

Independence District



Newsletter

January 2019

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Famous Indee Artwork



8th grader Ahnna Bautch, daughter of Brian and Charlene Bautch, created this drawing using chalk on black paper. 8th graders studied the style of Surrealism. Ahnna took what she learned from masters like Salvador Dali and combined a dream-like quality with unusual combinations of subject matter, then added the element of surprise. She also demonstrates the ability to create dimension using value in the lights and darks within the drawing.

MAIN OFFICE: (715)985-3172

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

From the Desk of Mr. Schmitt

School Report Card: What Does it Mean?



In November the Department of Public Instruction (DPI) released for the public the Accountability Report Cards. They can be viewed at <https://dpi.wi.gov/accountability/report-cards>.

These report cards give data on a number of indicators, some of which are for multiple years. There are four priority areas and each of these four areas are given a certain "weight" and are combined to give a final numeric score between 0 and 100. The four priority areas are Student Achievement, Growth, Closing Gaps, and On-track and Post-Secondary Readiness. The score of each area is calculated using some rather complex formulas and takes into account some of the demographics of the student population such as ethnicity, disabilities, poverty, and English language learners (ELL).

I am pleased to report that our District Score was the highest amongst area schools and in the top 25% of schools in the state. I think that is news to celebrate. I feel our intentional work over the past several years to improve student learning is reflected in this score. Although our student achievement scores are below the state average, where we excelled was in Growth and Closing the Gaps. In those two areas we were way above the state average. Growth is computed by comparing achievement scores of our students from one year to the next with students of similar demographics and scores for the base year. Closing the Gap is a measure of the difference between the scores of economically disadvantaged students, English language learners, and students receiving special education services to those students not in those categories from year to

year. For on-track and post-secondary readiness, we are also above the state average but not by a significant amount.

Besides the District Report Card, we also get Report Cards for each school in the District. For us that means Elementary (4K-5), Middle (6-8), and High School (9-12). Although our scores were also very good for the Elementary and Middle School, the High School score was not. Our overall achievement is low at the High School level and the score was only based on two indicators, Achievement and Post-Secondary readiness. As explained above, we are not at the state average for achievement and since the only current indicator for achievement at the High School level is the ACT test taken by juniors, a growth score cannot be computed. This may change in the future as the state begins using Aspire scores (tests similar to ACT taken by freshmen and sophomores) to compute growth scores. We did not get a closing the gap score either because we did not have the minimum number of students from special populations at the high school level for this indicator to be calculated.

Although comparing our scores to those of other Districts and schools can be seen in a competitive nature, I feel this kind of comparison alone is unhealthy for schools. There are just too many variables and other important indicators not reflected in these report cards that impact the true effectiveness of a school. The true value of these report cards for Districts and Schools is the data that they provide. This data can be used to confirm what a school feels it is doing well and to look at areas that need to be improved. This data along with other local data is important for all schools in developing their school improvement plans.

I also feel that Independence, by its participation in the Trempealeau Valley Cooperative 2.0 (TVC 2.0), along with Arcadia, Blair-Taylor, and Whitehall, believes that cooperation between schools will be more valuable for our students and the region than competition for students. To compete for students, each District

will have to duplicate resources. By sharing resources we are able to offer more opportunities for students, expand programming, and create more jobs in the area for industry and education. Cooperation can be a win-win for all Districts, and the work of creating a strategic plan to make this happen is now beginning.

Therefore, in concluding, I again want to celebrate our District Report Card score, but at the same time we must keep moving forward to improve the areas we are still deficient in. I also take some pride in this score as it is concrete data to confirm that BSE (Best School Ever) is not just a slogan, but that it is becoming a reality. I also think this score is a reflection of all the support and hard work by our staff, students, and community. Thank you to all.

Barry Schmitt
District Administrator

Vanderloop Scoop

Supporting All Needs of a Successful Student



Last month I highlighted the importance of reading at home, how it increases the number of words a student is exposed to, and how that translates into higher academic success. There is power in reading at school, but also a power when reading at home. Students are more connected to classroom conversations, more confident as a student to answer questions in class, and are set up for success beyond our school walls. Just the other day, I was surprised to hear a coach comment on the academic abilities of a student. This student is not the best athlete, but the coach commented on how this student will learn the skills of the game because he has the academic ability and drive to catch on and improve his physical skills. There is so much good coming from that comment, and how it

connects to students growing academically and always looking to improve!

We have amazing staff in our district. We have staff that spends countless hours beyond the classroom to help students find success. We meet regularly to discuss how students are performing academically, and how they are interacting with their peers. A few of our amazing teacher leaders have brought back the impact of POPS (Power of Positive Students). This group is making a difference with our kindness efforts across the district. Most recently, we locally celebrated National Kindness Week in our district and thanked our community by promoting kindness with our local businesses. We continue this amazing work in our classrooms! The goal: to support the academic and social well-being of each child.

Another way we promote the social well-being of our students is through PBIS (Positive Behavioral Interventions and Supports). PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. This means PBIS supports **all** students. PBIS is a layered approach for our students. Some students get level 1 support while other students need level 1, level 2, and maybe even level 3 support. Think about this at home with children. Some children need to be shown and told to clean up their room once, some need multiple reminders, while some children need to be told, reminded, and given specific details on what they are doing well when cleaning up. This happens at school as well. All students are shown how to treat others, but some need additional support. This falls into the basic expectations we create to make our school safe for all to learn.

As you may have heard from the local newspaper, or through other media outlets, our score on the district report card, sent out by the Department of Public Instruction, was the highest in the area. Our elementary and middle schools continue to grow in the area of overall student achievement. Specifically, at the elementary level, we are making gains by closing

the gaps in the areas of English Language Arts and math. Our 3rd grade reading scores continue to be higher than the state average. This is great news for our district. It shows us what we are doing during core instruction, Indee Pride Time (intervention) and as a system is working. We are on the right track, and our students are responding. We know we need to continue to build our teacher capacity and student capacity to maintain and grow even more within our entire district. I want to thank all for supporting what we do in our school. It is working, and it is critical we hold each student to high academic and behavioral standards. We will continue to share successes and have those tough conversations to build up each student. We may not always agree with the consequences or how to handle situations, but please know we are providing a school that is safe for all students, and a place where students can excel.

Each student is unique in how they learn, and, as educators, we realize understanding their academic, behavioral, and social needs, will allow for even greater student success. We cannot do this work without you, and we thank you for your continued support of the Independence School District.

With Indee Pride,

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



Curriculum and Counseling Corner

ACP in Action

One area of focus within Academic and Career Planning is the Youth Apprenticeship program. This program is designed for high school students who want hands on learning in an occupational area paired along with classroom instruction.

Last year, we had one student complete a Youth Apprenticeship. Allison Bragger completed a Level One Youth Apprenticeship within the Agriculture, Food, and Natural Resources area. While a level one apprenticeship requires at least 450 hours of work experience, Allison clocked over 1,000 hours! She had experience with IV's, vaccinations, biosecurity protocol, milking cows,

f e e d i n g
c a l v e s ,
b r e e d i n g ,
and organizing
registration
papers on 350 cows.

"During my experience my favorite part was sitting in on b u s i n e s s meetings with my dad, our local banker, our breeder, veterinarian,

and the employees that work on our farm," Allison reported. She was able to experience the intricacies of the business-side of farming, including voicing her opinion on what is going well and how they could improve the operation.

Allison's experience in the Youth Apprenticeship directly relates to her post-secondary plans. "This experience helped me finalize what



I wanted to study” explained Allison. She is currently studying Agricultural Business at Western Technical College with a minor in Animal Science. “Taking advantage of this opportunity and learning new things has shown in my coursework. I am learning a lot about the stuff that I was already doing on the farm! This experience confirmed my future plan which is to run a dairy operation of my own with elite genetics!” Allison acknowledged.

Juniors and Seniors at Independence High School can participate in Youth Apprenticeships. So far this year, we have 7 students currently in Youth Apprenticeships varying in program areas, such as Architecture / Construction, Manufacturing, Health Science, Marketing, and Finance. There are various other areas as displayed to the right..

Take it from Allison, “To anyone considering an opportunity like this, take it. Find a career that you already have an interest in or are thinking about going into secondary education for. This opportunity can help you finalize your decision and helps make great connections with people!” Students interested in completing a one or two year Youth Apprenticeship should see Mrs. Gruber in Student Services. Businesses who are interested in being a mentor to a Youth Apprentice can call Mrs. Gruber at 715-985-3172 ext. 110 or email her at gruberj@indps.k12.wi.us.

Youth Apprenticeship Program Areas



Mississippi Valley/CESA #4
Youth Apprenticeship Consortium

Agriculture, Food & Natural Resources

Resources—The production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Animals:

- Animal Basics
- Large Animal/Herd
- Small Animal/Vet Assistant

Plants:

- Plant Basics
- Crops
- Greenhouse/Floral
- Landscaping

Environmental Systems:

- Water Resources

Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

- Graphic Design and Pre-Press
- Press and Post-Press

Hospitality, Lodging & Tourism

Encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel-related services.

- Food & Beverage—Dining Area
- Food & Beverage—Kitchen
- Lodging—Front Office
- Lodging—Housekeeping
- Reservations & Tour/Activity
- Maintenance & Grounds
- Meetings & Events
- Marketing & Sales I
- Marketing & Sales II
- Management I
- Management II

Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

- Medical Office
- Ambulatory/Support Services
- Dental Assistant
- Medical Assistant
- Nursing Assistant
- Pharmacy Technician

Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.

Design/Pre-Construction Pathway:

- Architectural Drafting Unit

Construction Pathway

- Carpentry Fundamentals Unit
- Electrical Fundamentals Unit
- Masonry/Concrete Fundamentals Unit
- Mechanical/Heating, Ventilation and Air Conditioning (HVAC) Fundamentals Unit
- Plumbing/Sprinkler Fitting Fundamentals Unit

Finance

Planning, services for financial and investment planning, banking, insurance, and business financial management.

- Accounting Services Basic
- Accounting Services Advanced
- Banking Basic
- Banking Advanced
- Insurance Services

Science, Technology, Engineering & Math (STEM)

Planning, managing, and providing scientific, research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Engineering & Technology:

- Engineering Drafting
- Mechanical/Electrical Engineering
- Civil Engineering

Science & Math

- Bioscience Lab Foundations
- Bioscience Applications

Marketing

Planning, managing and performing marketing activities to reach organizational objectives.

- Professional Sales
- Merchandising
- Marketing Communication
- Marketing Research / Competitive Intelligence
- Marketing Management / Leadership

Manufacturing

Planning, managing and performing the processing of materials into products, and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

- Assembly and Packaging
- Manufacturing Processes
- Machining
- Welding
- Production Operations Management
- Basic Industrial Equipment
- Advanced Industrial Equipment

Information Technology (IT)

Building Linkages in IT Occupations Framework: For entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

- Info Technology Essential Unit
- Hardware Unit
- Software Unit
- Web & Digital Media Unit

Transportation, Distribution, & Logistics

Planning, management and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and support services such as info structure planning and management, logistics services, mobile equipment and facility maintenance.

Auto Collision

- Collision Repair Basics
- Non-structural Analysis & Repair
- Painting & Refinishing
- Damage Analysis & Electrical Repair

Auto Technician

- General Auto Service
- Auto/Light Truck Systems

Diesel Technician:

- Diesel Technical Systems

Logistics/Supply Chain Management:

- Planning & Purchasing Unit
- Inventory Management & Production
- Storage & Warehousing
- Distribution & Transportation Operations



FOR MORE INFORMATION VISIT OUR WEBSITE:

<http://www.cesa4.k12.wi.us/programs/cte-youthapprenticeship.cfm>



August 2008

Growing Hearts and Minds

Our teachers and staff know we can make a difference here in this small, diverse, and beautiful town, not just through the academic work that is so important to our student's futures, but because we take seriously the power we have to help shape their hearts by what we do and say. This time of the year reminds me of some extra special things happening in our district, with the help of the greater community, to build our students hearts. Those described below are some of the more organized or large scale efforts of giving that set great examples for our students. However, every day I see the many small moments that our staff take to show patience and kindness to their students; listening to their ideas, supporting good decision making skills, setting high expectations for respect and responsibility, seeing each child as an important part of our community. *These* are some of the most important lessons our students will ever receive-- and will likely have the most lasting impact on their success as adults. Our students are watching and learning from everything we do. They are lucky to have so many adults, in and out of our school, wanting to make a positive difference, setting that example, and helping them grow into adulthood with everything they need, including a heart and compassion for others.

Student Council Toys for Tots takes donations to help our youngest students find a little extra joy in the holidays.

Ashley's Angels Gifts for Kids supported over 45 of our students for the holidays and 9 of our own students volunteered their time to support this work.

Rainbow Community Club annually donates their time, talents, and dollars to support a variety of work in our school and community, and sponsors a female student for Badger Girls State.

Pajama Grandma Legacy continues to make sure all students in need have new pajamas.

Jeans for Kids-our staff donate \$1 each week which supports students needing extra funds to participate in extracurricular clubs and organizations .

POPS-Power of Positive Students emphasis on kindness and partnering our youngest students with middle and high school students to do monthly community building activities.

National Honor Society Tutoring giving their time and talents to support any student wanting to take advantage of extra help.

English Language Learner Mentors giving their time and talents to support our students learning English .

Lions Club and the work they do throughout the year to grow our community, most recently their Christmas light display at the bridge shelter. They also sponsor a student for Badger Boys State.

Independence Auxiliary Unit 186 sponsors a female student for Badger Girls State.

American Legion Post 186 sponsors 3 scholarships through the American Legion Oratorical and sponsors a male student for Badger Boys State.

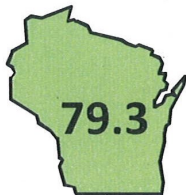




Independence

District Report Card | 2017-18 | Summary

Overall Score



Exceeds Expectations

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

District Information

| | |
|---|-------|
| Grades | K4-12 |
| Enrollment | 373 |
| Within District Mobility | 0.0% |
| Between District Mobility | 6.4% |
| <i>Race/Ethnicity</i> | |
| American Indian or Alaskan Native | 0.0% |
| Asian | 0.3% |
| Black or African American | 1.1% |
| Hispanic/Latino | 38.3% |
| Native Hawaiian or Other Pacific Islander | 0.0% |
| White | 58.4% |
| Two or More Races | 1.9% |
| <i>Student Groups</i> | |
| Students with Disabilities | 7.2% |
| Economically Disadvantaged | 64.6% |
| English Learners | 30.6% |

| Priority Areas | District Score | Max Score | State Score | Max Score |
|---|-----------------|------------|-----------------|------------|
| Student Achievement | 52.7/100 | 100 | 63.0/100 | 100 |
| English Language Arts (ELA) Achievement | 28.0/50 | | 32.1/50 | |
| Mathematics Achievement | 24.7/50 | | 30.9/50 | |
| District Growth | 76.5/100 | 100 | 66.0/100 | 100 |
| English Language Arts (ELA) Growth | 39.7/50 | | 33.0/50 | |
| Mathematics Growth | 36.8/50 | | 33.0/50 | |
| Closing Gaps | 80.8/100 | 100 | 67.9/100 | 100 |
| English Language Arts (ELA) Achievement Gaps | 42.9/50 | | 17.8/25 | |
| Mathematics Achievement Gaps | 37.9/50 | | 17.3/25 | |
| Graduation Rate Gaps | NA/NA | | 32.8/50 | |
| On-Track and Postsecondary Readiness | 88.4/100 | 100 | 85.0/100 | 100 |
| Graduation Rate | 38.8/40 | | 36.3/40 | |
| Attendance Rate | 37.6/40 | | 36.7/40 | |
| 3rd Grade English Language Arts (ELA) Achievement | 6.6/10 | | 6.3/10 | |
| 8th Grade Mathematics Achievement | 5.4/10 | | 5.7/10 | |

| Priority Area Weights | Percentage Weight |
|--------------------------------------|-------------------|
| Student Achievement | 5.3% |
| District Growth | 44.7% |
| Closing Gaps | 25.0% |
| On-Track and Postsecondary Readiness | 25.0% |

Note: For details about how weights are determined, see weighting calculator: https://oea-dpi.shinyapps.io/overall_weighting_calculator/

| Student Engagement Indicators | Total Deductions: 0 |
|-------------------------------|------------------------|
| Absenteeism Rate (goal <13%) | Goal met: no deduction |
| Dropout Rate (goal <6%) | Goal met: no deduction |

Test Participation Information

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

| Group | ELA 1-Year | ELA 3-Year | Math 1-Year | Math 3-Year |
|--------------------------|------------|------------|-------------|-------------|
| All-Students Rate | 98.9% | 99.1% | 100% | 99.4% |
| Lowest Subgroup Rate: EL | 96.6% | 98% | 100% | 99.3% |

^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: reportcardhelp@dpi.wi.gov.

Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.

Independence

Scholarship Opportunity Summary

(update 10/18/18) subject to change)

Complete application materials for most local scholarship applications are available on our school website: www.indps.k12.wi.us. Click on 'schools', 'high school', 'scholarships'. You will can fill out most online and then print, sign and submit. Annual deadline for most local scholarships is on or before March 1st. Email Mrs. Woychik with any questions (woychikd@indps.k12.wi.us)

| Award | Amount | Criteria |
|--|------------------------------|---|
| Academic Excellence Scholarship | \$10,000 | Highest cumulative grade point average as of the students 7 th semester. Must be citizens or permanent residents of the US. |
| Technical Excellence Scholarship | \$2250 for up to three years | Must be pursuing a degree at a Technical College. Must have taken at least 3 courses in Business Education, Agriculture, or Technical Education. Must have been an FFA members. GPA |
| American Legion Oratorical Contest | \$1000, \$500, \$300 | Deliver an 8-10 minute speech on student's choice of the Constitution of the United States. Students may participate each of their four years of high school. Tentative Date for 2018- Monday November 12th at 4:00 room 311 |
| American Legion Auxiliary Unit 186 | | To be determined |
| Doris J. Bautch STEM | \$500 | Students pursuing a 2 or 4 year degree in science, technology, engineering or math. Priority to females. |
| Wanek Engineering/Design | \$3,333.33 | Applicants must be pursuing a degree in Engineering: Civil, Mechanical, Electrical, Industrial, Engineering Physics, Materials Science, Engineering Management and Manufacturing. Or Design: Engineering, Industrial, Interior, Product and Visual. |
| Ashley Furniture Grants in Aid | \$2000 | Applicants must be a dependent of an Ashley employee. |
| Sobotta Engineering /Science Scholarship | \$2000 | Student must be pursuing a degree in Engineering or Science. |
| Beef River Livestock | \$400 | Member of Beef River Livestock Shipping Association. |
| Buffalo County Farm Bureau | \$500 | Parent/Guardian must be a member. Student must be pursuing a degree in Agriculture. |
| Compeer Financial | Multiple \$1500 | 3.0 GPA and pursuing a degree in Agrciculture |
| FFA Alumni | Various | Students must be pursuing a degree in an agricultural field. |
| Maliszewski Agriculture Scholarship | \$300 | Student must be pursuing a degree in agriculture. |
| Dairy Scholarship | \$2500 per year | Students attending a technical college or short course in agriculture and planning to continue a career in dairy. |
| Countryside Cooperative | Up to 20 \$500 | Parent/Guardian must be a member and their occupation must be associated with an Agricultural Industry. |
| Elk Rod and Gun Club | \$500 | Conservation |
| Wings Over Wisconsin | Varies | Student must be pursuing a degree in conservation, forestry or agriculture. |

| | | |
|--|-----------------------|--|
| Community Investment Healthcare Scholarship | \$1000 | Student must be pursuing a degree in healthcare. Applications may be picked up in Student Services |
| Grandview Care Center | \$1000-\$15000 | LPN and RN Must be an employee of Grandview Care Center for at least 90 days and be accepted to a nursing program. www.grandviewhome.org |
| Ginger Everson Memorial | \$1000 | Student must be pursuing a degree in healthcare. Applications may be picked up in Student Services |
| Lisa Rostvold Memorial | \$1200 | Student must be pursuing a degree as a nurse. Applications may be picked up in Student Services |
| Laura Graul Memorials | 3-\$1000 | Student interest in the Performing Arts, Agriculture or Athletics. |
| Independence Public School Memorial Scholarship Fund | 2-\$250 (may vary) | Student must have attended Independence Public School the last two years. 2.5 GPA |
| Independence Education Association | \$500 | Student must be pursuing a degree in education |
| Independence State Bank | \$500 | |
| Isaacs Memorials | 3-\$750 | Leadership, Financial Need, Academics |
| Lions Club | \$400 | Student must be pursuing a service related field or participated in a service work during high school. |
| Ed and Bernice Lyga Memorial | \$500 | 3.0 GPA |
| Rainbow Community Club | 2-\$500 | |
| Riverland Energy | \$1000 | Parent/Guardian must be a member. Students can also get more information or apply on line at https://www.riverlandenergy.com/content/scholarships in Jan/Feb Random drawing but must be present at annual meeting to win. |
| *State Bank of Arcadia | \$250 | |
| Trempealeau County Association of Cooperatives | \$250 | Parent/Guardian must be a member. |
| Tri-County Communications Cooperative | Up to 25-\$500 awards | Random drawing Deadline Feb 1 |
| Trygvasson Lodge | \$100 | Student must demonstrate interest in international cultural exchange. |
| WHTL Mary Little | 4-\$250 awards | 3.0 GPA and Varsity Letter |
| Sophia Hope Memorial | Various | https://docs.google.com/document/d/1mVoWhFGR4iX5nvrWfF4AcEiic9-7qMvPdhlgfZkgOO/edit |
| Western Technical College | \$500 | |

State and National Awards (Subject to change)

Many more will become available. As these come in seniors will receive an email message with application instructions. (Deadlines may change for 2018-19)

| | | |
|--|--|--|
| Wisconsin Educational Opportunities Program-TIP (Talent Incentive Program) Grant | Up to \$1800 for up to 10 semesters | http://weop.dpi.wi.gov/weop_tipgrt Based on financial need. |
| Kohl Student Excellence Award | \$1000 | Leadership, Citizenship, Community Involvement and Academic Achievement. |
| Schneider-Emanuel American Legion Scholarship | 3 statewide awards of \$1000 | Descendant of an American Legion or American Legion Auxiliary |
| NFO | Steve Pavich Award-\$750 Farm Kids 3-\$1000 | Student must be pursuing a degree in agriculture. Deadline March 1 |
| Ab Nicholas | \$5000-\$10000 | Student has played basketball their senior year, will attend a Wisconsin college. www.AbNicholasScholars.org Deadline April |
| Monsanto Ag | Various | Agriculture Deadline Feb |
| Ronald McDonald House | \$1500 | Academic Achievement, financial need, community involvement, work ethic http://rmhc.org/what-we-do/rmhc-u-s-scholarships/ Or www.rmhc.org Deadline January |
| Hagan Scholarship | Up to \$40,000 | 3.5 GPA 23 or higher ACT Must work 240 hours per year www.hsfmo.org Deadline November 15 |
| Daughters of the American Revolution | \$250+ | Essay Deadline November 3 |
| Steve Pavich | \$750 | Agriculture Deadline March |
| Farm Kids for College | \$1000 | Agriculture www.nfo.org |

| | | |
|---|----------------------------|---|
| | | Deadline March |
| SFM Foundation | Up to \$10,000 | Parent killed or seriously injured in a workplace accident. www.sfmfoundation.com March |
| Wisconsin Cattleman's Association | \$500 | Background in beef, veal, or dairy industry www.wisconsincattlemen.com Deadline February 19 |
| Carrie Crystal Stuckert Memorial Art Scholarship | Up to \$2000 | Art Major www.dreampoolfoundation.org Deadline April |
| Mid West Family Broadcasting | \$500 | 20inarowwaxx.com click on "Pat Keliher Ag Scholarship" Students must be pursuing a degree in Ag Deadline March |
| Wisconsin Towns Association | \$1000 | Essay " A federal republic form of government: What is it? Why does it work? Do we still have one? Why are town governments critical to its success?" Application in Student Services Deadline May |
| MS Scholarships | Various | nationalmssociety.org/scholarship Deadline January |
| Identified Learning Disability or ADHD | Up to \$10,000 | http://apply.nclcd.org/res/p/EligibilityInfo/ |
| Foundation of WI Automobile & Truck Dealers Association | Varies; up to full tuition | Pursuing technical degree in Automotive, Diesel, Auto Collision, or Motorcycle at a WI Tech College. Go to: http://www.watda.org/Scholarship and click on the "Apply Online" button on our website |
| Wisconsin School Counselor Association | \$1000 | Apply online: https://www.wscaweb.org/awards-scholarships/scholarships/ |
| College Board Scholarships | \$500-\$40,000 | https://opportunity.collegeboard.org/?SFMC_cid=EM85689-&rid=47465350 |

FASTWEB.com—Free Nationwide scholarship search.

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

Doris J. Bautch STEM Scholarship

Doris graduated as salutatorian of her high school class in 1960. She received her bachelor's degree in Business from the University of Minnesota and a masters' degree in Public Administration from American University, Washington, DC. Her career path was international maritime transportation, primarily the areas of seaports & ships. She was employed at The Pillsbury Company, [Hellenic Lines](#) (a Greek steamship company), Port of New Orleans, Port of Greater Baton Rouge, & the [Maritime Administration](#) of the federal government. She served as the U.S. delegate to the Organization of American States (OAS) Inter-American Committee on Ports & was a U.S. Commissioner, Permanent International Association of Navigation Congresses (PIANC). She also coordinated the loads between the military and ports in support of Operations Desert Shield and Desert Storm.

Several years ago Doris returned to western Wisconsin and still prides herself in being an "Indee gal". She has started an endowed scholarship worth \$500 to support students entering 2 or 4 year programs in science, technology, engineering or math. Students must have a grade point average of 3.0 or higher to receive the award. Doris would especially like to encourage female students to apply and pursue a degree in the STEM fields. 2019 will find this scholarship application on our website and students are encouraged to apply by March 1st.

We are thankful to Doris and the many other local donors for their generous scholarships provided to support our students continued education.



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.



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, the School District of Independence. Please note the Independence Public School Memorial Scholarship Fund on your check.

Everyone, Every Day

Clipart Sources Throughout Newsletter

<http://www.google.com>

Did you Know?

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

Announcements on TCC Station

Viewers can tune into 18-84 or HD channel 884 to view school announcements.

Indee Enrichment Activities for November

November brought two opportunities for students to participate in enrichment activities through the Mississippi Valley Gifted and Talented Network.

On Tuesday, November 6th, six eighth graders traveled to Black River Falls to compete in the Mississippi Valley Gifted and Talented Network 8th Grade High Quiz Bowl. Four of the students competed as a team for Independence and two students joined in with two students from Whitehall to make an additional team. Each group of students competed in two rounds of competition. Each round consisted of an individual round, a team round, and a speed round. All the students had a great time and learned how to work together as a team. The eighth graders who competed were:

Sam Marsolek, Mitchell Halvorson, Kendra Suhr, Bianca Najera, Cora Sonsalla, Ahnna Bautch, and Rhianna Theisen. All who participated enjoyed the challenge of the questions and categories throughout the competition and were glad they were able to attend.



Missing from photo – Mitchell Halvorson

Later in November, on Tuesday, November 26th, six third grade students were chosen to participate in the Mississippi Valley Gifted and Talented Network Third Grade Problem Solving Day at the Blair-Taylor Elementary School. Each student was placed in a group of third grade students from other local schools. Learning to work as a team with people they didn't know was both fun and challenging for the students. During the day students worked together to untie themselves from rope, navigate someone through a maze while blindfolded without using their voice, build a structure with straws and cups and balance ten nails on one nail. The third grade students that participated were:

Brennan Wicka, Carson Klimek, Layla Risler, Sherlyn Ortiz Hernandez, Viririana Morales Cervantes and Evelyn Suchla. Everyone agreed they had a great time and were so glad they were able to attend this educational and fun event.



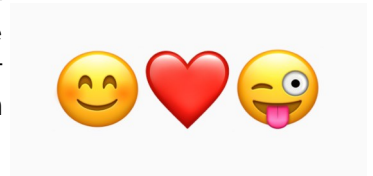
Social Media Tips for Tweens, Teens, and Parents

Debunking social media acronyms can be a challenging task for parents but in this newsletter article, I will share with you some of the acronyms that parents should be aware of as well as explain the difference between different images and tags found on different social media platforms. There are hundreds of social media acronyms used across all social media platforms and in text messages. These acronyms allow us to say phrases in a few characters. I encourage all parents to look up any acronyms they may come across, don't assume you know what the intended message of that acronym is. Listed below are a few social media acronyms that should raise a red flag for all parents. There are many others that alluded to more suggestive behavior and I would encourage you to look at the websites listed at the end of the article for more information.

PIR - Parent in Room
 9 - Parent watching
 99 - Parent gone
 1174' - Party location
 SUGARPIC - send suggestive picture
 KPC - Keeping parents clueless
 (L)MIRL - Let's meet in real life
 WTTP - Want to trade pictures?
 DOC- Drug of choice
 NIFOC- Nude in front of computer
 SWYP - So what's your problem
 GAL- Get a Life
 LSR - Loser
 FWB- Friends with benefits

Teens are also using emojis in conversation that may look meaningless to most parents. These fun and playful pictures can take on a twist in some conversations between teens. There are few emojis that can be used to identify violence or a violent act, those are pretty easily identified, more recently Apple

changed the pistol emoji to a green water gun but there are other emojis such as a knife or a bomb that can be used to convey an act of violence. Another way teens use emojis is to suggest possible inappropriate or risky behavior. Often times these emojis look innocent enough but a good rule for parents to follow is if the emoji can look like a human body part, then that is how the younger generation is using it. Combinations of different emojis can be interpreted to convey more suggestive behavior. Parents need to be diligent in checking their child's device and even if they don't think their child would send messages like that, they may be receiving them from other friends. It is a good idea for all parents to become knowledgeable about what those emojis can be interpreted as.



There are other pictures and social media characteristics that many of us need help remembering the difference between. Let's start by discussing what a hashtag is versus a tag. A hashtag is a phrase that helps people search by category or can identify a mood or feelings about a post. It is prefaced with the # (number sign, pound sign, hashtag) and followed by a phrase with no spaces. Hashtags became popular on Twitter and Instagram but more can be found across most social media platforms. A tag is a way to identify a person in an image that has been posted on social media. So what's the difference between a Meme and a Gif? A Gif is a couple of seconds video usually from a movie or TV show that can help to emphasize a feeling or emotion, whereas a Meme is an image with a funny or sarcastic saying on it. Lastly, the difference between an emoticon and an emoji is just this, an emoticon is a text-based way to express your feeling (happy, sad, angry) whereas emojis are used in combination to express an idea or thought.

While parents need to be very clear with their children about their use of social media, I have some tips for teens to consider when using social media.

- Turn off all location services when using social media.
- Think before you post anything.
- Do not post, share or repost any embarrassing videos or mean messages.
- Do not accept friend requests from people you do not know.
- Always use privacy settings to make your account as private as possible.
- Be present, do not spend all day online. Remember to interact with people face to face without using your mobile device.

Probably the biggest problem teens, parents, and schools face is cyberbullying. As a school, it is hard for us to monitor and intervene without concrete evidence and because most of this cyberbullying happens on personal devices the school is limited with what they can do to rectify the situation. We encourage students to take screenshots as evidence of cyberbullying and then to report the situation to a trusted adult. We also encourage parents to talk with their children about the dos and don'ts of what is acceptable to post online. Working together we can hopefully end cyberbullying.

Melissa Pientok

Assistant Principal/Technology Integration Specialist

Websites to Learn More:

<https://www.verywellfamily.com/the-secret-language-of-teens-100-social-media-acronyms-2609651>

<https://www.common sense media.org/social-media>

<https://www.internetmatters.org/advice/social-media/>

<https://www.stopbullying.gov/cyberbullying/prevention/index.html>

American Legion Oratorical Contest

Congratulations to this years American Legion Oratorical Contest winners:

1st place \$1000 Marce Rebolledo, 2nd place \$500 Elvecia Najera, 3rd place \$300 Kevin Halvorson.



2018 Alumni Panel

On Tuesday, November 20th, we were delighted to welcome back four Independence Alumni for a panel presentation on career paths. Doris Bautch, Cory Kulig, Ben Sylla, and Dallas Symicek spent the morning sharing their educational and career journeys with our middle and high school students.

Their inspiring stories were filled with many great messages, including how hard work and dedication helped them overcome obstacles along their paths. The response from the student body was very positive. We plan to continue having the annual panel in the future. If you are an Indee alumni interested in participating, or know of someone that might be, please contact Mrs. Woychik or Mrs. Gruber at 715-985-3172 or through email (woychikd@indps.k12.wi.us or gruberj@indps.k12.wi.us). Any and all educational and career paths are welcome!

Doris Bautch 1960 Indee Alumni

Doris graduated as salutatorian of her high school class. Her major areas of study in high school were math and science. She received her bachelor's degree in Business from the University of Minnesota and a master's degree in Public Administration from American University, Washington, DC. Her career path was international maritime transportation, primarily the areas of seaports and ships. She was employed at The Pillsbury Company, Hellenic Lines (a Greek steamship company), Port of New Orleans, Port of Greater Baton Rouge, and the Maritime Administration of the federal government.



Gavin Bragger listens intently to Doris Bautch.

She served as the U.S. delegate to the Organization of American States (OAS) Inter-American Committee on Ports and was a U.S. Commissioner, Permanent Int'l Assn of Navigation Congresses (PIANC). She also coordinated the loads between the military and ports in support of Operations Desert Shield and Desert Storm. She traveled extensively (60+ countries) and recounted anecdotes and some of her more harrowing experiences.

Cory Kulig 1993 Indee Alumni

Following graduation, Cory attended the University of Minnesota-Duluth on a basketball scholarship for one year before transferring to UW-Eau Claire in 1994. Cory attended school and was a member of the Blugold basketball team for the next three years. In 1997, Cory signed a contract to play professional basketball in Debrecen, Hungary and continued this for two seasons.

Cory re-enrolled at UW-Eau Claire in 1999 to finish his undergraduate work and was a member of the Blugold football team for one season. Cory graduated with a degree in Kinesiology and went on to obtain his first teaching position in the Eleva-Strum School District in 2002. In 2008, Cory earned his Master's Degree from Viterbo University in Educational Leadership. After six years of teaching middle/high school physical education and coaching basketball and golf, Cory was named Principal of Eleva-Strum Middle and High School. He served in that role for 9 years, before taking a position as Assistant High School Principal at Chippewa Falls High School for one year. Cory returned to Eleva-Strum in July as Superintendent.

Cory is married to his wife Maria and together they have three children. He enjoys hunting, fishing, golfing, and all things associated with being on the lake.

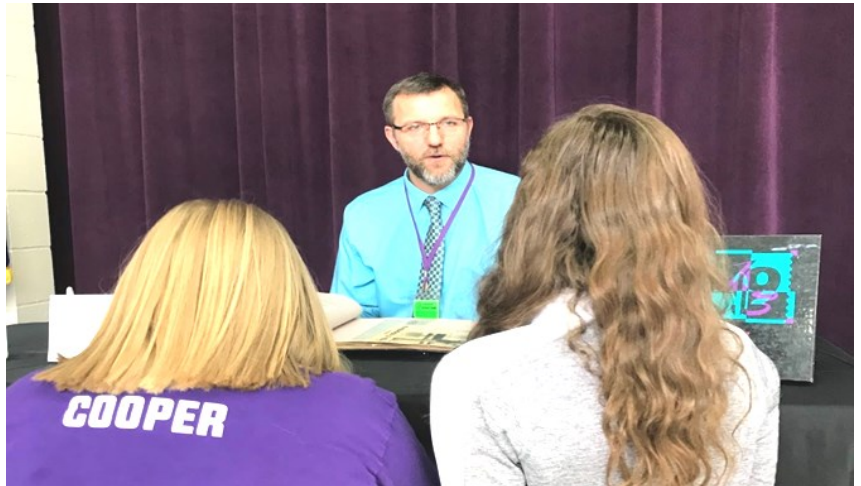
Ben Sylla 1998 Indee Alumni

After graduating from Independence High School in 1999, Ben attended Marquette University in Milwaukee, WI until 2003 to study Civil Engineering. During this time, Ben worked for a highway paving contractor as a field engineer and a member of the paving crew, travelling across the Midwest working on various state highways and interstate freeways. This employment opportunity helped Ben gain insight into what it takes to succeed in the construction industry. In 2004, Ben returned to Independence, built a house, and started

a new career as a commercial carpenter with R.J. Jurowski Construction in Whitehall, WI. During his tenure at R.J. Jurowski Construction, Ben worked on numerous projects in the commercial, industrial, municipal, and educational sectors and worked on building tasks from concrete foundations to finish carpentry and door hardware. Knowing that it takes dedication, Ben returned to college to complete his undergraduate studies and earn a Bachelor of Science in Construction from UW-Stout in 2011. Although a degree is needed, Ben believes that life and hands on experience is ultimately what grants you the most knowledge. Ben worked his way through the ranks from an apprentice carpenter to a journeyman carpenter to site superintendent to project manager and estimator, listening and learning from many mentors along the way. In 2014, Ben joined the ownership team at R.J. Jurowski Construction and now serves on the Board of Directors and Vice President/Secretary/Treasurer and is one of three principal owners of the company.

Ben and his wife Emily (also a 1999 graduate of IHS) reside in Independence with their 3 children. Ben is an officer on the Independence Fire Department of which he has been a member since 2004 and is the President of the City of Independence Water & Sewer Utility Commission. Ben is an avid archery hunter, trapper and fisherman and spends as much time as he can in the woods around

Trempealeau and Buffalo Counties as well as the Western Slope of the Rockies in Colorado and various lakes, rivers, and oceans with his family and friends. He is a firm believer that hard work and dedication are keys to success, not only in career, but in life, family, and outdoor passions.



Chloe Cooper and Breanna Kulig speak with Cory Kulig.



Jackson Konter asks Dallas Symicek and Ben Sylla questions about their trades.

Dallas Symicek 2003 Indee Alumni

Following graduation, Dallas attended Western Indianhead Technical College (WITC) in Rice Lake, WI. He completed a one-year Masonry program and received his technical diploma. Dallas then moved back to Independence, bought a house and started his career as a Union Bricklayer, following a three-year apprenticeship. He married Amber in 2007, and they have 3 children, Harper, Jackson, and June. By being a member of the Bricklayers and Allied Craftworkers Union, he has had the opportunity to work for several different contractors. He has worked on many different projects from Milwaukee to Rice Lake to Rochester. These projects have ranged from big to small, from restoration to new construction, from multi-million dollars to a few thousand. Dallas has also operated many different types of machines. These experiences have helped him learn new skills of the trade, enhance his craftsmanship, and meet new people. Because of his experience, he is currently working as a Masonry Superintendent for R.J. Jurowski Construction.



Thank you to our Alumni Panel!!

Eric Bustos Sandoval, Diego Tomas Pascual, Ricardo Miguel Mendez, Wesley Pfaff, and Hunter Nelson connect with Doris Bautch.



Cory Kulig, Doris Bautch, Ben Sylla, and Dallas Symicek share their journeys.

2018 Community Partnership Meeting

On Friday, December 7th, we were fortunate to have representatives from 14 local businesses and industries join our teachers, administration, parents, and 8th-12th grade students for an engaging discussion. The purpose of the annual meeting is to strengthen communication between our district and local industry, as well as prepare our students for post-secondary education and/or careers.

This year's format was a bit different from previous years, as past feedback from student representatives indicated the whole student body should be involved and hear the message. Therefore, the agenda rotated between district updates, industry feedback, and student/parent discussion and questions.

The meeting kicked off with the impact of last year's meeting, which included plans to develop a school fair showcasing student projects, which is in the works. The district has also had an increase in tech ed offerings and has strengthened community partnerships by having more students enrolled in Youth Apprenticeships. The use of Career Cruising, a career-exploration and planning tool, is also on the rise. There has been a focus on developing the math program, application of math concepts, and giving feedback to students about their learning. Lastly, more emphasis has been placed on proper use of social media, professional email, phone usage, and organizational skills.

Our business and industry partners shared the greatest need in their businesses, which included common threads of soft skills, technology, communication, operating/fixing machines, and safety. Welders and electrical line workers are also in high demand.

After seeing the occupational areas our current high school students are interested in, the businesses were able to speak directly to those

interests. Although several of the businesses seemed to match one career area, the majority explained that they actually have a variety of occupations within their business.

District teachers shared updates for each department and

students were able to voice what classes they'd like to see in the future. Between classes within our building, college classes, distance learning classes, and the opportunity to take classes through our co-op schools, students have access to a wide variety of classes during high school.



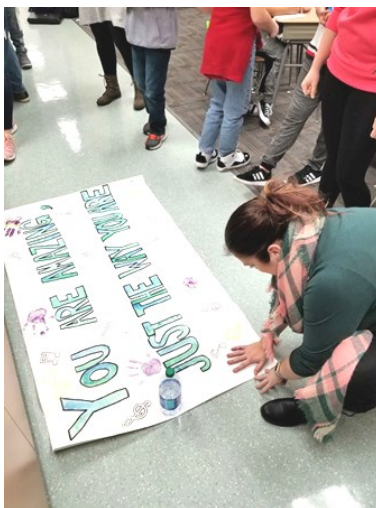
The community partnership meeting was a wonderful opportunity to ensure our district is aligned with career opportunities in our area. We want to extend our sincere appreciation to each of the business representatives in attendance:

- Kris Gengler & Kara Hessler (Ashley Furniture)
- Joe Bragger (Bragger Farms)
- Julie Casperson (Dairyland Labs)
- Erin Swododa (Hi Crush)
- Tom Jensen (Independence State Bank)
- Pat Rohn (Nelson Global)
- Jerry Sorenson (Riverland Energy)
- Jeff Kroes (PTM LLC of Onalaska)
- Mark Glendenning (Inland of La Crosse)
- Jenny Schermenhorn (Value Implement)
- Kevin Ruetten (TUMMA Upper Mississippi Manufacturing Alliance)
- Doris Mish and Andy George (Western Technical College)
- Kelly Sandoval (Whitehall Specialties)
- Chris Hardie (7 Rivers Alliance)



Independence School District Promotes Kindness

World Kindness Day is an international observance that happens on November 13th. It was introduced in 1998 by the World Kindness Movement, a non-governmental organization. This day is to highlight good deeds in the community focusing on positivity and the common thread of kindness which binds all of us.



Naydi Morales, Mareni Xochicale,
Sherlyn Ortiz, Nancy Maldonado, and
Jose Cantu

Spreading Holiday Cheer

Every day we do our best to ensure our students have everything they need to be successful. We want them to know they are cared for, that they matter, that they can achieve anything they are willing to work hard for, and that our school and community is here to support them.

Unfortunately, over 50% of our families live with financial stress and hardships that make daily life challenging and may make the holidays especially difficult. This gives our school and community another opportunity to show our students how much they are cared for. Through our partnership with Ashley's Angels, Pajama Grandma Legacy, and other local sponsorships, we have helped add cheer and hope to the holiday season for many. Every year the list of families needing support grows.



This year, over 100 children will receive Christmas gifts through local sponsors that include:

- Ashley's Angels
- Pajama Grandma Legacy
- Rainbow Community Club
- Teachers
- District Support Professionals
- Administration
- School Board Members
- Individual Community Members/Families
- Montana Pioneers 4-H Club

Some of our high school students, Amy Lien, Rebecca Heiden, Jennifer Salazar, Jasmine Whitewater, Jaiden Lambright, Elvecia Najara, Priscilla Medina, Gipsy Rodriguez, and Melanie Ovalle have also volunteered their time to help Ashley's Angels complete their mission. On the evening of Tuesday, December 4th, these nine students and Mrs. Woychik traveled to the Winona Walmart to work as Santa's elves by shopping for needing families.



We would like to extend our sincere appreciation to all of the sponsors and shoppers. Thank you for making the holidays brighter for our children!

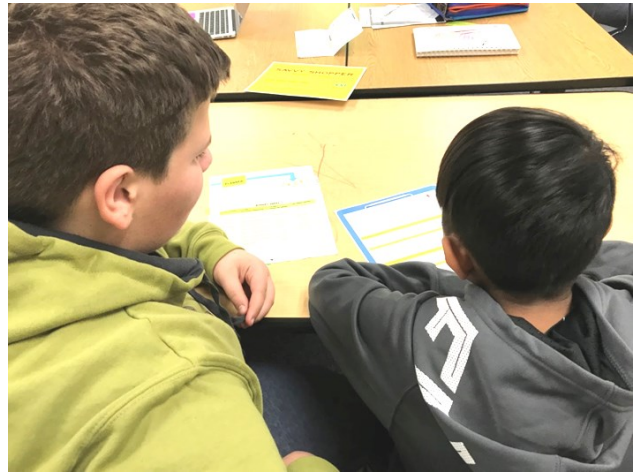
Thank You to Our Blood Donors

A BIG THANK YOU to those who participated or assisted in the blood drive on November 3rd. We received report that we had 25 donors and 25 successful donations! That means we potentially saved 75 lives!! How cool is that? We are tentatively scheduling next year's during the first week in November.



JA in a Day

Our middle school students, along with 5th-8th graders from Saints Peter and Paul, participated in JA in a Day through Junior Achievement on Friday, November 16th. Junior Achievement is a program that fosters work-readiness, entrepreneurship, and financial literacy skills, and uses experiential learning to inspire students to dream big and reach their potential. The 6th graders worked on the Global Marketplace unit, the 7th graders participated in Economics for Success, and the 8th graders completed the It's My Future unit. A big thank you to our area business sponsors: Ashley Furniture, West Lincoln LLC, Independence State Bank, Independence Lions Club, Kulig, Michalak, & Franklin, and the State Bank of Arcadia, along with the UW-Eau Claire professors who presented the lessons, and to Junior Achievement for organizing the day.



Gracie Rombalski and Jayden Matchey



Kris Gengler from Ashley Furniture kicks off JA in a Day.

Use of Our School

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

- Walking and community exercise 5:45am – 10:00pm
- Meeting Areas/Rooms available on request by calling the office
- Athletic facilities can be reserved by filing a Facilities Request form available at the school.
- Weight room with a membership (see Leslie Kampa in Student Services)



Metal Fab Tour

On October 5th, three IPS Metal Fab students took part in the Manufacturing Day event at Chippewa Valley Technical College in Eau Claire. It was a chance for the college to showcase some of its manufacturing programs to prospective students. Included in the event was a factory tour of SourceCut Industries, Inc. in Osseo, WI. Pictured is Frans Carlstrom of SourceCut showing Al Woychik, Oscar Montalvo, and Andy Woychik the CNC router in operation.



Cozy Day

During Cozy Day on November 1, students donated a dollar to wear PJs to school, with the money that was donated our elementary school was able to purchase blankets, socks, scarfs and more for the residents of Tri-County Care Center. Today, as part of world kindness day, a representative from each grade delivered those items to the residents!



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



NHS Offers Tutoring

We are happy to announce that our National Honor Society (NHS) members are available to tutor any of our students K-12. Given that our NHS members are recognized for their academic achievements, it is our expectation that they fulfill their duty as being role models for our school.

Requests for tutoring can be teacher-recommended or student driven. Teachers can request that a tutor be assigned to any student that needs extra support. Students can also request to be assigned a tutor for extra support.

All requests can be filled out via our NHS Tutoring Request Google form, which has been shared with all MS/HS students, as well as teachers. Available tutoring times include before school from 7:30-8:00 am, Advisory Time, lunch, Indee Pride Time, and after school from 3:30-4:30 pm. Other times may be available upon special request. If our Indee family members would like to set their student(s) up with a tutor, please contact your child's teacher or Ms. Hruza to fill out a Tutoring Request Google form.



NHS Members from L – R: Amy Lien, Nicki Filla, Daniella Warner and newly elected members: John Halama, Grace Pyka, and Geri Fredrickson.

We are excited for this opportunity as it fosters our culture of having a growth mindset. We encourage our students to take advantage of this opportunity to learn and grow!

2018 High Quiz Bowl Season Recap

November 29th brought the last day of competition for the Indee High Quiz Bowl team. High Quiz Bowl is an academic competition that is held between schools of varying sizes. Students practice three days a week and compete once or twice a week during the season. Each competition has an individual round and a team round. Questions come from varying categories including: science, math, literature, history, civics, grammar, and geography.

Our Indee team did an amazing job competing this season against schools that were larger and that had junior varsity as well as varsity teams. In fact the final win was won with Indee only having two players against the other team's four players. The season ended with six wins and four losses. Out of eleven teams, Indee placed seventh. Everyone who practiced and competed this year did a fantastic job. Members of the team were: Gabe Rombalski, Amy Lien, Jennifer Salazar, Rebecca Heiden, Loraina Kalk, John Roskos and Jennessa Kamrowski. Amy Lien and Jennifer Salazar are our outgoing seniors; Amy will be attending the University of Madison to study Chemical Engineering and Jennifer will be attending Winona State University to study Economics. We wish them all the best in their future studies.



Fall Sports Banquet

Independence High School athletics held it's Fall sports banquet on November 5th to recognize the student/athlete for their accomplishments. The following is a list of their awards:

FOOTBALL

Defensive MVP- Chase Cooper
 Offensive MVP- Sam Killian
 Most Improved Player- Isaak Gierok
 Captains- Chase Cooper, Sam Killian,
 Carter Koval, Zach Taylor



All-conference:

Sam Killian- 1st team offense and defense
 Chase Cooper- 1st team offense and defense
 Justin Samson- 2nd team offense and defense
 Carter Koval- 2nd team defense

VOLLEYBALL

MVP- Brianna Truog
 MIP- Alana Back
 Captains- Nicole Filla and Daniella Warner



CROSS COUNTRY

MVP- Lauren Sylla
 MIP- Dylan Marsolek and Emma Pietrek



CHEERLEADING

Captains- Neveah Scow
 and Grace Pyka



Dairyland Honors

Selected Indee Musicians participated in the Dairyland Honors Choir and Band. Indee band students named to the Dairyland Honors Band were:

Krystal Johnson (junior, bassoon)
 Amy Lien (senior, clarinet)
 Gabriel Rombalski (sophomore, trumpet).
 Kevin Halvorson (freshman, clarinet)
 Hayden Kulig (sophomore, bass clarinet)



Indee Choir students named to the Dairyland Honors Choir were:

Destiny Campbell (senior)
 Daniella Warner (senior)
 Gipsy Rodriguez (senior)



Booster Club

In recognition of service to the Independence Booster Club. As an original member and officer, you have given many hours to enhance the quality of the athletic programs at IHS. The Booster Club has thrived and many student/ athletes have benefitted through your leadership. These four members are: Tracy Halama, Lynette Speltz, Sue Wozney and Jami Kabus.



Football: John Zilla

In recognition of service to the IHS Football Program. Your dedication and passion to the teams that you coached was unmatched. You are a pillar of this community and embody what every coach should strive for, putting service, leadership and accountability ahead of wins and losses. You are truly a life changer.



Baseball: Darin Pape

In recognition of service to the IHS Baseball Program. It is because of your leadership that Independence Baseball was put onto the state map. Your teams portrayed a tenacity on the diamond that was unrivaled and their development as a complete citizen was put ahead of records. You unselfishly worked countless hours on diamond prep and spearheaded the new building additions, making this field the envy of the area.



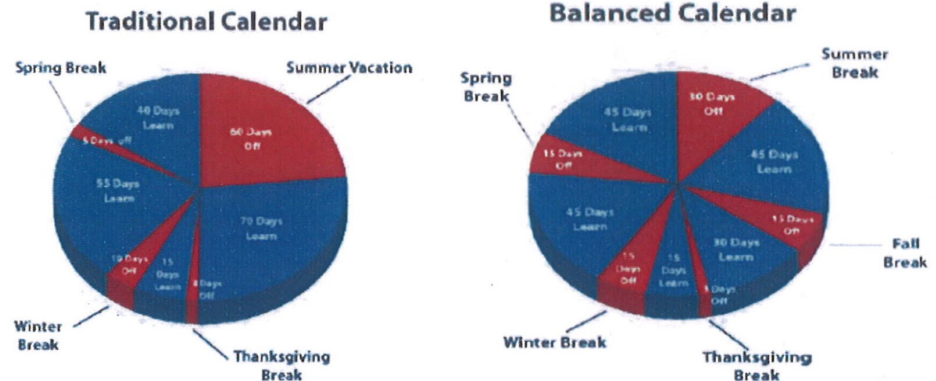


Trempealeau Valley Cooperative 2.0 Balanced Calendar News and Information

“To be a World Class Educational System in a Rural Setting”

What is a Balanced Calendar?

- Balances school days and break time throughout 12 months for a continuous learning cycle for our students
- Other names for this concept include “year-round school” or “45-10” calendar



Why Consider a Balanced Calendar?

- Reduce “Summer Slide” for academic learning and provide a cohesive continuum of learning.
- Year-round support for various learning needs: English-learners, special education, ALL students.
- Allows for timely reflection and rejuvenation for students AND staff.
- Decrease in behavior referrals.

A balanced calendar allows for...

- Enrichment and intervention opportunities for students throughout the year (similar to summer school).
- Staff and student breaks throughout the year.

We have a team working to summarize the research and share with all stakeholders.

Timeline

- Full committee meets monthly to guide the process for an informed decision.
- Sub committees meet to address specific Balanced Calendar topics.
- Tentative plan includes surveys of stakeholders, forums, and research over the next 2-3 years.
- Implementation of a balanced calendar would be dependent on research and survey results.

Making an Informed Decision

- The committee researching this will involve ALL stakeholders, including but not limited to:
 - Students and families
 - Daycare/caregivers
 - Local government and businesses
 - Athletics and Parks and Recs programs
 - Private schools
 - Transportation
 - All school staff
- Other commitments of the committee
 - Visiting schools using a Balanced Calendar
 - Surveying all stakeholders
 - Consideration of existing summer commitments and plans
 - Holding school and community forums and informational sessions to find an option to fit our community needs.

For more information

We will continue to post updates on the progress of the Balanced Calendar consideration.

If you have additional questions, please seek out any Committee Member or your District’s superintendent.

Committee Members: Arcadia, Lance Bagstad, Michele Buller, Paul Halverson, Jeri Harper, Alan Herman, Julie Hurlburt, Carmen Lee, Sue McKay, Jackie Schira
B-T, Katie Belitz, Dana Eide, Gwen Kidd, Melissa Massman, Lisa Nestingen, Lisa Perry
Independence: Lon Loewenhagen, Melissa Pientok, Chris Pyka, Sarah Suchla, Rob Vanderloop, Dawn Woychik
Whitehall: Pat Emlaw, Rachel Gamroth, Melinda Goplin, Connie Kloes, Beth Lisowski

NOTICE OF SCHOOL BOARD ELECTION

(§.120.06(6)(b), Wis. Stats.)

NOTICE IS HERBY GIVEN to qualified electors of the Independence School District that a School Board election will be held on Tuesday, April 2, 2019, to elect school board members to the seats currently held by Joseph Bragger and Leah Matchey for the at-large positions whose terms expire in April 2019. The term of office of this School Board member is three years, beginning May 1, 2019.

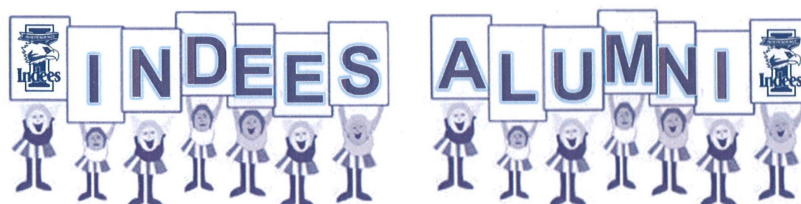
NOTICE IS FURTHER GIVEN that any qualified elector desiring to be a candidate for this position on the school board shall file a Declaration of Candidacy at the Independence School District Office, 23786 Indee Blvd, Independence, WI not earlier than Friday, December 1, 2018 and not later than Thursday, January 3, 2019 between the hours of 7:30 AM and 4:00 PM Monday thru Friday. The forms may be mailed to the address noted above or filed personally with the school district clerk prior to 5:00 PM on Wednesday, January 2, 2019.

NOTICE IS FURTHER GIVEN that if a primary is necessary, the primary will be held on Tuesday, February 19, 2019.

A description of the school district boundaries can be obtained from the district office.

Dated this 9th day of November, 2018.

Leah Matchey, Clerk
Independence School District



INDEES ALUMNI RECEPTION

In honor of the 1989 State Runner-up Wrestling Team
January 26, 2019

After the Indee Invitational Wrestling Tournament (Approximately 7 pm)
East End Banquet Room

All Indee alumni and supporters of Independence High School are invited.



Newsletter Copy Editor:
Tracy Halama

Production Editor:
Linda Killian-Baures

Editorial Administrator:
Mr. Barry Schmitt

Open Enrollment



Open Enrollment Dates for the 2019-20 school year: February 4 - April 30, 2019.

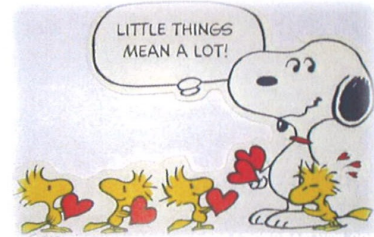
Open enrollment is a program that allows parents to apply for their children to attend a public school other than the school district where they currently reside. Any Wisconsin resident in grades 4K-12 can apply to attend a nonresident school district under this program. The application period is from February 4, 2019 - April 30, 2019. For more information and to apply online, please visit the Wisconsin DPI website. <https://dpi.wi.gov/open-enrollment>

January 2019



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|----------------------|--|---|---|---|---|---|
| | | 1 NO SCHOOL WINTER BREAK | 2 NO SCHOOL | 3 BBB vs Mel-Min 6:00/7:30pm (H) | 4 GBB vs Whitehall 6:00/7:30pm (H) | 5 Wrestling @ Osseo 9:30am |
| 6 | 7 BBB vs Elmwd/PC 6:00/7:30pm (H) 10:00 TVC 2.0 Governing Board Meeting in Arcadia | 8 BBB @ E-S 6:00/7:30pm (A) GBB vs Cashton 6:00/7:30pm (H) | 9 2:30 DISMISSAL 6:30pm School Board Meeting | 10 GBB @ C-FC 6:00/7:30pm (A) Wrestling vs Durand 7:00pm (H) MS GBB vs Lincoln 4:30pm (H) | 11 BBB @ WHTL 6:00/7:30pm (A) MS Wrestling @ G-E-T 5:00pm (A) FFA Halftime Conf | 12 Dorian – Vocal FFA Halftime Conf MS GBB Triangular @ Alma 10:00am |
| 13 Dorian - Vocal | 14 Dorian – Vocal GBB @ Spring Val 6:00/7:30pm (A) | 15 Dorian – Vocal GBB @ Lincoln 6:00/7:30pm (A) MS GBB @ Gilm 5:30pm (A) | 16 2:30 DISMISSAL TVC 2.0 Joint Board Meeting in Whitehall | 17 BBB vs C-FC 6:00/7:30pm (H) Wrestling @ WHTL 6:30pm (A) MS Wrestling @ WHTL 5:00pm MS GBB vs B-T 4:30pm (H) | 18 GBB vs Augusta 6:00/7:30pm (H) MS Wrestling @ Arcadia 4:00pm | 19 Wrestling @ Arcadia (A) 9:15am Sadie Hawkins Dance 8:00pm |
| 20 | 21 | 22 BBB vs Lincoln 6:00/7:30pm (H) | 23 2:30 DISMISSAL | 24 GBB @ ECI 6:00/7:30pm (A) Wrestling (H) 6:30p MS Wrestling (H) 5:30pm MS GBB @ C-FC 4:30pm (A) | 25 NO SCHOOL BBB @ August 6:00/7:30pm (A) | 26 SOLO Ensemble @ Whitehall Wrestling (H) 9:45am |
| 27 | 28 MS Wrestling @ Arcadia 4:15pm | 29 GBB @ Gilmanton 6:00/7:30pm (A) MS GBB @ Mel-Min 4:30pm | 30 2:30 DISMISSAL | 31 BBB @ ECI 6:00/7:30pm (A) Wrestling @ C-FC 6:30pm | | |

February 2019



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----------------|--|--|---|---|---|---|
| | | | | | 1 GBB @ B-T 6:00/7:30pm (A) Elem Wrestling (H) 5:00pm | 2 HS Forensics @ UWEC GBB @ WHTL BBB @ WHTL |
| 3 | 4 GBB @ Mondovi. 5:45/7:15pm (A) BBB @ Spring Val 5:45/7:15pm (A) MS Forensics – Holmen HS | 5 BBB vs Gilmanton 6:00/7:30pm (H) MS GBB vs B-T (H) 4:30pm | 6 2:30 DISMISSAL 7:00pm School Board Meeting | 7 | 8 BBB @ B-T 6:00/7:30pm (A) MS GBB vs WHTL 4:30pm (H) | 9 Wrestling Regional @ Durand 11:00am GBB Crossover @ Mel-Min HS Forensics @ EC North |
| 10 | 11 Forensics Sub-District @ Arcadia | 12 BBB vs CRC 6:00/7:30pm (H) MS GBB vs C-FC (H) 4:30pm | 13 2:30 DISMISSAL | 14 BBB vs Granton 6:00/7:30pm (H) GBB @ Pepin 6:00/7:30pm (A) | 15 | 16 Wrestling Sect (H) BBB Crossover @ Alma (A) |
| FFA WEEK | | | | | | |
| 17 | 18 MS GBB vs A-P 4:30pm (H) MS Wrestling 5:00pm (H) | 19 GBB Regionals MS Forensics @ Bangor | 20 2:30 DISMISSAL ACT Test Date | 21 1:15 DISMISS PT CONFERENCES 2:00-8:00pm BBB @ Pepin 6:00/7:30pm (A) State Wrestling @ Kohl Center | 22 NO SCHOOL GBB Regionals 7:00pm State Wrestling @ Kohl Center | 23 GBB Regionals 7:00pm State Wrestling @ Kohl Center |
| 24 | 25 | 26 BBB Regionals 7:00pm | 27 2:30 DISMISSAL | 28 MS Wrestling @ GET 5:00pm | | |

If an application is approved, when can the pupil begin attending in the nonresident district?

If the nonresident district has approved the application, the pupil may immediately begin attending in that district. The pupil must enroll in or attend the nonresident district within 15 days after receiving the notice of approval; however, the nonresident district may extend this time period.

If a pupil's alternative application is approved, must the parent reapply during the regular application period?

If the pupil's alternative application is approved, and the pupil begins attending in the nonresident school district, the parent does not need to apply for open enrollment during the regular application period unless the pupil will be entering middle school, junior high or high school in the following school year and the nonresident school district's policy requires reapplication.

Can a resident district prevent a pupil from leaving?

Yes. A resident school district may deny a pupil's application for only two reasons: (1) the resident district determines that the criteria upon which the application is based does not apply to the pupil; or (2) the resident district does not agree that the transfer is in the best interest of the pupil. The resident district **may not deny** an application if it is based on resident district's finding that the pupil has been the victim of a violent crime.

May parents appeal if an alternative application is denied?

There is no specific provision in the statutes for parents to appeal a **nonresident** school district's decision.

A **resident** school district's denial may be appealed to the Department of Public Instruction (DPI) within 30 days of receiving the notice of denial. If the denial was based on the determination that the criteria upon which the application was based do not apply to the pupil, the DPI must affirm the decision unless it finds that the decision

was arbitrary or unreasonable. The DPI's decision may be appealed to circuit court.

If the denial was based on the resident school district's disagreement that the transfer is in the best interests of the pupil, and the DPI determines that the resident district's denial is **not** in the best interests of the pupil, the DPI must notify the parent and the resident district that the pupil may attend the nonresident district. The DPI's decision is final.

Who is responsible for transportation?

Parents of open enrolled pupils are responsible for transporting their children to and from school.

School districts *may* provide transportation to open enrolled pupils if they wish. Usually, if transportation is provided, parents must transport the pupil to a location in the nonresident district.

If transportation is required in the individualized education program (IEP) for a child with a disability, **it must be** provided by the nonresident district.

Low-income parents may apply to the DPI for partial reimbursement of their transportation costs at the end of the school year.

For more information contact:

Public School Open Enrollment Program
Wisconsin Department of Public Instruction

P.O. Box 7841

Madison, WI 53707-7841

Toll-free: 1-888-245-2732

Email: openenrollment@dpi.wi.gov

Website: dpi.wi.gov/oe

Frequently Asked Questions document located at
dpi.wi.gov/open-enrollment/resources

(Revised 06/18)

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



Applying for Open Enrollment Using the Alternative Application Procedure

Outside of the Open Enrollment Application Period



Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

Applying for Open Enrollment Using the Alternative Application Procedure

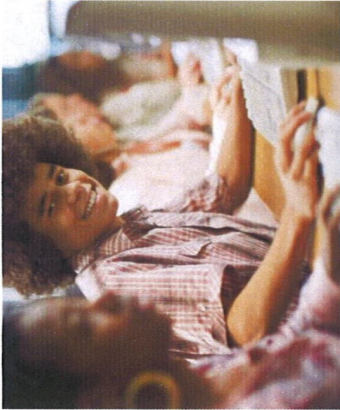
What is the alternative application procedure?

Parents normally apply for open enrollment for the following school year during a three-month application period which begins in February and ends on the last weekday in April. However, 2011 Act 114 established a procedure by which parents may apply for open enrollment outside of the regular application period.

Under what circumstances may parents apply using the alternative procedure?

There are seven circumstances under which a parent may submit an alternative application:

- The pupil's resident school district determines that the pupil is a victim of a violent crime.
- The pupil is or has been homeless in the current or preceding school year.
- The pupil has been the victim of repeated bullying or harassment that has been reported to the resident school district and continues in spite of action taken.
- The pupil's place of residence has changed due to the parent's military orders.
- The pupil moved into this state within the past 30 days.
- The pupil's place of residence has changed as a result of a court order or custody agreement, or the pupil was placed in a foster home or with a person other than the pupil's parent, or removed from a foster home or the home of a person other than the pupil's parent.
- The pupil's parent and the nonresident and resident school districts agree that attending the nonresident school district is in the best interests of the pupil.



When may an alternative application be submitted?

An alternative open enrollment application must be submitted during the school year in which the pupil wants to begin attending school in the nonresident school district. If the pupil wishes to begin attending the nonresident district at the beginning of the school term in September, the parent may submit the application as early as July 1st of that year. Depending on the specific reason for the alternative application, the parent may be required to submit the application within a specified time period.

How can parents apply?

The alternative application is available on the open enrollment website at dpi.wi.gov/oe. The parent must specify at least one of the allowable criteria upon which the request is based and provide an explanation of the circumstances leading to the request. In some cases, the parent may be required to submit additional documents. Parents may apply to no more than three different nonresident school districts in a particular school year. *It is strongly recommended that the parent contact the nonresident school district before submitting an application to discuss the possibility of the pupil's transfer.*

Is there a cost to parents for open enrollment?

There is no tuition cost to parents for participation in open enrollment. Parents of open enrolled pupils may be charged the same fees as resident pupils.

Can an application be denied?

Yes. The nonresident school district may deny an alternative application for all of the same reasons that they may deny an application during the regular application period: regular or special education **space is not available**; special education or related **services are not available**; the pupil has been **referred for a special education evaluation** but has not yet been evaluated; the pupil has been **expelled** during the current or two preceding school years for certain violent conduct; or the pupil was **habitually truant** from the nonresident district during any semester in the current or previous school year.

In addition to these reasons, the nonresident district can deny an alternative application if it does not believe the transfer is in the best interest of the pupil or if the criteria used to apply is not applicable.

Will my child receive preference because of the alternative procedure?

No. The alternative application allows parents to apply outside of the regular application period. It does not guarantee approval or give the pupil a greater chance of approval.

How is the parent notified of approval or denial?

The nonresident school district must notify the parent, in writing, within 20 calendar days after receiving the application, whether it has been approved or denied.



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

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

WRESTLING MAT FOR SALE

Independence School District has a 38'x38' foot 1.5" thick wrestling mat for sale that is in two symmetric sections. We would like to sell in its entirety at \$1,200 or \$600 per half section. We are also taking orders to sell in sections of no smaller than 9.5'x9.5' (\$75) if we are unable to sell as a whole. Call the school at 985-3172 to place an order. Besides athletics, these mats work great on hunting blind floors or shop floors.



BOXTOPS 4 EDUCATION

Thank you to everyone that sent Boxtops in this year! We will continue to collect Boxtops for the 2017-2018 school year. Our goal for this year is \$1,000. Please help us reach our goal by sending Boxtops to school. They can be sent with a student or dropped off in the main office. Last year the money raised was used to support field trips. Again, thank you for your efforts.

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

and send them to your school

CHECK OUT OUR WEBSITE

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

WANTED: Yearbook Pictures

The yearbook is in need of your help. If you have fantastic pictures of our Indee students playing a sport, having fun cheering at a game, or just plain fun, candid pictures, please submit them to Alie Bultman so that we have a lot of pictures to choose from for the yearbook this year. We are looking for all ages 4K-Seniors. Please remember that all high school pictures will be considered for the high school yearbook and all elementary and middle school pictures will be considered for the elementary/middle school yearbook. Please take and send pictures throughout the school year. Please call Alie Bultman if you have any questions at 715-985-3172, ext. 139 or via email at bultmana@indps.k12.wi.us. Submit pictures to her email as well.



Indee Wear

The Booster Club has Indee Apparel for sale. It is cash and carry. Sizes are kids small through Adult XL. Sizes and styles are limited. Stop in the school office for more information.



More Chances To Save & Earn!



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

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

Nature's Touch Products

- Homogenized Whole Milk: Bags, Gallons, Half Gallons
- Reduced Fat 2% Milk: Bags, Gallons, Half Gallons, Quarts, Pints, Half Pints
- Low Fat 1% Milk: Bags, Gallons, Half Gallons, Quarts, Pints
- Fat-Free Skim Milk: Bags, Gallons, Half Gallons, Quarts, Pints, Half Pints
- Chocolate Flavored Milk: Bags, Half Gallons, Quarts, Pints, Half Pints
- Polar Vanilla Flavored Milk: Pints
- Root Beer Float Flavored Milk: Pints
- Orange Juice (from 100% juice concentrate): Bags, Gallons, Half Gallons, Quarts, Pints, Half Pints
- Orange-Pineapple Juice (from 100% juice concentrate): Quarts, Pints
- Drinking Water: Gallons, Quarts, 20 oz., Half Pints

Nature's Touch Products, continued

- Egg Nog: Quarts, Pints, Half Pints
- Chino™ Iced Cappuccino: Pints
- Ice Tea: Gallons
- Flavored Waters (20 oz.): Raspberry, Cherry, Strawberry, Lemon, Lime
- Flavored Waters (Half Pints): Raspberry, Strawberry, Watermelon

Kwik Quencher® Fruit Drinks

- Orange Flavored, Fruit Punch Flavored, Lemon-Lime Flavored: Gallons

Glazers Donuts

- Regular: Dozens and Half Dozens
- Specialty: Dozens and Half Dozens



We Appreciate Your Support!

Please continue collecting for our school. The money earned goes towards field trips for our students in grades 4K through 8th grade. Items that you can collect and bring to our school include:

| | |
|--|---|
| <ul style="list-style-type: none"> • Box Tops • Pop Tabs | <ul style="list-style-type: none"> • Milk Moola Caps and Bags • Cans 4 Kids (aluminum cans) <i>cans can be put in fence by football field</i> |
|--|---|

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SCHOOL DELAYS AND CLOSINGS DUE TO INCLEMENT WEATHER
School District of Independence
2018-19

ANNOUNCEMENTS WILL BE MADE ON THE FOLLOWING STATIONS:

Whitehall

102.3 FM

Winona

KWNO 1230AM

KAGE Country 1380AM

KAGE-95.3FM

CD Country99.3FM

Soft Rock 101.1 FM

Eau Claire

WEAUX FOX 48

I-94 94.1FM

WAXX 104.5FM

WAYY 790AM

COOL 92.9FM

Z-100 100.7FM

WEAU TV 13

The Mix 98.1 FM

Eau Claire Cont.

B-95 95.1 FM

ROCK 92.1 FM

News Talk 880 AM

Sports Radio 1400 AM

WQOW TV 18

Moose Country 106.7FM

SportsTalk 105.1 FM

LaCrosse

KICKS 106.3

WIZM 1410AM

Z93 93.3FM

WKBT TV 8

WLAX FOX 25

CC 106.3

MAGIC 105 104.9

EAGLE 102.7

Classic Rock 100.1

WXOW TV 19

WLFN 1490 AM

www.lacrosserradiogroup.net
www.wxow.com/closings

www.indps.k12.wi.us
www.weau.com/weather/closings

Student safety is the primary consideration in making a decision relating to school delays or school closings. Normally, one of three decisions is made. The first may be a late start. In this case a two-hour school delay is our standard procedure. On these 'late start' days there will be no morning 4-year old kindergarten. The second decision we may make is to close school for the day. The third decision is an early release from school, normally at 1:00pm.

We realize that parents have to make childcare arrangements for the day. Therefore, we will try to make school delay or closing decisions the night before, if possible. In the event it's not possible, we will strive to make a decision by 6:00am.

SCHOOL MESSENGER – A communication system (phone and/or email) used to deliver information to parents and/or guardians as soon as possible.

The newsletter of
Independence School District
Independence, WI 54747