

# Independence District

# Newsletter



August, 2015

## From the Desk of Mr. Schmitt Administrative Restructuring



July 1st was the official start date in my role as District Administrator for the Independence School District. The transition into the position began almost two months ago and one of the key components to the transition was to establish a new administrative team. When we first began that process we had intended to hire a new Special Education Director that would also be certified as a School Psychologist. We also needed a PreK-8 Principal. We soon

found that the Special Education Director/School Psychologist combination was rather difficult to find and initial attempts to fill the position fell through. As that search was going on we also began screening the sixty-five applicants for the PreK-8 Principal position. We began conducting interviews the last half of May. As the field of candidates for the Principal position was being narrowed, the progress for the Special Education Director/School Psychologist position had stalled. However, an interesting dynamic was emerging. One of our finalists for the Principal position was also licensed as a Special Education Director. That person was Robert Vanderloop, and although his credentials would have merited his selection as the PreK-8 Principal, the Board and myself inquired as to whether he would also have an interest in serving as the Special Education Director. After some negotiation and molding of a job description, Mr. Vanderloop felt he would be interested and excited about filling both roles and agreed to accept the two positions. Therefore on July 1st, I was happy to have Mr. Vanderloop formally begin as our new PreK-8 Principal and Director of Special Education. The School Psychologist position will be filled part-time through a contract with CESA 10. Mr. Vanderloop's previous position was as principal at Hillcrest Elementary in Chippewa Falls. Hillcrest has a K-5 student population of over 420 and was cited as "Exceeding Expectations" on the last school report card issue by the Department of Public Instruction.

With the dual roles Mr. Vanderloop and myself have, I also felt it was necessary to surround myself with some more quality people on the administrative

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**MAIN OFFICE: (715)985-3172**

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team, so the next change recommended to the Board to was to enhance our long standing Curriculum Director position to Director of Curriculum, Instruction, and Assessment. This position would be in direct assistance to the principals and my recommendation to the Board was that Dawn Woychik's position be expanded to fill this position. Mrs. Woychik has been the K-12 School Counselor here for many years, but her knowledge of the curriculum, best practice in grading, instruction, assessment and behavior, and our students at all grade levels made her the perfect "in-house" fit for this position, so the Board approved to extend her job responsibilities. Therefore, Mrs. Woychik also officially joined the administrative team on July 1st.

Finally, I asked the Board to also issue a 200-day administrative contract (most teacher contracts are 190 days) to Melissa Pientok as our Technology Integration Specialist and Enrichment Coach. An administrative position would be advantageous in the oversight of our increased use of technology, enrichment consultation, and general assistance to the principals.

This new administrative team, working in collaboration with our teacher leaders, now becomes the foundation of our school leadership. I attribute most of my leadership style to be influenced by my participation in, and leadership of athletic programs and teams. I truly believe that teamwork and trust are keys to success. I intend to have our administrative team be a model of teamwork for the rest of the teaching staff. I also strongly believe that school leaders and teachers must take ownership of decisions. Therefore decision making by administrators will be collaborative and will not only be based on input from staff, but in most cases on "consensus" of the staff to ensure that ownership is in place.

I truly believe we have some great things happening in our Independence School District. What was very gratifying, and maybe the reason we had so many applicants for the elementary principal position, was the number of

positive comments interviewees said about our district. They either referenced what good things they heard about Independence staff and students, or stated specific examples of how Independence staff and students had made impressions on them. I also believe we will have even greater things happening in the future and I am very excited about my new position and the team we have assembled.

Another added benefit about the administrative restructuring was that it saved the District money on administrative salaries. A conservative estimate is over \$50,000 in savings as compared to the previous structure.

To communicate some of the great things happening in the "Best School Ever" and to introduce themselves, the new administrative team and possibly a School Board member or two, and teacher(s) plan to start visiting some of the local community organizations during their regularly scheduled meeting times. This will also offer an opportunity to gather feedback from the community. There are plans to schedule some open community meetings at school early in the school year, at different times during the day, to give as many community members a chance to attend and be heard. Please stay tuned, but also feel free to call the school at 985-3172 at any time to speak with any of us. I hope to see or hear from many of you soon.

Bärry Schmitt  
District Administrator/9-12 Principal



## Vanderloop Scoop

### Starting Our Journey, Together



It is my pleasure to welcome you to the 2015-2016 school year! Although students are not yet in the building, the excitement of the new school year is already upon the Independence School District. As a new member of the district, I am already impressed by the dedication of our staff. Staff have devoted their summer to teaching summer school, attending professional development, organizing/writing curriculum, and completing other duties as needed to make sure we are prepared for students to enter our halls. It is impressive to see the dedication of the staff in Independence. As Mrs. Woychik points out in her article, staff wear many hats in a small school district, and that is certainly true here. It gets me very excited for the year ahead!

As I start the year as PreK-8 Principal and Director of Special Education, my focus will be, but not limited to, three very specific areas: elementary school, middle school, and special education services. While each area is unique, there is also an opportunity to braid these areas together to better meet the needs of *all* students.

In the elementary setting, students are experiencing the school setting for the very first time. It is critical we give them an experience that is robust, comforting and built with high levels of expectations. We will provide curriculum that is built around standards that every student should know, especially in the areas of reading and math. We will also create a positive environment and foster individual relationships with students so they feel supported when they are asked to stretch their minds. During this important foundational time, we will hold students to a high standard of excellence and work *with* them to meet that standard. Lastly, as staff, we will model what we expect of our students by learning new approaches to curriculum

development, instruction, and work tirelessly to bring out the potential in every student, every child. We want the elementary years to be positive for students so they love coming to school and build a foundation of loving to learn.

The middle school years can be the most influential years in a student's educational experience. Students have already been exposed to the elementary setting and, once in middle school, are making their own choices about their learning style, and their approaches to school. This is where we need to keep students engaged in their learning. The goals in an elementary setting translate to the middle school, but engagement has a stronger emphasis at this level. We will use best practice to create an environment that translates into high levels of student engagement. This engagement takes place in and outside of the classroom. Another unique opportunity for us in the Independence School District is to create a true middle school experience for students. We will be working hard this year to create our own identity as a middle school, and not just a place students go for a couple of years between elementary and high school. This approach will lead to higher levels of student engagement that will result in higher levels of student success, in and out of the classroom.

My goal as principal is to honor the foundational work completed by the staff and students before my arrival, and continue to build upon that hard work as we take our district mission statement and live it each and everyday, with each and every student!

As the PreK-8 Principal and Director of Special Education, I have the amazing opportunity to work with the diverse needs of all students, both in the regular and special education setting. As I am learning about the Independence School District, I am amazed at the inclusive approach that has been built. Students *can* learn in all settings. In addition to hiring new staff this summer, learning about the unique needs of our students has been a top priority. Sharing that knowledge with our Special Education

Team has also been pivotal as we begin our journey. As a team, we will be reaching out to families early and often to better serve all students, and ensure parents that their children are in a safe and caring environment.

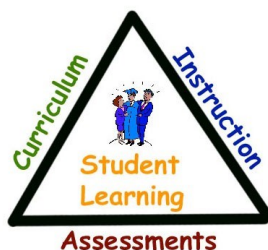
I am excited to be part of a district that is doing great things for students. One of the many things that attracted me to the Independence School District is the forward thinking approach of the administration and staff, and the support of the community in their public school district. Your continued engagement and support are very important to the success of the students we serve. Please support the needs of your child by staying active in their lives. Things like checking assignment notebooks at night, and finding quiet places for homework completion can go a long way to promote success for your child. I look forward to taking this journey with you.

**LET THE  
Journey  
BEGIN**

Robert Vanderloop  
PreK-8 Principal/Director of  
Special Education

## Many Hats. Great Opportunities.

In our small rural school we *all* wear many hats; teachers have high course loads, support staff take on multiple and varied duties, and our administrative team have always had dual roles. This year I will officially add Director of Curriculum, Instruction and Assessment to my School Counseling role. Most of us who have chosen to make Independence our home have done so with the intent to make it a great place for learning and life. I have had the privilege, over the years, of watching almost 800 proud graduates walk across our stage to accept their diplomas, and just as many wide-eyed kindergarteners begin



their formal education in these walls. Our own daughters have grown up in this school and benefitted greatly from the individual attention, focused instruction, and warm, positive atmosphere that our staff have worked so hard to create for all students. The opportunity and the responsibility we have as educators to influence lives is something I both enjoy and take very seriously.

During my tenure here I have been witness to tremendous change in our student demographics and the work of educators. The unique needs of our learners have meant significant changes to curriculum and instruction if we are to truly prepare *all students* for success in their choice of college and/or careers. As educators, we are lucky. We have a large and growing body of research to help us in our work. In fact, there has been more research on best educational practice done in the past 20 years than in the entire history of formal education. It is an exciting time in education and our students are lucky to be in a school that is willing to take on the challenge, reflection, and change needed to create the strongest learning environments possible for them.

So, you might be wondering what does a Director of CIA do? Well, working in collaboration with our professional educators we will continue to focus our day to day work. First, we ask ourselves: *What do we need students to know?* which is the curriculum piece. Analyzing the Common Core Standards and mapping out, very specifically, what we will ensure that all students will know, grade by grade, subject by subject, and ensuring that students understand what we call 'power standards' is essential. All students can hit a target if they know where and what it is, and have the support to get there. We actually started this work after the roll out of the Common Core State Standards a few years ago but we continue to refine it and the process of making power standards crystal clear to students. Developing and using sound grading and reporting practices so that families are informed of their child's learning

progress on power standards/learning targets is also a priority.



Next, we will continue our work on balanced assessment to ensure that our instructional practices are garnering the results our students need. In other words, are our students learning the standards at deep and meaningful levels? Do our teachers have access to the time and resources to reflect on assessment results and adjust instruction to better meet individual student needs? Do students understand their own assessment results and have the confidence to reach their learning goals? There are valid concerns that schools test students too much. We will continue to hone our system of assessments to maximize learning time.

Other necessary work we do as a district team is consistent reflection and improvement of our culture and climate. Are we focused on learning?, Are we meeting the needs of each and every learner?, Is there enough time and professional support for educators to learn what they need to do their work? Is the community informed and supportive of the necessary work?

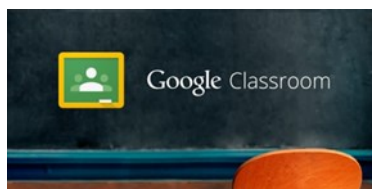
We will never be done as we seek continuous improvement and higher levels of learning for all of our students. However, with collaboration, trust, support and hard work we can make great things happen here. I believe in the work public schools do to help all students and am more proud than ever of the work we are doing here in Independence. I am looking forward to a great year of learning and fun and hope you are too.

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

## Enrichment and Technology 2015-2016

Back to School is just around the corner and I am gearing up for another great year as the Technology Integration Specialist and Enrichment Coordinator. My role has slightly changed for the upcoming year as I am now a part of the administrative team, but I will still be performing all of the district's professional development regarding technology and coordinating and organizing the multitude of enrichment opportunities available to our students along with other duties.

Students in grades 6-12 will be getting their Laptops back for the school year on August 27th, please watch your mail for more information regarding picking up your device and going over the Digital Learning Initiative. In year two of our 1 to 1 initiative, I hope that we can begin to do even more with these devices as we become more familiar with them as a learning tool. Many teachers are making preparations to utilize Google Classroom as a mode



to house lesson and presentation for students to look to for resources. Many are also creating lessons with the device in

mind to work towards a flipped classroom environment. A flipped classroom is where the students view the lecture, video, or article outside of class and then work on an assignment related to the lesson they watched in class.

I was recently trained as a SMART Certified Educational Trainer and will also be working with the staff members to fully utilize the SMARTboards in the the district. I will also be providing training to those teachers who will also be using the new SMART Document cameras in their classrooms. We would again like to thank WTI (Wisconsin Technology Initiative) for the grant we received last fall that



provided us with new SMARTboards in the elementary classrooms.

Independence has a history of providing students many enrichment opportunities to expand their knowledge. For the coming year we will continue to participate in the Mississippi Valley Gifted and Talented Network events, which includes the 3rd grade Problem Solving Fair, 4th grade Heritage Fair, 5th grade Performing Arts, 5th and 6th Grade Battle of the Books, 7th and 8th Grade Battle of the Books, as well as Kids College.

We will continue to offer our enrichment activities to all students like the 4th Grade Heritage Fair and 5th Grade Performing Arts. I will be working with Middle School Teachers and High School Teachers this year to provide more enrichment opportunities for those students within their classroom as well as out of district activities too.

I hope to provide more opportunities for STEM Projects (Science, Technology, Engineering, and Mathematics) in the upper elementary and Middle school by utilizing resources available to the district such as exploring robotics and other STEM challenges created in collaboration with myself and classroom teachers.

Other enrichment opportunities will be made available to the district students through collaboration between myself and classroom teachers. We will work towards providing our district students with opportunities to be challenged in their academic career.

If you have any questions about the enrichment program or technology offerings please feel free to contact me, Melissa Pientok at (715) 985-3172 or email me at [pientokm@indps.k12.wi.us](mailto:pientokm@indps.k12.wi.us).

Melissa Pientok  
Technology Integration Specialist  
Enrichment Coordinator

## Recent News

### Scholarship Recipients

Nine Independence High School graduates have received scholarship awards through funds established by Independence area families and organizations. The scholarship recipients are as follows:

- **Marge and Jesse Edmundson Memorial Scholarship:** Hillary Halama
- **Laura Graul Memorial Agriculture Scholarship:** Lacey Filla
- **Laura Graul Memorial Athletic Scholarship:** Kaitlynn Tuschner
- **Independence Public School Memorial Scholarship:** Brittney Lyga and Cameron Skroch
- **Max Manuel Isaacs and Hannah Bernhardt Isaacs Memorial Scholarship:** Christopher Warner and Alec Wozney
- **Arnold and Marie Maliszewski Memorial Scholarship:** Mikayla Rotering
- A ninth student, who wished to remain anonymous, received both the Laura Graul Memorial Performing Arts Scholarship and the Isaacs Memorial Scholarship.

The Eau Claire Community Foundation is a bridge connecting donors with charities in order to improve quality of life. As a tax-exempt public charity, the ECCF establishes endowments that are invested to provide long-term support for charitable purposes. Since it is a 501(c)(3) organization, the ECCF enables donors to take the maximum deduction for charitable contributions under IRS rules.

Anyone interested in donating to these scholarship funds or other existing funds can consult the ECCF web site ([www.eccommunityfoundation.org](http://www.eccommunityfoundation.org)) and enter



"Independence Public School Memorial Scholarship" or any of the other scholarship names into the search box in the About the Foundation/Family of Funds tab. They can also call the ECCF at (715) 552-3801.

**Eau Claire Community Foundation: For Good, For Eau Claire, For Ever.** We strengthen our community by offering opportunities to establish charitable legacies, making grants, and by serving as a catalyst to address community needs. Learn more about us at [www.eccommunityfoundation.org](http://www.eccommunityfoundation.org)

## Hunters' Safety Updates



Because of scheduling issues and a current vacancy in the role of local instructor, there will not be a Hunters' Safety course offered at the high school this summer.

Anyone wishing to enroll themselves or a child in a Hunters' Safety course should visit the Wisconsin DNR website at <http://dnr.wi.gov> to search for classes offered in the area. From the homepage of the DNR website, simply search under the "Education" heading and click on "Safety Classes". Next, click on "Search For and Enroll in Upcoming Classes" in the upper-left side of the screen. Courses are traditionally offered in the majority of the surrounding communities at various times during the year. The Wisconsin DNR also offers an online option to completing a Hunters' Safety course; however, students will still need to register to complete a skills test, face-to-face at an appropriate facility. Keep in mind that anyone over the age of 10 can take part in the Wisconsin DNR's mentor program. The major stipulation is that anyone hunting as part of the mentor program must be within arms-reach of an adult with Hunters' Safety certification and one weapon must be shared between them. The Independence School district is hoping to have a new certified

Hunters' Safety instructor in place for next year and hopes to offer the course at some point again in the future. Sorry for any inconvenience and look for future announcements regarding Hunters' Safety coming next year.

## School Finance Report



Many of you have probably heard plenty of news about the state budget regarding the effect it will or may have on education funding. At Independence, like all districts, we are concerned about the effect the state budget will have upon our

District. Over the past few years, Independence has been fiscally responsible and has increased its Fund balance. In layman's terms, this basically means we have been able to add to our "savings" account. At this writing our books haven't been completely audited and closed for the 14-15 fiscal year so I can't say exactly if we added to the Fund balance, but it is probably unlikely that we did because of the purchase of the laptop computers for all of our 6-12 students. With that said though, I am confident that we didn't exceed our revenue this past year by a significant amount.

If you aren't familiar with the state budget formula, don't feel alone. It is rather complicated, but there are a few premises that you should be aware of. First, the more you spend on students in one year, the more state aid you will get the next. Vice-versa, if you are frugal and put money into your Fund (savings), the less state aid you will get. The State formula implies that if you didn't spend it, you don't need it. The problem with this is that you get penalized, to some extent, for saving money. The next two premises work hand-in-hand. That is the revenue limit law and school enrollment. Enrollment is sometimes referred to as membership. The revenue limit formula sets how much total money your district can receive from the state and levy in taxes. School enrollment is

part of the formula, so the more students you have, the higher your revenue limit. Independence in recent history has had stable or increasing enrollment so our revenue limit has stayed fairly stable, but districts that have had declining enrollment have had their revenue limit lowered. Also, the increase in the revenue limit has not kept up with inflation, so many districts have not had enough money to cover operating expenses. The only way you can exceed the revenue limit set by the state is to go to referendum and ask for tax dollars to exceed the limit, and numerous districts have been exercising that option. Independence did so in 2011, when the voters approved to override the revenue limit by \$250,000 for five years.

So if you do the math, 2015-16 will be the last year of the \$250,000 referendum. Coincidentally it also marks the last year of the referendum to build the school which was for \$650,000. At first thought, you may think we now have an extra \$650,000 to use in our budget, but this is not the case. Since this money was via referendum, it will not longer be revenue for the school and we will actually lose more revenue because the money we were paying on bond interest actually helped us receive more state aid. Also with the lose of \$250,000 we no longer would have that money as revenue. The estimated effect this will have is as follows.

Currently we project our Fund balance to be at about \$970,000 at the end of the 15-16 school year. If we do nothing to override the revenue cap, keep the programs we currently have, and assuming for inflation, we would lose about \$200,000, \$300,000, and \$500,000 a year respectively from our Fund balance and it would be depleted by the end of the 2018-19 school year. The good news is, if by referendum our residents vote to override the revenue cap, it is pretty much a given that the mill rate would go down from current values and all the new money would go into programs and educational materials instead of towards the debt to pay off the school. Therefore, beginning this fall, there will be discussions at the Board and community levels regarding a referendum

targeted to go to voters in February of 2016. The fiscal track record of this Board has been outstanding and our Fund balance is in better shape than projected in 2011 when the last referendum was passed. Without the support of the community this will not have been possible. Your input on school decisions is vital, but I feel confident the Board will make prudent decisions. Please contact any of your Board members or myself if you have questions. It's all of ours goal to make Independence the "Best School Ever".

Bärry Schmitt  
District Administrator/6-12 Principal

## Using Infinite Campus Portal to Update Family Information

STEP 1: Gain access to Infinite Campus by emailing Mrs. Kampa at [kampal@indps.k12.wi.us](mailto:kampal@indps.k12.wi.us).

Mrs. Kampa will then email back an activation code. You will also be sent another email in which to respond to questions about custody, health conditions, media and field trip permissions and acknowledgment of the handbook. This form will also be your electronic signature.



STEP 2: Once activated, you will be asked to enter a username and password.

STEP 3: Once you are logged into the portal, you can select your child's name from the drop down menu at the top of the screen.

STEP 4: A menu appears on the left side of the screen which will allow you to enter/edit 'Household Information' and 'Family Members'. These will allow you to update contact information.

STEP 5: The 'Contact Preferences' option in the left menu allows you to select how messages from school can be received.



2015-2016 SCHOOL YEAR, INDEPENDENCE PUBLIC SCHOOL Final – Board approved March 4, 2015

12:15 dismissal 
 Teacher Day 
 Vacation Day 
 End of Quarter 
 Holiday 
 PT Conf 
 \* PLC 2:30 dismiss

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<p><b>Student Days</b></p> <p>First Qtr – 43 Second Qtr – 45 Third Qtr – 48 Fourth Qtr - 43</p> <p>Total <u>180</u></p>	<p>Inclement weather/snow make up days may be made up on the following days:</p> <p>May 31 snow make-up</p>	<p><b>June 2016</b></p> <p>1 Snow Make up</p>	<p><b>June 2016</b></p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td></td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td></td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td></td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td></td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>	S	M	T	W	T	F	S				1	2	3	4		5	6	7	8	9	10		12	13	14	15	16	17		19	20	21	22	23	24		26	27	28	29	30																																											
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## Athletic Reminders & Issues

### Physicals



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

### Concussion Law



Wisconsin passed statute 118.293 known as the Wisconsin Concussion Law Act 172. This is a state law and is not optional. It requires all youth athletic organizations which include high schools to educate coaches, athletes, and parents on the risks of concussions and **prohibits participation in youth activity until the athlete and parent or guardian has returned a signed agreement sheet indicating they have reviewed the concussion and head injury information materials.** Independence plans on distributing these materials at its annual athletic code meeting(s) and before each individual athletic season. A **separate acknowledgement** must be signed by parent and athlete **before each athletic season** they participate in. One at the beginning of the year does not satisfy the law.

## 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."

  
**We Appreciate Your Support!**

Please continue collecting for our school. The money earned goes towards field trips for students in grades 4K through eighth grade. We are also using the money right now to help supply those in need with winter apparel. Items that you can collect and bring to school include:

- Pop Tabs
- Campbell's Soup Labels
- Office Depot Back to Schools Program
- Our Town Receipts
- Cans for Kids
- Box Tops
- Milk Caps
- Donuts to Dough
- Computer Ink Cartridges
- Target Take Charge of Education

# SSPP KNIGHTS

## INDEPENDENCE/GILMANTON

### Middle School (6<sup>th</sup> thru 8<sup>th</sup> Grade) Football

**Monday, August 24:** 4:00-6:30 (Equipment fitting and check out will be first, 8<sup>th</sup> graders first, then 7<sup>th</sup> and 6<sup>th</sup>. Practice to follow)

**Tuesday, August 25:** 4:00-6:30

**Wednesday, August 26:** 4:00-6:30

**Tuesday, Sept. 1 – end of season:** 3:45-6:00

All practices will follow this time. No Wednesday practices during school as of right now. Practice time coincides with the High School practice times for the benefit of all involved.

**VERY IMPORTANT:** We need to have a current green physical card turned in. If you had a physical last year you will need a yellow alternate year card. You will also need to have a concussion form filled out and turned in. You can pick these forms up at your school's office. Without one of these cards and the concussion form, you will not be allowed to practice. There will be schedules and more paper work for you at the first practice that will need to be turned in the second day.

If you have any questions feel free to reach Coach Risler at 715-533-0285 or email at rislerc@indps.k12.wi.us.

## Upcoming Sport Start Dates

### Make-up Athletic Code Meeting

The make-up Athletic Code Meeting date is set for Monday, August 10, 2015 at 2:00 PM.

### Independence HS Volleyball Practice

All Independence High School female students interested in playing volleyball should be prepared for their first practice on Monday, August 17th at 5:00 PM.

### Independence/Gilmanton Cross-Country Practice

All Independence High School students interested in participating in girls' and boys' cross country this year should be ready to report to the north entrance (weight room) of Independence High School on Monday, August 17th at 8:00 AM.

### Independence MS Volleyball Meeting

All Independence Middle School female students interested in playing volleyball should attend a meeting at SSPP on Monday, August 10th at 6:00 PM. The first practice will be on the first day of school.

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

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

\$693.00 is the price of breakfast, hot lunch and milk break for the year for **one child** in grade 4K-5, \$729.00 for **one child** in grade 6-8, and \$747.00 for **one child** in grade 9-12. You may be able to save that if you qualify, and it only takes **10 minutes** of your time to complete the form for free and reduced lunch.

Did you know that if you qualify for free or reduced lunch, Independence Public School receives additional funds to help teach children to read?

The more students that qualify for free and reduced lunch, the **more money** Independence Public School receives from the federal government in Title 1 funds, and other federal grants.

Did you know that if you apply and qualify, it is **strictly confidential**? You can return your application and your child will get a digital bar code card, that is identical to all other cards of "paying" students.

The forms for applying for free and reduced lunch are attached. **If you need help** completing the application form, feel free to contact Leslie Kampa at 985-3172 ext 107.

### COMPUTERIZED FOOD SERVICE PROGRAM

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

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

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

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

For those filling out applications for free/reduced price meals, full price for meals will be charged until the application is approved. **Ala carte items, such as a sandwich, fruit, extra entrée, extra milk, and extra juice are not included under the free/reduced price meal benefits.** Full charges for ala carte items purchased by your child are deducted from the family account. Prices for the 2015-2016 school year are as follows:

	Elementary (PK-5)	Grades 6-8	Grades 9-12
<b>Lunch</b>	\$2.30	\$2.55	\$2.65
<b>Breakfast</b>	1.25	1.50	1.50
<b>Extra Milk</b>	.30	.30	.30
<b>Juice</b>	.20	.20	.20
<b>Ala Carte Fruit</b>	.30	.30	.30
<b>(6-12 only) Sandwich</b>		1.00	1.00
<b>Extra Entrée</b>		.75	.75

If you have any questions, please call Leslie Kampa at 985-3172 ext 107.

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

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

#### FREE AND REDUCED LUNCH APPLICATIONS

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

## FREQUENTLY ASKED QUESTIONS ABOUT FREE AND REDUCED PRICE SCHOOL MEALS

Dear Parent/Guardian:

Children need healthy meals to learn. Independence School District offers healthy meals every school day. Breakfast costs \$1.25/\$1.50; lunch costs \$2.30/\$2.55/\$2.65. **Your children may qualify for free meals or for reduced price meals.** Reduced price is \$.30 for breakfast and \$.40 for lunch. This packet includes an application for free or reduced price meal benefits, and a set of detailed instructions. Below are some common questions and answers to help you with the application process.

### 1. WHO CAN GET FREE OR REDUCED PRICE MEALS?

- All children in households receiving benefits from FoodShare, the Food Distribution Program on Indian Reservations (FDPIR), or W-2 Cash Benefits are eligible for free meals.
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in their school's Head Start program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
- Children may 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 2015-2016			
Household size	Yearly (\$)	Monthly (\$)	Weekly (\$)
1	21,775	1,815	419
2	29,471	2,456	567
3	37,167	3,098	715
4	44,863	3,739	863
5	52,559	4,380	1,011
6	60,255	5,022	1,159
7	67,951	5,663	1,307
8	75,647	6,304	1,455
Each additional person:	7,696	642	148

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 haven't been told your children will get free meals, please call or e-mail [kampal@indps.k12.wi.us](mailto:kampal@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: Leslie Kampa, 23786 Indee Blvd, Independence, WI 54747 715-985-3172 ext 107.
4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE 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 Leslie Kampa, 23786 Indee Blvd, Independence, WI 54747, 715-985-3172 ext 107, [kampal@indps.k12.wi.us](mailto:kampal@indps.k12.wi.us) immediately.
5. CAN I APPLY ONLINE? Yes! You are encouraged to complete an online application instead of a paper application if you are able. The online application has the same requirements and will ask you for the

same information as the paper application. Visit [www.indps.k12.wi.us](http://www.indps.k12.wi.us) to begin or to learn more about the online application process. Contact Leslie Kampa, 23786 Indee Blvd, Independence, WI 54747 715-985-3172 ext 107, [kampal@indps.k12.wi.us](mailto:kampal@indps.k12.wi.us) if you have any questions about the online application.

6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.
7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please send in an application.
8. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
9. 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.
10. 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 Brägger, 23786 Indee Blvd, Independence, WI 54747 715-985-3172, [braggerj@indps.k12.wi.us](mailto:braggerj@indps.k12.wi.us).
11. 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.
12. 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.
13. 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.
14. 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, or receive Family Subsistence Supplemental Allowance payments, 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. Any additional combat pay resulting from deployment is also excluded from income.
15. WHAT IF THERE ISN'T 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. Contact Leslie Kampa, 23786 Indee Blvd, Independence, WI 54747, 715-985-3172 ext 107, [kampal@indps.k12.wi.us](mailto:kampal@indps.k12.wi.us) to receive a second application.
16. 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 ext 107.

Sincerely,

Bärry Schmitt

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

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit **one** application per household, even if your children attend more than one school in [School District]. The application must be filled out completely to certify your children for free or reduced price school meals.

Please follow these instructions in order! Each step of the instructions is the same as the steps on your application. If at any time you are not sure what to do next, please contact **[School/school district contact here---phone & email preferred]**.

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

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

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

#### Who should I list here?

When filling out this section, please include **all** members in your household who are:

- Children age 18 or under **and** are supported with the household's income;
- In your care under a foster arrangement, or qualify as homeless, migrant, runaway youth, or Head Start;
- Students attending **[school/school system here]**, *regardless of age*.

**A) List each child's name.** For each child, print their first name, middle initial and last name. Use one line of the application for each child. When writing names, print 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.

**B) List the name of the school the child attends or N/A if the child does not attend school.**

**C) Do you have any foster children?** If any children listed are foster children, mark the "Foster Child" box next to the child's name. **Foster children who live with you may count as members of your household and should be listed on your application.** If you are only applying for foster children, after completing STEP 1, skip to STEP 4 of the application and these instructions.

**D) Are any children homeless, migrant, or runaway?** If you believe any child listed in this section may meet this description, please mark the "Homeless, Migrant, Runaway" box next to the child's name and **complete all steps of the application.**

**E) Are any children in Head Start?** If any child is enrolled in a Head Start Program, check the Head Start box after the child's name and complete all steps of the application.

**STEP 2: DO ANY HOUSEHOLD MEMBERS (INCLUDING YOU) CURRENTLY PARTICIPATE IN ONE OR MORE OF THE FOLLOWING ASSISTANCE PROGRAMS: FOODSHARE, W-2 CASH BENEFITS, OR FDPIR?**

**If anyone in your household participates in the assistance programs listed below, your children are eligible for free school meals:**

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

**A) IF NO ONE IN YOUR HOUSEHOLD PARTICIPATES IN ANY OF THE ABOVE LISTED PROGRAMS:**

- *Circle 'NO' and skip to STEP 3 on these instructions and STEP 3 on your application.*
- *Leave STEP 2 blank.*

**B) IF ANYONE IN YOUR HOUSEHOLD PARTICIPATES IN ANY OF THE ABOVE LISTED PROGRAMS:**

- *Circle 'YES' and provide a case number for FoodShare, W-2 Cash Benefits, or FDPIR.* You only need to write **one** case number. If you participate in one of these programs and do not know your case number, contact your case worker. **You must provide a case number on your application if you circled "YES"**. Please note: A BadgerCare case number cannot be used on this application, only the programs listed above.
- *Skip to STEP 4, leave STEP 3 blank.*

**STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS**

**A) Report all income earned by children.** Refer to the chart titled "Sources of Income for Children" in these instructions and 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 income if you are applying for them together with the rest of your household. It is optional for the household to list foster children living with them as part of the household.

**What is Child Income?**

Child income is money received from outside your household that is paid **directly** to your children. Many households do not have any child income. Use the chart below to determine if your household has child income to report.

<b>Sources of Income for Children</b>	
<b>Sources of Child Income</b>	<b>Example(s)</b>
<ul style="list-style-type: none"> <li>• Earnings from work</li> </ul>	<ul style="list-style-type: none"> <li>• A child has a job where they earn a salary or wages.</li> </ul>
<ul style="list-style-type: none"> <li>• Social Security                             <ul style="list-style-type: none"> <li>◦ Disability Payments</li> <li>◦ Survivor's Benefits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A child is blind or disabled and receives Social Security benefits.</li> <li>• A parent is disabled, retired, or deceased, and their child receives social security benefits.</li> </ul>
<ul style="list-style-type: none"> <li>• Income from persons <i>outside</i> the household</li> </ul>	<ul style="list-style-type: none"> <li>• A friend or extended family member <i>regularly</i> gives a child spending money.</li> </ul>
<ul style="list-style-type: none"> <li>• Income from any other source</li> </ul>	<ul style="list-style-type: none"> <li>• A child receives income from a private pension fund, annuity, or trust.</li> </ul>



**FOR EACH ADULT HOUSEHOLD MEMBER:****Who should I list here?**

When filling out this section, please include **all** members in your household who are:

- Living with you and share income and expenses, *even if not related and even if they do not receive income of their own.*

Do **not** include people who:

- Live with you but are not supported by your household's income **and** do not contribute income to your household.
- Children and students already listed in Step 1.

**How do I fill in the income amount and source?****FOR EACH TYPE OF INCOME:**

- Use the charts in this section 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 or deductions.
  - Many people think of income as the amount they "take home" and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.
- Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will be counted as zeroes. If you write '0' or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials have known or available information that your household income was reported incorrectly, your application will be verified for cause.
- Mark how often each type of income is received using the check boxes to the right of each field.

**B) List Adult Household member's name.** Print the name of each household member in the boxes marked "Names of Adult Household Members (First and Last)." **Do not list any household members you listed in STEP 1.** If a child listed in STEP 1 has income, follow the instructions in STEP 3, part A.

**C) Report earnings from work.** Refer to the chart titled "Sources of Income for Adults" in these instructions and report all income from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.

**What if I am self-employed?**

If you are self-employed, report income from that work as a **net** amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

**D) Report income from Public Assistance/Child Support/Alimony/SSI/VA Benefits.** Refer to the chart titled "Sources of Income for Adults" in these instructions and report all income that applies in the "Public Assistance/Child Support/Alimony/SSI/VA Benefits" field on the application. Do not report the value of any cash value public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only **court-ordered** payments should be reported here. Informal but regular payments should be reported as "other" income in the next part.

**E) Report income from Pensions/Retirement/Social Security/All other income.** Refer to the chart titled “Sources of Income for Adults” in these instructions and report all income that applies in the “Pensions/Retirement/Social Security, Other Income” field on the application.

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

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

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

Sources of Income for Adults		
Earnings from Work	Public Assistance/ Child Support /Alimony	Pensions/Retirement/All Other Income
<ul style="list-style-type: none"> <li>Salary, wages, cash bonuses</li> <li><b>Net</b> income from self-employment (farm or business)</li> <li>Strike benefits</li> </ul> <p><b>If you are in the U.S. Military:</b></p> <ul style="list-style-type: none"> <li>Basic pay and cash bonuses (<i>do NOT include combat pay, FSSA or privatized housing allowances</i>)</li> <li>Allowances for off-base housing, food, and clothing</li> </ul>	<ul style="list-style-type: none"> <li>Unemployment benefits</li> <li>Worker’s compensation</li> <li>Supplemental Security Income (SSI)</li> <li>Cash assistance from State or local government</li> <li>Alimony payments</li> <li>Child support payments</li> <li>Veteran’s benefits</li> </ul>	<ul style="list-style-type: none"> <li>Social Security (including railroad retirement and black lung benefits)</li> <li>Private Pensions or disability</li> <li>Income from trusts or estates</li> <li>Annuities</li> <li>Investment income</li> <li>Earned interest</li> <li>Rental income</li> <li><i>Regular</i> cash payments from outside household</li> </ul>

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

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

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

**B) Sign and print your name.** Print your name in the box “Printed name of adult completing the form.” And sign your name in the box “Signature of adult completing the form.”

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

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

**2015-2016 Application for Free and Reduced Price School Meals**

Complete one application per household. Please use a pen (not a pencil).

Apply online at: [\(insert link if have an online application or delete if not applicable\)](#)

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

**STEP 1**

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

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

MI	Child's First Name	Child's Last Name	School the Child Attends or NA if not in school	Headless Foster Child Runaway Start
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

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

Case Number:  Program Name:

Note: Do not include BadgerCare in Step 2

**STEP 3**

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

**A. Child Income**

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

Child income: \$

How often? Weekly  Bi-Weekly  2x Month  Monthly

**B. All Adult Household Members (including yourself)**

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

Name of Adult Household Members (First and Last)	C. Earnings from Work			D. Public Assistance/Alimony/SSIVA Benefits			E. Pensions/Retirement/Social Security/Other Income			F. Special Situations		
	Weekly	Bi-Weekly	2x Month	Monthly	Weekly	Bi-Weekly	2x Month	Monthly	Weekly	Bi-Weekly	2x Month	Monthly
	\$				\$				\$			
	\$				\$				\$			
	\$				\$				\$			
	\$				\$				\$			
	\$				\$				\$			

**G. Total Household Members (Children and Adults)**

H. Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member:

Check if no SSN

**STEP 4**

Contact information and adult signature

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

Street Address (if available)  Apt #

City  State  Zip

Printed name of adult completing the form

Signature of adult completing the form

Daytime Phone and Email (optional)

Today's date

**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):**

- White
- American Indian or Alaskan Native
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander

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, and nutrition program reviews, and law enforcement officials to help them look into violations of program rules.

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or

in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov). Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotope, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

USDA is an equal opportunity provider and employer.

**DO NOT FILL OUT THIS PART. THIS IS FOR SCHOOL USE ONLY.**

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

Total Income: \_\_\_\_\_ Per:  Week,  Every 2 Weeks,  Twice A Month,  Month,  Year Household size: \_\_\_\_\_

Categorical Eligibility: \_\_\_\_\_ Income Eligibility: Free \_\_\_ Reduced \_\_\_ Denied \_\_\_

Date Withdrawn: \_\_\_\_\_ Reason for denial or withdrawal: \_\_\_\_\_

Determining Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Confirming Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Verifying Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Independence Public School

23786 Indee Blvd, Independence, WI 54747

715-985-3172

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



### ELEMENTARY-Grades 4k-5

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

#### 4 Year-Old Kindergarten

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

#### 5 Year-Old Kindergarten

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

#### Grade 1

- 1 full size backpack
- 1 small supply box
- 1 yellow highlighter
- #2 pencils (about 48)
- 1 large eraser
- 1 box of 24 count Crayola crayons
- 1 box of Crayola washable markers (8 basic colors)
- 1 package wide rule loose leaf paper
- 3 Elmer's glue sticks
- 2 **wide rule** spiral notebooks
- 4 two pocket folders or 3 plastic folders
- 1 box of snack crackers per quarter
- 1 box Kleenex
- Boys: 1 box gallon ZipLoc freezer bags (20ct)
- Girls: 1 box gallon ZipLoc freezer bags (20ct)

#### Grade 2

- 1 full size backpack
- 1 small supply box
- 1- yellow highlighter
- #2 pencils (about 48)
- 1 scissors
- 2 wide rule spiral notebooks
- 4 two pocket plastic folders
- 1 box of snack crackers per quarter
- 1 box Kleenex
- 4 glue sticks
- 1 8 pack of markers

- 1 package wide rule loose leaf paper
- 1 set of 'earbuds' or headphones to be used with computers / iPads
- 1 box of gallon Ziploc bags

#### Grade 3

- 1 full size backpack
- 3 yellow highlighters
- 2-1 inch 3 ring binder
- #2 pencils (about 24). No automated pencils please.
- 1 box of colored pencils
- 2 durable plastic 2-pocket folders with 3 ring center scissors
- 2 wide rule spiral notebooks (no trapper keepers please)
- 1 pkg wide rule loose leaf paper
- 1 pkg pencil top erasers and 2 large pink erasers
- 1 box of Kleenex
- 1 small supply box
- 4 Elmer's glue sticks
- 1 box of markers
- 1 ruler with metric
- 1 set of ear buds to be used w/computer/iPads
- Last name letters A-M: 1 box of gallon Ziploc bags
- Last name letters N-Z: 1 box of quart Ziploc bags

#### Grade 4

- 1 full size backpack
- 3 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 (do not label them)
- 2 yellow highlighters
- 1 box Kleenex for classroom
- 1 container for school supplies (no bigger than a cigar box)
- 1 8-pack of markers
- 1 pack of colored pencils
- 1 pack of loose leaf paper wide-rule
- 1 set of earbuds for computers
- scissors
- 1pkg of pencil top erasers and 1 large pink eraser

#### Grade 5

- 1 full size backpack
- One 2 inch- 3-ring binder
- Dividers and paper for binders
- 4 spiral plastic notebooks (red, purple, green, blue)
- 4 plastic folders (red, purple, green, blue)
- 1 set 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

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

Full size backpack  
Ear buds or headphones  
Several packs of pencil  
Several blue/black pens  
Red pens, one box 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 7/8)

**Social Studies**

1 PURPLE plastic folder  
2 PURPLE spiral notebooks  
Loose leaf paper

**Reading Language Arts**

1 BLUE plastic folder  
2 BLUE spiral notebooks

**Science**

1 GREEN plastic folder  
2 GREEN notebooks  
1" Green Binder with one package loose leaf lined paper

**Physical Education**

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

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

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

**Band 6, 7, 8**

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

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

One full size backpack  
 Planner of choice (however, use of Google Calendar on your MacBook is preferred)  
 Ear buds  
 Several boxes of pencils  
 Several black/blue pens  
 Several red marking pens  
 Extra erasers  
 Folder and notebook for EACH class (buy extra to have throughout the year)  
 2-3 Highlighters

**PLUS:**

**Mathematics:** School will supply calculators, but you may buy the recommended calculator if you want your own.

**\*Algebra I:**

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

**\*Algebra II:**

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

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

TI-83 or higher graphing calculator

**\*Geometry:**

Ruler  
 Protractor  
 Compass  
 TI 30X or TI83 Graphing Calculator

**Science**

1-2" Green Binder with loose leaf paper

**Social Studies**

Colored pencils

**Agricultural Science**

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

**Band/Choir**

Black dress shoes,  
 Black socks

**Careers**

1 pkg plastic page protectors

**Health**

3 ring binder with loose-leaf paper

**Physical Education**

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

**Spanish**

1 ½ " 3-ring binder, loose leaf paper,  
 5 file tabs to separate sections of notebooks



# August UPCOMING EVENTS

**August 3 – Monday**

- Football Equipment Issued 4:00pm
- Volleyball Meeting 6:00pm
- MS/HS School Registration Night 6:00pm
- Athletic Code Meeting 7:00pm
- Booster Club Meeting 7:45pm

**August 4 – Tuesday**

- 1<sup>st</sup> Day of Football Practice 4:00pm
- School Board Meeting 7:00pm
- Girls League Basketball

**August 10 - Monday**

- MS Girls Volleyball Meeting at SSPP 6:00pm

**August 11 - Tuesday**

- Girls League Basketball

**August 14 - Tuesday**

- Football Scrimmage @ Thorp 6pm

**August 17 – Monday**

- 1<sup>st</sup> Day of Cross Country Practice 8:00am
- 1<sup>st</sup> Day of Volleyball Practice 5:00-7:45pm

**August 18 – Tuesday**

- Cross Country Practice 8:00am
- Volleyball Practice 5:00-7:45pm

**August 19 – Wednesday**

- Cross Country Practice 8:00am
- Volleyball Practice 5:00-7:45pm

**August 20 – Thursday**

- Cross Country Practice 8:00am
- Volleyball Practice 5:00-7:45pm

**August 21 – Friday**

- Football vs. Elmwood/Plum City 7:00pm
- JV Volleyball Practice 8:00-10:00am
- Varsity Volleyball Practice 3:30-6:00pm

**August 24– Monday**

- Teacher In-Service 8:00am – 4:00pm
- 1<sup>st</sup> Day MS Football Practice 4:00pm
- JV Football vs Elmwood/Plum City 5:00pm
- Volleyball Scrimmage 4:00pm
  - Varsity @ B-T
  - JV @ WHTL

**August 25 – Tuesday**

- Teacher In-Service 8:00am – 4:00pm
- Volleyball Practice 5:00-7:15pm

**August 26 - Wednesday**

- Teacher In-Service 8:00am – 4:00pm
- Volleyball Practice 5:00-7:15pm

**August 27 - Thursday**

- Teacher In-Service
- Family Learning Day 12:30-6:00pm
  - K-5 Pictures and Classroom Visits
- HS Pictures & Computer Orientation 4:00-5:30pm
- MS Pictures & Computer Orientation 5:00-6:30pm
- Volleyball @ Plum City JV 5:45 V 7:00pm

**August 28 - Friday**

- Cross Country @ West Salem 10:00am
- Football vs Pepin/Alma 7:00pm
- JV Volleyball Practice 8:00-10:00am
- Varsity Volleyball Practice 3:30-5:30pm

**August 31 - Monday**

- JV Football vs Pepin/Alma 5:00pm
- Volleyball Practice 5:00-7:00pm







# UPCOMING EVENTS

## September 1 - Tuesday

- First Student Day
- V Volleyball Quad @ B-T 4:30pm
- 1<sup>st</sup> Day MS Volleyball Practice

## September 2 - Wednesday

- PLC – 2:30pm Dismissal
- School Board Meeting 7:00pm

## September 3 – Thursday

- JV Volleyball Quad @ WHTL 5:00pm
- Cross Country @ C-FC 5:00pm

## September 4 – Friday

- V Football vs. E-S 7:00pm – PARENTS NIGHT

## September 5 - Saturday

- V Volleyball @ Neillsville 9:00am

## September 7 – Monday

- NO SCHOOL/Labor Day

## September 8 - Tuesday

- JV Football vs E-S 5:00pm
- Volleyball vs B-T JV/Fresh 6:00pm V 7:30pm- PARENT NIGHT

## September 9 - Wednesday

- PLC – 2:30pm Dismissal

## September 10 – Thursday

- Cross Country @ Etrick Golf Course 4:15pm
- MS Football Scrimmage @ Whitehall 5:00pm
- MS Volleyball @ Mel-Min 5:00pm
- Volleyball @ Augusta JV/Fresh 6:00pm V 7:30pm

## September 11 - Friday

- V Football @ Whitehall 7:00pm

## September 12 - Saturday

- V Conference Volleyball @ Mel-Min 8:30am

## September 14 - Monday

- Sportsmanship Summit @ E-S 9:00am
- JV Football @ Whitehall 5:00pm

## September 15 - Tuesday

- PLC – MS Volleyball vs Gilmanton 4:30pm
- MS Football vs Whitehall 5:00pm
- Volleyball vs EC Immanuel JV 6:00pm/V 7:30pm

## September 16 - Wednesday

- PLC – 2:30pm Dismissal

## September 17 – Thursday

- MS Volleyball vs B-T 4:30pm
- Cross Country at Eau Claire City Wells 4:30pm
- Spirit Games 7:00pm

## September 18 – Friday

- V Football vs C-FC (Homecoming)

## September 19 - Saturday

- Fresh/JV Volleyball @ Luther 9:00am

## September 21 – Monday

- JV Football vs C-FC 5:00pm

## September 22 - Tuesday

- Cross Country @ Valley Golf Course 4:30pm
- MS Volleyball @ Alma 4:45pm
- Volleyball vs C-FC JV/Fresh 6:00pm V 7:30pm

## September 23 - Wednesday

- PLC – 2:30pm Dismissal

## September 24– Thursday

- MS Volleyball vs C-FC
- Cross Country @ Rolling Greens Golf Course 4:30p
- MS Football @ Pepin 5:00pm
- Volleyball vs Gilmanton JV/C 6:00pm V 7:30pm – DIG PINK NIGHT

## September 25 – Friday

- V Football @ Lincoln 7:00pm

## September 28 - Monday

- Cross Country @ Mel-Min 4:30pm
- JV Football @ Lincoln 5:00pm

## September 29 - Tuesday

- MS Volleyball vs Lincoln 4:30pm
- MS Football vs C-FC 5:00pm
- Volleyball @ E-S JV 6:00pm V 7:30pm

## September 30 - Wednesday

- PLC – 2:30pm Dismissal



## UPCOMING EVENTS

### October 1 - Thursday

- MS Volleyball @ Gilmanton 5:30pm
- Volleyball @ Lincoln JV/Fresh 6:00pm V 7:30pm

### October 2 - Friday

- V Football vs Augusta 7:00pm - SR NIGHT

### October 5 - Monday

- Cross Country @ Cedar Creek Golf Course 4:20pm
- MS Volleyball @ B-T 3:30pm
- JV Football vs Augusta 5:00pm

### October 6 - Tuesday

- MS Football @ Alma Center 5:00pm

### October 7 - Wednesday

- PLC - 2:30pm Dismissal
- School Board Meeting 7:00pm

### October 8 - Thursday

- 12:15 Dismissal P-T Confernces 1-7pm
- Volleyball @ WHTL JV/Fresh 6:00pm V 7:30pm - PARENTS NIGHT

### October 9 - Friday

- P-T Conference Make-up Day
- V Football @ Mel-Min 7:00pm

### October 10 - Saturday

- JV Volleyball @ E-S 9:00am
- Cross Country @ Schultz Family Farm 11:00am

### October 12 - Monday

- MS Volleyball vs Alma-Pepin 4:30pm
- JV Football @ Mel-Min 5:00pm

### October 13 - Tuesday

- Volleyball vs Mel-Min JV/Fresh 6:00pm V 7:30pm

### October 14 - Wednesday

- PLC - 2:30pm Dismissal

### October 15 - Thursday

- Cross Country @ C-FC 4:30pm
- MS Volleyball @ C-FC 5:00pm
- Volleyball vs Alma/Pepin JV/Fresh 6:00pm V 7:30

### October 16 - Friday

- V Football @ B-T 7:00pm

### October 17 - Saturday

- V Volleyball @ Mondovi 9:00am

### October 19 - Monday

- JV Football @ B-T 5:00pm

### October 20 - Tuesday

- V Volleyball Regionals TBD

### October 21 - Wednesday

- PLC - 2:30pm Dismissal

### October 22 - Thursday

- V Volleyball Regionals TBD

### October 23 - Friday

- V Football Level 1 TBD 7:00pm

### October 24 - Saturday

- V Volleyball Regional Finals TBD

### October 28 - Wednesday

- PLC - 2:30pm Dismissal

### October 29 - Thursday

- V Volleyball Sectionals TBD

### October 30 - Friday

- End of 1<sup>st</sup> Quarter
- V Football Level 2 TBD

### October 31 - Saturday

- V Volleyball Sectional Finals TBD



## Meningococcal Disease: Protect your Child

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

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

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

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

### About Meningococcal Disease

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

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30

percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms. Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20 percent may endure permanent disabilities, including brain damage, deafness and limb amputations.

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

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

Center for Disease Control and Prevention meningococcal meningitis information.

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

## Immunization Law Summary

### Requirements of the law:



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

### If an outbreak occurs:

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

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

- Parents of students who enter school incompletely immunized or have not signed the waiver will be notified by the school within 15 and 25 days of being admitted regarding the legal consequences of failing to meet the immunization requirements.
- If a student is not in compliance with the law within 30 school days of admission, the school may exclude the student from school. If a student is not in compliance by the 60th school day, the school is required to notify the district attorney, who will petition the court to direct the student to be immunized according to the age/grade level requirement, or sign a waiver. The same procedure is to be followed for students who are non-compliant by the 90th school day.
- The court may require a parent or an adult student to pay a fine of up to \$25 per day for every day that the student remains unimmunized or a waiver is not signed.

## Equal Education Opportunities

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

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

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

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

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

## Student Immunization Law—Age/Grade Requirements

Immunizations 2015-2016

Leslie Kampa, Health Assistant

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

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

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

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

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

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

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

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

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

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

## Courses Available



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

## Medications in School



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

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

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

## Highly Qualified Teachers

### PARENTS RIGHT TO RECEIVED TEACHER INFORMATION

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

There are questions you may ask, including:

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



All forty Independence teachers have at least a bachelor's degree, and twenty teachers hold advanced degrees. In addition, all of the teachers in Independence School District are fully licensed for their assignments. There are three instructional aides, who are all considered qualified for their assigned duties. Additional information may be obtained by contacting Lynn Doelle, (715)985-3172, or by visiting the Department of Public Instruction website at <http://www2.dpi.wi.gov>

### Independence School District

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## Annual Notice of Special Education Referral & Evaluation Procedures



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

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

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

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



## Annual Notice of Non Discrimination Policy Independence School District

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

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

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

Grievance procedures for Title IX, section 504 and S.118.13 Wisconsin Statute have been established for students, their parents, and employees who believe that discrimination has been shown by the School district. The district encourages informal resolution of complaints..

However, to address allegations of violations of its nondiscrimination policy, the Independence School District has a formal complaint resolution process.

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

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

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

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

## Public Record Policy

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

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

Place: Administration Office  
23786 Indee Blvd  
Independence, WI 54747

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

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

## Attendance Policy



All parents are reminded to call the school at 985-3172 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. 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.

All parents, by Wisconsin State Statute 118.15 (1)(d), have the right to request the School Board to provide their student(s) with program or curriculum modifications. The school board shall render its decision, in writing, within 90 days of a request, except that if the request relates to a child who has been evaluated by an individualized education program team and has not been recommended for special education, the school board shall render its decision within 30 days of the request. If the school board denies the request, the school board shall give its reasons for the denial. Any decision made by a school board or the District Administrator in response to a request for program or curriculum modifications under shall be reviewed by the school board upon request of the child's parent or guardian. The school board shall render its determination upon review in writing, if the child's parent or guardian so requests.

Thanks for your cooperation.

### 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
- Athletic facilities can be reserved by filing a Facilities Request form available at the school.
- Weight room with a membership (see Leslie Kampa in Student Services)



## Confidentiality of Student Records



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

1. The right to inspect and review the student's educational records.

2. The right to seek amendment of the student's education records that the parent or adult student believes to be inaccurate, misleading, or otherwise a violation of the student's privacy rights.

3. The right to consent of disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA (and state laws) authorize disclosure without consent. Wisconsin Law allows districts within the State of Wisconsin to disclose educational records of transfer students without consent.

4. The right to file a complaint with the Family Policy Compliance Office of the US Department of Education, alleging educational agency or institution non-compliance with FERPA requirements.

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

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

With the enactment of the No Child Left Behind bill signed by President Bush in 2001,

schools must now release students names, phone numbers and addresses to military recruiters when requested to do so. As with directory information, any parent or adult student may request in writing that all or part of the directory information not be disclosed without parent, guardian, or eligible student consent. This notification is to be given to the School District within two weeks of the beginning of the school year.

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

## Annual Notice Homeless Children

The McKinney-Vento Act 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](mailto:woychikd@indps.k12.wi.us)

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

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

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

Mrs. Woychik can be reached at (715) 985-3172 or [woychikd@indps.k12.wi.us](mailto:woychikd@indps.k12.wi.us)

## Child Find

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

## Recruiter Access to Students Records

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

Districts are required to notify parents of secondary school students:

- That a secondary school student or the parent of the student may request that

the student's name, address, and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent; and

- That the district must comply with such request.

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

## On-Line Grading



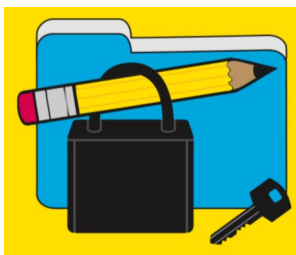
Parents and students are reminded of our on-line grading system.

Each parent/student will have his/her own user id and password. Please contact Leslie Kampa for this information. You may contact her via email [kampal@indps.k12.wi.us](mailto:kampal@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 Leslie Kampa to request the information to access their child's information. New users receive their logon/password information approximately one week after contacting Leslie Kampa.

## 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 minor student, the student's parent/guardian before the student participates in the survey.

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

**SCHOOL CLOSING DUE TO INCLEMENT WEATHER**  
**School District of Independence**  
**2015-2016**

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

ANNOUNCEMENTS WILL BE MADE ON THE FOLLOWING STATIONS:

**Whitehall**

102.3 FM

**Winona**

KWNO 1230AM

KG Country 1380AM

KG-95.3FM

CD Country 99.3FM

Soft Rock 101.1 FM

**Eau Claire**

CARP 99.9FM

I-94 94.1FM

WAXX 104.5FM

WAYY 790AM

COOL 92.9FM

Z-100 100.7FM

WEAU TV 13

ESPN 1150AM

B-95 95.1 FM

ROCK 92.1 FM

News Talk 880 AM

Sports Radio 1400 AM

WQOW TV 18

Moose Country 106.7 FM

The Mix 98.1 FM

**LaCrosse**

WKTY 580AM

WIZM 1410AM

Z93 93.3FM

WKBT TV 8

WTRV 95.7 FM 89.9

CC 106.3

MAGIC 105 104.9

EAGLE 102.7

Classic Rock 100.1

ESPN 105.5

WLFN 1490 AM

**Black River Falls**

WWIS 99.7FM

**Tomah**

WZFR 94.5FM

WTMB 1490 AM

**Eden Prairie, MN**

KMSP 9

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

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

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

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

The monthly newsletter of  
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Independence, WI 54747