

Independence District



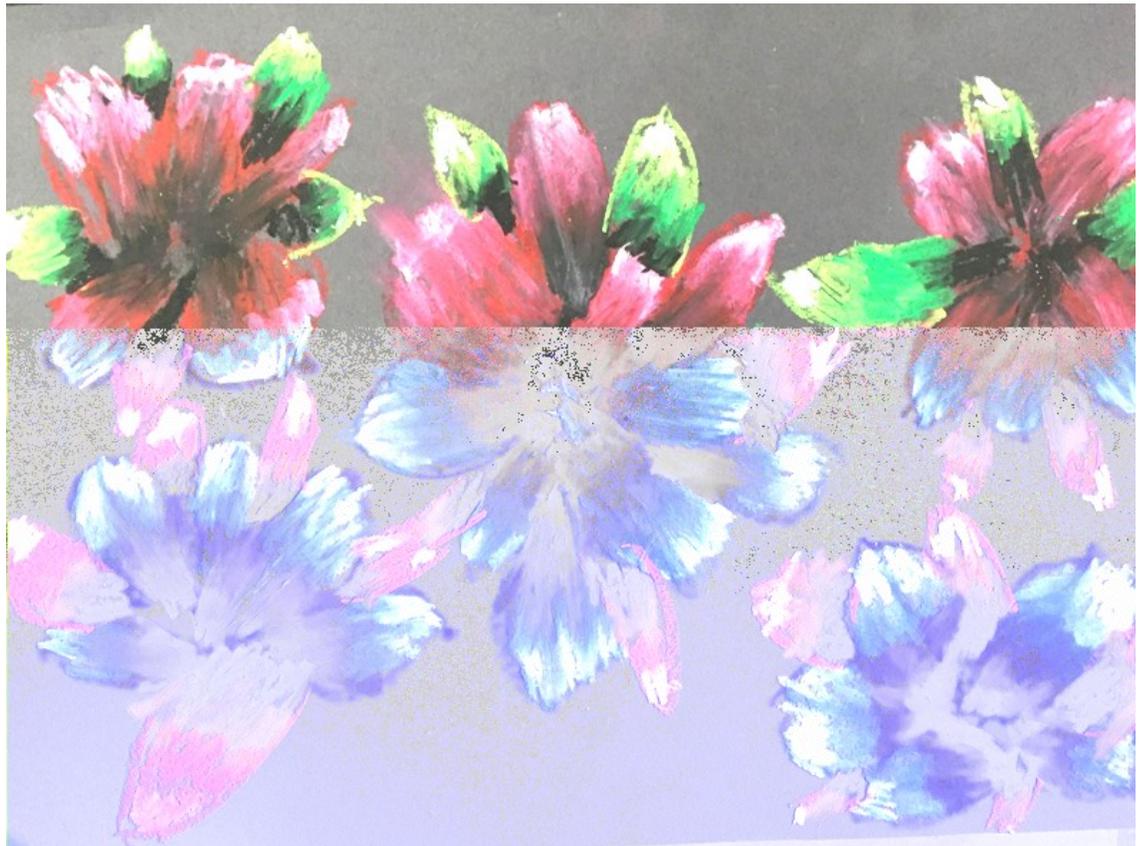
Newsletter

January/February 2017

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Famous Indee Artwork



Fourth Grader Kendra Klimek, daughter of Daryl & Renee Klimek, created these poinsettias using oil pastel. Fourth graders learned the "recipe" for using value (lights and darks) to create drawings that look more dimensional. Kendra did a beautiful job creating multiple blooms!



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From the Desk of Mr. Schmitt

THE NEXT LEVEL



If you have ever been involved in an athletic activity as a participant or a fan, you have probably heard a coach, player, or commentator say something about an individual or a team "taking it to the next level". The implication is that level will be a higher level of performance. To do that, there is also usually a reference to increased motivation and effort that will lead to better performance and the accomplishment of the goal.

Of course, to "take it to the next level", you must know what that level is. For athletics it usually refers to a win or some other measure of performance, such as a decrease in time in a race or an increase in points in a game. In education, our performance measures are usually test scores, graduation rates, or college and career readiness indicators. Just this past month, the State of Wisconsin released District and School Report cards after a one year hiatus (see related story in this newsletter). Although I was generally pleased with the report cards, there is still room for improvement. Our data shows growth and evidence that we are closing the gaps between our minority and special populations, as well as an increase college and career readiness, but our student achievement scores are not where I would like them to be. This is the "next level" that we need to focus our efforts on.

That effort actually has begun. We didn't need the State's report card to know that we weren't getting high scores in student achievement. There are other tests, such as the ACT, which give us student achievement scores. In fact, the ACT score is one of the tests the State uses to calculate the District's report card score. We also give a number of standardized tests at the school levels such as AimsWeb and STAR Reading and Math that also give us

indications to our student achievement levels.

An area we are working to get to the next level District wide are our reading scores and our efforts are beginning to pay off as is shown on our growth and closing the gap scores on our report cards. Reading, especially reading comprehension, is a fundamental skill our students need to be able to achieve and succeed in any academic area. Math is the other fundamental area and we continue to monitor and focus efforts in that area as well.

Besides all the changes in core instruction and interventions implemented in the reading and math areas to improve our student achievement, another big area to get to the "next level" is expectations. Student achievement expectations are being addressed in the District's new grading policy and philosophy. Grades are no longer based on accumulating points, but instead on showing evidence of mastering skills and concepts which are generally referred to as standards. Although things such

Grading Policy

as doing homework or participating are important in the learning process, they do not always indicate if students have actually learned the skills and concepts being taught. Therefore, all our students are expected to achieve proficiency on all standards they are being taught and if assessments show they are not at proficiency then interventions are implemented until they do achieve at proficiency. This has been a major culture shift for our student body as our school no longer accepts or allows students to "give up", "take a zero", or fail. Any good teacher knows that setting high expectations of students will usually lead to better performance and research supports that. To emphasize that expectation, our District has set a goal that all students will perform at proficiency on at least

80% of the standards they are taught. This is a lofty but realistic goal. To get to the next level, you have to set that level.

In the past five years, the District has done extensive work to address the needs of our students. The foundation has been put in place,

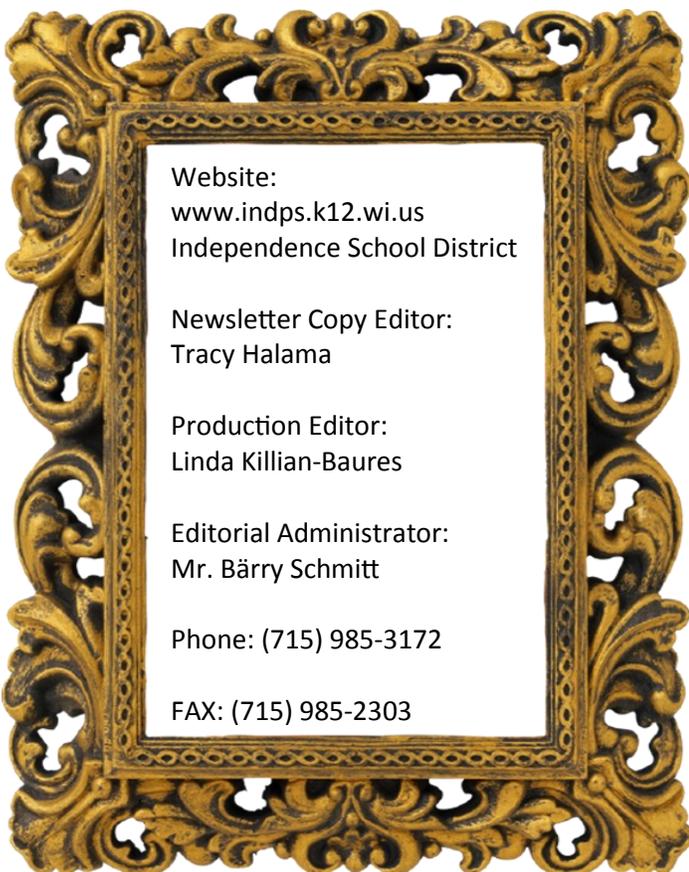
NEXT LEVEL



but constant monitoring and adjustments continue to be made. We are making gains as indicated in our growth and closing the gap

scores. The "next level" is to increase our student achievement scores. Being the "Best School Ever" requires us to first increase our achievement levels to the state average and then to continue to increase that score in the future. Thank you for your support.

Bärry Schmitt
District Administrator/9-12 Principal



Vanderloop Scoop

Health and Happiness Produce Success



If you have ever walked into work, a family/friend gathering, or another social situation, and could sense a negative "vibe," it probably set the tone for the rest of the time you were there. This is true for so many of us as we go about our days and are placed in so many unique situations. Our students feel this same "vibe," and although this may not be the hip term used, they certainly feel it and respond accordingly. What we, as adults need to realize, we have control over this feeling and have control over the environment we set for our students, your child.

At the beginning of the year, I focused this newsletter article on the type of team we can create between home and school. In order to have a successful start to the year, we needed to come together as a team and support the needs of each child we serve. I will say, for the most part, we have done this job with great success. Our system at school is stronger than ever to help students who need additional academic support. Students are responding with their knowledge of the taught standards. Through our parent meetings and scheduled conference times, we are seeing parents across our district partner with us to help make this school year one of growth for the child we both support. We need to continue that collaborative relationship and challenge ourselves to provide even more success for each child.

Health
& Happiness

"Happiness is when what you think, what you say, and what you do are in harmony."
Mahatma Gandhi

Happiness is a frame of mind, and we can control it. I welcome each day with the spirit of positivity. My goal is to see the clichéd glass as half full each time I'm presented with a situation. This can be a time when I am meeting with a student about an academic or behavioral need, having a crucial conversation with a staff member or a parent, or having to complete a task that may require a lot of time and effort. I want to welcome each one of those situations with the spirit of positivity. This allows my happiness to shine through to each person I serve and support throughout the day. By this approach, I'm also able to see different perspectives. This has proven beneficial time and time again.



Students need to be happy. Simply stated, their success is a product of their happiness. If we do not allow students happiness, there is a greater chance of mediocre success or even failure. I am amazed at the expectations we place on students these days. I support the expectations we place on them, but I have a hard time believing they will be successful if they are not happy, and approach each situation with a positive mindset. Part of that happiness is knowing someone cares about them and is willing to help them out when times are tough. At Indee, staff do a great job welcoming students to the classroom and providing the support students need to be successful. We, myself included, are far from perfect, but with the right mindset, we are improving how we serve each student.

At home, please continue to provide ways to find happiness for your child, or start that journey with your child. Simple things can go along way towards building a place of happiness or safety.

Here are a few suggestions on how to get started:

Get Happy Yourself (it is infectious)

Teach Them to Build Relationships (have them work out issues with family or friends)

Expect Effort, Not Perfection (back to effort and grit, keep trying)

Teach Optimism (look for the good in each situation)

Teach Emotional Intelligence (help them understand their feelings)

Form Happiness Habits (small positive habits can multiply)

Teach Self-Discipline (help them understand how to overcome distractions)

More Playtime (with peers or family members; it works)

Rig Their Environment for Happiness (if we are healthy and happy, they will be healthy and happy)

Eat Dinner Together (this shows you care and builds communication skills)

These bolded concepts were taken from the article: Eric Barker, "How to Raise Happy Kids: 10 Steps Backed by Science" *Time* March 24, 2014.

Let's take the moment to reflect on what we discussed. We want healthy kids. Their success is dependent upon their happiness in life and we can help them get there with some of the concepts/steps discussed above. Parents, please know we continue to support your child each day and we are working hard at building a supportive environment here at school. Please continue your work at home and build a place where your child finds happiness. This will ultimately result in something we all want for your child, our student...success!

With Indee Pride,

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dents are in college overall. Not just the math and science classes..

- Justify with evidence... important in all disciplines--math, science, English... every class.
- The answer doesn't matter. It is the process that matters.
- Math will get more exciting the more it is used.
- Communicate reasoning. It is not OK to do everything in your head.
- Math is communicating a solution and the reason for that solution.
- Knowing rules, functions, procedures, etc. is great but this will come when the above skills and habits are in place.

Our math department has had several trainings with a similar focus this year. Currently the entire math team is attending CESA workshops on formative assessments. As a district, we understand the power that math has on our student's futures and are excited to provide many opportunities to help our teachers hone their instructional practices for the good of our students.



Ms. Buss with Arcadia math teachers, Jeff Isensee and Samathana Ballentine, at UWL Math Symposium Saturday, December 3, 2016.

Attendance Policy

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.

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.

STATE REPORT CARD INFORMATION

Our school year is off to a great start! We are excited about our expansion of science and engineering programs, stronger reading supports, and our growing computer and technology opportunities. As a learning community, we are continually looking to improve Independence Public School. One source we use to reflect on our strengths and areas for improvement is the School Report Card.

The Department of Public Instruction (DPI) creates a School Report Card and District Report Card for every publicly funded school and district in the state. These report cards can be accessed online at: <http://dpi.wi.gov/accountability/report-cards>. The Report Cards are intended to help all schools and districts utilize data on specific measures to target improvement efforts to ensure students are ready for the next educational step – including the next grade level, graduation, college, and careers.

The current **School Report Card, based on the 2015-16 school year and 2 years prior**, looks a bit different than in the past due to changes required by the legislature. The overall idea for how report cards work is the same. At the foundation of the report cards are four priority areas. Schools and districts receive a score for each priority area:

Student Achievement proficiency in reading and mathematics on state assessments.

Student Growth measured by year-to-year improvements in achievement.

Closing Gaps in performance between specific student groups (comparing English language learners, low-income students, students with disabilities, and members of a racial or an ethnic group with their peers).

On-Track and Postsecondary Readiness is a measurement, using reliable predictors, of high school graduation and potential post high school success.

The priority area scores are then aggregated into an overall accountability score, from 0 to 100. This score is displayed in the top left corner of the School or District Report Cards. It is important to note that the 0 to 100 accountability score is not a “percent correct” measurement. The score is primarily based on our performance over the past three years, across the four priority areas.

Schools and districts are also evaluated on their level of student engagement – test participation rates, chronic absenteeism rates, and dropout rates when applicable. Based on its score, a school or district receives one of five rating categories, from *Fails to Meet Expectations* to *Significantly Exceeds Expectations*, as well as one to five stars.

Given the changes required by the legislature, many school and district scores changed as compared to the last report card. The changes include a weighting formula to account for poverty when priority area scores are combined into the overall score; a new method of calculating student growth; and the use of Forward Exam data, the third state test in three years. These changes impacted all schools and districts in the state. For Independence School District, it meant our district score went up as compared to the last report card.

DPI has produced two versions of each Report Card: a quick one-pager labeled “School Report Card” and lengthier, detailed version labeled, “School Report Card Detail.” Both versions can be accessed online at <http://dpi.wi.gov/accountability/report-cards> along with resources that explain the report cards. The one page School Report Card for our District is included on the next page.

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Independence

District Report Card | 2015-16 | Summary

Overall Score



Exceeds Expectations

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

Priority Areas

Student Achievement

English Language Arts (ELA) Achievement	25.6/50	33.6/50
Mathematics Achievement	27.0/50	33.9/50

Student Growth

English Language Arts (ELA) Growth	45.4/50	33.0/50
Mathematics Growth	34.9/50	33.0/50

Closing Gaps

English Language Arts (ELA) Achievement Gaps	40.1/50	16.7/25
Mathematics Achievement Gaps	33.6/50	16.2/25
Graduation Rate Gaps	NA/NA	27.9/50

On-Track and Postsecondary Readiness

Graduation Rate	37.9/40	36.4/40
Attendance Rate	37.9/40	37.0/40
3rd Grade English Language Arts (ELA) Achievement	5.0/10	6.8/10
8th Grade Mathematics Achievement	6.5/10	6.4/10

District Max Score	State Max Score
52.5/100	67.5/100

District Max Score	State Max Score
80.3/100	66.0/100

District Max Score	State Max Score
73.7/100	60.8/100

District Max Score	State Max Score
87.3/100	86.6/100

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	NA
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

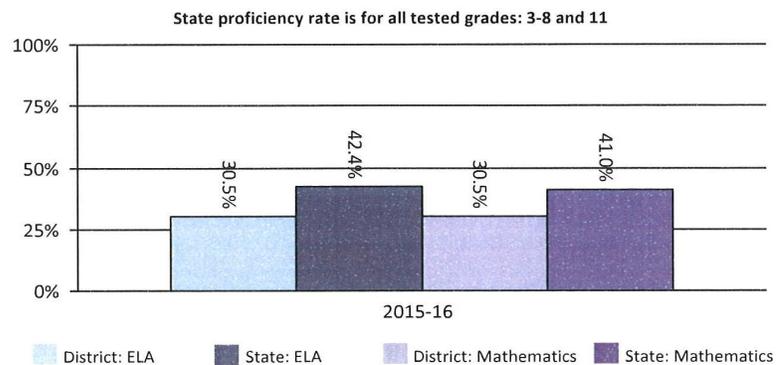
Total Deductions: 0

District Information

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

Wisconsin Student Assessment System Percent Proficient and Advanced

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



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

STEM-Science, Technology, Engineering, and Math Community Partnership

On November 23rd we held our first, of what will be an annual conversation, about the Science, Technology, Engineering and Math work we are doing, in collaboration with the community, to prepare our students for a broad range of post high school opportunities.

Minutes of that meeting

Attendance-

Teachers: Jenna Sonsalla, Amber Guza, Jason Hovell, Kayla Olson
Administrators: Barry Schmitt, Dawn Woychik, Rob Vanderloop, Melissa Pientok
Parents: Jackie Cooper, Jake Rombalski, Jen Rombalski, Jeff Cooper, Mike Skroch
Students: Gabe Rombalski, Chase Cooper, Madelyn Woychik
Industry: Ken Halama,, Jackie Cooper, Jake Rombalski, Joe Bragger, Jeff Cooper, Mike Skroch , Kris Gengler

School and District Sharing-

Summary of updated classes offered to grades 6-12 in Science, Technology and Ag. Focus is on hands on, critical thinking, and problem solving. Shift to Next Generation Science Standards means students participate more to make meaning rather than the teacher imparting knowledge. Enrollment by gender and special populations shared. Need to keep working towards a balance and opening opportunities to underrepresented populations. Overview of scheduling process, course description book, master schedule and scheduling process. Contacts have been made to WTC to consider partnership to update shop space. In spring we will want Jackie to come back and share internship opportunities and set a tour date for Ashley. Summer school is being opened up to include reading, math, enrichment, and STEM. Lego mindstorm work shared and the need to purchase more sets to keep in house. Mississippi Valley Enrichment events summarized.

Industry Sharing--

Consider a school fair to showcase the work described today.
 Discussion about the work Eleva has done including pros and cons of specializing in one area.
 Look for ways to include more work experience and consider apprenticeship as well as work study to give students more exposure to options.
 We need to develop more community partnerships.
 Continue to develop math program and **application** of math concepts.
 Increase communication about what we do.
 Consider partnering with Small Business Administration.

Student and Parent Sharing--

Excited about the increased opportunities in the STEM areas. Many more options and not as text-book based as parents recall from their high school years.

Guests then spent time in our middle and high school science and ag/tech ed classrooms observing student learning.

Next meeting will be held Wednesday November 22, 2017.

Additional stakeholders are invited. Please contact Dawn Woychik if interested
woychikd@indps.k12.wi.us 715-985-3171 Ext. #111.

Teaching Digital Natives

As I look around our district at all the technology at our disposal as tools for our teachers to use in their daily lessons, I begin to think about how the students we are teaching haven't really ever been without technology at their disposal. Apple introduced the first iPod in 2001, when this year's senior class was 2 years old. Six years later the first iPhone was introduced as well as the first iPod Touch, when our seniors were 8 years old. From there, technology has continued to develop and enhance the user's experience with each new and better upgrade. Many of our students have had these mobile devices in their hands since they were in elementary school, so how can a teacher work to reach these students with the technology we have when they have grown up with it and have been entertained by this technology for years? How does a teacher make each lesson engaging and meaningful when they are still trying to figure out the latest and greatest technology tool? If you also take into account the number of students that have grown up with gaming consoles in their house, the task of making lessons engaging seems insurmountable based on the sheer entertainment value that those gaming consoles provide.

So, what is a teacher to do because with technology constantly changing it's almost impossible to keep up with the changes as well as the changes in the educational world alone? Teachers are then also trying to make each lesson engaging for all students. That is where I come in. As the Technology Integration Specialist for the district, I am working to stay on top of technology trends and provide trainings for our teachers on the different technology available for them to use. In the past three years, our dis-



trict has made a strong commitment to providing our teachers and students with top-notch technology, from SMARTboard in all classrooms to our 1:1 initiative to revamping our science curriculum to provide more technology concepts within each class. The next step continues to be making use of this technology in meaningful and engaging ways.

A couple of ways our teachers have begun to make lessons more meaningful and engaging is by using the different web tools available to create content or to use the technology in a way that makes the content the students are learning more like a game. For instances in our 3rd and 4th grade classes our students have participated in what is called a digital breakout. In this breakout students are given a problem where someone is "locked" in a room and they need help to open the locks. Students then have to use clues on the website related to a topic to decipher what the lock codes could possibly be. When students are working on a breakout they are using many problem solving skills as well as collaboration skills all while they are learning about the content the teacher needs them to learn or review. Most of our Middle School and High School teachers use Google Classroom to help keep our students



Classroom

organized and it is a streamlined way for students to see what is assigned to them as well as turn in their work digitally. These teachers also take advantage of online tools such as Kahoot, Quizlet and many of the G Suite Apps (Google Apps) to provide our students with meaningful assignments and reviews as they work on mastering the standards that are being taught.

Another concept we are working to increase the knowledge of is computer science. In December students learned more about coding to create computer programs or used code to program a robot to complete a task. One website, such as code.org, is a great tool for students to tinker with coding and learn the basics of using block code to create a program. We also have Spheros in the district, which are small robots that students can use apps on the iPads to program them to do different things. These robots also serve to help learn mathematical concepts or relationships such as time and distance. There are numerous lessons available for teachers to use the Spheros and teach related concepts in different curricular areas. It is the hope that with these tools we will continue to see engagement of students in our lessons increase and therefore achievement increase as well. We must remember that technology by itself will not increase achievement, but technology is a tool that we can use to help increase our student achievement by creating engaging lessons that make our students want to learn.

Melissa Pientok

5th Grade Class Continues To Grow

Technology Integration Specialist

At the start of the school year our 5th Grade class had 28 students. This was a high number for us and our district began monitoring this number to see if it would increase or decrease as the school year progressed. As of November 1st, this number had increased to 31 students. We always welcome new students to our district, but it does provide us with some challenges as we try to provide an amazing educational experience for each child.

At the Board meeting on November 2nd, School Board members met with administration to review potential solutions to this growing enrollment. Your School Board looked at the best interest of our students and believed this could be achieved by splitting the class into two sections of 5th Grade. We transformed a part-time classroom into a full-time 5th Grade classroom that is right next to the current 5th grade classroom.

After interviewing many candidates, we are happy to announce Heather Miles as our new 5th grade teacher. Mrs. Miles joins Ms. Larson as

A New Face at Independence

Our new Co-Fifth grade teacher is Heather Miles. Heather is a Mondovi Alumna and graduated from UW-Eau Claire with a K-12 Art Education degree and a 1-8 Elementary Education degree. She spent two years serving our country through the AmeriCorps program, which focuses on overcoming poverty within our country through the use of active educational assistance. Heather and her husband have a lovely two year old daughter, Gwyneth and a four



month old son, Oscar. Together they like hiking, singing loudly and off-key, and reading books together.

As this year progresses, Heather looks forward to being able to create lasting memories with the students. She hopes to learn more about the families as well. Heather says, "I am truly honored to be a part of your child's growing and learning process."

3rd Grade Excitement

The Third Grade class joined "The Global Read Aloud Project" this fall. The Global Read Aloud began in 2010 and has been in swing each fall since then. The goal of this project is to pick books to be read aloud to students, during a set 6-week period from October through early November, and during that time classrooms try to make as many global connections as possible. The book that we read this year was, The BFG, written by Roald Dahl. The Disney version was recently released on DVD!

Our class connected with other third grade classrooms from around the world. We personally discussed the book with a classroom from Texas using Edmodo, a kid-friendly "facebook-like" website that allowed us to post comments, ask questions, and make connections with those students about the book we read. We chatted about the characters, made predictions, and enjoyed figuring out what the "Gobblefunk" words meant in the story! Also, some of the countries that we connected with were: Canada, Australia, and Kyrgyzstan (a country in central Asia). We created our own video to give clues to other classrooms as to where we are located and enjoyed watching their video clues, too!

The read aloud was our favorite part of the day! We were excited every morning to see what



new adventure was happening with Sophie and the BFG. With each chapter ending, we hated waiting until the next day to find out what happened! As a celebration, we got to watch Disney's "The BFG", and then discussed the differences in what we imagined scenes to look like as we read, to what the movie producers brought to the big screen for us to see!

Row 1: Fritz Fankhauser, Gavin Koner, Naydi Morales Cervantes, Mareni Xochicale
 Row 2: Jose Cantu Lucio, Tanner Randals, James Carillo Taylor, Nayeli Ortiz Hernandez, Cristal Sandoval Lopez
 Row 3: Alex Tomas Torres, Owen Gierok, Yolanda Bautista Santiago, Kaelyn Dittner, Makiyah Scow, Nancy Maldonado Ortiz
 Row 4: Preston Solberg, Aidan Kirtley, Gunner Nelson
 Missing from photo: Kevin Guzman and Rodrigo Ortiz Reyes

Fourth Grade Narrative Writing

During the week of November 21st, the fourth grade students began a narrative writing activity. On the very first day, the students were given a set of LEGO blocks. In this set of LEGO blocks, they had a wide variety of materials to use from a witch's hats to pine trees. After they were given the set, they had 10 minutes to build a scene with characters and parts of their setting. Finally, the students wrote a narrative story about what was happening in their scene. There were so many creative ideas that the 4th graders had. This was a great activity for the students to practice working on their narrative writings, but also to use their imagination. Way to work hard, 4th grade!



Updated Check-out Procedures

In the event that a student becomes ill or injured while at school and needs to leave, school personnel will attempt to reach the parent, or the emergency contacts (relatives or friends) that the parent has listed on the Emergency/Medical/Custody Registration Form. Students leaving early for any reason need to have a call into the office by 1pm to ensure the student and teacher can be reached in an appropriate time.

Veterans Day Program 2016

Independence Public School, SS Peter and Paul students, faculty, community members, the American Legion Auxiliary Unit 186, and special guests honored American Legion Post 186 and other local veterans on Friday, November 11th with songs, speeches, and the presentation of colors at the annual Veterans Day program.

The program started with the Posting of the Colors by the American Legion Post 186. Hannah Halama, Student Council President led the Pledge of Allegiance. We were given a welcome by Barry Schmitt. Songs were sung by IHS Choir, Independence Elementary 4th and 5th grade choir and 2nd and 3rd grade choir, SS Peter and Paul 7th and 8th grade choir, and IHS Concert Band. Dale Marsolek, a 1987 IHS alumni who served in the army was the guest speaker. Closing remarks were given by the Veterans Day Coordinator Pam Lehmeier.

Veterans and community guests were treated to lunch hosted by the IHS National Honor Society.



Alumni Panel



It was great to welcome back four Independence Alumni for a panel presentation on career paths on Wednesday, November 23rd.



- ◆ Daryl Baxa – Daryl graduated in 2003. Went to Marquette with a Bachelor's of Science in Accounting. Worked for Ernst & Young doing Corporate Tax, Individual Income Tax, and International Tax. Went to Robert Half, an International staffing/recruiting organization finding accountants jobs. In September, Daryl decided to partner with a former classmate and started their own boutique staffing/recruiting company called Opendoor Search.
- ◆ Matt Halama – Matt graduated in 1999, studied elementary education and Spanish at UWEC. Taught in Arizona, currently works in global trade/logistics. Just this summer he and his wife made his dream come alive as they began to draft their first book together, and a few months later their creation, Door Within a Door, is now in print.
- ◆ Anita Lauper – Anita graduated in 1987. She attended college for International Business (Business, French, and German majors) and completed her undergraduate studies in France. She earned her masters of Business Administration from the Monterey Institute of International Studies in Monterey, CA. She is a dual citizen (Swiss and American) and speaks 4 languages. She was a professor at WTC and Viterbo. She is currently a certified product manager and consultant in the information systems arena.
- ◆ Paul Sobotta – Paul graduated in 1981. Has a Bachelors in Mechanical Engineering from UW-Madison. Worked for Boeing Aircraft Company from 1986 – 1997 when he started his own engineering and manufacturing company, specializing in commercial aircraft interior modification. He built the company to 300 employees before retiring last year.

A clear message that hard work and dedication can allow you to reach any goal was shared by all four panel members along with much inspiration and encouragement for students to dream big. Response from the student body was very positive and we hope to continue to offer more panel presentations like this in the future. If you are an Indee Alumni interested or know of one that might be, please contact Mrs. Woychik at 715-985-3172 ext. 111 or woychikd@indps.k12.wi.us.

Any and all education and career paths are welcome!

Christmas in Minneapolis 2016

On Saturday, December 3rd, 11 High School students and 6 parents traveled to Minneapolis for "A Minneapolis Christmas". The first stop was Santaland at Macy's Downtown. The students stood in line along with parents and hundreds of toddlers waiting to see Santaland.

For nearly 50 years, families have stood in line each holiday season, waiting in anticipation for a tradition that delights both children and adults alike – what Minnesotans call the Macy's 8th floor holiday display.

Since 1963, Macy's (Dayton's/Marshall Fields) 8th Floor Auditorium holiday display has enchanted visitors of all ages. The animated display is like a giant New York City department store window display, allowing visitors to walk through elaborately decorated scenes with every twist and turn. Over the years, the display's themes have included Dickens' Village, Charlie and the Chocolate Factory, The Velvet-reen Rabbit, Nutcracker and The Wizard of Oz.

After Santaland, we went for lunch to Hell's Kitchen which was just a block away. Good thing we had reservations, people were waiting for over an hour for a table. Some of us enjoyed the Juicy Lucifer which Minneapolis is known as the birthplace of melted cheese-in-the-middle burgers...ours had a big patty of grass-fed ground beef smothering a hot molten epicenter of cheese. Some tried the Peanut Butter &

Bacon Burger which was a Grilled grass-fed beef topped with creamy house-made peanut butter, slabs of thick bacon and mayo. And then there was the sweet pear and ham sandwich.

We then hopped in the vans and headed to Plymouth, MN where we saw "Away in the Basement". It was 1959 and the day of the Sunday School Christmas Program. The ladies of the kitchen are finishing up the goodie bags and putting final touches on the nativity pieces. Little do they know what surprises are in store for them as they are called upon to, once again, step in and save the day. Needless to say the students were the youngest in the crowd. But I think they laughed the hardest. We enjoyed the comedy of the Norwegian Church ladies "Don't ya know!"

We headed back to our hotel for a 30 minute wardrobe change. 1/3 of the group decided to go to the Mall of America for some shopping while the other group headed back into St. Paul, Loring Park, which held a Holidaz-zle. The best way to describe it is a mini Warrens Cranfest and a Mini Rotary lights combined with an ice skating rink. Once back at our Hotel, some ordered in food, some relaxed, and others went to bed.

We woke up Sunday morning to snow. Luckily for us, we did not need to leave the hotel until 10:00am. After breakfast a group headed to the Twin Cities Premium Outlets, another to the Mall of America, and the remainder stayed back to rest or swim. We all met at noon to head to Greenwood, MN to the Old Log Theater where we saw the Million Dollar Quartet. The musical captured the memorable day when four Rock n' Roll greats made music history. On December 4, 1956, an auspicious twist of fate brought together Johnny Cash, Jerry Lee Lewis, Carl Perkins, and Elvis Presley at Sun Records' storefront studio in Memphis, TN. The man who made it happen was the "Father of Rock'n'Roll," Sam Phillips, who discovered them all. This was the only occasion the four legends-to-be played together, and it has come to be known as one of the greatest rock jam sessions



A photo opp at Hell's Kitchen

of all time. The cool thing was to see this musical exactly 60 years to the day later.

We were very fortunate to see 2 excellent productions. They were both so good, many of us could not say which one was better.



Photo of the actors in their everyday clothing doing a talk back to the crowd where we could ask questions.



Pictured above are the IHS students with Frank Joseph Moran, who played Elvis. Frank is from Chippewa Falls, WI. So needless to say, we were his biggest cheering section.

Row 1: Jennifer Salazar, Bethany Skroch, Tayea Campbell, and Adaelyn Kalk.

Row 2: Bailie Bautch, Daniella Warner, Brianna Truog, Cassidy Kabus, Frank Joseph Moran (Elvis), Hannah Halama, Sara Marsolek, and Barbara Suchla.

The trip was headed up by Tracy Halama who does it so students can experience theatre, since both the making of theatre and attending theatre contributes to education and literacy. Many of the students at IHS don't see beyond Independence. This is an opportunity for them to experience something bigger. This trip is a smaller version of what 2 former High School teachers had started over 20 years ago. After their retirement there had been a year without the arts trip. Tracy took it on about 4 years ago in hopes to continue the experience. If students are interested in attending next year, watch the school announcements and your emails at the end of the year. Thanks to the school board and administration for allowing us to continue this great experience.

Needed!

Gently used snow pants (sizes 4-10), snow boots (kids 11-4), and mittens or gloves (prefer heavier snow mittens or gloves). We **DO NOT** need any hats at this time.

Believe it or not, the economy has made it tight for everybody, and you may not think about it, but there are plenty of needy students around here, and we try to do our share to help them.



These items can be dropped off at the Public School Office. Students will be a lot warmer thanks to your generosity.

2016 Fall Sports Awards

*Bold are Letter Winners

Football:

Nick Bangiorno, Riley Bangiorno, Ethan Bautch, **Cody Blaha**, **Chase Cooper**, John Halama, **Hunter Fredrickson**, **Aaron Gierok**, **Andrew Grulkowski**, **Russell Heiden**, **Dayne Keenan**, Matt Kingsbury, **Dustin Knopps**, **Carter Koval**, **Austin Matchey**, Jordan Matchey, **Bryan Morales**, **Blane Olson**, **Isaac Pape**, **Ian Pfaff**, **Jesse Pientok**, Alex Risler, **Justin Samson**, Zach Taylor, **Dakota Waletzko**, **Jonathan Warner**, **Ean Wright**, and Yael Xochicale

Most Improved Player-
Justin Samson

Most Valuable Offensive Player-
Dayne Keenan

Most Valuable Defensive Player-
Blane Olson

All Conference-
1st Team-

Aaron Gierok (offensive tackle)
Blane Olson (Defensive end)

Honorable Mention-

Dayne Keenan (running back and
Linebacker)

Volleyball:

Baillie Bautch, **Brittney Brown**, **Olivia Conrad**, **Nicole Filla**, Geri Fredrickson, Elaina Gamroth, Jorgiann Gierok, **Jaydin Guza**, Rylie Guza, **Hannah Halama**, **Cassidy Kabus**, Adaelyn Kalk, Jenessa Kamrowski, Alyssa Kulig, Melanie Ovalle, Hailey Proctor, **Chelsea Rachel**, **Barbara Suchla**, **Susan Thoma**, Brianna Truog, **Lynnsey Tuschner**, and **Daniella Warner**

Most Valuable Player- Hannah Halama

Most Digs- Daniella Warner

Most Aces- Nicole Filla

Most Blocks and Kills- Lynnsey Tuschner

Volleyball:

All Conference-Honorable Mention:

Hannah Halama
Lynnsey Tuschner

Boys Cross Country:

Tyler Christianson, **Isaac Gierok**, **Sam Killian**, Dylan Marsolek, **Xavier Payton**, **Dustin Skroch**, and **Nathan Skroch**

Most Valuable- Sam Killian

Most Improved- Dustin Skroch

Girls Cross Country:

Yulisma Garcia, **Cassidy Kabus**, Amy Lien, **Sara Marsolek**, Jennifer Salazar, **Mikayla Saul**, **Lauren Sylla**, and **Maddie Woychik**

Most Valuable- Cassidy Kabus

Most Improved- Maddie Woychik and Sara Marsolek

All Conference-Second Team:

Cassidy Kabus

Cheerleading:

Tessa Brantner, **Brittney Brown**, **Devon Diebold**, Ashley Lundgren, **Sara Marsolek**, **Alexis Noble Meraz**, Melanie Ovalle, **Chelsea Rachel**, Neveah Scow, Bethany Skroch, **Nicole Skroch**, **Darby Smieja**, **Miranda Stegerwald**, Nicole Suhr, **Susan Thoma**, and **Maddie Woychik**

Academic All Conference (4th Quarter):

Allison Bragger, Brittney Brown, Geri Fredrickson, Hunter Fredrickson, Andrew Grulkowski, Jaydin Guza, Hannah Halama, Cassidy Kabus, Dayne Keenan, Sam Killian, Sara Marsolek, Austin Matchey, Presley Monsos, Ian Pfaff, Barbara Suchla, Susan Thoma, Dakota Waletzko, Daniella Warner, and Jonny Warner

National Honor Society Welcomes New Members

This past fall the Independence School District chapter of the National Honors Society announced the new members to the organization. All students that are Juniors or Seniors and have a minimum of a 10.0 GPA are invited to complete an application. The application allows students to highlight their specific skills in the areas of "Scholarship, Leadership, Character and Service," these are the main pillars of the National Honors Society. Through the application process students are asked to describe their leadership positions both in and out of school, discuss volunteer work that they have been involved in and extra-curricular activities they participate in as well as list any acknowledgements or awards they have received. As a final component to the application we ask



Row 1: Dakota Waletzko, Andrew Grulkowski, Joseph Pyka
 Row 2: Cassidy Kabus, Hannah Halama, Baillie Bautch-Breitung, Nora Killian
 Row 3: Anna Bragger, Morgan Becker, Madelyn Woychik

and Madelyn Woychik. They join current members Baillie Bautch-Breitung, Hannah Halama, Joseph Pyka, and Dakota Waletzko. The members of National Honor Society are required to attend monthly meetings in which they discuss various aspects and service work to be completed in the community. In addition to the meetings, the National Honor Society members participate in a variety of service or volunteer projects within the community. Such service activities include: hosting the luncheon for the Veterans Day Ceremony, highway clean up, aiding at the choir holiday concert, volunteering at the reading outreach night, and various

other service projects throughout the year. Congratulations to all new members of the 2016-2017 school year.



each applicant to express why they feel they would be a good addition to the National Honors Society organization here at Independence High School.

Teachers then assess each application and rate each applicant in the following areas: Scholarship, Leadership, Character and Service. Discussion on each applicant is held at a meeting in November and students are then voted into membership with a majority vote required for membership in the organization.

The 2016-2017 National Honor Society newest members are: Anna Bragger, Morgan Becker, Andrew Grulkowski, Cassidy Kabus, Nora Killian,

Volleyball All Conference

Two ladies of the 2016 Indees Volleyball Team earned recognition by the coaches in the Dairyland Conference this year. Senior Hannah Halama and Sophomore Lynnsey Tuschner both earned a spot on the Honorable Mention team. Hannah was the team's all-around setter ending the season as the team's leader in assists. Lynnsey's role most of the season was middle blocker, and ended the season as the team's leader in kills and block kills. Both of these ladies' dedication, hard work, and love for the game was seen by many coaches in the area. Congratulations!



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.

NOTICE OF SCHOOL BOARD ELECTION (§.120.06(6)(b), Wis. Stats.)

NOTICE IS HEREBY GIVEN to qualified electors of the Independence School District that a School Board election will be held on Tuesday, April 4, 2017, to elect a school board members to the seat currently held by Charles Walek and Robert Guza for the at-large positions whose terms expire in April 2017. The incumbents are eligible for re-election. The term of office of this School Board member is three years, beginning May 1, 2017.

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 Tuesday, December 6, 2016 and not later than Tuesday, January 3, 2017 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 4:00 PM on Tuesday, January 3, 2017.

NOTICE IS FURTHER GIVEN that if a primary is necessary, the primary will be held on Tuesday, February 21, 2017.

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

Dated this 2nd day of November, 2016.

Leah Matchey, Clerk
Independence School District



**Who is responsible for transportation?
Parents are responsible for transporting their children to and from school.**

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

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

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

Can a parent select a specific school in the pupil's nonresident school district?

Yes. A parent may request a specific school or program in the nonresident district. However, assignment to the requested school or program is *not guaranteed* and your pupil may be assigned to a different school other than the one requested. It is up to each nonresident district to determine a pupil's school assignment.

Can an open enrolled pupil participate in sports and other extra-curricular activities in the nonresident school district?

Open enrolled pupils have the same rights and responsibilities as resident pupils.

Inter-scholastic athletics are governed by the Wisconsin Interscholastic Athletic Association (WIAA), which has rules concerning transfer pupils. Parents should check with the school district's athletic director about eligibility.

Important open enrollment dates

February 6 – April 28, 2017 – Parents must submit applications online or directly to the nonresident school district.

June 9, 2017 – Nonresident school districts must mail notices of approval or denial. If the application is approved, the school district must notify the parents of the specific school or program to which the pupil is assigned. If the application is denied, parents have 30 days to file an appeal.

June 16, 2017 – Resident districts must notify applicants if the application is denied. If the application is denied, parents have 30 days to file an appeal.

June 30, 2017 – Parents of accepted applicants must notify the nonresident district if the pupil will attend the nonresident district in the 2017-18 school year. If the parent fails to make this notification, the nonresident district may refuse to allow the pupil to attend the district.



2017-18 School Year

**Full-Time
Inter-District**

**Open
Enrollment**

**In Wisconsin Public
Schools**

(Information for Parents)

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

For more information contact:

Public School Open Enrollment Program
Wisconsin Department of Public Instruction
P.O. Box 7841, Madison, WI 53707-7841

Toll-free: 888-245-2732

Email: openenrollment@dpi.wi.gov

Web site: <http://dpi.wi.gov/oe>



2017-18

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.

You may apply for **open enrollment** from **February 6-April 28, 2017**

What is Public School Open Enrollment?

Wisconsin's inter-district public school open enrollment program allows parents to apply for their children to attend school districts other than the one in which they live. Applications may be submitted to up to three nonresident school districts.

Who may participate in open enrollment?

Pupils in 5-year-old kindergarten to grade 12 may apply to participate in open enrollment.

Open enrollment for prekindergarten, 4-year-old kindergarten and early childhood education is limited. Parents should call their resident school districts to find out if their preschool-aged children qualify for open enrollment.

How and when may parents apply?

The open enrollment application period for the 2017-18 school year is from February 6-April 28, 2017. **The application period closes at 4:00 p.m. on April 28, 2017. Late applications will not be accepted for any reason.**

Parents may apply online at <http://dpi.wi.gov/oe>.

Can I apply to a virtual charter school under open enrollment?

A pupil may only open enroll to an online/virtual school if: (1) the school has been created as a virtual charter school that meets the requirements of the charter school law [Wis. Stats. 118.40 (8)] or (2) the pupil is required to physically attend school in the nonresident school district every day that school is in session. Other important things to know about applying to virtual charter schools:

- A virtual charter school is not homeschooling. Pupils attending virtual charter schools are public school pupils.

- You must know the nonresident school district in which the virtual charter school is located. If you have any questions about this, call the virtual charter school.

- You must know your resident school district in order to apply.

- A list of 2016-17 virtual charter schools may be found at [this webpage](#).

Can an application be rejected?

Yes. Nonresident school districts may deny an application if regular or special education *space is not available* for the pupil; *special education or related services* are not available; or if the pupil has been *referred for a special education evaluation* but has not yet been evaluated.

Nonresident school districts may also deny an application if the pupil has been *expelled* during the current or preceding two years for certain violent conduct or if the pupil was *habitually truant* from the nonresident school district during any semester in the current or previous school year.

If there are more applications than spaces, pupils must be selected randomly, after giving preference to pupils already attending school in the nonresident school district and siblings of currently-attending pupils.

Some school districts establish waiting lists to fill unused spaces, but others do not.

Can a resident district prevent a pupil from leaving?

Yes, in limited circumstances. A resident district can deny a pupil's application for an invalid application (early or late application or missing information), ineligibility due to age (too young or too old), or if the resident district does not offer the same type of prekindergarten, four-year-old

kindergarten, or early childhood program as the nonresident district or the pupil is not eligible for the program in the resident district. These are also reasons that a nonresident district can deny an application.

Can parents appeal if an application is denied?

Parents whose applications are denied may appeal to the DPI within 30 days of the denial. State law requires the DPI to uphold the school district's decision unless DPI finds that the decision was arbitrary or unreasonable. The DPI's decision may be appealed to circuit court.

Must pupils reapply every year?

Once a pupil is accepted into a nonresident school district, the pupil may continue to attend that district without reapplication except that:

- The nonresident district may require a pupil to reapply one time—at the beginning of middle school, junior high or high school.
- A pupil may be returned to the resident school district if the special education required in a new or revised IEP is not available in the nonresident district or there is no space.
- A pupil who has become habitually truant in the nonresident district may be returned to the resident district.

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.

POLISH SUPPER

WHAT: Kluski (potato dumplings), Kielbasa (polish sausage), vegetable, drink & dessert

WHEN: Thursday, February, 23rd, 2017

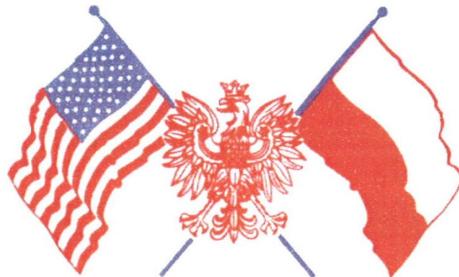
TIME: 4:00-7:00pm

WHERE: Independence Public School

COST: \$8.00 in advance/\$10.00 at the door

WHY: raise funds for a History Club
Holocaust in Europe Trip
(Germany/Poland/Czech Republic)

**Tickets can be purchased in advance from:
Olde' Mill Hair Salon, Southern Exposure,
School Office, or a History Club Student**



Independence History Club Prom Dress Resale

Saturday, January 21 (10am-4pm) and Sunday, January 22 (noon-4pm)

Location: Former Marry Go Round 103 5th Avenue N, Strum

\$10.00 per dress (no charge for crinoline or hoops if bringing a dress)

Drop Off Dates: At Independence High School

Monday – Friday (1/16-1/20) 3:30-5:00pm

Please bring dresses to the front entrance

Dress/Money Pick Up: At Independence High School

Monday – Wednesday (1/23-1/25) 3:30-5:00pm



Independence History Club Prom Dress Sale & Resale

Saturday, January 21 (10am-4pm) and Sunday, January 22 (noon-4pm)

Saturday, March 4 (10am-4pm) and Sunday, March 5 (noon-4pm)

WHAT: A Prom Dress Sale and Resale

We will be selling the donated inventory from the former Marry Go Round AND doing a Prom Dress Resale

WHERE: The Former Marry Go Round

103 5th Avenue N, Strum, WI

Payment: CASH – OVER 500 BRAND NEW dresses under \$300

If you have any questions contact **Tracy Halama**

at halamat@indps.k12.wi.us or 715-797-2048



Like us on Facebook “Independence Prom Dress Sale and Resale 2016”

January 2017

HAPPY NEW YEAR!



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 	2 NO SCHOOL 	3	4 2:30 DISMISSAL School Board Meeting	5 GBB vs C-FC 6:00/7:30pm (H)	6 BBB vs Augusta 6:00/7:30pm (H)	7 Wrestling @ Osseo 9:00am
8 OPEN GYM 5-8pm	9	10 GBB vs Mel-Min 6:00/7:30pm (H)	11 2:30 DISMISSAL	12 BBB @ C-FC 6:00/7:30pm MS GBB vs Mel-Min 4:45pm	13 GBB @ WHTL 6:00/7:30pm MS Wrestling @ G-E-T 5:00pm FFA Halftime Conference	14 FFA Halftime Conference
15 OPEN GYM 5-8pm Dorain - Vocal	16 GBB vs Arcadia 6:00/7:30pm (H) Dorain - Vocal	17 BBB @ Mel-Min 6:00/7:30pm MS Wrestling @ Mondovi 5:00pm MS GBB vs Gilmanon 4:30pm	18 2:30 DISMISSAL Blood Drive	19 End of 2 nd Quarter GBB @ ES 6:00/7:30pm Wrestling 7:30pm MS GBB @ B-T 4:30pm MS Wrestling 5:00	20 NO SCHOOL Teacher In-Service BBB vs WHTL 6:00/7:30pm MS Wrestling @ Arcadia 6:00pm	21 Wrestling @ Arcadia 9:30am MSGBB @ WHTL Prom Dress Sale & Resale Marry Go Round, Strum 10am-4pm
22 OPEN GYM 5-8pm Prom Dress Sale & Resale Marry Go Round, Strum noon-4pm	23 BBB vs Granton 6:00/7:30pm (H)	24 GBB vs Lincoln 6:00/7:30pm (H) PARENTS NIGHT MS GBB vs Alma/Pepin 4:30pm	25 2:30 DISMISSAL	26 BBB vs E-S 6:00/7:30pm (H) Wrestling @ C-FC 7:30pm MS Wrestling @ C-FC 5:00pm MSGBB vs C-FC 4:30pm	27 GBB @ B-T 6:00/7:30pm	28 Wrestling Tournament (H) 9:45am Solo/Ensemble @ Whitehall HS
29 OPEN GYM 5-8pm	30 BBB vs CRC 6:00/7:30pm (H)	31 BBB @ Lincoln 6:00/7:30pm MS GBB @ Lincoln 4:30pm MS Wrestling @ Aquinas 5:00pm				

February 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1 2:30 DISMISSAL School Board Meeting	2 GBB @ ECI 6:00/7:30pm Wrestling @ WHTL 7:00pm 	3 BBB @ B-T 6:00/7:30pm MSGBB @ Gilm 5:30pm MS Wrestling (H) 5:00pm	4 Sadie Hawkins - Winter Dance	
5 OPEN GYM 5-8pm	6 MS GBB @ A-P Jr High 4:30pm MS Wrestling @ Mel-Min 5:00pm	7 GBB vs Pep-Alma 6:00/7:30pm (H) Senior Night MSGBB vs B-T 4:30pm (H)	8 2:30 DISMISSAL	9 BBB vs EC Imman 6:00/7:30pm (H) Parents Night MS GBB vs Mel-Min 4:45pm	10 MS Dance	11 Wrestling @ Durand HS TBD	
12 OPEN GYM 5-8pm	13 GBB @ Gilmanton 6:00/7:30pm FFA WEEK 	14  HAPPY VALENTINE'S BBB @ Pepin HS 6:00/7:30pm MS Wrestling @ WHTL 5:00pm MS GBB vs C-FC 4:30pm (H) Wrestling Sectional @ Boyceville TBD	15 2:30 DISMISSAL FFA WEEK	16 BBB @ New Auburn 5:45/7:15pm MS Wrestling @ G-E-T 5:00pm Forensics SubDist @ WHTL FFA WEEK	17 FFA WEEK	18 Wrestling Sectional 10:00am (H) GBB Crossover @ E-S TBD	
19 OPEN GYM 5-8pm	20 BBB vs Gilmanton 7:00pm (H) Senior Night 	21 GBB Regionals 7:00pm TBD MS Wrestling @ Mondovi 5:00pm	22 2:30 DISMISSAL	23 12:30 Dismissal P-T Conf 2-8pm State Wrestling - Kohl Center Forensics Sub Dist Makeup Date Polish Dinner 4-7pm	24 NO SCHOOL GBB Regionals 7:00pm TBD State Wrestling - Kohl Center	25 BBB Crossover @ WHTL TBD State Wrestling - Kohl Center Powerlifting Meet 9-4pm GBB Reg Champ 7:00pm TBD	
26 OPEN GYM 5-8pm Dorian - Band	27 Dorian - Band	28 BBB Regionals 7:00pm TBD MS Wrestling @ Arcadia 5:00pm	 hello, FEBRUARY!				

Independence

Scholarship Opportunity Summary

(updated 12/3/16) 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.
American Legion Auxiliary Unit 186		To be determined
Ashley Furniture Engineering/Design	\$3,333.33	Applicants must be pursuing a degree in Engineering/Design
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.
FFA Old Timers	Various	Students must be pursuing a degree in an agricultural field.
Maliszewski Agriculture Scholarship	\$500	Student must be pursuing a degree in agriculture.
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 found at www.tricountymemorial.org
Grandview Care Center	\$2000-\$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 found at www.tricountymemorial.org

Lisa Rostvold Memorial	\$1200	Student must be pursuing a degree as a nurse. Applications may be found at www.tricountymemorial.org
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-\$1500	Leadership, Financial Need, Academics
Lions Club	\$350	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
Edmundson Memorial	Approx. \$100	Student must be pursuing a Bachelor's Degree. Student must have a high school class rank of 10 or lower.
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 Random drawing but must be present at annual meeting to win.
Schoenburger Memorial	\$500	Student must be pursuing a degree in Police Science, Criminal Justice or related field.
*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
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/1mVoWhFGR4iX5nvrWfF4AcEiiic9-7qMvPdhlgfZkgOQ/edit
Western Technical College	\$500	https://docs.google.com/a/indps.k12.wi.us/document/d/16p3O3galBvrbeYu8GoxJgaYt4x9tX6_dzpJKrjTiQpk/edit?usp=sharing

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.

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 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
Angel on My Shoulder	Various statewide awards of at least \$1000	Cancer survivor or immediate family member affected by cancer.
NFO	Various	Student must be pursuing a degree in agriculture.

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.

BOXTOPS 4 EDUCATION

Thank you to everyone that sent Boxtops in this year! We will continue to collect Boxtops for the 2016-2017 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.



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

Oratorical Scholarship Contest

The Annual American Legion Oratorical Scholarship Contest was held on Monday, November 7th at IHS. This is one of the largest local scholarships available to Independence students and they may compete in each year of high school.

Participants must prepare an 8-10 minute speech on any part of the US Constitution they wish. The objective of the contest is to instill a greater understanding and appreciation of the Constitution. Other objectives of the contest include leadership development, strengthening of speaking ability, and inducement of study in preparation for acceptance of the duties and responsibilities, the rights and privileges of American citizenship.

Thank you to the American Legion Post 186 for their sponsorship of this generous award.



- 1st place and a \$1000 award was earned by Madelyn Woychik.
- 2nd place and a \$500 award was earned by Jonathan Warner.
- 3rd place and a \$300 award was earned by Brittny Brown

School Closing Information

A reminder, it is that time of year when bad weather can suddenly cause school to close. We urge you to discuss emergency procedures with your children so they know what to do when we close early or start late.

We will again use the Alert Now system to inform parents of any school closings, delays or late starts. You will receive a computerized phone call on your child's main contact phone number with a recorded message.

Also for your convenience, we have listed below the radio and TV stations that will be notified of our closing, early dismissal or late start. Thank you for your understanding and assistance should we need to change our normal routine.

- ⇒ WQOW – Channel 18 ABC—Eau Claire
- ⇒ WLAX/WEUX Fox 25/48—Eau Claire
- ⇒ WHTL 102.3 FM—Whitehall
- ⇒ Z-100 100.7 FM—Eau Claire
- ⇒ WAXX 104.5 FM, WAYY 790 AM, I-94 94.1 FM, WECL 92.9 FM, WWIS Radio
- ⇒ WEAU TV – Channel 13—Eau Claire
- ⇒ WKBT - La Crosse



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	• Milk Moola Caps and Bags
• Pop Tabs	• Cans 4 Kids (aluminum cans) <i>cans can be put in fence by football field</i>

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Start saving now!

Kwik Trip will give the Independence School District 5 cents for every cap and bag top from Nature's Touch Milk and 16 oz. or larger Nature's Touch Ice Cream bar code, and 10 cents for every tan Glazers price oval.

All proceeds go to the Independence School District to help with field trip funding.

More Chances To Save & Earn!



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



- 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
- Independence Prom Dress Sale and Resale 2016

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.

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 Patti Klimek in Student Services)



**SCHOOL CLOSING DUE TO INCLEMENT WEATHER
School District of Independence
2016-2017**

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

ANNOUNCEMENTS WILL BE MADE ON THE FOLLOWING STATIONS:

Whitehall

102.3 FM

Winona

KWNO 1230AM

KG Country 1380AM

KG-95.3FM

CD Country 99.3FM

Soft Rock 101.1 FM

Eau Claire

CARP 99.9FM

I-94 94.1FM

WAXX 104.5FM

WAYY 790AM

COOL 92.9FM

Z-100 100.7FM

WEAU TV 13

ESPN 1150AM

B-95 95.1 FM

ROCK 92.1 FM

News Talk 880 AM

Sports Radio 1400 AM

WQOW TV 18

Moose Country 106.7 FM

The Mix 98.1 FM

LaCrosse

WKTY 580AM

WIZM 1410AM

Z93 93.3FM

WKBT TV 8

WTRV 95.7 FM 89.9

CC 106.3

MAGIC 105 104.9

EAGLE 102.7

Classic Rock 100.1

ESPN 105.5

WLFN 1490 AM

Black River Falls

WWIS 99.7FM

Tomah

WZFR 94.5FM

WTMB 1490 AM

Eden Prairie, MN

KMSP 9

www.wlcr.com

www.CC1063.com

www.lacrosseradiogroup.net

www.indps.k12.wi.us

The monthly newsletter of
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Independence, WI 54747