

INDEE PRIDE

Independence School District Newsletter



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

	Packet Pick-Up 2024 Wednesday, Thursday, and Friday, July 31, August 1 and 2, 8:00 am - 4:00 pm Monday and Tuesday, August 5 and 6, 8:00 am - 4:00 pm MAIN OFFICE
	Registration Day Wednesday, August 7th, 2024 11:00-7:00 pm Gym for ALL 4K-12 INDEE STUDENTS AND PARENTS Handbooks, Meal information and payment options, Athletic and Organization Information, Schedule and Locker Information for grades 6-12, Indee Wear, Fall Conference Set Up, Transportation Information. Middle & High School Make-Up Athletic Code Meeting (grades 6-12) 4:00 pm Cafetorium
	6th Grade Orientation Event Friday, August 23rd, 2024 8:00 am - 11:00 am Enter through cafeteria doors.
	4K-12 Open House (School Pictures) Monday, August 26th, 11:00-7:00 - Parents AND Students are encouraged to come anytime between 11:00-7:00. Plan to stay for approximately 30 minutes. 6-12~Ipad checkout if all forms are submitted and fees paid - Meet your teacher, bring in school supplies - School pictures for 4K-12 (Retakes October 22nd)
	Welcome Back~Student Day! Wednesday, Aug 28th, 2024

Back to School 2024
www.indps.k12.wi.us



FROM THE DESK OF MR. FRANZWA

District Administrator/Assistant Principal

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It is unbelievable that in less than a month school will be starting, but we are extremely excited for the year ahead! The optimistic side of me says, "make the most of the summer time you have left," but I do have a little bit of pessimism asking, "where did the summer go?" Looking back on my time here as the Superintendent, I am asking the same question, "where did the time go?" This will already be my third year and it seems like yesterday when I was beginning my new role as Superintendent.

In my first year (2022-23) we were fortunate to pass a three-year operating referendum for \$900,000 per year, which is set to expire in June 2025. If we want to maintain that level of funding to offer high-quality educational programming and stay competitive with our compensation for staff, we will need the community's support once again with passing another operating referendum in Spring (2025).

I would like to take this opportunity to look back at where we were in the summer of 2022 and reflect on what we have accomplished with the aid of the referendum dollars. When we passed our last referendum in August of 2022, we were focused on addressing three things:

- **Maintaining current high-quality educational programs**

- Our operating referendum dollars have allowed us to maintain our high-quality educational programming in a rural environment without having to make cuts.
- As our enrollment continues to grow every year, we have added new programs and staff when possible. We are proud to offer:
 - *Increased after-school and summer programming*
 - *Several transcribed (dual credit-high school/college) courses in Agriculture, Social Studies, Business, and Health Science.*
 - *Significant upgrades in our Metals and Agriculture Shop Areas*
 - *Our juniors and seniors have access to almost unlimited high school, technical college, and four-year college courses.*
 - *Students have individualized attention to build course plans to meet their unique career goals.*
 - *Strong participation in Youth Apprenticeship on the job placements with local employers*
 - *The expansion of clubs, which now include a Health Science Club (HOSA), a Middle School Math Club, and the resurrection of our Drama club.*
 - *Professional development for staff to help them build their toolboxes of instructional strategies. This is especially important in a building as diverse as ours.*

- **Paying monthly debts without the help of short-term financing and additional loan payments**

- Prior to receiving our referendum funding in the fall of 2022, we had to use money from our cash flow account (similar to your checkbook in a household) to pay our monthly bills. It is recommended that school districts have twenty percent of their operating budget set aside for cash flow. Our operating budget is just over \$8,000,000 - which equates to a cash flow account of \$1,600,000 for us. Disclaimer - school districts receive their aid at different times throughout the school year based on when the state and local governments disperse it, so fiscally responsible districts rarely have the full twenty percent at any given time. It is primarily a target for when they close out their fiscal year which is June 30.

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FROM THE DESK OF MR. FRANZWA

District Administrator/Assistant Principal

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- In July of 2022 our cash flow account was at approximately \$400,000. After our first year, we were able to put \$300,000 back in our cash flow account which raised our balance to \$700,000. Our goal for this year (year two of the referendum) is to add another \$300,000 which would leave us with a cash flow balance of \$1,000,000.
- **Offering competitive staff compensation to aid in staff recruitment and retention**
 - When I started in the summer of 2022 we had cumulatively lost approximately half of our professional staff in the prior two school years (2020-2021 and 2021-2022). Staff were leaving for a variety of reasons, but primarily for more compensation.
 - All of our staff are extremely important and play a crucial role in ensuring that we are providing high-quality instruction for our children. It takes time for new staff members to acclimate and understand the necessary work that needs to be done in Indee. When we replace over half of our professional staff in a two-year period, it is very difficult to maintain what we have built and also continue to grow.
 - This year, we lost three professional staff members, two of whom were husband and wife who needed to move closer to family for personal reasons. Based on the prior trend, this low turnover wouldn't have been possible without our referendum and the generous support of our community.

This fall we will begin discussions about the possibility of another operating referendum. Because of how schools are funded, we have had an operating referendum since 1997. The only year we didn't have a referendum was in 2021-2022. This is the year our cash flow balance was depleted to \$400,000. Using your cash flow for expenses is not a sustainable plan for any school and is definitely not one for schools that want to obtain successful results.

We want you to know that we are working extremely hard to utilize our available resources and provide a quality education for the students of Independence. Education has changed so much over the years and I would argue that it looks drastically different when compared to the education that you and I received. We have made several changes and put systems and structures in place with a focus on preparing all of our students for success. It takes time though, and although we aren't where we want to be with regard to academic achievement right now, I am confident in the plans we have for the future. Additionally, in Independence we still value qualities such as hard work, respect, responsibility, and resiliency. We really do have so much to be thankful for - great students, wonderful staff, and a supportive community. I am proud of what we have created, confident in what we are focused on, and excited about the future and work that we have ahead of us.



DESDE EL ESCRITORIO DEL SR. FRANZWA

ADMINISTRADOR DEL DISTRITO/SUBDIRECTOR

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Es increíble que en menos de un mes comiencen las clases, ¡pero estamos muy emocionados por el año que viene! Mi lado optimista dice: "aprovecha al máximo el verano que te queda", pero tengo un poco de pesimismo al preguntar: "¿a dónde se fue el verano?". Al recordar mi tiempo aquí como Superintendente, me hago la misma pregunta: "¿Adónde se fue el tiempo?" Este ya será mi tercer año y parece que fue ayer cuando comenzaba mi nuevo rol como Superintendente.

En mi primer año (2022-23), tuvimos la suerte de aprobar un referéndum operativo de tres años por \$900,000 por año, que expirará en junio de 2025. Si queremos mantener ese nivel de financiamiento para ofrecer programación educativa de alta calidad y permanecer competitivo con nuestra compensación para el personal, necesitaremos el apoyo de la comunidad una vez más para aprobar otro referéndum operativo esta primavera (2025).

Me gustaría aprovechar esta oportunidad para recordar dónde estábamos en el verano de 2022 y reflexionar sobre lo que hemos logrado con la ayuda de los dólares del referéndum. Cuando aprobamos nuestro último referéndum en agosto de 2022, nos concentramos en abordar tres cosas:

- Mantener programas educativos actuales de alta calidad.
- Nuestros dólares operativos del referéndum nos han permitido mantener nuestra programación educativa de alta calidad en un entorno rural sin tener que hacer recortes.
- A medida que nuestras inscripciones continúan creciendo cada año, hemos agregado nuevos programas y personal cuando es posible. Estamos orgullosos de ofrecer:
 - Más programas extraescolares y de verano
 - Varios cursos transcriptos (doble crédito-escuela preparatoria/universidad) en Agricultura, Estudios Sociales, Negocios y Ciencias de la Salud.
 - Mejoras significativas en nuestras áreas de taller de metales y agricultura
 - Nuestros estudiantes Juniors-11 y Seniors-12 tienen acceso casi ilimitado a cursos de escuela preparatoria, universidad técnica y universidad de cuatro años.
 - Los estudiantes reciben atención individualizada para crear planes de cursos que cumplan con sus objetivos profesionales únicos.
 - Fuerte participación en el aprendizaje juvenil en las colocaciones laborales con empleadores locales.
 - La expansión de los clubes de la escuela preparatoria, que ahora incluyen un Club de Ciencias de la Salud (HOSA-por sus siglas en Inglés) y el club de Matemáticas, y la resurrección de nuestro club de drama/teatro.
 - Desarrollo profesional para el personal para ayudarlos a desarrollar sus herramientas de estrategias de instrucción. Esto es especialmente importante en un edificio tan diverso como el nuestro.
 - Pagar deudas mensuales sin la ayuda de financiamiento a corto plazo y pagos de préstamos adicionales
 - Antes de recibir nuestra financiación del referéndum en el otoño de 2022, teníamos que usar dinero de nuestra cuenta de flujo de efectivo (similar a su chequera en un hogar) para pagar nuestras facturas mensuales. Se recomienda que los distritos escolares reserven el veinte por ciento de su presupuesto operativo para el flujo de efectivo.. Nuestro presupuesto operativo es de poco más de \$8,000,000, lo que equivale a una cuenta de flujo de efectivo de \$1,600,000 para nosotros. Descargo de responsabilidad: los distritos escolares reciben su ayuda en diferentes momentos durante el año escolar según cuándo la distribuyen los gobiernos estatales y locales, por lo que los distritos fiscalmente responsables rara vez tienen el veinte por ciento completo en un momento dado. Es principalmente un objetivo para cuando cierran su año fiscal, que es el 30 de junio.

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ADMINISTRADOR DEL DISTRITO/SUBDIRECTOR

- En julio de 2022, nuestra cuenta de flujo de efectivo era de aproximadamente \$400,000. Después de nuestro primer año, pudimos devolver \$300,000 a nuestra cuenta de flujo de efectivo, lo que elevó nuestro saldo a \$700,000. Nuestro objetivo para este año (segundo año del referéndum) es agregar otros \$300,000 dólares, lo que nos dejaría con un saldo de flujo efectivo de \$1,000,000 de dólares.
- Ofrecer una compensación competitiva al personal para ayudar en la contratación y retención del personal
- Cuando comencé en el verano de 2022, habíamos perdido acumulativamente aproximadamente la mitad de nuestro personal profesional en los dos años escolares anteriores (2020/2021 y 2021/2022). El personal se marchaba por diversas razones, pero principalmente para obtener una mayor compensación.
- Todo nuestro personal es extremadamente importante y juega un papel crucial para garantizar que brindemos instrucción de alta calidad a nuestros niños. Se necesita tiempo para que los nuevos miembros del personal se aclimaten y comprendan el trabajo necesario que se debe realizar en Indee. Cuando reemplazamos a más de la mitad de nuestro personal profesional en un período de dos años, es muy difícil mantener lo que hemos construido y también seguir creciendo.
- Este año perdimos a tres miembros del personal profesional, dos de los cuales eran marido y mujer que necesitaban estar más cerca a su familia por motivos personales. Según la tendencia anterior, esta baja rotación no habría sido posible sin nuestro referéndum y el generoso apoyo de nuestra comunidad.

Este otoño comenzaremos las discusiones sobre la posibilidad de otro referéndum operativo. Debido a cómo se financian las escuelas, hemos tenido un referéndum operativo desde 1997. El único año que no tuvimos referéndum fue en el 2021-2022. Este es el año en que nuestro saldo de flujo efectivo se redujo a \$400,000. Usar su flujo efectivo para gastos no es un plan sostenible para ninguna escuela y definitivamente no lo es para las escuelas que desean obtener resultados exitosos.

Queremos que sepa que estamos trabajando muy duro para utilizar nuestros recursos disponibles y brindar una educación de calidad a los estudiantes de Independence. La educación ha cambiado mucho a lo largo de los años y yo diría que se ve drásticamente diferente en comparación con la educación que usted y yo recibimos. Hemos realizado varios cambios y hemos implementado sistemas y estructuras con un enfoque en preparar a todos nuestros estudiantes para el éxito. Sin embargo, lleva tiempo y, aunque en este momento no estamos donde queremos estar con respecto al rendimiento académico, confío en los planes que tenemos para el futuro. Además, en Independence valoramos cualidades como el trabajo duro, el respeto, la responsabilidad y la resiliencia. Realmente tenemos mucho por lo que estar agradecidos.: excelentes estudiantes, personal maravilloso y una comunidad que nos apoya. Estoy orgulloso de lo que hemos creado, confiado en lo que nos proponemos y entusiasmado con el futuro y el trabajo que tenemos por delante.



FROM THE DESK OF MRS. Z

4K-8 Principal

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Happy Summer!

I hope you are enjoying your last few weeks of summer and are gearing up for the 2024-2025 school year. I would like to take this opportunity to share a little bit about our summer school program and the newly installed elementary playground.

In June, we had a three week long summer school program for our students. The staff provided wonderful opportunities for our elementary and middle school students to continue their learning in a fun and engaging environment. We had a total of 179 students participate. There were several enrichment activities offered and the remedial classes focused on math and reading skills.

I would like to thank all of our dedicated teachers, paraprofessionals, food service, custodians and office staff who made summer school possible. We look forward to continuing to offer summer school in the years to come and help even more students reach their full potential.

Throughout summer school, the students were able to watch the process of the removal of the old playground equipment.

We will soon be able to provide our students a safe and enjoyable outdoor space to play and learn. The new playground will feature modern equipment and structures that will encourage physical activity, social interaction, and imaginative play.

We believe that play is an essential part of a child's development, and we are committed to creating a space where our students can learn and grow.

I want to extend a thank you to Joe Bragger and his crew for the removal of the old playground equipment, Mike Marsolek for the excavating work, and the custodians for their help every step of the way. Thank you for your ongoing support and dedication to our school community.

We look forward to seeing the smiles on our students' faces as they explore and enjoy the new playground in the near future. The playground will be ready for students to use at the beginning of the 2024-2025 school year!

I look forward to another year of learning and working together.

thank you

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¡Feliz verano!

Espero que estén disfrutando sus últimas semanas de verano y se están preparando para el año escolar 2024-2025. Me gustaría aprovechar esta oportunidad para compartir un poco sobre nuestro programa de escuela de verano y el patio de juegos de la escuela elemental recién instalado.

En junio, tuvimos un programa de escuela de verano de tres semanas de duración para nuestros estudiantes. El personal brindó maravillosas oportunidades para que nuestros estudiantes de la escuela elemental y preparatoria continúen su aprendizaje en un ambiente divertido y atractivo. Participaron un total de 179 estudiantes. Se ofrecieron varias actividades de enriquecimiento y las clases de recuperación se centraron en las habilidades de matemáticas y lectura.

Me gustaría agradecer a todos nuestros dedicados maestros, paraprofesionales, servicio de comida, conserjes y personal de oficina que hicieron posible la escuela de verano. Esperamos continuar ofreciendo escuela de verano en los próximos años y ayudar a más estudiantes a alcanzar su máximo potencial



Durante la escuela de verano, los estudiantes pudieron observar el proceso de eliminación del viejo equipo del patio de recreo.

Pronto podremos brindarles a nuestros estudiantes un espacio al aire libre seguro y agradable para jugar y aprender. El nuevo patio de recreo contará con equipos y estructuras modernas que fomentarán la actividad física, la interacción social y el juego imaginativo.

Creemos que el juego es una parte esencial del desarrollo de un niño y estamos comprometidos a crear un espacio donde nuestros estudiantes puedan aprender y crecer.

Quiero agradecer a Joe Bragger y su equipo por quitar los viejos equipos del patio de recreo, a Mike Marsolek por el trabajo de excavación y a los custodios por su ayuda en cada paso del camino. Gracias por su continuo apoyo y dedicación a nuestra comunidad escolar.

Esperamos ver las sonrisas en los rostros de nuestros estudiantes mientras exploran y disfrutan el nuevo patio de recreo en un futuro cercano. ¡El patio de recreo estará listo para que lo usen los estudiantes al comienzo del año escolar 2024-2025!

Espero con ansias otro año más de aprendizaje y trabajo juntos.



PREPARING FOR NEW YEAR: AMIDST BACKPACKS AND HAIRCUTS MAKE TIME FOR CONVERSATIONS ABOUT HARD WORK AND PRIDE

At some point in our lives most of us have likely taken on a task that seemed almost impossible; such as a farmer preparing for harvest, an event planner/committee member planning for a large community event, a construction worker building a new home, or a college student beginning their program. Large endeavors like these can seem intimidating, stressful, and overwhelming. They can stop some of us before we even get going. They usually involve initial decision-making followed by planning, effort, persistence, and dedication. There are often difficult times during such a process, and thoughts of quitting can be very real. However, anyone who has worked through a challenging experience and made it happen likely knows the *pride and sense of accomplishment that comes from completing a complex and challenging task*.

I can imagine the hustle and bustle about to begin in the 250+ student-filled homes across Independence: shopping for school supplies, choosing the perfect backpack, and feeling the excitement of getting a new pair of shoes and a fresh haircut. No doubt, the preparations have begun, and the anticipation about new friends, new teachers, and more are on the minds of many of our beloved Indees. The beginning of a new school year also provides a special chance for our students to gear up mentally to be ready to take on challenges that are going to push them out of their comfort zones. By setting realistic yet challenging goals and developing the mindset needed to persevere, all of our students can end the year with a sense of pride and accomplishment that can only come from taking on a hard task and seeing it through.

To do this adult encouragement and support are helpful. Students need to know that someone in their life is a champion for them and believes in their abilities to achieve their goals. Parents, other family members, teachers, coaches, and others can serve this role and I would encourage anyone reading this to consider being that champion for at least one student this year. It will be life-changing for both of you.

Parents, I encourage you to *help your child (of any age) prepare for the new school year with regular conversations that push them to think about challenging themselves academically and relationally this year. Make time for discussions at home that revolve around things like: what your child is reading, how you can notice and incorporate more math in your family's everyday life, finding out more about your child's friends and discussing what makes a good friend. Help your child set some goals for their grades, and related assessments; discuss being involved in a club or sport, and/or setting a leadership goal to get more involved and make a difference in the school or community. Help your child see how important it is to make everyday matter and to take on the things that seem challenging, even daunting. Setting goals, taking on new challenges, and doing something they had never thought they could can be life-changing. Help your child believe that they can make anything happen if they are willing to do the hard work. Also, remind them that their hard work will equal a sense of pride that no one can ever take away, and will feed their character, intelligence, and the confidence to take on even more challenges and help them grow as a person, friend, family member, and learner.*

Hard work is expected in our school. Let's work together to be sure our students feel the support needed to not only get through it, but to celebrate it with a sense of pride. So in the midst of picking out the perfect backpack and getting the perfect haircut, please make time for conversations that help students prepare for the mental challenges that await them this new school year.



Preparándose para el Año Nuevo: Entre mochilas y cortes de pelo tómese el tiempo para conversar sobre el trabajo duro y el orgullo

Es probable que en algún momento de nuestras vidas la mayoría de nosotros haya asumido una tarea que parecía casi imposible; como un agricultor que se prepara para la cosecha, un planificador de eventos/miembro de un comité que planifica un gran evento comunitario, un trabajador de la construcción que construye una nueva casa o un estudiante universitario que comienza su programa. Grandes esfuerzos como estos pueden parecer intimidantes, estresantes y abrumadores. Pueden detener a algunos de nosotros incluso antes de que nos pongamos en marcha. Suelen implicar una toma de decisiones inicial seguida de planificación, esfuerzo, perseverancia y dedicación. A menudo hay momentos difíciles durante ese proceso y los pensamientos de dejar de fumar pueden ser muy reales. Sin embargo, cualquiera que haya pasado por una experiencia desafiante y la haya hecho realidad probablemente conozca el orgullo y la sensación de logro que se deriva de completar una tarea compleja y desafiante.

Puedo imaginar el ajetreo y el bullicio que está a punto de comenzar en los más de 250 hogares llenos de estudiantes en todo Independence: comprar útiles escolares, elegir la mochila perfecta y sentir la emoción de conseguir un nuevo par de zapatos y un nuevo corte de pelo. Sin duda, los preparativos han comenzado y la anticipación de nuevos amigos, nuevos maestros y más está en la mente de muchos de nuestros queridos Indees. El comienzo de un nuevo año escolar también brinda una oportunidad especial para que nuestros estudiantes se preparen mentalmente para estar preparados para asumir desafíos que los sacarán de sus zonas de confort. Al establecer metas realistas pero desafiantes y desarrollar la mentalidad necesaria para perseverar, todos nuestros estudiantes pueden terminar el año con un sentido de orgullo y logro que solo puede surgir al asumir una tarea difícil y llevarla a cabo.

Para hacer esto, el estímulo y el apoyo de los adultos son útiles. Los estudiantes necesitan saber que alguien en su vida es un defensor para ellos y cree en sus capacidades para lograr sus objetivos. Los padres, otros miembros de la familia, maestros, entrenadores y otras personas pueden desempeñar este papel y animar a cualquiera que lea esto a que considere ser ese defensor de al menos un estudiante este año. Será un cambio de vida para ambos.

Padres, los animo a que ayuden a sus hijos (de cualquier edad) a prepararse para el nuevo año escolar con conversaciones periódicas que los impulsen a pensar en desafiarse a sí mismos académica y relacionamente este año. Tómese un tiempo para conversar en casa sobre temas como: qué lee su hijo, cómo puede notar e incorporar más matemáticas en la vida diaria de su familia, saber más sobre los amigos de su hijo y discutir qué hace a un buen amigo. Ayude a su hijo a establecer algunas metas para sus calificaciones y evaluaciones relacionadas; hablar sobre la participación en un club o deporte y/o establecer una meta de liderazgo para involucrarse más y marcar una diferencia en la escuela o la comunidad. Ayude a su hijo a ver lo importante que es hacer que cada día sea importante y asumir las cosas que parecen desafiantes. Establecer metas, asumir nuevos desafíos y hacer algo que nunca habían pensado que podrían hacer puede cambiarles la vida. Ayude a su hijo a creer que puede hacer que cualquier cosa suceda si está dispuesto a trabajar duro. Además, recuerde que su arduo trabajo equivale a un sentimiento de orgullo que nadie podrá quitarles jamás y alimentará su carácter, su inteligencia y la confianza para asumir aún más desafíos y ayudarlos a crecer como persona, amigo y familia. miembro y alumno.

Se espera que trabaje duro en nuestra escuela. Trabajemos juntos para asegurarnos de que nuestros estudiantes sientan el apoyo necesario no solo para superarlo, sino también para celebrarlo con orgullo. Entonces, mientras elige la mochila perfecta y el corte de pelo perfecto, tómese un tiempo para conversar que ayude a los estudiantes a prepararse para los desafíos mentales que les esperan este nuevo año escolar

FROM THE DESK OF MRS. OLSON

SPEd Director/High School Principal

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Happy August!

I hope all of you are having a wonderful summer! I also hope many of you are excited to return to school in a few weeks. I am preparing for my tenth year in the Independence Public School. I began my career here as a Special Education teacher and with the guidance and support of the administrators before and beside me, I am happy to now be the Director of Special Education and High School Principal. Mr. Franzwa, Mrs. Woychik, Mrs. Zwiefelhofer, and I have worked closely together for the last couple years so we don't anticipate that our families will see too much of a change. I live in Independence with my husband, Aaron, and two sons, Nolan and Waylon. Nolan and I are excited to have Waylon joining us at school for the first time this fall.

For several years our sons and I have written a "Summer Bucket List". Some activities are rewritten every year and some new activities are added each year. Items include days at the pool, visiting local parks, and eating at our favorite restaurants. I love writing a to-do list on a crisp post-it with a flair pen as much as anybody, but our summer list is more than just what we want to do. It gets us out of our comfort zone, adds excitement to the summer season, and creates memories that we talk about for a long time.

Hanging this list in our kitchen helps us to make a plan and stick to it. We still love home days with slow mornings, but we also see all of the possibilities for the day. You can't wait for things to come to you or happen for you. You need to make things happen! Excitement and hope comes from setting goals and accomplishing them.

So many times in school, students may sit at the same lunch table, partner with the same peer on collaborative projects, or participate in the same co-curricular activities. This year I challenge you to get out of your comfort zone - sit at a new lunch table, talk to a new student, or join a new co-curricular activity.

Family members, friends, and teachers will soon be asking Nolan and Waylon what they did this summer. Instead of them saying "nothing" as children sometimes do, I want them to reflect on our list and think about all of the special memories we made together. Your fondest school memories may come from trying something new.

I encourage you to create your own "Bucket List" this school year. Fill it with activities that will get you out of your comfort zone, add excitement to your days, and create memories for you to remember for a lifetime!

I look forward to a great year! See you soon!

ATTENDANCE POLICY

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.

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¡Feliz Agosto!

Espero que todos estén pasando un verano maravilloso. También espero que muchos de ustedes estén emocionados por regresar a la escuela en unas semanas. Me estoy preparando para mi décimo año en la Escuela Pública de Independence. Comencé mi carrera aquí como maestra de Educación Especial y con la guía y apoyo de los administradores antes y a mi lado, estoy feliz de ser ahora la Directora de Educación Especial y Directora de la Escuela Preparatoria. El Sr. Franzwa, la Sra. Woychik, la Sra. Zwiefelhofer, y yo hemos trabajado en estrecha colaboración durante los últimos dos años por lo que no anticipamos que nuestras familias verán demasiado cambio. Vivo en Independence con mi marido, Aaron, y mis dos hijos, Nolan y Waylon. Nolan y yo estamos emocionados de que Waylon se una a nosotros a la escuela por primera vez este otoño.

Durante varios años, nuestros hijos y yo hemos escrito una "Lista de deseos de verano". Algunas actividades se reescriben cada año y se agregan algunas actividades nuevas cada año. Los artículos incluyen días en la piscina, visitar parques locales y comer en nuestros restaurantes favoritos. Me encanta escribir una lista de tareas pendientes en un post-it con un bolígrafo nuevo, pero nuestra lista de verano es más que solo lo que queremos hacer. Nos saca de nuestra zona de comodidad, añade emoción a la temporada de verano y crea recuerdos de los que hablamos durante mucho tiempo.

Colgar esta lista en nuestra cocina nos ayuda a hacer un plan y cumplirlo. Todavía nos encantan los días en casa con mañanas tranquilas, pero también vemos todas las posibilidades para el día. No puedes esperar a que las cosas te sucedan o te sucedan. ¡Necesitas hacer que las cosas sucedan! La emoción y la esperanza provienen de establecer metas y lograrlas.

Muchas veces en la escuela, los estudiantes se sientan en la misma mesa para comer, se asocian con el mismo compañero en proyectos de colaboración o participan en las mismas actividades co-curriculares. Este año los reto a que salgas de tu zona de confort: siéntate en una nueva mesa, habla con un nuevo estudiante o participa en una nueva actividad co-curricular.

Familiares, amigos y maestros le preguntarán a Nolan y Waylon qué hicieron este verano. En lugar de que digan "nada" como hacen a veces los niños, quiero que reflexionen sobre nuestra lista y piensen en todos los recuerdos especiales que creamos juntos. Es posible que tus mejores recuerdos escolares provengan de tratar algo nuevo.

Los animo a que creen su propia "lista de deseos" este año escolar. Llénalo con actividades que te sacará de tu zona de comodidad, ¡agrega emoción a tus días y crea recuerdos para recordar toda la vida!

¡Espero un gran año! ¡Nos vemos pronto!

POLÍTICA DE ASISTENCIA

Se recuerda a todos los padres que llamen a la escuela antes de las 9:00 a. m. el día de la ausencia de su hijo(a). El no notificar a la escuela antes de las 9:00 a. m. puede resultar en una acción disciplinaria para el estudiante. Agradecemos su cooperación. Nuevamente, si los padres no llaman, llamaremos para confirmar el hecho de que los padres saben dónde están sus hijo(a) (ya sea en casa o en la escuela) y que nuestros niños están seguros. Gracias por su cooperación.



Escuela Libre de Dispositivos Electrónicos Personales

Los primeros debates en nuestra escuela sobre los teléfonos móviles y dispositivos electrónicos similares se remontan al menos a 15 años. Los argumentos para permitirlos versus los argumentos para prohibirlos tenían sus méritos: “Podemos/debemos enseñar a los estudiantes a usarlos responsablemente” o “Podemos usarlos con fines educativos” se han promocionado como razones para conservarlos. “Son una distracción y deben mantenerse fuera de la vista” es el principal argumento para prohibirlos en nuestros salones de clases. Durante estos últimos 15 años, hemos tenido años en los que se esperaba que los teléfonos se guardaran en los casilleros, hemos tenido años en los que podían guardarse en escritorios y mesas pero no usarse, y hemos tenido años en los que cada maestro tenía discreción sobre cómo y cuándo estos dispositivos electrónicos personales podrían usarse en sus salones de clases.

En la reunión de la Junta Escolar de junio de 2024, nuestra junta presentó y adoptó una política que se utilizará a partir de nuestro nuevo año escolar. En resumen, dice:

El Consejo de Educación promulgó la siguiente política con el fin de reducir las distracciones y proporcionar un entorno seguro para el aprendizaje.

- *Con excepción de un dispositivo emitido por el distrito, los dispositivos electrónicos personales, incluidos, entre otros, teléfonos celulares, relojes inteligentes, airpods, etc., se pueden usar antes y después de la escuela. Los dispositivos electrónicos personales deben apagarse y guardarse en el casillero de los estudiantes durante el horario escolar.*
- *Los estudiantes de secundaria y preparatoria pueden revisar sus teléfonos celulares u otros PED en busca de mensajes importantes en sus casilleros durante la hora del almuerzo durante 5 minutos.*
- *Los dispositivos personales serán confiscados si se usan en momentos inapropiados durante el día escolar.*

Puedo imaginar una mezcla de emociones arremolinándose sobre esta decisión en los hogares de nuestras familias. En lugar de continuar el debate, me gustaría compartir algunas ideas sobre lo que dicen los investigadores sobre este tema y lo que, en parte, ha informado la decisión de nuestra junta escolar. Aunque muchas personas podrían decir que el auge tecnológico durante el COVID-19 es el culpable de que nuestros estudiantes se vuelvan más dependientes de la electrónica, hay evidencia de que cuando se introdujeron los teléfonos inteligentes alrededor de 2010 hubo cambios que nos impactaron a todos, incluidos los niños y adolescentes. El aumento de las opciones de redes sociales como Instagram, Facebook y Snapchat (entre otras), junto con los botones que permitían a los usuarios obtener comentarios a través de "me gusta", emojis y retweets afectaron la forma en que se vivía la infancia y la adolescencia. Jonathan Haidt, un psicólogo social, utilizó la investigación para ayudarnos a comprender los efectos de los teléfonos inteligentes en su libro de 2024 *The Anxious Generation*. En su libro, Haidt cita un aumento del 135% en la depresión mayor entre las adolescentes entre 2010 y 2022. Un aumento del 161% entre los varones adolescentes. El porcentaje de estudiantes universitarios estadounidenses diagnosticados con ansiedad aumentó un 134% y depresión un 106% desde 2010. Pero, ¿por qué culpar a los teléfonos móviles? En parte, Haidt ofrece estas consideraciones:



1. *Privación social. Aunque los teléfonos móviles pueden conectarnos más rápido y con más personas, el nivel de conexión suele ser superficial y se pierde fácilmente. Podemos dejar de ser amigos de alguien con un clic. Antes de los teléfonos inteligentes, teníamos que hablar con la gente, usar el contacto visual y el lenguaje corporal, y era más difícil dejar de ser amigo de alguien. En esencia, se reduce la capacidad de concentrarse y conectarse con otros cuando un teléfono está visible. Ahora podemos conectarnos con todos en el mundo y desconectarnos de todos los que nos rodean.*
- 2.
3. *La privación del sueño. No dormir lo suficiente afecta la concentración y el estado de ánimo. Un estudio de 2017 citó que dormir menos aumenta la probabilidad de depresión. Aunque los adolescentes necesitan dormir siete horas o más, casi la mitad de los adolescentes duermen menos que eso. Si bien es posible que hayamos tenido distracciones relacionadas con la tecnología antes de los teléfonos inteligentes, ahora pueden llegar a todas partes, incluido el dormitorio.*
- 4.
5. *Fragmentación de la atención. Los estudiantes reciben casi 100 alertas al día para los usuarios promedio o una cada cinco minutos. Los usuarios habituales pueden recibir una alerta cada minuto. El zumbido de los teléfonos inteligentes es una distracción y cambiar la atención en el salón de clases generalmente significa perder el enfoque en el aprendizaje. El trabajo de los diseñadores de aplicaciones es llamar la atención de la gente y nuestros maestros no pueden competir con eso.*
- 6.
7. *Adicción. Los creadores de aplicaciones hacen todo lo posible para enganchar a los usuarios y crean rápidos ciclos de recompensa que desencadenan la necesidad de mirar y ver qué comentarios han recibido los usuarios (positivos o negativos). Los adolescentes se dejan llevar por las emociones, la novedad y las recompensas, lo que los hace vulnerables a la adicción a las redes sociales.*
- 8.



Cada vez hay más investigaciones sobre el uso del teléfono móvil. Aunque hay muchos aspectos positivos, como conectarnos con personas de todo el mundo, permitir grupos de pares más diversos que ofrezcan apoyo y conexión, encontrar información y permitir que las familias se comuniquen de nuevas maneras, no podemos ignorar la necesidad de establecer límites claros con ellos y ayudar a los estudiantes a concentrarse y desarrollar partes de sus vidas que no involucren teléfonos celulares.

Durante cada iteración de nuestra política telefónica durante los últimos 15 años, nuestros estudiantes se han adaptado y no hay duda de que lo harán nuevamente. La transición a una escuela sin teléfonos celulares seguramente será un poco estresante, pero confiamos en que nuestros estudiantes no sólo sobrevivirán sino que prosperarán. Con la nueva libertad que tienen de estar separados de sus teléfonos, aumentarán el tiempo que tendrán para interactuar con sus compañeros y maestros. Las escuelas sin teléfono liberan a todos para estar más presentes unos con otros.

ESCUELA LIBRE DE TELÉFONOS CELULARES

Los primeros debates en nuestra escuela sobre los teléfonos móviles y dispositivos electrónicos similares se remontan al menos a 15 años. Los argumentos para permitirlos versus los argumentos para prohibirlos tenían sus méritos: "Podemos/debemos enseñar a los estudiantes a usarlos responsablemente" o "Podemos usarlos con fines educativos" se han promocionado como razones para conservarlos. "Son una distracción y deben mantenerse fuera de la vista" es el principal argumento para prohibirlos en nuestros salones de clases. Durante estos últimos 15 años, hemos tenido años en los que se esperaba que los teléfonos se guardaran en los casilleros, hemos tenido años en los que podían guardarse en escritorios y mesas pero no usarse, y hemos tenido años en los que cada maestro tenía discreción sobre cómo y cuándo estos dispositivos electrónicos personales podrían usarse en sus salones de clases.

En la reunión de la Junta Escolar de junio de 2024, nuestra junta presentó y adoptó una política que se utilizará a partir de nuestro nuevo año escolar. En resumen, dice:

- *El Consejo de Educación promulga la siguiente política con el fin de reducir las distracciones y proporcionar un entorno seguro para el aprendizaje. Con excepción de un dispositivo emitido por el distrito, los dispositivos electrónicos personales, incluidos, entre otros, teléfonos celulares, relojes inteligentes, airpods, etc., se pueden usar antes y después de la escuela. **Los dispositivos electrónicos personales deben apagarse y guardarse en el casillero de los estudiantes durante el horario escolar.***
- *Los estudiantes de secundaria y preparatoria pueden revisar sus teléfonos celulares u otros PED en busca de mensajes importantes en sus casilleros durante la hora del almuerzo durante 5 minutos.*
- *Los dispositivos personales serán confiscados si se usan en momentos inapropiados durante el día escolar.*

Puedo imaginar una mezcla de emociones arremolinándose sobre esta decisión en los hogares de nuestras familias. En lugar de continuar el debate, me gustaría compartir algunas ideas sobre lo que dicen los investigadores sobre este tema y lo que, en parte, ha informado la decisión de nuestra junta escolar. Aunque muchas personas podrían decir que el auge tecnológico durante el COVID-19 es el culpable de que nuestros estudiantes se vuelvan más dependientes de la electrónica, hay evidencia de que cuando se introdujeron los teléfonos inteligentes alrededor de 2010 hubo cambios que nos impactaron a todos, incluidos los niños y adolescentes. El aumento de las opciones de redes sociales como Instagram, Facebook y Snapchat (entre otras), junto con los botones que permitían a los usuarios obtener comentarios a través de "me gusta", emojis y retweets afectaron la forma en que se vivía la infancia y la adolescencia. Jonathan Haidt, un psicólogo social, utilizó la investigación para ayudarnos a comprender los efectos de los teléfonos inteligentes en su libro de 2024 *The Anxious Generation*. En su libro, Haidt cita un aumento del 135% en la depresión mayor entre las adolescentes entre 2010 y 2022. Un aumento del 161% entre los varones adolescentes. El porcentaje de estudiantes universitarios estadounidenses diagnosticados con ansiedad aumentó un 134% y depresión un 106% desde 2010. Pero, ¿por qué culpar a los teléfonos móviles? En parte, Haidt ofrece estas consideraciones:

1. *Privos (o negativos). Los adolescentes se dejan llevar por las emociones, la novedad y las recompensas, lo que los hace vulnerables a la adicción a las redes sociales.*

Cada vez hay más investigaciones sobre el uso del teléfono móvil. Aunque hay muchos aspectos positivos, como conectarnos con personas de todo el mundo, permitir grupos de pares más diversos que ofrezcan apoyo y conexión, encontrar información y permitir que las familias se comuniquen de nuevas maneras, no podemos ignorar la necesidad de establecer límites claros con ellos y ayudar a los estudiantes a concentrarse y desarrollar partes de sus vidas que no involucren teléfonos celulares.



Durante cada iteración de nuestra política telefónica durante los últimos 15 años, nuestros estudiantes se han adaptado y no tengo dudas de que lo harán nuevamente. La transición a una escuela sin teléfonos celulares seguramente será un poco estresante, pero confío en que nuestros estudiantes no sólo sobrevivirán sino que prosperarán. Con la nueva libertad que tienen de estar separados de sus teléfonos, aumentarán el tiempo que tendrán para interactuar con sus compañeros y profesores. Las escuelas sin teléfono liberan a todos para estar más presentes unos con otros.

Prometemos compartir más sobre este importante tema en futuros boletines para ayudar a las familias a comprender esta decisión y también considerar los pasos que se pueden tomar para establecer límites a los teléfonos celulares en sus propios hogares. La infancia es corta y tenemos una oportunidad de ayudar a todos los estudiantes a aprovechar al máximo su educación. Esperamos que nuestras familias apoyen esta decisión y trabajen con nosotros para hacer de este un cambio positivo y productivo y un gran año escolar nuevo para todos.



Haidt, J., & Pratt, S. (2024). *The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness*. acción social. Aunque los teléfonos móviles pueden conectarnos más rápido y con más personas, el nivel de conexión suele ser superficial y se pierde fácilmente. Podemos dejar de ser amigos de alguien con un clic. Antes de los teléfonos inteligentes, teníamos que hablar con la gente, usar el contacto visual y el lenguaje corporal, y era más difícil dejar de ser amigo de alguien. En esencia, se reduce la capacidad de concentrarse y conectarse con otros cuando un teléfono está visible. Ahora podemos conectarnos con todos en el mundo y desconectarnos de todos los que nos rodean.

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Nicole Lovato, Michelle A Short, Gorica Micic, Rachel M Hiller & Michael Gradisar (2017) An investigation of the longitudinal relationship between sleep and depressed mood in developing teens, *Nature and Science of Sleep*, , 3-10, DOI: 10.2147/NSS.S111521

EAGLE'S NEST PANTRY OPENING SOON

We are excited to partner with Western Dairyland's Retired and Senior Volunteer Program (RSVP) to provide an opportunity for our students and families to receive free food through our new Eagle's Nest Pantry.

This will operate like a school market from which the students can choose items to take home for themselves and their families once per week. The pantry will also be open during school events, such as Registration Day and fall and spring Parent-Teacher Conferences in the main lobby. Snacks will also be stocked to supplement the snack needs of the Elementary classrooms.

Western Dairyland has received funding from Feed My People to help purchase the shelving for the pantry, as well as a \$500 credit toward food to initially stock the shelves. Great Rivers United Way also provides some grant funding to support the project; however, a large portion of the funding for maintaining the food pantry will come from donations. If you are interested in donating to support the pantry, you can mail donations to Western Dairyland at PO 125 Independence, WI 54747. Indicate in the memo that you would like the funds to go to the Eagle's Nest Pantry.

EAGLE'S NEST-- CLOTHING AND PERSONAL CARE ITEMS

A few years ago, a community member helped us open the Eagle's Nest, which has become a popular service for students and families in need. The Nest offers free, gently used clothing and personal care/hygiene items with no questions asked. All are welcome to stop and take what they need. It is currently housed in our library near the cafetorium doors.

BOOSTER CLUB COVERS ATHLETIC FEES FOR HIGH SCHOOL STUDENTS!

A huge thank you to the Independence Athletic Booster Club for their donation to cover the athletic fees for Independence High School athletes. This was approved at the June meeting that followed the sports awards. The board agreed that covering the athletic fees would eliminate any obstacles for student-athletes and families that are wanting to participate in athletics. This is only for the high school students at this time. This is all possible because of the fundraising efforts throughout the sports seasons - concessions stands, Ashley for the Arts, etc. We thank the board members for putting our students first. We also thank the volunteers for hours of work throughout our sports seasons to cover shifts to keep our concession stands open and operating for many events.

If you'd like to support the Independence Athletic Booster Club in their efforts, we welcome alumni, fans, families, coaches and athletes to attend the meetings each year. The meetings are scheduled to follow our sports awards programs in November, March and June.



PRÓXIMA APERTURA DE DESPENSA-- NIDO DEL ÁGUILA

Estamos entusiasmados de asociarnos con el programa de Western Dairyland's Retired & Senior Volunteer (RSVP--por sus siglas en Inglés) para brindar una oportunidad a nuestros estudiantes y familias de recibir comida gratis a través de nuestra nueva despensa del nido del Águila.

Esto funcionará como un mercado escolar en el que los estudiantes podrán elegir artículos para llevar a casa para ellos y sus familias una vez por semana. La despensa también estará abierta durante los eventos escolares, como el día de inscripción y las conferencias de padres y maestros de otoño y primavera en el vestíbulo principal. También se almacenarán aperitivos para complementar las necesidades de aperitivos de los salones de clases de la escuela elemental.

Western Dairyland ha recibido financiación de Feed My People para ayudar a comprar los estantes de la despensa, así como un crédito de \$500 para alimentos para abastecer inicialmente los estantes. Great Rivers United Way también proporciona algunas subvenciones para apoyar el proyecto; sin embargo, una gran parte de los fondos para mantener la despensa de alimentos provendrá de donaciones. Si está interesado en hacer una donación para apoyar la despensa, puede enviar donaciones por correo a Western Dairyland en PO 125 Independence, WI 54747. Indique en el memorando que le gustaría que los fondos se destinen a Eagle's Nest Pantry / despensa del nido del Águila.

NIDO DE AGUILA ROPA Y ARTÍCULOS DE CUIDADO PERSONAL

Hace unos años, un miembro de la comunidad nos ayudó a abrir el nido de Águila, que se ha convertido en un servicio popular para estudiantes y familias necesitadas. El nido ofrece ropa y artículos de higiene y cuidado personal gratuitos y poco usados, sin hacer preguntas. Todos pueden ir y tomar lo que necesiten. Actualmente se encuentra en nuestra biblioteca cerca de las puertas de la cafetería.

¡BOOSTER CLUB CUBRE LAS CUOTAS DE ATLETISMO PARA LOS ESTUDIANTES DE LA ESCUELA PREPARATORIA!

Un enorme agradecimiento al club Booster de Independence Athletic por su donación para cubrir los honorarios atléticos para los atletas de la escuela preparatoria de Independence. Esto fue aprobado en la reunión de junio seguida por los premios deportivos. La junta estuvo de acuerdo en que cubrir las cuotas deportivas eliminaría cualquier obstáculo para los estudiantes-atletas y las familias que quieren participar en el atletismo. Esto es sólo para los estudiantes de la escuela preparatoria en este momento. Todo esto es posible gracias a los esfuerzos de recaudación de fondos a lo largo de las temporadas deportivas - puestos de concesión, Ashley for the Arts, etc. Agradecemos a los miembros de la junta por poner a nuestros estudiantes primero. También agradecemos a los voluntarios por horas de trabajo a lo largo de nuestras temporadas deportivas para cubrir los turnos para mantener nuestros puestos de concesión abierta y en funcionamiento para muchos eventos. Si le gustaría apoyar al Independence Athletic Booster Club en sus esfuerzos, damos la bienvenida a los ex alumnos, aficionados, familias, entrenadores y atletas a asistir a las reuniones de cada año. Las reuniones están programadas para seguir nuestros programas de premios deportivos en noviembre, marzo y junio.



BADGER GIRLS STATE '24

Angie Martinez and Hannah Gierok represented Independence at Badger Girls State on the UW Oshkosh campus in June. This government and leadership conference is sponsored by the American Legion Auxiliary Unit 186 and the American Legion Post 186.

Students at Badger State stay busy with daily agendas that include all that is involved with operating a state, including running for elections and conducting business on a city, county, and state level.

Among other things, Angie ran for and won the city attorney position, as well as her city's notary position.

This opportunity, along with Badger Boys State, is offered annually to all Juniors. Applications are accepted in late fall. We encourage the class of 2026 to consider applying for this powerful, positive, and life-changing, experience.



JUNE IN JAPAN: A HISTORY CLUB ADVENTURE

When we began planning our 2024 History Club trip at the start of the 2022/23 school year I was surprised to see Japan make it out of the first round of voting. When the final round of voting took place and Japan emerged as the most popular we began preparations for 2024. This trip would take us throughout the southern part of the main island of Honshu and the cities of Tokyo, Kyoto, and Osaka on a 10 day trip by plane, train, and bus.

Our grand adventure started in the darkness of the Indee parking lot at 4:40am on June 25th (marking this my 3rd birthday celebrated on a History Club trip!) where Sydney Dejno, Kendra and Renee Klimek, Rai'Jhanai Polk, Tayler Lambright, Jenna Sonsalla, Hillary, Hannah, and Tracy Halama, Kia and Heather Back, Taylor Sylla, Harold Choncoa, Avery Halam, Sarah Nix and myself loaded a Pape bus and headed to the Minneapolis airport. Things seemed go to all too smoothly until a muffled announcement seemed to suggest that we may have a delay. With only about a two-hour layover in Denver, we did not have much time to work with. I jumped in line immediately to talk to the desk and about an hour and a half later it became clear that the Indees would be postponing their Japan journey for a day. Grabbing our belongings we made our way to a nearby hotel where we took a nap and then some time to explore the Mall of America careful not to spend too much of our money before leaving on our actual trip. We awoke dark and early again on the 26th so that we could leave for the airport at 3:30 am for our flight to San Francisco. With the exception of a slight misunderstanding with the TSA, all went smoothly and we were Tokyo-bound by that afternoon.

We arrived in Tokyo tired, stiff, and ready to be far away from an airplane and start our real adventure far from home. After making our way through customs/immigration we were met by Mr. Itou who brought us to the trendy Hotel Tavinis located in the Asakusa area of Tokyo. We dropped our bags off in our hotel and followed our actual guide, Megumi, to the bustling food district a short walk from the hotel. We were a bit unexpectedly thrown into the reality of this trip but despite our exhaustion and hesitancy, we split into groups and dove into the Japanese world of street food. After finding a nice selection of ramen, gyoza, and even crepes we made our way back to the hotel for a much-needed night of rest.

With a solid night's sleep under our belts, we met the next morning ready to see what the mega-city of Tokyo had to offer. We started with a short walking tour of Asakusa and the beautiful Shinto shrine built to honor some of the founders of the region in 1649. The bright red structure and gates were surrounded by smaller shrines and immaculate greenery that we would become so accustomed to throughout the country. This short venture led us back to our bus where we went to drop off another part of our group from Portland, Oregon at the indoor Joypolis amusement park while we did a sightseeing tour of the city that we had missed due to our flight delay. Unfortunately for us, the rainy season had started in full swing and our day was filled with alternating drizzle and absolute downpour making it difficult to do much walking around the sites. This would be our first sighting of the gorgeous hydrangea flowers that were in bloom all over the region. In between some of the rain, we made a stop at the Harajuku shopping district known for its influence on teenage culture in Japan. This street had everything to offer from clothes, food, toys, collectibles, and even an otter cafe! We ended our day with a buffet-style meal at a Korean BBQ restaurant allowing students to choose from a variety of meats, noodles, seafood, and much more to assemble for their dinner.



I awoke much earlier than planned the next morning and decided to use my time to my advantage and took a rainy walk back to the Asakusa shrine where I was able to fully take in the peaceful environment without the crowd from yesterday. Although the time was short, this little walk amongst the moss covered shrines was a perfect way to start my day. By mid-morning, we were on the bus and heading towards the mist covered mountains of the Hakone region south of Tokyo. Our first stop was at the Hachimangu shrine located in Kamakura on top of a hill and standing as the center of the city's major festivals since 1063. The stairs gave us a great introduction to the rays of the Japanese sun, but once inside the shrine we were able to appreciate the style and magnificence of the location. We took a side path through the trees back down to the lower part of the area where we fed the koi before splitting off to find some lunch and do a little shopping. My shopping highlight was finding a twist soft serve cone of Japanese Matcha

(green tea) and purple sweet potato that was delicious! We were ready to sit in some air conditioning when our time was up and we began making our way to the Great Buddha of Kamakura which stands more than 35 feet tall. When we were satisfied with our Buddha experience, we again jumped onto the bus to settle in for a few hours until our next hotel. The Royal Hotel Kawaguchiko was a unique traditional experience that provided traditional Japanese beds and tatami mats. With a little encouragement from myself, the Indees donned Japanese Yukata robes provided by the hotel where we had a “hot pot” style dinner where you add your own ingredients to a hot broth to cook while eating smaller appetizers. Both the crab cakes and the tofu were some of my favorite finds on this trip.

Breakfast was met with a slight emergency as a student had slipped on the stairwell and injured an ankle. With a little first aid and a plan, we were able to get them to the bus to recover and make our way into the dense scenery of the Hakone region surrounding Mt. Fuji. Again, Japan was intent on us experiencing the rainy season and between fog and spurts of rain we were not able to enjoy the scenery quite as much as we would have hoped. We wound our way to the top of the small mountain range in an attempt to see some of the local volcanic activity, but the wind and clouds were so thick we only managed to get a few pictures for amusement. Before jumping back on the bus to continue our journey several of us tried a “black egg” which is a hard boiled egg cooked in a nearby hot spring said to add 7 years to your life. The weather continued to strengthen and blew away our plans for the day of a cable car ride near Mt. Fuji and a cruise on Lake Ashi and so instead we stopped in Hakone for lunch, a bit of shopping, and local museum from the Tokugawa era. Eventually, we ended up at the gorgeous white Odawara castle which had been reconstructed after being destroyed in the late 1800s. The picturesque building helped us to better understand traditional Japanese architecture and also offered a

fantastic view of the nearby city. We ended up with a few minutes of free time so a few of us learned to throw Shurikens at a target with varying degrees of success, but plenty of laughs. Our day ended with a 2 hour ride on the Shinkansen bullet train which would take us to the city of Kyoto.



Kyoto was a city filled with greenery that often left us in awe at we were seeing. We began in the drizzling rain of the bamboo forest taking in the eerie calm of the thick stalks rising into the sky. After lunch, we then headed to the Golden Pavilion a stunning Buddhist temple painted bright gold and surrounded by water and gardens that included some Bonsai trees over 600 years old. When we arrived back at the hotel, the Indees decided to go explore a nearby department store to see what goodies we could find.

We left Kyoto and began our final leg of the journey towards Osaka. Our day started with a crowded walk at the Inari Shrine (Fox Shrine) which has almost 3,000 bright red Torii gates that

line the path up the mountain. Sadly we did not have the time to walk the whole path, but were able to make a good distance before heading nearby to the Todai-Ji temple, the largest wooden structure in Japan and contains yet another magnificent statue of Buddha. From there we began our walk through the town of Nara known for its large population of Sitka deer which roam freely throughout the town. Having now pet, fed, scratched, and ran away from our deer friends we found that our path began to narrow through the forest and was now lined with stone lantern shrines every few feet decorated by time in what seemed like a scene straight from a fairy tale. I think this particular walk was many people's favorite as the beauty of the forest really did feel magical and the deer walking freely and paying no mind to the people only seemed to enhance that feeling. Our night ended with the Indees choosing to head into the crowded Dotonbori district known for its street food, shopping, and bright colors. It was here that we were able to try so many of the dishes that Osaka is known for in between our shopping and long trek back to the hotel.

The next morning we ate breakfast with an incredible view of the city of Osaka as our final appreciation of the many moments we had been fortunate to experience. Many things on this trip did not go according to plan, but I think the real lesson for myself is to really appreciate the little things in life. Our trip moved at a lightning-fast pace, but taking time to enjoy the green spaces around us always helped ground me wherever we were. I especially enjoy how trips like this allow us to grow together. Whether it be new or stronger friendships, the shared experience of trying new and strange foods, or even just the laughter at fighting the wind on top of a volcano for a photo opportunity are the things that make life better and, as always, I am glad to have been able to make this happen for our school.

IMPROVEMENTS TO OUR CAREER AND TECHNICAL EDUCATION AREAS

This summer we were able to take advantage of some grant dollars to make some improvements to our Career and Technical Education (CTE) areas. In our metals lab we were able to add some new welding booths, improve ventilation, and added some new lathes and drill presses. In our agriculture classroom we converted an office and storage area to a new food science lab. These are some great improvements that will get put to good use for both departments.



TRIMESTER 3 HONOR ROLL

FRESHMEN

Chase Back
Alisyn Conrad
Jonathan De la Torre
Shauna Dejno
Danika Ekern
Emily Hovey
Dalton Jasin
Catherine Kampa
Sopia Kampa
Grant Klimek
Hunter Kreibich
Evelyn Lopez Cano
Daisy Maldonado Ortiz
Olivia Matchey
Miranda Najera
Jaelyn Pronschinske
Sarah Roskos
Nora Schank
Talon Sobczak

SOPHOMORES

James Carrillo Taylor
Owen Gierok
Avery Halama
Arabelle Kniseley
Nancy Maldonado Ortiz
Naydi Morales Cervantes
Coltyn Pronschinske
Nery Sandoval Lopez
Jocelyn Sandoval Reyes
Morgan Schank
Nolan Schank
Taylor Sylla

JUNIORS

Kia Back
Charlie Baize
Whitney Brenny
Lilian Davis
Kassidi Dejno
Carlos Flores
Yoliaris Franco Diaz
Hannah Gierok
Kendra Klimek
Sam Marsolek
Angie Matute Martinez
Nathan Pyka

SENIORS

Vanessa Adank
Angel Ceballos Yanez
Max Dejno
Sydney Dejno
Dayana Minier
Dawson Olson
Wesley Pfaff
Adison Pronschinske
Kaylee Pronschinske
Lesly Rivera Coto
Kevin Rodriguez
Gracie Rombalski
Xavier Santillan
Kayla Schank
Sebastian Sonsalla
MaKenzie Suhr
Leah Sylla

Teresa Edison was a VOLUNTEER volleyball coach for the Independence School District from 2011—2019. Teresa died of Lung Cancer in March of 2022. In honor of Teresa, her coaching colleagues, family, friends, former players, and the Indee volleyball team are honoring her with the 4th annual Tip it to Teresa Night. Funds will be used to assist Robert and Simone Dingfelder. Robert is a 2 time cancer survivor (Non-Hodgkins Lymphoma (waldenstrom macroglobulinemia and large B cell), an Independence graduate, and a volunteer Powerlifting Coach since 2009. His wife Simone was recently diagnosed with Hodgkins Lymphoma (nodular sclerosis) and goes for chemo every other week to La Crosse. Simone is a graduate of GET High School and has been a volunteer Powerlifting Coach here in Independence since 2011. Together they have 2 young children in our School District, Alissa and Blaine.

We'd love to see you on September 26th supporting the team, Robert, and Simone.

TIP IT TO TERESA Honoring **ROBERT & SIMONE**



Thursday, September 26th

Independence High School

Volleyball games vs C-FC

JV 6:00pm Varsity 7:15pm

Activities:

•50/50 •BUCKET RAFFLE •BAKE SALE •MIRACLE MINUTE
•SERVE TO WIN •T-SHIRT SALES •HONOR/MEMORY WALL

If you wish to make a contribution to this event please contact Tracy Halama at halamat@indps.k12.wi.us or Kayla Olson at olsonk@indps.k12.wi.us.
CHECK OUT OUR FACEBOOK PAGES "TIP IT TO TERESA" or "INDEES VOLLEYBALL"
FOR MORE DETAILS.

Homecoming COOKOUT FRIDAY, SEPTEMBER 27, 2024

BRAT AND HAMBURGER MEALS
SERVING FROM 5:00 - 7:00

Sponsored by the Independence Education Association



Back to School 2024
www.indps.k12.wi.us



**PUBLIC RELEASE
NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS, SPECIAL MILK PROGRAM**

This is the public release that we will post at Independence School District, Independence State Bank, Independence City Hall/Library and on the Independence School District Facebook Page and website, and published in the Independence School District Newsletter on or before August 1, 2024.

RELEASE STATEMENT

The Independence School District today announced its policy for children unable to pay the full price of meals served under the National School Lunch Program and School Breakfast Program or milk for split-session students served under the Special Milk Program. Each school office and the central office has a copy of the policy, which may be reviewed by any interested party.

The following household size and income criteria will be used for determining eligibility. Children from families whose annual income is at or below the levels shown are eligible for free and reduced price meals or free milk if a split-session student does not have access to the school lunch or breakfast service.

**FAMILY SIZE INCOME SCALE
For Determining Eligibility for Free and Reduced Price Meals or Milk**

Family (Household) Size	ANNUAL INCOME LEVEL		MONTHLY INCOME LEVEL	
	Free Must be at or below figure listed	Reduced Price Must be at or between figures listed	Free Must be at or below figure listed	Reduced Price Must be at or between figures listed
1	\$19,578	\$ 19,578.01 and \$27,861	\$ 1,632	\$1,632.01 and \$2,322
2	28,572	28,572.01 and 37,814	2,215	2,215.01 and 3,152
3	33,588	33,588.01 and 47,787	2,798	2,798.01 and 3,981
4	40,580	40,580.01 and 57,720	3,380	3,380.01 and 4,810
5	47,554	47,554.01 and 67,873	3,963	3,963.01 and 5,640
6	54,548	54,548.01 and 77,626	4,546	4,546.01 and 6,469
7	61,542	61,542.01 and 87,679	5,129	5,129.01 and 7,299
8	68,536	68,536.01 and 97,632	5,712	5,712.01 and 8,128
For each additional household member, add	+ 8,994	+ 8,994 and +9,953	+ 583	+ 583 and + 830

Application forms are being sent to all homes with a notice to parents or guardians. To apply for free or reduced price meals or free milk, households must fill out the application and return it to the school (unless notified at the start of the school year that children are eligible through direct certification). Additional copies are available at the office in each school. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year by agency or other program officials. Applications may be submitted at any time during the year.

To obtain free or reduced price meals or free milk for children in a household where one or more household members receive FoodShare, Food Distribution Program on Indian Reservations (FDPIR), or Wisconsin Works (W-2) cash benefits, list the FoodShare, FDPIR or W-2 case number, program name, list the names of all school children, sign the application, and return it to the school office.

For the school officials to determine eligibility for free or reduced price meals or free milk of households not receiving FoodShare, FDPIR or W-2 cash benefits, the household must provide the following information requested on the application: names of all household members, total number of household members, and the adult signing the application form must also list the last four digits of his or her Social Security Number or mark the box to the right of "Check if no SSN". Also, the income received by each household member must be provided by amount and source (wages, welfare, child support, etc.).

Under the provisions of the free and reduced price meal and free milk policy, Sue Wozney will review applications and determine eligibility. If a parent or guardian is dissatisfied with the ruling of the official, he/she may wish to discuss the decision with the determining official on an informal basis. If the parent/guardian wishes to make a formal appeal, he/she may make a request either orally or in writing to: Joe Bragger, Hearing Official, Independence School District, 23786 Indee Boulevard, Independence, WI 54747.

If a hearing is needed to appeal the decision, the policy contains an outline of the hearing procedure.

If a household member becomes unemployed or if the household size changes, the family should contact the school. Such changes may make the household eligible for reduced price meals or free meals or free milk if the household income falls at or below the levels shown above, and they may reapply at that time.

Children formally placed in foster care are also eligible for free meal benefits. Foster children may be certified as eligible without a household application. Households with foster children and non-foster children may choose to include the foster child as a household member, as well as any personal income available to the foster child, on the same application that includes their non-foster children.

The information provided by the household on the application is confidential. Public Law 103-448 limits the release of student free and reduced price school meal eligibility status to persons directly connected with the administration and enforcement of federal or state educational programs. Consent of the parent/guardian is needed for other purposes such as waiver of textbook fees.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Updated 2024

PI-1404-REN

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Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, S/W
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

American Legion Oratorical Scholarship Contest (link)

All 9th, 10th, 11th, 12th grade students from Independence are encouraged to participate

Local Awards:

\$750
\$300
\$35



Learn
and
Earn

Students must prepare an 8-10 minute speech on some aspect of the U.S. Constitution, with emphasis on the duties and obligations of citizens to our government.

This is an annual contest held in November. Students must prepare and submit and application to participate by October 1st.

Early planning and preparation is important. Email Mrs. Woychik for details: woychikd@indps.k12.wi.us

The American Legion Oratorical Contest is coming up in early November. This is one of the largest local scholarships that ANY 9th, 10th, 11th, or 12th grade can participate in.

More details about the contest can be found here: <https://tinyurl.com/bdd9wr3j>

Or contact Mrs. Woychik at woychikd@indps.k12.wi.us

El Concurso de Oratoria de la Legión Americana se celebrará a principios de noviembre. Esta es una de las becas locales más grandes en las que puede participar CUALQUIER grado de 9, 10, 11 o 12 grado. Puede encontrar más detalles sobre el concurso aquí: <https://tinyurl.com/bdd9wr3j> O comuníquese con la Sra. Woychik-- woychikd@indps.k12.wi.us

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SCHOOL CALENDAR

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SCHOOL BOARD MEMBERS

Josef Brägger

President

W89 Pape Valley Rd
(cell 715.530.0466)
(home 715.985.2314)
Independence, WI 54747

Robert Guza

Treasurer

W22153 Hughes Filla Rd
(cell 715./797.0662)
(715.985.3048)
Independence, WI 54747

Jen Rombalski

Vice President

N42015 Roskos Road
(cell 715.533.5112)
(715.695.2995)
Strum, WI 54770

Jennifer Solberg

Member

W23550 Creek Road
(cell 715.530.0846)
Independence, WI 54747

Brian Bantch

Clerk

W26001 Montana Lane
(cell 715.530.0178)
Independence, WI 54747

Independence 2024-25 Calendar

SUBJECT TO CHANGE

Approved 02.05.2024

Edited 07.08.24

1st Draft 12.28.23

2nd Draft 01.19.24

2024

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

4 Independence Day

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

6 & 8 New Teacher Inservice
7 Registration Day 11-7
20-21, 27 Inservice
22 TVC Inservice
26 4K-12 Open House/Pic Day
28-30 Transition Days

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

2 Labor Day - No School
3 First Day of School
20 Inservice

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

10 PT Conferences 4:00-8:00
17 PT Conferences 4:00-8:00
18 Inservice

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

21 End of 1st Trimester
22 Inservice
28 Thanksgiving

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

23-31 Christmas Vacation
25 Christmas

2025

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

3 New Year's Day
1 Vacation
2 School Resumes
24 Inservice

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

6 PT Conferences 4:00-8:00
13 PT Conferences 4:00-8:00
14 No School

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

6 End of 2nd Trimester
7 Inservice
10-14 Spring Break
26 Act Date

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

9-10 Forward Testing 3-8
17 Inservice
18 & 21 Easter Break

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

24 Graduation
26 Memorial Day

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

5 End of 3rd Trimester/Last Day
12:40pm Dismissal
6 Inservice (1st Snow Make-up)

Legend

 Holiday	 Inservice	 Parent/Teacher Conf
 Orientation/Registration	 Vacation Day	 End of Trimester
 TVC Inservice	 Summer School	 Summer PD
 ACT Dates/Forward Testing	 2:52 Dismissal for Collaboration Time	

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3 Transition Days

169 Student

192 Teacher

194 New Teacher

5 Holidays for teachers

1st Trimester

2nd Trimester

3rd Trimester

56 plus 3 transition days

59

54

169

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Clipart Sources Throughout Newsletter

<http://www.google.com>.

USE OF OUR SCHOOL

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

- Walking and community exercise 5:45am-10:00pm.
- Meeting Rooms and Athletic facilities can be reserved by filing a Facilities Request form available at the school.
- Weight room with a membership (see Sue Wozney in Student Services) or call 715.985.3172 ext 167.

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.

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For over 25 years, Box Tops for Education has given families an easy way to earn for schools with products they already buy. Today, you can find thousands of participating products throughout the store—and all you need is the Box Tops app.

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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

Back to School 2024
www.indps.k12.wi.us



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.

Announcements on TCC Station

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

Newsletter Copy Editor/Production Editor

Tracy Halama

Editorial Administrator:

Mr. Paul Franzwa

SCHOOL DELAYS AND CLOSINGS DUE TO INCLEMENT WEATHER

School District of Independence

ANNOUNCEMENTS WILL BE MADE ON THE FOLLOWING STATIONS:

Whitehall

102.3 FM

Winona

KWNO 1230AM

KAGE Country 1380AM

KAGE-95.3FM

CD Country99.3FM

Soft Rock 101.1 FM

Eau Claire

WEAUX FOX 48

I-94 94.1FM

WAXX 104.5FM

WAYY 790AM

COOL 92.9FM

Z-100 100.7FM

WEAU TV 13

The Mix 98.1 FM

Eau Claire Cont.

B-95 95.1 FM

ROCK 92.1 FM

News Talk 880 AM

Sports Radio 1400 AM

WQOW TV 18

Moose Country 106.7FM

SportsTalk 105.1 FM

LaCrosse

KICKS 106.3

WIZM 1410AM

Z93 93.3FM

WKBT TV 8

WLAX FOX 25

CC 106.3

MAGIC 105 104.9

EAGLE 102.7

Classic Rock 100.1

WXOW TV 19

www.lacrosserradiogroup.net

www.wxow.com/closings

www.indps.k12.wi.us

www.weau.com/weather/closings

Student safety is the primary consideration in making a decision relating to school delays or school closings. Normally, one of three decisions is made. The first may be a late start. In this case a two-hour school delay is our standard procedure. The second decision we may make is to close school for the day. The third decision is an early release from school, normally at 1:00pm.

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

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

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ATTENDANCE MATTERS

Missing a day of school here and there may not seem like much, but absences add up!

When a student misses 2 days a month..

They will miss 20 DAYS a year.

They will miss 30 HOURS of math over the school year.

They will miss 60 HOURS of reading & writing over the school year.

They will miss over 1 YEAR of school by graduation.

When a student misses 4 days a month..

They will miss 40 DAYS a year.

They will miss 60 HOURS of math over the school year.

They will miss 120 HOURS of reading & writing over the school year.

They will miss over 2 YEARS of school by graduation.

The newsletter of
Independence School District
Independence, WI



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EDDM Retail

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