetorium doors. Plan to learn and organize for the year ahead by making required station stops (noted below) in the gym and cafetorium. If there is a \$\$ symbol noted below there may be a fee for you to pay. Please bring separate checks for each payment/station. If you are experiencing a financial hardship, please plan to come and complete as much as you can.

- Enrollment/Registration Form: Completely fill out the district registration form (enclosed) ahead of time and bring it completed. Remember to have phone numbers for your emergency contacts and family physician phone number.
- K-12 Student Handbook Station, and Payment of High School (Class Dues \$10)
- Nurse Station: Medication form, Family Health Guide, Insurance form (optional) will be available
- \$\$ Lunch Station: Payments made and free/reduced forms will be available
 - **Minimum deposit for lunch is \$10 for everyone but you may deposit as much as you wish
 - DAILY LUNCH COST
 - Elementary \$2.60
 - Middle School and High School \$2.75
 - DAILY BREAKFAST COST
 - Elementary \$1.25
 - Middle and High School \$1.50
- Bus Station: Route information and Orange Transportation Change Slips available
- 6-12 \$\$ Music Teacher Station: Band rental fees, and questions answered
- 6-12 \$\$ Computer/Acceptable Use Station: Review options for computer training for students and parents. COMPUTER PICK UP IS AUG 29th if all forms are in.
- Schedules and Locker Station: Pick up a copy of your new schedule and locker combination.
- K5-5 Fall Parent/Teacher Conferences Sign Up Station: Schedule your fall conference
- 4K: Meet and greet Ms. Schultz
- 6-12 \$\$ Athletics Station: Physical forms, Coach/sign up information for sports, sports schedules. Pay Athletic fees \$50 per sport. Individual max of \$100. Fees may be waived for families that qualify for the Free/Reduced Lunch Program. Family max of \$150. Activity Ticket Purchase \$20 for student, \$50 for adult. ***Make up 9-12 Athletic Code meeting will be held at 7:00 pm in room 301 (Digital Learning room in high school wing)*

- **\$\$ Indee Wear Station:** Order Indee Wear (cash or check). Some items cash and carry
- **\$\$ Life Touch Student Picture forms** and payment may be done. *Pictures will be done on Aug 29th.*
*Seniors must plan to get school pictures taken but they do not need to order/pay.
- **School Board Station:** meet and greet
- **Volunteer Orientation** at 6:00 in the library. This is required of any parent/guardian wishing to attend field trips or volunteer in any other capacity for the district.

If you are not able to attend Registration Day please plan to obtain materials at the district main office and complete all requirements by August 29th.

Ice cream for all before you leave on August 8th. We look forward to seeing you!



With Indee Pride,

Mr. Schmitt
District Administrator
9-12 Principal

Mr. Vanderloop
4K-8 Principal
SPED Director

Mrs. Woychik
Director of Curriculum/Instruction
School Counselor

Mrs. Pientok
6-12 Assistant Principal
Technology Integration Coach

****Save the Dates****

Wednesday, August 29, 2018

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 for 4K-12

✕Computer check out for grades 6-12 (all forms must be in and fees paid)

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

First Day of School

Tuesday, September 4th

Enter with smiles and Indee Pride!



Hello 4K Students and Families!

Our first day of school is fast approaching! I want to encourage all families with 4K students to attend the following events we have planned for you:

August 8th: All School Registration Day.

Staff will be available on that day to help get your student enrolled in our Four Year - Old Kindergarten Program. Some families have already "quick" enrolled in our 4K program this past spring at our 4K Registration Day, through Head Start or by contacting the office. This day is for you to turn in additional paperwork (emergency contacts, signed medical/dental forms, document birth certificate info), get breakfast and milk accounts started, address any medical needs/concerns, and ask questions you may have about the upcoming year.

Pape Bus staff will be available for transportation questions and concerns, it is very important to set transportation up prior to the first day of school.

Attendance on this day will ensure a smooth "first day" for your young student as well as for you as a parent. PLEASE plan to stop in at our Registration Day on August 8th between the hours of 12:00 -7:00

August 21st: 4K Orientation and Welcome for New Families

On August 21st from 5:00 PM – 7 PM we ask all Parents of Four Year - Old Kindergarteners to attend an orientation/welcome night. We planned this night to help with transitioning your young child into school. As parents of a first time student, you may have many questions and/or concerns. Please attend this event so we can answer questions you may have and help prepare you for your child's 4K experience.

August 29th: All School Family Learning Day

Meet your teacher, drop off school supplies and have school photos taken at Family Learning Day on August 29th. I look forward to working with your children and family as the district 4K Teacher. PLEASE plan to attend Family Learning Day on August 29th between the hours of 12:00 PM – 7 PM. Families should plan to spend approximately 1 hour at Family Learning Day.

Enjoy the rest of your summer!
Ms. Schultz

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Mr. Barry Schmitt

Ashley for the Arts

The annual Ashley for the Arts will occur August 9-11 this year. This is the biggest fundraiser of the year for the Independence Booster Club and athletic teams. There is a sign-up located on the school website. Please help us by donating your time. Donating your time will give you access to the whole event for the weekend.

Go to the School website and click the link. Password is "indee". All athletes are required to participate, plus we need several adults to fill spots. The dates for working this year are August 10, 11, and 13.



Fall Sports Begin in August

Athletic code meeting will be on July 31 in the cafetorium. 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. **This meeting is required of all athletes and their Parent/Guardian.**

Football will have their equipment check-out at 2:00pm on August 1, with their first practice immediately following at 3:30pm. They have a scrimmage on Friday, August 10 in Altoona. The first game is at Elmwood/Plum City on Friday, August 17.

Volleyball will start on August 13 at 4:00pm with a scrimmage at Melrose-Mindoro on August 20 at 4:00pm.

Cross Country will also start on August 13 at 8:00am, with their first meet on August 25 at 9:00am in Cashton.

Middle School Football and volleyball will start at 3:30 on August 22.

Middle School Cross Country will start at 3:30 on August 27.

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.

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,

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."



WANTED: Yearbook Pictures

The yearbook is in need of your help. If you have fantastic pictures of our Indee students playing a sport, having fun cheering at a game, or just plain fun, candid pictures, please submit them to Alie Bultman



so that we have a lot of pictures to choose from for the yearbook this year. We are looking for all ages 4K-Seniors. Please remember that all high school pictures will be considered for the high school yearbook and all elementary and middle school pictures will be considered for the elementary/middle school yearbook. Please take and send pictures throughout the school year. Please call Alie Bultman if you have any questions at 715-985-3172, ext. 139 or via email at bultmana@indps.k12.wi.us. Submit pictures to her email as well.

Did you Know?

Did you ever find yourself not being able to attend a concert or event that one of your family members are a part of? Well, don't miss another event! Many of the events, including concerts, special presentations and graduation, are live streamed using the school's Polycom camera. On the day of the event, log into the school's website (www.indps.k12.wi.us) and on the left side of the page there is a link called Indee TV Live. If you are not available to watch it live, you can also click on the link Indee TV and there are archived events listed.



Independence School District

23786 Indee Blvd., Independence, WI 54747

(715) 985-3172

FAX (715) 985-2303

www.indps.k12.wi.us

Bärry Schmitt
District Administrator
9-12 Principal

Robert Vanderloop
PreK-8 Principal
Director of Special Education

Dawn Woychik
Director of Curriculum & Instruction
School Counseling

Melissa Pientok
Technology Integration Specialist
Enrichment Coordinator

Hello Volleyball Players & Parents/Guardians,

We hope you have been enjoying your summer! The 2018 Volleyball season is just around the corner. Please remember:

Athletic Code Meeting on July 31st at 7:00 pm

Volleyball Parent/Athlete Meeting at 6:00 pm

Your attendance is mandatory at both of these meetings!

First Day of Practice is August 13th!

Practices will be held 4-7 pm for the first week of practice. Practices will be held 4-6 pm beginning the second week. A more detailed calendar will be shared at the parent meeting. All practices are mandatory!

- Please schedule your physical if needed. Physical forms or alternate-year forms are due before the first day of practice--you cannot practice until you turn one in! Athletes are required to participate in 6 practices before they can play in a match.
- Ashley for the Arts is August 10th-11th. Please consider volunteering for this event, in return Ashley for the Arts gives a monetary donation to all IHS athletic programs. The link to sign up is on the IHS website. Thank you to those that have already signed up!
- Volleyball Parent Rep Needed! We need a volleyball parent to represent the program at Booster Club Meetings which are held 4-5 times per year. Please let us know if you are interested.
- Please "Like" our Facebook Page, "Indees Volleyball!" to receive updates on practices, games, and other team activities.

We look forward to the upcoming season! It is a great time to start conditioning so that you are ready to get on the court on August 13th.

See you soon,
Coach Olson, Coach Halama & Coach Edison

Board of Education

Joe Bragger-President, Chuck Walek-Vice President, Leah Matchey-Clerk, Bob Guza-Treasurer, Jeff Bautch-Member

Indees Booster Order Form



<p>(A)</p> <p>\$20 73500 Anvil - Lightweight French Terry Hooded Pullover 5.5 oz Heather Gray</p> <p>\$26 562NR Jerseys - NuBlend Crewneck Sweatshirt 8 oz</p>	<p>(B)</p> <p>\$15 6980 Mega Cap - Herringbone Unstructured Trucker Cap</p> <p>\$11 STC27 Sport-Tek PostCharge Racetrack Mesh Visor</p>	<p>(C)</p> <p>\$20 C920 Port Authority® Outdoor Wide-Brim Hat</p>	<p>(D)</p> <p>\$41 SC2 The Stadium Chair - Folding Stadium Chair Seat</p>	<p>(E)</p> <p>\$46 W5C2 The Stadium Chair - Wide Folding Stadium Chair Back</p>	<p>(F)</p>
<p>(G)</p> <p>\$24 995YR Jerseys - NuBlend Youth Hooded Sweatshirt 8 oz</p> <p>\$25 996MR Jerseys - NuBlend Hooded Sweatshirt 8 oz</p>	<p>(H)</p> <p>\$29 3739 Belle + Canvas - Unisex Full-Zip Hooded Sweatshirt</p>	<p>(I)</p> <p>\$12 7239 Badger - Mini Mesh 9" Inseam Shorts</p>	<p>(J)</p> <p>\$13 3001Y Bella + Canvas - Youth Short Sleeve Crewneck Jersey Tee 4.2 oz</p>	<p>(K)</p> <p>\$16 3001Y Bella + Canvas - Youth Short Sleeve Crewneck Jersey Tee 4.2 oz</p>	<p>(L)</p> <p>\$18 3501Y Bella + Canvas - Youth Long Sleeve Jersey Tee 4.2 oz</p>
<p>(M)</p> <p>\$21 P800 Champion - Double Dry Eco Open Bottom Sweatpants with Pockets</p>	<p>(N)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(O)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(P)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(Q)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(R)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>
<p>(S)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(T)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(U)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(V)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(W)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(X)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>
<p>(Y)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(Z)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(AA)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(AB)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(AC)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>	<p>(AD)</p> <p>\$21 P890 Champion - Double Dry Eco Youth Open Bottom Sweatpants with Pockets</p>

A NICKELODEON HOMECOMING - EXPECTATIONS 2018

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 17 with student activities at school and conclude with the football game versus Augusta on September 28 and the dance September 29th.

In a collaborative effort with student council, the homecoming committee has developed expectations 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, Mrs. Jeske or Mr. Ruhland at school. We would like the list completed by September 16.
- "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 11:00 pm 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.
- School groups and athletic teams will be putting up spirit posters all around town the week of homecoming.

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

- September 17- students begin the process of forming their skirts, and making banners/posters.
- September 24-28: Homecoming week
- September 27: Coronation of the Homecoming King & Queen at the home VB match vs CFC
- September 28: Mass and breakfast for the athletes at SS Peter and Paul at 7:30am
 - Spirit Games in the afternoon
 - Game vs Augusta at 7:00pm
- September 29: 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)
- Ms. Jeske (jeskej@indps.k12.wi.us)
- Mr. Ruhland (ruhlandj@indps.k12.wi.us)





Homecoming
Tailgate Cookout
 Independence School Parking Lot
Friday, September 28
 5:00 p.m. - 7:00 p.m.
 Brat and hamburger meals
 All proceeds go to scholarships
 Sponsored by:
 Independence Education Association



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)

CHECK OUT OUR WEBSITE

www.indps.k12.wi.us is the web address for our dynamic website which is changing and evolving. We are hoping to make our website a 1 stop place where parents find information on school, school events, forms, the school calendar, lunch menu, and more. Where students find resources. And where anyone can go to find information on our district, where you can access our community link and find information on our Indee Booster Club, the Fitness Center, a link to our Volunteer page, current and past newsletters, School Board minutes, videos, and more.

August 2018



Sun	Mon	Tue	Wed	Thu	Fri	Sat
Are You Ready?			17:00pm School Board Meeting Summer School First Day of Football Practice	2	3	4
5	6 NEW FAMILY REGISTRATION 1:00-4:00PM	7 MS ATHLETIC CODE MEETING @ SSPP 6:00PM	8 REGISTRATION DAY noon-7pm All 4K-12 students and parents 	9	10 FB Scrimmage @ Altoona	11
12	Cross Country 8:00am	13 First Day of Volleyball Practice 4:00-7:00pm 	14	15	17 FB @ Elmwood/PC 7:00pm	18
19	20 VB Scrimmage @ MM 4:00pm Teacher Inservice Day JV FB @ Elmwood/PC 5:00p	21 Teacher Inservice Day	22 Teacher Inservice Day	23 Teacher Inservice Day	24 FB vs Pepin/Alma 7:00pm (H)	25 VB @ Neilsville 9:00am XC @ Cashton Village Park 9:00am
26	27 JV FB vs Pepin/Alma 5:00p Teacher Inservice Day	28 VB @ Elmwood 4:30pm Teacher Inservice Day	29 FAMILY LEARNING DAY noon-7pm All 4K-12 students and parents 	30 CC @ C-FC HS 4:45pm Teacher Inservice Day	31 FB @ Gilman 7:00pm	End of Summer





September 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>We're Going Back To School</p>						1
2	<p>3</p>	<p>4</p> <p>VB vs Lincoln 6:00/7:30pm (Home)</p>	<p>5</p> <p>2:30 DISMISSAL</p> <p>7:00pm School Board Meeting</p>	<p>6</p> <p>XC @ Ettrick Golf Course 4:45pm</p> <p>VB @ ES 6:00/7:30pm</p>	<p>7</p> <p>FB @ E-S 7:00pm</p>	<p>8</p> <p>VB QUAD 10:00am (Home)</p>
<p>9</p> <p>OPEN GYM 5-8pm</p>	<p>10</p> <p>JV FB @ E-S 5:00pm</p>	<p>11</p> <p>VB vs Gilmanton 6:00/7:30pm (Home)</p>	<p>12</p> <p>2:30 DISMISSAL</p>	<p>13</p> <p>XC @ EC City Wells 4:30pm</p> <p>VB @ Mel-Min 6:00/7:30pm</p>	<p>14</p> <p>FB vs C-FC 7:00pm (Home)</p>	<p>15</p> <p>JV VB @ Luther 9:00am</p>
<p>16</p> <p>OPEN GYM 5-8pm</p>	<p>17</p> <p>JV FB vs C-FC 5:00pm (Home)</p>	<p>18</p> <p>XC @ Mondovi Golf Course 4:30pm</p> <p>VB vs Augusta 6:00/7:30pm DIGGING FOR A CURE (Home)</p>	<p>19</p> <p>2:30 DISMISSAL</p>	<p>20</p> <p>XC @ Durand Golf Course 4:30pm</p> <p>VB @ CRC 5:30/7:00pm</p>	<p>21</p> <p>FB @ WHTL 7:00pm</p>	<p>22</p> <p>JV VB @ E-S 9:00am</p>
<p>23</p> <p>OPEN GYM 5-8pm</p>	<p>24</p> <p>XC @ Mel-Min HS 4:30pm</p> <p>JV FB @ WHTL 5:00pm</p>	<p>25</p> <p>VB @ EC Immanuel 6:00/7:30pm</p>	<p>26</p> <p>2:30 DISMISSAL</p>	<p>27</p> <p>VB vs C-FC 6:00/7:30pm (Home)</p> <p>PARENTS NIGHT</p> <p>HOMECOMING CORONATION</p>	<p>28</p> <p>HOMECOMING MASS/BREAKFAST @ SSPP 7:30AM</p> <p>FB vs Augusta 7:00pm</p> <p>Tailgate Cookout 5:00-7:00pm</p>	<p>29</p> <p>VB @ Mondovi 9:00am</p> <p>Homecoming Dance 8:00pm</p>




Homecoming Week



October 2018



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 XC @ Luther 4:30pm	2 VB @ B-T 6:00/7:30pm	3 2:30 DISMISSAL School Board 7:00pm 	4	5 FB @ B-T 7:00pm	6 XC @ Arcadia 9:30am
7	8 JV FB @ B-T 5:00pm	9 VB @ WHTL 6:00/7:30pm	10 2:30 DISMISSAL	11 XC @ Lincoln 4:30pm VB vs Alma/Pepin 6:00/7:30pm SENIOR NIGHT (Home)	12 FB vs Mel-Min 7:00pm (Home) SENIOR NIGHT	13
14	15 JV FB vs Mel-Min 7:00pm (Home)	16 VB Regionals TBD	17 2:30 DISMISSAL	18 12:30 DISMISSAL VB Regionals TBD PT Conf 2-8pm 	19 FB Level 1 7:00pm TBD 	20 XC Sectionals @ Durand Golf Course 12:00pm VB Regionals TBD
21	22 	23	24 2:30 DISMISSAL	25 VB Sectionals TBD Vocal Concert 7:00pm	26 FB Level 2 7:00pm TBD	27 XC State @ Ridge Golf Course TBD VB Sectionals TBD
28	29	30	31 2:30 DISMISSAL Trick or Treat 			

FOOD SERVICE PROGRAM MEAL CHARGE POLICY

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 of 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 2018-2019 school year are as follows:

Daily	5 Days=	10 Days=	30 Days=
Elementary Lunch \$2.60	\$13.00	\$26.00	\$78.00
Elementary Breakfast \$1.25	\$6.25	\$12.50	\$37.50
Milk .30	\$1.50	\$3.00	\$9.00
Middle/High School Lunch \$2.75	\$13.75	\$27.50	\$82.50
Middle/High School Breakfast \$1.50	\$7.50	\$15.00	\$45.00

If you have any questions, please call Barry Schmitt at 985-3172 ext 102.

NOTICE: District Breakfast/Lunch Delinquent Accounts

When the family's account reaches \$10.00 you will be notified that your account is nearing a zero balance.

Free, reduced, and staff meals will be handled in the same manner as the regular price meals. Students whose families have a negative balance will be unable to participate in the hot lunch program.

FREE AND REDUCED LUNCH APPLICATIONS

Families who are facing financial hardships are encouraged to complete an application for free and reduced meals. Applications are strictly confidential. For those families desiring a free and reduced application please contact Sue Wozney at 715-985-3172 ext 167.

HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS for 2018-19 School Year

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in Independence School District. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order. If at any time you are not sure what to do next, please contact Independence School District, 23786 Indee Boulevard, Independence, WI 54747 (715)985-3172. *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			
<p>Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.</p> <p>Who should I list here? When filling out this section, please include ALL members in your household who are:</p> <ul style="list-style-type: none"> • Children age 18 or under AND are supported with the household's income; and • In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth, or enrolled in a Head Start program. 			
<p>A) List each child's name. 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) Enter the grade and the name of the school the child attends or mark n/a if not in school. Enter the grade level of the student in the "Grade" column.</p>	<p>C) Do you have any foster children? 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 STEP 4, go to STEP 4. Foster children who live with you may count as members of your household and should be listed on your application. If you are applying for both foster and non-foster children, go to step 3.</p>	<p>D) Are any children homeless, migrant, runaway or enrolled in a Head Start program? If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway or Head Start" box next to the child's name and complete all steps of the application.</p>
STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN FoodShare, W-2 Cash Benefits OR FDPPIR?			
<p>If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:</p> <ul style="list-style-type: none"> • 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 (FDPPIR). 			
<p>A) If no one in your household participates in any of the above listed programs:</p> <ul style="list-style-type: none"> • Leave STEP 2 blank and go to STEP 3. 	<p>B) If anyone in your household participates in any of the above assistance programs:</p> <ul style="list-style-type: none"> • Write a case number and name of the assistance program you or any member of the household participates for FoodShare, W-2 Cash Benefits, or FDPPIR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your case worker. Medicaid and BadgerCare case numbers do NOT qualify for free meals. • Go to STEP 4. 		
STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS			
<p>How do I report my income?</p> <ul style="list-style-type: none"> • 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. 			

<ul style="list-style-type: none"> Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write '0' or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated. Mark how often each type of income is received using the boxes to the right of each field. 	
<p>3.A. REPORT INCOME EARNED BY CHILDREN</p> <p>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.</p> <p>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.</p>	
<p>3.B. REPORT INCOME EARNED BY ADULTS</p> <p>List adult household members' names.</p> <ul style="list-style-type: none"> Print the name of each household member in the boxes marked "Name of Adult Household Members (First and Last)." When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own. Do NOT include: <ul style="list-style-type: none"> People who live with you but are not supported by your household's income AND do not contribute income to your household. Infants, children and students already listed in STEP 1. 	
<p>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.</p> <p>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.</p>	<p>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.</p>
<p>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.</p>	<p>F) Fluctuating Income. For seasonal workers and others whose income fluctuates and usually earn more money in some months than others. In these situations, project the annual rate of income and report that. This includes workers with annual employment contracts but may choose to have salaries paid over a shorter period of time; for example, school employees.</p>
<p>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.</p>	<p>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 box if no SSN."</p>
<p>STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE</p> <p><i>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.</i></p>	
<p>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.</p>	<p>B) Print or sign your name. The adult filling out the application must print or sign their name in the signature box.</p>
<p>C) Return completed form to: Independence School District, 23786 Indee Boulevard, Independence, WI 54747</p>	<p>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.</p>

INSTRUCTIONS

Source of Income

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

Sources of Income for Children

- Gross salary, wages, cash bonuses
- Net income from self-employment (farm or business); **FARM**—refer to line 18 of the 1040 or line 34 from Schedule F; **BUSINESS**—refer to line 12 of 1040 or line 31 from Schedule C.
- 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

Sources of Income for Adults

Earnings from Work	Public Assistance / Alimony / Child Support	Pensions / Retirement / All Other Income
<ul style="list-style-type: none"> - Gross salary, wages, cash bonuses - Net income from self-employment (farm or business); FARM—refer to line 18 of the 1040 or line 34 from Schedule F; BUSINESS—refer to line 12 of 1040 or line 31 from Schedule C. - If you are in the U.S. Military: <ul style="list-style-type: none"> - Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances) - Allowances for off-base housing, food and clothing 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

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Do not fill out

For School Use Only

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

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

Required for Verification process only

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

FREQUENTLY ASKED QUESTIONS ABOUT FREE AND REDUCED PRICE SCHOOL MEALS FOR SCHOOL YEAR 2018-19

Dear Parent/Guardian:

Children need healthy meals to learn. Independence School District offers healthy meals every school day. Breakfast costs \$1.25 for Elementary Students and \$1.50 for Middle School and High School Students; lunch costs \$2.60 for Elementary Students and \$2.75 for Middle School and High School Students. Your children may qualify for free meals or for reduced price meals. Reduced price is \$.30 for breakfast and \$.40 for lunch. This packet includes an application for free or reduced price meal benefits, and a set of detailed instructions. Below are some common questions and answers to help you with the application process.

1. WHO CAN GET FREE OR REDUCED PRICE MEALS?

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

FEDERAL ELIGIBILITY INCOME CHART For School Year 2018-2019			
Household size	Yearly (\$)	Monthly (\$)	Weekly (\$)
1	22,459	1,872	432
2	30,451	2,538	586
3	38,443	3,204	740
4	46,435	3,870	893
5	54,427	4,536	1,047
6	62,419	5,202	1,201
7	70,411	5,868	1,355
8	78,403	6,534	1,508
Each additional person:	7,992	666	154

2. HOW DO I KNOW IF MY CHILDREN QUALIFY AS HOMELESS, MIGRANT, OR RUNAWAY? Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and have not been told your children will get free meals, please call or e-mail Dawn Woychik, 715-985-3172, woychikd@indps.k12.wi.us.
3. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: Sue Wozney, 23786 Indee Boulevard, Independence, WI 54747.
4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE OR REDUCED PRICE MEALS? Please read the letter you received carefully and follow the instructions. If your letter indicated you qualify for free meals, then no application is needed. If any children in your household were missing from your eligibility notification, contact Sue Wozney, 23786 Indee Boulevard, Independence, WI 54747, 715-985-3172, wozneys@indps.k12.wi.us immediately. If your household was notified it qualified for reduced price meals, we encourage you to complete an application to potentially qualify for free meals based on household size and income.
5. DO I NEED TO FILL OUT AN APPLICATION IF MY CHILD ATTENDS A COMMUNITY ELIGIBILITY PROVISION SCHOOL (CEP)? If your child attends a school that participates in CEP, receipt of free breakfast and lunch meals does not depend on returning this application. However, this information is necessary for other programs and may be used to determine if your household is eligible for additional benefits.

6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year, through **October 19, 2018**. You must send in a new application unless the school told you that your child is eligible for the new school year. If you do not send in a new application that is approved by the school or you have not been notified that your child is eligible for free meals, your child will be charged the full price for meals.
7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals, but it is based on income. Please send in an application.
8. MY CHILD(REN) QUALIFIES FOR BADGERCARE PLUS OR MEDICAID. CAN MY CHILD GET FREE MEALS? Children with BadgerCare Plus, Medicaid, or subsidized insurance may be eligible for free or reduced price meals, but it is based on income. Please send in an application.
9. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
10. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
11. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: Joe Bragger, Independence School District, 23786 Indee Boulevard, Independence, WI 54747, 715-985-3172, bragger@indps.k12.wi.us.
12. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.
13. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
14. WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.
15. WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Do not include any combat pay resulting from deployment as income.
16. WHAT IF THERE IS NOT ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper and attach it to your application.
17. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for FoodShare or other assistance benefits, contact your local assistance office or call 1-800-362-3002.

If you have other questions or need help, call 715-985-3172.

Sincerely,

Sue E. Wozney
Independence School District

SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

Date: July 3, 2018

To save you time and effort, the information you gave on your Free and Reduced Price School Meals Application may be shared with other programs for which your children may qualify. For the following programs, we must have your permission to share your information. Sending in this form will not change whether your children get free or reduced price meals.

- Yes! I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with **Independence Athletic Department.**
- Yes! I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with **Ss. Peter & Paul School.**

If you checked yes to any or all of the boxes above, fill out the form below to ensure that your information is shared for the child(ren) listed below. Your information will be shared only with the programs you checked.

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____

Address: _____

For more information, you may call **Sue Wozney** at **175-985-3172, ext. 167** or e-mail at **wozneys@indps.k12.wi.us**

Return this form to: **Independence School District, 23786 Indee Boulevard, Independence, WI 54747.**

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](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: 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;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

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Free and Reduced Price School Meal Application
Sharing Information with Other Programs
Page 1 of 2



United States Department of Agriculture

USDA Nondiscrimination Statement

SNAP and FDPIR State or local agencies, and their subrecipients, must post the following Nondiscrimination 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, religious creed, disability, age, political beliefs, 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.

For all other FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination 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: [How to File a Complaint](#), 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;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.



USDA Nondiscrimination Statement (Continued)

Joint Application Form (HHS)

This institution is prohibited from discriminating on the basis of race, color, national origin, disability, age, sex and in some cases religion or political beliefs.

The U.S. Department of Agriculture also prohibits discrimination based on race, color, national origin, sex, religious creed, disability, age, political beliefs 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, audiotope, 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: [How to File a Complaint](#), 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
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish or call the [State Information/Hotline Numbers](#) (click the link for a listing of hotline numbers by State); found online at: [SNAP Hotline](#).

To file a complaint of discrimination regarding a program receiving Federal financial assistance through the U.S. Department of Health and Human Services (HHS), write: HHS Director, Office for Civil Rights, Room 515-F, 200 Independence Avenue, S.W., Washington, D.C. 20201 or call (202) 619-0403 (voice) or (800) 537-7697 (TTY).

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Independence School District

23786 Indee Blvd., Independence, WI 54747
(715) 985-3172

Barry Schmitt
District Administrator
9-12 Principal

Robert Vanderloop
PreK-8 Principal
Director of Special Education

Dawn Woychik
Director of Curriculum & Instruction
Guidance Counseling

Melissa Pientok
Technology Integration Specialist
Enrichment Coordinator

Welcome to Independence!

If you, or someone you know, has children ages 0-21 please complete and return the attached form so that we can better plan for the educational needs of students in our community.

Why Independence Public School?

Students come first

State of the art technology

Small class sizes on a 4K-12 campus

Progressive practices in curriculum and instruction

Most students graduate with 6 or more transferable college credits

And much more!

If you have questions about our district please feel free to contact any of our administrators:

Barry Schmitt-District Administrator, 9-12 Principal
715-985-3172 Ext. #102
schmittb@indps.k12.wi.us

Robert Vanderloop-PreK-8 Principal, Director of Special Education
715-985-3172 Ext. #104
vanderloopr@indps.k12.wi.us

Dawn Woychik-School Counselor, Director of Curriculum, Instruction, and Assessment
715-985-3172 Ext. #111
woychikd@indps.k12.wi.us

Melissa Pientok-Technology Integration Specialist, Assistant Principal
715-985-3172 Ext. #114
pientokm@indps.k12.wi.us

¡Bienvenido a Independence!

Si usted, o alguien que usted conoce, tiene niños de 0 a 21 años, complete y devuelva el formulario adjunto para que podamos planificar mejor las necesidades educativas de los estudiantes de nuestra comunidad.

¿Por qué la escuela pública de Independence ?

Los estudiantes son los primeros

Lo último en tecnología avanzada

Clases pequeñas en un campus 4K-12

Prácticas progresivas en el currículo e instrucción

La mayoría de los estudiantes se gradúan con 6 o más créditos universitarios transferibles

¡Y mucho más!

Si tiene alguna pregunta sobre nuestro distrito, por favor comuníquese con cualquiera de nuestros administradores:

Barry Schmitt-Administrador del Distrito, Director de 9-12
715-985-3172 Ext. #102
schmittb@indps.k12.wi.us

Robert Vanderloop- Director de PreK-8, Director de Educación Especial
715-985-3172 Ext. #104
vanderloopr@indps.k12.wi.us

Dawn Woychik-Consejera Escolar, Directora de Currículo, Instrucción y Evaluación
715-985-3172 Ext. #111
woychikd@indps.k12.wi.us

Melissa Pientok-Especialista en Integración Tecnológica, Coordinador de Enriquecimiento
715-985-3172 Ext. #114
pientokm@indps.k12.wi.us



Independence School District Census (Student Count)**This is for school purposes only. Your response is greatly appreciated!**

The Independence School District is collecting census data (student count) for children 21 years of age and younger.

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

Children 0-21 years of age 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: _____ Date: _____

Address (street, city): _____ Phone Number: _____

Do you know of families that have pre-school or school-age children not in school: Yes No (If you mark yes we will contact you for more information.)**Please return via postal mail OR in drop box outside public school main doors.****Censo del Distrito Escolar de Independence (Cuenta de Estudiantes).****Esto es solo para propósitos escolares. Su respuesta es muy apreciada!**

El Distrito Escolar de Independence está recopilando datos del censo (cuenta de estudiantes) para niños de 21 años de edad o menores.

Su(s) hijo(s) asistirán a la escuela en Independence? Sí No Si es No, ¿a donde irán a la escuela? _____

Niños con 0 a 21 años de edad que viven con usted:

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

Padres o Tutores (Enumerar sólo a los que viven en el hogar)

Nombre Completo de Padres/Tutores: _____ Fecha: _____

Dirección (calle, ciudad): _____ Teléfono: _____

¿Sabe usted de familias que tienen niños en edad preescolar o en edad escolar que no están en la escuela?: Sí No

(Si marca Sí, nos pondremos en contacto con usted para obtener más información.)

Por favor regrese vía correo postal o dejar en la caja que está afuera de las puertas principales de la escuela pública.

FOLD HERE/DOBLAR AQUÍ

Independence School District
23786 Indee Blvd
Independence, WI 54747

Postage
Required

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

FOLD HERE/DOBLAR AQUÍ

Independence 2018/19 Calendar

2018

July						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4 Independence Day
 July 9 -
 Aug. 2 Summer School
 30 Athletic Code Meeting

August						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8 Registration Day
 20-21 New Teacher Inservice
 22, 23, 27-30 Inservice
 29 Family Learning Day

September						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Labor Day
 4 First Day of School
 24 Inservice

October						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18 1:00 Dismissal
 PT Conferences 2-8 PM
 19 Vacation
 22 Inservice

November						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9 End of Quarter
 21 No School
 22-24 Thanksgiving Vacation

December						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24 Vacation
 25 Christmas
 26-31 Vacation

2019

January						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3 School Resumes
 24 End of 2nd Quarter
 25 Inservice

February						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

21 1:00 Dismissal
 PT Conferences 2-8 PM
 20 ACT Date & 2:30 Dismissal
 22 No School

March						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15 Vacation
 29 End of 3rd Quarter

April						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

18-22 Easter Vacation












May						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 Last Day of Co-op
 25 Graduation
 27 Memorial Day

June						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5 End of Quarter (1:00 Dismissal)
 6 Inservice (1st Snow Make-up)
 7 Inservice (2nd Snow Make-up)

Federal Holidays 2018/19

	Holiday		Inservice		Parent/Teacher Conference
	Orientation/Registration		Vacation Day		End of Quarter
	1:00 Dismissal		Summer School		Summer PD
	ACT Dates		2:30 Dismissal for Collaboration Time		

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Data provided 'as is' without warranty

176 Student	44 1st Quarter	46
192 Teacher	42 2nd Quarter	43
194 New Teacher	42 3rd Quarter	43
	48 4th Quarter	44
		176

2018-19 Independence School District Supply (updated 4.3.18)

23786 Indee Blvd, Independence, WI 54747

715-985-3172

www.indps.k12.wi.us**ELEMENTARY-Grades 4K-5**

SHOES: 1 pair of non-marking shoes. This pair will remain at school and will be labeled by their teachers as "Inside" shoes. The "Inside" pair should be a "sneaker" shoe with a soft rubber non-marking sole that is easy to take on and off. Upon entering the school each morning, every child will change their "Outside" pair for their "Inside" pair. 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.

4 Year-Old Kindergarten

- 1 paint shirt (adult T-shirt)
- 1 **FULL SIZE BACKPACK** (NO small size backpacks)
- 1 box of (24 count) *Crayola crayons*
- 1 box of *Crayola* washable markers (8 basic colors)
- 1 plastic supply/pencil box with latch (8-1/2"x5)
- 2 glue sticks & 2 bottles of white glue
- 1 box of crackers for class snack (monthly)
- 1 change of clothing in a plastic bag (socks, underwear, shirt, pants)
- 1 folder
- 1 wide ruled spiral notebook
- 1 box of baby wipes OR gallon Ziploc bags OR 1 box Kleenex
- 2 pair of athletic shoes (1 for inside, 1 for outside)

5 Year-Old Kindergarten

- 1 full size Backpack
- 3 boxes of 24 count *Crayola Crayons*
- 2 large pink erasers
- 1 bottle of white glue
- 1 pencil box
- Boys: 1 box gallon Ziploc freezer bags (20)
- Girls: 1 box quart Ziploc freezer bags (20)
- 1 box facial tissue 100 count box
- 1 box of crackers for class snack monthly
- 1 paint shirt (An old adult tee shirt. Please label w/name)
- 1 change of clothing in a plastic bag (socks, underwear, shirt, pants)
- 4 glue sticks
- 1 pencil box
- 2 pair of athletic shoes (1 for inside, 1 for outside)

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-ruled 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
- 2 pair of athletic shoes (1 for inside, 1 for outside)

Grade 2

- 1 full-size backpack
- #2 pencils (about 48)
- 1 large eraser
- 2 wide ruled spiral notebooks
- 1 box of snack crackers per quarter
- 1 box Kleenex
- 1 set of headphones to be used with computers/ iPads (NO Earbuds)
- 1 small plastic pencil/supply box

Grade 3

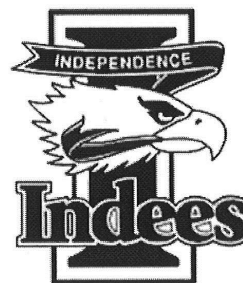
- 1 full size backpack
- 1-1 inch 3 ring binder
- 24- #2 pencils (about 24). (Not mechanical. Do not label them)
- 1 box of colored pencils
- 1 plastic 2-pocket folder
- Scissors
- 1 wide-ruled spiral notebook
- 1 pkg wide-ruled loose leaf paper
- 1 pkg pencil top erasers and 2 large pink erasers
- 1 box of *Kleenex*
- 1 small supply box
- 4 *Elmer's* glue sticks
- 1 box of markers
- 1 ruler with metric
- 1 set of earbuds to be used w/computer/iPads
- 2 pair of athletic shoes (1 for inside, 1 for outside)

Grade 4

- 1 full size backpack
- 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
- 2 pair of athletic shoes (1 for inside, 1 for outside)

Grade 5

- 1 full size backpack
- 1 (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 (no mechanical pencils)
- Highlighters
- 1 box of *Kleenex*
- 1 set of earbuds for computers



Independence School District School Supply List
MIDDLE SCHOOL/HIGH SCHOOL (Grades 6-12)

ALL students will need:

- (Optional) Large binder or Trapper Keeper for all folders and notebooks with a pencil pouch
- Planner/Calendar of choice (however, use of Google Calendar on your MacBook is preferred)
- Earbuds or headphones
- Several boxes of pencils
- Several blue/black pens
- Several red marking pens
- One box of colored pencils (Middle School)
- 3 Highlighters
- Extra erasers

PLUS:

Math - Middle School (6-8)

We will supply calculators to use at school, but you may buy a calculator if you want your own.

- 1 RED plastic folder
- 2 RED spiral notebooks
- TI-30X scientific calculator (Grades 8)

English - Middle School (6-8)

- 1 BLUE plastic folder
- 1 BLUE notebook

Science - Middle School (6-8)

- 1 GREEN plastic folder
- 1 GREEN notebook
- 1 GREEN Binder (stays with you through MS)

Social Studies - Middle School (6-8)

- 1 PURPLE plastic folder
- 1 PURPLE notebook
- Loose Leaf Paper

Physical Education

- 1 pair of non-marking athletic shoes
- Shorts
- Sweats
- T-Shirt
- Socks

General Music/Choir

- Black Pants (sweat pants are fine as long as they have no markings)
- NO Blue Jeans!
- Plain White T-shirt
- Dark Shoes and Socks
- Highlighter - High School

Band

- 1 ½" Black binder with pocket folder & notebook for lessons & class
- Pencils
- Concert uniform: Black Pants (NO Blue Jeans!)
 - Plain White T-shirt
 - Dark Shoes and Socks

Math High School (9-12)

- 1 Binder
- 2 Notebooks
- 1 Calculator (scientific or graphing)
- 1 Folder
- Pencils (prefer no pens)

English 10, 11, and 12

Notebook for journaling (can be a composition notebook)

Science High School (9-12)

- Loose Leaf Paper
- Colored Pencils

Social Studies High School (9-12)

- Colored Pencils

Agricultural Science & Tech Ed (HS)

- 1 Box of Markers or Colored Pencils
- 1 Basic function calculator (+, -, etc.)

Careers (HS)

- 1 Package of Plastic Page Protectors
- 1 Folder

Health

- 3 Ring Binder
- Loose Leaf

Spanish (HS)

- 2" - 3 Ring binder
- Loose Leaf
- 3 Dry Erase Markers



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 seri-

ous, 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
- National Association of School Nurses – Voices of Meningitis (<http://www.nasn.org/ToolsResources/Immunizations/VoicesofMeningitisChallenge>)



POLICY 342.5

TITLE I PARENT AND FAMILY ENGAGEMENT

(Draft Copy pending approval 8.1.18)

The District recognizes the importance of parent and family engagement in their children's education. Therefore, the District shall provide appropriate opportunities for parents to become engaged in the design and implementation of the District's Title I Program activities and, more generally, in improving the academic achievement and school performance of their children. As used in these policy guidelines, "parent(s)" shall be understood to include a student's legal guardian(s) where applicable.

The federal Title I laws and regulations required that these District-level parent and family engagement policy guidelines, along with any school-level supplementary guidelines, shall be developed jointly with, agreed on with, and distributed to parents of participating students.

District-Level Parent and Family Engagement Initiatives

At a District level, under the leadership and direction of the District Administrator or District's designated Title I Coordinator and the building principal(s), the District shall:

1. Involve parents in the planning, review, and improvement of the District's Title I Program Plan.
 - a. Such parent participation shall occur through multiple mechanisms that may include surveys, representation on applicable work teams, and, as may be applicable, participation in school-based or District-based meetings that serve an advisory function related to the Title I Program and its goals.
 - b. If the District's Title I Program Plan is not satisfactory to the parents of participating children, the District shall submit any parent comments about the Program Plan to the State when the Plan itself is submitted.
 - c. An annual review of the District's Title I program Plan will be conducted each spring and may include an analysis of state and local assessment data, a review of grade level effectiveness of Title I services.
 2. Involve parents in an annual evaluation of the content and effectiveness of these District-level parent and family engagement policy guidelines. The evaluation shall focus on:
 - a. The extent to which existing parent and family engagement strategies and activities aid in improving student achievement and the academic quality of the schools;
 - b. Identifying barriers to greater parent participation and engagement, with particular attention given to parents who are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; and
 - c. Identifying possible changes to the strategies being used to implement the District's parent and family engagement policy guidelines and, if necessary, recommended revisions to the policy guidelines.
- (Draft Copy pending approval 8.1.18)

3. Include parents in the planning of specific parent and family engagement activities.
 - a. In connection with Title I schools, such parent input may be obtained through both District-level and school-level meetings and other initiatives.
 - b. Parents of children receiving Title I services shall also be involved in decisions about the use of any Title I funds reserved to carry out parent and family engagement activities.
4. Provide coordination, technical assistance and support to school personnel regarding parent and family engagement and parent communication strategies and activities to improve student achievement and school performance.
5. Build the schools' and parents' capacity for parent and family engagement by:
 - a. Providing parents with information on state academic standards, the school curriculum, student assessments, monitoring their child's progress, and working with their child's educators to improve achievement.
 - b. Providing materials, training, and other resources to help parents work with their children to improve academic achievement.
 - c. Providing teachers, student services personnel, principals, and other staff with professional development resources/opportunities that address the value and utility of parents' contributions to school activities and student learning; how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs; and build ties between parents and the school.
 - d. Coordinating school-sponsored parent involvement activities with other community initiatives.
 - e. Providing information and notices related to programs, meetings, and activities to parents in an understandable format, and, where practicable, in a language that parents can understand.
6. Ensure that District-level and school-level personnel advertise specific opportunities for parent involvement, engage in outreach activities, and structure specific parent and family engagement opportunities in a manner intended to encourage and facilitate the full involvement and participation of parents who are as a socio-economic disadvantage, have a disability, have limited English proficiency, or have limited literacy.

School-Level Parent Involvement Plans and Activities

As District-wide expectations, the school entities shall:

1. Incorporate within the school/program improvement planning process goals and initiatives that focus on encouraging and facilitating parent engagement and parent involvement.
(Draft Copy pending approval 8.1.18)
2. Involve parents in regular, two-way, and meaningful communication addressing student achievement through formal mechanisms (e.g., report cards and progress reports, parent-teacher conferences, school and classroom newsletters, etc.) and through less formal communications (e.g., telephone contacts, notes sent to parents, updates provided through the student information system, etc.). The communication channels established between the schools and parents are intended to ensure that:
 - a. Parents play an integral role in assisting their child's learning;

- b. Parents are encouraged to be actively involved in their child's education;
- c. Parents are full partners in their child's education and are included, as appropriate, in decision making that involves the education of their child; and
- d. District personnel respond in a timely and reasonable fashion to parents' reasonable request for information or for meetings to address concerns and decisions relating to their child's education.

In addition, each school designated as a participating Title I program school shall also:

1. Develop jointly with the parents of students participating in the Title I Program (and then implement and monitor):
 - a. A "School-Parent Compact" that outlines how parents, school personnel, and students share responsibility for the student's achievement and growth, and that identifies the means by which the school and parents will build and develop a partnership focused on enabling student achievement.
2. Schedule and hold an annual fall meeting for parents at which a representative of the school shall provide parents with an overview of the school's participation in Title I, the parent and family engagement components of the Title I Program, and the rights of parents under Title I. This annual meeting regarding the Title I program shall also serve as an opportunity to present information to parents regarding academic standards, the school curriculum, the methods of student assessment, and means of monitoring their child's progress.
3. Working in coordination with District-level initiatives, involve parents in the planning, review, and improvement of the District-level Title I Program Plan and any school-specific Title I programming and parent-involvement activities. When such planning and evaluation activities occur in connection with school-wide processes, school personnel shall monitor and attempt to encourage the representative participation of parents of children who are participating Title I programs. The implementation of these parent and family engagement policy practices at the school level shall be under the leadership and direction of the building principal, with support and assistance provided by the District Administrator where applicable.

First Reading: July 11th, 2018

Pending Approval: August 1st, 2018



- 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

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.

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.

Program or Curriculum Modifications

Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board, in writing, to provide the child with program or curriculum modifications, including but not limited to:

1. Modifications within the child's current academic program.
2. A school work training or work study program.
3. Enrollment in any alternative public school or program located in the school district in which the child resides.
4. Enrollment in any nonsectarian private school or program, or tribal school, located in the school district in which the child resides, which complies with the requirements of [42 USC 2000d](#). Enrollment of a child under this subdivision shall be pursuant to a contractual agreement under s. [121.78 \(5\)](#) that provides for the payment of the child's tuition by the school district.
5. Homebound study, including nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring provided by the school in which the child is enrolled.
6. Enrollment in any public educational program located outside the school district in which the child resides. Enrollment of a child under this subdivision may be pursuant to a contractual agreement between school districts.

The school board shall render its decision, in writing, within 90 days of a request under par. [\(d\)](#), except that if the request relates to a child who has been evaluated by an individualized education program team under s. [115.782](#) and has not been recommended for special education, the school board shall render its decision within 30 days of the request. If the school board denies the request, the school board shall give its reasons for the denial.

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 Directory Data:

- Student's name and date of birth
- Student's grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Honors and awards received
- Student photographs

Parent Directory Data:

- Parent/legal guardian's name(s)
- Address
- Phone Number
- Student's/child's name

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.

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.

CONFIDENTIAL



STUDENT PRIVACY

Parents/guardians may inspect, upon request, any instructional material used as part of the educational curriculum for students. In addition, parents/guardians may deny their child's participation in certain District educational programs or activities in accordance with state and federal laws and regulations. Specifically, parents/guardians may:

1. Request reasonable accommodations for their child with regard to examinations and other academic requirements based on their child's sincerely held religious beliefs.

2. Request that their child not participate in instruction in human growth and development or instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body).

3. Request that their child not participate in any survey administered or distributed to students in the schools that reveals information concerning any of the following:

- a. political affiliations or beliefs of the student or the student's parent;
- b. mental and psychological problems of the student or the student's family;
- c. sex behavior or attitudes;
- d. illegal, anti-social, self-incriminating or demeaning behavior;
- e. critical appraisals of other individuals with whom students have close family relationships;
- f. legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
- g. religious practices, affiliations or beliefs of the student or student's parent; or
- h. income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Parents/guardians may inspect, upon request, any survey containing items related to any of the above information and any survey created by a third party, as well as any instructional materials used in connection with any such survey. If a survey containing any of the above information is funded in whole or in part by any 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.

Request that their child not participate in any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information, or otherwise providing that information to others for that purpose. "Personal information" includes individually identifiable information such as a student's or parent's first and last name, address, telephone number or Social Security identification number. Upon request, parents/guardians may inspect any instrument used in the collection of personal information from students for marketing or selling purposes before the instrument is administered or distributed to students.

4. Request that their child not participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection in the body, but does not include a hearing, vision or scoliosis screening.



5. Parents/guardians shall be informed at the beginning of the school year of the specific or approximate dates during the school year when activities outlined above are scheduled to take place and shall be given the opportunity to request that their child not participate in such activities. Parents/guardians shall make any of the above requests, in writing, to the building principal or designee. All requests will be judged individually based upon state and federal guidelines. The principal or designee shall respond to such requests in a timely manner.

6. Accommodations made under this policy shall be provided to students without prejudicial effect.

7. The District shall inform parents/guardians of this policy at the beginning of each school year.

School Wellness Policy Annual Notice

School districts participating in federally subsidized child nutrition programs (ie: National School Lunch Program) are required to establish local school wellness policies. The policy was formally adopted by the Independence Board of Education and can be found at: www.indps.k12.wi.us



Asbestos Management Annual Notice

It has been determined through the original inspection that the building is asbestos free. Any modifications to the building made in the future will be inspected.

Special Needs Scholarship Program Annual Notice

TO PARENTS OR GUARDIANS OF STUDENTS WITH DISABILITIES IN THE SCHOOL DISTRICT OF INDEPENDENCE

This notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the Special Needs Scholarship Program. Under this scholarship program and as further specified in state law, a child with a disability who has been denied the opportunity to attend a nonresident school district under the full time open enrollment program may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend an eligible private school that is participating in the Special Needs Scholarship Program.

This is a state-administered program. A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private schools and the specific terms, eligibility criteria, and application procedures of the scholarship program with the DPI.

The Special Needs Scholarship Program is further defined under section 115.7915 of the state statutes. However, special eligibility requirements not found in that statute exist for program scholarships that are awarded for private school attendance that initially begins in the 2016-2017 school year. Additional information about the program and a list of participating schools is available on the website of the Wisconsin Department of Public Instruction:

<http://dpi.wi.gov/sms/special-needs-scholarship>

<https://dpi.wi.gov/sms/special-needs-scholarship/student-applications-17-18>

Children's Internet Protection Act (CIPA)

It is the policy of the School District of Independence to: (a) prevent access to or transmission of inappropriate content in its computers and over its network through electronic mail or other forms of communication; (b) promote the safety and security of minors using the District's computers, electronic mail, chat rooms, text messaging, instant messaging and other forms of communications; (c) prevent unauthorized access (such as "hacking") and other unlawful activities; (d) prevent unauthorized online disclosure, use, or dissemination of student personally identifiable information; and (e) comply with CIPA—the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)] and all other applicable laws.

The District uses an Internet content filtering system to limit access to material that is harmful to students, obscene or disruptive to the educational or work environment, and to a lesser degree, high risk activities. The District uses software designed to filter and block access to pornographic Internet sites. The District uses commercially reasonable technology protection measures designed to comply with CIPA's requirements. The District reserves the right to block sites that do not enhance educational activities or are not in compliance with CIPA. No technology measure can block 100% of inappropriate content so the District emphasizes the importance of responsible use and of parent and staff supervision in monitoring use of technology.

Children's Online Privacy Protection Act (COPPA)

Parents of school-aged children under the age of 13:

In order for schools within the Independence School District to continue to be able to provide your student(s) with the most effective web-

based tools and applications for learning, our district utilizes several computer software applications and web-based services, operated not by this district, but by third parties.

The Independence School District will be utilizing G Suite for Education and other web-based resources (i.e. Quizlet, Kahoot, Edmodo, Flipgrid, and SeeSaw,) for students. As with any educational undertaking, a strong partnership with families is essential to a successful learning experience. In order for our students to use these programs and services, certain personally identifying information -- generally the student's name and email address -- must be provided to the web site operator.

Under federal law entitled the Children's Online Privacy Protection Act (COPPA) these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits school districts such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator. A list of the possible sites to be used in our classrooms, with links to their privacy policies and terms of services can be obtained from our school website www.indps.k12.wi.us under the Families and Students Tab > Protecting Student Data Privacy.

IF YOU WANT YOUR CHILD REMOVED FROM THIRD PARTY SERVICES INCLUDING G Suite for Education , please complete [this form](#) and fax it to the number specified, mail to the mailing address below, or email it to pientokm@indps.k12.wi.us

Fax Number: (715) 985-2303

Address to:

Independence Public School
23786 Indee Blvd

Independence, WI 54747

Email: pientokm@indps.k12.wi.us

SPECIAL EDUCATION REFERRAL AND 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.



Learning Knows No Bounds



Recruiter Access to Student 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.

Independence School District Annual Notice of Non Discrimination Policy

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 not use of lawful products off the employer's premises during non-working 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:

Barry 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

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 nondiscrimination policies: Barry Schmitt District Administrator, 23786 Indee Blvd. Independence, WI 54747 715-985-3172 ext. #102 schmittb@indps.k12.wi.us.

El Distrito Escolar de la Independencia no discrimina por razones de raza, color, origen nacional, sexo, discapacidad o edad, en sus programas y actividades y ofrece acceso igualitario a los Boy Scouts y otros grupos juveniles designados. La siguiente persona / personas ha / han sido designados para atender las consultas relativas a las políticas de no discriminación: Barry Schmitt Superintendente 23786 Indee Blvd.. Independence, WI 54747 715-985-3172 715-985-3172 ext. # 102 schmittb@indps.k12.wi.us.

Documents/nondiscrimination annual notice July 2013

Independence School District Professional Qualifications of Teachers and Paraprofessionals

Parents have the right to know:

- If their child(ren)'s teacher met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- If their child(ren)'s teacher is teaching under an emergency or provisional status through which state qualification or licensing criteria have been waived.
- If their child(ren)'s teacher is teaching in the field of discipline of the certification of the teacher.
- Are there instructional aides working with my child? If so, what are their qualifications?

Additional information may be obtained by contacting Barry Schmitt, (751)985-3172, or by visiting the Department of Public Instruction website at <http://www2.dpi.wi.gov>.

More Chances To Save & Earn!



5¢ for every Nature's Touch product cap or milk bag top and 10¢ for each Glazers donut price oval collected.

All of these Nature's Touch™ and Glazers® products will help your school or organization earn cash faster.

<p>Nature's Touch Products</p> <ul style="list-style-type: none"> • Homogenized Whole Milk: Bags, Gallons, Half Gallons • Reduced Fat 2% Milk: Bags, Gallons, Half Gallons, Quarts, Pints, Half Pints • Low Fat 1% Milk: Bags, Gallons, Half Gallons, Quarts, Pints • Fat-Free Skim Milk: Bags, Gallons, Half Gallons, Quarts, Pints, Half Pints • Chocolate Flavored Milk: Bags, Half Gallons, Quarts, Pints, Half Pints • Polar Vanilla Flavored Milk: Pints • Root Beer Float Flavored Milk: Pints • Orange Juice (from 100% juice concentrate): Bags, Gallons, Half Gallons, Quarts, Pints, Half Pints • Orange-Pineapple Juice (from 100% juice concentrate): Quarts, Pints • Drinking Water: Gallons, Quarts, 20 oz., Half Pints 	<p>Nature's Touch Products, continued</p> <ul style="list-style-type: none"> • Egg Nog: Quarts, Pints, Half Pints • Chino™ Iced Cappuccino: Pints • Ice Tea: Gallons • Flavored Waters (20 oz.): Raspberry, Cherry, Strawberry, Lemon, Lime • Flavored Waters (Half Pints): Raspberry, Strawberry, Watermelon <p>• Kwik Quencher® Fruit Drinks Orange Flavored, Fruit Punch Flavored, Lemon-Lime Flavored: Gallons</p> <p>• Glazers Donuts Regular: Dozens and Half Dozens Specialty: Dozens and Half Dozens</p>
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We look forward to seeing
ALL 4K-12 INDEE STUDENTS AND PARENTS on:
(If you cannot attend please contact us at 715-985-3172)

Registration Day

Wednesday, August 8, 2018 12:00-7:00

for ALL 4K-12 INDEE STUDENTS AND PARENTS

*Handbooks, Meal Payment, Athletic and Organization Information,
Schedule and Locker Information for grades 6-12, Indee Wear Shop, Fall Conference Set Up,
Medication drop off, Transportation Information, Indee Pride Yard Sign Pick Up*

4K and New Family Welcome-2:00 pm and 6:00pm in cafetorium

New Family and 4K Welcome

August 21, 2018 5:00-7:00

Family Learning Day

Wednesday, August 29, 2018 12:00-7:00

for ALL 4K-12 INDEE STUDENTS AND PARENTS

*Meet your teachers, School photos for all grades (including seniors), See your classrooms and bring your supplies,
Pick up computers (6-12) if all forms are submitted*

First Day of School-September 4, 2018

It's going to be the Best Year Ever!

The newsletter of
Independence School District
Independence, WI 54747