

Volume 13 Issue 2
Winter, 2018 - 2019

District Events:**Feb 18**

School Board Meeting -
Independence 6:00 p.m.

Feb 22

No School-Prof Dev

February 25

No School-Conferences

February 26

2 Hour Late Start -
Prof Dev/Conferences

March 18

No School-Prof Dev

March 18

School Board Meeting -
Independence 6:00 p.m.

April 15

School Board Meeting -
Independence 6:00 p.m.

April 17

1:00 Early Dismissal

April 18

No School - Prof Dev

April 19-April 22

No School

***From the Superintendent's Desk...*****Emergency Bus Routes**

Winter has arrived and like all too often, it's causing a disruption to the school calendar. I've asked the transportation department to design an "Emergency Snow Route" plan to help minimize the number of "all-day" closings. Our goal is to have several safe "bus stops" on hard surface roads or designated rural roads to transfer the students. Parents will be notified of these locations and be asked to meet the buses at the designated times. Safety is priority #1 and if students cannot attend due to weather-related reasons, they will be excused from class. I'd like to thank the Buchanan County Roads Department and their assistance in developing this plan. Please look for additional information in the near future if your family utilizes our transportation department. If you have any additional questions, feel free to call 319 334-7400.



**Russell Reiter,
Superintendent**

With regards to the 18-19 school calendar, we have currently missed eight (8) days at the time I am writing this newsletter. The 18-19 calendar indicates the first 3 days missed will be added to the end of the school year. All other days will be at the discretion of the superintendent. If we need to adjust the 18-19 calendar, I will communicate those recommendations to the Board of Education first and then to the general public. Stay tuned for more information as we head into the month of February.

Continued on page 2

Inside this issue:

From the Superintendent's Desk	1-2
Technology	3, 16
School Improvement	4-5
ECC/East News	6-7
West Elem News	8-10
Jr/Sr High News	11-12
Activities	13
Nurse News	14
Volunteer & Mentor Program	15

Continued from page 1

19-20 Calendar

I'd also like to thank staff and community members who helped develop the 2019-20 calendar. The recommendations will go to the Board at the February Board meeting where they will approve or modify the proposed calendar. The goal in developing any calendar has to be "what's best for kids" and yet, that can be tough when you look at state codes, board policies, local contracts, and community traditions. Regardless, our goals are to increase instructional time in all three buildings, be more efficient with the 35 hours of required collaboration, and improve professional development opportunities for our staff. A copy of the proposed calendar will be placed on the district website on February 8, 2019.

In the classroom, the district is in transition and we see several challenges ahead of us. The secondary staff is working hard on assessing our curriculum. There are new standards being required in many areas and we are looking at incorporating the standards into our classes. This will force us into eliminating some classes from the course guide. Student registration for the upcoming year hinges on the completion of this work and we hope to have it done fairly soon.

Our K-6 elementary staff is working to improve their skills in workshop model and small group instruction. Research shows all children learn in unique ways and we believe a small group approach will improve every child's opportunity and personal education. The ultimate goal of course, is to offer the best possible education to the students and families of the Independence Community School District.



The Most Important “C”

Several of my newsletter articles have talked about different aspects of teaching. I have used words beginning with the letter “C” to convey many of these key concepts for a successful 21st Century classroom.

Collaboration	Character
Communicate	Citizenship
Creativity	Community
Critical thinking	Cooperation



**Steve Noyes,
Director of Technology**

I have also talked about how technology helps to support teaching goals.

Creating video	Student 1:1 computers
Classroom set of computers	Classroom equipment

I have provided examples of how teaching has changed over 20 years.

Studying Latin	Lecture-based teaching
Memorization	Tests

We can spend a great deal of time talking about what used to be taught compared to what is being taught today. Students do not need to memorize everything because Google is available everywhere and students can search for answers to fact-based questions. The role of tests were a primary way to determine success, now tests contribute to success but everything else comes into play as well.

The key “C” word for a 21st Century Classroom is “Coach.” Teachers should be thought of as a coach and the students as players on a team to accomplish great things: individual learning and individual growth. The relationship between teacher and student and between student and other students has dramatically changed. The relationship is more like a team with everyone working together for common goal of education.

Think of a wrestling team: all individuals practice, work hard, and learn skills. On the day of the wrestling meet, each wrestler uses their skills to wrestle the individual opponent but the points go towards the team goal of winning. Each student needs to learn and contribute to the class. Every student must learn the material individually and be able to share the material with the class in discussion, collaboration, and cooperation.

It is also like a football team: Every person of the offense is required to score points. Not everyone can be a quarterback but all must help the quarterback and know what is happening. The teacher helps to ensure every student has opportunities to be the quarterback to develop leadership skills. Effective teachers look for opportunities for students to develop into great players on a team.

The modern classroom is also like a baseball team. Sometimes the coach asks players to bunt or sacrifice fly. Sometimes in a classroom, some students must make choices so every student can learn the material and advance to the next base. Sometimes students need to help each other and by doing so learn the material even better. Not all required tasks are fun or enjoyable. Sometimes a bunt is exactly what is needed for the team.

Maybe you are not a sports fan, so let’s see how the classroom is like a band and the teacher is a conductor. All of the instruments must be in harmony for the band to sound good and well rehearsed. Students cannot always be the loudest or play the solo. Students learn skills by collaboration, working together, and supporting each other.

Continued on page 16

School Improvement by Erin Burmeister, Director of School Improvement

“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”

—Benjamin Franklin



**Erin Burmeister,
Director of School Improvement**

Iowa Statewide Assessment of Student Progress (ISASP)

In 1935, the “Iowa Test of Basic Skills” (ITBS) were first administered in Iowa. Students in grades six through eight completed the ITBS tests in subjects such as reading comprehension, spelling and mathematics. These assessments were state of the art. Continuing with level of excellence the “Iowa Tests of Educational Development” (ITED) were developed in 1942. They were first administered to students in grades nine through 12, and again in subjects such as reading comprehension and mathematics. Generations of Iowa students completed these tests and they quickly became recognized as nationally accepted standardized basic achievement tests across grades K-12.

Students across Iowa, the United States and other countries continued to complete these fill-in-the-bubble, number two pencil tests annually. Updates were made over the years, but the names (ITBS and ITED) remained the same, as did their purpose. The tests measured student academic achievement across a variety of subjects for multiple generations. Eventually in Iowa, they were also used for accountability purposes during the No Child Left Behind (NCLB) era.

The next updated version of these assessments was called the “Iowa Assessments.” These tests were first administered in Iowa in 2011. Again, their purpose was to measure student achievement across a variety of subjects and grade levels and for NCLB accountability purposes.

The newest version of these tests, developed at Iowa Testing Programs, will be called the “Iowa Statewide Assessment of Student Progress” (ISASP). These tests will be administered in Iowa starting in the spring of 2019. Students in Independence will take these tests at the beginning of April.

There are many upgrades with these new tests. For instance, students will complete all tests using a computer. In addition, a writing test will be added to these assessments in grades three through 11. Further, thanks to impressive improvements in scoring technology, all tests can be scored using technology, including the writing tests. The content of these tests will be aligned to current standards being taught across the state.

Additional improvements with these online tests include a variety of useful tools built into the computer operating system that will aid students when taking the tests. These tools will help students with special needs, English Learners, as well as all other students better demonstrate what they know and are able to do. Some of these tools include a text to speech option, built in highlighters, enlarged print, as well as some Spanish versions. More state of the art updates are scheduled in the future, such as adaptive versions of the test.

Continued on page 5

Continued from page 4

In a few short months, current Iowa students will be the first to sit for the new ISASP assessments. However, at this time, there is still work to be done before Iowa students can use these tests to demonstrate what they know and are able to do.

Dr. Jon McKenzie, Director of Assessment & Comprehensive Improvement with Central Rivers Area Education Agency (AEA), wrote the majority of the content in this article.

Continuous School Improvement

The state has released new information on school performance as required by a federal education law called the Every Student Succeeds Act (ESSA):

- A new online reporting tool called the Iowa School Performance Profiles reflects how public schools performed on a set of core accountability measures, such as results on the statewide assessment. The tool displays a school's score based on overall performance, as well as scores based on the performance of subgroups of students. These subgroups include students who are eligible for free and reduced-price lunch, students receiving special education services, English learners, and students from racial/ethnic minority groups. Based on these scores, some schools have been identified for additional support and improvement. These determinations are not punitive; rather, they come with support.
- Based on this new system of school accountability and support under ESSA, both West Elementary and the Junior/Senior High have received a designation of Targeted Support and Improvement. This is because they have one student subgroup that performed as low as the lowest 5 percent of schools. That subgroup was students receiving special education services.

Over the next three years, both schools will receive resources from the state and our area education agency. With this support, we will create local teams to develop and implement plans for improvement that fits the individual needs of each building.

While we have many things to celebrate in both schools, we also have work to do. We look forward to addressing our needs through this process, which we view as an opportunity to build on the great things we have going on.

To locate both school's results, as well as more information about the Iowa School Performance Profiles and ESSA, visit the following website: www.iaschoolperformance.gov.

Winter Dress

Winter weather continues to make it necessary for students to dress warmly. Even though our buildings are heated, children should be wearing warm clothing such as long sleeved shirts and/or sweaters or sweatshirts to keep them warm inside. This will serve as an extra layer to help them when they are playing outside as well! Just a reminder: if there is wet or snowy weather, students will be required to wear boots, coats, hats, mittens, and snow pants to keep them warm and dry.

Teachers Focus

East Elementary and Early Childhood Center are off to a fantastic 2019. One of our goals is to improve student achievement. We feel passionately that our preschool and elementary buildings can give our students the foundation to be successful lifelong learners. Literacy instruction is key to making our students readers. It truly is amazing that most of our students come into preschool not knowing all their letters and sounds and leave East Elementary as readers. I wanted to share with you two ways that our teachers are working to constantly improve for our students.



**Danielle Donnelly,
Principal**

Professional Learning Communities

Our teachers have continued to work hard to be very intentional on what we are teaching in each grade level. Professional Development time has been focused on this work. This is a very exciting time in terms of curriculum. It is really going to make an impact on our student learning. We recently spent time to unwrap our grade level standards. This was a great day and use of our time as a team.

Literacy Workshop

East Elementary currently has two teams attending a training at the AEA. Our curriculum leaders were able to attend a training last year, and now are following up with a year two training. This is key as they have the task of supporting their team with the literacy framework.

We also have had the opportunity to send a second team of teachers to the year one training. They are getting the same learning as the curriculum leaders got last year. It has been a great opportunity to sit through the classes with the teachers as they each take away different ideas to enhance their literacy instruction.

As a building principal, I cannot be more pleased with the amount of work and dedication our teachers have taken in efforts to improve literacy instruction. They are engaging in meaningful learning and really pushing each other's thinking.

Preschool

Early registration for the 2019-2020 school year has already begun. Feel free to call Liola at 319-334-4780 with any questions.

Iowa Quality Preschool Program Standards (IQPPS)

Our preschool sites were recently audited by the state to ensure we are meeting all of the Voluntary Preschool Program components. The Iowa Quality Preschool Program Standards (IQPPS) represent an essential component of providing young children with early learning experiences that support the foundation for positive child outcomes and success. The implementation of IQPPS and criteria is part of continuous improvement efforts for districts and their community partners and is an ongoing process. Districts must routinely review the preschool program policies, procedures, and data to assure the programs are meeting the IQPPS and criteria.

Kindergarten Round Up

Chronologically, children in the United States are ready for kindergarten at age 5: more specifically, children in Iowa are legally ready for kindergarten if they turn 5 by September 5th. At Independence East Elementary, we conduct screening tests in the spring to help parents with their decision on their child's readiness for kindergarten. Our kindergarten round up offers a chance for us to meet the children, and for them to meet us. Students entering Kindergarten for the 2019-2020 school year will have round up March 14-15. Parents will receive information in the mail come mid-February.

Our Kinders had a great time celebrating a new year! They will be working hard to develop their reading skills and look forward to upcoming visits from Fontana to learn about animals. Look for information coming home from teachers about the 100th day of school. It is always a fun way to celebrate all their hard work!



Kinders also started a unit of force and motion. Students enjoy participating in hands on activities in Science.

First Grade

Valentine's Day brings an emphasis on friendship and kindness to our classmates. President's Day will shift our focus to our current and past presidents. We will learn about the duties of the president as well as some interesting facts about presidential families and their time in the White House. One reading strategy that students have mastered is how to be a word detective. I encourage you to ask your student what this means to them. First graders are also continuing to work hard practicing their reading, writing, and math skills.



Second Grade

Students always benefit from high school students coming over to help them learn more about Science.



Writing has been a focus for our second graders. Students have been working on Narrative Writing the first semester and will cover Informative Writing and Opinions during the second semester.

Students in second grade are working on putting math into action. *Everyday Mathematics* is a comprehensive Pre-K through Grade 6 mathematics program engineered for the Common Core State Standards. It is designed to give students a variety of activities to experience math. Students continue to be challenged with the Everyday Math program. They are actively engaged through lessons, games, and computer programs that match the units we are teaching. Please continue to make sure they work on their at-home assignments.



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.

Winter Greetings from West Elementary!

Our winter months have been filled with learning and lasting memories. At West Elementary, our staff continually works to build positive relationships and authentic, engaging learning opportunities to best meet students' emotional and academic needs.

During the months of February and March, our building staff and students will be preparing for the administration of our new state-wide assessment: Iowa Statewide Assessment of Student Progress (ISASP). Our students will be taking the on-line assessment within the first two weeks of April. We will be sending home more information about our testing process, as the dates get closer.

While researching and learning more about ISASP and its impact on our students, this article, written by Dr. Jon McKenzie with Central River's Area Education Agency, was helpful in explaining the past, present, and future of standardized assessments in Iowa.



Cheri Reed, Principal

In 1935, the "Iowa Test of Basic Skills" (ITBS) were first administered in Iowa. Students in grades six through eight completed the ITBS tests in subjects such as reading comprehension, spelling and mathematics. These assessments were state of the art. Continuing with level of excellence the "Iowa Tests of Educational Development" (ITED) were developed in 1942. They were first administered to students in grades nine through 12, and again in subjects such as reading comprehension and mathematics. Generations of Iowa students completed these tests and they quickly became recognized as nationally accepted standardized basic achievement tests across grades K-12.

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The newest version of these tests, developed at Iowa Testing Programs, will be called the "Iowa Statewide Assessment of Student Progress" (ISASP). These tests will be administered in Iowa starting in the spring of 2019. However, there are only a few similarities between the newest version and the later versions. If desired, students are still able to use a number two pencil when filling in the bubble answer sheets when testing in reading and math in grades 3-11, and science in grades five, eight, and ten. However, this is where the similarities end.

There are many upgrades with these new tests. For instance, students will be able to complete all tests using a computer. In addition, a writing test will be added to these assessments in grades three through 11. Further, thanks to impressive improvements in scoring technology, all tests can be scored using technology, including the writing tests. The content of these tests will be aligned to current standards being taught across the state.

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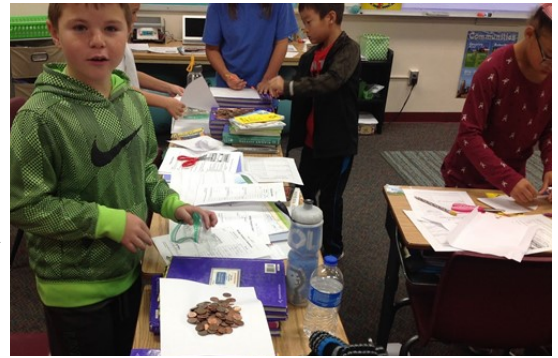
In a few short months, current Iowa students will be the first to sit for the new ISASP assessments. However, at this time, there is still work to be done before Iowa students can use these tests to demonstrate what they know and are able to do.

In a few short years, these different versions of assessments (ITBS, ITED, IA, and ISASP) may serve Iowa students and educators for 100 years! It is unlikely that any other state can make such a claim.

Dr. Jon McKenzie is the Director of Assessment & Comprehensive Improvement with Central Rivers Area Education Agency (AEA). He can be reached at jmckenzie@centralriversaea.org.

3rd Grade

Students constructed paper bridges during science to learn about balancing forces and engineering. We are beginning the second half of the school year with nonfiction reading and writing. Third grade students are learning strategies for reading and learning from non-fiction texts. They have just begun their informative writing pieces, where they are teaching their readers about a topic they are experts in. In math, the students have been learning about decimals and fractions and will be exploring geometry next. The hands-on activities in Mystery Science have been a blast, and the students are working hard to understand the new science concepts. In January, we had guests in our classrooms. Sondra and Michael came from Fontana to teach us about snow, and Mr. Haden's high school Ag class came to teach a lesson about the life of a plant. We are looking forward to visiting Gallagher Bluedorn in March to see the play *Frindle*.



Miss Roth's class and the snowflakes they designed during our lesson with Fontana's naturalists.



Mr. Haden's Ag lesson about the life of a plant.

4th Grade

Multiplication and division are the focus of Unit 5 and Unit 6 in Everyday Math. These processes can be a struggle, but the students are eager to learn the steps involved for multi-digit multiplication and division. *Energizing Everything* is the title of our new hands-on unit for Mystery Science. The land, resources, and history of the Midwest region will be studied in social studies.

In December, fourth grade students enjoyed making crafts with their grandparents. They also had their vocal concert at the JSH. The concert was absolutely fabulous!

All fourth grade students are required to earn 10 Accelerated Reading points each month. Students need to read at school and at home to meet this goal. Those students who earn the points have been enjoying the incentives. The latest incentive was "Minute to Win It".



5th Grade

The winter months have been full of fun and learning. In December, the fifth graders entertained grandparents with holiday themed readers theater skits. The students did an excellent job with their roles and enjoyed spending the afternoon with their grandparents.



Math Fifth graders are continuing to work on multiplying and dividing whole numbers and decimals using the standard algorithm and visual models. Students are also learning about fractions; comparing, ordering, mixed numbers, improper fractions, addition, and subtraction (like and unlike denominators).

Reading/Writing In reading, the students have been engaged in novel reading. Many students are involved in book clubs, which give them choice in partners, books, and reading. They are taking more ownership of their reading life. We have been learning how to think deeper about text that we are reading and how to write and discuss those thoughts.

Science This year we are continuing our journey with Mystery Science units. The units have been hands-on and the students have enjoyed learning science concepts in a new and different way.

Social Studies Many of the classes have started to venture into the world of exploration, learning about the explorers who journeyed around the world and the new places they found.



6th Grade

As part of our genre study of historical fiction, sixth graders are learning about the time period known as the Middle Ages. We will be reading short literature selections that include pieces about Robin Hood and King Arthur. In addition to that, each student will be reading a novel that takes place in this time period, learning about the characteristics and events of that particular time in history during social studies. This will include topics such as the feudal system, castle life and structure, knights, and medicine. We will compare and contrast historical fiction to other fiction, in addition to biographies and works of nonfiction. Be prepared to hear about the crazy meals and other bizarre aspects of daily life in the Middle Ages.

Every winter, Sheryl Jeffrey, McDonald's Regional Marketing Supervisor, comes to speak to our students about the Honorary Crew program at McDonald's. She explains the process of completing a job application, and then the students are each given Honorary Crew applications. In the classroom, students will learn the components of writing a business cover letter to accompany a job application. These pieces are turned in to staff at McDonald's who select two students from each classroom. The students are provided the opportunity to work one shift at McDonald's and learn a little bit about the operation of the restaurant and its employees.

Greetings from the Independence Jr/Sr High School. I would like to share with you about the importance of Mustang Time, an intervention time that is offered at the end of the day for students. The purpose of Mustang Time is to support the social, emotional, and academic growth of each student by building and sustaining positive relationships.

Why do we have students doing Mustang Time?

Research over many years has detailed the positive impact of advisory periods for students in multiple ways. First, and foremost, the students are provided the opportunity to develop a trusting relationship with at least one adult in the school. Second, advisory programs offer built-in peer groups for all students thereby eliminating the anonymity that some students feel each day. Third, advisory initiatives give students an adult who knows them well and who can offer support, advocacy in difficult social, academic, and emotional situations. Finally, there is a direct relationship, in many cases, that students benefit academically through an advisory program.



**Dewey Hupke, JSH
Assistant Principal**

Why at Independence Jr/Sr High School?

The data is very clear on the need for a structured, focused, fully-implemented advisory program at Independence Jr/Sr High School. The results of a recent Respect and Protect survey for grades 9-12 are **irrefutable and provide the basis of the decision:**

Further, other survey results show the need for an advisory program.

- 20% of 11th grade students indicated that “there is not even one adult they could go to with a problem.” (Iowa Youth Survey)
- 52% of 11th grade students indicated that “the school does not notify parents/guardians when they do a good job.” (Iowa Youth Survey)
- 18% of 11th grade students indicated that “they did not feel safe at school.” (Iowa Youth Survey)
- 30% of 11th grade students indicated that “adults did not show respect to all students in the building.” (Iowa Youth Survey)

To become the school we want to be, and therefore meet our objectives for the 2018-2019 academic year, we must address this data and help improve these scores which is through a quality advisory program.

Individual Goals

Through Mustang Time at Independence Jr/Sr High School, students are encouraged to attain the following objectives:

- To understand themselves and others better
- To develop positive self-images
- To identify their interests, values, needs, and benefits
- To participate in academic programs which address their individual needs and goals
- To reinforce Living the Mustang Way

Student Placement

In general, we made student placements in Mustang Time at Independence Jr/Sr High School based on the staff who they have in class and will be able to assist with homework concerns. Students are always free to go to different staff members with whom they have academic concerns or need to make up work from absences or early departures from school. Staff can request students to report to their classroom to make up work or redo academic projects due to incomplete or late work. We do allow students who are juniors and seniors to ‘opt out’. Juniors need to have a cumulative grade point average of 3.5 and seniors need to have a 2.5 GPA.

It is my hope that this clears up the necessity to have Mustang Time. If you have further questions, please do not hesitate to call the Jr/Sr High School and visit with an administrator.

Go Mustangs!!

My New Year's Resolution

It is that time of year again. Snow seems like a permanent fixture on the ground. Sub-zero temperatures have become the norm, not the exception. Santa has come and gone to the delight of some and (virtual) agony of others. Presents have been opened and in the case of at least one of our children played with -- for at least five minutes. Holiday goodies have been consumed with an "extra bulge" (somewhat) surprisingly added on most of us. New Year's Eve with all the hoop-la and choruses of Auld Lang Syne are a distant memory. Finally, for all the staff at Independence Jr/Sr High School, the first semester is over. In essence, a lot of anticipation and activities are over, so what is there to look forward to now? Well, the response is quite simple -- working on a New Year's Resolution.



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

Wait! Before a collective, deafening "Ugh" comes from readers, allow me to explain. New Year's, as far back as 153 B.C. when Janus (the two-faced god of beginnings) was placed at the head of the calendar, has always been about looking back, and more importantly, forward to the coming year. It's a time to reflect on the changes we want (or need) to make in order to become better -- in whatever capacity. Now, doesn't that sound appealing?

Obviously, these "promises" can take many forms. Some are health related: exercise, lose a few pounds, or improve eating habits. Others desire to appreciate loved ones more, become better organized, help individuals in need, pay off debts accumulated from extravagant Christmas purchases, or just learn something new. For this author, despite the irrefutable fact that many items previously listed need addressed, my school resolution is merely this: make Independence Jr/Sr High School even better in the second semester. No "steps backward" can be taken, only "steps" toward progress. For isn't that what a resolution is about anyway? The question then becomes, "How does this pledge become a reality and not merely a statement in the Mustang Newsletter?"

The key to achieving this school resolution is based on three characteristics: a clear purpose, displaying commitment, and accepting responsibility. Although this objective may not be as specific as losing 10 pounds by March 1st, the message is identifiable -- show improvement in all school endeavors. This objective can't materialize, however, void of dedication which will be demonstrated on a daily basis. Finally, since it is my resolution, I must be accountable for changes, risks, failures, and successes that involve the Independence family. In short, without all of these requirements the possibility of triumph is impossible. And the risks are too high, for all stakeholders, to allow that to happen.

Thus, as many activities have come and gone, New Year's Resolutions take precedent. Not necessarily because of obligation but a genuine yearning for improvement -- which is the case for this school resolution. The vow is clear, commitment is present, and responsibility is steadfast. And that is something to anticipate for five months. What a great time of year!!

It is a great time to think about all the accomplishments our students have made. As a younger athlete, I used to be 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 starting this summer and going through the first half of the school year.



**Justin Putz,
Activities Director**

- The volleyball team had a regular season record of 34-7.
- The volleyball program won their regional and qualified for the state tournament for back-to-back years.
- The volleyball team had three players make all state teams.
- The softball team finished 35-7.
- The softball team qualified for the state tournament.
- The softball team had two players named to all-state teams.
- The football team went 6-3 and set 15 school records.
- Multiple fall athletes were selected to all-conference teams.
- The marching band won multiple contest this fall.
- The Independence Marching Band was the only team from Iowa to participate in the Bands Across American National Championships.
- The music department has five students selected for All-State Chorus, Orchestra, or Band.
- The fall play cast put on three successful performances of “Jolly Roger and the Pirate Queen”.
- FFA had three teams qualify for state.
- Multiple athletes have signed college scholarships to continue their careers next year.

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 are 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.

Information from your School Nursing Department



Is it a cold or the flu? What do I do?

COLD VS FLU

A cold and the flu (influenza) are two different illnesses. Make sure you know the difference.

Low or none	FEVER	High
Sometimes	HEADACHE	Very common
Stuffy, runny	NOSE	Stuffy, runny
Very common	SNEEZING	Sometimes
Mild, hacking	COUGH	Severe
Slight	ACHES/PAINS	Severe
Mild	FATIGUE	Can last for several weeks
Sore	THROAT	Sometimes sore
Normal, may feel sluggish	ENERGY	Extreme exhaustion
Symptoms can last 7-10 days	DURATION	Symptoms can last several weeks

TREATMENT OPTIONS TO HELP RELIEVE COLD SYMPTOMS

- Over-the-counter cold medications, such as decongestants and cough medicine
- Over-the-counter antihistamines
- Rest
- Increased fluid intake
- Pain relievers for headache or fever
- Warm, salt water gargling for sore throat
- Petroleum jelly for raw, chapped skin around the nose and lips
- Warm steam for congestion

IF YOU HAVE A FEVER OF 101°
OR HIGHER FOR MORE THAN 24 HOURS,
SEEK TREATMENT.

PREVENTION

- Wash your hands often and keep your hands away from your eyes, nose and mouth
- Be sure to get your annual flu vaccination

If you are sick, stay home!

Stop the Spread

The top **five most virus-contaminated** areas in the home are:

1. Telephones (have you cleaned your cell phone lately)
2. Appliances such as the refrigerator and microwave
3. Faucets
4. Light switch and door handles
5. TV remotes

Make sure to **disinfect regularly**, especially during cold and flu season.



Nosebleeds

If your child suffers from winter nosebleeds it may be from the dry air.

Try using a **cold air humidifier** in the child's room at night.

Try using **saline drops or Vaseline** may help too.

If **severe**, consult your primary care provider.

Lice

This is the time of year that we see an increase number of cases of head lice. It is important for you to routinely check your child/children. It is also important to remind them not to share items such as brushes, combs, hats, etc.

Adult head lice or their eggs (nits) are found in the hair, most often behind the ears and at the base of the neck. Head lice are most commonly spread by direct head-to-head contact with hair of other people who have head lice.

Head lice are less commonly spread through contact with an infested person's personal items, such as hair brushes and combs, hats, unwashed clothing, bedding or towels. Head lice are commonly spread within households.

There are a number of effective treatments for head lice. Treatment for head lice usually consists of shampooing the hair with a medicated shampoo. Consult with your primary care provider for treatment of head lice.

Head lice are certainly a nuisance, but they are not considered a health hazard, nor is it a sign of poor hygiene.



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





Val Maximovich,
Volunteer & Mentor
Coordinator



Independence Community Schools Volunteer & Mentor Program Update by Val Maximovich



Mustang Mentoring is still shining bright in the Independence

Schools for the school based student mentoring program!

We have had several events the last two months starting with craft night with staff Pink Polka Dot Studio assisting us with our project. We designed and painted some mittens – we have some creative mentors & students!



National Mentoring Month was celebrated in January, by going to the Starlight



Theatre and seeing the movie “Wonder”. It was another great time for all! Mentors and students enjoyed seeing their own pictures on the big screen! Students shared a special “My Mentor...” thank you with their mentors. It was a great time!



Meet & Greet! We also had the opportunity to meet n greet the Mustang fans while we served concessions and showed off “Billy”, our cutout student as he greeted the fans during mentoring month! Thank you to our mentors and volunteers that came to help!

MENTORS NEEDED! Call today!

It's only takes 30 minutes a week, during the school day, during the school year to make a difference in the life of a child! Contact Val, 319-332-0626 or email vmaximovich@independence.k12.ia.us, or download the volunteer registration form at <http://www.independence.k12.ia.us/district-departments/volunteer-information/>



Please like and share our Facebook page “Independence Mustang Mentoring”! You will find more photos there from our events and upcoming dates!

Every sport has fundamentals. Athletes must learn how to properly tackle, run bases, appropriate wrestling moves, and a myriad of other things. Students must learn good study habits, paying and giving attention, the content of the class or subject, and a myriad of other things. These fundamentals give structure to working together, building effective learning as directed by the coach. Every student works and learns for the betterment of the classroom.

Just like any team, the coach must keep everyone motivated, involved, and developing no matter where the student starts. The coach must know their material and allow for growth from students and the shared classroom environment. Students are able to contribute knowledge, understanding, and commitment for the overall classroom experience to be successful.

The best high school teams are built when the students are very young. Very few people can join a varsity sports program and be successful without prior training and effort. Seniors are successful because of elementary education. As students move from grade to grade, they have many different coaches and many styles of play and by the time they are a senior, they understand what is needed for success. The entire PK4-12 curriculum is built around the concept of advancing knowledge and skills. You work on spelling in first grade and you work on spelling and grammar every year. By the time you are senior, your writing skills are ready for college, the work-force, the military, and any other option the student chooses. Every teacher along the way must do their part for the student's eventual success.

Effective teachers know their content, have effective learning goals, are adaptable to change, stay positive, work on developing skills, know their students, and puts every student in a position to win the game of the modern classroom.

The next time you visit with a teacher, remember all of the roles the teacher has and understand they want the best for your student and the classroom team.

We're on the Web

<http://www.independence.k12.ia.us>

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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