

Volume 12 Issue 1
Fall, 2017 - 2018**District Events:****Nov 13**

No School-Prof Dev

Nov 20School Board Meeting -
Independence 6:00 p.m.**Nov 21**

1:00 Early Dismissal

Nov 22-24No School;
Thanksgiving Break**Dec 1**

No School

Dec 18School Board Meeting -
Independence 6:00 p.m.**Dec 21**

1:00 Early Dismissal

Dec 22 - Jan 2No School;
Winter Break**Jan 3**

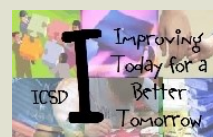
School Resumes

Jan 15

No School-Prof Dev

Jan 15School Board Meeting -
Independence 6:00 p.m.**Inside this issue:**

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***From the Desk of Superintendent Jean Peterson***

Another school year seems to be going very fast. It is hard to believe we are already into the second quarter. The fall activities season was another busy one. Our students again experienced many successes across the board. We are extremely grateful for all of the parent and community support of our school district too. This kind of partnership is truly second to none!

**Jean Peterson,
Superintendent****Certified Enrollment**

We certified our enrollment with the Iowa Department of Education on October 2nd. We had positive results this year for our enrollment. We had an increase of 19.52 students. It is great news any time we can have an increase in our enrollment. Our student count drives our school's budget so we are pleased to see an increase in this area.

As I have mentioned before, we not only track our resident students when counting our enrollment, but we also track our open enrolled in and out students, tuition in and out students, and home schooled students who may be dual enrolled for some of our classes or activities. We have non-public school students who take some of our classes as well.

We also account for our special education students, our students who are at risk, our talented/gifted students, and our English Language Learner students. There is some additional funding for each of those categories. This funding is driven by our count of these students and must be accurate.

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Calendar Committee

It is that time of year again where we formulate our school district's calendar committee. This committee is comprised of teachers, administrators, district supervisors (Director of Transportation and Activities Director), parents, and one school board member. We have representation of these people from each of our school buildings.

This calendar committee will be meeting in early December to start working on the 2018-2019 school calendar. As of right now, Iowa law states that schools cannot begin before August 23rd. So, we will begin building our calendar with that start date in mind.

Anti-Bullying Harassment Policies

This is just another reminder that all school districts in Iowa are to have a Bullying/Harassment Prevention Plan in place. All of our buildings do have specific goals in regard to educating our students and staff about bullying/harassment prevention and what steps they can take to stop this behavior from happening.

I want to remind you to be sure and notify your child's building principal if you have any types of concerns or questions on this issue.

Retirement

As of this writing, many of you already know that I plan to retire at the end of the 2017-2018 school year. The school board has selected the Trent Grundmeyer Leadership Search Firm to work with during the process of selecting a new superintendent for the Independence Community School District.

Many of you will be asked to serve on various interview committees for the superintendent selection process. Representatives and input from all stakeholder groups will be very valuable for our school board.

It has been a huge honor to serve as this district's superintendent the past seven going on eight years. I have had the opportunity to work with outstanding and extremely dedicated staff members throughout my time here. I have also worked with many excellent school board members who were very professional, forward thinking, and held high expectations for this school district.

This school year also marks my fortieth year in education. I have had a great career. I have worked with many awesome students, staff, parents, and community members during my time as a teacher, coach, principal, curriculum director, and superintendent.

My best wishes to Mustang Nation as you begin the search for a new superintendent. I will certainly leave here with many fond memories!

The Great Transition -- 2017-2018 Chromebooks by Steve Noyes, Director of Technology



Steve Noyes,
Director of Technology

The district has primarily used Apple/Macintosh computers for over 20 years. In 2016-2017, all 9-12 students were using Apple Macbook Airs, grades 7-8 were using Apple iPads and East and West Elementary used Macs and iPads in various settings. As part of our District 1:1 Learning Initiative, we decided to switch to Chromebooks as the primary device for all 3-12 students.

Chromebooks are computers built around Chrome OS by Google. The devices work very well on the Internet, boot-up fast, and provide immediate login to email, bookmarks and applications when the student signs into the device. Students are able to start work almost immediately upon signing into the Chromebook.

There are three groups of people I want to discuss and the transition to Chromebooks: Technology, Teachers, and Students.

From my perspective, the transition has been very smooth. The cost of a cracked screen is about \$45.00 compared to almost \$600 for a MacBook Air. We are able to make most repairs in about 15 minutes and rarely need to send equipment out for repair. If we need to replace a broken computer, this process is almost immediate because the student data resides in the cloud and there is very little data stored on the local computer. Students are able to sign-into the next Chromebook and pick up right where they left off when the other one broke.

For teachers, the transition was smoother if they were already using Chrome on the staff laptop. The same version of Chrome on the Mac or PC is exactly the same as using Chrome on a Chromebook. All of the menus and layout work the same if the Chrome version is identical. We needed to update some staff computers to newer versions of Chrome to experience common menus. Teachers have spent time this first quarter looking into various extensions and determining which ones work best and how to implement the extensions in their classrooms.

Most students have transitioned very well to the new Chromebooks. They report they can use the Chromebook for two days without charging the battery. Some students really like the larger screens, but nearly all comment about how heavy the Chromebook and case is on the shoulder. The larger screens require a larger bag and the combination is heavy compared to the MacBook Airs from last year. Students like the fact that they do not lose any data if the computer breaks.

Students biggest complaints seem to be tied to iTunes and a variety of games which no longer work. It is true about iTunes, it does not work on a Chromebook but there are plenty of Internet-based music services. It is also true that many of the games do not work on the Chromebook. There are still plenty of Internet-based games to play.

I am not too concerned about iTunes or the games on Chromebook.

Last year, students used iMovie to create, edit and publish video. iMovie is a great Apple product. The district has purchased WeVideo for all students and staff in grades 3-12. Students are beginning to appreciate the power and flexibility of WeVideo. Many students had not been introduced to WeVideo and did not know about this option. WeVideo allows very easy setup of shared video and common workspace for students to collaborate on video projects. Moving forward, WeVideo will become a favorite app for all budding (class required) video creation.

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School Improvement by Erin Burmeister, Director of School Improvement

“Autumn shows us how beautiful it is to let things go.” -
Unknown.

Although it can be extremely difficult to let things go, it can also be very beautiful. If we as educators allow ourselves to let things go, it can open us up to improvement, improvement in our practice and ultimately improvement in our district.



Erin Burmeister,
Director of School Improvement

Curriculum

Our work in the areas of literacy and science is continuing with a heavy emphasis on literacy in the elementary buildings. We are continuing to work with Common Core Standards and ensuring that all students have access to the Core. Part of this work includes looking critically at what we are teaching and being ok with letting some things go so we can focus on others. I believe our work with identifying Essential Learning has helped with this.

Although science and literacy are the major focus areas, work is also being done in other areas. The state has finished social studies standards and teachers in the district are beginning to dig into these. Math is on cycle beginning this year and we are starting to look closely at our math curriculum. In addition, our counseling department is working hard to create a comprehensive program that includes Positive Action Curriculum. Finally, all areas are meeting in PLC's and during content area days to look at curriculum and decide how we can improve.

Instruction

Instruction is another piece that we are always looking critically at. Instruction refers to the activities of educating or instructing; activities that impart knowledge or skill. Iowa Core has identified five characteristics of effective instruction. These five characteristics are student-centered classrooms, teaching for understanding, assessment for learning, rigor and relevance, and teaching for learner differences. Independence teachers are currently learning about Workshop Model for literacy instruction. This model incorporates many of the characteristics of effective instruction. In addition, the Junior/Senior High teachers are exploring Authentic Intellectual Work (AIW), which also works to enhance instruction, and is centered around the characteristics identified above.

Continued on page 5

School Improvement by Erin Burmeister, Director of School Improvement

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Assessment

Both formative and summative assessments are necessary in order to determine what students know and to design instruction. The district constantly looks at what and how we are assessing student learning and we understand that sometimes it is beautiful to let some things go. That being said, this year students will take the required state assessments for reading comprehension, mathematical reasoning, science, and the Junior/Senior High will take social studies but they will not take the additional tests. When giving any assessment we should be asking what is the purpose and how will we use the data to improve instruction. At this time our state assessment is not tightly aligned with the Core so we are limited in the information that we get from it.

In addition to the state assessment, students in K-6th grade are screened for literacy in the fall, winter, and spring and are given two reading diagnostic tests, Fountas and Pinnell Benchmark Test and NWEA MAP. Secondary students also take NWEA MAP. Teachers analyze the data from these tests so they can be responsive to students' needs and provide the very best instruction for students. Sometimes this instruction includes supplemental and intensive interventions. Students who need more than the Core receive just that. When students have difficulties in reading and writing, or any other area for that matter, teachers take this very seriously.

As a district we are responsive to the different reading difficulties including dyslexia. Dyslexia involves difficulty reading due to problems identifying speech sounds and learning how they relate to decoding. It is not a visual problem such as seeing the letters backwards or reversing the order of letters in a word but rather the difficulties occur in the area of the brain where language is processed. Dyslexia is not an intellectual disability but research has shown that readers with dyslexia activate different parts of the brain when reading. With specific teaching, all students including those with dyslexia can learn to read, spell, and write.

One of the most effective things that can be done for struggling readers is to provide a minimum of 90 minutes of high quality teaching daily that includes both reading and spelling. All K-6 classrooms in the district are expected to have 90 minutes of high quality literacy instruction. In addition, early intervention is crucial. As mentioned, students are screened for reading skills three times a year and then interventions are put into place for those students who have difficulties. Interventions are based on student needs. Interventions include working with phonemes, the smallest sounds that make up words, phonics, understanding letters and strings of letters that represent these sounds and words, comprehension, fluency, and vocabulary. All of these are recommended for helping students with dyslexia.

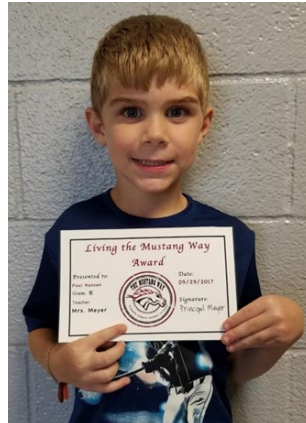
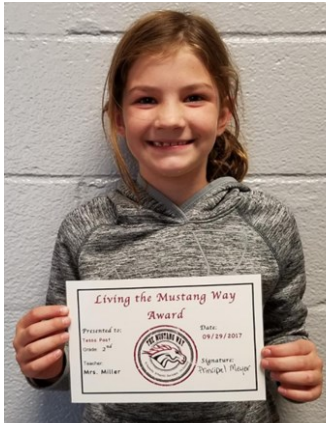
Just as the vibrant colors of autumn remind us that letting go can be beautiful, I believe that if we open ourselves up and let some things go, we too will see beauty.

Living the Mustang Way

East Elementary celebrated our students for Living the Mustang Way this quarter. Each classroom teacher nominated two students and each specials teacher nominated one student. Families were able to come and see their students being recognized. Student that were recognized had shown that they demonstrate the traits of Living the Mustang Way; be respectful, be responsible, show kindness, and living gratefully. We will have this assembly every quarter.



**Danielle Meyer,
Principal**



City-wide Week

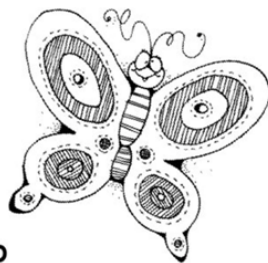
East Elementary had the honor of participating in the citywide week celebration. Each grade level was invited to tour a place of interest in the city. Kindergarten went to the fire station. First grade was able to tour River's Edge. And Second grade toured the library. It was a great partnership between the school and community.

October Bullying Awareness Month

In efforts to raise bullying awareness, East Elementary encouraged students to wear blue. We had a fantastic turn out. To reinforce how to treat others, Principal Meyer and Mrs. Litterer, Guidance Counselor went over the 5 ways to debug. You may have seen the work they did in guidance class sent home.

The DeBug System

1. Ignore
2. Move Away
3. Talk Friendly
4. Talk Firmly
5. Get Adult Help



Red Ribbon Week

Students celebrated Red Ribbon Week by having a different theme for each day. The focus of Red Ribbon week is to bring awareness to harmful drugs. Nurse Beatty went into the classes to explain the harm drugs can have on our students.

10/23: "Don't let drugs turn you **INSIDE OUT**" - inside out shirts

10/24: "**SOCK** it to drugs" - funky/fun socks

10/25: "Wear **RED** and be drug free" - wear red clothes

10/26: "We **CAN** all say no to drugs!" - bring in canned goods

10/27: "Live the Mustang Way: Be Drug Free!" - wear Mustangs clothes



We sent 395.5lbs to the food pantry with our We CAN all say no to drugs day! It was a great week to be a Mustang.

Donations

We are very blessed to be a part of a community that supports our school so much. Below is a list of some of the donations that were given to our school. We also have countless people who volunteer their time and energy for our kids. Thank you for making Independence Second to None.

- The First Presbyterian Church of Independence - 20 pairs of waterproof gloves
- First United Methodist Church - school supplies
- Walmart- school supplies
- Color Divine and Spa - Back packs filled with school supplies for East and West
- Brandon United Methodist Church - \$200.00 for the Kindergarten Milk Program
- Salvation Army -\$750.00 for the Kindergarten Milk Program
- PTO - 20 School Supply Packs
- Rush Park Motel - school supplies for both East & West Elementary



Above is a picture of our students modeling some hats anonymously donated for our students that either forget to wear a hat when it is cold, or need one to keep.

We are still accepting donations for Fontana Adopt an Animal.



WANTED!

Mileage Club Volunteers Needed!

If you would like to devote 15-30 minutes each week outside at recess to help students reach their goals in the Mileage Club, please call Val Maximovich at 319-332-0626 to volunteer your time!

Mentors Needed!

If you are interested in being a mentor and volunteering your time to work with a child for approximately 30 minutes each week on a regular basis, please call Val at 319-332-0626 and let her know!

Wanted: Substitutes

If you are available to substitute occasionally as a classroom, office or media paraprofessional, (duties vary), please call 334-7425.

We need YOU!

Box tops for Education/ Pop Can Tabs/Milk Moola for Schoola

We continue to collect Pizza Ranch Wagon Wheels, Donuts to Dough, General Mills Box Tops, Pop Can Tabs & bottle caps and bag tops from Kwik Star products. This is a good way to help us earn extra money for things we need. Thanks!

If you are interested in spending time at school or at home sorting/cutting and redeeming these items for our school, please call 334-7425.

Greetings from West Elementary!

At West Elementary, we continually teach our students that we are here to help keep them safe, healthy, and happy by providing them with the tools, the support, and the education *to be life long learners and respectful, responsible citizens.*

Our West Elementary students are proud to be Mustangs and to be *Living the Mustang Way* by being responsible, being respectful, showing kindness, and living gratefully. When asked about what makes being a Mustang at West the best, our students had this to say:

Izabella Farley, 3rd grade, “Music is the best! Our teacher makes it so much fun, and it’s easy to be happy when you are singing.”

Braiden Barth, 3rd grade, “I like everything about being a Mustang at West: lunch, teachers, recess, specials, friends... I can’t pick just one.”

Kynsie Naylor, 4th grade, “I really like lunch on Fridays. Also, I like the Mexican straw hats and the walking tacos!”

Brian Hernandez, 4th grade, “We get to do more math and reading in fourth grade. Ms. Hitchcock also does the money management system; this is really fun for when we make good choices. We get to read with Accelerated Reader, and we get to celebrate our reading each month.”

Natalie Kriens, 5th grade, “All of the West teachers and all of our activities make being a West Mustang the BEST! The activities in P.E. are fun and help to keep us healthy.”

Mason Mulford, 5th grade, “Everything! The teachers, the kids are kind, and I am able to learn new things everyday. Later in life, I am going to know what I need to know about reading, writing, and math in order to go to college and be a football player.”

Lauren Patton, 6th grade, “The teachers are nice and supportive. They understand what we need, and they make learning fun.”

Caleb Takes, 6th grade, “The way we learn in general is what makes being a Mustang at West the best. The teachers are involved in our learning, and they truly care if we get it.”

Thank you to our students, staff, families, and community for making West Elementary the BEST!

Go Mustangs!

Principal Reed



Cheri Reed, Principal

News from 3rd Grade!

Third graders have been working on forming complete sentences and writing narrative compositions. They participate in Daily 5 and work on reading strategies in small groups. Students have completed math units on number sense, addition and subtraction, and are currently studying measurement and area. We have just finished the first science unit on sound and we're beginning our first social studies unit. We will be learning about natural resources, communities, and the continents and oceans. To help our students get a better understanding of communities each 3rd-grade classroom will be hosting a volunteer to teach five Junior Achievement lessons.



4th Grade News!

Fourth grade students have enjoyed learning about vertebrates and invertebrates in science. They were able to visit Fontana Park at the beginning of October to learn even more about mammals, amphibians, reptiles, and birds with naturalists, Sondra Cabell and Michael Maas. The northeast region of the United States has been the focus in social studies. Math has consisted of geometry, addition and subtraction review, data collection, and multiplication. Any additional practice at home with multiplication facts is beneficial. The nonfiction and realistic fiction genres have been the focus in reading. Students have also been working on becoming better writers as they are learning how to use more descriptive words through mentor sentences.

There are incentives for students who meet their monthly reading goals. Fourth grade students are expected to earn 10 points each month by taking Accelerated Reading tests to encourage their independent reading practice. Consider setting aside a specific time each night for reading and homework.

Every year, fourth grade students get the opportunity to play BINGO with the residents at West and East Village Care Centers. The students look forward to this special outing and will go a few times throughout the year. Sondra Cabell will soon be visiting the fourth grade classrooms at West Elementary so the students can create art with leaves. The artwork is always fun to display in the hallways.

4th Grade Teachers,

Mrs. Ohrt, Miss Hitchcock, Mrs. Hearn, Mrs. Brown, & Miss Nefzger



News from 5th Grade!

The beginning of the school year has been a busy one. The fifth graders have participated in several outdoor field trips, including Living History Farms touring Iowa's farming history and Fontana Field Day where students were involved in a wide range of outdoor activities. The fifth grade students have also been working hard on reviewing math concepts, such as prime and composite numbers and decimal numbers. In reading, the students have been immersed in several comprehension strategies, learning and applying them with different reading novels and passages. As a fifth grader, we are looking forward to a year full of fun and learning!



6th Grade News!

Where does 6th grade go on an all day outdoor adventure? To Camp EWALU, of course! On Wednesday, October 4th, students and staff were excited to leave the books behind to have fun together working on team-building skills with a focus on communication, listening, and collaboration. A couple of the activities, such as the log and toxic waste, were quite challenging and we learned the value of sticking with it and encouraging our teammates. The toxic waste activity involved the entire team of 12-13 students trying to use strings connected to a bungee cord to pick up small logs and carry them out of the toxic waste area and into a pit. Although it was tricky, with perseverance and encouragement, we did have some teams succeed in the challenge. Kids were also given the option of ziplining. This meant overcoming fears for some, but was by far the most memorable and enjoyed activity. Another favorite activity of the students was the trust falls. Students had to put faith in their partners to catch them as they closed their eyes and fell back into the other person's arms. After seven different stations of team-building activities, the adventure had to come to an end. On the ride home, students were laughing, talking, and discussing the day, wishing for an opportunity to return.



Greetings from the Independence Jr/Sr High School! We hope your fall has been going as terrific as ours has so far. One of the new classes our students have been offered at the Jr/Sr High School is Performance Physical Education (PPE). I would like to take a moment to share about this class and encourage any student interested in participating in it, to remember to inquire about it when registering for the 2018-2019 school year. Mr. Ales and Mr. Hurley are currently teaching this class. Mr. Ales has two sections of PPE with 27 and 28 students in each and Mr. Hurley has one class of 30 students.



Dewey Hupke, Jr/Sr High School Assistant Principal

In this class, students first learned the proper techniques of several Olympic lifts-power clean, bench, and squat. Since then, students have been concentrating on proper technique and ultimately, getting quicker and stronger to ultimately become healthier. As you can see in the following table, nearly all students have made positive gains in the core lifts of power clean, bench, and squat. The average increase of the students was 15%!

The range of abilities of the students enrolled in this class extends from students learning how to lift for the very first time in their lives to students who have been lifting for several years. There are students who are non-athletes participating as well as all-state athletes participating. As students become more efficient with their strength training, there are several other benefits for the student, which include but are not limited to: improved self-confidence, healthier posture, quicker recovery when competing in events, an opportunity for stress release, improved injury rehabilitation, increased ability to focus when in class, and improved sleep patterns.

If you have questions or comments about this new addition to the Jr/Sr High School curriculum, please feel free to share those with the Administration.

Clean #1	Bench #1	Squat #1	Total #1	Clean #2	Bench #2	Squat #2	Total #2	% Increase
65	80	90	235	105	90	175	370	57.45%
95	95	110	300	115	115	215	445	48.33%
58	70	75	203	85	80	130	295	45.32%
60	65	110	235	85	80	175	340	44.68%
100	100	100	300	105	115	190	410	36.67%
85	100	100	285	145	95	140	380	33.33%
125	121	130	376	150	145	200	495	31.65%
121	105	170	396	160	150	210	520	31.31%
150	170	200	520	155	210	315	680	30.77%
125	130	115	370	140	160	180	480	29.73%
75	70	105	250	95	80	145	320	28.00%
95	100	115	310	100	105	185	390	25.81%
74	100	125	299	105	110	160	375	25.42%
75	70	105	250	90	80	140	310	24.00%
51	70	45	166	50	80	75	205	23.49%
125	125	120	370	140	110	200	450	21.62%
135	160	170	465	175	180	210	565	21.51%
100	90	100	290	120	100	130	350	20.69%
200	130	250	580	240	190	270	700	20.69%
95	90	85	270	110	95	120	325	20.37%
150	150	155	455	165	165	215	545	19.78%

THE “TRUTHS” OF FALL

By Mr. Howard



**John Howard, Jr/Sr High School
Principal**

It is fall. Yes, that time of year is upon us. With that fact, come some “truths”. Daylight savings time has ended bringing shorter days and longer nights. Leaves are falling rapidly. Temperatures are turning colder, and furnaces have been started. Our first measurable snowfall is imminent. The anticipation for turkey, mashed potatoes, and pumpkin pie is now almost palpable. Even Christmas music can be heard on the radio, and the Christmas shopping day countdown has already been launched. With these “truths” however, comes one more for fall and that is for all of us to be thankful. Therefore, this Fall Edition of the Independence Newsletter is devoted to giving thanks for things about our school and district. Hope you enjoy the brief list:

- We are thankful for the students who enter our doors each and every day.
- We are thankful for our teaching staff that works tirelessly to provide the best education possible for our pupils.
- We are thankful for all our guidance staff, associates, administrative office people, nurses, and others who help children with their needs each day.
- We are thankful for our parents/guardians whose continuous support is exhibited daily, through a multitude of measures.
- We are thankful for our stakeholders who have generously financed our outstanding facilities through the bond issue and private donations. Due to this giving, our amenities are some of the best in the state!
- We are thankful for all our coaches/sponsors who actively and passionately work to develop their programs.
- We are thankful for our fall activities’ participants. As I watch many of these contests/games/performances, it reiterates their commitment, work ethic and constant fervor to be the best.
- We are thankful for the relationships our school and district have with local businesses, community organizations, and emergency workers.
- We are thankful for the bus drivers and bus personnel who keep the students safe to and from school.
- We are thankful for all our substitutes who accept assignments, sometimes very early in the morning, and come to the buildings with smiles.
- We are thankful for custodial and maintenance staff for all they do “behind the scenes” to make our buildings look professional.
- Finally, and maybe most importantly, we are thankful we are Mustangs!

So, as we proceed through this season, let us all remember one important point. We have numerous things to be thankful for at Independence Jr/Sr High School. And that is the “truth”. Go Mustangs!

It is a great time to think about all the accomplishments our students have made. As a younger athlete I used to get pretty caught up in results. However, as a coach I have learned to enjoy the process more and let the results fall into place. I have also found it important to reflect on the accomplishments of all of our activities and those who work so hard and do the right process to have success. Here some of Independence Activities Success from this year to date:



**Justin Putz,
Activities Director**

- The volleyball team had a regular season record of 31-8.
- The volleyball program won their regional and qualified for the state tournament for the second time in school history.
- The football team and its players set 8 school records.
- Multiple fall athletes were selected to all-conference teams.
- It is very likely multiple fall athletes will be selected for all-state teams.
- The marching band won multiple contests including Valley Fest.
- The Independence Marching band won awards for Best Color Guard, Best Marching, and Best Horn Line at Valley Fest.
- The Marching Band received their 27th consecutive 1 rating at state competition.
- The music department has 6 students selected for All-State Chorus, Orchestra, or Band.
- The fall play cast put on three successful performances of “You Can’t Take it With You”.
- The 6th-8th grade students performed the mini-musical called “Summer Camp”.

As I look at this list it is hard not to be impressed with the accomplishments of the students involved in the Independence Activities program during the first quarter of the school year. So many times people get caught up in results that they can miss the great accomplishments that are happening daily. These accomplishments are a tribute the work that our students are putting in on a daily basis. With this type of work ethic I am excited to see what this list will look like at the end of the year.

We are so excited to be back at school getting to know the kids and learning new things! Of course, being back in school means sharing things like stories from the summer and many laughs, but also unpleasant things like germs and lice.

Below we will discuss a couple of issues that we see in our schools and helpful information about what you can do to help prevent the spread.

Influenza (Flu)

Flu season is here! Last year we had a high number of positive flu tests in our schools. We hope that this year is better and here are a few things that you can do to help keep your child/children healthy this flu season!

The first line of prevention is getting your flu shot. Although getting the flu shot is not 100% effective, studies have shown that it decreases the severity and the duration of illness. If your child/children become ill with the following: high fever, headache, extreme fatigue, dry cough, sore throat, runny or stuffy nose, muscle aches, or stomach symptoms, have them evaluated by their primary care provider (PCP).

Although there is no medication to cure the flu, if you are evaluated and diagnosed within a certain amount of time, the PCP can, at their discretion, prescribe antiviral medication.

The most important things that you can do if your child/children if they get sick is to stay home from school and extracurricular events, get a lot of rest, drink plenty of fluids, and use over-the-counter medication for symptom relief.

Head lice

Head lice, every parent and teacher's worst nightmare, continue to be a problem in all communities. Lice are highly communicable and difficult to prevent, but if every parent/guardian will routinely screen the entire family at least once weekly, these parasites can be prevented/detected early and controlled. This is often a frustrating problem to deal with, but the following information should help you to identify and treat your child for head lice safely and thoroughly.

Head lice are insects or parasites that make a home in your hair. They are about the size of sesame seeds, are usually light brown in color. They move quickly and shy away from the light, making them difficult to see. Female lice lay three to four eggs (nits) each day, which will hatch in seven to ten days. They are firmly attached to a shaft of hair close to the scalp by a cement like substance. They will not wash off or blow away. Lice do not jump or fly. They move from one person to another through head to head contact, or when people share items such as clothing, hats, combs, or brushes.

It is important to stress that anyone can get lice and being dirty is not a factor. Frequent bathing or shampooing will not prevent lice nor eliminate them once they are established. Household pets do not transmit lice. Diagnosis is more often made on the basis of finding nits (eggs). Nits are tiny, yellowish, white oval eggs attached to the hair shafts. Nits may be found throughout the hair, but are most often located at the nape of the neck, behind the ears, and at the crown. A magnifying glass and natural light may help when looking for them.

Symptoms of infestation are usually the itching that occurs when lice bite and suck blood from the scalp. Although not everyone will experience the itching, children who are seen scratching their heads should be examined at once. Often red bite marks or scratch marks can be seen on the scalp and neck.

Before one family member is treated, all should be examined. Only those showing evidence of infestation should be treated. Treat them at the same time to prevent re-infestation from one family member to another. Individual treatment involves the use of a pediculicidal product and the use of a combing tool manufactured for the purpose of nit removal.

If your child/children are found to have head lice, and you have further questions regarding treatment or need assistance in getting treatment kits, please contact your school nurse and she will assist you with this.

As always, please contact your school nurse with questions, concerns, needs or changes with your child's health.

Molly Beatty, RN
East Elementary
319-332-0533

Kelsi Donnelly, RN, BSN
West Elementary
319-332-0589

Rhonda Jasper, RN
Jr/Sr High School
319-332-0720

Mustang Pride — Volunteer & Mentor Program

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Val Maximovich,
Volunteer & Mentor
Coordinator

Independence Community Schools Volunteer & Mentor Program Update by Val Maximovich



**MUSTANG
MENTORING**

We “kicked off” the 25th year of Mentoring at the Homecoming Football game on Fri., Sept. 15, by recognizing those mentors and mentees that attended the game!



We are thankful for all the mentors that have donated countless hours since the program began in 1993!

Front row: Norma Gates, Kitty Myers and Mary Kay Miller
2nd row left - Kiarrah and Gabriella and Sydney Ohrt

Back row - Val Maximovich, Mentor Coordinator; Mary Shannon, past Mentor Coordinator, Kelly Wygant; Dianne Hepke, past Mentor coordinator; Shelly Whited, School Board Rep; Gina DeBoer, Miriam Smith and Bonnie O'Brien, Mentor Advisory Committee.

Have you seen these kids?

Where are they now?

They are the mentor cutout kids, spending time in and around downtown Independence promoting the 25th year of mentoring. If you would like them to visit you, just call Val Maximovich and they will come to your business.



Be watching for them and upcoming Mentoring events!

“Attention: Mentors and friends!” Come join us on Mentor Mondays!

The first Monday of every month come meet with us at Em’s Coffee Co., 324 1st St E, Independence, starting at 4 and lasting about one hour. Enjoy coffee and dessert on us – Mon., Dec. 4 we will be hearing about the Positive Behavior curriculum and sharing what we are thankful for!

Mark your calendar every first Monday of the month through May 2018 to come join us!



**MUSTANG
MENTORING**

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Calling all volunteers! There is always a need for more volunteers to come and spend time with our students! Junior Achievement volunteers, reading with students, testing, door greeters, and more!

Volunteers also needed for mentoring, which only takes 30-45 minutes a week, during the school day, during the entire school year. To make a difference in the life of a child, contact Val at 319-332-0626, email vmaximovich@independence.k12.ia.us, or download the volunteer registration form at <http://www.independence.k12.ia.us/district-departments/volunteer-information/>

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Please like our Facebook page Independence Mustang Mentoring! While visiting with friends and family over the holidays, please share that we have great volunteers for volunteering, including students that are waiting for that special adult to be a mentor for them.

We have had some normal kinds of issues and frustrations in the transition but there are plenty of resources and help available from other school districts. Many school districts have been using Chromebooks for several years. Schools are quick and happy to help.

As we continue to the transition process to Chromebooks, I believe students and staff will see the benefits of a Chromebook:

- Risk of data-loss is very low;
- One sign-in for students to access email, bookmarks and calendar;
- The short turn-around time if a device breaks or is stolen/missing.

In our next purchase cycle for staff laptops, we may see staff choose Chromebooks instead of an Apple or PC product. Independence Community School District is committed to making our 1:1 Learning Initiative successful, creating life-long learners.

Building Walking Hours begin December 4th
Check the website for details!



EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Independence Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact: Erin Burmeister, Director of School Improvement, 1207 1st Street West, Independence, IA 50644, (319) 334-7400 or eburmeister@independence.k12.ia.us

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

NOTICE OF NON-DISCRIMINATION

It is the policy of the Independence School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact: Erin Burmeister, Director of School Improvement, 1207 1st Street West, Independence, IA 50644, (319) 334-7400 or eburmeister@independence.k12.ia.us

ANNUAL NOTICE OF NON-DISCRIMINATION

The Independence Community School District offers career and technical programs in the following areas of study:

Agriculture
 Business
 Family and Consumer Science
 Industrial Technology
 Marketing

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