

# Independence District



## Newsletter

August 2019

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### From the Desk of Mr. Schmitt Grading Scale, Closed Campus Waivers, Behavior Policies, Etc.



With the days of summer upon us, most people think that there is not much activity happening at school. This may be true for students and some of the teachers, but for administrators, custodians, and office staff, it is still a very busy and demanding time of year. As we clean up loose-ends from one school year, we then cycle right into preparations for the upcoming school year.

The summer though does give us an opportunity to review data and evaluate how the previous year went. Our data not only comes from spreadsheets and test results, but we also review data that has been collected from student meetings and interviews. This data then guides our research into the analysis of any trends that we see and helps us develop adjustments to programs or policies we currently have in place.

As all of you who have children in the District know, we went through some significant grading philosophy changes starting in the 2016-17 school year. In the summer of 2016, I wrote an article for this Newsletter that you can review by using this [link](#). One of the biggest changes was the move from the traditional 100 point scale to grade tests and using the accumulation of points to determine a grade, to the use of a four point scale to determine mastery of a standard. At the middle and high school levels, these mastery levels are then averaged and converted to a letter grade.

Since the implementation of the new grading philosophy we have made a number of minor adjustments to the policy and spent a great deal of time working with our staff to be consistent in their grading and with students and parents to understand the policies and procedures to master standards and earn a corresponding grade. We have felt this has gone relatively well and we have had a number of other Districts reach out to us for assistance on their own grading philosophy to align it more with student learning and mastering and less with student behavior and perceived effort.

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

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

But we are never done learning and recently we have noticed from our data and from student feedback that we have reduced the number of 'A's as well as the number of 'F's. In other words, it has become harder to get an A, which may have been intended by design, since our classroom grades were not correlating very well with state and national standardized test scores, but we also noticed fewer students on the failure list each quarter. The latter scenario may also have been somewhat by design because the new system allows students to "retest" and the four point scale doesn't penalize a student as much when they "bomb" a test, but our data also showed that our "conversion scale" to letter grades really allowed students to pass a course when they only had minimal mastery of numerous standards. This was not the intention of our policies at all.

Therefore, to address this we will be implementing an adjustment to the grading scale for letter grades at the middle and high school levels. In the past to get an 'A', you basically had to get 4's (Advanced Mastery) on 6 out of every 7 standards and a 3 (Proficiency) on the other one. In this coming school year to get an A you will have to get all 3's and 4's with at least half of the grades being 4's. All 3's and 4's with most of the scores being 3's will be an A- or B+. You also cannot have a '2' (Basic Mastery) and get an 'A', even if all of your other scores were '4's. The new scale will also reflect more rigor to get B's, C's, and D's, but most significantly will be the criteria to fail a course or receive an 'F'. Next year, to pass a class a student must get a minimum of all 2's or do 'Basic' work on each standard to pass a class. Getting a 1 (Minimal) or a '0' (No evidence) will no longer be acceptable. In the past getting mostly 1's and even some zero's would allow a student to pass. It is our belief that all students can learn and it will be the expectation that all students accomplish a 'Basic' level of mastery.

Grading will not be the only policy, procedure, or philosophy that an adjustment will be made to. At this writing, we are in the process

of reviewing our Closed Campus Waiver which allows students with non-traditional schedules to either come late or leave school early or during parts of the day. The intention of the waiver is to allow juniors and seniors in good academic and behavior standing to be excused from school with parental permission when they have a large block of time where no face-to-face classes are scheduled. Many of these students use this time to work at a job or help out with family obligations while studying at home. For the most part, the waiver seems to have worked fine, as it is not our intention to hold students hostage at school when they don't have classes in our building. But, we have had some issues with students either not arriving on time or attending scheduled classes. A more recent problem has been for students to use the waiver to run short errands to retrieve something or go somewhere and then return shortly thereafter. We do not feel this was the intent of the



waiver. Most often, abuse of the waiver results in a loss of the privilege of the waiver, but we are also considering some other adjustments as to the criteria to be granted the waiver in the first place.

We also review our behavior and conduct policies each summer to determine if they are in line not only with the mission and vision of the school, but that they are also considerate of current cultural values and styles. Examples of this are dress code and use of technology in schools such as cell phones.

Change is constant in the field of education, but the dynamic of the profession is that there isn't a lot of time to study the change while students are in the building. Teachers and administration are focused on maximizing student learning and although it is essential at times to



make adjustments during a school year, most of these are reactive to a specific issue and are short term fixes. The summer becomes a valuable time to look at the data, review our policies, and then make decisions that will hopefully have a positive effect on the culture of the school and the lives of the students we serve. We feel this is essential to make us the Best School Ever.

Bärry Schmitt  
District Administrator/High School Principal

## Vanderloop Scoop Build Team Spirit



The difference between success and failure lies within the spirit of a great team. This common theme is echoed in each article, book, and conference I've attended this summer. As I translate this to our work here at Indee, I know our students will experience greater success when everyone, adults and students alike, work as a team. If you've been in my office this past year, you've noticed my passion for quotes that resonate for any situation. I have a quote about determination sitting in front of me. When it comes to building a team culture, I look to the success of Vince Lombardi.

*"Build for your team a feeling of oneness, of dependence upon one another, and of strength to be derived from unity."* --Vince Lombardi

If we focus on that quote and connect these words to our district, we quickly realize each one of us play an important role in creating that 'oneness' to make this a great place to learn and grow. Each one of us has a responsibility to be part of the team that helps create the success for each child. The commitment of our teaching staff and staff in general, is quite unique here. Our Indee staff dedicates a considerable amount of time to ensure students

have what they need while they are with us. We do our best with the tools we have, and foster a mindset to learn new things each day. No one in our district is done learning; we are all a work in progress, striving for excellence. The expectation is our staff, including me, collaborates to become better. A number of newer teachers and administration recently came back from a professional learning community conference. At that conference, we continued to refine the process on how decisions based on student achievement, through collaborative planning, maximizes results. In the spirit of Vince Lombardi, no head coach can succeed by working alone. The head coach assembles a team of dedicated staff, each one playing a vital part of the team's success. Each Indee staff member is a vital part of our team's success. When we collaborate each week, we are bringing academic and behavioral student data to the table and discussing possible solutions. This is not new to our district, but we are improving our practices each year.

Our teaching staff has another tool in their toolbox, formative and summative assessments. Like a football coach, players run through specific drills each day and it is the job of the coach to analyze what specific skills a player has mastered and what specific skills still need work. Good coaches know that the only way their players become highly skilled is by intentional, focused, and appropriate practice. As teachers, our *formative* assessments are the daily practice that helps us know what specific skills our students have mastered and what specific skills still need work. The *summative* assessments, or tests, help teachers know, at the end of each unit or cycle, what new knowledge our students have gained. We have been using student data to refine this process over the past three years. We want to answer four larger questions that guide our work every day.

1. What do we want each student to know and do? (curriculum)
2. How do we know they know it? (assessment)

3. What do we do if they don't know it? (intervention)
4. What do we do if they know it? (enrichment)

Our teachers spent considerable time defining what specific skills are needed for their content area and grade level. Teachers have also created *formative* and *summative* assessments linked to those skills. This could not have been done without the power of collaboration by our teaching staff. In addition to identifying skills and creating assessments, our staff has provided students with specific feedback related to each skill. We are not perfect at this, but always getting better. Football coaches do not allow players to continually run plays incorrectly. Teachers cannot allow students to continually solve problems or answer questions incorrectly. We need to provide students with specific feedback that allows for a deeper understanding and growth to fix the negative pattern. We will be providing this to each student, skill by skill.



We have expectations for our students this year as well. As students in our district, we expect their effort to increase as we enter the new year.

We will be providing students with ample opportunities to show us what they know through the assessments shared above. They need to give us 100% effort each day. On the playing field, no matter which sport, we would not accept less than 100% effort by a player or teammate. We can no longer accept less than 100% effort by our students. If each student is committed to learning and open to learning, we will provide them with the environment to learn. This effort cannot be selective; it needs to be shown in each class, each day. We have a process in place to respond to students who do not show us that effort each day. We have

lunch, advisory time, and after school support for those that need additional time to master skills. We hope these opportunities, along with specific feedback on what they can do, will promote a strong connection between what we teach and what students learn.

Our parents and community also play a critical role in this process. We will be increasing the opportunities for our parents and community to be involved in our district. To our parents, we need strong effort from you to help your child along this year. We need you to ensure they arrive to school each day. There is a direct line of sight from students who are attending school each day, and struggling students who miss too many school days. **Students cannot learn if they are not present.** Our school, K-8 will be grading by each standard and using the report card as the tool to share with parents. Student progress will be broken down in terms of: minimal, basic, proficient, and advanced. These terms are the same used by our state during standardized testing. Talk to your child about how they are doing in school. This common language will help, not confuse, parents when having these discussions.

Writing this article gets me excited for the year to come. I've seen a considerable amount of focus by our staff, our students, and families. It is time to increase the intensity a bit. In order to be successful, we do need 100% effort by every team member above. In the world of education, like many other fields, our goal ties directly to our mission: We will maximize learning and empower all students to prepare for tomorrow's opportunities. I can't wait to be a part of a great team with you so we can reach our goal!

With Indee Pride,

Robert Vanderloop  
PreK-8 Principal/Director of Special Education  
(715) 985-3172 ext. 104  
vanderloop@indps.k12.wi.us

## Curriculum and Counseling Corner

### Laude System of Recognition to Begin with the Class of 2023 (2019-20 Freshmen)

At the June, 2019 School Board meeting it was approved to move to a Laude System of recognition for graduates starting with students who will be freshmen in the 2019-20 school year. This change came after almost two years of research and discussions with parents, students, and faculty. The primary purpose for proposing a Laude System was to encourage rigor in student coursework, decrease unnecessary competition between classmates, and increase students' academic and intellectual risks.

#### Laude System simplified:

- High School students will still have a class rank listed on their transcript as they always have.
- Students with a cumulative grade point average higher than 3.2 at the end of the first semester of their senior year would be a part of the laude system. Their GPA would be multiplied by the number of honor points they received in high school. Honor points can be earned by taking upper level courses or sequencing meaningful courses.
- Student's laude score would determine whether they would be recognized as graduation with 1) Highest Honors (Summa Cum Laude) with a laude score of 50 or higher, 2) High Honors (Magna Cum Laude) with a laude score of 35-49.99, 3) Honors (Cum Laude) with a laude score of 20-34.99.
- There would still be student speakers and recognition at graduation but we would choose them based on laude score.

Some of you may ask what impact de-

creasing the role of grade point average and rank will have on college admissions decisions? Although still reviewed by many colleges, class rank has declined in significance at many schools. According to a recent report by the National Association for College Admission Counseling (NACAC), more than half of all high schools no longer report student rankings. A student's grades in college-preparatory classes remain the most significant factor in college admission decisions. Highly selective colleges look for students who:

- Complete core academic requirements.
- Take more challenging classes, even though they may have slightly lower grades than they'd achieve in lower-level courses.
- Enroll in several college-prep or college-level courses and perform well.
- Take four years of a world language, showing evidence of academic discipline and challenge
- By offering a laude score, colleges would be able to gain more information about applicants. Much more than with a simple number/grade point average and rank.

Ultimately, encouraging students to find something they are passionate about could provide more long-term value than getting the highest class rankings title of valedictorian as it gives them a reason to keep learning and growing as they enter adulthood. (College Board 2018)

More information will be shared about this important change at our August 7th Registration Day and student's scheduling meeting this winter. You will also find more details on our website, [www.indps.k12.wi.us](http://www.indps.k12.wi.us) under High School Course Selection Information. If you have any questions please contact Mrs. Woychik, School Counselor and Curriculum Director or Mr. Schmitt, High School Principal and Superintendent at 715-985-3172.

(revised 5/19)

## PORTFOLIO PROJECT Guidelines 2019-2020

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

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

**Senior Portfolios will be due to Mrs. Killian-Baures on or before April 16<sup>th</sup>. Seniors will then be scheduled for an exit interview to be done on May 13<sup>th</sup>.** At this interview, students will present the contents of their portfolio to a panel of teachers, school board members, community members, and administration.

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

### Project Components

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

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



## Future Ready?

You may have heard the term “Future Ready” when watching or reading the news that reports anything about education. But what does this term really mean? Being Future Ready is a vision that calls for equitable, personalized, applied, and engaged digital learning for all students (Future Ready Framework, WI DPI). Here at Independence, we continue to work on building capacity to meet the needs of our students so that they may be future ready by the time they graduate. We have implemented digital learning plans and have ensured that all students have access to reliable and quality technology. In our classrooms, we are building best practices around integrating classroom technology to create engaging and meaningful lessons grounded in our power standards. These things put us on the right path to make sure our students are future ready.

With our infrastructure in place and the technology in the hands of all students, we have put in a good effort to make sure that we are equitable with technology, but it will also be essential that all students leave our school with a clear understanding of the 4Cs (communication, collaboration, creativity, and critical thinking). Elementary students will be honing in on these skills through their technology classes with Mrs. Pyka as well as in the classroom with embedded technology integration at each grade level. At the middle and high school, students have been working in a 1:1 environment for several years, staff members continue to hone their technology skills to produce lesson that allows students to engage with their devices in a meaningful way. We have set high expectations of what we expect our students to be doing when using their devices to ensure that learning is at the forefront of their minds. We have software that allows us to monitor student computer use to ensure that learning time is being maximized. We also encourage students to apply their learning to real-life situations and to be sure to make use of the technology available to them to showcase their learning. With our digital learning plan and high student learning expectations in place, we hope to ensure all of our students will be future ready when they graduate.

Melissa Pientok  
Assistant Principal and  
Technology Integration Specialist



State Superintendent Carolyn Stanford Taylor honored the Independence Elementary school and schools from all over Wisconsin during a ceremony at the Wisconsin State Capitol Monday, May 20. The Wisconsin Title I Schools of Recognition, represent communities all over Wisconsin. These schools have achieved success in educating students from families who are identified as economically disadvantaged.



"Students living in poverty often find themselves standing outside the dreams we hold for our youth," Stanford Taylor said. "To bring students back into the dream requires skill, knowledge, and commitment. Thank you, educators, support staff, families, partners – everyone who helped schools earn these awards. You are building a better future for your students and our state. "The award-winning schools are among those receiving federal Title I funding to provide services to high numbers or high percentages of economically disadvantaged children.

Beating-the-Odds Schools are in the top 25 percent of high-poverty schools in the state; and have above-average student achievement in reading and mathematics when compared to schools from similarly sized districts, schools, grade configurations, and poverty levels.





# Independence School District

23786 Indee Blvd., Independence, WI 54747  
 (715) 985-3172 FAX (715) 985-2303  
 www.indps.k12.wi.us

Bärry Schmitt  
 District Administrator  
 9-12 Principal

Robert Vanderloop  
 PreK-8 Principal  
 Director of Special Education

Dawn Woychik  
 Director of Curriculum & Instruction  
 Guidance Counseling

Melissa Pientok  
 Technology Integration Specialist  
 Enrichment Coordinator

July 2019

Dear Indee Families,

It is with great pride and anticipation for the new year that we welcome you to our 4K-12 Registration Day on Wednesday, August 7th. All students and parents are expected to come to school together at any *time* between 11:00 and 7:00 (plan for about 1 hour). This is a **mandatory obligation** for all families. Please park in the back lot and enter through the cafetorium doors. NEW this year: **Families are encouraged to pick up their Registration Folder between July 17 and August 2, from our main office. Complete as much as possible and return at registration day on August 7th.** Plan to learn and organize for the year ahead by making required station stops (noted below) in the gym and cafetorium. If there is a \$\$ symbol noted below there may be a fee for you to pay. Please bring separate checks for each payment/station. If you are experiencing a financial hardship, please plan to come and complete as much as you can.

- Form/Folder Collection Table: Turn in your completed forms
- \$\$ Lunch Station: Payments made and free/reduced forms will be available
  - \*\*Minimum deposit for lunch is \$10 for everyone but you may deposit as much as you wish
  - DAILY LUNCH COST
    - Elementary \$2.70
    - Middle School and High School \$2.85
  - DAILY BREAKFAST COST
    - Elementary \$1.35
    - Middle and High School \$1.60
- Bus Station: Route information and Orange Transportation Change Slips available
- 6-12 \$\$ Music Teacher Station: Band rental fees, and questions answered
- 6-12 \$\$ Computer/Acceptable Use Station: Review options for computer training for students and parents. COMPUTER PICK UP IS AUG 28th if all forms completed and fees paid.
- Schedules and Locker Station
- K5-5 Fall Parent/Teacher Conferences Sign Up Station: Schedule your fall conference
- 4K: Meet and greet Ms. Schultz
- Emerging Bilingual (ELL) Station-Ms. Knudtson
- 6-12 \$\$ Athletics Station: Physical forms, Coach/sign up information for sports, sports schedules. Pay Athletic fees \$50 per sport. Individual max of \$100. Fees may be waived for families that qualify for the Free/Reduced Lunch Program. Family max of \$150. Activity Ticket Purchase \$20 for student, \$50 for adult. *\*\*Make up 9-12 Athletic Code meeting will be held at 7:00 pm in room 307 (Mr. Zilla's room)*
- 9-12 Activities Station: Basic information, questions answered, and student sign up for clubs for grades
- \$\$ Indee Wear Station: Order Indee Wear (cash or check). Some items cash and carry
- \$\$ Life Touch Student Picture forms and payment may be done. *Pictures will be done on Aug 28th.*
  - \*Seniors must plan to get school pictures taken but they do not need to order/pay.

- School Board Station: meet and greet
- Volunteer Orientation will be done on demand throughout the day. This is required of any parent/guardian wishing to attend field trips or volunteer in any other capacity for the district.

If you are not able to attend Registration Day please plan to obtain materials at the district main office and complete all requirements by August 28th.

Ice cream for all before you leave on August 7th. We look forward to seeing you!



With Indee Pride,

Mr. Schmitt  
District Administrator  
9-12 Principal

Mr. Vanderloop  
4K-8 Principal  
SPED Director

Mrs. Woychik  
Director of Curriculum/Instruction  
School Counselor

Mrs. Pientok  
Technology Integration  
Assistant Principal

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

**Wednesday, August 28, 2019**

**Family Learning Day 11:00-7:00 open house for all 4K-5 families**

XMeet your teacher. Bring your school supplies for your classroom or locker

**August 28 is a regular school day for students in grades 6-12**

XSchool pictures for 4K-12

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



**First Day of School**

**August 28th for grades 6-12, August 29th for grades 4K-5**

Enter with smiles and Indee Pride!

**Use of Our School**

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

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

**Clipart Sources Throughout Newsletter**

<http://www.google.com>

## 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.

It should be emphasized that two-sport participation per season is only recommended for the exceptional student-athlete and in sports where conflicts of events is minimal. The student must be in good academic standing to be considered. A head coach always has the right to deny participation in two-sports if they feel the participation is detrimental to the athlete's potential in either sport or detrimental to the team chemistry.

a) There must be a face-to-face meeting involving the athlete, head coaches of each sport, the athletic director and at least one parent or guardian before the athlete may participate in the second sport.

1) This meeting must be held before practices begin in either sport for the athlete to be eligible to compete in both sports. It is suggested that the students make this declaration at the fall athletic code meeting, the winter sports meetings, and the spring sports meeting. The face-to-face meeting with the parties mentioned above would then be scheduled shortly after.

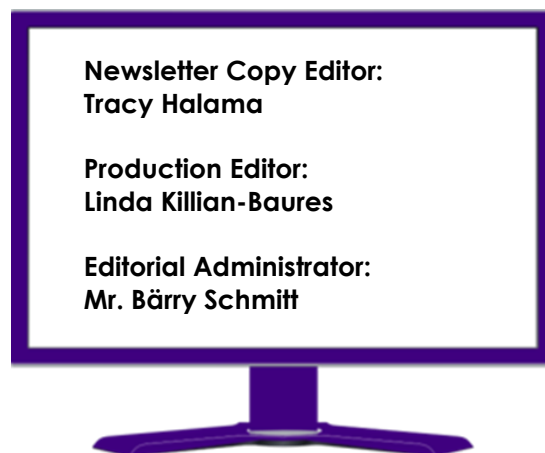
2) At this meeting, the athlete, unless they are a freshman, must declare one sport as a priority. This will be the sport that the athlete will participate in if there is a conflict between practices or games in the two sports. The exception to this is that an athlete will be allowed to participate in a conference event in the non-priority sport if the priority sport is not participating in a conference event on the same date. A contract will be drawn up and signed by all parties detailing the responsibilities of all parties.

3) If the student is a freshman, then the student does not need to declare one sport as a priority, but may. A contract will be drawn up and signed by all parties detailing the responsibilities of all parties. Such responsibilities may include but are not limited to practice attendance, game/meet participation, academic achievement, and priorities when there is a conflict.

b) All parties stated above must meet for a second meeting at the approximate midpoint of the beginning of participation in the second sport and the end of either athletic season. At this time an evaluation of the agreement set in condition a) will be done. After the evaluation the original agreement may be continued, altered, or terminated. The student may switch which sport is a priority at this meeting.

c) If after an agreement is made in condition a) and the athlete elects to quit either sport, the athletic director will inform the parents or guardians that the athlete is no longer participating in two 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."





## High School Fall Sport Information

The fall sports season is just around the corner and there are a few important dates to get on your calendars. The first is the Athletic Code Meeting: Monday August 5th at 6:30pm. This meeting is mandatory for all students and parents to attend. We cover fees, paperwork, handbook changes, and other important details moving into the new athletic seasons. Volleyball, Cross Country, and Football will all have team meetings starting at 6:00pm. Immediately following the meetings, the Booster Club will meet and we encourage parents, athletes, and coaches to attend.

Football equipment handout will take place on Monday, August 5th beginning at 9:00am. Seniors/Juniors report at 9:00am, Sophomores/Freshmen report at 10:00am. The first day of football practice will be Tuesday, August 6th at 3:30pm. The first scrimmage will be August 16th at Thorp at 6:00pm.

The first day of volleyball practice will be Monday, August 19th at 4:00pm. The first scrimmage will be August 26th at 4:00pm in Melrose-Mindoro.

The first day of cross country practice will be Monday, August 19th at 8:00am. The first meet will be Saturday, August 31st at 9:30am in Cashton.

Along with these important dates, we have a few reminders for all athletes and parents.

Please make sure that you are making arrangements for athletic physicals (every two years) prior to the first day of practice. It is required for athletes to have this paperwork completed (green form or alternate year card) before they are able to participate in practices. All athletic fees and paperwork need to be up to date prior to the first day of practice and competition. \*Fees are waived for students on free and reduced lunch. See the office for details.

## Middle School Fall Sport Information

As we prepare for the middle school season to start, please be mindful that all athletes need to have a completed athletic physical (every two years) and paperwork needs to be completed prior to the first practice.

- MS Cross Country - first practice Monday, August 26th at 3:30pm at the High School.
- MS Football - first practice Monday, August 26th at 3:30pm at SSPP.
- MS Volleyball - first practice Monday, August 26th at 3:30pm at SSPP.

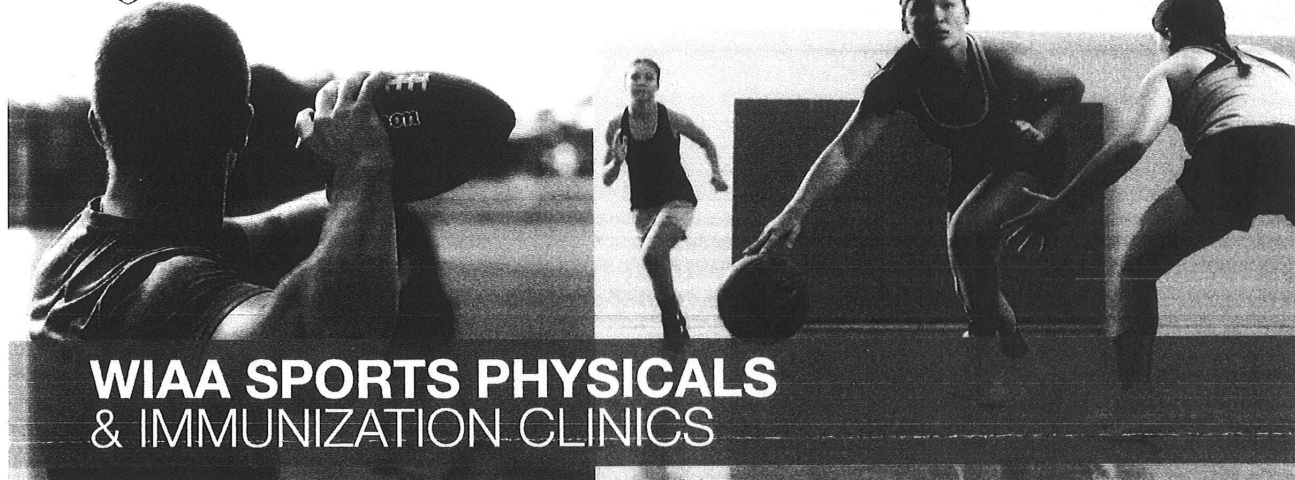


## Physicals

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.



## WIAA SPORTS PHYSICALS & IMMUNIZATION CLINICS

**WALK-INS ONLY** (*first come, first serve*) at the following Family Medicine clinics:

### PARENT OR GUARDIAN

Students under 18 are required to have a parent or guardian with them the day of the clinic.

### SPORTS PHYSICALS

Student athletes age 13 (as of Aug. 1) through grade 12 receive a WIAA sports physical by a medical provider. Physicals cost \$20 on these dates only, and payment is required on date of service.

If athletes are unable to attend on any of these dates or their insurance requires a different type of exam, athletes can schedule an appointment on another date at the regular physical exam rate.

This sports physical is not intended to replace care or treatment from a primary care provider. If you have an underlying medical condition or concerns about health issues that may restrict participation in sports, please schedule an appointment with your primary care provider.

### WIAA CARD

Athletes are asked to bring a completed WIAA card from their high school (contact the high school office).

### IMMUNIZATIONS

While getting a sports physical, students also can update these immunizations at an additional cost, which may be billed to insurance: chickenpox, HPV, meningococcal and Tdap.

### BARRON

Monday, July 22 | 2–6 p.m.

### BLOOMER

Tuesday, July 9 | 2–6 p.m.

### CHETEK

Monday, July 8 | 2–6 p.m.

### CHIPPEWA FALLS

Thursday, July 25 | 2–6 p.m.

### EAU CLAIRE, Clairemont Campus

Wednesday, July 17 | 4–7 p.m.

Thursday, July 25 | 4–7 p.m.

### ELMWOOD

Tuesday, July 16 | 8 a.m.–noon

### GLENWOOD CITY

Thursday, July 18 | 8 a.m.–noon

### MENOMONIE

Tuesday, July 16 | 3–6 p.m.

Wednesday, July 31 | 3–6 p.m.

### MONDOVI

Wednesday, July 24 | 3–6 p.m.

### OSSEO

Wednesday, July 17 | 3–6 p.m.

### RICE LAKE

Tuesday, July 16 | 2–6 p.m.

MAYO CLINIC HEALTH SYSTEM | [mayoclinichealthsystem.org](http://mayoclinichealthsystem.org)

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PA 6/19



## Athletic Code Meeting

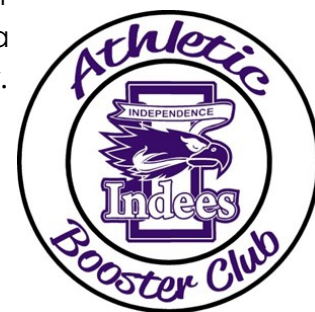
The athletic code meeting for the 2019-20 school year will be on Monday, August 5th at 6:30 pm. This is a **mandatory** meeting for all athletes wishing to participate in school sponsored sports. It is **required** that the athlete is accompanied by a parent/guardian. All athletes and parents will have a chance to fill out the necessary paperwork/forms, pay fees, and ask questions. It is required that all athletes have a completed physical within the last two years and you will need to submit either the full physical form (green) or the alternate year card (yellow). All fees and paperwork needs to be completed and handed in before participating in their first practice.

**Team meetings** for each fall sport (cross-country, football, and volleyball) will be held at **6:00pm**. You will receive a copy of the practice and competition schedule along with other details, please plan to attend.

If you are unable to make the first code meeting, please add the make-up meeting, Wednesday, August 7th at 7:00pm to your calendar.

## Independence Athletic Booster Club

The Booster Club is a non-profit organization that promotes and supports the Independence athletic programs. All current parents, athletes, and coaches are encouraged to participate in fundraisers and attend meetings. Any alumni of Independence athletics and fans are also invited to participate in this organization. The **first meeting** of the 2019-2020 school year will be on **Monday, August 5th at 7:30 pm**, immediately following the Athletic Code Meeting. We are encouraging each sport to provide a parent and athlete representative for the meetings. If you have questions, don't hesitate to contact Tricia Kuerschner, Booster Club President or Jenna Sonsalla, Athletic Director.



**ASHLEY** *Arts*  
for the

SHOWCASING THE ARTS. SUPPORTING HUMANITY.

**Ashley for the Arts 2019** takes place **August 8th-10th** in Arcadia. Volunteering for this event has been the largest fundraiser for Indee Athletics and the Independence Booster Club. As of July 4th, Independence athletics is responsible for filling 33 more spots during this event. We ask that our athletes, parents, and coaches consider putting in time for this event. Please encourage your athlete(s) to sign up or discuss the volunteer options with their coach. A perk to volunteering is that each volunteer will get a wristband (\$15 this year) for access to all concerts and activities for the weekend! Just check-in early for your t-shirt and wristband!

Where do you sign up? The school website and Facebook page has a link to *Ashley for the Arts* website and steps to complete the sign up. Computers will be available at the Monday, August 5th Athletic Code Meeting for you to sign up, too.

Please help out Indee Athletics and Booster Club by donating your time!

# Independence 2019/20 Calendar

Approved 3/06/19

## 2019

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

4 Independence Day  
 July 8 -  
 Aug. 1 Summer School

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

5 Athletic Code Meeting  
 5-6 New Teacher Inservice  
 7 Registration Day  
 12-14 TVC 2.0 Co-op Institute  
 15, 26, 27 Inservice  
 28 Family Learning Day (5K - 5) and  
 First Day of School for 6-12 (3:34 Dismissal)

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

2 Labor Day  
 3 First Day of Co-op Classes  
 16 Inservice

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

17 PT Conferences 11- 7pm  
 18 Vacation

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

1 End of 1st Quarter  
 27 Vacation  
 28-29 Thanksgiving Vacation

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

23-24 Vacation  
 25 Christmas  
 26-31 Vacation

## 2020

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

1 New Year's Day  
 2 School Resumes  
 17 End of 2nd Quarter  
 20 Inservice

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

13 PT Conferences 11- 7pm  
 14 Vacation

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

3 ACT Date  
 12 Inservice (6th Snow Make-up)  
 13 Vacation (7th Snow Make-up)  
 27 End of 3rd Quarter

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

10 Vacation  
 13 Vacation (8th Snow Make-up)  
 22 Indee State Testing  
 23 Indee State Testing

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

19 Last Day of Co-op  
 23 Graduation  
 25 Memorial Day  
 29 Last Student Day

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

1 Inservice (1st Snow Make-up)  
 2 (2nd Snow Make-up)  
 3 (3rd Snow Make-up)  
 4 (4th Snow Make-up)  
 5 (5th Snow Make-up)

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

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PT Conferences would be scheduled individually by teachers each semester and they would be given credit for 2 teacher days.


175 Student	1st Quarter	44		
192 Teacher	2nd Quarter	44	1st Semester Co-op	83
194 New Teacher	3rd Quarter	45		
	4th Quarter	42	2nd Semester Co-op	80





# Indees Booster Order Form




**1**  **\$20**  
Black/White  
STC16 Sport-Tek FlexIt Performance  
Colorblock Cap  
Size XS 6.58 - 7.18 SIM 6.34 - 7.14 L/XL 7.18 - 7.58

**2**  **\$15**  
Black/Gray  
6990 Mega Cap - Herringbone  
Unstructured Trucker Cap

**3**  **\$20**  
Purple/Charcoal  
172 Richardson - Pulise  
Sportmesh Cap with R-Flex  
Size: XS 6.58 - 7.18 SIM 6.34 - 7.14 L/XL 7.38 - 7.94

**4**  **\$12**  
Graphite Gray  
STC27 Sport-Tek PosiCharge  
RacerMesh Visor

**5**  **\$20**  
Coffee Cream  
CS20 Port Authority® Outdoor  
Wide-Brim Hat  
Size SM 7 - 7.38 L/XL 7.38 - 7.94

**6**  **\$30**  
Black  
8712 Alpine Fleece - Micro Mink  
Sherpa Blanket

**7**  **\$22**  
Black  
8701 Alpine Fleece - Picnic  
Blanket

**8**  **\$26**  
Black  
73500 Anvil - Lightweight French  
Hooded Pullover 5.5 oz.

**9**  **\$24**  
Black  
996YR Jerzees - NuBlend Youth  
Hooded Sweatshirt 8 oz.

**10**  **\$25**  
Black  
996NR Jerzees - NuBlend Hooded  
Sweatshirt 8 oz.

**11**  **\$20**  
Black  
562BR Jerzees - NuBlend Youth  
Crewneck Sweatshirt 8 oz.

**12**  **\$20**  
Black  
562NR Jerzees - NuBlend Crewneck  
Sweatshirt 8 oz.

**13**  **\$18**  
Black  
350Y Bella + Canvas - Youth  
Long Sleeve Jersey Tee 4.2 oz.

**14**  **\$16**  
Athletic  
Grey Heather  
300TY Bella + Canvas - Youth Short  
Sleeve Crewneck  
Jersey Tee 4.2 oz.

**15**  **\$16**  
Black  
300TY Bella + Canvas - Youth Short  
Sleeve Crewneck  
Jersey Tee 4.2 oz.

**16**  **\$16**  
Black  
3001 Bella + Canvas - Unisex Short  
Sleeve Jersey Tee  
4.2 oz.

**17**  **\$36**  
Black  
Q10 Boxercraft - Unisex  
Sherpa Quarter-Zip Pullover

**18**  **\$44**  
Black  
Q13 Boxercraft - Men's  
Full Zip Sherpa

**19**  **\$44**  
Black  
T14Y/T14 Boxercraft  
Jersey Pom Pom T-Shirt

**20**  **\$38**  
Black  
YO12 Boxercraft - Youth  
Full Zip Sherpa

**21**  **\$44**  
Black  
Q20 Boxercraft - Varsity  
Quarter Zip Sherpa

**22**  **\$66**  
Black  
15600 Weatherproof - 32  
Degrees Packable Down Jacket

**23**  **\$62**  
Black  
15600Y Weatherproof - 32 Degrees  
Youth Packable Down Jacket

**24**  **\$66**  
Black  
15600W 32 Degrees Women's  
Packable Down Jacket

**25**  **\$38**  
Purple  
229360 Holloway Women  
Antler Angled Jacket

**26**  **\$48**  
Black  
229360 Holloway Women  
Antler Angled Jacket

**27**  **\$25**  
Purple  
T14Y/T14 Boxercraft  
Jersey Pom Pom T-Shirt

**28**  **\$38**  
Black  
Q11 Boxercraft - Women  
Sherpa Vest

**29**  **\$36**  
Black  
Frosby Grey  
YO11 Boxercraft - Youth  
Sherpa Vest

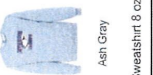
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Black  
16700 Weatherproof - 32  
Degrees Packable Down Vest


**31**  **\$50**  
Black  
16700W Weatherproof - 32 Degrees  
Women Packable Down Vest

**32**  **\$40**  
Black  
7660 Badger - Quilted Vest

**33**  **\$40**  
Black  
7665 Badger - Women  
Quilted Vest

**34**  **\$46**  
Black  
229586 Holloway Weld Hybrid  
Pullover


**35**  **\$44**  
Black  
228696 Holloway Youth Weld  
Hybrid Pullover

**36**  **\$32**  
Black  
4148 Badger - Metallic Print  
Core Performance 1/4 Zip

**37**  **\$30**  
Black  
3727 Bella + Canvas - Unisex  
Sponge Fleece Jogger Sweatpant

**38**  **\$20**  
Black  
Off Brand Tote  
12" H x 21.5" L x 12.625" D

**39**  **\$5**  
Indees  
4 X 5 Window Decal

**39**  **\$40**  
Black  
7660 Badger - Quilted Vest

**40**  **\$40**  
Black  
7665 Badger - Women  
Quilted Vest

**41**  **\$36**  
Black  
Q10 Boxercraft - Unisex  
Sherpa Quarter-Zip Pullover

**42**  **\$44**  
Black  
Q13 Boxercraft - Men's  
Full Zip Sherpa

**43**  **\$44**  
Black  
T14Y/T14 Boxercraft  
Jersey Pom Pom T-Shirt

**44**  **\$38**  
Black  
YO12 Boxercraft - Youth  
Full Zip Sherpa

**45**  **\$44**  
Black  
Q20 Boxercraft - Varsity  
Quarter Zip Sherpa

**46**  **\$66**  
Black  
15600 Weatherproof - 32  
Degrees Packable Down Jacket

**47**  **\$62**  
Black  
15600Y Weatherproof - 32 Degrees  
Youth Packable Down Jacket

**48**  **\$66**  
Black  
15600W 32 Degrees Women's  
Packable Down Jacket

**49**  **\$48**  
Black  
229360 Holloway Women  
Antler Angled Jacket

**50**  **\$25**  
Purple  
T14Y/T14 Boxercraft  
Jersey Pom Pom T-Shirt

**51**  **\$38**  
Black  
Q11 Boxercraft - Women  
Sherpa Vest


**52**  **\$36**  
Black  
Frosby Grey  
YO11 Boxercraft - Youth  
Sherpa Vest


**53**  **\$50**  
Black  
16700 Weatherproof - 32  
Degrees Packable Down Vest


**54**  **\$50**  
Black  
16700W Weatherproof - 32 Degrees  
Women Packable Down Vest

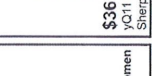
**55**  **\$40**  
Black  
7660 Badger - Quilted Vest

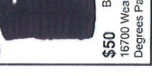
**56**  **\$40**  
Black  
7665 Badger - Women  
Quilted Vest


**57**  **\$38**  
Purple/Green/White  
3720-C Augusta Drive  
Pullover


**58**  **\$48**  
Black  
229360 Holloway Women  
Antler Angled Jacket

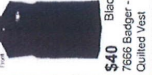
**59**  **\$25**  
Purple  
T14Y/T14 Boxercraft  
Jersey Pom Pom T-Shirt


**60**  **\$38**  
Black  
Q11 Boxercraft - Women  
Sherpa Vest


**61**  **\$36**  
Black  
Frosby Grey  
YO11 Boxercraft - Youth  
Sherpa Vest


**62**  **\$50**  
Black  
16700 Weatherproof - 32  
Degrees Packable Down Vest


**63**  **\$40**  
Black  
7660 Badger - Quilted Vest


**64**  **\$40**  
Black  
7665 Badger - Women  
Quilted Vest


**65**  **\$46**  
Black  
229586 Holloway Weld Hybrid  
Pullover


**66**  **\$44**  
Black  
228696 Holloway Youth Weld  
Hybrid Pullover


**67**  **\$32**  
Black  
4148 Badger - Metallic Print  
Core Performance 1/4 Zip

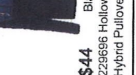
**68**  **\$30**  
Black  
3727 Bella + Canvas - Unisex  
Sponge Fleece Jogger Sweatpant


**69**  **\$20**  
Black  
Off Brand Tote  
12" H x 21.5" L x 12.625" D

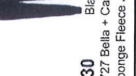
**70**  **\$5**  
Indees  
4 X 5 Window Decal

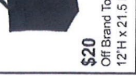
**71**  **\$46**  
Black  
229586 Holloway Weld Hybrid  
Pullover


**72**  **\$44**  
Black  
228696 Holloway Youth Weld  
Hybrid Pullover


**73**  **\$32**  
Black  
4148 Badger - Metallic Print  
Core Performance 1/4 Zip


**74**  **\$30**  
Black  
3727 Bella + Canvas - Unisex  
Sponge Fleece Jogger Sweatpant


**75**  **\$20**  
Black  
Off Brand Tote  
12" H x 21.5" L x 12.625" D


**76**  **\$5**  
Indees  
4 X 5 Window Decal


**77**  **\$46**  
Black  
229586 Holloway Weld Hybrid  
Pullover

**78**  **\$44**  
Black  
228696 Holloway Youth Weld  
Hybrid Pullover

**79**  **\$32**  
Black  
4148 Badger - Metallic Print  
Core Performance 1/4 Zip

**80**  **\$30**  
Black  
3727 Bella + Canvas - Unisex  
Sponge Fleece Jogger Sweatpant

**81**  **\$20**  
Black  
Off Brand Tote  
12" H x 21.5" L x 12.625" D

**82**  **\$5**  
Indees  
4 X 5 Window Decal

**\*please print clearly**  
 - Checks made out to Edge Graphics  
 - Due by **SEPTEMBER 4, 2019**

<b>Name</b>
-------------

Item Number	Description	Color	Size	QTY	Price
1	T-Shirt	Black	M	1	\$13
<b>Total</b>					<b>Total</b>

**Hats 1 and 5** Measure the circumference around the head, above the eyebrow and at the widest part of the head. Divide number by 3.14 for hat size.

## “DESTINATION HOMECOMING” EXPECTATIONS 2019

With the start of a new school year, come old traditions and the beginning of new ones. One of those traditions being homecoming. This year's homecoming activities will start on September 18 with student activities at school and conclude with the football game versus CF-C on September 27th and the dance September 28th.

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

- “Hit list”- This is a list of students, staff and coaches that will invite the tradition of toilet papering their homes. If you DO NOT want to be on this list, please contact Mr. Schmitt, Ms. Jeske, Ms. Sonsalla, or Mr. Zilla at school. We would like the list completed by September 16.
- “No Hit list”- If you definitely do not want your home/business toilet papered, please contact us to get on this list. All community residents without children in high school will be on the no-hit list.
- Expectations- The student council has come up with a list of expectations for our student behavior this year. These will be posted throughout town and on athletic programs leading up to homecoming week.
- Curfew- To ensure safety and respect for our community and students, with the cooperation of the Independence Police Department, we have implemented an 11:00 pm curfew for homecoming activities. We are asking for your cooperation in reporting any students that violate this curfew. Please include time, date, and location of the activity.
- School groups and athletic teams will be putting up spirit posters all around town the week of homecoming.

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

- September 18- students begin the process of forming their skits and making banners/posters.
- September 23-27: Homecoming week
- September 27: Mass and breakfast for the athletes at SS Peter and Paul at 7:30am  
– Spirit Games in the afternoon  
– Game vs CF-C at 7:00pm
- September 28: Dance at 8:00pm

More information will be available through the Homecoming Week document shared with students.

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

Mr. Schmitt ([schmittb@indps.k12.wi.us](mailto:schmittb@indps.k12.wi.us))  
 Ms. Jeske ([jeskej@indps.k12.wi.us](mailto:jeskej@indps.k12.wi.us))  
 Ms. Sonsalla ([sonsallaj@indps.k12.wi.us](mailto:sonsallaj@indps.k12.wi.us))  
 Mr. Zilla ([zillaj@indps.k12.wi.us](mailto:zillaj@indps.k12.wi.us))





# **Indees**

## **Homecoming Tailgate Cookout**

**INDEPENDENCE SCHOOL PARKING LOT**  
**FRIDAY, SEPTEMBER 27**

**BRAT AND HAMBURGER MEALS**  
**( INCLUDES BRAT OR BURGER, CHIPS, DRINK, PICKLE AND DESSERT)**  
**SERVING FROM 5:00 - 7:00**

Sponsored by the Independence Education Association

\*All proceeds go to scholarships

### **Did you Know?**

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

### **CHECK OUT OUR WEBSITE**

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

## Mental Health Coordinator

My name is Heidi Meyer and I'm the Mental Health Coordinator hired through a Wisconsin School-Based Mental Health Services Grant written by the Blair-Taylor, Independence, and Whitehall school districts. I earned my bachelor's degree in Community Health Education from UW-La Crosse and am currently seeking my Wisconsin Social Work License through the University of Wisconsin-Madison. Prior to coming to the Independence School District, I worked for Hiawatha Valley Mental Health Center in Winona, Minnesota as a Children's Mental Health Case Manager and a Crisis Response Practitioner.

As a Mental Health Coordinator, I work with students and families in all grade levels in each district, helping them navigate the mental health system. I am in Independence 1-2 days per week for the entire school year.

According to the American Psychological Association, less than half of children with mental health challenges get treatment, services, or support. Yet, research increasingly reveals the connection between social-emotional development, mental health, and academic achievement.

Local data collected shows a need for increased, integrated mental health services in all three districts. We may have little control over the number and availability of mental health providers in our communities, but we can help our students and families with awareness, increased early intervention, and better navigation of available mental health specialists.

A priority for my position is to help identify students at risk of being diagnosed with a mental illness and assist in coordinating resources that will assist with early intervention and treat-

ment. Another priority is to educate staff, students and community members on trauma-informed care that provides a safe, stable, and understanding environment for students and staff.

When I'm not at school, I enjoy spending time coaching and playing volleyball, spending time with my family, friends, and my dog, Max.

I'm excited to continue to meet the students, families, and staff in Independence. Students and families are always welcome to contact me to discuss how I can help support them.

Heidi Meyer  
[meyerh@indps.k12.wi.us](mailto:meyerh@indps.k12.wi.us)

## WANTED: Yearbook Pictures

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

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



## Special Thanks to the Family of Albert Giemza

Albert Giemza was a lifelong farmer who loved agriculture and was a strong advocate for education. Albert and his siblings (Mary, Joe, Romelle, and Delores) attended Independence High School during the late 1950's to the early 1970's. They offered a memorial scholarship in his name to support a student pursuing a degree in Agriculture. The recipient of this award is Al Woychik. Al will be attending Western Technical College in the fall for Welding. We thank the Giemza family and all local scholarship donors for their support of our students!

## Career Fair

On May 15th, our high school students had the opportunity to participate in a Career Fair at school. Local business partners from Allied Cooperative, Ashley Furniture, Dairyland Laboratories, Freshwater Family Farms, Pilgrim's, Styrene Products, Superior Fresh, and Whitehall Specialties spoke with students about current openings and future careers. Students were

able to ask questions about the companies and several even filled out applications on the spot. Several employers praised Indee students for their professionalism and interest during the fair. Thank you to all of the business partners who participated!



Students hear from Dale Miemietz (an Indee alum) and Julie Casperson from Allied Cooperative.



Several Indee students filled out job applications.





## 8th Grade Career Exploration Day

The 8th grade class traveled to La Crosse on May 30th for a full day of college and career exploration. They started the day by touring Inland Packaging, where they learned the intricate process of packaging products. They toured the facility and heard about the variety of career options. Students then had tours of Western Technical College and UW-La Crosse to learn about many different program options, some of which related to the occupations they saw at Inland Packaging. Thank you to Inland Packaging, Western Technical College, and UW-La Crosse for making the day possible!



L to R: Dylan Przbilla, Mitchell Halvorson, Gavin Bragger, Carson Rajkowski, Ben Pyka, Damon Connor, Max Marsolek, Eddie Torres, Christopher Amador Perez, and Andi Laehn.



Students touring UW-La Crosse.



L to R: UW-La Crosse tour guide, Kiley Przybilla, Ahnna Bautch, Andi Laehn, Cora Sonsalla, Tyler Kingsbury, Yoselin Martinez Garcia, Max Marsolek, Rhianna Theisen, Eddie Torres, Ben Pyka, Kendra Suhr, Bianca Najera, Mason Gierok, Carson Rajkowski, Mia Sandoval, Mason Bragger, Eric Bustos Sandoval, Gabe Pietrek, Jacobo Medina, Mitchell Halvorson, Damon Connor, Erik Ignacio-Pedro, Dylan Przybilla, Christopher Amador Perez, and UW-La Crosse tour guide.



## 8th Grade Career Exploration Day



L to R: Ben Pyka, Eddie Torres, Christopher Amador Perez, Tyler Kingsbury, Carson Rajkowski, Eric Bustos Sandoval, Jacobo Medina



L to R (Standing): Gabe Pietrek, Eric Bustos Sandoval, Mitchell Halvorson, Andi Laehn, Rhianna Theisen, Kendra Suhr, Bianca Najera, Ahnna Bautch, Mia Sandoval, Yoselin Martinez Garcia, Kiley Przybilla, Erik Ignacio-Pedro.  
L to R (Kneeling): Mason Gierok, Christopher Amador Perez, Jacobo Medina, Mason Bragger, Cora Sonsalla, Dylan Przybilla, Damon Connor, Eddie Torres.  
L to R (Sitting/Laying): Carson Rajkowski, Max Marsolek, Tyler Kingsbury, Ben Pyka.



L to R (standing): Dylan Przybilla, Christopher Amador Perez, Mitchell Halvorson, Ahnna Bautch, Jacobo Medina, Eric Bustos Sandoval, Cora Sonsalla, Gavin Bragger, Mason Gierok, Ben Pyka, Erik Ignacio-Pedro, Carson Rajkowski, Tyler Kingsbury, Kiley Przybilla.  
L to R (kneeling): Kendra Suhr, Mia Sandoval, Rhianna Theisen, Bianca Najera, Max Marsolek, Gabe Pietrek, Damon Connor, Eddie Torres, Andi Laehn, Yoselin Martinez Garcia



## Community Service Day-June 5th

Independence High School partnered with the City of Independence to organize a community service day on June 5th. Students helped plant trees, weed flower beds, rake yards, clean up parks, set up for Independence Days and much more for the city and several community members. Thank you to the City of Independence for organizing the day! Way to go Indees!



L to R (back row): Favian Flores, Mr. Nix, Gabe Rombalski, Alex Pfaff, John Roskos, Trent Servais.

L to R (front row): Aubrea Smieja, Ziy Conner, Brianna Truog, Krystal Johnson, and Jasmine Whitewater





## Construction Trades Day

A couple of Indee students traveled to Whitehall on May 8th to explore construction-related careers. They heard from local professionals and were able to try out some of the trades. Thank you to Whitehall School District and the business partners for providing this great opportunity!



Jonathan Sanchez-Rojas and Andy Woychik practice brick laying.



Jonathan Sanchez-Rojas looks on as Andy Woychik works.



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- Independence Public School
- Independence K-12 Art
- 3rd Grade at Independence
- 4th Grade Independence Elementary
- Indee Drama Club
- Independence FFA
- Independence Post Prom
- Independence Indees Music Dept

- Independence Athletic Booster Club
- Independence-Gilmanon Track & Field
- Independence High School Powerlifting
- Indees Fastpitch Softball
- Independence Indees Baseball
- Indees Volleyball
- Independence Indees Girls Basketball
- Independence Indees Boys Basketball
- Independence Gilmanon-Football

## Personal Finance Quiz Bowl

Winona State University sponsors a Personal Finance Quiz Bowl every year. Merchants State Bank awards the winning team a \$250 scholarship per person. Independence students can qualify for the event if they are enrolled in the Personal Finance and Economics course taught by Ms. Killian-Baures. Teams of three or four students can attend. This year, Loraina Kalk, Logan Dahl, Geri Fredrickson, and Grace Pyka all volunteered to participate in the event.



About two weeks before the competition in May, each team receives a family scenario. The scenario explains the careers and ages of the adults with their family and financial situation. From the information given to them, the team has to come up with a monthly budget for the family choosing all of the monthly expenses they would encounter. This includes purchasing a home, a car, insurance, food, and many more options. Teams have to decide how they will pay for everything desired by the family with the money they make per month. The team then prepares an 8 to 10 minute presentation explaining all their choices and financial goals.

During the event, teams are judged on the budget and the presentation. After the presentations are concluded, the teams all participate in a second round of competition answering various questions posed to all the teams in "quiz bowl" fashion using Kahoot.

This year there were four teams in the event. The Indee team came in first place during the quiz bowl portion. However, another team scored a bit higher in the presentation round. So, overall, the team from Independence did not bring home the trophy but they did great at the competition and learned from the experience!



# IT'S TACO TIME

Thursday, October 17th, 2019

4pm - 7pm

Public School Cafetorium

During Parent-Teacher Conferences

Sponsored by the History Club



## Independence Public School Memorial Scholarship Fund

The purpose of the Independence Memorial Scholarship Fund is to support and encourage students to continue their education by granting yearly scholarship awards.

The Independence Public School Memorial Scholarship is a fund of the Eau Claire Community Foundation.



# DONATE TODAY >>>

Send your donations to Eau Claire Community Foundation, 306 S. Barstow St. Suite 104, Eau Claire, WI 54701 or donate online at [www.indps.k12.wi.us](http://www.indps.k12.wi.us), the School District of Independence. Please note the Independence Public School Memorial Scholarship Fund on your check.

## Everyone, Every Day





## Independence Music Department 2019-2020 Performance Dates:

\*\*Dates are subject to change, updates will be noted on the school website calendar.

### Elementary School:

Friday, November 8 10:00 am	Veterans Day Program
Thursday, December 12 10:00am & 2:00pm	Grades 4K-1 Elementary Holiday Concert
Thursday, December 19 10:00am & 2:00pm	Grades 2-5 Elementary Holiday Concert

### Middle & High School:

Friday, September 27 6:30 pm	Pep Band & Homecoming Halftime Show *Pep Band will have additional commitments during football and basketball seasons
Friday, November 8 10:00 am	Veterans Day Program -- High School Band & Choir; Middle School Choir
Saturday, November 9 Practice - All Day Concert @ 7:00 pm	Dairyland Honors Band & Choir - High School (selected students) @ Whitehall
Friday & Saturday, November 15-16 7:00 pm	Drama Production
Monday, December 16 7:00 pm	Middle School & High School Holiday Concert -- Band and Choir
Sunday & Monday, January 12-13	Dorian Vocal (selected HS students) @ Luther College - Decorah, IA
Saturday, February 29 Practice - All Day Concert @ 5:00 pm	Couleeland Honors Band - Middle School (selected students) @ Blair-Taylor United Campus
Sunday & Monday, March 1-2	Dorian Band (selected HS students) @ Luther College - Decorah, IA
Tuesday, March 24 7:00 pm	Middle School & High School Spring Concert -- Band and Choir
Saturday, April 4 All Day	Middle School & High School Official District Solo Ensemble @ Alma
Tuesday, April 21 Scheduled during the day	Middle School Band and Choir Large Group Festival @ Blair-Taylor United Campus



Wednesday, April 22 Scheduled during the day	High School Large Group Festival -- Choir @ Whitehall
Thursday, April 23 Scheduled during the day	High School Large Group Festival -- Band @ Whitehall
Saturday, May 2 All Day	State Solo and Ensemble @ UW-EC
Friday, May 22 9:00 am	8th grade Promotion Ceremony -- 6-8 Choirs
Saturday, May 23 1:00 pm	High School Graduation -- HS Choir & Band
Monday, May 25 10:00 am	Memorial Day Ceremony -- 7-12 Band @ SSPP. Cemetery
Saturday, June 6 9:00 pm	Independence Days Parade -- 6-12 Band Parade Line-up @ Tracy & Washington St. (Head Start Building)
Saturday, Aug 8 (Schedule to be determined)	Ashley for the Arts -- Choir



# A Parent's Guide

## *to preparing your child for preschool*

Starting preschool is such an exciting and momentous occasion! When children turn 3-years-old, they are no longer toddlers. They are "big kids" who may be ready to start preschool. As parents, we can help our children prepare for this next big step by doing these 5 things.

### 1 READ

If we were only allowed to give one piece of advice to parents it would be, "**Read to your child.**" Read every day. Have books in every room, in your purse, and in the car. Read favorite books so often that you and your child have them memorized. Visit the library often.

### 2 TALK

Developing your child's **oral language skills** is a crucial part of preparing her for preschool. Turn off the movie in the car and engage your child in a discussion about the world around her. Ask questions. Talk about nature, and colors, and letters, and feelings. Put down your phone and listen when your child talks to you. Encourage your child to make eye contact and greet others with a "Hello" and a "Good Bye."

### 3 PLAY

Spend time every day on the floor **playing** with your child. Encourage pretend play and role playing. Get messy! Laugh and have fun together. Offer your child time to play by herself, giving her the opportunity to decide what to do.

### 4 ENCOURAGE INDEPENDENCE

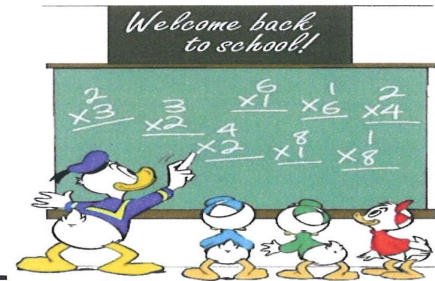
Children who are able to take care of some of their **personal needs** do better at the beginning of preschool than children who rely on adults for everything. Make sure your child has shoes that she can put on herself. Allow extra time before you need to leave the house each day so that your child can put on her own shoes. Support your child in taking care of her own bathroom needs. If she asks help with her pants, or with wiping, try talking her through it rather than doing it all for her. Teach her to wash her own hands and flush the toilet. It's not glamorous, but these are important skills in preschool!





### 5 PRACTICE

Give your child time away from you. Practice **separating** and giving your child a little bit of space. Invite other children over for play dates and allow your child to go on short play dates as well.

©www.PlayToLearnPreschool.us

# August 2019


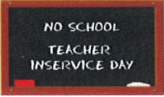




Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 	2	3
4	5 New Staff In-service  Athletic Code Mtg 6:30pm  7:15pm School Board Meeting	6 New Staff In-service  First Day of Football Practice 3:30pm	7 11:00am-7:00pm Registration Day	8	9	10
11	12 TVC - PLC at B-T	13 TVC - PLC at B-T	14 TVC - PLC at B-T	15 All Staff In-service	16 Football Scrimmage @ Thorp	17
18	19 First Day of Cross Country Practice 8am  First Day of Volleyball Practice 4pm	20	21	22	23 Football vs Boyceville 7pm	24
25	26 All Staff In-service  VB @ MM 4pm  JVFB vs Boyceville 5pm	27 All Staff In-service	28 Family Learning Day 4K-5  1st Day of School 6-12	29 	30 Football @ Fall River 7pm	31 Cross Country @ Cashton 9:30am



# September 2019



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 <b>LABOR DAY</b> No School!	3	4 School Board Meeting @ 7pm 	5 MS XC @ C-FC 4:45pm MS FB Scrimmage 5pm TBD XC @ C-FC 5:45pm	6 FB @ WHTL 7pm	7 VB @ Neillsville 9am
8	9 JVFB @ WHTL 5pm	10 MS XC @ MM 4pm	11 2:30pm DISMISSAL	12 MS XC @ UWEC TBD XC @ UWEC 4pm MS FB vs A-P 5pm VB @ Lincoln 6/7:30pm	13 FB vs Augusta 7pm	14 VB @ CRC 10am
15	16 	17 JV VB vs E-S 6/7:30pm	18 2:30pm DISMISSAL	19 MS FB vs WHTL 5pm VB @ Gilmanon 6/7:30pm	20 FB vs B-T 7pm	21 JV VB @ Luther 9am
22	23 JV FB @ B-T 5pm	24 MS XC @ Mondovi TBD XC @ Mondovi 4:30 VB vs MM 6/7:30pm	25 2:30pm DISMISSAL	26 XC @ Durand 4:30pm MS FB @ Luther 5pm VB @ Augusta 6/7:30pm	27 FB vs C-FC 7pm HOMECOMING Spirit Games	28 VB @ Mondovi 9am Homecoming Dance
29	30 XC @ MM JV FB vs C-FC 5pm	 				



# October 2019



Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 MS FB @ B-T 5pm VB vs ECI 6/7:30pm	2 2:30 DISMISSAL 7pm School Board Meeting 	3 VB @ C-FC 6/7:30pm	4 FB @ E-S 7pm	5 JV VB @ WHTL 9am
6	7 XC @ Luther 4:30pm JV FB @ E-S 5pm	8 VB vs B-T 6/7:30pm	9 2:30 DISMISSAL	10 MS FB @ C-FC 5pm VB vs CRC 6/7:30pm	11 FB @ Alma 7pm	12 MS XC @ Arcadia 9:30am XC @ Arcadia 11am
13	14 JV FB @ Alma 5pm	15 VB vs WHTL 6/7:30pm	16 2:30 DISMISSAL	17 XC Conf @ Lincoln 4:30pm VB @ Alma 6/7:30pm PT Conference 11am - 7pm Taco Supper 4-7pm	18 NO SCHOOL FB vs MM 7pm	19
20	21 JV FB vs MM 5pm	22 VB Regional TBD	23 2:30 DISMISSAL	24 VB Regional TBD	25	26 XC @ Westby TBD VB Reg Champ TBD FB Level 1 TBD
27	28	29	30 2:30 DISMISSAL	31 VB Sectional Semi TBD		

## FOOD SERVICE PROGRAM MEAL CHARGE POLICY

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

The computerized food service program benefits everyone. It eliminates the problem of students "borrowing" tickets or cash for food. Only the person typing the number may use the account. It is important that your child remembers their number when intending to eat at school. We request that a minimum of \$10.00 per child be deposited to your account, and send money periodically so you can keep a positive balance. The school encourages payment by check, especially when sent during the school year with younger children.

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

For those filling out applications for free/reduced price meals, full price for meals will be charged until the application is approved. **Ala carte items, such as a sandwich, fruit, extra entrée, extra milk, and extra juice are not included under the free/reduced price meal benefits.** Full charges for ala carte items purchased by your child are deducted from the family account. Prices for the 2019-2020 school year are as follows:

Daily	5 Days=	10 Days=	30 Days=
Elementary Lunch \$2.70	\$13.00	\$26.00	\$78.00
Elementary Breakfast \$1.25	\$6.25	\$12.50	\$37.50
Milk .30	\$1.50	\$3.00	\$9.00
Middle/High School Lunch \$2.85	\$13.75	\$27.50	\$82.50
Middle/High School Breakfast \$1.60	\$7.50	\$15.00	\$45.00

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

### NOTICE: District Breakfast/Lunch Delinquent Accounts

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

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

### FREE AND REDUCED LUNCH APPLICATIONS

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



## HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS for 2019-20 School Year

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in the Independence School District. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order. If at any time you are not sure what to do next, please contact Independence School District, Attention: Sue Wozney, 23786 Indee Boulevard, Independence, WI 54747, 715-985-3172. *If your child attends a Community Eligibility Provision School (CEP), receipt of free breakfast and lunch meals does not depend on returning this application; however, this information is necessary for other programs.*

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

<b>STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12</b>	
<p>Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.</p> <p><b>Who should I list here?</b> When filling out this section, please include ALL members in your household who are:</p> <ul style="list-style-type: none"> <li>• Children grades 12 or under AND are supported with the household's income; and</li> <li>• In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth, or enrolled in a Head Start program:</li> </ul>	
<p><b>A) List each child's name.</b> Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children in household than lines on the application, attach a second piece of paper with all required information for the additional children.</p>	<p><b>B) Enter the grade and the name of the school the child attends or mark n/a if not in school.</b></p>
<p><b>C) Do you have any foster children?</b> If any children listed are foster children, mark the "Foster Child" box next to the children's names. If you are ONLY applying for foster children, after finishing STEP 1, go to STEP 4. Foster children who live with you may count as members of your household and should be listed on your application. If you are applying for both foster and non-foster children, go to step 3.</p>	<p><b>D) Are any children homeless, migrant, runaway or enrolled in a Head Start program?</b> If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway or Head Start" box next to the child's name and complete all steps of the application.</p>
<b>STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN FoodShare, W-2 Cash Benefits OR FDPiR?</b>	
<p>If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:</p> <ul style="list-style-type: none"> <li>• The Supplemental Nutrition Assistance Program (SNAP) or FoodShare.</li> <li>• Temporary Assistance for Needy Families (TANF) or W-2 Cash Benefits.</li> <li>• The Food Distribution Program on Indian Reservations (FDPiR).</li> </ul>	
<p><b>A) If no one in your household participates in any of the above listed programs:</b></p> <ul style="list-style-type: none"> <li>• Leave STEP 2 blank or check "No" and go to STEP 3.</li> </ul>	<p><b>B) If anyone in your household participates in any of the above assistance programs:</b></p> <ul style="list-style-type: none"> <li>• Write a case number and name of the assistance program you or any member of the household participates for FoodShare, W-2 Cash Benefits, or FDPiR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your case worker. Medicaid and BadgerCare case numbers do NOT qualify for free or reduced price meals.</li> <li>• Go to STEP 4.</li> </ul>
<b>STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS</b>	
<p><b>How do I report my income?</b></p> <ul style="list-style-type: none"> <li>• Use the charts titled "Sources of Income for Children" and "Sources of Income for Adults," printed on the back side of the application form, to determine if your household has income to report.</li> <li>• Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents. Gross income is the total income received before taxes. Many people think of income as the amount they "take home" (listed as "net pay" on paycheck stub) 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.</li> </ul>	

<ul style="list-style-type: none"> <li>Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write '0' or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.</li> <li>Mark how often each type of income is received using the boxes to the right of each field.</li> </ul>					
<p><b>3.A. REPORT INCOME EARNED BY CHILDREN</b></p> <p><b>A) Report all income earned or received by children.</b> Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked "Child Income." Only count foster children's personal income if you are applying for them together with the rest of your household.</p> <p><b>What is Child Income?</b> Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.</p>					
<p><b>3.B. REPORT INCOME EARNED BY ADULTS</b></p> <p>List adult household members' names.</p> <ul style="list-style-type: none"> <li>Print the name of each household member in the boxes marked "Name of Adult Household Members (First and Last)." When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.</li> <li><b>Do NOT include:</b> <ul style="list-style-type: none"> <li>People who live with you but are not supported by your household's income AND do not contribute income to your household.</li> <li>Infants, children and students already listed in STEP 1.</li> </ul> </li> </ul>					
<p><b>C) Report earnings from work.</b> Report all total gross income (before taxes) from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.</p> <p><b>What if I am self-employed?</b> Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.</p> <p><b>F) Fluctuating income.</b> For seasonal workers and others whose income fluctuates and usually earn more money in some months than others. In these situations, project the annual rate of income and report that. This includes workers with annual employment contracts but may choose to have salaries paid over a shorter period of time; for example, school employees.</p>	<p><b>D) Report income from public assistance/child support/alimony/SSI/VA benefits.</b> Report all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. <u>Do not report the cash value of any public assistance benefits NOT listed on the chart.</u> If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as "other" income in the next part.</p> <p><b>G) Report total household size.</b> Enter the total number of household members in the field "Total Household Members (Children and Adults)." This number MUST be equal to the number of household members listed in STEP 1 and STEP 3. If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.</p>				
<p><b>E) Report income from pensions/retirement/all other income.</b> Report all income that applies in the "Pensions/Retirement/ Social Security/All Other Income" field on the application.</p>	<p><b>H) Provide the last four digits of your Social Security Number (SSN).</b> An adult household member must enter the last four digits of their SSN in the space provided. You are eligible to apply for benefits even if you do not have a SSN. If no adult household members have a SSN, leave this space blank and mark the box to the right labeled "Check box if no SSN."</p>				
<p><b>STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE</b></p> <p><i>An adult member of the household must sign the application. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.</i></p> <table border="1"> <tr> <td> <p><b>A) Provide your contact information.</b> Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.</p> </td> <td> <p><b>B) Print or sign your name.</b> The adult filling out the application must print or sign their name in the signature box.</p> </td> <td> <p><b>C) Return completed form to: Independence School District, 23786 Indee Boulevard, Independence, WI 54747</b></p> </td> <td> <p><b>D) Share children's racial and ethnic identities (optional).</b> On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.</p> </td> </tr> </table>		<p><b>A) Provide your contact information.</b> Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.</p>	<p><b>B) Print or sign your name.</b> The adult filling out the application must print or sign their name in the signature box.</p>	<p><b>C) Return completed form to: Independence School District, 23786 Indee Boulevard, Independence, WI 54747</b></p>	<p><b>D) Share children's racial and ethnic identities (optional).</b> On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.</p>
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**2019-2020 Household Application for Free and Reduced Price School Meals**

Apply online at: Not Available Online.

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

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

**STEP 1 List ALL infants, children, and students up to and including grade 12 who are Household Members** if more spaces are required for additional names, attach another sheet of paper.

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

Child's First Name	MI	Child's Last Name	Grade	School the child attends or NA if not in school	Foster Child	Homeless Migrant Runaway	Head Start
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<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 FDIPIR?**  Yes /  No

Case Number  Program Name

If you answered NO > Complete STEP 3. If you answered YES > Write a case number here, then go to STEP 4 (Do not complete STEP 3)

Write only one case number in this space. Medicaid and Badger Care do not qualify

**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 listed in STEP 1 here.

Name of Adult Household Members (First and Last Name)	Earnings from Work	Public Assistance/Child Support/Alimony/SSI/VA Benefit	Pensions/Retirement/Social Security/Other Income	Seasonal Workers and others with fluctuating annual income and report here.
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>

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

Name of Adult Household Members (First and Last Name)	Earnings from Work	Public Assistance/Child Support/Alimony/SSI/VA Benefit	Pensions/Retirement/Social Security/Other Income	Seasonal Workers and others with fluctuating annual income and report here.
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>

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

H. Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member—REQUIRED or Check box if no SSN

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
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Check box, if no SSN

**STEP 4 Contact information and adult signature** Return completed form to your school. 23786 Indee Boulevard, Independence, WI 54747

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

Street Address (if available)  City  State  Zip

Apt #  Daytime Phone and Email (optional)

Printed Name OR Signature of Adult Completing this application—REQUIRED

Today's Date Mo./Day/Yr.

**INSTRUCTIONS** Source of Income

**Sources of Income for Children**

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

**Sources of Income for Adults**

Earnings from Work	Public Assistance / Alimony / Child Support	Pensions / Retirement / All Other Income
- Gross salary, wages, cash bonuses - Net income from self-employment (farm or business); <b>FARM</b> —refer to line 18 of Schedule 1 or line 34 from Schedule F; <b>BUSINESS</b> —refer to line 12 of Schedule 1 or line 31 from Schedule C. If you are in the U.S. Military: - Basic pay and cash bonuses (do NOT include combat pay, FSSA, or privatized housing allowances) - Allowances for off-base housing, food and clothing	- Unemployment benefits - Worker's compensation - Supplemental Security Income (SSI) - Cash assistance from State or local government - Alimony payments - Child support payments - Veteran's benefits - Strike benefits	- Social Security (including railroad retirement and black lung benefits) - Private pensions or disability benefits - Regular income from trusts or estates - Annuities - Investment income - Earned interest - Rental income - Regular cash payments from outside household

**OPTIONAL** Children's Racial and Ethnic Identities

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

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

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

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

This institution is an equal opportunity provider.

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

**Do not fill out** For School Use Only

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

Total Income

How often?  Weekly  Bi-Weekly  2x/Month  Monthly  Yearly

Categorical Eligibility

Eligibility  Free  Reduced  Denied

Date Denied  Reason for Denial or Withdrawal

Determining Official's Signature

Date  Mo./Day/Yr.

Confirming Official's Signature

Date  Mo./Day/Yr.

Verifying Official's Signature  Date  Mo./Day/Yr.

Required for Verification process only

**For schools participating in CEP only:**

**Are all students on this application from a CEP school?** Yes  No

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

## FREQUENTLY ASKED QUESTIONS ABOUT FREE AND REDUCED PRICE SCHOOL MEALS FOR SCHOOL YEAR 2019-20

Dear Parent/Guardian:

Children need healthy meals to learn. Independence School District offers healthy meals every school day. Breakfast costs \$1.35 Elementary and \$1.60 Middle and High School; lunch costs \$2.70 Elementary and \$2.85 Middle and High School. 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, when listed on the application.
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in their school's Head Start program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
- Children may qualify to receive free or reduced price meals if your household's income is at or below the limits on the Federal Income Eligibility Guidelines.

FEDERAL ELIGIBILITY INCOME CHART For School Year 2019-2020			
Household size	Yearly (\$)	Monthly (\$)	Weekly (\$)
1	23,107	1,926	445
2	31,284	2,607	602
3	39,461	3,289	759
4	47,638	3,970	917
5	55,815	4,652	1,074
6	63,992	5,333	1,231
7	72,169	6,015	1,388
8	80,346	6,696	1,546
Each additional person:	8,177	682	158

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



application. However, this information is necessary for other programs and may be used to determine if your household is eligible for additional benefits.

6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year, through October 17, 2019 or when a new eligibility is determined. You must submit a new application unless the school told you that your child is eligible for the new school year. If you do not submit a new application that is approved by the school or you have not been notified that your child is eligible for free meals, your child will be charged the full price for meals.
7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals, but it is based on income. Please submit an application.
8. MY CHILD(REN) QUALIFIES FOR BADGERCARE PLUS OR MEDICAID. CAN MY CHILD GET FREE MEALS? Children with BadgerCare Plus, Medicaid, or subsidized insurance may be eligible for free or reduced price meals, but it is based on household income and income size. Please submit an application to determine if your household qualifies.
9. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
10. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed or experience a financial hardship may become eligible for free and reduced price meals if the household income drops below the income limit.
11. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: Joe Bragger, 23786 Indee Boulevard, Independence, WI 54747, [bragger@indps.k12.wi.us](mailto:bragger@indps.k12.wi.us).
12. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.
13. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
14. WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.
15. WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Do not include any combat pay resulting from deployment as income.
16. WHAT IF THERE IS NOT ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper and attach it to your application.
17. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for FoodShare or other assistance benefits, contact your local assistance office or call 1-800-362-3002.

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

Sincerely,

Sue Wozney

## SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

Date: July 12, 2019

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

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

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

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Address: \_\_\_\_\_

For more information, you may call Sue Wozney at **715-985-3172** or e-mail at [wozneys@indps.k12.wi.us](mailto:wozneys@indps.k12.wi.us).

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

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

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

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

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

This institution is an equal opportunity provider.

**Free and Reduced Price School Meal Application**  
School Year 2016-2017  
Sharing Information with Other Programs



United States Department of Agriculture

### USDA Nondiscrimination Statement

**SNAP and FDPIR State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:**

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

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

**For all other FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:**

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

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

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

This institution is an equal opportunity provider.





United States Department of Agriculture

### USDA Nondiscrimination Statement (Continued)

#### Joint Application Form (HHS)

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

The U.S. Department of Agriculture also prohibits discrimination based on race, color, national origin, sex, religious creed, disability, age, political beliefs or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027), found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

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

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

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**2019-2020 Independence Public School Supply** (updated 3-9-19)

23786 Indee Blvd, Independence, WI 54747

715-985-3172

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

\*\*\*If you are experiencing financial hardship and need assistance with school supplies please contact your child's principal.\*\*\*

**ELEMENTARY-Grades 4K-5**

SHOES: 1 pair of non-marking shoes. This pair will remain at school and will be labeled by their teachers as "Inside" shoes. The "Inside" pair should be a "sneaker" shoe with a soft rubber non-marking sole that is easy to take on and off. Upon entering the school each morning, every child will change their "Outside" pair for their "Inside" pair. The shoes/boots worn to school each day should be a sneaker or other closed toe/heel shoe that can be worn in the playground wood chips.

**4 Year-Old Kindergarten**

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

**5 Year-Old Kindergarten**

- 1 full size Backpack
- 3 boxes of 24 count *Crayola Crayons*
- 2 large pink erasers
- 1 bottle of white glue
- 1 pencil box
- Boys: 1 box gallon Ziploc freezer bags (20)
- Girls: 1 box quart Ziploc freezer bags (20)
- 1 box facial tissue 100 count box
- 1 box of crackers for class snack monthly
- 1 change of clothing in a plastic bag (socks, underwear, shirt, pants)
- 4 glue sticks
- 2 pair of athletic shoes (1 for inside, 1 for outside)
- 1 set of headphones for computers/ipads (no ear buds)

**Grade 1**

- 1 full size backpack
- 1 small supply box
- 1 yellow highlighter
- #2 pencils (about 48)
- 3 large erasers
- 1 box of 24 count *Crayola crayons*
- 1 box of *Crayola* washable markers (8 basic colors)
- 3-4 *Elmer's* glue sticks
- 1 folder
- 1 wide-ruled notebook
- 1 box of snack crackers per quarter
- 1 box *Kleenex*
- Boys: 1 box gallon ZipLoc freezer bags (20ct)
- Girls: 1 box sandwich ZipLoc freezer bags (20ct)
- 1 set of headphones for computers/ipads (no ear buds)
- 2 pair of athletic shoes (1 for inside, 1 for outside)

**Grade 2**

- 1 full-size backpack
- #2 pencils (about 48)
- 1 large eraser
- 1 wide ruled spiral notebooks
- 2 2-pocket folders
- 1 box of snack crackers per quarter

- 1 box Kleenex
- 1 set of headphones to be used with computers/ iPads (NO Earbuds)
- 1 small plastic pencil box
- 1 box of snack or quart Ziploc bags
- 2 pair of athletic shoes (1 for inside, 1 for outside)

**Grade 3**

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

**Grade 4**

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

**Grade 5**

- 1 full size backpack
- 1 (2 inch) 3-ring binder
- Dividers and paper for binders
- 4 spiral plastic notebooks (red, purple, green, blue)
- 4 plastic folders (red, purple, green, blue)
- 1 set of colored pencils
- Pencils No. 2 and extra erasers (no mechanical pencils)
- Highlighters
- 1 box of *Kleenex*
- 2 pairs of athletic shoes (1 for inside, 1 for outside)
- 1 set of earbuds for computers

Independence School District  
School Supply List  
**MIDDLE SCHOOL (Grades 6, 7, 8)**

**ALL students will need:**

*\*\*\*If you are experiencing financial hardship and need assistance with school supplies please contact your child's principal.\*\*\**

- (Optional) Large binder or Trapper Keeper for all folders and notebooks with a pencil pouch
- Planner/Calendar of choice (however, use of Google Calendar on your MacBook is preferred)
- Earbuds or headphones
- 4-8 packs of pencils
- Several blue/black pens
- Red pens; One box of colored pencils
- 3 Highlighters
- Extra erasers

**PLUS:**

**Math**

1 RED plastic folder

2 RED spiral notebooks

TI-30X scientific calculator (Grades 8) We will supply calculators to use at school, but you may buy a calculator if you want your own.

**English**

1 BLUE folder

1 BLUE notebook

1 WHITE 1 ½ Binder (**6th GRADE Only** - that stays with them through middle school)

1 pack of binder tabs (**6th GRADE Only** - that stays with them through middle school)

**Social Studies**

1 PURPLE plastic folder

2 PURPLE spiral notebooks

1 PURPLE 1 ½" Binder (**6th Grade Only** - that stay with them through middle school)

Loose leaf paper

**Science**

1 Green 1 ½" Binder (**6th GRADE Only** - that stays with them through middle school)

1 GREEN plastic folder

1 GREEN notebook

**Physical Education**

1 pair of non-marking athletic shoes

Shorts

Sweats

T-Shirt

Socks

**General Music/Choir**

**Grades 6, 7 and 8**

Black Pants (NO Blue Jeans!)

Dark Shoes and Socks

**Band 6, 7, 8**

1 ½" Black binder for Band Music only

Metronome/Tuner (available online or at local music stores)

Pencils

For Concerts: Black Shoes & Black Socks

\*\*\*Music Stand for home practice is highly recommended





Independence School District  
School Supply List

*\*\*\*If you are experiencing financial hardship and need assistance with school supplies please contact your child's principal.\*\*\**

**HIGH SCHOOL (Grades 9-12)**

**ALL students will need:**

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

**PLUS:**

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

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

**English 10**

Notebook for journaling (can be a composition notebook)

**Science**

- Loose leaf paper
- Colored pencils

**Social Studies**

**Agricultural Science & Tech Ed**

- 1- Notebook
- 1- Folder
- 1-Basic function calculator (+, -, etc.)
- Appropriate clothing for shop classes

**Careers**

- 1 Package plastic page protectors
- 1 Folder

**Health**

- 3 Ring binder with loose-leaf paper

**Physical Education**

- Non-marking athletic shoes
- Extra change of clothes: shorts, t-shirt, socks, sweats

**Spanish**

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

\*A positive attitude and a willingness to learn!



**Choir**

- Black Pants and Black Dress Shoes
- Pencils
- Highlighter

**Band**

- 1 ½" Black binder with pocket folder & notebook for lessons & class
- Pencils





# Independence School District

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

Barry Schmitt  
District Administrator  
9-12 Principal

Robert Vanderloop  
PreK-8 Principal  
Director of Special Education

Dawn Woychik  
Director of Curriculum & Instruction  
Guidance Counseling

Melissa Pientok  
Technology Integration Specialist  
Enrichment Coordinator

## Welcome to Independence!

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

## Why Independence Public School?

**Students come first**

**State of the art technology**

**Small class sizes on a 4K-12 campus**

**Progressive practices in curriculum and instruction**

**Most students graduate with 6 or more transferable college credits**

**And much more!**

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

Barry Schmitt-District Administrator, 9-12 Principal  
715-985-3172 Ext. #102  
[schmittb@indps.k12.wi.us](mailto:schmittb@indps.k12.wi.us)

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

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

Melissa Pientok-Technology Integration Specialist, Enrichment Coordinator  
715-985-3172 Ext. #114  
[pientokm@indps.k12.wi.us](mailto:pientokm@indps.k12.wi.us)

**¡Bienvenido a Independence!**

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

**¿Por qué la escuela pública de Independence ?**

**Los estudiantes son los primeros  
Lo último en tecnología avanzada  
Clases pequeñas en un campus 4K-12  
Prácticas progresivas en el currículo e instrucción  
La mayoría de los estudiantes se gradúan con 6 o más créditos  
universitarios transferibles  
¡Y mucho más!**

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

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

Robert Vanderloop- Director de PreK-8, Director de Educación Especial  
715-985-3172 Ext. #104  
[vanderloopr@indps.k12.wi.us](mailto:vanderloopr@indps.k12.wi.us)

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

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



**Independence School District Census (Student Count)**

**This is for school purposes only. Your response is greatly appreciated!**

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

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



Children 0-21 years of age residing in your home:

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

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

Parents'/Guardians' Full Names: \_\_\_\_\_ Date: \_\_\_\_\_

Address (street, city): \_\_\_\_\_ Phone Number: \_\_\_\_\_

Do you know of families that have pre-school or school-age children not in school: \_\_\_ Yes \_\_\_ No (If you mark yes we will contact you for more information.)

**Please return via postal mail OR in drop box outside public school main doors.**

**Censo del Distrito Escolar de Independence (Cuenta de Estudiantes).**

**Esto es solo para propósitos escolares. Su respuesta es muy apreciada!**

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

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

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

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

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

Nombre Completo de Padres/Tutores: \_\_\_\_\_ Fecha: \_\_\_\_\_

Dirección (calle, ciudad): \_\_\_\_\_ Teléfono: \_\_\_\_\_

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

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

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

FOLD HERE/DOBLAR AQUÍ

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Independence School District  
23786 Indee Blvd  
Independence, WI 54747

Postage  
Required

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

FOLD HERE/DOBLAR AQUÍ

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## Meningococcal Disease: Protect Your Child

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

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

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

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

### About Meningococcal Disease

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

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30 percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less seri-

ous, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

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

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

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

Center for Disease Control and Prevention meningococcal meningitis information.

- American Committee of Immunization Practice recommendations for Prevention and Control of Meningitis (2005) <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5407a1.htm>
- Updated recommendations for the use of Meningococcal Conjugate Vaccines (2010) is available at: [http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6003a3.htm?s\\_cid=mm6003a3\\_e](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>)





## Special Needs Scholarship Program Annual Notice

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

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

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

The Special Needs Scholarship Program is further defined under section 115.7915 of the state statutes. However, special eligibility requirements not found in that statute exist for program scholarships that are awarded for private school attendance that initially begins in the 2019-2020 school year. Additional information about the program and a list of participating schools is available on the website of the Wisconsin Department of Public Instruction:

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

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

## Asbestos Management Annual Notice

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



## Attendance Policy

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

### NOTIFICATION OF ABSENCES

Parents or legal guardians must notify the school by 9:00 a.m. on the day of an absence. Failure to notify the school by 9:00 a.m. may result in disciplinary action. If no call is made, a call will be made to the parents to determine the reason of absence. Upon returning to school after an absence, a student's parent must have made a phone call or bring a written excuse stating the reason and date of the absence and the note must be signed by their parent or guardian. The school will then issue an admit slip which is used to collect missing assignments and inform teachers that the absence was excused or unexcused.

### EXCUSED ABSENCES/UNEXCUSED ABSENCES/TARDIES

Excused Absences: A student may be excused for the following reasons; illness, doctor or dentist appointments, and occasional need at home, family emergencies, trip on a family basis, or other reasons as deemed appropriate by the principal. Examinations and quizzes that were announced on the last day before a student was absent are to be made up on the first day the student returns to school.

Pre-arranged absences: Doctor, dental, eye, social service, court appearance, etc. appointments will be approved upon presenting verbal or written parent permission to be absent. A phone call or a note from the parent stating that it is a pre-arranged absence is required.

Excessive Absences: An excessive number of excused absences in one quarter, as determined by the principal, may warrant the student obtaining a medical excuse from a doctor.

Unexcused Absences: Unexcused absences include but are not limited to: jobs, shopping, haircuts, beauty shop appointments, personal business, and suspensions.

Tardies: A student shall be considered tardy if he/she is not in his/her assigned class area at the time required and/or bell.

## Attendance Policy



## INDEPENDENCE SCHOOL DISTRICT

### EDUCATIONAL OPTIONS AVAILABLE TO RESIDENT CHILDREN

The Independence School District offers the following educational options for resident school aged children:

- Full-time Enrollment Opportunities which include: Core Course Academic Education, Reading Instruction, Vocational Education, Fine Arts Education, Physical and Health Education, Education for Employment Programs, Career Education, Environmental Education, Drug and Alcohol Education, English Language Learner Education, and Programs that meet the needs of Students with Disabilities. (See Board Policy 341-343)
- Early College Credit Program (ECCP)
- Start College Now
- Open Enrollment (<http://dpi.wi.gov/open-enrollment>)
- Part-time Enrollment for Non-public School Children
- Elementary Summer School
- Trempealeau Valley Cooperative 2.0 Courses
- Project Circuit Courses
- Limited Online
- Home-Based Private Education (<http://dpi.wi.gov/sms/home-based>)

### ACCOUNTABILITY REPORTS

State Accountability Levels are:

- Significantly Exceeds Expectations
- Exceeds Expectations
- Meets Expectations
- Meets Few Expectations
- Fails to Meet Expectations

Most recent (2018) performance category as reported on our school report card:

District: 79.3 Exceeds Expectations

Independence Elementary School: 73.4, Exceeds Expectations

Independence Middle School: 81.8, Exceeds Expectations

Independence High School: 52.9, Fails to Meet Expectations

\*The full school and district accountability report is available at: [www.indps.k12.wi.us](http://www.indps.k12.wi.us)

For more accountability data, please visit: <https://apps2.dpi.wi.gov/reportcards/>



## 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.

## School Wellness Policy Annual Notice

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



## Program or Curriculum Modifications

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

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

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

## Confidentiality of Student Records

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

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

The Independence School District has designated the following as directory information:

### Student Directory Data:

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

### Parent Directory Data:

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

Any parent or adult student may request in writing that all or part of the directory information not be disclosed without parent, guardian, or eligible student consent. This notification is to be given 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.

## Student Privacy

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

1. Request reasonable accommodations for their child with regard to examinations and other academic requirements based on their child's sincerely held religious beliefs.
2. Request that their child not participate in instruction in human growth and development or instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body).
3. Request that their child not participate in any survey administered or distributed to students in the schools that reveals information concerning any of the following:
  - a. political affiliations or beliefs of the student or the student's parent;
  - b. mental and psychological problems of the student or the student's family;
  - c. sex behavior or attitudes;
  - d. illegal, anti-social, self-incriminating or demeaning behavior;
  - e. critical appraisals of other individuals with whom students have close family relationships;
  - f. legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
  - g. religious practices, affiliations or beliefs of the student or student's parent; or
  - h. income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Parents/guardians may inspect, upon request, any survey containing items related to any of the above information and any survey created by a third party, as well as any instructional materials used in connection with any such survey. If a survey containing any of the above information is funded in whole or in part by any program administered by the U.S. Department of Education, written consent shall be obtained from the student or, in the case of a minor student, the student's parent/guardian before the student participates in the survey.

Request that their child not participate in any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information, or otherwise providing that information to others for that purpose. "Personal information" includes individually identifiable



information such as a student's or parent's first and last name, address, telephone number or Social Security identification number. Upon request, parents/guardians may inspect any instrument used in the collection of personal information from students for marketing or selling purposes before the instrument is administered or distributed to students.

4. Request that their child not participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection in the body, but does not include a hearing, vision, or scoliosis screening.
5. Parents/guardians shall be informed at the beginning of the school year of the specific or approximate dates during the school year when activities outlined above are scheduled to take place and shall be given the opportunity to request that their child not participate in such activities. Parents/guardians shall make any of the above requests, in writing, to the building principal or designee. All requests will be judged individually based upon state and federal guidelines. The principal or designee shall respond to such requests in a timely manner.
6. Accommodations made under this policy shall be provided to students without prejudicial effect.
7. The District shall inform parents/guardians of this policy at the beginning of each school year.

## **Independence School District Professional Qualifications of Teachers and Paraprofessionals**

Parents have the right to know:

If their child(ren)'s teacher met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

If their child(ren)'s teacher is teaching under an emergency or provisional status through which state qualification or licensing criteria have been waived

If their child(ren)'s teacher is teaching in the field of discipline of the certification of the teacher

·Are there instructional aides working with my child? If so, what are their qualifications?

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

**Children's Internet Protection Act (CIPA)**

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

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

**Children's Online Privacy Protection Act (COPPA)**

Par-ents of school-aged children under the age of 13:

In order for schools within the Independence School District to continue to be able to provide your student(s) with the most effective web-based tools and applications for learning, our district utilizes several computer software applications and web-based services, operated not by this district, but by third parties.

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

Under federal law entitled the Children's Online Privacy Protection Act (COPPA) these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits school districts such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator.

A list of the possible sites to be used in our classrooms, with links to their privacy policies and terms of services can be obtained from our school website [www.indps.k12.wi.us](http://www.indps.k12.wi.us) under the Families and Students Tab > Protecting Student Data Privacy.

For more information on COPPA, please visit: <http://www.consumer.ftc.gov/articles/0031-protecting-your-childs-privacy-online>

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

- ❖ Fax Number: (715) 985-2303
- ❖ Address to:

Independence Public School  
23786 Indee Blvd  
Independence, WI 54747

- ❖ Email: [pientokm@indps.k12.wi.us](mailto:pientokm@indps.k12.wi.us)

## SPECIAL EDUCATION REFERRAL AND EVALUATION PROCEDURES

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

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

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

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



## Recruiter Access to Student Records



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

Districts are required to notify parents of secondary school students:

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

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



## Independence School District Annual Notice of Non Discrimination Policy

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

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

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

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

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

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

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

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

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

The Independence School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person/people has/have been designated to handle inquiries regarding the nondiscrimination policies: Barry Schmitt District Administrator, 23786 Indee Blvd. Independence, WI 54747 715-985-3172 ext. #102 schmittb@indps.k12.wi.us.

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

Documents/nondiscrimination annual notice July 2013

Post at home



**We look forward to seeing  
ALL 4K-12 INDEE STUDENTS AND PARENTS at**  
*If you cannot attend please contact us at 715-985-3172*

**Registration Day**  
**Wednesday August 7, 2019 11:00-7:00 pm**  
**for ALL 4K-12 INDEE STUDENTS AND PARENTS**  
*Handbooks, Meal Payment, Athletic and Organization Information,  
Schedule and Locker Information for grades 6-12, Indee Wear Shop, Fall Conference Set Up,  
Transportation Information, Indee Pride Yard Sign Pick Up*  
**4K and New Family Welcome-2:00 pm and 6:00pm in cafetorium**

**Family Learning Day 4K-5**  
**Wednesday, August 28, 2019 11:00-7:00pm**  
**Drop in only for elementary students (4K-5) and parents**  
**Dejar todos los suministros solo para estudiantes de (4K-5) y padres**  
*Meet your teachers, School photos for 4K-5, See your classrooms and bring your supplies, medication drop off*

**First Day of School**  
**Wednesday August 28, 2019 8:00-3:30 (full day for 6-12)**  
*Pick up computers (6-12) if all forms are submitted, medication drop off, school photos for 6-12*

***It's going to be the Best Year Ever!***

The Newsletter of  
Independence School District  
Independence, WI 54747