



Inman USD 448 News & Notes

November 2011

Inman students become reporters for Hutch News

By Greg Froese and Brandi McWilliams

Near the beginning of October, a reporter from *The Hutchinson News* contacted Inman High School about participating in the News' high school journalism program. This program gives a number of schools in Reno and surrounding counties an opportunity to create a page spread that will be featured in an issue of *The Hutchinson News*.

Students gather ideas, interview and develop news articles with support from their teachers. Brandi McWilliams and Greg Froese, who teach English classes at IHS, accepted this opportunity and selected a group of juniors and seniors to take on this challenge. Seniors Lauren Barlow, Daniel Kroeker, Lance Schroeder, Staci Schroeder, Riley Sprunger and Emily Taylor, and juniors Lydia Balzer, Darcy Colahan, Jared Friesen and Kylie Wolf eagerly jumped into this project and worked extremely hard, producing a number of wonderful, thoughtful articles. They did a tremendous job representing Inman High School, and their English teachers are very proud of them.

With permission from The Hutchinson News, several articles are reprinted here as they originally appeared in the paper.

Fine Arts: An Opportunity For Success

By Lance Schroeder and Daniel Kroeker
originally published in The Hutchinson News

In a small high school like Inman's, a number of students participate in both sports and the fine arts programs. The fine arts classes are a viable option for students who want to display their creative talents and want to be involved with a group of Inman students who are dedicated to the work and rewards that can be found in the Inman High School fine arts programs.

Usually 38 to 45 students enroll in choir every year. The students participate in more than just concerts and contests. During the past two years members performed musicals, including "State Fair" by Rodgers and Hammerstein II.

"Nearly every student last year said that the musical was their favorite part of the class," choir teacher Emily Levin said.

The choir, along with Forensics students, is planning to perform a variety show later this spring. This type of show includes different styles and genres of music, from ragtime to pop and even rock and roll, as well as skits.

Two years ago the choir traveled to Chicago, which allowed students to perform in unique venues, including the Field Museum, the Northwestern University church, and Drury Lane Musical Theatre. The Chicago trip helped the students prepare for large-group contests, where they received a superior rating.

Senior tenor Travis Leddy sees the benefit of choir through people sharing the gift of singing. Levin, for example, shares her passion for choir with students. Choir has helped many students, like senior soprano Sara Crawford, become more culturally aware. For instance, she has learned the difference between performing spirituals and pop music. For others, like senior alto Kendra Goertzen, choir helps improve their musical ability. Students who are involved in the fine arts believe it helps make them well-rounded people.

Junior band member Dane Caster agrees, saying that band helps students realize that reaching important goals require the necessary effort. Likewise, Riley Sprunger said band helps students achieve a sense of hard work and accomplishment.

Like choir, the band program has around 40 students. Members annually compete in numerous contests. The marching band also competes at the Kansas State Fair. Band members also experience the slopes as part of a performance in Breckenridge, Colo., every four years – a highlight of the year.

The arts program gives nearly 50 students a chance to display their individual artistic ability and to compete in multiple art disciplines. Junior artist Amanda Speice, who plans to attend cosmetology school after graduation, feels art will continue to influence her life.

There are many options for students to get involved at Inman High School. The school's fine arts program creates a venue to display their talents in a familiar and comfortable environment.

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USD Board of Education

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Elementary News

Fab Families!

On Nov. 4 IES will have its first Fab Friday, where students and their Fab Parent (a staff member) meet for lunch and engage in fun, relationship-building activities. Fab Families is an idea a team of teachers observed in action at Circle-Benton Elementary. Its purpose is to:

- Build school pride and connectedness
- Provide leadership roles for older students as Fab Big Brothers and Sisters
- Provide students with an adult contact that remains consistent throughout their elementary school years
- Build multi-age friendships among students
- Motivate and energize learning through relationships

We are very excited about this first Fab Friday. Please ask your children about it and share in the fun of Fab Families!

Student field trips provide learning, fun experiences

Third grade students spent a day at Cow Town in Wichita as the final activity to their study of pioneers. From head to toe, these students dressed the role and enjoyed a fun day of learning more about pioneers!

On two separate dates, preschoolers and kindergartners visited the Gaeddart/Martisko Farm to extend their study of seasons and plant life.

First grade students visited the Turon Pumpkin Patch as a culminating activity to their study of plant life cycles.

Many thanks to all the parents who join us on these trips! You make them extra special.

Family Literacy Night to be held Nov. 15

Family Literacy Night is Tuesday, Nov. 15, at 6:30 p.m. Please join us in the gym for a quick description of the evening's events. You and your children will be able to choose from a menu of activities throughout the building. Come, learn and enjoy the experience!



Volunteer firefighters provide fire safety message, Halloween fun for IES students

We would like to give a special THANK YOU to our Inman Fire Department for the educational presentations they gave to all grades on Oct. 14.

Highlights included the second graders receiving a fire truck tour and a stroll through the smoke house for our fourth graders.

Another thank you must be extended to the Inman Fire Department for providing a community Halloween Party on Monday, Oct. 31. This is a fun tradition that is valued and enjoyed by all!



Students were able try on fire fighter gear during a trip to the fire station as part of Fire Prevention Week activities

Elementary to have Silent Night reunion performance Dec. 8

The IES 4-6 grade Christmas program will be Thursday, December 8, at 7 p.m. Because Mrs. Glenda Pfannenstiel will be retiring at the end of the school year, she would like to have a "Silent Night" reunion for those students who have sung and performed the sign language. She started featuring this special rendition in 1989 with grades 5-8 doing the first performance. "Stranger In The Straw" will also be sung, which students have performed since Mrs. Pfannenstiel's first year of teaching (1980).

Adults who do not have children in the program may come for just this special evening performance. They will meet in the library at 8 p.m. and then join the students on stage for the finale. Mrs. Pfannenstiel will have the words as an insert in the program. Several former students will be directing those who come to the library, while the program is being performed in the gym. It will be very informal for those who wish to join us. If you don't remember the signing that is fine, just joining us to sing will be special.

If you have any questions you may contact the elementary office (585-6555) or Mrs. Pfannenstiel (585-2116). She would love to see you on Dec. 8.

Satisfaction Survey

We want to thank all those parents that have recently completed our Inman Elementary School Customer Satisfaction Survey. Your input will help us realize our strengths as well as our areas for improvement. This is the input we need as we learn and grow as a Professional Learning Community. For a link to this Google Doc survey, contact Mr. Erickson at perickson@usd448.com and he will share it with you. If you'd like a paper copy, please come by the office and we will provide you with one. Thanks again for all the growth-promoting feedback.



IJH/IHS News



Students, faculty, administrators reflect on iPads after nine weeks of use

By Riley Sprunger, Lauren Barlow and Jared Friesen
Inman High School

As originally published in *The Hutchinson News*

While Steve Jobs may have recently passed, he certainly left his mark on Inman High School: This school year, Inman High School has given all students, and all teachers, their own personal iPad.

The students received their iPads on the first day of school. For the most part they have free reign over how they use them. Students can download their own personal applications and use it outside of school hours. The iPads follow the students through their high school career; the one they received at the beginning of the school year is theirs through graduation. At the end of each school year, however, students must return the iPads to the school and make do without them during the summer.

The iPads have definitely changed the way students work day to day and have proved more convenient than a laptop or desktop computer.

"It gives me more freedom," said senior Eli Dester. "It's like having the internet at your fingertips."

While it gives students the privilege of a vast array of resources, it also helps keep track of school work.

"It helps me stay organized," said senior Oaklee Abernathy. "It's nice to have all my notes in one place, and I don't have to keep track of papers."

Many students use their iPads to take notes in class, and they don't use as much paper anymore. Students also use apps like inClass to keep their homework assignments organized and Pages to write papers and essays. For students, the iPad has become a valuable resource in almost every aspect.

Teachers

While students have found the iPads to be an asset to their educational experience, it seems for the teachers there is a fine line between useful tool and distraction for both fellow co-workers and students. Learning to use the iPads to their fullest extent without straying from the importance of traditional learning is key.

Brian Johnston, the high school science teacher, finds that he hasn't changed his style of teaching since the introduction of the iPads.

"I mean, I use it for some things, but I don't base my day around the iPad," he said.

Brandi McWilliams, one of Inman High School's English teachers, agrees with Johnston.

"Teachers have to remember that content comes first and then you use the iPad as a resource, as a tool," she said. "If you get them flipped I think we lose focus."

Teachers aren't the only ones occasionally losing focus, something Mr. Johnston observed in his homeroom class.

"I have to worry about whether a kid is messing around on their iPad," he said. "I can walk back there right now, and they can click a button and be where they're supposed to."

Despite seeing their students lose focus in the classroom at times, both teachers agree the iPads were useful investments. Students have become more responsible, and more efficient. Mrs. McWilliams has noticed this in her classroom.

"Asking for them (students) to be more prepared and them forgetting things in their locker or at home doesn't occur as much."

Mr. Johnston believes students are more informed with the use of the iPads.

"It gives kids information at their fingertips. It allows kids to gain outside information very easily."

These reasons, along with many more, are what helped the administration decide that iPads were the best thing for Inman High School.

Administrators

The job of weighing all of these ideas and concerns and ultimately making the decision to purchase iPads was the responsibility of the administration of USD 448.

The decision to give each student an individual laptop, called going "one-to-one," eventually evolved into a discussion about iPads being a less expensive solution. One key reason for going one-to-one was the ability for students to have digital resources, like the Internet, available at any time. Another key factor in deciding to purchase the devices was having a uniform device and system that everyone would be working with, not several different types of computers.

It also made sense from a financial perspective. Leasing the iPads for two years for just under \$500 per student was more sensible compared to laptops that cost \$300 to \$600 per student more than the iPad.

With about 170 iPads in use by students and faculty, it was also a major undertaking in how to establish an effective system for monitoring their use.

"It's no different than cell phones; it's like anything else, it just has to be used properly," said principal Scott Friesen.

Some overall rules were issued by the administration, but classroom policies are mainly left to the discretion of the teachers.

"It's still an on-going process," Friesen said about the developing policy.

One innovation was requiring each student to have his or her own iTunes account. This allows students to download required apps in class, as opposed to waiting several days for the app to be approved and a download code issued to all of the students. This also enables students to download their own personal apps. Many students have games on their iPads as a result.

In all, Inman's innovative approach to learning is a learning opportunity in itself. It is a tremendous undertaking that involving cooperation across all levels of the school district.

Opinion . . .

Budget cuts affecting students

By Staci Schroeder

Inman High School

As originally published in *The Hutchinson News*

As I sit in my sixth hour class, I do my best to not fall asleep.

It's not because I have to listen to a dull instructor or because I dislike the class. It's because I am taking an independent study Accounting II class, and while my intent is to further hone my accounting skills, the biggest lesson I am learning is to be self-motivated.

Perhaps one would wonder why I would take a class like this, and I would answer: "It's my only choice after the state forced many budget cuts on its schools."

These cuts gave my school no other choice but to cut our business program. As a result I am doing my best to prepare for college and major in accounting, even though I feel that the education cuts are putting me at a big disadvantage.

School districts have been absorbing such cuts for several years, but now they are starting to affect me and all of my classmates. When schools are forced to make certain cuts to meet their budget requirements, people often start pointing fingers at others and giving reasons why a certain program shouldn't be cut or ways that this shortage of money could have been prevented.

The administrative offices usually get a lot of negative feedback from the community when these dreadful budget cuts loom over the school. People can't understand why things that are important are cut, but the truth is that the administrators aren't doing it because they want to -- they are doing it because they see it as the best possible way to keep the overall school on the right track.

When we are punished for something, the first conclusion we jump to is that we are being punished for something that we didn't do. It is at that moment that we wonder why we are being punished for another's mistake. I want to know why these cuts have to affect me, when I can't figure out anything that I have done to cause the budget shortfalls. I know some things are out of our hands, but it seems to me that someone should be looking out for the next generation.

In May of 2012, I will join my senior classmates as we graduate and move onto college or into the workforce, but as for my high school, they will still experience budget cuts and will have to move on without a business program.

Teachers are like a team, they work together, they are there for each other, and they sacrifice things in order to achieve their goal to have the best education for their students. Last year our business teacher "took one" for the team, something I believe shouldn't have to happen, and I want to thank her for that.

Next time, when education cuts are made, realize that they are affecting the future generation.



Inman student writers: front row, left to right: Lauren Barlow, Lydia Balzer, Darcy Colahan, Kylie Wolf, Emily Taylor and Staci Schroeder. Back row: Jared Friesen, Lance Schroeder, Riley Sprunger and Daniel Kroeker

Two Inman Seniors to Join Marines

By Emily Taylor, Inman High School

As originally published in *The Hutchinson News*

Despite all the conflict around the globe and the dangerous demands around the world for the U.S. military, Inman High School seniors Cody True and Bailey Herron have committed to the United States Military.

True and Herron are aware of the dangers they could face when they leave Inman to join their branch of choice, the United States Marine Corps, at the end of this school year. They know they will be traveling far from home and likely find themselves in a hot desert and a hostile environment.

Yet this generation is not without its heroes, who bleed red, white and blue.

Bailey Herron said the call of service struck at an early age.

"I have always felt a pulling for me to go into the military since I was young," Herron said.

True echoed Herron's long-held sense of obligation.

"It's really just to make my parents proud," he said.

Herron said she chose the Marines - recognized as a tough and select fighting force - because "the Marines are better than any other branch."

While both know the consistent risks of the military, both Herron and True said they have plans of making a career out of the Marines.

"I have no other job planned for the rest of my life except for this," True said, offering that he would like to join a special forces unit.

Herron says she'll "maybe join the FBI later."

Both Herron and True know their service will take them to places many others wouldn't want to go, and will ask them to do things that most wouldn't do. Yet, they are ready to do what their country asks of them - even if it means killing another human being.

"Oh yeah, very easily," True said when asked if he thought he would be capable of taking another person's life. "If someone puts my life, my Marine's life, America's life (in danger), I already have the mentality that I am willing to do that for anyone."

A New Beginning...

Surviving Haitian adoptees find hope in Inman

By Kylie Wolf, Inman High School

As originally published in *The Hutchinson News*

Almost two years ago, Wilton and Olivier Newcome's lives were forever changed.

On Tuesday, Jan. 12, 2010, Wilton, now 15, began his day like any other at the orphanage. He awoke, brushed his teeth, helped the two smaller children he cared for, and began his thirty minute trip to school.

In another part of Port-au-Prince, Haiti, Olivier, now 14, began his day with friends.

At 4:53 p.m. the unimaginable happened: A 7.0 magnitude earthquake hit 16 miles outside of Port-au-Prince. The devastation left 1 million people homeless, injured more than 300,000, and killed approximately 316,000, according to the Haitian government.

"I was sitting and talking with friends inside. The ground began to shake and we saw a building outside fall" said Olivier. "We ran to the soccer field and sat out there all day."

A few miles away, Wilton was in algebra class.

"We had no idea what was going to happen," said Wilton, "I remember the building shaking. We had to go downstairs and wait for about 45 minutes. I called the orphanage, and they came and got me."

After the earthquake, many children were adopted by families from the United States, including Olivier and Wilton who were adopted by Connie and Willie Newcome. The Newcomes had traveled to Haiti before the earthquake. While there, Connie began to fall in love with one of the children at the orphanage, Olivier, and began the adoption process. They knew bringing a black child from a foreign country to rural Kansas would be difficult, so, they decided to adopt Wilton as well.

Wilton was put up for adoption by his family at age seven because his mother could not care him, his three brothers and sister Jocelyn, 22, who now attends college in Canada. Olivier, a true orphan, was abandoned very young and spent most of his life in the orphanage. He has one sister still living in Haiti.

Willie and Connie were devastated when they heard about the earthquake.

"I thought, 'Are they alive?' said Willie.

The quake destroyed many government buildings, and the Newcomes were discouraged to learn that their adoption paperwork had been lost.

Thankfully, the adoption still progressed. When the boys came to America, they weren't scared, but they were sad to be leaving friends and family. They've since overcome some of their initial struggles.

"We had some expectations on what it would be like when they came, but reality shattered those expectations," Willie said. "It was very frustrating for my wife. They had no concept of 'family.' "

Willie added that it was hard for the boys to build a family relationship; Wilton would withdraw and Oliver would

sometimes lash out. Both boys have adjusted to the American culture. Initially, both were awed by the amount of food at a meal or on a buffet line.

"At the orphanage they were fed maybe one or two things a meal," explained Willie.

Wilton and Olivier now attend Inman High School, where they learn more and more each day.

"When I first came here, people would ask me questions and I would just say, 'ya' because I didn't know what they were saying," said Wilton.

Although still uncertain, the boys' English and understanding has improved.

"I like school in Haiti better," states Wilton. "I understood the language and wasn't afraid to ask questions."

Olivier is learning to read and write English. It's a strenuous process, but he is learning quickly.

"The Inman Grade School did great with Olivier," said Willie.

Wilton and Olivier enjoy spending time with friends, going to movies, swimming, and playing video games.

Next summer, the family plans to return to Haiti for the first time since the adoption. Wilton and Olivier plan to visit friends and their families.

"I am so excited to see my family!" Wilton said.

"We are going to go to the beach," stated Olivier, "I'm happy I get to see my sister!"

Since coming to America, Wilton and Olivier's lives have changed greatly. The opportunities offered by the United States are now in their reach; in Haiti they had a very slim chance of having a good future.

Olivier wants to become a fireman or a police officer when he grows up.

"I like to help people," said Olivier.

Wilton really enjoys the life he has now.

"I have lots of friends," said Wilton. "I love life in America."

The boys have come a long way, and shown great resilience, since that day almost two years ago.

"They are survivors in a sense that we don't understand," said Willie.

Thanks PTO and Pizza Kit Saleschildren!

Over \$8,500 worth of items were sold in the recent IES PTO fundraiser, netting \$2,600. Our current PTO balance is \$7,300. Upcoming activities and their cost are:

- Funding PACER -- \$2,000
- Renewing our AR license -- \$1,600
- Picnic Tables and Ground Cover for Outdoor Learning Area -- \$1,000
- End of the Year Celebration -- To be determined

Among ideas for a spring fundraiser is a lapathon. We also plan to host a Movie Night in January with free-will donations to PTO. More detailed plans will be shared in upcoming newsletters. Would you like to be a part of these fundraising efforts? Please contact the IES office.

Thanks for your current and future support of PTO!



Student art work by IHS junior, Ashlyn Wiens

Around Our Schools



Upcoming Events

Nov. 1	6:30-	in library PTO/Site Council with IHS Council
Nov. 4	11-12:30	IES Fab Friday
Nov. 6-12		Buffer Week-all gyms closed
Nov. 7		IES Picture Retakes
Nov. 14	6 p.m.	BOE Meeting-Central Office
Nov. 15	6:30 p.m.	IES Family Literacy Night
Nov. 21	NO SCHOOL	Collaboration
Nov. 22	NO SCHOOL	Staff Development
Nov. 23-25		NO SCHOOL - Thanksgiving
Nov. 28	7 p.m.	Booster Club