

Independence District



Newsletter

Fall 2019

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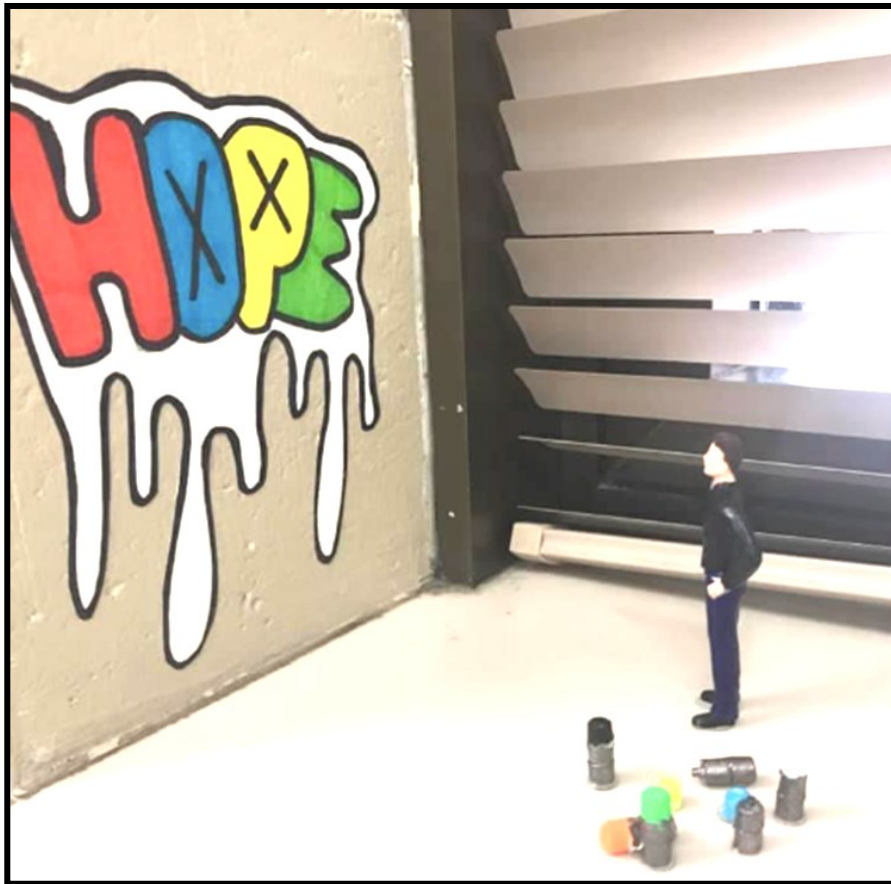
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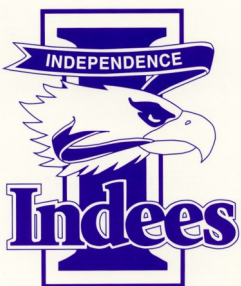
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Famous Indee Artwork



Cora Sonsalla, daughter of Renee and Tony Casper and Travis Sonsalla, created this tiny installation displayed in the art room. Students in 3-Dimensional Studio art studied the work of Slinkachu, who creates mini installations that provoke thought and a new perspective on small spaces. Cora manipulated and painted the tiny figure as well as created the tiny spray cans and graffiti that

he clearly admired! Other installations included figures morphing into other figures, tiny superheroes, a volleyball game, snowboarder, window washer, a pig in "Nutella," and many more! See our Facebook page Independence K-12 Art to see all the good things happening this school year!



MAIN OFFICE: (715)985-3172

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

From the Desk of Mr. Schmitt

Future Ready



If you go to the Wisconsin Department of Public Instruction (DPI), at dpi.wi.gov, the first banner of the page you will see is College and Career Ready - That's Our Goal. For Independence and the other schools in the Trempealeau Valley Cooperative 2.0 (TVC 2.0), we have adopted a similar but more concise slogan: Future Ready.

Although it may seem to be just semantics as being ready for college and a career after high school is definitely a worthy and practical goal, being future ready is much broader and encompassing. The difference seems to be that being ready for college or a career may actually be somewhat limiting, especially when recent data says that a current high school graduate is likely to change "careers" seven times in their lifetime. That's not changing "jobs", but actually reinventing themselves to a completely new set of skills. I compare that to my career path where as I have progressed through life I may have changed jobs from teacher to principal to District Administrator, but I still basically stayed in the same career, Education. So leaving high school just being college and career ready may not be enough as the career you may actually end up in may not even exist today.

Therefore, being future ready takes on the realm that students will need to be adaptable, creative, and have the thinking skills to problem solve. They will also have to be able to process and analyze more and more information not only for their careers, but also in their personal lives to enable them to be productive and successful citizens. It will be important to realize what data and information is accurate and valid and to distinguish what information is based on opinion or sample sizes that are too small to be considered statistically sound to predict a trend.

At Independence, in cooperation with the other three schools in TVC 2.0, and our business and industry partners, we realize that the world is changing very rapidly and if we continue to do things the way we have always done them, the economic growth and stability of this region will be in jeopardy. Currently about 82% of the United States population live

in urban areas and that is projected to increase to about 90% in the next 25 years. This means fewer people are living in rural areas so if we want to continue to have a population base to support our schools and industry in this area, we must have great schools that will produce students that have the skills to succeed in the 21st century. We have communicated with business and industry to get input on what their future needs are and we must use this information to help design curriculum to enable our students to have the skills they need, especially if they wish to remain in the region. This then becomes a partnership where the schools listen to the needs of the region and industry supports the schools with needed resources. This model is then a win-win situation.

In conclusion, though, it's still the schools job to prepare our students for future success, whether that is in Trempealeau County or China. This may mean some drastic changes in structures or philosophies, but in today's world the "traditional" model may no longer be the best way to educate students. Independence has already been a leader in applying researched based best practice in education such as our grading policy and collaborative culture. We will continue to do what we feel is best for kids and that should also transfer to what is best for our communities. As Winston Churchill said, "To improve is to change, to be perfect is to change often."

Bärry Schmitt
District Administrator/9-12 Principal

**Newsletter Copy Editor:
Tracy Halama**

**Production Editor:
Linda Killian-Baures**

**Editorial Administrator:
Mr. Bärry Schmitt**

Vanderloop Scoop

Improving Teaching and Learning Starts with All of Us



I would like to thank all students, parents, staff, and active community members for making the first six weeks of school a success at Independence! It has been over a month filled with learning exploration, exciting activities, and a focus on what lies ahead. October means Parent/Teacher Conferences will be in full swing. These conferences provide a focused opportunity for parents and teachers to sit down and discuss how the child has been performing over the past six weeks. These conferences provide teachers with great insight into the family and the teacher can share what is taking place in the classroom. A great conversation and learning tool for all!

As the newness of the school year begins to wear off, let's not lose sight of our purpose when working together. In partnership with our families, we have developed plans to make each child grow in the Independence School District. Thanks to our parents and community, we were able to make our first day of school a *learning* day for students. We are also able to utilize our Wednesday collaboration time as focused time to dig deep into the needs of our students. This year we started the discussions with spring data from last year, and incorporated new fall data to determine where each child needs support.

The months of October-December can be a challenge for students. The review of academic work is over, and new concepts are introduced. This is when students either remain open to learning, or start putting up a wall to growth, and their academic and behavior success begins to slide. There are also other pressures that set in. This may come from peer groups, or home. This is why our common focus is vital to the success of each child. Parents, we need your support. Please check in with your child to make sure they are doing ok. Ask them about friendships, ask them about their successes, ask them about their struggles. If we aren't open to listening, we may be missing something important that can help your child. Please let us know if there is anything we should know going on in the life of your child.

Attendance is a concern in our district for many families, and we are focused on the attendance issue in our district. Please help us get each child to school on time with plenty of sleep so they are ready to learn. Also, encourage students to try school unless they are simply too sick to attend. Challenge them to try school, and give them that work ethic. We need parent support to help each child reach their potential. **Simply, if they are not in school, they are not learning.**

Require your child to read for at least 20 minutes a night. This is not a "nice to have" but a "need to have" for all students. We encourage all students to have a book and read each day. This graph below shows the importance of reading each night and how it can fuel long term success for your child.

The Case for Reading 20 Minutes a Day

Student A	Student B	Student C
20 minutes/day	5 minutes/day	1 minute/day
3600 minutes/school year	900 minutes/school year	180 minutes/school year
Exposed to 1,800,000 words	Exposed to 282,000 words	Exposed to 8,000 words
90 th percentile nationally	50 th percentile nationally	10 th percentile nationally

The theme of this newsletter is effort. We need students to believe in their effort and try their best each day. They may not have the ability to achieve their goal right away, but through effort and concentration to learn new things, they will reach their goal. Our staff continues to build our educational foundation with knowledge that is based on the Common Core State Standards and the behavioral system, PBIS/The Indee Way. Our teachers have also been introduced to additional strategies to help support the learning of our diverse population. Our state level data shows we are seeing gains with some of our students, but we still have work to do to see increased success for all. We will continue to challenge ourselves by making teaching engaging for the students we serve. Our staff knows we don't have all of the answers yet, but we are giving our best effort to learn new things and apply them in our classrooms. We pride ourselves on increasing the rigor of our curriculum in all classes, implementing intervention and enrichment opportunities specifically in the areas of reading and math, and using best practices to engage all learners along this educational journey. Thank you for your support of our school.

I look forward to seeing you in the near future!

Go Indees!

Robert Vanderloop

PreK-8 Principal/Director of Special Education
(715) 985-3172 ext. 104

Use of Our School

The following are Adult/Community Opportunities to use ourschool:

- 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)

Suggested Social Media Guidelines for Parents

In the day and age where social media is everywhere, it is hard to know when to allow your child to make use of these social platforms. Social media can offer a lot of positives for our children and ourselves, allowing us to stay connected with friends and family that are far away. The use of social media also can create networking opportunities and help to increase computer and internet skills along with allowing us to use creativity when designing our posts.

But with the positives, there are some negative outcomes to using social media too. Parents worry about what information their children are sharing online that could become available to strangers. There are a number of scams that circle the internet that we can get caught up in and as parents; we worry about our children becoming victims of cyber-bullying. The naivety and impulsivity of our children make it difficult for them to realize the limited sense of their own vulnerability and believe that nothing bad will happen as a result of a post they put on social media. They also do not understand nor can they anticipate the long-term outcomes of their posts.

So I have found some guidelines that I would like to share with all families about the use of social media to encourage the discussion in your homes about when and how to use social media with your child(ren). First, let's look at ways to promote social media safety.

- When setting up an account for yourself or your child please remember most social media platforms ask that the person signing up is age 13 or older.
- Make sure privacy settings are set high so only friends can see your posts and re-evaluate these settings periodically.
- Be selective with who you chose to accept as friends to avoid fake profiles or spam accounts.
- Never agree to meet someone in person that you have met online.

- Always tell an adult when you see something that was sent to you that is inappropriate or has provocative pictures.
- Parents, "Friend" your child and check in on their social media sites often. Often children have set up more than one account so ask them if they have another account often referred to as a spam or fake account.
- Parents: sit with your child and talk to them about their online presence and what they do when they are online. Ask them about their favorite apps, websites, etc
- Parents: Set boundaries with laptops, tablets, and phones. These are best used in public spaces in your house and allow you as the parent to see what your child is doing on the laptop and tablet. Your presence is a good reminder to your child about the rules when using the internet and social media sites.
- Set limits for technology use. This could include a time and a place to store your child's cell-phone for the night. Technology use close to bedtime can make it difficult for some children to be able to unwind and settle down for the night.
- Lastly, remind children that "what is posted on the internet, stays on the internet". Every post, like, or comment is part of your digital footprint and even though you may delete what was posted, it doesn't take very long for someone to screenshot your post and share with others. Remind your child(ren) to think carefully about what they plan to post before hitting the send button.

Navigating through this digital age with children can be difficult but remember to set boundaries and being consistent with your expectations will be helpful in the long run. If you have any questions about different apps or websites your child may be using you can learn more about them at this website: <https://www.commonsemmedia.org/>. You can also direct your questions to me at school.

Melissa Pientok
Assistant Principal/
Technology Integration Specialist

Curriculum and Counseling Corner

Mental Health Resources

Did you know that more than 20% of children and adolescents struggle with their mental health? School-based programs offer the promise of improving access to diagnosis and treatment for the mental health struggles many children and adolescents face.

What can the school do for you and your students?

Did you know, we have a mental health professional that comes to our school once a week to conduct counseling sessions on-site right here at school. The school works in collaboration with Peace of Mind Counseling, LLC out of La Crosse to bring services right to our area and work with your insurance.

This year, Heidi Meyer, Mental Health Navigator/Coordinator will work with teachers and students to continue to raise awareness for mental health, trauma-informed practices, and suicide prevention. Not only will training continue throughout the year, but the school will also be conducting a Social-Emotional Screener to identify any students who may be identified at-risk or in need of any additional support to help them be successful in school.

Coming this fall, Trempealeau Valley Cooperative 2.0 will be offering a 6-week course for parents to help parents relate to and support their children. This 6-week course is based on Howard Glasser's Nurtured Heart Approach. This approach is based on 3 "stands" to help children (and adults) build their Inner Wealth and recognize their Greatness. There will be more information coming out this fall.



Science News!

Independence School District may be a small, rural school but we are connected to some of the most progressive practices in science education from across the country. Independence was recently chosen to be a part of some exciting research in science curriculum design by researcher and PhD candidate Emily Adah. Emily has a masters in Bilingual Studies from the Department of Curriculum and Instruction at the University of Wisconsin, Madison; a Bachelors of Science from the same department with a Spanish minor; as well as English and a Second Language and Bilingual teaching licenses. She has taught for the Madison Metropolitan School District and is currently the recipient of an \$80,000 grant from Lucas Education Research, the research division of the George Lucas Education Foundation to build an interdisciplinary, project-based science curriculum.

Although George Lucas is best known for his Star Wars and Indiana Jones movie series, he struggled in school largely because he did not see the relevance in what he was expected to learn. In 1991, the George Lucas Educational Foundation was founded as a nonprofit operating foundation to celebrate and encourage project based learning in schools. The Foundation's content is available under the division, [Edutopia](#). Building project-based learning curriculum and studying what works is the goal of Lucas Education Research.



Ms. Adah chose to work with Independence School District because of prior connections. After finding much success in 2014 with our IQWST middle school science curriculum, which was developed in part by Joe Krajcik (co-author of the Next Generation Science

Standards), Ms. Adah, and others, the district wanted recommendations to revive our elementary science curriculum. Ms. Adah was beginning to work with an elementary Project-Based Curriculum and welcomed us to join in some of the research and development. Teachers from the Independence School District have been informally connected to Emily's work, and a team of teachers from Michigan, for the past few years. Now, through Ms. Adah's most recent work and grant she will be focusing on grades 3, 4, and 5 to further develop Multiple Literacies in Project Based Learning (MLPBL) and has chosen to work primarily with the Independence School District. She is excited to work with the district because of the sense of community she sees in our teacher teams and our progressive practices. The district is excited to have Emily's support through various means. She will model lesson plans, provide professional development in science, and gain knowledge through qualitative feedback from our teachers.



What can students expect?

- Students will receive science instruction that is relevant to their lives and where they live.
- Students will be encouraged to ask questions and let their curiosity drive their investigations.
- Units will include many topics including:
- Squirrels-What do fossils tell us about which organisms were here a long time ago, which are still here, and which are new?
- Dynamic Earth-Why do we see patterns in the night sky?, Does water shape the land, or does land shape the water? Where are we and how do we go north?
- Stars-How do different places on our planet receive light from the sun?
- Learning will be hands on, and "minds on!"

The Independence School District is excited to see where science will take us!

Parents,

If you receive a phone call, or disciplinary note in the mail, don't panic! All children make mistakes. In fact, learning from mistakes is very important for children. How you, as a parent, react to the news of their misbehavior is even more important.

1. **Remain calm** and take time to talk to your child alone, away from siblings, as soon as possible after you receive the notice or phone call.
2. **Ask your child to explain what happened.** "I see you had some trouble today at school." "Tell me about what happened in _____class." Listen carefully to their response.
3. **Resist blaming** the teacher, your child's classmates, the bus driver, or the school, etc. Children will commonly try to divert your focus away from them, to others. Avoid the temptation to question the disciplinary consequence, or to ask what discipline was assigned to other children who may have been involved. Trust that the school has diligently investigated the issue, before resorting to a consequence. Focus instead on YOUR child alone, and the choices that he or she made.
4. **Be clear and concise about the behavioral expectations** that you as a parent have. "I expect you to treat others with respect." "I expect you will keep your hands to yourself." "I expect that you will pay attention to the teacher in the classroom" Use a firm and direct voice.
5. **End by showing your child that you are thankful for their honesty** and willingness to talk to you about the situation. Let your child know that you expect good news about his/her behavior in the future, and that you will be contacting the teacher for an update in the next few days.

IF the behavior becomes repetitive--occurring multiple times in a short amount of time ie., 2-3 teacher contacts per week, it may be necessary for more reinforcement at home. Some examples might include: loss of a special privilege for 1-2 days, an extra chore given for 1-2 days, or on a more positive note, a treat or other small recognition for successful days. You may contact your child's teacher, Mrs. Woychik, Mr. Vanderloop, Mr. Schmitt, Mrs. Pientok, or Mrs. Gruber for more help in responding to repeated misbehavior.

Thank you for partnering with us on this. We look forward to sharing more ways you can support Positive Behavior Intervention and Supports and incorporate constructive language and structure at home.

Our goal should always be to prevent problem behavior by teaching children the behavior we want to see. We need to assume that children will do good if they can-- and they can if we teach them.

Something to think about when you do have to react to a problem behavior:

Typical 'old school' parent reaction to misbehavior:	<i>Why it doesn't work:</i>	A more effective parent reaction:
Raising your voice, yelling, other verbal attacks	<p>You are modeling behaviors you DON'T want to see in you children. We all know that yelling doesn't really solve anything but it's still an almost automatic response for a lot of adults. Our children are learning that that is the only way to respond to frustration.</p> <p>It also teaches them that they might be better off trying to hide things from you.</p>	<p>Take time to calm down before talking. Then explain to your child the reasons their behavior upsets you. Teach them a solution or a better way. Your goal should be a common understanding of the behavior you expect and why.</p> <p><u>You may have to do this several times before you see results.</u> It takes time to learn these skills. Don't give up!</p>
Extreme punishment ("You are grounded for a 6 weeks!", "no phone for a month!", spanking, isolating for long periods of time.	<p>It is not connected to the misbehavior and therefore doesn't teach the child anything new or different-it only frustrates them. And you are the one that needs to enforce these long-term punishments which is often tiring , unproductive, and negatively effects your relationship with your child.</p>	<p>Sometimes there is a need for a mild consequence. However, these should be about fixing the problem. For example: writing an apology letter to others involved, a short time out to think about how he/she could make better choices (and then you and your child discuss the 'fix it plan'), losing a special privilege for a short time.</p>
Blame others. The reflex of many children, and many parents is to divert the blame to another child or teacher.	<p>Damage is done when we don't hold students responsible for their behavior. They learn that this can be an easy way to avoid attention for mistakes they have made.</p>	<p>We all make poor choices from time to time and the healthy response is to focus on what we can do differently. We can't control the behavior of others, we can only control ourselves.</p>
An "I give up" mentality.	<p>Children, no matter how much they misbehave will always have a strong emotional tie to their parents. The thought that a parent has given up on them or doesn't care anymore is very damaging.</p>	<p>If you feel extreme frustration or anger-take a break yourself before saying something that is this damaging. Talk to another adult, use a crisis line like 211, and refocus before talking to your child. The goal should be to get to the point where you can attempt one of the responses listed above.</p>

Teaching respect and responsibilities is one of the most important tasks we have as parents and teachers. We will always have more success when we work together as a team.

Padres,**Si recibe una llamada telefónica o una nota disciplinaria por correo, ¡no se asuste!**

Todos los niños cometen errores. De hecho, aprender de los errores es muy importante para los niños. Cómo usted, reacciona a las noticias de su mal comportamiento es aún más importante.

6. **Mantenga la calma** y tómese el tiempo para hablar con su hijo(a) solo, lejos de los hermanos, tan pronto como sea posible después de recibir el aviso o la llamada telefónica.
7. **Pídale a su hijo(a) que le explique lo que pasó.** "Veo que tuviste algunos problemas hoy en la escuela". "Cuéntame sobre lo que pasó en la clase de_____". Escucha atentamente su respuesta.
8. **Evite culpar** al maestro, a los compañeros de clase de su hijo(a), al conductor del autobús, a la escuela, etc. Los niños comúnmente intentarán desviar su enfoque de ellos, a otros. Evite la tentación de cuestionar las consecuencias disciplinarias o preguntar qué disciplina se asignó a otros niños que pueden haber estado involucrados. Confíe en que la escuela ha investigado diligentemente el problema, antes de recurrir a una consecuencia. En su lugar, concéntrese en SU hijo(a) solamente y en las decisiones que tomó.
9. **Sea claro y conciso acerca de las expectativas de comportamiento** que usted tiene como padre. "Espero que trates a los demás con respeto". "Espero que mantengas tus manos para ti mismo". "Espero que prestes atención al profesor en el salón" Use una voz firme y directa.
10. **Termine demostrando a su hijo(a) que está agradecido por su honestidad** y disposición para hablar con usted sobre la situación. Hágle saber a su hijo(a) que espera buenas noticias sobre su comportamiento en el futuro y que se comunicará con el maestro para una actualización en los próximos días.

Si el comportamiento se vuelve repetitivo--ocurriendo varias veces en un corto período de tiempo, es decir, 2-3 contactos por los maestros por semana, puede ser necesario mayor refuerzo en el hogar. Algunos ejemplos pueden incluir: la pérdida de un privilegio especial por 1-2 días, una tarea adicional dada por 1-2 días, o en una nota más positiva, una golosina u otro reconocimiento pequeño para los días exitosos. Puede comunicarse con la maestra de su hijo(a), la Sra. Woychik, el Sr. Vanderloop, el Sr. Schmitt, la Sra. Pientok o la Sra. Gruber para obtener más ayuda sobre cómo responder a la mala conducta repetida.

Gracias por asociarse con nosotros en esto. Esperamos poder compartir más formas en las que puede apoyar la Intervención y Apoyo Positivo de Comportamiento e incorporar un lenguaje y estructura constructivas en el hogar.

Nuestro objetivo siempre debe ser prevenir el comportamiento problemático enseñando a los niños el comportamiento que queremos ver. Debemos asumir que los niños harán el bien si pueden, y pueden hacerlo si les enseñamos.

Algo para pensar cuando tienes que reaccionar ante un comportamiento problemático:

Reacción típica de los padres de la "vieja escuela" al mal comportamiento:	<i>Por qué no funciona:</i>	Una reacción parental más efectiva:
Levantando la voz, gritando, otros ataques verbales.	<p>Estás modelando comportamientos que NO quieres ver en tus hijos. Todos sabemos que gritar realmente no soluciona nada, pero sigue siendo una respuesta casi automática para muchos adultos. Nuestros hijos están aprendiendo que esa es la única manera de responder a la frustración.</p> <p>También les enseña que podrían estar mejor tratando de ocultarte las cosas.</p>	<p>Tome tiempo para calmarse antes de hablar. Luego, explíquele a su hijo(a) las razones por las que su comportamiento le molesta. Enseñarle una solución o una mejor manera. Su objetivo debe ser un entendimiento común del comportamiento que usted espera y el por qué.</p> <p><u>Puede que tenga que hacer esto varias veces antes de ver los resultados. Se necesita tiempo para aprender estas habilidades. ¡No se rinda!</u></p>
Castigo extremo ("¡Estás castigado por 6 semanas!", "¡No hay teléfono por un mes!", Azotes, aislamiento durante largos períodos de tiempo.	<p>No está relacionado con el mal comportamiento y, por lo tanto, no le enseña al niño nada nuevo o diferente, solo lo frustra. Y usted es el que necesita imponer estos castigos a largo plazo, que a menudo son agotadores, improductivos y afectan negativamente su relación con su hijo.</p>	<p>A veces hay una necesidad de una consecuencia leve. Sin embargo, estos deben ser sobre la solución del problema. Por ejemplo: escribir una carta de disculpa a otras personas involucradas, un corto tiempo para pensar cómo podría tomar mejores decisiones (y luego usted y su hijo hablan del 'plan de reparación'), perdiendo un privilegio especial por un corto tiempo.</p>
Culpar a los demás. El reflejo de muchos niños y muchos padres es desviar la culpa a otro niño o maestro.	<p>El daño se hace cuando no hacemos responsables a los estudiantes por su comportamiento. Aprenden que esta puede ser una forma fácil de evitar la atención por los errores que cometieron.</p>	<p>Todos tomamos malas decisiones de vez en cuando y la respuesta saludable es concentrarnos en lo que podemos hacer de manera diferente. No podemos controlar el comportamiento de los demás, solo podemos controlarnos a nosotros mismos.</p>
Una mentalidad de "me rindo".	<p>Los niños, sin importar cómo se comporten, siempre tendrán un fuerte vínculo emocional con sus padres. La idea de que los padres se hayan rendido o que ya no les importe es muy perjudicial.</p>	<p>Si siente frustración extrema o enojo, tómese un descanso antes de decir algo que sea muy dañino. Hable con otro adulto, use una línea de crisis como 211 y vuelva a concentrarse antes de hablar con su hijo(a). El objetivo debe ser llegar al punto en el que pueda intentar una de las respuestas enumeradas anteriormente.</p>

Enseñar respeto y responsabilidades es una de las tareas más importantes que tenemos como padres y maestros. Siempre tendremos más éxito cuando trabajamos juntos como un equipo.

ATTENDANCE in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?



Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

- 1 in 10 kids in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹



- 2 in 10 low-income kids miss too much school. They're also more likely to suffer academically.¹
- 2.5 in 10 homeless kids are chronically absent.²
- 4 in 10 transient kids miss too much school when families move.²



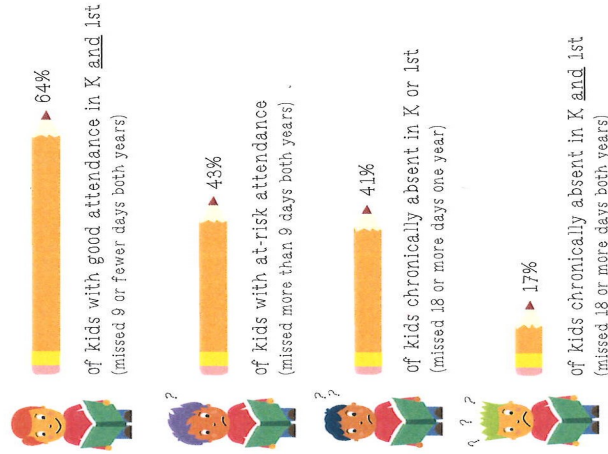
¹ Chang, Healy, Romero, Marrajos, *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty, NY, NY, September, 2008.
² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?



¹ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

What We Can Do



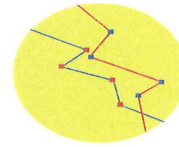
Engage Families
 Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



Fix Transportation
 The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.



Address Health Needs
 Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



Track the Right Data
 Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?

INDEE MVGTN Enrichment Events 2019-2020

The Mississippi Valley Gifted and Talented Network will again be offering a number of events for our students to be involved in. Students will be selected to participate in events based on teacher recommendations as well as scores on school assessments. Classroom performance and student behavior will also be a factor in deciding who attends events. Letters regarding each event will be sent home with students who are selected to participate in each event. If you have any questions, please feel free to contact Mrs. Pyka at school.

Event	Date	Location
8th Grade Quiz Bowl	Tuesday, November 12 Snow Day-November 19th	Black River Falls
Third Grade Problem Solving Day	Thursday, November 21st Snow Day -November 26th	Blair-Taylor
Vocabulary Showdown	January 28th Snow Day-January 30th	Independence (Google Hangout)
Young Writers Workshop	February 25th Snow Day-February 27th	Arcadia
Rebel Spelling Bee	March 5th Snow Day-March 10th	Westby
5th Grade Performing Arts	March 27th	Whitehall
5th and 6th Grade Kids' College	April 3rd	UW-La Crosse
6th-8th Grade Art Festival	April 21st	Melrose-Mindoro
4th Grade Wisconsin Heritage Fair	April 30th	GET
5th-6th Grade Battle of the Books	May 7th	Whitehall
7th-8th Grade Battle of the Books	May 14th	Whitehall

Other opportunities that we may explore this year include:

5th Grade Math Fair

New Staff



Brett Brandenburg is co-teaching 5th grade with Ms. Killian. He has a degree in Early Childhood Education. Brett will also be the Assistant Baseball Coach. He grew up here in Independence, is an alumnus, and continues to live in Independence. Brett's family consists of his dad Bruce, sister Lindsey Gilbertson, and brothers Steven and Ryan. In his free time, Brett loves to travel to many different places in the world. He also enjoys watching football, basketball, and baseball! Brett says, "Independence is home."

Tim Kane is the Middle School ELA Teacher. He has a B.A. in Critical Studies from UW-Eau Claire. Tim is originally from Cadott, WI and now lives in Independence. He recently adopted a puppy, Moose, and unfortunately cannot currently afford the time, energy, or money that additional family members would require. Most of Tim's free time is spent with his dog or wishing he was fishing. He enjoys kayaking in the summer, leaves in the fall, coffee year-round, and snow never. Tim says, "Indee reminds me a lot of where I grew up; there was an instant comfort level being back in a small town. The starry skies at night have been as fantastic as all of the welcoming families in the area."



Darin Lau is a Middle School and High School Math teacher. He attended the University of Wisconsin-Eau Claire with a major in Comprehensive Secondary Math Education and a minor in Physics. Darin is from Eau Claire, WI and continues to live there. His family consists of his dad who teaches and coaches at EC Immanuel Lutheran. Two older sisters, one of which is a speech pathologist in Eau Claire, while the other is a fitness coach in Phoenix. He also has one younger brother who is in his sophomore year at UW-Eau Claire. In his free time Darin's biggest hobby is definitely running. He had a successful running career in college, and still has big post-collegiate aspirations in the marathon. When asked about Independence Darin says, "I love the town. It's a very beautiful area. I am new to the small town atmosphere, and I appreciate how close knit everyone is." Darin also says he loves all things Minnesota. "Vikings, Twins, Gophers all the way."

Randy Paine is one of the school custodians. He is originally from Iron Range, Northern Minnesota. Randy recently moved here from Texas where he worked in the oil fields for 17 years. He has 2 sons and 6 grandchildren. Randy likes to play pool, hunt, and fish. He likes the School District and says "Independence is a nice small town with a good community."





Sydney Pecha is a Kindergarten teacher who co-teaches with Mrs. Engst. She has a Bachelor of elementary education and early childhood degree with a major in Spanish. Sydney is from Bloomer, WI and now lives in Independence. Her family consists of her dad, Tony who is a Dairy farmer, her mom Rhonda who is a transcriptionist, and her brother Tyler who is an engineer. Sydney loves to cook, bake, read, go for walks, rollerblade, and spend time with her family and friends. When asked about Independence she says, "It's a very homey town and everyone is very nice and helpful. The staff at the school has made me feel very welcome and have helped me immensely these past few months."

Gipsy Rodriguez works as an ELL Support Staff. She is originally from Los Angeles, CA. Gipsy is also an Independence alumnus and lives in Independence. Her family consists of her mom – Gipsy, grandmother – Gloria, sister – Gloria, and brother – German. In her free time, Gipsy likes to sing, draw, and spend time with her friends and family. When asked about what she thinks about Independence, Gipsy says, "It's small. Most stores are a bit far. But people tend to care for you. They look out for you and that's really nice."



Dave Schrenkler is a Middle School and High School Special Education teacher. He has a bachelor's degree in Math, a minor in chemistry, a master's degree in education, and a Special Education license. Dave is originally from St. Paul, MN and currently lives in Trempealeau with his wife, three beautiful daughters, and their two dogs. In his free time Dave likes to hang out with his family and work on projects around the house. He spends his summer at the cabin in Emily, MN. Dave says, "This is the fifth district I have worked in over a 25 year teaching career and I have no doubt that it is the best. My wife started in Indee as a long term sub and told me after only three weeks that she was "going to retire from that school!". I spent the next two years waiting for an opening." Dave is also proud to be an Indee, but he'll never give up his Viking roots.

Cleo Skroch is a Special Education Paraprofessional. She is originally from Arcadia and has lived in Independence for 31 years with her husband Adrian (Andy). She has a daughter Larissa (Clayton), stepson Jeremy (Julie), four grandchildren. Wyatt (11), Xaviar (10), Maya (8) and Brinley (1 month). In her free time Cleo likes spending time with family and gardening. She says "Independence is a great small town."



Student Teacher in the Art Room

The Indee art room is proud to welcome RaeAnn Protsman as a student-teacher for semester one of the 2019-20 school year. Ms. Protsman comes to us from the University of Wisconsin Eau Claire and hails from Stoddard, WI. She has enjoyed meeting all of the students and looks forward to all they have to teach her as she begins her career in art education. She is pictured here with the chairs she painted to identify herself and the art director (a coveted class job in the elementary art classes!).



Student Teacher in 3rd Grade



Miss Fuhr is originally from Mukwonago, Wisconsin but now she lives in Eau Claire. She attends UW-Eau Claire and is studying to become a teacher. Miss Fuhr is currently student teaching in third grade with Mrs. Pape and Mrs. Schrenkler. She also works with

Miss Bultman during middle school Spanish. In 2017, Miss Fuhr lived in Spain for 3 months to practice speaking Spanish and to learn about Spanish culture. She loves to travel and has visited 11 different countries. Miss Fuhr enjoys cooking, drawing and watching sports. Some of her favorite teams include; The Green Bay Packers, The Bucks, The Wisconsin Badgers, The Brewers and the Minnesota Wild.



ACADEMIC ACHIEVEMENT HONOR ROLL

Independence Middle and High School is happy to announce the names of students who earned Academic Achievement Honors for the second semester of the 2018-19 School Year. Students must earn a 3.5 on a 4 point scale for all classes taken during the second semester. Students who earned recognition are:

HIGH SCHOOL

Freshmen: Avery Pape, Audrey Pronschinske

Sophomores: Emerson Pronschinske, Gabriel Rombalski

Juniors: John Halama, Rebecca Heiden, Jennessa Kamrowski, Grace Pyka

Seniors: Nicole Filla, Jorgiann Gierok, Alyssa Kulig, Amy Lien, Gipsy Rodriguez, Jennifer Salazar

MIDDLE SCHOOL

6th Grade: Kia Back, Nathan Pyka

7th Grade: Vanessa Adank, Sydney Dejno, Tayler Lambright, Dawson Olson, Adison Pronschinske, Kaylee Pronschinske, Leah Sylla

8th Grade: Ahnna Bautch, Mason Gierok, Amiah Ives, Max Marsolek, Cora Sonsalla, Kendra Suhr, Rhianna Theisen

Independence School District Family Engagement Liaison

As a part of a Wisconsin Statewide Parent-Educator Initiative (WSPEI), the Independence School District continues to welcome its District Family Engagement Liaison, Tracy Marsolek. The purpose of the liaison is to build positive partnerships between parents and schools on behalf of children and youth with disabilities. Family Liaisons, who themselves are parents of children with disabilities; know firsthand the many challenges of parenting and educating children with disabilities. Their role is to support families and educators in working through the special education process. The services provided by the liaison are free to parents and educators. Advocacy and support can be offered in various ways:

- Listening to parent or educator concerns
- Educating and Assisting Parents with the Individual Education Plan (IEP) process
- Transition planning
- Helping Problem-Solve
- Linking parents and educators to Community and State resources
- Assisting with the development of a parent/educator advisory group
- Offering workshops, resources, and networking to parents and educators.

District Family Engagement Liaison for Independence: Tracy Marsolek
Call 715-985-2260 or e-mail: tracyp@tcc.coop

The liaison receives information about workshops and conferences that can be very beneficial to parents of children with special needs. If you wish to learn more about these workshops, please call or email Tracy and she can forward this information to you.

From “Inspiring Health”, Sacred Heart, St. Joseph’s

TOO SICK FOR SCHOOL?

DECIDING WHETHER TO KEEP YOUR CHILD HOME FROM SCHOOL DUE TO ILLNESS CAN BE TRICKY, BUT SEVERAL SYMPTOMS ARE SURE SIGNS SHE NEEDS A SICK DAY.

“YOU CANNOT KEEP children home for every sniffle, but you should not send them to school if they’re sick either,” says Regi Geissler, RN, HSHS Western Wisconsin Division Trauma Coordinator. “Keeping children home when they’re ill decreases the spread of diseases to others and helps them avoid catching other illnesses when their natural resistance is lower than normal.”

Symptoms that warrant a sick day include:

- Fever higher than 100.4 degrees Fahrenheit
- Diarrhea
- Extensive or severe rash
- Intense ear pain
- Severe headache
- Severe sore throat
- Uncontrolled coughing
- Vomiting
- Wheezing

Certain diagnoses also rule out going to school. These include contagious diseases such as chickenpox, pink eye, strep throat, and flu.

“If a child has a fever not relieved by acetaminophen or ibuprofen, pulls at his or her ears, has a barky cough, complains of a sore throat, or has a rash or abdominal pain, schedule an appointment with the child’s primary care physician or go to an urgent care center,” Geissler says. “Wheezing or difficulty breathing, changes in consciousness, severe abdominal pain, or vomiting that won’t stop are symptoms that indicate an emergency, so call 911 or go to the nearest emergency department immediately.”



Dairyland Conference Honor Musicians Selected from Independence High School

Ten musicians from Independence High School are representing our school on Saturday, November 9, 2019 at the Dairyland Conference Honors Concert in Whitehall, Wisconsin. The concert, which takes place in the Memorial Auditorium in WHS, starts at 7:00 PM. Tickets are sold at the door before the performance.

Each year, all of the music directors of the Dairyland Conference come together in a non-competitive setting to nominate music students to build a concert band and concert choir. The band and choir directors submit names of qualified student musicians to the pool of possible members and then select the players and singers basing the selections on playing experience, instrumentation, solo and ensemble experience, and other musical qualifications.

The students meet for the first time as a choir and band on Saturday morning. There they meet their guest clinician and start to rehearse. After a day of meeting new musicians like themselves and rehearsing, the honors students present a concert that evening at 7:00 pm in Whitehall's auditorium.



Representing the IHS Band this year are:

Mitchell Halvorson, Trumpet, Rhianna Theisen, Alto Saxophone, Kevin Halvorson, Clarinet, Cora Sonsalla, clarinet, Trent Servais, Baritone Saxophone, Gabriel Rombalski, Trumpet, Hayden Kulig, Bass Clarinet, Marcelina Rebolledo, Alto Saxophone, Loraina Kalk, Trumpet, Breanne Brown, Tuba





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



Every **2**
Seconds
someone needs
blood

America's Blood Centers

BLOOD DRIVE
NOVEMBER 13th from 1-5

Contact the office at 715.985.3172 or
Julie Jeske to set up an appointment at
jeskej@indps.k12.wi.us

Fall Sports - Awards Banquet

The Fall Sports Awards Banquet will be held on **Monday, November 4th at 6:30 pm**. There will be a light snack available at 6:00 pm and awards will start promptly at 6:30 pm. Athletes are expected to dress up for this event. Just a reminder to athletes that your attendance is required in order for you to receive special recognition such as Most Valuable Player, Most Improved Player, etc. This is our opportunity to celebrate the great things accomplished by our athletes, parents and family members are encouraged to attend!

Make-Up Athletic Code Meeting

The make-up athletic code meeting will be on **Monday, November 4th at 7:30 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. If you did not attend the fall meeting and will be participating in a winter sport, please make this a priority.

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 **second meeting** of the 2019-2020 school year will be on **Monday, November 4th at 7:45 pm**, immediately following the Fall Awards Banquet. 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.

High School Winter Sports Information

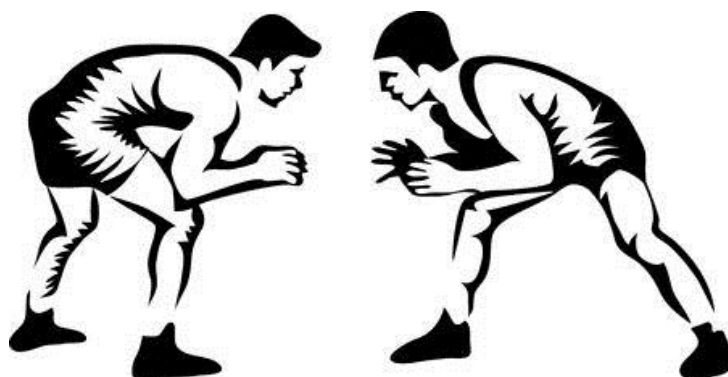
We are wrapping up our first athletic season of the 2019-2020 school year. Please note the following dates for the start of the winter sports season.

The **first day of boys basketball practice** will be **Monday, November 18th**. The first game will be Thursday, December 5th.

The first day of **girls basketball practice** will be **Monday, November 11th**. The first game will be Thursday, November 21st .

The first day of **wrestling practice** will be **Monday, November 18th**. The first match will be Thursday, December 5th at Onalaska Luther.

Along with these important dates, please remember that 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.



Homecoming 2019

The Homecoming theme this year was an All-Access Ticket to your favorite sports! Festivities began the Wednesday before when students spent the afternoon creating their hallway and gym banners (taken by the Seniors), floats (won by the Freshman), and preparing their skits (dominated by the Freshman). Our week involved fun dress up days (with Seniors taking the highest participation) that included pajama day (a school favorite), assigned sports gear, wacky sports (or a sport you wouldn't play), dress like a P.E. teacher, and of course Indee Pride Day on Friday.

There were a few changes this year, as Spirit Games were held Friday afternoon in conjunction with the pepfest/mini parade due to conflicts with home sporting events. The afternoon kicked off with an Ironman Volleyball game that was won by the Freshman, followed by the Powderpuff with a senior victory. Events to follow included a tug of war (also won by the Freshman) who were later challenged by the staff, and won that challenge as well! Students also participated in the amazing race (won by the Juniors), and skits (won by the Freshmen). The Indee band performed a combination of jock jams as well as the school song. The cheerleaders performed their dance routine and led the infamous cheer for the spirit stick. The afternoon concluded with the coronation. John Halama and Grace Pyka were crowned Independence High School Homecoming King and Queen. Court members included Dylan Marsolek, Creed Brenner, Alex Risler, Hailey Proctor, Lauren Sylla, and Brianna Truog.

Homecoming week ended with an unfortunate loss against Cochrane-Fountain City and a dance on Saturday night.



Homecoming Court left to right: Dylan Marsolek, Alex Risler, Creed Brenner, King John Halama, Queen Grace Pyka, Lauren Sylla, Brianna Truog, and Hailey Proctor.



John Halama, Creed Brenner, and Alex Risler help Fabion Leon dunk a basketball.



Ben Pyka pulling the freshmen float.

Wisconsin Education Fair and College Tours

The junior class traveled to Eau Claire on October 2nd for a day full of career planning. First, students participated in the Wisconsin Education Fair (WEF) at the Indoor Sports Center. The WEF housed over 100 tables with information and representatives from colleges, universities, and military branches. We then participated in a self-guided tour of the University of Wisconsin-Eau Claire, where we were also able to experience lunch on campus! Finally we toured Chippewa Valley Technical College where we learned about the variety of programs and services they offer. The day was full of exploring post-secondary options!



Breanne Brown and Loriana Kalk looked through information they picked up at the Wisconsin Education Fair.



The Juniors touring UW-Eau Claire. Left to right: Gerardo Romero Alejo, Ashley Badillio Basilio, Kole Phillipson, Ethan Konter, Franco Gaspar Tomas, Favian Flores, Andrea Mancilla Montalvo, Cole Heiden, Jenessa Perry, John Roskos, Gabe Rombalski, Hayden Kulig, Hailey Witte, Emerson Pronschinske, Alexis Dahl Abramczak, Chris Killian, Mercedes Matchey, Alex Pfaff, Jackson Konter, Emma Pietrek, Abisaac Roman Gerena, Francisco Sanchez-Rojas.



Students crossed the iconic Chippewa Valley Technical College walking bridge while touring campus.



Emma Pietrek checked out the automotive programs at CVTC.

2019-20 DISTRICT OFFICE HOLIDAY HOURS

Wednesday, November 27th – OPEN 8am – 3pm
 Thursday, November 28th – CLOSED
 Friday, November 29th – CLOSED
 Monday, December 23rd – OPEN 8am – 3pm
 Tuesday, December 24th – CLOSED
 Wednesday, December 25th – CLOSED

Thursday, December 26th - OPEN 8am – 3pm
 Friday, December 27th - OPEN 8am – 3pm
 Monday, December 30th - OPEN 8am – 3pm
 Tuesday, December 31st – CLOSED
 Wednesday, January 1st – CLOSED
 Thursday, January 2nd – SCHOOL RESUMES

Wear It Wednesday

Students and staff are participating in a new ACP initiative this year, called "Wear It Wednesday". On the first Wednesday of every month, staff members and middle/high school students are encouraged to wear a shirt related to a post-secondary option, such as a technical college, university, military, or business. Teachers will be incorporating post-secondary options into their classes, as well. A special thank you to area technical colleges, universities, military branches, and businesses who donated shirts!



Gabe Pietrek supporting NASA.



Mrs. Guza and Mrs. Woychik showing off their Viterbo shirts.

Clipart Sources Throughout Newsletter
<http://www.google.com>

Halloween Party!

Trick or Treat



Lions Club to sponsor a Student Council run Halloween Party
 October 31, 7:00-8:00 pm.

Once again we will be hosting the Lion's Club Halloween party at IHS. Elementary age students can enjoy games, face-painting, and the student-led haunted house. Hope to see you there!



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

Everyone, Every Day

Drama Review

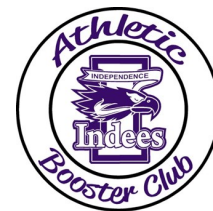
Adapted by Joseph Robinette, one of Literature's most enduring classics is brought vividly to the stage in this exciting adventure of Mowgli, the Indian Boy raised by wolves, befriended by Bagheera, the panther, and Baloo the bear, and threatened by Shere Kahn, the evil tiger. Interspersed with the Mowgli tale is the equally intriguing story of young Rudyard Kipling, who was sent from his home in Bombay to a British boarding school. There he encounters his own "jungle," including people both good and otherwise- who parallel many of his animal creations.

The cast this year consists of 25 students ranging from 6th-12th grade, 18 in the cast and 7 as part of our stage and tech crew. Hopefully this hope will help bring these students out of their comfort zone. Since the beginning of rehearsals, we have been exploring the art of dialect and split personality casting. Most of the main cast members will be learning how to speak with a British accent in one scene, then learn to become their animal counterpart with a whole new identity the next. Many of the smaller roles have the responsibility of playing two different animals: wolves and monkeys. Having students learn to do this will broaden their understandings of creativity, exploration, improvisation, and storytelling.

We are very thankful for all the kids that were interested in auditioning for the play this year. Whether they are on the stage or hiding behind the curtains, everyone has an important role to play in producing a high-quality production. We also want to thank Mr. Comero for being the Costume and Stage Master for the show, to Mrs. Miles in creating flyers and advertisements to promote the show, and lastly to the school and community for having a strong love for the performing arts. You are all the reasons why we can keep the Performing Arts alive in our schools. Amazing things come in small packages, and Independence is a true example of that.

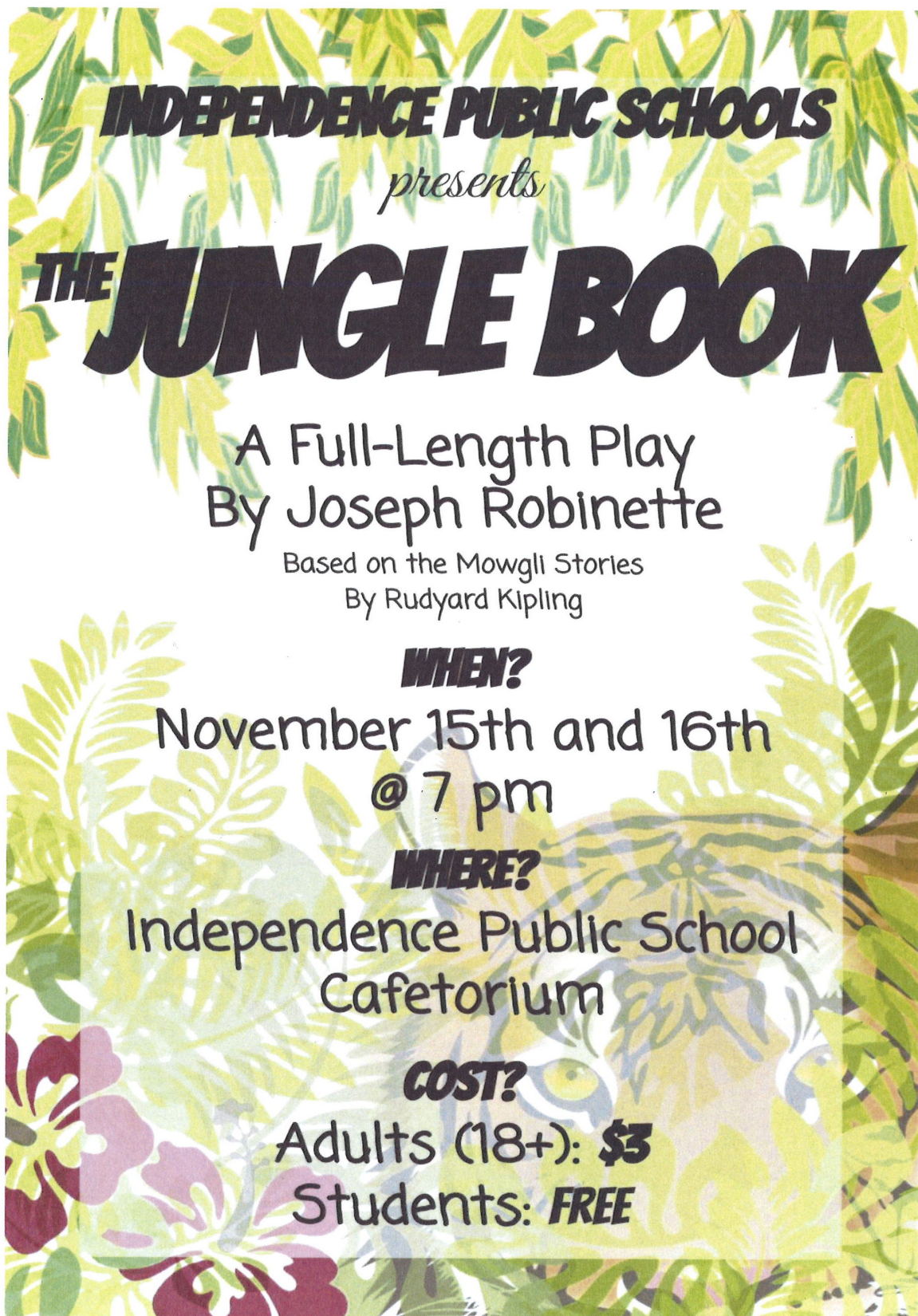
INDEPENDENCE ATHLETICS CONCESSIONS VOLUNTEERS NEEDED

The Independence Athletic Booster Club is looking for help to fill their concession workers shifts. Please see the link for the dates and times. Your time is appreciated because it helps raise funds to assist the Independence athletic programs. <https://www.signupgenius.com/go/70a0e4daaad2da4f58-independence>



attendance MATTERS

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



INDEPENDENCE PUBLIC SCHOOLS
presents

THE JUNGLE BOOK

A Full-Length Play
By Joseph Robinette

Based on the Mowgli Stories
By Rudyard Kipling

WHEN?
November 15th and 16th
@ 7 pm

WHERE?
Independence Public School
Cafetorium

COST?
Adults (18+): **\$3**
Students: **FREE**

Veterans Day

HONORING ALL WHO SERVED



All are welcome to join the Independence students, faculty, and staff as we recognize and honor our country's military during our annual Veterans Day observance program.

Friday, November 8, 2019

Program begins at 10:00 AM in the Independence School Gymnasium.

Doors open at 9:30 AM.

We extend a special invitation to veterans, current military personnel, reservists, and their families. Even if you have no connection to the armed forces at all, please consider joining us for this very memorable program honoring our service men and women.

The program will consist of the American Legion Post #186 and Auxiliary presenting the colors, the Pledge of Allegiance, music performances by elementary, middle, and high school choirs, and patriotic music selections by the high school band.

The guest speaker this year will be Michael Lyga presenting a continuation of "Stories from World War II and Beyond: War Heroes and Everyday Heroes" -- a collection of stories centered around World War II veterans of Independence. Mr. Lyga is the author of [Small Town Goes to War: Biographies of the World War II Veterans of Independence, Wisconsin](#) and founder of the Independence Veterans Memorial Museum. Mr. Lyga is a retired educator of Ashwaubenon High School, Green Bay and Independence graduate of 1969.

Following the program, all veterans and community members are invited to a luncheon in the cafeteria hosted by the Independence National Honors Society.

If you are unable to be with us in person, the program will also be live streamed on our school's website beginning at 10:00 AM.

EMPOWERING OUR COMMUNITY



INDEPENDENCE PUBLIC SCHOOL WEDNESDAY, NOVEMBER 13

FREE MEAL: 5:30-'TIL GONE
SESSIONS: 6:30 - 8 P.M.

SESSIONS

MOCK BEDROOM:

How to recognize the signs of drug use in a youth's bedroom.

MENTAL HEALTH:

How to recognize symptoms and learn about resources.

ONLINE SAFETY:

How to monitor your child's social media.

SCHOOL SAFETY:

Intruder drills and crisis management.

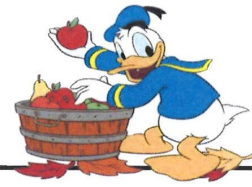
COMMUNITY PROVIDERS WILL ALSO BE AVAILABLE.

FREE childcare provided from 6 - 8 p.m.
Door prizes & give aways throughout the night!

FREE  PROVIDED!

Contact: Heidi Meyer | meyerh@indps.k12.wi.us | 608-989-2525 ext. 251

November 2019



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 END OF 1 ST QUARTER FFA NATIONAL CONVENTION	2 CROSS COUNTRY STATE AT RIDGE GOLF COURSE FFA NATIONAL CONVENTION FB LEVEL 2 TBD VB SECT CHAMP
3	4 FALL AWARDS 6:00PM 	5	6 2:30 DISMISSAL 7:00PM SCHOOL BOARD MEETING 	7 VB STATE @ GB BLOOD DRIVE 2-6PM MS BBB VS CFC 4:30 	8 VETERAN'S DAY PROGRAM 10:00AM 	9 VB STATE AT GB FFA LEADERSHIP FB LEVEL 3 TBD DAIRYLAND BAND & CHOIR CONCERT 7PM
10	11 FIRST DAY OF GBB PRACTICE	12 MS BBB @ MM 4:30	13 2:30 DISMISSAL WELLNESS NIGHT 5:30-8:00PM	14 CLUB'S CHOICE DELIVERY MS BBB @ GILMANTON 5:30PM	15 DRAMA PRODUCTION 7:00PM	16 FB LEVEL 4 TBD DRAMA PRODUCTION 7:00PM
17	18 FIRST DAY OF WRESTLING PRACTICE FIRST DAY OF BBB PRACTICE	19 MS BBB @ B-T 4:30PM	20 2:30 DISMISSAL	21 STATE FOOTBALL @ CAMP RANDALL MS BBB VS A-P 4:30P GBB VS NEW AUBURN 6:00/7:30PM	22 STATE FOOTBALL @ CAMP RANDALL	23
24	25	26 ALUMNI PANEL 1:00PM MS BBB @ CFC 5:00PM GBB VS MONDOVI 6:00/7:15PM	27 NO SCHOOL 	28 NO SCHOOL 	29 NO SCHOOL 	30

DECEMBER 2019



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 ·GBB VS CADOTT 6:00/7:15PM	3 ·MS BBB VS LINCOLN 4:30PM	4 ·2:30 DISMISSAL ·7:00PM SCHOOL BOARD MEETING 	5 ·MS BBB VS GILMANTON 4:30PM ·GBB VS ECI 6:00/7:15P ·BBB @ GRANTON 7:00 ·WR @ ONALSAKA HS 7:00PM	6	7 ·WR @ MONDOVI 9:00A
8	9	10 ·FFA FRUIT PICK-UP ·MS BBB VS B-T 4:30PM ·GBB VS GILMANTON 6:00/7:15PM	11 ·2:30 DISMISSAL	12 ·ELEMENTARY MUSIC CONCERT 4k-1 ST GR 10:00AM AND 2:00PM ·BBB @ ECI 6:00/7:15P ·MS BBB @ PEPIN 4:30 ·WR VS MONDOVI 7:00	13 ·GBB VS B-T 6:00/7:15P	14 ·WR @ LOGAN 10:00AM
15 ·POWERLIFTING REGIONAL 9:00AM	16 ·MS/HS BAND AND CHOIR CONCERT 7:00P	17 ·BBB VS GILMANTON 6:00/7:15PM	18 ·2:30 DISMISSAL ·SADIE HAWKINS DANCE 7:00PM	19 ·ELEMENTARY MUSIC CONCERT 2 ND -5 TH GR 10:00AM AND 2:00PM ·GBB@CASHTON 6:00/7:30P	20 ·WR @ WHTL 4:00P ·BBB@B-T 6:00/7:15P	21
22	23 ·NO SCHOOL <i>Christmas Vacation</i>	24 ·NO SCHOOL 	25 ·NO SCHOOL 	26 ·NO SCHOOL <i>Christmas Vacation</i>	27 ·NO SCHOOL ·BBB @ ELMWOOD JV 3:30/V 5:00PM ·GBB @ ELMWOOD V 3:30/JV 5:00PM	28 ·WR @ UW-EC 9:15AM
29	30 ·NO SCHOOL 	31 ·NO SCHOOL 	1 ·NO SCHOOL 	2 ·SCHOOL RESUMES		

BOXTOPS 4 EDUCATION

Thank you to everyone that sent Boxtops in this year! We will continue to collect Boxtops for the 2019-2020 school year. Our goal for this year is \$3,000. 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.



Indee Apparel

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.

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.



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:

- Box Tops
- Pop Tabs
- Cans 4 Kids (aluminum cans)
cans can be put in fence by football field

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.



- Independence Public School
- Independence K-12 Art
- 3rd Grade at Independence
- 4th Grade Independence Elementary
- Independence Athletic Booster Club
- Independence Indees Music Dept
- Indee Drama Club
- Independence FFA
- Independence Post Prom
- Independence Gilmanton-Football
- Indees Volleyball
- Independence Gilmanton XC
- Independence Indees Girls Basketball
- Independence Indees Boys Basketball
- Independence-Gilmanton Track & Field
- Indees Fastpitch Softball
- Independence Indees Baseball
- Independence High School Powerlifting

SCHOOL DELAYS AND CLOSINGS DUE TO INCLEMENT WEATHER
School District of Independence
2019-2020

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.lacrosseradiogroup.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