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— ACHIEVEMENT RESPECT RESPONSIBILITY EMPATHY —

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Saying goodbye to staff

By Brooke DeShong, Maggie St. Clair,
and Lynae Hamilton
IMMS Grade 7

IMMS will be saying goodbye to some staff members who have been circulating the halls of the school for years, even decades. While some of the teachers are retiring, some are going off to new jobs. Several Messenger staff members asked these familiar faces questions about their experiences. Questions differ based on coaching, activities and future plans. See page 2 for more staff answers.



Mr. Herbst, 8th grade ELA

Q: How long have you taught?

A: 35 years.

Q: What has been your favorite part of teaching?

A: My favorite part of teaching was developing positive relationships with my students, especially with those who needed a little more attention.

Q: How long were you a coach?

A: I coached for over 30 years. Along with basketball, I also coached baseball, track, cross country, and even tennis for one year.

Q: What was your favorite part of being a coach?

A: My favorite part of coaching was always when I worked with a group of student-athletes who bonded with each other and really developed a true team spirit.

Q: What types of teaching jobs did you have?

A: I started my career teaching high school English for a year but switched to full middle school ELA my second year and never went back. Over the years, I kind of went back and forth between 7th and 8th ELA, but I even taught 6th graders for a few years as well. Besides my ELA classes, I also taught 6-8 reading intervention classes.

Q: Why did you decide to become a teacher?

A: I guess I had some really influential English teachers in high school, and they inspired me to go into education. Plus, I think because of athletics, I always knew I wanted to teach and coach.



Ms. Hickey, Special Education

Q: How long have you taught?

A: I taught for 20 1/2 years. I also was the Substitute Caller in McFarland for 15 years.

Q: What was your favorite part of teaching?

A: My favorite part of teaching was watching students gain confidence in their learning and

themselves. I felt fortunate to be able to be part of the development of a growth mindset where students saw themselves as capable and included.

Q: How long were you a coach?

A: Volleyball at Elk Mound High School and Watertown High School 6 years; Destination Imagination 16 years in McFarland.

Q: What was your favorite part of being a coach?

A: Coaching is a wonderful opportunity to get to work with students in activities they are passionate about that allow them to explore interests outside of the typical school day. As a teacher/coach you get another chance to connect with students in a different setting.

Q: What types of teaching jobs did you have?

A: I have been a Special Education Teacher at both the middle and high school.

Q: Why did you decide to become a teacher?

A: It's what I always "said" I wanted to be when I grew up from 2nd grade on! I thoroughly enjoy the challenge of teaching, guiding, coaching, and supporting student growth. I love the enthusiasm, personalities, and ideas kids radiate.

Familiar faces leaving IMMS

Ms. Lemens

Q: How long have you been in a music position, and how long was it spent teaching?

A: I have held positions in music since my junior year in college in 1987. I've been teaching full time for 28 years now, 21 of them have been teaching middle school students in Wisconsin.



Q: What led you to teach music?

A: To me teaching music was a very natural extension of being a musician. It's a great way to share and make music at the same time.

Q: What is your favorite style of music?

A: I'm going to steal an idea from the American composer and conductor Leonard Bernstein. I like most styles of music when they are done well.

Q: What are your plans after retirement?

A: I'm going to improvise! I plan on being grateful every day for the time early retirement gives me to enjoy with family and friends and go where my curiosity takes me.

Q: What was your favorite part of teaching at IMMS?

A: Getting to see how students change and grow over the course of two and sometimes three years.

Q: What was it like doing virtual productions?

A: I was glad we were able to do a production last year during the height of the pandemic, although it was not what we would have chosen. This year we had a terrific time and an outstanding production. I am so glad that in my last year I got to do *Matilda the Musical Jr.* with students. This year's production confirmed what I already knew, that technology has its place but nothing takes the place of rehearsing and performing in person. There is something magical about listening and responding in real time when we rehearse and perform.

Ms. Eschmann

Q: How long did you teach?

A: 4 Years

Q: What was your favorite part of teaching at IMMS?

A: My favorite part of teaching at IMMS is the students, the staff, and the community of McFarland. I was excited to be in a place with such awesome people to surround myself with!

Q: What made you want to be a teacher?

A: I loved helping and working on learning tasks with other people from a very young age. The idea that I could help others solve problems and watch their "lightbulb moment" where everything clicks is one of my favorite things. Working at a summer camp for 6 summers, coaching sport teams, and going into schools working with students throughout high school and college really made my choice clear that teaching was what I wanted to do.

Q: What was your favorite part of this year?

A: I think all the days where we took a moment in math class to just enjoy each other's company and laugh together were my favorite parts of this school year! I also enjoyed days like Wacky Olympics, SOM assembly, PI Day, Math Madness Celebration, Harry Potter movie, Real World, project days, WIN days, and any time we made for brain breaks.

Q: What will be your new job position?

A: I am leaving the teaching profession and moving into the technology field.

Q: What did you hope to achieve by the time you were done teaching and did you achieve it?

A: This is a very hard question to answer. I think the things I wanted to achieve were being a supportive person in a student's lives and helping students learn math along the way. I would say I achieved that!



Mr. T moves up to superintendent role

Messenger staff members asked Mr. T questions about his experiences at IMMS, now that he will be moving down the hill to the superintendent office.

Q: How long have you worked at IMMS?

A: I have worked here for 15 years (5 years as the Associate Principal and 10 years as the Principal).

Q: What was your favorite part of this year?

A: There are so many amazing parts of this year. To be honest, the best moment was the 1st day of school when we were all together in one place at the same time in the stadium for the assembly. I love the excitement of a new school year especially when the past year and a half had been different due to Covid.

Q: What do you hope that students learned while being at IMMS?

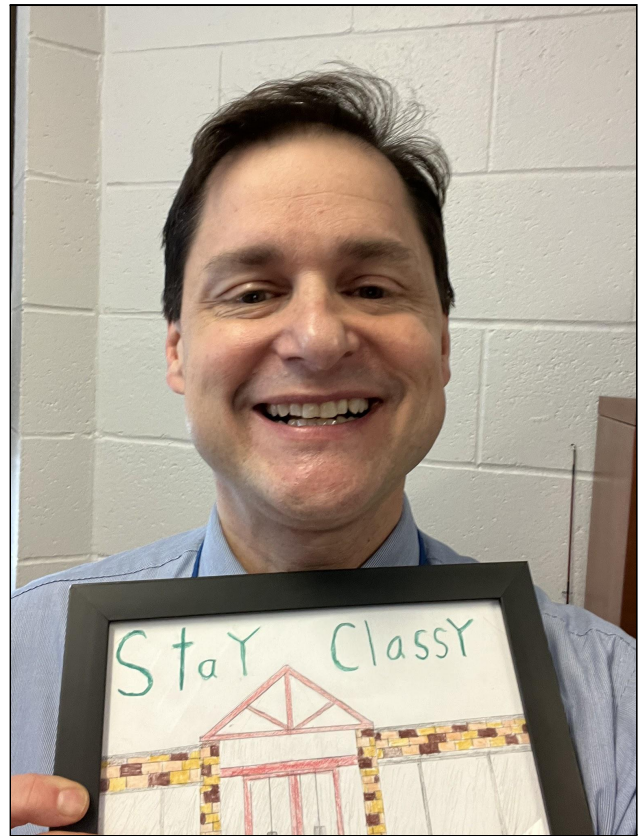
A: I have always said that if I could pick one thing that students would have when they leave IMMS it is empathy for each other. In addition, I hope our students leave IMMS with a strong work ethic, being able to persevere, and being critical thinkers, effective collaborators, and curious learners.

Q: What made you want to work at a school, and was that always your plan?

A: My goal was to be a school social worker as I loved counseling and loved education. I was a school social worker for 5 years before I was drawn to leadership and became the Associate Principal here. After 5 years, the principalship became available and I was honored to be selected for the position. I became interested in being a superintendent during the pandemic as I was involved in a lot of big picture leadership and found it exciting. It is incredibly hard to leave IMMS as this has been my weekday home and family for 15 years.

Q: When you were in high school, what sport or club was your favorite?

A: I was not really involved in many sports or clubs. I was the lead singer in a heavy metal band and



that took up much of my free time. I did play basketball and football my freshman year of high school until the band took all of my time. When I went to high school there weren't as many clubs as there are now. I would have definitely been involved in the GSA, PCU, and Hope Squad if we had them.

Q: What are you looking forward to in your new job position?

A: I am looking forward to getting to spend time in all of the buildings and doing my best to help us come together as a school district and community. This is a special district, and I want to remind us of that and help us move forward.

IMMS Spring Messenger Staff and Contributors

Brooke DeShong, Mason Gast, Ada Geiger, Lynae Hamilton, Maggie St. Clair, Rachel Stolyarov, Eva VandeKieft. For information on how to get involved, contact Adviser Ms. Ndlovu at Ndlovut@mcfds.org.

New field trip offers outdoor fun



IMMS seventh-graders attended the Midwest Outdoor Heritage Education Expo at the DNR's MacKenzie Center in Poynette on May 19. This is the first field trip the seventh-grade team has been able to complete since the last one was canceled on March 11, 2020, the day closures started happening for the pandemic quarantine.





Photo details at far left: AJ Krey examines a turtle. **Near left,** Eva VandeKieft captured a wolf at rest.

On the previous page, starting from the top, left to right: Charlie Lueder leads a group of archers; Ms. Eschmann's ARRE time poses in a logging history area; and Brooke DeShong catches coon hounds nearly reaching their prey. **On the bottom left,** Owen Voss takes aim while bowfishing. At center right, Abby Repenshek, Piper Willenbacher, Sophia Olson, Ava Roder and Maren Cheadle pose in a boat. **At bottom right,** Evan Gradel tries her hand at airgun target shooting.

Sneak peek: Merlin's story

By Mason Gast
IMMS Grade 7

Merlin was in his office. He had almost found it: The location of Wyvern's cave. If he was right and he showed King Arthur, surely he would allow him to focus on making a device to take the dragons' powers and not take on the task of training two apprentices to have magic on the level of his. Merlin wasn't stupid. Humans were extremely greedy and not many could be trusted with magical knowledge that he had. If he taught two apprentices to the magical level that Arthur wanted him to, surely, one of them would surpass him and overthrow him. Sometimes he thought he was too paranoid; then he told himself that if he wasn't careful he would be killed.

He was the most powerful person in Camelot, and probably the most paranoid. But those surely went hand in hand, right?... He was the one person everyone wanted to kill, or so he thought. Because when he was alive no one else could be more powerful than him. Except another sorcerer, who he would have to train since he was the only one left

after the purge of Witchcraft and Wizardry of 895 BCE.

He shouldn't have to make an excuse not to have an apprentice. But if he tried to explain this to Arthur, the king would think he was too power hungry. And he would attempt to assassinate him. Of course he wouldn't succeed, but Merlin really wasn't looking for a life on the run. He was a few centuries old, and he really wasn't in shape for living on the edge. The last thing he needed was to be enemy number one of the most powerful empire in England's history to want him dead.

To be continued.

A note from the author:

If you're interested in the full story contact me at gastm@mcfsd.org. The story is currently incomplete, so I can share the google doc with you when it's finished. I'm hoping to finish it by the end of the school year, but I'm not sure I will be able to. And if you're a sixth grader going into seventh, I'm hoping that when I'm done Ms. Ndlovu will let me put a copy in her room.

Go to the Otherside

By Eva VandeKieft

IMMS Grade 7

Have you ever been in an argument? Or better yet, have you tried to see the other person's side in an argument? If you haven't, that's a problem. I know some of you might be thinking, "But Eva, their side is stupid." I get it. It's hard to see from another point of view when you're upset. But the other person is probably upset, too. You aren't really making it better when you shout at them or keep trying to get them to see it your way. I'll be writing a few scenarios to show what can happen in arguments.

You should try to see the other person's side in an argument because it can have better outcomes. Let's say you are having an argument with a sibling or friend. First scenario, without seeing the other person's side:

Person A: "You took my favorite pen!"

Person B: "I did not! They were lying!"

A: "No, you are!"

B: "Why would I want your stupid pen!?"

A: "I don't know, but you stole it!"

B: "I did not!"

A: "Give it back!"

B: "I don't have it!"

A: "I don't want to talk to you ever again!"

B: "Leave me alone!"

The next scenario is when you try to see the other person's P.O.V.

A: "Hey, *Insert name*? *Insert a different name* said you have my pen that I lost."

B: "I don't have it!"

A: "But *2 name* said you do!"

B: "But I don't!"

A: *In head* Maybe my friend/sibling didn't take it. *Out loud* "Do you feel bad?"

B: "Yes, but I understand why you would believe *2 name*. You are close."

A: "Yeah, but I'm sorry I didn't ask you more before believing them."

Which scenario do you like better? Personally, I

like the second one better. I may have exaggerated the fight just for a pen but that was the only thing I could think of. Besides, I know there are people out there who hate it when they think someone stole their pen or pencil.

Another reason you should try to see the other side of an argument is you most likely won't get other people involved.

Scenario one

A: "You took my pen!"

B: "I did not!"

A: " *Person C* did you see *Person B* take my pen?"

(Person C minding their own business...)

C: "Um...No?"

A: "Liar!"

C: "I am not!"

B: "See!? I didn't!"

A: "You're both liars!"

Now for scenario where you see the other side

A: "Did you take my pen?"

B: "No, why?"

A: "I can't find it. Are you sure you didn't take it?"

B: "Yeah."

(Person C looks up)

C: "Is everything okay?"

A: "Yeah, just looking for my pen. Oh, there it is. I must have dropped it."

I put person C in both because they acted differently in each scenario. Someone else might get involved even if you stay calm but they might just want to make sure everything's okay.

Alright. Now I've shown you some reason why you need to at least try to see the other side of an argument. If you still think seeing the other side is stupid then... I guess that's your opinion. But if you have changed your mind, yay! Go you! I guess that's all I have to say. If you ever get into an argument, at least try to see the other side.