

Independence District

Newsletter



August 2017

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From the Desk of Mr. Schmitt Independence: Just Amazing



Anyone close to me, and also consistent readers of this Newsletter, knows I have a deep love for this community and area. Although I am the District Administrator of the School District, I still feel the school is so deeply ingrained in the community, that it is also my role to not only emphasize the importance of community support for the school, but also school support for the community. That does not come hard to me as I have committed myself to this community and the real test of that commitment came last spring.

A former high school classmate of mine, who is also on the School Board of my alma mater, called me. Although we chatted briefly about "glory days", the real purpose of his call was to ask if I ever had any intention of going back to my home town. Although I was flattered, I politely and firmly responded that I'm an Indee as long as Independence still wants me to be one. Ironically, that commitment again was tested this spring at the State Baseball tournament when Independence/Gilmanton actually played my home town in the state championship game.

This leads me back to why I am so impressed by Independence. This past June the support of the community for the school was once again demonstrated by our baseball team's run to the state championship game. How many other communities, especially from bigger schools, would do the number of send-offs and welcome backs that happened during this time? I would also venture to bet that more people from Independence attended the State Baseball tournament than any other community in the state. This was just a great follow-up to what I witness every May at the number of scholarships sponsored by local businesses and community members. I can go on, but what really impressed me this year is on a more personal note.



MAIN OFFICE: (715)985-3172

CHECKOUT OUR WEBSITE! WWW.INDPS.K12.WI.US

As some of you know, I moved at the end of this year from my home in town, to the land I own in the Town of Burnside. I soon found out how difficult it was to grow grass when it rains heavily about every few days. Therefore, it became apparent that landscaping with rock may be a better option. After making this decision, my brother informed me of some landscaping rock in the Wausau area named "Purple Passion". With my love of purple, it became a no brainer that I had to have some of this around my new home. My brother was kind enough and had the equipment to haul a load of this rock in for me, but I miscalculated how much I needed (this is embarrassing to admit as a former math teacher) and soon I had a new problem. I needed more rock, my brother didn't have time to bring me another load, and I didn't have the equipment to haul a ton of rock. Therefore, I made some phone calls to community members. It should come as no surprise the community came to my rescue. Soon I had a trailer from one resident and a truck to pull it from another community business. What I didn't have though was a spare tire for the trailer and I didn't want to make such a long trip with a heavy payload without a spare tire. It may be hard to believe, but finding that spare tire was the most difficult item to secure. After a number of calls and some false leads over a couple of days, I was succumbing to the fact that I may have to take my chances and make the trip without a spare. Then, the day before I planned to make the trip, I backed out of the garage to come to work, and saw a tire, exactly what I needed, leaning against the garage. It was like it materialized out of thin air and was a gift from God.

Not only was all this amazing, what is even more amazing, is that no one wanted anything in return for all the help they had given me. It truly shows the ethics and integrity of the people in this community. Sure, we have some "bad apples" surface at times, but we really have many, many more "gold standard" people in this community and that is something we

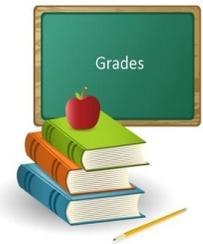
need to celebrate. Therefore, I sincerely thank everyone, for allowing me to serve the students, parents, and the community of Independence in my current position and hope that I can help the school support the community as well as the community supports the school and me. BSE!

Bärry Schmitt
District Administrator/High School Principal

Grading for Mastery and Accountability

This past school year the Independence School District officially implemented a grading philosophy known either as Standards Based (elementary) or Standards Referenced (middle/high school). To implement this philosophy each grade level or course determines 16 to 20 "power standards" that are the basis of the curriculum for the year. Power standards are concepts that the District feels are essential for students to know and master before moving to the next grade level or upon completion of the course. Mastery of a standard is then graded on the level of mastery. These levels are Advanced, Proficient, Basic, and Minimal. It is the goal of our school that ALL students achieve proficiency in these Power Standards. The difference in Standards Based grading and Standards Referenced grading is that for Standards Based, each standard and the level of mastery is reported on report cards. In Standards Referenced, levels of mastery of standards for the grading period are averaged and reported out on report cards with an A correlating to Advanced, B to Proficient, C to Basic, D to Minimal, and F to No Mastery or Incomplete work.

This grading philosophy was implemented after about three years of research and development by a committee of faculty, administrators, Board members, and parents. It was based on research that has shown this philosophy to



be best practice in grading and customized to fit the specific nuances of our District. The most comprehensive summary of this research and practice can be found in the [Parent/Student Grading Handbook](#).

Although this sounds complicated, quite frankly, it is really based on common sense. We identify the concepts we want students to know, we assess their knowledge of the concepts, and if they haven't mastered the concept, we give them the support they need, and then reassess them until they prove they have mastered the standard. Of course this is much different than what has "traditionally" happened in schools. The area that I have seen as being most difficult for students and parents to understand is that their mindset needs to change from "obtaining a grade" to "mastering a standard", in other words, more focused on actual learning.

Implementing this concept of mastery will take time and growing pains are part of the process. After one year at the high school level, it was obvious to me that there are two areas our staff and students need to improve upon. Those two areas are accountability and communication. Therefore, we will be focusing on these areas by "tightening up" on some processes that we already have in place.

To improve accountability for students in middle and high school, it will be required that every Friday students will be informed of any missing work that they need to complete to show mastery of a concept. They will also be

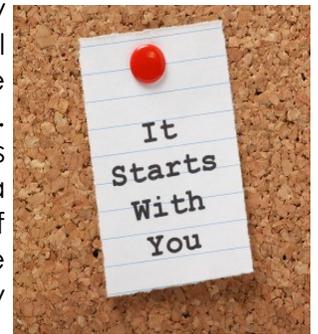


mean additional after school time. If they complete the work to a satisfactory standard before

Monday after school, then they will not be required to attend MLT. Parents and guardians will be notified on Friday's also if their child is missing work and assigned to MLT. Of course, students can be placed on MLT at any time during the week with proper communication to parents.

Also, to improve communication, all students deficient in a class (getting a grade of a D or F) and their parents will be notified every two weeks. This is to try to avoid the "I didn't know I was failing" excuse when grades come out at quarters.

Another accountability and communication tool that will be tweaked is the Right to Reassess policy. Currently any student has the right to "retake" a summative assessment if they agree to do some preliminary work to verify they are ready to reassess,



regardless of what their mastery level was on the assessment. For 2017-18, any student who assesses on a Power Standard and is at a mastery level of Basic or below will be offered a reassessment opportunity by the instructor. If the student refuses to take the opportunity, this will be documented and communicated to the parent or guardian of the student.

Although these accountability and communication procedures could be time consuming, we feel that holding students accountable for their work and the mastery of standards will ultimately lead to less time having to chase down students to get work done and therefore lead to less required communication to parents. It should also lead to improved learning. After all, it is really just common sense and my expectation to be the Best School Ever.

Bärry Schmitt
District Administrator/High School Principal

Vanderloop Scoop Success Will Come with Change and Support



Change is often a word or term people shy away from. People don't like the word change because it takes people out of their comfort zone, and can put them in new situations that are unfamiliar. This causes stress! This is heightened when the change is happening and there is no support in place to promote this change. In a classroom situation, a student who needs to change their behavior is quick to produce more negative behaviors because they may be asked to do something that is unfamiliar to them. The student is feeling stress and this often times leads to more disruptive behavior because they are resistant to this change. Think about your work environment or a work environment you have been a part of. Was there a time when you were asked to change a behavior? Did you openly accept this change? Did you resist? More importantly, did you feel supported when being asked to make this change?



It takes passion to bring up initiatives that involve change. If you're not pushing boundaries once in a while, then what are you doing?

-Dave Skogen, Founder of Festival Foods

In our district there is a lot of passion for the students we serve. I see it in the hallways as we enforce expectations. I see it in the classroom as we not only introduce content, but teach our students. This is the most passion I've seen in a district that serves students. This is a compliment to the staff that have the opportunity to work with the children of the Independence School District. This is a compliment to the district that supports the needs of our students.

As we look for continuous improvement, we need to continue to push the boundaries of

how we serve students. The phrase, "when I was a kid..." doesn't always promote what is best for our students. There is an appreciation for history and what worked well, but we can't solely rely on past practice to get the results we want today. As district employees, we need to constantly push boundaries so that our students have the best opportunities for future success. As a building leader, I need to promote an environment where staff are challenged to always look towards continuous improvement. The beauty of our district is our ability to collaborate. We use data to determine what works, and what does not. In recent years, we have seen the results of our current practices. Our data has been brought before the school board and we realized we needed to make a change. We looked to local and national experts in the field of education to understand what changes needed to happen. Without this research we would be changing for change sake, and our results would not be positive. Without collaboration, we would be promoting a change that is not understood by our staff.

Our staff needed to change the way we approach rigor in the classroom. Our staff needed to identify what was being taught, and how to best understand who was learning the material and who wasn't. This promoted the identification of power standards in the classroom and assessments that match those standards. This is an expectation we have for all staff that instruct students. We can then review our data to determine what practices are working and what practices need to change. There is that work again, *change*.

This effect has produced a higher quality of instruction that is more focused on learning concepts with greater depth instead of just memorizing facts. It has allowed us to be more efficient educators. This has not come without support. Our district has made a commitment to this work and provided staff with the necessary professional development to make this vision a reality. The staff in our district are getting the support they need to be successful.

As this change continues to the student level, we are seeing incremental growth. Our local data is showing steady growth where we would expect to see it. Last year, our state scores also showed that steady growth. We will again analyze multiple pieces of data to determine if what we are doing is working for our students. Like a change in expectations for staff, a change in expectations for students does not come without support. We continue to do more during our current school day to support students. Our teachers are using different teaching strategies to help students learn, we have changed how we group students during intervention/enrichment blocks, we have provided more support during lunch and after school to support the individual needs of students. We are doing more as a system to support the higher expectations we have for all students.

Mediocrity is exhausting because you don't feel like you are ever getting anywhere. You just watch the days pass by without any sense of accomplishment. We cannot operate this way, therefore, we need to always analyze our practices, keeping the things that are working but being open to change and a continuous improvement cycle of reflection. It is amazing work we are doing and we should be proud of the efforts of our staff, board, families, and community.

If you would like to talk further about the things we are doing to help our students become successful, please do not hesitate to contact me.

Go Indees,

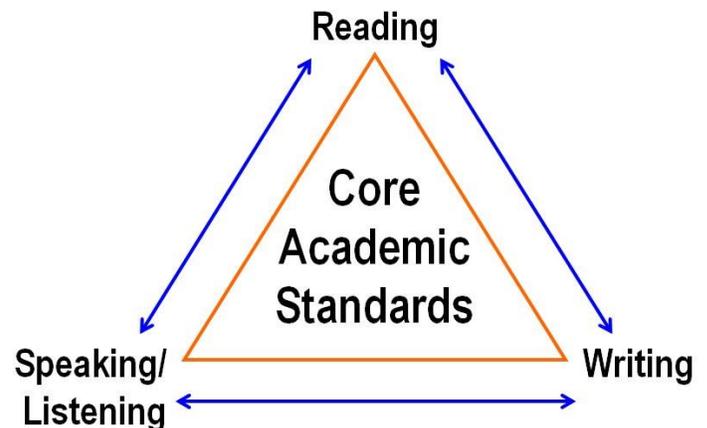
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Curriculum and Counseling Corner

Writing, Speaking, and Reading in all Subjects

Knowledge is not the goal. That may sound strange as we tend to think, first and foremost, that the work of schools and teachers is to impart knowledge. We do much more than teach subjects or knowledge.

Our job is to teach students. To teach them to be literate (defined by Merriam Webster as the ability to read, write, think, and speak) in all subjects; to communicate knowledge; collaborate with others; think critically; write well; actively listen; and contribute to their careers and communities using the knowledge they have gained from a myriad of sources, including their teachers and their school.



It is well known that students are expected to take classes such as Reading in elementary school, and English Language Arts in middle and high school. And that the emphasis, if not primary goal, in these classes is to teach students to read, write and speak. We have an amazing cadre of teachers that teach these classes and they do a wonderful job, but it is not enough. It is not enough to develop our student's literacy skills to the degree necessary for success in college and career life. How do we know? We can see it in the data (ie: ACT scores) and/or anecdotal student graduate feedback. We are not alone, many schools

face similar issues and the answer lies in our ability to help students learn and apply literacy skills in **all** areas.

We started the Disciplinary Literacy discussion several years ago and some students will likely attest to seeing more writing in art class, more reading in agriculture classes etc. This past year we worked *even harder* to polish our skills in these areas to create a coherent set of literacy expectations for grades 6-12. Over the course of 5 months this past school year, our middle and high school teachers collaboratively developed clear expectations for: reading, writing, and speaking (discussions). They took these clear standards and grading rubrics and applied them to their current classes with a goal of coming together to share their experiences, review student work, and calibrate around what it means to meet proficiency in these areas of literacy- all the while saving the integrity of their content area (music, art, ag, business, social studies, science, physical education, etc.). The goal was and is not to take anything away any from the specific discipline/content areas, but to develop student skills in applying the knowledge gained. Teachers will continue that work in the coming year.

Students will likely come home this year sharing the news that they are expected to write more, read more, and participate in intelligent conversations more frequently. We welcome your feedback regarding these changes and thank you for your support.

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

Science News

It has been a busy summer for our district science teachers as we continue to build a coherent, rich, student centered approach to science instruction from kindergarten through high school that intentionally supports language (speaking, writing, and reading) and math

(reasoning, conceptual thinking, and number sense) skills.

On June 21st, Ms. Larson and Mrs. Sonsalla traveled to Lake Geneva for IQWST (Investigating and Questioning our World through Science and Technology) training. This is the middle school curriculum we adopted last year after thorough research and evaluation. IQWST was written by the authors of the Next Generation Science Standards (adopted by many states and schools nationwide).



On July 11th and 12th, Mrs. Pape, Mrs. Schrenkler, Ms. Matejka, and Mrs. Larson (our 3rd, 4th, and 5th grade teachers) learned more about *Multiple Literacies through Project Based Learning*. *ML through PBL* is an elementary science curriculum currently being developed by authors of the Next Generation Science Standards. Emily Miller, an NGSS writing team member, and her partner Stacey Hokievicz from the Madison School District, facilitated. This type of professional development, with trainers directly involved in national standard development is unprecedented for Independence.

We were able to find this opportunity after reaching out to Joe Krajcik, Michigan State Professor and lead author for both NGSS, and IQWST. Because Mrs. Sonsalla has seen the student benefits of IQWST this past year, we wanted to know if there was an elementary version. After contacting Mr. Krajcik this winter, he invited us to be a part of the development team for *ML for PBL*. Their team was interested in Independence because of our unique student population. This work, funded by the George Lucas Foundation is free and will eventually be available to schools nationwide. Our costs include

student hands-on kit rental and professional development.

In early August Ms. Matejka and Mrs. Schrenkler will travel to Michigan State University to work with the full team of teachers from other states, and *ML for PBL* developers.

So, what does all of that mean for our students?

It means they will be asked to think like scientists. Learning will be about much more than learning science content. It means that our students will be asked to explore local phenomena (unique to Independence and Western Wisconsin such as landforms, animals, weather, water, etc.) and hypothesize, question, and reason together as they develop models and explanations. There will be an emphasis on:

- Obtaining, evaluating and communicating information
- Engaging in arguments from evidence
- Constructing explanations and designing solutions
- Analyzing ideas
- Developing and using models
- Using math and computational thinking
- Planning and carrying out investigations
- Asking questions

English language arts and math skills are carefully woven into the design, therefore, students are not learning science in isolation, but integrating skills from other core areas.

We believe that because of the thorough alignment being built in Independence for grades 3 through high school science (stay tuned for more information later this year about K-2 science) that **all** of our students will be better prepared to make decisions about future careers related to science, technology, engineering, and math (**STEM**).

As always, we welcome your involvement. Please contact your child's teacher, principal, or Mrs. Woychik to discuss these exciting developments!

Clipart Sources Throughout Newsletter

<http://www.google.com>

Job and Service Related Certifications for Students

Helping to Build a Stronger Local Community.

We have long thought of our school as a *Community School*, a place where our families and the larger community are welcome, and where we (students and staff) can contribute to the greater good. Thanks to school board support, we are excited to have the resources needed to expand career and service related opportunities for our students through certifications starting with the 2017-18 school year.

During last winter's scheduling conferences, current sophomores and juniors were polled and almost all students expressed interest in at least one of the certifications presented as tentative offerings:

- First Responders
- Volunteer Fire Department
- Commercial Driver's License
- Nutrient Management
- OSHA
- Coaching
- Officiating



Most, if not all, of these areas represent a local need and we hope to provide our graduates with the skills to fill these needs.

Mrs. Steiner will be working in collaboration with local employers and area technical colleges to finalize training options. The goal is to fit these trainings into the student's school day schedule and to grow the number of opportunities over time.

Helping our students develop a sense of citizenship, and a responsibility to contribute the greater good, is something we can and should be emphasizing in our school and community. We hope these certifications serve as a step in that direction.

Please contact Mrs. Steiner at 715-985-3172 Ext. 110 or Mrs. Woychik at Ext. #111 with any inquiries related to this work.

Courses Available

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

Bärry Schmitt, Superintendent
23786 Indee Blvd.
Independence, WI 54747
[715-985-3172](tel:715-985-3172)
schmittb@indps.k12.wi.us.

New School Year New Devices!

I have always loved the start of a new school year, seeing students smiling faces, looking at how refreshed and rejuvenated everyone seems ready to take on the new school year. Like the beginning of any new school year, new school supplies are purchased and the school halls are getting refreshed awaiting the arrival of students. The technology department has also been busy getting new devices ready to be handed out to our students. This past spring the school board approved the proposal to go ahead with our refresh program and get brand new devices for our middle and high school students and staff and we added more laptops and iPads in the elementary too! I am excited to work with students and staff on these brand new devices to continue to learn

how to effectively use these devices as a learning tool. I would like to take a moment to remind everyone of the utmost importance in caring for these new devices. Here are some general guideline students should follow when using and transporting their device.

1. Refrain from using your device around foods 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
5. Keep device out of extreme temperatures, hot and freezing temperatures can cause your device not to function properly.

You can find more guidelines and expectation on using your school issued device in our Digital Learning Initiative and in the Responsible Use Policy. Parents and students will be signing that you agree to follow and adhere to these policy at Registration Day on August 9th from 12:00 pm - 7:00 pm..

New this 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.

Device check out will be on Family Learning Day, August 30, 2017 from 12:00 pm - 7:00 pm. All past computer fees will need to be paid prior to students being issued a device.

In the past I have often received questions about the computer use at home, and as 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 work around 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
Enrichment Coordinator



- 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

Students "Traveled the World" Through Art in Summer School this Year!



REGISTRATION DAY 2017

It is with great pride and anticipation for the new year ahead that we welcome you to our 4K-12 Registration Day on Wednesday, August 9th. All students and parents are expected to come to school together at any time between 12:00 and 7:00 on August 9th. This is a **mandatory obligation** for all families. Please park in the back lot and enter through the Cafetorium doors. Plan to learn about, and organize for the year ahead by making these required station stops 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.

- Student Handbook Station: Hard copy or electronic copies for each family
- Infinite Campus: Family portal access instruction including usernames and passwords. Input data and complete Registration Google Form
- Nurse Station: Medication forms, Immunization information, insurance form will be available
- \$\$ Lunch Station: Payments made and Free/Reduced forms available

**Minimum deposit for lunch is \$10 for everyone. You may deposit as much as you wish

DAILY LUNCH COST

Elementary \$2.50

Middle School and High School \$2.65

DAILY BREAKFAST COST

Elementary \$1.25

Middle and High School \$1.50

- Bus Station: Route information. Orange Transportation Change Slips available
- \$\$ Music Teacher Station: Band rental fees, and questions answered
- \$\$ Computer/Acceptable Use Station: Review options for computer training for students and parents, set up email parent groups, review computer expectations. COMPUTER PICK UP IS AUG 30th.
- Schedules and Locker Station: Pick up a copy of your new schedule and locker combination (you can also try out your locker and be sure the combination is working)
- Fall Conferences Station: Schedule your fall conference
- 4K: Meet and greet Ms. Schultz
- \$\$ Athletics Station: . Physical forms, Coach/sign up information for sports, sports schedules. Pay Athletic fees \$50 per sport. Ind. Max of \$100. 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 Athletic Code meeting will be held at 8 pm in room 307 (Mr. Abing's room)**
- Activities Station: Basic information, questions answered, and student sign up for clubs for grades 9-12
- \$\$ Indee Wear Station: Order Indee Wear (cash or check). Some items cash and carry
- \$\$ Life Touch Student Picture forms and payment may be done. *Pictures will be done on Aug 30th.* *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 4:00 and 6:30 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 and complete all requirements by August 30th.

REGISTRATION DAY 2017

Handouts available:

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



There is ice cream for all before you leave on August 9th. We look forward to seeing you!

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 August 9th Registration Day. I will be available on that day to help get your student enrolled in our Four Year - Old Kindergarten Program. If you have already enrolled in our program this day is for you to turn in any additional paperwork (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 important to set transportation up prior to the first day of school. Attendance on this day is important to ensure a smooth "first day" for your young student as well as for you as a parent. I hope to see you all on August 9th (noon – 7pm) and again at Family Learning Day on August 30th from noon – 7PM. I look forward to working with your children and family as the district 4K teacher.

Enjoy the rest of your summer! Ms. Schultz

Family Learning Day Wednesday, August 30, 2017

12:00-7:00 open house for all 4K-12 families

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

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



Ashley for the Arts

The annual Ashley For the Arts will occur August 11-13 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.

High School Volleyball

We hope you have been enjoying your summer! The 2017 Volleyball season is just around the corner. Please remember:

- Athletic Code Meeting on July 31st at 7:00 pm
- Volleyball Parent/Player Meeting at 6:00 pm
 - Your attendance is mandatory at these meetings.
- The first day of practice is August 14th
 - Practice times will be 8 am-noon for the first two weeks of practice. Attendance is mandatory. A schedule will be handed out at the meeting.
- Please schedule your physicals. Physical forms or alternate-year forms are due before the first day of practice! Athletes may not practice or participate with the team until the physical form is completed by a doctor and turned into either the coach or the high school office. You must also have x amount of practices in before you can participate in a game.
- Ashley for the Arts is August 11th and 12th. Check the spreadsheet for your shift date and time. Every athlete should work a time slot.
- Please "Like" our Facebook Page, "Indees Volleyball" to receive updates on practices, games, and other team activities.



As a new/returning member of the Independence High School Volleyball Team, you will be expected to know and follow the team's rules, along with working hard to meet its expectations. Being part of any team requires some sacrifices to become strong individual players and strong members of a team. Dedication and hard work is required by those involved in order to have a successful season and a strong volleyball program.

(All Rules are in Effect the First Practice through the Final Game of the Season)

We look forward to the upcoming season!

Head Coach Olson, Assistant Coaches Halama, Buss, & Edison

Middle School Volleyball Athletes and Parents

There will be a Middle School Volleyball Informational Meeting on Wednesday, August 9, 2017 at 5:30 p.m. at SSPP. We would like all of the 6th, 7th, and 8th grade athletes that are interested in playing Volleyball this season along with a parent or guardian to attend this meeting.

At the aforementioned meeting we will be going over the necessary athletic forms in order for the athlete to participate. The following forms must be completed and signed in order to participate: Permission Form to Participate, Diocese Form, Concussion Form, and Physical Form or Alternate Year Card (each athlete must provide the coach with a physical form completed by a licensed physician; a physical is good for two years, therefore an alternate card must be completed for the second year). We will also be collecting fees which are \$30 for all athletes. Without the necessary completed forms, the athlete will not be able to practice or play. During the meeting we will also be going over expectations for both parents/guardians and athletes.

Our first practice will be on Monday, August 28th at SSPP from 4:00 to 6:00 p.m. We will also have practice on Tuesday, August 29th from 4:00-6:00 p.m. and Thursday, August 31st from

4:00 to 5:30 p.m. Practices will continue from 3:40 to 5:30 p.m. every Monday, Tuesday, Thursday and Friday once school commences on Friday, September 1st. **Practices are mandatory!** Please keep in mind that the first few practices are some of the most important and they are starting before the 2017-18 school year, so be sure to have the necessary arrangements made to attend practice.

You will need the following for practices: gym shorts, t-shirts, a sports bra, tennis shoes, socks and **knee pads**. The school will not provide knee pads. I also encourage all the athletes bring a water bottle for practices and games.

In accordance with the Athletic Middle School Handbook the main goal for the 6th grade athletes is to give them the opportunity to learn the fundamentals. The 6th grade athletes may get the opportunity to compete should we have low numbers in 7th & 8th grade.

If you have any questions, please do not hesitate to call Head MS Coach Pronschinske at 715-985-2595

Youth Flag Football

Any 3rd, 4th, or 5th grader (or 6th grader that does not want to play middle school tackle football) should fill out a form at the following website: <https://goo.gl/forms/MGjY81UEop4wQi6z1> so please sign up as soon as possible.. We will need also need coaches for the 5th/6th grade team. There will be a fee assessed once we know how many players we will have. Here is a link with more information on the league: <https://docs.google.com/document/d/1FG95nx72Wg5nVhcADISDaGJXx33QLo-zu9l-DURlyZs/edit?usp=sharing>. The first games are scheduled for August 22. Once we have the number of athletes interested and contact information we will get info out on dates and



times for practices. If you have any additional questions you can contact Chad Risler at 715-533-0285.

Middle School Football and Volleyball Information

There will be a code/team/informational meeting for any 6th-8th grade students and their parents that are interested in playing Middle School volleyball or football this fall. The meeting will take place on Wednesday, August 9th at 5:30 PM in the SSPP school cafeteria. At this time schedules and the paperwork that must be turned in on or before the first day of practice will be handed out. Remember that physicals or alternate year cards must also be turned in before you are allowed to practice. You can get the forms for this from school. The \$30 participation fee can also be taken care of at the meeting. Football players will be able to order practice jerseys for \$25 as well. If you have any questions or are unable to make it to the meeting, please reach out to your coach: football - Chad Risler - 715-533-0285; Val Pronschinske - 715-985-2595.

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."

Indees Softball

The Independence/Gilmanton Indees softball team had a very successful season in 2017. Nineteen girls participated on the team this year. The Indees were a very young team led by seniors Jaydin Guza and Barbara Suchla. The Indees ended the season with an 18-8 record, tying a team record for most wins in a season originally set by the 2005 team. With an 8-6 conference record, the Indees finished fourth in the conference. The team made it to the regional final game and ended their season with a tough 4-2 loss. Throughout the season this group of young ladies continued to work together, push each other to get better, and build confidence.

Five members of the team received All-Conference honors: 1st team - Jaydin Guza and Rylie Guza; Honorable Mention - Brianna Truog, Lynnsey Tuschner, and Geri Fredrickson.

Jaydin Guza and Rylie Guza also earned Honorable Mention All-District. Jaydin Guza and Barbara Suchla were also recognized as Academic All-State. Congratulation to these amazing young ladies on a great season.



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)

2017 High School Forensics

The 2017 High School Forensics season has drawn to a close and the Independence team has had a very successful year! In February, the team traveled to UW-Eau Claire for an invitational tournament. These tournaments encourage early preparation and also serve as learning experiences for younger team members.

March brought our first real contest, Subdistrict, held at Whitehall High School. Team members need to score 16 or higher [out of 25] in two of three rounds to earn the right to go on to District Contest. The entire team went on to District.

District was held at UW-LaCrosse on March 11. Those competing were Brittany Brown, Solo Acting; Rebecca Casper, Solo Acting; Jon Warner, Prose; Miranda Stegerwald, Poetry; Amy Lien, Poetry; and Gipsy Rodriguez, Poetry. At District, members needed to score 20 or higher [out of 25] to earn the right to go on to State. The entire team scored highly enough to go on to State.

The annual Showcase for parents and friends was held on Monday, April 10.

The team traveled to UW-Madison for State Contest on Saturday, April 22.

At State, Gipsy Rodriguez won a bronze medal. Brittany Brown, Rebecca Casper, Amy Lien, and Jon Warner won silver medals.

Congratulations, all! Coaches Susan Solli and Holly Knudtson are very proud of you!

Indee Track and Field Sectional and State Championships

The I/G track and field team had a very successful season. They sent many qualifiers to the sectional meet in Bangor and two athletes were able to qualify for the state meet. At sectionals the girls placed as follows: 4x200m relay (Susan Thoma, Krystal Johnson, Allison Bragger, Daniella Warner) 5th place, 4x100m relay (Krystal Johnson, Grace Branger, Jenni Salazar,

Daniella Warner) 10th place, Susan Thoma in the 300m hurdles (8th place) & long jump (11th place), Lauren Sylla in the 1 mile (13th place) and 2 mile (7th place), Cassidy Kabus in the 1 mile (12th place) and 2 mile (8th place) and Daniella Warner in the 100m dash (7th place). Brittany Brown placed 2nd in the Pole Vault and was our lone state qualifier on the girls side.

On the boys side Nathan Skroch finished 10th in the 100m dash and Dustin Skroch finished 11th in the 1 mile. Andrew Grulkowski was a 2 time sectional champion in both the 110m and 300m hurdle races as well as finishing 3rd in the 100m dash. He qualified for state in all 3 events.

On June 2nd and 3rd Brittany and Andrew



made the trip to La Crosse for the State Track and Field Championships. Both finished out phenomenal high school careers. Brittany placed 15th with a jump of 8'6". For Andrew's preliminary races he finished 11th in the 100m dash (11.70), 3rd in the 110m hurdles (15.64), and 2nd in the 300m hurdles (40.29). In the finals Andrew took 2nd place in his 110m

Hurdle race with a time of 15.77. He also placed 2nd in the 300m hurdle race with a time of 40.10 and a new school record.

Congrats to all on a great season!



PHOTO CREDITS to Nate Beier/GX3 Media



FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

Independence District Report Card | 2015-16 | Summary

Overall Score



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

Priority Areas

Student Achievement

English Language Arts (ELA) Achievement
Mathematics Achievement

District Score	Max Score	State Score	Max Score
52.5	100	67.5	100
25.6	50	33.6	50
27.0	50	33.9	50

Student Growth

English Language Arts (ELA) Growth
Mathematics Growth

District Score	Max Score	State Score	Max Score
80.3	100	66.0	100
45.4	50	33.0	50
34.9	50	33.0	50

Closing Gaps

English Language Arts (ELA) Achievement Gaps
Mathematics Achievement Gaps
Graduation Rate Gaps

District Score	Max Score	State Score	Max Score
73.7	100	60.8	100
40.1	50	16.7	25
33.6	50	16.2	25
NA	NA	27.9	50

On-Track and Postsecondary Readiness

Graduation Rate
Attendance Rate
3rd Grade English Language Arts (ELA) Achievement
8th Grade Mathematics Achievement

District Score	Max Score	State Score	Max Score
87.3	100	86.6	100
37.9	40	36.4	40
37.9	40	37.0	40
5.0	10	6.8	10
6.5	10	6.4	10

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: 0

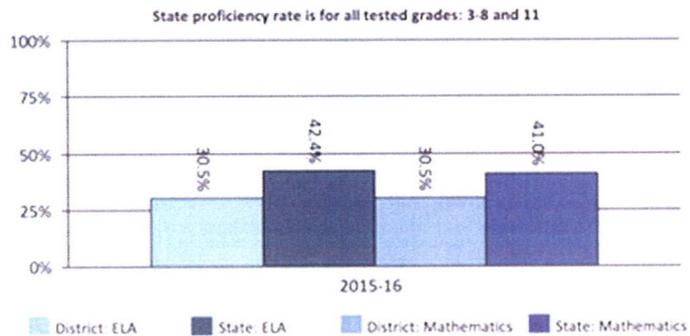
NA
Goal met: no deduction
Goal met: no deduction

District Information

Grades	K4-12
Enrollment	395
Within District Mobility	0.0%
Between District Mobility	7.6%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.5%
Asian	0.0%
Black or African American	1.0%
Hispanic/Latino	32.9%
Native Hawaiian or Other Pacific Islander	0.0%
White	64.3%
Two or More Races	1.3%
<i>Student Groups</i>	
Students with Disabilities	10.1%
Economically Disadvantaged	56.9%
Limited English Proficient	25.8%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11) and Dynamic Learning Maps (grades 3-8 and 11)



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://dpi.wi.gov/accountability/report-cards>.

Independence 2017/18 Calendar

2017

4/19/2017

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					

- 10-13 Summer School
- 17-20 Summer School
- 24-26 PLC Convention
- 31 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		

- 9 Registration Day
- 14-16 PBIS Convention
- 23-24 New Teacher Inservice
- 28-31 Inservice
- 30 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

- 1 First Day of School
- 4 Labor Day
- 22 Inservice - Data Retreat

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				

- 19 12:15 Dismissal
- PT Conferences 2-8 PM
- 20 Vacation

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		

- 3 End of Quarter
- 6 Co-op Inservice
- 22 12:15 Dismissal
- 23-24 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						

- 22 12:15 Dismissal
- 25 Christmas
- 26-29 Vacation

2018

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
- 18 End of 2nd Quarter
- 19 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*			

- 22 12:15 Dismissal
- PT Conferences 2-8 PM
- 23 No School
- 27-28 ACT Dates

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

- 23 End of 3rd Quarter
- 28 Inservice (Co-op ?)
- 29-30 Easter Vacation

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					

- 1 Easter
- 2 Easter Vacation
- 24,26 3-10 State Testing

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		

- 26 Graduation
- 28 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

- 1 12:15 Dismissal (End of 4th Qtr)
- 4-5 Inservice
- 4-8 Snow Make-up Dates

Legend

	Holiday		Inservice		Parent/Teacher Conference
	Orientation/Registration		Vacation Day		End of Quarter
	12:15 Dismissal		Summer School		Summer PD
* 2:30 Dismissal for Collaboration Time					
ACT Dates					

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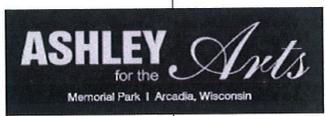
- 177 Student
- 191 Teacher
- 193 New Teacher

- 1st Quarter 43
- 2nd Quarter 45
- 3rd Quarter 44
- 4th Quarter 45
- 177

August



2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	31 Athletic Code Mtg 7:00pm Team Mtgs 6:00pm Booster Club 7:30	1 First Day of Football Practice 	2	3	4	5
6	7	8	9 REGISTRATION DAY noon-7pm All 4K-12 students and parents 	10	11 Football Scrimmage 5:00pm 	12
13 	14 First Day of Volleyball Practice 8:00am-noon First Day of Cross Country Practice 	15 VB Practice 8:00am-noon	16 VB Practice 8:00am-noon	17 FB vs Elmwood/PC 7:00pm VB Practice 8:00am-noon	18 VB Practice 8:00am-noon	19
20	21 VB Scrimmage @ B-T 4:00pm JV FB vs E/PC 5:00pm	22 VB Practice 8:00am-noon	23 New Staff In-service VB Practice 8:00am-noon	24 New Staff In-service VB Quad @ PC 4:30pm	25 FB @ Alma 7:00pm VB Practice 8:00am-noon	26 VB Invite @ Neillsville 9:00am XC Invite @ Cashton 9:00am
27	28 Teacher In-service VB Practice 4:00-6:00pm	29 Teacher In-service VB Practice 4:00-6:00pm Back to School BBQ at Ind. Bank	30 FAMILY LEARNING DAY noon-7pm All 4K-12 students and parents 	31 Teacher In-service VB Practice 4:00-6:00pm		

Welcome Back To School 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1  XC @ CFC 5:45pm FB @ Highland 7p	2
3	4  VB practice 5-7pm	5 VB @ Lincoln 6/7:30pm	6 2:30 Dismissal/PLC	7 VB vs Eleva-Strum 6/7:30pm XC @ Ettrick Golf Course 4:45pm	8 FB vs Eleva-Strum 7:00pm	9 Dairyland VB @ Mel-Min 9:00am
10	11 JV FB vs E-S 5:00pm	12 VB @ C-FC 6/7:30pm	13 2:30 Dismissal/PLC	14 VB vs EC Immanuel 6/7:30pm XC @ EC City Wells 4:30pm	15 FB @ C-FC 7:00pm	16 JV VB @ Luther 9:00am
17	18 JV FB @ CFC 5:00pm VB vs CCR 5/6:30pm	19 VB @ Gilmanton 7:30pm XC @ Valley Golf Course Mondovi 4:30pm	20 2:30 Dismissal/PLC	21 XC @ Durand Rolling Greens Golf Course 4:30pm	22 Teacher In-Service NO SCHOOL FB vs WHTL 7:00pm 	23
24	25 JV FB vs WHTL 5:00pm XC @ Mel-Min 4:30pm	26	27 2:30 Dismissal/PLC	28 VB @ WHTL 6/7:30pm	29 FB @ Augusta 7:00pm	30 VB @ Mondovi

October 2017

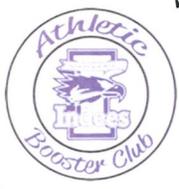
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 VB @ Augusta 6/7:30pm XC @ Maple Grove Country Club 4:25pm JV FB @ Augusta 5:00pm	3 VB vs Mel-Min 6/7:30pm PARENT's Night	4 2:30 Dismissal/PLC	5 Spirit Games 7:00pm	6 FB vs B-T 7:00pm Homecoming Parade 2:45pm 5 th Qtr – Woychik's 	7 JV VB @ E-S 9:00am XC @ Schultz Farm 9:30am  8:00pm
8	9 JV FB vs B-T 5:00pm	10 VB @ vs Alma/Pepin 6/7:30pm	11 2:30 Dismissal/PLC	12 VB vs B-T 6/7:30pm XC @ Eleva-Strum 4:30pm	13 FB @ Mel-Min 7:00pm	14
15	16 JV FB @ Mel-Min 5:00pm	17 VB Regionals 7:00pm TBD Picture Retakes  PICTURE RETAKE DAY!	18 2:30 Dismissal/PLC	19 12:15 DISMISSAL PT Conferences 2-8pm VB Regionals 7:00pm TBD 	20 FB Level 1 7:00pm TBD NO SCHOOL 	21 XC Sectional @ Durand TBD VB Regional Championship 7:00pm TBD
22	23	24 Vocal Concert 7:00pm	25 2:30 Dismissal/PLC	26 VB Sectional 7:00pm @ Royall HS	27 FB Level 2 7:00pm TBD	28 WIAA State XC @ Ridge Golf Course TBD VB Sectional Championship 7:00pm @ Wauzeka-Steuben HS
29	30	31 				



A Homecoming Cookout

Friday, October 6th
5:00pm – 7:00pm

Serving Hamburgers and Brat Meals
at the Independence High School
sponsored by the Athletic Booster Club



Website: www.indps.k12.wi.us
Independence School District
Newsletter Copy Editor:
Tracy Halama
Production Editor:
Linda Killian-Baures
Editorial Administrator:
Mr. Barry Schmitt
Phone: (715) 985-3172
FAX: (715) 985-2303



**Home of the
Indees!**

Every one. Every day.

HOMECOMING HOEDOWN EXPECTATIONS 2017

With the start of a new school year, come old traditions and the beginning of new ones. One of those traditions being homecoming. This year's homecoming activities will start on September 30 with student activities at school and conclude with the football game versus Blair-Taylor on October 6 and the dance October 7.

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

- "Hit list"- This is a list of students, Staff and coaches that will invite the tradition of toilet papering their homes. If you DO NOT want to be on this list, please contact Mr. Schmitt, Ms. Manor or Mr. Ruhland at school. We would like the list completed by September 25.
- "No Hit list"- If you definitely do not want your home/business toilet papered, please contact us to get on this list. All community residents without children in high school will be on the no-hit list.
- Expectations- The student council has come up with a list of expectations for our student behavior this year. These will be posted throughout town and on athletic programs leading up to homecoming week.
- Curfew- To ensure safety and respect for our community and students, with the cooperation of the Independence Police Department, we have implemented an 11:00pm curfew for homecoming activities. We are asking for your cooperation in reporting any students that violate this curfew. Please include time, date, and location of the activity.
- 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 29- students begin the process of decorating floats, forming their skits, and making banners/posters.
- October 2-6: Homecoming week
- October 5: Spirit games at 7:00pm
- October 6: Mass and breakfast for the athletes at SS Peter and Paul at 7:30am
- Parade at 2:45pm
- Game vs Blair-Taylor at 7:00pm
- October 7: 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. Manor (manorj@indps.k12.wi.us)
- Mr. Ruhland (ruhlandj@indps.k12.wi.us)



To: Independence School District Parent/Guardians
 The Independence School District Child Nutrition Program begins the school day for all students with breakfast from 7:45-8:05 AM.

Benefits of Breakfast for Learning^{1,2}

Eating breakfast gives your child the fuel he or she needs to start the day. It has been shown that students who eat breakfast regularly are more likely to have:

- Better behavior in school.
- Improved concentration, alertness, and attentiveness in class.
- Improved abilities to perform problemsolving tasks and better performance on standardized tests.
- Fewer absences and late arrivals.
- Improved math, reading and memory scores.

Benefits of Breakfast for Health

Eating breakfast improves the variety and intake of important nutrients for the growth and development of your child. Research has shown that students who eat breakfast regularly:

- Have less probability of overweight and obesity than children who don't eat breakfast.
- Are more likely to have adequate amounts of vitamin A, vitamin D, iron, fiber, and calcium.
- Have lower intakes of fat, cholesterol, and sodium.

¹"Benefits of Breakfast." Energize Your Day with School Breakfast

Toolkit. United States Department of Agriculture, 24

Jan. 2014. Web. 18 July 2014. <http://www.fns.usda.gov/sites/default/files/toolkit_benefitsflyer.pdf>. ²"Breakfast for Learning." Food, Research, and Action Center, Spring 2014. Web. 25 July 2014. <<http://frac.org/wp-content/uploads/2009/09/breakfastforlearning.pdf>>.

The Breakfast Meal Pattern

School breakfasts now include more fruits/vegetables, and whole grain-rich foods, only fat-free or low-fat milk, "right-size" meals with portions designed for a child's age, zero trans fat, and less saturated fat and sodium. These changes are a result of the new school meal standards established by the Healthy, Hunger-Free Kids Act of 2010—the first major changes to school meals in more than a decade. The changes are based on the latest nutrition science and the 2010 Dietary Guidelines for Americans.

- Breakfast is made up of 3 components offered daily: milk, grain, and fruit/vegetable. – Protein-rich foods may also be offered.
- All grains served as part of the meal are whole grain-rich.
- At least two varieties of milk are offered to students.
- All students must take at least ½ cup of fruit or vegetable as part of their breakfast.



2017-18 Independence Public School Supply List (updated 4/4/2017)

23786 Indee Blvd, Independence, WI 54747

715-985-3172

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

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

4 Year-Old Kindergarten

- 1 paint shirt (adult T-shirt)
- 1 **FULL SIZE BACKPACK** (NO small size backpacks)
- 1 box of (24 count) *Crayola crayons*
- 1 box of *Crayola* washable markers (8 basic colors)
- 1 plastic supply/pencil box with latch (8-1/2”x5)
- 5 glue sticks
- 1 bottle 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 sandwich or gallon Ziploc bags OR 1 box Kleenex

5 Year-Old Kindergarten

- 1 full size Backpack
- 2 boxes of 24 count *Crayola Crayons*
- 2 large pink erasers
- Boys: 1 box gallon Zip Loc freezer bags (20)
- Girls: 1 box quart Zip Loc freezer bags (20)
- 1 box facial tissue 100 count box
- 1 box of crackers for snack to be supplied each month
- 1 paint shirt (An old adult tee shirt. Please label w/name)
- 1 change of clothing in a plastic bag (socks, underwear, shirt, pants)

Grade 1

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

Grade 2

- 1 full size backpack
- #2 pencils (about 48)
- 1 large eraser
- 4 wide rule spiral notebooks
- 2 two pocket plastic folders
- 1 box of snack crackers per quarter
- 1 box Kleenex
- 1 set of headphones to be used with computers/ iPads
- 1 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
- 2 plastic 2-pocket folders
- Scissors
- 1 wide rule spiral notebook
- 1 pkg wide rule loose leaf paper
- 1 pkg pencil top erasers and 2 large pink erasers
- 1 box of *Kleenex*
- 1 small supply box
- 4 *Elmer's* glue sticks
- 1 box of markers
- 1 ruler with metric
- 1 set of earbuds to be used w/computer/iPads

Grade 4

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

Grade 5

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

*A positive attitude and a willingness to learn!



Independence School District
School Supply List
MIDDLE SCHOOL (Grades 6, 7, 8)
ALL students will need:

- Large binder or Trapper Keeper for all folders and notebooks with a pencil pouch
- Earbuds or headphones
- Several packs of pencils
- Several blue/black pens
- Red pens; One box of colored pencils
- 3 Highlighters
- Extra erasers

PLUS:

Math

1-1" RED binder w/loose leaf paper
1 RED plastic folder
2 RED spiral notebooks
TI-30X scientific calculator (Grades 8)

Social Studies

1 PURPLE plastic folder
2 PURPLE spiral notebooks
Loose leaf paper

Science

1 GREEN plastic folder
1 GREEN notebooks

Physical Education

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

General Music/Choir

Grades 6, 7 and 8

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

Band 6, 7, 8

1 full box of reeds (woodwinds)
valve oil
slide grease for brass
Black Pants (sweat pants are fine as long as they have no markings) NO Blue Jeans!
Plain White T-shirt
Dark Shoes and Socks

*A positive attitude and a willingness to learn!



Independence School District
School Supply List
HIGH SCHOOL (Grades 9-12)

ALL students will need:

- 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)
- Ear buds
- Several boxes of pencils
- Several black/blue pens
- Several red marking pens
- Extra erasers
- Folder and notebook for EACH class (buy extra to have/replace throughout the year as needed)
- 2-3 Highlighters

PLUS:

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

1 Binder

2 Notebooks

1 Folder

Pencils (prefer no pens)

1 Calculator (scientific or graphing calculator)

Ruler and Protractor (Geometry only)

English 10 and English 11

Notebook for journaling (can be a composition notebook)

Science

Loose leaf paper

Social Studies

Colored pencils

Agricultural Science

1-Box of markers or colored pencils

1-Basic function calculator (+,-,etc.)

Careers

1 Package plastic page protectors

1 Folder

Health

3 Ring binder with loose-leaf paper

Physical Education

Non-marking athletic shoes

Extra change of clothes: shorts, t-shirt, socks, sweats

Spanish

1-2"- 3-Ring binder, loose leaf paper/notebook

2-3 Dry erase markers

Choir

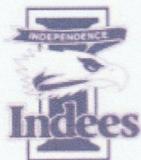
Black Pants and Black Dress Shoes

Pencils

Highlighter

*A positive attitude and a willingness to learn!





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, Enrichment Coordinator

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? Si 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

FREQUENTLY ASKED QUESTIONS ABOUT FREE AND REDUCED PRICE SCHOOL MEALS FOR SCHOOL YEAR 2017-18

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 \$2.30 for Elementary Students and \$2.65 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.
- Children in households that receive Medicaid benefits may qualify for free or reduced price 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 receive free or reduced price meals if your household's income is within the limits on the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

FEDERAL ELIGIBILITY INCOME CHART For School Year 2017-2018			
Household size	Yearly (\$)	Monthly (\$)	Weekly (\$)
1	22,311	1,860	430
2	30,044	2,504	578
3	37,777	3,149	727
4	45,510	3,793	876
5	53,243	4,437	1,024
6	60,976	5,082	1,173
7	68,709	5,726	1,322
8	76,442	6,371	1,471
Each additional person:	7,733	645	149

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 Independence School District, 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, 715-985-3172, wozneys@indps.k12.wi.us.
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? No, but please read the letter you got carefully and follow the instructions. 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 has automatically qualified for reduced meals based on Medicaid, we encourage you to complete an application to potentially qualify for free meals based on household size and income.

5. 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 13, 2017. 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.
6. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please send in an application.
7. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
8. 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.
9. 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, 23786 Indee Boulevard, Independence, WI 54747, 715-985-3172, bragger@indps.k12.wi.us.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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,

Independence School District
School Nutrition Program

HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS for 2017-18 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. 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, Sue Wozney, 715-985-3172, wozneys@indps.k12.wi.us.
 If your child attends a Community Eligibility Provision School (CEP), receipt of free breakfast and lunch meals does not depend on returning this application; however, this information is necessary for other programs.

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

<p>STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12</p> <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; • In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth, or enrolled in a Head Start program; and • Students attending Independence Schools regardless of age. 		
<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 1, 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>		
<p>STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN FoodShare, W-2 Cash Benefits OR FDPiR?</p> <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 (FDPiR). 		
<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 listed programs:</p> <ul style="list-style-type: none"> • Write a case number for FoodShare, W-2 Cash Benefits, or FDPiR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your case worker. Please note, a BadgerCare case number does NOT qualify for free meals. • Go to STEP 4. 	
<p>STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS</p> <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, 		

<p>insurance premiums, or any other amounts taken from your pay.</p> <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><i>What is Child Income?</i> 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><i>What if I am self-employed?</i> 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>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>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>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>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>H) Provide the last four digits of your Social Security Number (SSN). An adult household member must enter the last four digits of their SSN in the space provided. You are eligible to apply for benefits even if you do not have a SSN. If no adult household members have a SSN, leave this space blank and mark the box to the right labeled "Check if no SSN."</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> <table border="1"> <tr> <td> <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> </td> <td> <p>B) Print or sign your name. The adult filling out the application must print or sign their name in the signature box.</p> </td> <td> <p>C) In the Space Provided, write today's date in the box.</p> </td> <td> <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> </td> </tr> </table>		<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) In the Space Provided, write today's date in the box.</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>
<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) In the Space Provided, write today's date in the box.</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

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

This institution is an equal opportunity provider.

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
	Weekly	Bi-Weekly	2x Month	Monthly	Yearly	<input type="checkbox"/>	Free <input type="checkbox"/> Reduced <input type="checkbox"/> Denied <input type="checkbox"/>		
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

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

This is the public release that we will send to The Trempealeau County Times, Independence Public Library, Independence Post Office, Independence State Bank, State Bank of Arcadia and Independence School District Front Office on 07/24/17.

RELEASE STATEMENT

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

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

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

Family (Household) Size	ANNUAL INCOME LEVEL				MONTHLY INCOME LEVEL			
	Free	Reduced Price		Free	Reduced Price			
	Must be at or below figure listed	Must be at or between figures listed		Must be at or below figure listed	Must be at or between figures listed			
1	\$15,678	\$ 15,678.01	and \$22,311	\$ 1,307	\$ 1,307.01	and \$1,860		
2	21,112	21,112.01	and 30,044	1,760	1,760.01	and 2,504		
3	26,546	26,546.01	and 37,777	2,213	2,213.01	and 3,149		
4	31,980	31,980.01	and 45,510	2,665	2,665.01	and 3,793		
5	37,414	37,414.01	and 53,243	3,118	3,118.01	and 4,437		
6	42,848	42,848.01	and 60,976	3,571	3,571.01	and 5,082		
7	48,282	48,282.01	and 68,709	4,024	4,024.01	and 5,726		
8	53,716	53,716.01	and 76,442	4,447	4,447.01	and 6,371		
For each additional household member, add	+ 5,434	+ 5,434	and +7,733	+ 453	+ 453	and + 645		

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

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

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

Under the provisions of the free and reduced price meal and free milk policy Determining Official, Sue Wozney, will review applications and determine eligibility. If a parent or guardian is dissatisfied with the ruling of the official, he/she may wish to discuss the decision with the determining official on an informal basis. If the parent/guardian wishes to make a formal appeal, he/she may make a request either orally or in writing to: *School Board President, Joe Bragger, 23786 Indee Boulevard, Independence, WI 54747, 715-985-3172, bragger@indps.k12.wi.us.*

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

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

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

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

Non-discrimination Statement:

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

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

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](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

PI-1404-REN
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

Page 2

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

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

SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

Date: July 24, 2017

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 the Independence Athletic Department. (Required for waiver of athletic fees.)**

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: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____

Address: _____

For more information, you may call Sue Wozney at 715-985-3172 or e-mail at wozneys@indps.k12.wi.us.

Return this form to: **Independence School District, 23786 Indee Boulevard, Independence, WI 54747**, by **September 1, 2017**.

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.

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- (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

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.

HOMELESS CHILDREN NOTICE

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

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
 - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up);
 - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - living emergency or transitional shelters;
 - abandoned in hospitals; or
 - awaiting foster care placement.

- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

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

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

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

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

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

Confidentiality of Student Records

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

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

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

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

With the enactment of the No Child Left Behind bill signed by President Bush in 2001, schools must now release students names, phone numbers and addresses to military recruiters when requested to do so. As with direc-

tory 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.



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.

STUDENT PRIVACY

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

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

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

nor student, the student's parent/guardian before the student participates in the survey.

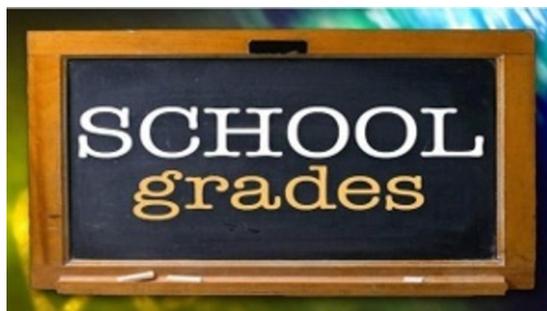
Parent/guardians may, upon request, inspect a survey containing any of the above information and any survey created by a third party before the survey is administered or distributed to a student. They may also request to inspect any instructional materials used in connection with the survey or any instructional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

ON-LINE GRADING

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

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

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



Public Record Policy

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

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

Place: Administration Office
23786 Indee Blvd
Independence, WI 54747

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

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

Highly Qualified Teachers

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

There are questions you may ask, including:

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

All forty Independence teachers have at least a bachelor's degree, and twenty teachers hold advanced degrees. In addition, all of the teachers in Independence School District are fully licensed for their assignments. There are five instructional aides, who are all considered qualified for their assigned duties. Additional information may be obtained by contacting Lynn Doelle, (751)985-3172, or by visiting the Department of Public Instruction website at <http://www2.dpi.wi.gov>.



Attendance Policy

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



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.

Student Nondiscrimination

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

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

It is the intent of the Independence School district to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Complaint procedures have been established for students, their parents/guardians and employees who believe they have witnessed or been the subject of any discriminatory behavior.

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

Any questions concerning the Board's Nondiscrimination Policy (see Board policy 411) should

be directed to the District's Equal opportunity Officer:

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

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

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

Meningococcal Disease Protect Your Child

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

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

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

The Centers for Disease Control and Prevention (CDC) and other leading medical organizations recommends that all 11-12 years olds should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster shot is recommended for teens at age 16 to continue providing protection when their risk for meningococcal

disease is highest. Teens who received MCV4 for the first time at age 13 through 15 years will need a one-time booster dose at 16 through 18 years of age. If a teenager missed getting the vaccine altogether, they should ask the doctor about getting it now, especially if they are about to move into a college dorm or military barracks.

About Meningococcal Disease

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

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30 percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

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

Lifestyle factors common among teenagers, college students and military personnel are believed to put them at increased risk of contracting meningococcal disease. These lifestyle fac-

tors 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/r5407a1.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>)



**CENTERS FOR DISEASE
CONTROL AND PREVENTION**

Immunization Law Summary

Requirements of the law:

- The Wisconsin Immunization Law requires students through grade 12 and children in day care centers to be immunized according to their age/grade level by the beginning of the school year. Immunizations are required against measles, mumps, rubella, polio, diphtheria, tetanus, pertussis, hepatitis B, and varicella (chicken pox).
- Students must present written evidence of completed basic and booster immunizations, including the day, month, and year (preferably on form DOH 4020). If students are not fully immunized upon admittance to school, they must have received at least one dose of each vaccine required for their age/grade within 30 days of admission.
- The second dose of DTP/DT/Td, polio, and measles-mumps-rubella (MMR) vaccines must be received within 90 school days of admission. Within 30 school days of admission the following year, students must have received their third dose (and fourth dose if required for their age/grade) of DTP/DT/Td and polio vaccines.
- Students must meet these immunization deadlines and notify their school regarding any additional vaccines they receive.
- Exemptions may be obtained for medical, religious, or personal conviction reasons. The medical waiver must be signed by a physician; religious and personal conviction waivers must be signed a parent, guardian, or adult student.
- If an outbreak occurs:
 - If there is a substantial outbreak of a vaccine-preventable disease, the Department of Health and Social Services (DHSS) may direct schools to exclude unimmunized students and those who have waivers on file. Students may remain excluded until the outbreak subsides.
 - Penalties for non-compliance with the law:
 - Parents of students who enter school incompletely immunized or have not signed the waiver will be notified by the school within 15 and 25 days of being admitted regarding the legal consequences of failing to meet the immunization requirements.
 - If a student is not in compliance with the law within 30 school days of admission, the school may exclude the student from school. If a student is not in compliance by the 60th school day, the school is required to notify the district attorney, who will petition the court to direct the student to be immunized according to the age/grade level requirement, or sign a waiver. The same procedure is to be followed for students who are non-compliant by the 90th school day.
 - The court may require a parent or an adult student to pay a fine of up to \$25 per day for every day that the student remains unimmunized or a waiver is not signed.



DEPARTMENT OF HEALTH SERVICES
 Division of Public Health
 P-44021 (07/2016)

STATE OF WISCONSIN
 Wis. Stat. § 252.04

**STUDENT IMMUNIZATION LAW
 AGE/GRADE REQUIREMENTS**

The following are the minimum required immunizations for each age/grade level according to the Wisconsin Student Immunization Law. Additional immunizations may be recommended for your child depending on his/her age. Please contact your doctor or local health department to determine if your child needs additional immunizations.

Grade/Age	Number of Doses			
Pre-K (ages 2 through 4 yrs)	4 DTaP/DTP/DT ¹	3 Polio	3 Hepatitis B ⁵	1 MMR ⁶
5K Kindergarten through Grade 5	4 DTaP/DTP/DT/DT ^{1,2}	4 Polio ⁴	3 Hepatitis B ⁵	2 MMR ⁶
Grades 6 through 12	4 DTaP/DTP/DT/DT ¹	1 Tdap ³	4 Polio ⁴	3 Hepatitis B ⁵
			2 MMR ⁶	2 Varicella ⁷

1. D= diphtheria, T= tetanus, P= pertussis vaccine. DTaP/DTP/DT/DT vaccine for all students Pre-K through 12: Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. Note: a dose four days or less before the 4th birthday is also acceptable.
2. DTaP/DTP/DT vaccine for children entering 5K Kindergarten: Each student must have received one dose after the 4th birthday (either the 3rd, 4th, or 5th dose) to be compliant. Note: a dose four days or less before the 4th birthday is also acceptable.
3. Tdap is adolescent tetanus, diphtheria and acellular pertussis vaccine. If a student received a dose of a tetanus-containing vaccine, such as Td, within five years before entering the grade in which Tdap is required, the student is compliant and a dose of Tdap vaccine is not required.
4. Polio vaccine for students entering grades 5K Kindergarten through 12: Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. Note: a dose four days or less before the 4th birthday is also acceptable.
5. Laboratory evidence of immunity to hepatitis B is also acceptable.
6. MMR is measles, mumps, and rubella vaccine. The first dose of MMR vaccine must have been received on or after the first birthday Note: a dose four days or less before the 1st birthday is also acceptable. Laboratory evidence of immunity to all three diseases (measles and mumps and rubella) is also acceptable.
7. Varicella vaccine is chickenpox vaccine. A history of chickenpox disease or laboratory evidence of immunity to varicella is also acceptable.



*We look forward to seeing you for:
(if you cannot attend please contact us at 715-985-3172)*

**High School Athletic Code Meeting
Monday July 31, 2017 7:00pm**

Handbook review, Turn in Forms, Fees

Registration Day

Wednesday, August 9, 2017 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*

Family Learning Day

Wednesday, August 30, 2017 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 organize your supplies,
Pick up computers (6-12) if all forms are submitted*

First Day of School-September 1, 2017

It's going to be the Best Year Ever!

The newsletter of
Independence School District
Independence, WI 54747