

Independence District



Newsletter

January/February, 2016

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Famous Indee Artwork



Keaton Wright is a fourth grader and the son of Jessica Loomis and Christopher Wright. Fourth graders in Ms Manor's art class learned how to use a value "recipe" (the lights and darks that create dimension). Then they applied it to the shape of a sphere to produce Christmas ornaments on branches. Keaton's work is an excellent example of how to use the "recipe." Fourth graders are also looking forward to receiving a package of completed monsters from the Boyceville School District. This art pen-pal project involved Indee students drawing the top half of a monster and sharing about themselves and their school. We are excited to see how the fourth graders in Boyceville completed the monsters and learning a little more about each of them and their school too!



MAIN OFFICE: (715)985-3172

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

From the Desk of Mr. Schmitt

A NEW ERA



For every edition of the District Newsletter, I contemplate what to write about from the numerous topics in education that are affecting or relevant to our District. I also try to prioritize what information the public needs to know. I usually reflect on this for a couple of days before putting fingers on the keyboard. For me, I have spent much time recently preparing information and completing legal requirements to provide the Board the opportunity to hold a referendum for operating expenses and programming improvements. The resolution to exceed the revenue limit by \$700,000 for five years was passed at the December 2nd Board meeting and will go to the voters of the District on February 16th.

What this resolution and referendum really mark is the end of an era, but for someone who doesn't like to see things end (like football or hunting season) I would rather say it marks the beginning of a new era. As many of you may know, at the end of this school year, this beautiful K-12 facility that was completed in 1998 will be paid off. That means about \$650,000 annually will come off the tax levy because we will no longer have that debt. The end of this school year also marks the end of a \$250,000 revenue limit override that was passed via referendum in 2011. This loss in revenue therefore poses some challenging questions for the future of the District. This is compounded by the fact that the District was about \$100,000 over budget last year and the budget approved at this year's annual meeting projects a loss of about \$94,000.

So with the building being paid off, we now move into another phase, or a new era as the title of this article states. I've been around long

enough to see the end of one era, the move out of the old school, and the start of a new era, the move into our current building. I think most people who have gone through that same period of time agree that it was a needed upgrade and has been worth the investment. The benefits it has given the community and its residents, specifically the students who have been taught here, are too many to list in this writing. Now that we have the building paid off, we can funnel money that previously went to pay for the bricks and mortar to paying for staff and programming to give our students even more educational opportunities. Of course, despite the fact that the building has been maintained very well, there are still maintenance expenses that will have to be addressed because of age and attrition. Some of the current building technology and systems can also be upgraded to be more efficient and these upgrades will eventually pay for themselves. But all in all, we are in a great position to begin investing more financial resources into the education of our students, instead of into the capital assets of the District.

With that being said, it is an understatement to say that I am excited about the future of our District. Later on in this newsletter I will give details as to how the Board came to their decision in passing a resolution to go to referendum in February for \$700,000 for five years, but suffice it to say, whatever amount of money the District has in its budget, a higher percentage of it will go directly to student educational opportunities than to maintaining or paying for the building than ever has in the past twenty years. Because of that I feel this new era will be one of the most productive and beneficial than any other our community has experienced. This new era is all about being the "Best School Ever".

Barry Schmitt
District Administrator



Vanderloop Scoop

Getting to Know Your *Whole* Child

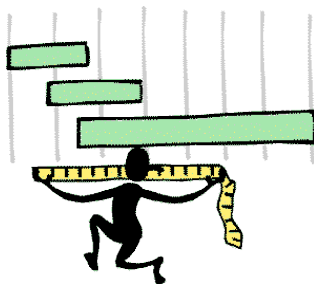


When the school bell rings in the morning and students busily shuffle from our cafetorium to the classroom, the learning doesn't just begin, it continues.

The dedication of the Independence School District staff isn't just seen and measured in the classroom, it is on display in every corner of our building. Staff spend countless hours with students outside the classroom walls. The goal: to get to know your whole child, from an academic, behavioral, and social framework.

At each level of schooling in the Independence School District, we have a schedule set for the monitoring of student success in the areas of reading and math. It is called progress monitoring, and many of our students participate in this activity a few times a month. This progress monitoring exercise allows staff to see if what we do is making a difference with the students we serve. We take each piece of this student data and make educated decisions about the type of groupings we can put together in our classrooms. This impact is felt every six weeks at the elementary level and each quarter at the middle and high school levels. Each student group allows each student to continue to grow at their level during IEB (intervention/enrichment block) or Math Lab. This level of academic progress monitoring isn't the only data we keep on each student.

We are continuing to explore more than just progress monitoring data in reading and math. Our staff are on a journey to align what they teach to the Common Core State Standards (CCSS), and grade by using those standards. Mrs. Woychik discusses grading in greater depth



in this newsletter. We have an electronic warehouse where we align our daily work to the CCSS, and identify which standard or standards are represented in each lesson plan. Once we determine the most critical standards, we assess student progress. This takes the progress monitoring concept and allows the process to drill down even further. We want to know the whole child, subject by subject and standard by standard. We are well on our journey and have built checkpoints for staff completion throughout this year.

The above explanation showcases the dedication and work the Indee staff are putting into understanding how to best teach the academic side of each child. What I want to acknowledge is this is only half of the story.

Like academic progress monitoring, we also monitor the behavioral aspect of each child. Formally, each month, our staff reviews behavior data across the building. Specific meetings, one as an elementary team and one as a Grade 6-12 team, are had to discuss the behavioral success of our students. Like progress monitoring, we track data on each student and monitor those students who are and are not living the Indee Way. Again, like our academic progress monitoring, we are responding to the student data we receive, and working towards helping each student get the support they need to be successful. No one student is the same, and we know each student brings different gifts to us. We work with them to allow those gifts to shine.

At the top of this article I shared that the learning "continues." This means we are learning about your child even before the first bell, which brings me to my last point. There is a great sense of community between staff and students. We eat together, we laugh together, and we learn together. One of the best things about this profession is the ability to learn something new each day. Your child provides that opportunity to us.

We are blessed with the gift of your child at school each and every day. You, as parents, entrust us with your child as they come into our

hallways, learn in our classrooms and become part of our school community. We are honored to have this opportunity, and we do not take this responsibility lightly. Each day we learn more and more about each student and how we can better serve them. As we enter the midpoint of the year, it is appropriate to share that we welcome your feedback. As a partner in education, we want to know if we are meeting the academic, behavioral and social needs of your child, our student. If there are things we need to know about your child, please reach out to us. We cannot do this great work without you!

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

With Indee Pride,
Robert Vanderloop
PreK-8 Principal/Director of Special Education

**Home of the
Indees!**
Every one. Every day.

If you would like to run for School Board, the Declaration of Candidacy and Campaign Registration Statement can be found on the school website: www.indps.k12.wi.us. Declaration is due January 5.

Board Approves Resolution To Go To Referendum

On December 2nd, at the Regular School Board meeting of the Independence School District, the Board of Education voted to provide an election on the question if the District should be allowed to exceed the revenue limit by \$700,000 annually for the next five years. In more common language this means that the District will hold a referendum on February 16th.

Due to the fact that the referendum in 2011 for \$250,000 for five years was ending this year, the Board knew for quite some time that going to referendum to exceed the revenue cap was a reality. In fact, going to referendum for this purpose is becoming a common occurrence in most school districts in Wisconsin. In fact, according to statistics compile by Baird Public Finance, over the last two years about 94 Districts have done so. This is about 20% of the Districts in the state. Approximately another 20% of the Districts went to referendum to issue debt, which in most cases is to build or add new facilities or upgrades.

The bigger question for the Board was determining how much funding to ask for in the referendum question. The Board put a tremendous amount of time researching this question. About two years ago the process began when the Board formed a strategic planning committee that also had community members and staff serving on the committee, which was led by a hired facilitator. That committee identified five areas as priorities for the District. They were communication, curriculum and programming, facility, staff retention, and volunteer and community engagement. Also during the 2014-15 school year, Baird Public Finance created a financial model for our District that has been used extensively to try to project our future revenue and expenditures. A major factor in



these projections is also projected enrollments and demographics. Current projections show student enrollment to keep increasing, including the Hispanic population (currently about 33% of the students) and families that are economically disadvantaged (currently about 52% of the students). The other factor coming into play is also the building referendum for \$650,000 per year will end after the 2015-16 school year. Although this is good news, it impacts our state aid funding. Because we will not have debt to pay, the amount of state aid we receive will be reduced somewhat because our state aid is based on how much we spend. A final consideration was that last year our budget ran a deficit of about \$100,000 and is projected to be at about the same amount this year.

After review of all this information, the Board held a series of special meetings to determine the financial needs for both the facility and instruction. The other areas of the strategic plan appeared to have less significant impacts on the fiscal needs of the school. Some of the facility needs identified were repairs to the roof, heating and ventilation upgrades, flooring upgrades, the phone system, playground fencing, repairs or upgrades to the track, school vans, maintenance tractor, upgrades to the metal, woods, and ag shops, and to continue to upgrade our computer and educational technology. There is also a need for additional staffing to address our high English Language Learner and poverty challenges as well as reduce the number of classes our staff members have to teach and prepare for.

After dollar amounts were estimated for all of the above mentioned items, the Baird model was used to try to determine the amount of money needed to meet the needs of the District and keep the tax levy reasonable. Obviously, no referendum would mean a very low tax levy to District residents, but it would also mean that the District's so called savings account (Fund 10) would be depleted in two years if current programs were maintained. It would also mean that none of the needed maintenance would happen. One important

aspect to always keep in mind is that we are essentially rewarded by the State in the equalization aid formula for spending money. If we levy for money, and then spend it for needed maintenance and upgrades, the State recognizes we need more and supplies us with more aid. Therefore after putting in amounts starting from \$250,000 and analysing the financial effects on the school, it was determined that \$700,000 would meet the needs of the school, lower the mill rate from the current level, and possibly allow us to "save" a little money for the future or unexpected expenses. In fact one interesting scenario was that by adding and spending \$700,000 instead of \$600,000 would actually lower the mill rate because of the state equalization aid formula. Of course with the unstable political climate, many assumptions we have made could change. The Board also recognized that and has prioritized the needs of the school in case unexpected shortfalls in revenue would occur.

The District has currently scheduled two community meetings to disperse information about the referendum. One will be January 11th at 7:00 pm and the other February 3rd at 8:00 pm in conjunction with the Regular School Board meeting. District Administrator and members of the Board are also open to visiting any community organization meetings to disperse information. Please contact the school at 985-3172 if you have questions or would like to schedule an appointment to get information about the referendum. The vote on the referendum question will be on February 16th during the regularly scheduled primary election.

Community Forum—Information About the Upcoming Referendum

The District has currently scheduled two community meetings to disperse information about the referendum. One will be January 11th at 7:00 pm and the other February 3rd at 8:00 pm in conjunction with the Regular School Board meeting.

Referendum for Operating Expenses and Programming Improvements

Independence School District

February 16, 2016

We will maximize learning and empower all students to
prepare for tomorrow's opportunities.

On February 16, 2016, as a resident of the Independence School District you will have the opportunity to vote on a referendum that will greatly impact the District's ability to maintain and improve the quality and availability of educational experiences for our students by approving an override of the state-imposed revenue limit. This additional revenue will be used to fund needed maintenance of the facility and improve educational programming for a student population that is not only increasing in number, but also in diversity. Currently our District has a minority population of 33% and 52% of all students are classified as economically disadvantaged. As a District, it continues to be important to ask our residents only for what is viewed as a "need" and not a "want". The Board of Education has spent almost two years intensely studying and researching the needs of the District. We encourage you to read the information about what is proposed. Most importantly, we encourage you to exercise your right to vote. This is your School District and as District residents you will be making the decision regarding the quality of programs and facilities we can offer our students.

FREQUENTLY ASKED QUESTIONS

1. What is the dollar amount, the purpose, and time span of the referendum?

The referendum will be for \$700,000 each year to be used for operational, maintenance, and programming expenses for the next five years: 2016-17, 2017-18, 2018-19, 2019-20, 2020-21.

2. Why do we need to go to referendum at this time?

There are a number of reasons a referendum is needed at this time:

- The \$250,000 per year referendum passed in 2011 expires after this school year.
- The \$650,000 per year referendum passed in 1996 expires after this school year and although that does not have a direct effect on our operating revenue, it does have a direct negative effect on the revenue limit. In simple terms, the state will reduce how much we can tax for. Details are explained in a later question.
- Despite improvements to save energy and initiatives to cut costs, the District has had a deficit of about \$100,000 last year and projects about the same for this year. This trend will continue, as expenses due to inflation tend to increase more rapidly than revenue.
- The Board has identified and prioritized over \$700,000 of needed maintenance and improvements to the facility. More maintenance is also needed but is not on the priority list.
- To offer our current student population and the possible/probable increase in that population more educational opportunities requires a minimum of at least \$145,000 annually to support these students.
- Although firm numbers are not available, the Affordable Care Act will have an impact on the District and the benefits it can offer to attract and retain quality employees.
- If enrollment decreases, the revenue limit for the school will also decrease, but expense likely will not.

3. What will the money specifically be used for?

The facility priorities included repairs to the roof, heating and ventilation upgrades, flooring replacement and upgrades, a new phone system, playground fencing, repair of the current athletic track or upgrade to a

rubberize track, replace a maintenance tractor, replace a van, upgrade the technical education department, maintain and upgrade technology, and add staff to meet the needs of the student population.

Although the building has been maintained well, besides the replacement of a chiller (air conditioning unit) in 2013, no other significant upgrades or repairs have been made to the building since it was built in 1998.

4. How was the dollar amount decided?

Bids were acquired on all items listed above as well as other needs. In addition, the District contracted Baird Financial to build a financial model for the school. This model was used to run scenarios based on current realities and also assumptions regarding future revenues and expenditures. For example, scenarios were run for various referendum amounts and school enrollments. Spending scenarios were also analyzed. In each scenario, the effect on the tax rate was recorded. In some cases, due to the state funding formula, having more revenue and spending more actually reduced the mill rate. The Board determined that to meet the needs of the District and to lower and keep the mill rate consistent, \$700,000 for five years was the most financially appropriate scenario for the District.

5. If the school is paid off, and only \$250,000 was needed five years ago, why does the District need \$700,000?

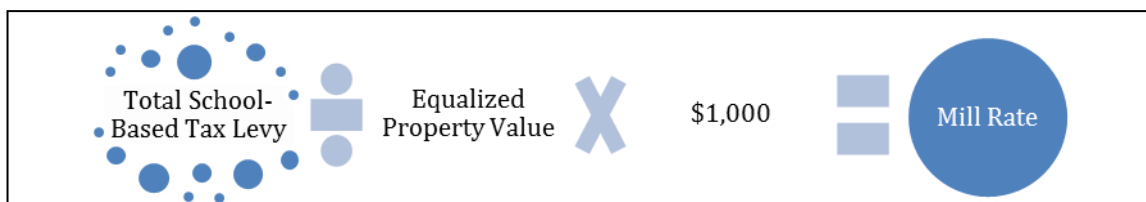
As noted above, the Board knew in 2011 that we would likely be running a deficit in 2016 and that the \$250,000 would not allow us to be sustainable.

Because the school is paid off, that bond will no longer be on the tax roll and be revenue to the District. The bigger effect is that the debt and the interest accrued to pay it off will no longer be an expense to the District and that actually reduces the amount of state equalization aid the District receives. Although it seems confusing and complicated, the easier way to understand the state aid formula is as follows. The more you spend, the more state aid you receive. The less you spend, the less state aid you receive. Please see the School Finance reports on District Administrator Schmitt's web page on the school web site for a more detailed explanation.

The \$700,000 is needed for the facility improvements stated earlier and the programming improvements needed. It will also help "backfill" the revenue loss of over \$500,000 we will experience over the next five years. If enrollment increases the money will be needed for additional staffing and possible facility additions. If enrollment decreases then the additional revenue will be needed to "make-up" for the loss of aid due to decreasing enrollment.

6. What is the tax impact?

The outlook is quite positive. The mill rate (how much tax you pay per \$1,000 of property value) for the past four years has been no lower than \$13.20 and as high as \$14.14. This year it will be \$11.30. Mill rate is computed by dividing this year's levy by property valuation and then multiplying by \$1,000.



The good news is that since \$250,000 is coming off the tax levy for the operating referendum from 2011 and \$650,000 from the building referendum of 1996, the Board is actually asking for about \$200,000 less than the

past five years. Therefore the tax levy, and corresponding mill rate should remain lower than historical levels. Our projections for mill rates are as follows:

2017 - \$11.52
2018 - \$12.46
2019 - \$12.42
2020 - \$12.41

This means for \$100,000 of property value taxes will decrease \$254 this year and remain at levels significantly lower than the previous four years.

It is also worthy to note that all of the tax money will be going to facility upgrades and education instead of paying off debt.

7. Why go to referendum this year? Couldn't we wait a couple of years?

The District is projected to have about \$565,000 in its Fund Balance at the end of the 2015-16 School Year. At the current projections this money would be depleted in two years. This would not allow for any maintenance improvements or allow any money in case a catastrophic event would occur, such as roof failure. Also cutting expenses to save money not only affects the quality of education, but actually increases the tax burden on the District because state aid decreases when you spend less money. This means more money is needed from the local tax base, the taxpayers.

8. How confident are you in the projections and scenario analysis?

Baird is the same company the District used in 2011 and many Districts in the state use Baird for financial modeling and Baird is a highly rated organization. Their projections in 2011 proved to be very accurate as it was projected we would build Fund balance initially and then dip back into it during the end of the five year period. What wasn't expected was the improvements in educational programming such as the one-to-one computing and infrastructure upgrades, which included the replacement of the chiller. This was due to some significant energy saving initiatives and other fiscally responsible decisions made by the Board and administration.

9. What will happen if the referendum does not get approved?

The District would have about two years before the remaining Fund Balance would be depleted, assuming current expenses would stay the same. This would mean that no facility upgrades or maintenance could be accomplished. After that and possibly before, a significant loss of opportunities for our students would have to be considered to balance the budget.

10. What is the wording of the referendum question on the ballot?

Shall the School District of Independence, Trempealeau and Buffalo Counties, Wisconsin, for the 2016-2017 school year through the 2020-2021 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$700,000 a year, for non-recurring purposes consisting of operating expenses and programming improvements

A vote of YES is in support of the referendum; a vote of NO is in opposition.

11. This sounds complicated and confusing. How can I get more information?

The District has a community forum schedule for January 11th at 7:00 pm and another one on February 3rd at 8:00 pm. You can also call District Administrator, Barry Schmitt, at 715-985-3172 x102.

Curriculum & Counseling Corner

Clear-Meaningful-Consistent-Confident Grading

Letter Grades, Report Cards, Transcripts, Grade Point Averages, and Class Ranks. In an effort to communicate what our students have learned our country's school systems have, for many decades, used the same tools as those listed above. Everything from family pride, to college admissions and scholarships can ride on that sole letter grade.



Although grading may appear to be a clear, clean, and objective--often a simple averaging of numbers; it is not. Not if the purpose of the grade is to communicate clearly what a student has *learned*. Although a letter grade can be calculated by averaging a set of scores it must be asked if those scores are a true measure of what has been learned.

Over the past year and a half our staff have asked some hard questions about grading. For example:

- *What information is used to determine a grade?* Our answers varied.
- *How does behavior factor into a grade?* Our answers varied.
- *How are assessments built?* Our answers varied.

This is not unusual. The variety of answers would happen in most schools since there hasn't been much research on the subject of grading (until recently) to help guide this important work. As part of our efforts to build a stronger school in Independence we have taken the time to look at and reflect on our practices. The conversations have been deep, complicated and challenging, but our teachers, as always, have dug into this work and are committed to improving the way we report *true student learning*.

Some of our first steps have been to get crystal clear on what we need students to know in each class and grade level. Not only is this helpful in grading but it is essential for learning. Students are better able to hit a (learning) target if they know what it is.

We also need to consider how we report things that are not related to the content learning. Behaviors are important-- including showing up on time with materials, being an active participant, working well with others etc. but these things may or may not affect what the student truly understands about the content material. How does time, deadlines and multiple or varied attempts at sharing understanding fit into the grade?

All of these topics and more are being studied by our staff in an effort to be sure we are confident and consistent in our reports of student learning. As always you are encouraged and welcome to contact me or any staff member if you would like more details on this work. Otherwise, stay tuned--more information about our grading and reporting practices will be shared before the start of the 2016-17 school year.

Dawn Woychik

Director of Curriculum Instruction & Assessment

Indee Book Ends

From one end of the academic spectrum to the other. The Blaha brothers: Dustyn 12th Grade, Cody 11th grade, Braydon 5K, Brody 4K



Enrichment Update

The Performing Arts Fair event was open to all 5th grade students at Independence Public Elementary. We had 7 groups take on the challenge of taking a skit or a poem and turning it into a performance. We held the local fair at school on December 4, 2015. Parents and students in grades 3-5 were invited to attend to watch these group's performances. The following students that participated and the titles of their performance are listed below.

- *Carlie Barker and Cora Sonsalla "Too Early, Too Late"
- *Damon Connor and Mitchell Halvorson "The Generals"
- *Bianca Najera and Rheanna Steinke "50 Flavors"
- Mason Gierok and Luis Estaban "The Farmer and the Man"
- Amiah Ives and Rhianna Theisen "The Phone Call"
- Gavin Bragger and Carson Rajikowski "Who's On First"
- Andi Laehn and Jazlynn Rose "Hank's House of Hot Chocolate"

These groups were judged by local community members and staff and the top three groups were selected to showcase their performance at the regional event that was held on December 15, 2015 in Blair. This event was organized by the Mississippi Valley Gifted and Talented Network. The groups with stars next to their name were selected to move on and represent our school. Look for a video of all the performances on our school district facebook and webpage!



Carlie
Barker &
Cora
Sonsalla

Coming up in January we will be taking a group of seventh graders to participate in the 7th grade Quiz Bowl. This event will be held in Black River Falls on January 7th. Participating Seventh graders will be selected based on their district test scores, classroom performance, and teacher recommendations. Good luck to the 7th Grade Quiz Bowl Team!

Students in grades 4-8 will also have the opportunity to show off their spelling skills. We will hold the local spelling bee on January 8th. Students will take a qualifying spelling bee test and the top 5 students from each grade will be asked to represent their class in our District Spelling Bee. Our top two spellers from the Indee Bee will advance to the Rebel Bee, held in Westby this year on January 26th. Good luck to all of our spellers!



Tweens, Teens, Tech, and Time

As a child I spent most of my time immersed in school activities, school work, and spending time with family. Those types of things haven't changed for today's youth but with the advancement of technology the scope in which we engage in these activities has changed. Mobile technology and access to WiFi provide students today access to the world at their fingertips. Students in our own district have e-textbooks for several of their classes and instead of lugging around a textbook, the district has provided them with a laptop. In the classroom, our teachers continue to redefine the art of teaching from the lecture method to more of a facilitator of learning, by using the laptops as a tool for student learning and for creating content to demonstrate that same understanding. Other technology has allowed us to livestream many of the school events, providing the opportunity for family members in other parts of the country or world to log in and watch the live performance. The rise of social media has

allowed for high school students, college roommates and distant family members to stay connected even when they are hundreds of miles apart. These technologies fill our daily lives and the lives of our children.

It is a drastically different world that our children are growing up in. They spend their day logged on to a computer or a website. They are connected globally to other students. They send messages in text rather than in letter form or even email. They have conversations using text messages, tweets or posts. So it's not surprising to that American teens spend a lot of time using media. However, I was shocked to see that that according to a report compiled by Common Sense Media that the average American teen (ages 13-18) spends 9 hours using media daily and that is not including time for homework or school! American Tweens (ages 8-12) spend 6 hours using media daily, according to the same report. This includes



watching TV, online movies and videos, listening to music, using social media, using the internet and reading. With this amount of time spent using media, students tend to multitask while doing homework and according

to the report $\frac{2}{3}$ of teens who multitask (watch tv, listen to music, text, etc) feel it doesn't impact the quality of their work. Educators, do not necessarily agree with this. The more focused you are on a task the better the end result.

With more time spent using media, parents naturally are more concerned about what their tweens and teens are viewing. According to the report 53% of teens and 72% of tweens stated that their parents have talked to them about the amount of time they spend using media. Even more of today's youth report that their parents know "a lot" or at least "some" about the types of media content they use, such as which shows they watch or games they play. Even so, there are still about 25%-30% of parents of teenaged children that know very

leads me to believe that parents need to be involved in their child's online presence. As a parent, making sure you are aware of what sites your child frequents is important.

One conclusion that is drawn from this data is that a vast majority of media use consists primarily of consumption rather than creation. In the classroom, we are working towards changing that, from being consumers of knowledge and more towards creation of understanding. Students at Independence Public Schools will be expected to take what they have learned and demonstrate that knowledge in a variety of ways, from presentations using prezi to creating ebooks to creating videos. When we can create or demonstrate our knowledge in ways that are more authentic it makes learning more meaningful.

Another conclusion that I take from this report is as parents and a school community we need to be aware of what our children/students are doing online and how they are using media. The online digital tattoo



that they begin creating the very moment they go online can have a number of effects later in life. It is important that we teach our teens about being respectful online and staying safe while using online media. Much like we value good citizenship in the real world we have to value good digital citizenship in the online world too. If you would like to read the full report on "The Common Sense Census: Media use by Tweens and Teens" click [here](https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens). <https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens>

Melissa Pientok
Technology Integrator Specialist

Clipart Sources Throughout Newsletter

- <http://cliparts.co/cliparts/8cE/67B/8cE67Bkxi.png>
- <http://www.clipartlord.com/wp-content/uploads/2013/08/laptop4.png>
- <http://www.google.com>



- Independence Public School
- Independence K-12 Art
- Third Grade at Independence
- Indee Drama Club
- Independence FFA
- 4th Grade Independence Elementary
- Indees Volleyball

4K Gingerbread People



Allie Slaby, Dalilah Davis, Elsa Pape (Picture with Mr. Vanderloop and Mr. Schmitt)

4K students decorated gingerbread man for an art project. They decided to share their creations with Mr. Schmitt and Mr. Vanderloop! They look good enough to eat!!



Ms. Schultz's afternoon 4K students with their gingerbread man art project.



Roster: Yuritza Bautista Santiago, Samantha Bustos Sandoval, Maritza Cano Alejo, Avery Faldet Platteter, Vanessa Fernando Torres, Melanie Houghtaling Cruz, Marian Mantufar Ramirez, Kevin Monroy Montalvo, Karen Montalvo Tecpile, Zayden Santillan, Jillian Sylla, Aaron Tecalero Alejo, Jimena Tomas Torres

Assessment for Learning

Assessing, monitoring, and responding to student learning is a priority in Independence and most schools around the country. If we are clear about what our students need to know and then assess to find out their level of understanding we can better serve them. In the past several years Independence Public School has built a strong assessment system based on the most current research in best educational practices. Listed below are the assessments and their test windows that our school currently uses and a short explanation of each. If you have further questions about any assessments we use please contact your child's teacher, Mr. Schmitt, Mr. Vanderloop, Mrs. Woychik, or Ms. Knudtson (English Language Learners).

How can families help their students perform at their best?

- **Encouraging a positive attitude about the process of learning.**
- **Reminding students that working hard is something to be proud of.**
- **Getting rest, drinking plenty of water, eating healthy, and staying active-everyday.**

Many of the tests list a testing window. This means that our students will test some time during that window. The specific testing time and date for your child will be shared with you via your child's home folder (elementary only).

See next page for schedule.

Use of Our School

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

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

2015 – 2016 Assessment Schedule

Grade Level	Test	Test Window	Purpose and where to find more information:
K-5	AIMSweb Academic Improvement Monitoring System	September 1-15, January 1-15, May 1-15	http://www.aimsweb.com/ Brief assessment of early literacy, early numeracy, reading, math, and behavior.
4K-2	PALS Phonological Awareness Literacy Screening	<u>4K & 5K</u> Oct 12-Nov 6 (optional) Jan. 11-Feb. 19, April 25-May 20 <u>1st and 2nd grade</u> Sept. 14-Oct. 9 (optional) Jan 11-Feb. 19, April 25-May 20	http://pals.virginia.edu/ Assessment of early literacy skills.
6-12	<u>STAR Math & Reading</u>	BENCHMARK: September 1-15, January 1-15, May 1-15 Progress Monitoring: First week of each month	http://www.renaissance.com/products/star-assessments/star-360 Computer adaptive measure of broad math and reading skills.
3-8	<u>Forward Exam</u>	March 28-May 20	http://dpi.wi.gov/assessment/forward Assesses student achievement English Language Arts and Math grades 3-8 Science grades 4 & 8 Soc. St grades 4-8-10
5k-12	ACCESS Assessing Comprehension and Communication in English State-to-State for English Language Learners for English Language Learners	December 7-February 5	http://dpi.wi.gov/assessment/forward Assesses student's academic language proficiency.
9-10	ASPIRE	April 25-May 27	http://dpi.wi.gov/assessment/act Assesses college readiness.
11	ACT	March 1 or 15	http://dpi.wi.gov/assessment/act Tests English, Reading, Writing, Math and Science, Writing Assesses college readiness.

11	ACT Work Keys	March 2 or 16	Tests applied math, reading for information and locating information used to help students understand how they can improve their career readiness skill.
3-11	Dynamic Learning Maps	March-May	http://dpi.wi.gov/assessment/dlm Measures the academic progress of students with significant cognitive disabilities in the subject areas of English language arts and mathematics for students in grades 3-11 as well as science for students in grades 4 and 8-11.



Drama Production

On November 13th and 15th the Independence Drama Club performed "Stay as Dead as you Are" by Lee Mueller. The "mystery" surrounds 2 people who were "injured" by Lawn Jarts. There is no "murder" per se only an Attempted Murder.

Independence High School's Class of 1985 has gathered for their 30th class reunion. Everyone is there; Babs and Guy Gleeson-the couple with the most school spirit, Marty "Budman" Budinski - formerly known as "Party-Hearty-Marty", Dick Alantra- former captain of the football, baseball and track teams, Gabrielle "The Fox" Fatelle- formerly every boy's fantasy, now every boy's nightmare, Melven "Wedgie" Wedgewood, former AV guy and chess team president, now president and CEO of a fortune 500 software company, and the mysteriously shy and formerly homely Gertrude Magillicutty. During the festivities Guy Gleeson and Vice Principle Schlepper are assaulted by lawn "Jarts". Luckily, Detective Joan Mamet received an anonymous invitation to the reunion. Who would want to hurt happy go lucky Guy Gleeson? Who wouldn't want to cause harm to Vice Principle Schlepper? And finally, who would invite Detective Joan Mamet to the reunion? She didn't even go to school here. Well,

fortunately Detective Mamet, her trusty assistant Pinter, and the "I" spies began the investigation into this "injury" mystery and answered these most intriguing questions.

The Drama Club only had 13 practices to get ready for the play. The students at Independence wear many hats, most girls were just finishing up either volleyball or cross country season, most guys were either just getting done with Football or Cross Country. Some students had powerlifting and jobs at the same time as rehearsals, and some girls had a week of basketball practice. With this, it is easy to understand why we only had one practice with all 33 Drama Club members in attendance. The students did a great job!

If you did not catch one of the performances, you can watch it by going to the school website: www.indps.k12.wi.us go to Indee TV, High School, and Drama 2015.



See next page for more pictures.



D R A M A



Veteran's Day 2015

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

The program was started with the Posting of the Colors by the American Legion Post #186. Sophia Woychik, Student Council President led the Pledge of Allegiance. We were given a welcome by Veterans Day Coordinator Pamela Lehmeier. Songs were sung by the Independence Elementary grades kindergarten – third grade, the SS Peter and Paul choir, Independence Middle School seventh and eighth grade choir, Independence elementary fourth and fifth grades, the IHS concert choir, and the Independence sixth grade choir. Pieces were played by the IHS concert band, and presentations were given by Brittny Brown – IHS forensics team member, Bill Thoma – American Legion Post #186, Michael Palkowski – American Legion Auxiliary Unit #186 President, and by Barry Schmitt – District Administrator. Alex Truog was honored for his many years of service playing "Taps" on his trumpet at funerals of veterans and Dan Schoenberger was honored for his many years of service in the legion heading up the firing squad.

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



Alumni Panel

It was a great pleasure to welcome back four Independence Alumni for a panel presentation on career paths. On Wednesday November 25th, Ashley Walek-Thronson 2006 graduate currently working as an attorney in Minneapolis; Matt Thronson 2005 graduate who is a Chiropractor; Matt Michalak a 2005 graduate currently working on his Ph.D in Nuclear Engineering at UW Madison; and Stephanie Walek a 2010 graduate working on her degree in Pharmacy spent 1 hour with our middle school students and another hour with our high school students sharing their education and career paths, and fielding questions.

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 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!



Matt Michalak, Stephanie Walek, Mrs. Woychik, Ashley Walek-Thronson, Matt Thronson

Santa Claus is in Town

On Friday, December 11th, Santa and Mrs. Claus stopped in to school to see the students in Kindergarten – 5th grade. Santa was making a list and checking it twice! While Mrs. Claus handed out candy canes to the students. Santa and Mrs. Claus are sponsored by the Independence StateBank.



2015 Christmas in Milwaukee

On Saturday, December 5th 13 High School students and 10 parents traveled to Milwaukee for "A Christmas in Milwaukee". The first stop was lunch at the Milwaukee Public Market which is home to Milwaukee's finest fresh food vendors.

On Dec. 9, 1965, *A Charlie Brown Christmas* made its grand debut. What better way to celebrate 50 years of Charlie Brown than to see *A Charlie Brown Christmas* at the Marcus Center First Stage Theatre. Christmas lights are blinking red and green, but Charlie Brown has the Yuletide blues. Charlie Brown takes Lucy's advice in hopes to get in the holiday spirit by directing the Christmas play. Every Christmas play needs a Christmas tree, but everyone makes fun of the small, spindly evergreen Charlie Brown gets – until the real meaning of Christmas works its magic again.

For the evening the group attended The Dinner Detective which was an interactive murder mystery dinner show. We went to solve a hilarious murder case while eating a fantastic four-course meal. Everyone was a suspect, even our own Tessa Bragger, whose picture was found on the victim.

After a relaxing evening in Milwaukee, everyone rose to do some Christmas shopping at the Bay Shore Mall. After lunch we attended *Bravo Caruso* which took place on Christmas Eve in the year 1920 in New York. Enrico Caruso who was the most famous opera singer of his era was scheduled to sing at the Metropolitan Opera. Caruso was being interviewed by two journalists prior to the show. Although he is not well, he is determined to perform with the help of his longtime valet. The play was based on real life Enrico Caruso.

Once the show was done the girls took a quick picture, hopped in the vans and had a quiet ride home.



Hannah Halama, Barbara Suchla, Morgan Speltz, April Skroch, Caitlyn Cooper, Gina Gamroth, Anna Skroch, Abby Pryzbilla, Tessa Bragger, Darby Smieja, Bethany Skroch, Jorgiann Gierok, Bailey Bautch

Oratorical Scholarship

The Annual American Legion Oratorical Scholarship was held Monday December 7th. Winners were: 1st place-Sophia Woychik, 2nd place-Jonathan Warner, 3rd place Brittney Brown.

The objective of the contest is to instill a greater understanding and appreciation of the Constitution. Other objectives of the contest include leadership development, the strengthening of speaking ability, and inducement of study in preparation for acceptance of the duties and responsibilities, the rights and privileges of American citizenship.

All students are reminded that this contest is open to students in any high school grade and they may participate in this each year of high school.

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



Jonathon Warner, Maddie Woychik, Sophie Woychik, Brittney Brown

The Little Things

"It's the little details that are vital. Little things make big things happen." John Wooden

If you ask my student/athletes, they probably have heard me say this a thousand times. It is a belief that we are trying to establish and in doing so developing a culture that embraces it. We don't want to waste our opportunities at mastering a skill or learning something new, or being the best teammate we can be. Everytime we walk out of a classroom or off an athletic venue, we have to have given our best. Success comes from knowing that we have given it our very best.

At an athletic contest this year we had some technical difficulties with the national anthem. (No thanks to my lack of understanding of technology). The students took it upon themselves to coordinate and start singing. What an awesome display of leadership leaving a lot of us in the crowd feeling very proud of their positive actions. They rose to the occasion and proved that is possible to step out of their comfort zone and lead by example. *"Success is never final. Failure is never fatal. It's courage that counts."* John Wooden

I am positive that we will see more examples of student leadership and courage as we march on this path towards the future. Keep believing in yourselves and your classmates/teammates. A united front will lead to exciting opportunities down the road.



Jeff Ruhland
Athletic Director



2015 All Conference Selections

Football:

1st team-

Justin Gierok-
Offensive line
Defensive line
Jose Salazar- Kicker
Alex Grulkowski- Defensive Back



2nd team-

Andrew Grulkowski- Running Back
Alex Grulkowski- Wide Receiver

Honorable Mention-

Dayne Keenan- Running Back

Volleyball:

2nd team-

Morgan Speltz



Cross Country:

2nd team-

Nathan Warner



Badger Game

Coaches and players of the 2015 Independence Girls Volleyball team attended a UW Badger volleyball game. Where the Badgers defeated the Hoosiers 3-0.



Diggin' For a Cure

On September 24th the Independence High School Volleyball Teams hosted Alma Pepin in their annual "Diggin' for a Cure" night. The team raised over \$500. Coach Kari Pedersen, Junior Hannah Halama, and Coach Tracy Halama are shown here presenting a check to Heidi Fest coordinators: Sally Tamke, Lisa Filla, and Darcy Giebel. Heidi Festers annually honor longtime friend Heidi Pieterick who lost her battle to breast cancer 19 years ago at the age of 29 with a kickball tournament. The money raised is then donated to local cancer victims. Want to help, put together a team for the 2016 Heidi Fest "Kick for a Cure" held at Four Seasons Park the first weekend in October.



Front Row: Hannah Halama, Darcy Giebel,
Tracy Halama

Back Row: Kari Pedersen, Sally Tamke, Lisa Filla

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

Independence School District

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National Honors Society

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 extracurricular activities they participate in as well as list any acknowledgements or awards they have received. As a final component to the application we ask 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 2015-2016 National Honors Society newest members are: Bailey Bautch, Joseph Pyka, Dakota Walezko, Nathan Warner, and Hannah Halama. They join current members Morgan Speltz, Tessa Bragger, Sophia Woychik and Justin Gierok. 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 lunch-in 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 2015-2016 school year.



Front Row: Sophie Woychik, Bailie Bautch, Morgan Speltz, Hannah Halama

Back Row: Anna Skroch, Justin Gierok, Nathan Warner, Dakota Walezko, Joseph Pyka, Tessa Bragger



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

Independence Public School Scholarship Opportunity Summary

(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. Annual deadline for most local scholarships is March 1st. Email Mrs. Woychik or Mrs. Kampa with any questions (woychikd@indps.k12.wi.us or kampal@indps.k12.wi.us)

Any applications that note submission to Student Services or Mrs. Woychik should instead go directly to Mrs. Leslie Kampa.

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		
Ashley Furniture Engineering/Design	\$3,333.33	Applicants must be pursuing a degree in Engineering/Design
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.
Countryside Cooperative	Up to 20 \$500	Parent/Guardian must be a member and their occupation must be associated with an Agricultural Industry.
Community Investment Healthcare Scholarship	\$1000	Student must be pursuing a degree in healthcare. Applications may be found at www.tricountymemorial.org
Edmundson Memorial	Approx. \$100	Student must be pursuing a Bachelor's Degree. Student must have a high school class rank of 10 or lower.
Ginger Everson Memorial	\$1000	Student must be pursuing a degree in healthcare. Applications may be found at www.tricountymemorial.org
FFA Old Timers	Various	Students must be pursuing a degree in an agricultural field.
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
Maliszewski Agriculture Scholarship	\$500	Student must be pursuing a degree in agriculture.
Rainbow Community Club	2-\$500	
Riverland Energy	\$1000	Parent/Guardian must be a member. Application available at www.riverlandenergy.com Random drawing but must be present at annual meeting to win.
Lisa Rostvold Memorial	\$1200	Student must be pursuing a degree as a nurse. Applications may be found at www.tricountymemorial.org
Schoenburger Memorial	\$500	Student must be pursuing a degree in Police Science, Criminal Justice or related field.
Sobotta Engineering /Science Scholarship	\$2000	Student must be pursuing a degree in Engineering or Science.
*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.
Voiture 260 Nursing Scholarship	\$2000	Student must be pursuing a degree in Nursing.
WHTL Mary Little	4-\$250 awards	3.0 GPA and Varsity Letter
Wings Over Wisconsin	Varies	Student must be pursuing a degree in conservation, forestry or agriculture.

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	3 statewide awards of	Descendant of an American Legion or American

American Legion Scholarship	\$1000	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.



Thank you for supporting the Independence School District in our efforts to collect Boxtops. We earned \$522 last spring, and \$123.60 so far this

school year. Please keep sending them to school. Our next turn in date is in the spring. .



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.

Start saving now!

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



We Appreciate Your Support!

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

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



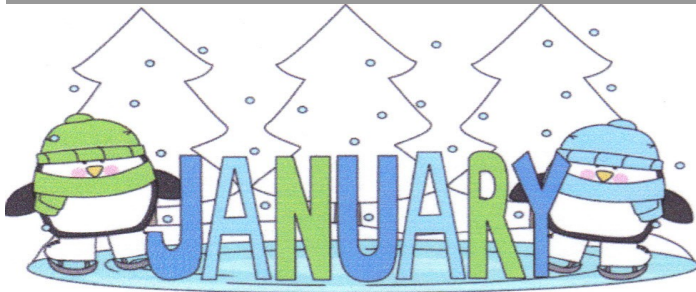
**SIGN UP FOR OUR EMAIL
AND
EARN 5 BONUS
BOX TOPS!**

Support our school with Box Tops for Education and earn **5 BONUS BOX TOPS** when you subscribe to the Box Tops email newsletter. You'll receive:

- Coupons for Box Tops products
- Exclusive free sample offers
- More Bonus Box Tops offers
- Weekly updates on our school earnings progress

Just go to BTFE.com/signup to get started! Make sure to enter our Box Tops ID number so our school gets credit for the Bonus Box Tops.

Our school ID number is: **399770**

**January 1 - Friday**

- NO SCHOOL – HAPPY 2016

January 2 - Saturday

- Volleyball open gym 8:00pm – 11:00pm grades 8+

January 3 – Sunday

- Open Gym 5:00pm

January 4 – Monday

- GBB C Team vs B-T 5:30pm

January 5 - Tuesday

- BBB vs Gilmanton 6:00pm/7:30pm

January 6 - Wednesday

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

January 7 – Thursday

- GBB at Augusta 6:00pm/7:30pm

January 8 - Friday

- BBB vs Eleva-Strum 6:00pm/7:30pm

January 9 - Saturday

- Wrestling at Osseo-Fairchild 9:30am
- Volleyball open gym 8:00pm – 11:00pm grades 8+

January 10 – Sunday

- Open Gym 5:00pm

January 11 - Monday

- Community Referendum Forum 7:00pm

January 12 - Tuesday

- GBB vs C-FC 6:00pm/7:30pm
- Wrestling at Durand 7:00pm

January 13- Wednesday

- PLC – 2:30pm Dismissal

January 14 - Thursday

- MSGBB @ Melrose-Mindora 5:00pm
- MS Wrestling at C-FC 5:00pm
- BBB vs Augusta 6:00pm/7:30pm

January 15 - Friday

- End of Semester – 12:15 Dismissal
- MS Wrestling at E-E-T
- BBB at CRC 6:00pm/7:30pm
- GBB at Lincoln 6:00pm/7:30pm

UPCOMING EVENTS

January 16 - Saturday

- MS GBB at Whitehall
- Volleyball open gym 8:00pm – 11:00pm grades 8+

January 17 – Sunday

- Open Gym 5:00pm

January 19 - Tuesday

- MSGBB at Gilmanton 5:30pm
- GBB vs Mondovi 6:00pm/7:30pm
- BBB at C-FC 6:00pm/7:30pm

January 20 - Wednesday

- PLC – 2:30pm Dismissal

January 21 - Thursday

- MSGBB vs B-T 4:30pm
- MS Wrestling at Whitehall 5:00pm
- GBB vs Mel-Min 6:00pm/7:30pm
- Wrestling at Whitehall 7:30pm

January 22 - Friday

- BBB vs Lincoln 6:00pm/7:30pm PARENTS NIGHT
- MS Wrestling at Arcadia 6:00pm

January 23 - Saturday

- GBB C-Team Tournament at Elmwood
- Wrestling at Arcadia 9:30am
- Volleyball open gym 8:00pm – 11:00pm grades 8+

January 24– Sunday

- Open Gym 5:00pm

January 26 – Tuesday

- MS GBB at Alma 4:45pm
- MS Wrestling 5:00pm
- BBB at Granton 5:45pm/7:30pm
- GBB at E-T 6:00pm/7:30pm

January 27 – Wednesday

- PLC – 2:30pm Dismissal

January 28 – Thursday

- MS GBB vs C-FC 4:30pm
- MS Wrestling at B-T 5:00pm
- BBB vs Mel-Min 6:00pm/7:30pm
- Wrestling at B-T 7:30pm

January 29 - Friday

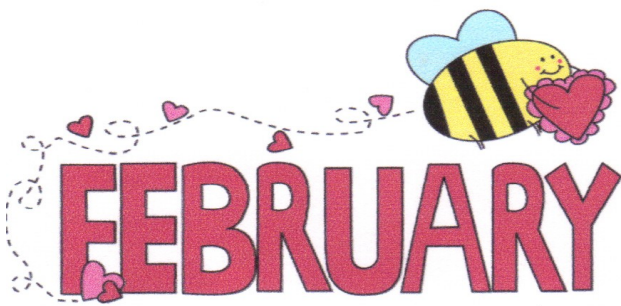
- GBB at Whitehall 6:00pm/7:30pm

January 30 - Saturday

- Wrestling 9:45am
- Volleyball open gym 8:00pm – 11:00pm grades 8+

January 31 – Sunday

- Open Gym 5:00pm

**February 1 - Monday**

- GBB at EC Immanuel 6:00pm/7:30pm

February 2 - Tuesday

- MSGBB vs Lincoln 4:30pm
- BBB vs B-T 6:00pm/7:30pm

February 3 - Wednesday

- PLC - 2:30pm Dismissal
- School Board Meeting 6:00pm
- Community Referendum Forum 8:00pm

February 4 - Thursday

- MSGBB vs Gilmanton 4:30pm
- MS Wrestling at Osseo Fairchild 5:00pm
- GBB vs Alma-Pepin 6:00pm/7:30pm PARENTS
- Wrestling at Luther 7:00pm

February 5 - Friday

- Elementary Wrestling 5:00pm
- BBB at Whitehall 6:00pm/7:30pm

February 6 - Saturday

- Volleyball open gym 8:00pm - 11:00pm grades 8+

February 7 - Sunday

- Open Gym 5:00pm

February 8 - Monday

- BBB vs EC Immanuel 6:00pm/7:30pm SR. NIGHT

February 9 - Tuesday

- MSGBB at B-T 4:30pm
- GBB at Arcadia 6:00pm/7:30pm

February 10 - Wednesday

- PLC - 2:30pm Dismissal

February 11 - Thursday

- MS Wrestling 5:00pm
- BBB vs Alma-Pepin 6:00pm/7:30pm

February 12 - Friday

- MSGBB vs Alma-Pepin 4:30pm
- GBB @ Gilmanton 6:00pm/7:30pm
- MS Dance 7:00-10:00pm

February 13- Saturday

- Volleyball open gym 8:00pm - 11:00pm grades 8+
- Wrestling Regionals at B-T 10:00am

UPCOMING EVENTS

February 14 - Sunday

- Open Gym 5:00pm

February 15 - Monday

- GBB vs E-S 6:00pm/7:30pm SR NIGHT

February 16 - Tuesday

- Wrestling Sectional at Boyceville

February 17 - Wednesday

- PLC - 2:30pm Dismissal

February 18 - Thursday

- MSGBB at C-FC 4:45pm
- MS Wrestling at Aquinas 5:00pm

February 19 - Friday

- BBB at Gilmanton 6:00pm/7:30pm

February 20 - Saturday

- GBB Dairyland Playoffs at B-T
- Wrestling Sectional at Osseo-Fairchild 10:00am
- Volleyball open gym 8:00pm - 11:00pm grades 8+

February 21 - Sunday

- Open Gym 5:00pm

February 22 - Monday

- BBB at Eleva-Strum 6:00pm/7:30pm

February 23 - Tuesday

- GBB Regionals 7:00pm

February 24 - Wednesday

- 12:15 Dismissal
- PT Conference 1:00-7:00pm

February 25 - Friday

- NO SCHOOL PT Conference Make up Day
- Wrestling State at Kohl Center

February 26 - Friday

- NO SCHOOL
- Wrestling State at Kohl Center
- GBB Regionals TBD

February 27 - Saturday

- BBB Dairyland Playoffs at Eleva Strum
- Wrestling State at Kohl Center
- GBB Regional Championship
- Volleyball open gym 8:00pm - 11:00pm grades 8+

February 28 - Sunday

- Open Gym 5:00pm


February 29 - Monday

- MS Wrestling at BRF 5:00pm

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2015-2016

Participating Products

<p>BEVERAGES</p> <ul style="list-style-type: none"> • Campbell's® Tomato Juices* • V8® Vegetable Juice* • V8 V-Fusion® Juice* • V8 Splash® Juice Drinks* <p>BREAD</p> <ul style="list-style-type: none"> • Pepperidge Farm® Breads, Croissants, Rolls & Stuffing <p>COOKING</p> <ul style="list-style-type: none"> • Campbell's® Condensed "Great for Cooking" Soups • Swanson® Broth, Canned Chicken & Cooking Stock • Campbell's® Beans <p>FROZEN PRODUCTS</p> <ul style="list-style-type: none"> • Pepperidge Farm® Frozen Garlic Breads, 3-layer Cakes, Turnovers and Puff Pastry 	<p>PASTA</p> <ul style="list-style-type: none"> • SpaghettiOs® pasta <p>SAUCES & GRAVIES</p> <ul style="list-style-type: none"> • Campbell's® Gravies • Pace® Salsas & Picante Sauce* • Prego® Italian Sauces* • Campbell's® Skillet Sauce • Campbell's® Slow Cooker • Campbell's® Oven Sauce • Campbell's® Grill Sauce <p>SNACKS</p> <ul style="list-style-type: none"> • Pepperidge Farm® Goldfish® Crackers and Grahams <p>SOUPS</p> <ul style="list-style-type: none"> • Campbell's® Chunky™ Soups • Campbell's® Chunky™ Chili • Campbell's® Condensed Soups • Campbell's® Homestyle Soups • Campbell's® Healthy Request® Soups • Campbell's® Soups-Microwavable Bowls 	<ul style="list-style-type: none"> • Campbell's® Soup on the Go • Campbell's® Slow Kettle Soup • Campbell's® Organic Soup <p>PROTEIN</p> <ul style="list-style-type: none"> • V8® Protein Shakes • V8® Protein Bars <p>STATIONERY</p> <ul style="list-style-type: none"> • BIC® Dry Erase Markers • BIC® Ecolutions™ Products • BIC® Highlighters • BIC® Mechanical Pencils • BIC® Ball Pens • BIC® Roller Pens • BIC® Gel Pens • BIC® Wite-Out® Brand Correction Tape
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Take Charge of Education for Independence School District



For those that own a Target Red Card (Credit and/or Debit):

TAKE CHARGE OF EDUCATION®

Help us without it costing anything out of your pockets. Just take a little bit of your time. If you own one of these Target Red Cards, you can designate the Independence School District through Targets "Take Charge of Education" Program and they will donate 1% of your Target purchases & 1/2% of purchases made everywhere else to Independence School District.. 1% may not sound like a lot, but it adds up quickly the more people that are involved. Target has donated over \$387 million since 1997 and is on the track to reach One Billion by the end of 2015. Please join us and help spread the word!!!

Take Charge of Education website: <https://www-secure.target.com/redcard/tcoe/home>

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

NOTICE IS HERBY GIVEN to qualified electors of the Independence School District that a School Board election will be held on Tuesday, April 5, 2016, to elect a school board members to the seat currently held by Josef Brägger and Leah Matchey for the at-large positions whose terms expire in April 2016. The incumbents are eligible for re-election. The term of office of this School Board member is three years, beginning May 1, 2016.

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 1, 2015 and not later than Tuesday, January 5, 2016 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 5, 2016.

NOTICE IS FURTHER GIVEN that if a primary is necessary, the primary will be held on Tuesday, February 16, 2016.

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

Dated this 4th day of November, 2015.

Leah Matchey, Clerk
Independence School District



Public School Open Enrollment

The Open Enrollment Application Season for the 2016-17 School Year is February 1, 2016 - April 29, 2016.

If you have any questions, please contact the DPI at openenrollment@dpi.wi.gov, or call toll free: 888-245-2732

What is Open Enrollment?

The inter-district public school open enrollment program allows parents to apply for their children to attend public school in a school district other than the one in which they reside.

Who can apply?

Any Wisconsin resident in five-year-old kindergarten to grade 12 may apply to attend a nonresident school district under the open enrollment program. However, a child may transfer to a nonresident school district for early childhood education or four-year-old kindergarten only if the child's resident school district offers the same type of program and only if the child is eligible for that program in the resident school district.

When can parents apply?

The regular open enrollment application period for the 2015-16 school year begins on February 2, 2015, and ends at 4:00 pm on April 30, 2015. The best way to apply is online (a link to the online application is at the top of this page during the application period).

An alternative application procedure allows pupils to apply for open enrollment at any time during a school year if certain criteria are met.

Can applications be denied?

Both the nonresident and resident school districts may deny an application for reasons specified in state law. If an application is denied by either the resident or nonresident school district, the parent may file an appeal with the DPI within 30 days. The DPI is required to affirm the school district's decision unless the DPI determines that the decision was arbitrary or unreasonable.

How do students get to school?

Parents are responsible to provide transportation to and from school in the nonresident school district, except that transportation required in a child's IEP must be provided by the nonresident school district. A nonresident or resident school district is permitted (but not required) to provide transportation to open enrolled pupils, however the nonresident school district is prohibited from picking up or dropping off a pupil within the boundaries of the pupil's resident school district unless the resident school district agrees. Low-income parents may apply to the DPI for reimbursement of a portion of their transportation costs.





Dear Parent,

Educational technology and funding changes daily! To keep up with these changes and expenses, our school is taking part in the Tools 4 Schools program.

With the help of the Tools 4 Schools program, we can receive computers, sporting goods, audio-visual aids, science supplies and other teaching tools FREE.

To earn these FREE awards, we simply have to collect register receipts from our supporting supermarket. Receipts dated between September 1, 2015 and February 27, 2016, are valid.

When you shop, save your receipts. Ask your friends and relatives to save their receipts too. Send receipts to school weekly to help our school earn awards.

We will tally all the receipts and order the items we need most for our school. Thank you for your participation.

Tools 4 Schools Coordinator

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

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 Country99.3FM

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.lacrosserradiogroup.net

www.indps.k12.wi.us

The monthly newsletter of
Independence School District
Independence, WI 54747