

Student Motivation: The Power of Beliefs

by Mary Kaye Siebert, Ph.D.

Few academic issues are of greater concern to teachers, parents, and school administrators than the academic motivation of students in their care. In the ideal classroom, teachers would find all students eager to learn and committed to reaching their highest potential. Students would demonstrate a genuine excitement and passion in their search for knowledge and skills, and new challenges would inspire them to learn as much as possible in their effort to be successful. These students would diligently persevere when facing difficult circumstances, always knowing that sustained effort is the cornerstone of being successful in anything they pursue.

Unfortunately, this scenario is the ideal classroom, and not the typical one. In many classrooms teachers experience a very different kind of student population. In reality, many students do not believe in their ability to be successful, and the maladaptive patterns of behavior they exhibit in the classroom demonstrate a sense of helplessness and apathy about their ability to learn in general. Self-efficacy and motivation is low for such students, and reaching their potential in the classroom, and their chances for success, are indeed limited.

Because of these realities, and because such beliefs have impact on student achievement, serious questions remain. In general, why do some individuals exhibit these more adaptive motivational behaviors in the classroom and others do not? More specifically, why do some students believe that they are capable of mastering tasks presented to them in the classroom, and others perceive themselves as less than capable? These are complicated motivation questions that require serious reflection on personal beliefs about the self, and the impact of these beliefs on students.

Many researchers in the area of student motivation and achievement point to the fact that students typically have one of two kinds of goals for the classroom. This is sometimes referred to as a "goal orientation". For students with a **performance goal orientation**, there appears to be an underlying concern with being judged able. The focus is on the desire to do better than others, and to prove one's competence with little or no effort. Little desire to improve the understanding of information and or skills is evident. For those with performance goals, success depends on receiving high grades, and one's own performance is viewed as relative to others'. **Students who have a performance goal orientation also tend to possess the belief that intelligence is "fixed"**

and not likely to increase with effort and hard work.

Those who possess what researchers have referred to as a **learning goal orientation** possess a desire to increase knowledge and understanding of a topic, regardless of their performance. Improving one's competence, developing new skills, appreciating and enjoying the process of learning, and attaining mastery is seen as dependent on the level of effort exerted. Those with learning goals have a strong sense of personal efficacy that is based on the belief that effort will lead to success or mastery and that pride and satisfaction are associated with successful effort.

For those with a learning goal orientation, intelligence is viewed as incremental—something that can be increased as a result of increased effort and hard work.

Both mastery/learning and performance goals are clearly necessary for success in an academic setting. However, students' over emphasis on performance goals has been found directly related to maladaptive behaviors such as giving up when difficulty arises, de-emphasizing effort, challenge avoidance, and other defensive strategies that interfere with challenge seeking. On the other hand, performance goals are adaptive in that they are related to persistence, a sense of personal efficacy and hopefulness, seeking challenge and maintaining effort and effective strategies under failure.

In order for both parents and teachers to influence children's beliefs about intelligence and goal orientation, and, hence, their opportunities for success, it would be helpful to understand one's own personal beliefs regarding intelligence and self-efficacy, and how those beliefs impact youngsters both in and outside of the classroom. Understanding our own personal beliefs about what it means to be intelligent, and modeling those behaviors that emphasize effort and hard work over innate ability are critical it seems. Having conversations with children about these beliefs would go a long way toward helping them understand how important such beliefs and goal orientations can be when it comes to experiences both in and outside of the classroom.

School reform is a critical national issue. But, reform practices, without first challenging the beliefs that underlie them, is unreasonable. The underlying philosophy behind the current No Child Left Behind (NCLB) legislation is meritorious, and few educators would disagree with the premise that all children deserve equal opportunities in their ef-

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Public Comment Invited on Proposed Tobacco Policy

At the July 9, 2007 Board of Education meeting, the USD 320 BOE approved on first reading a policy prohibiting tobacco, in any form, to be used on district property. This policy was studied and then recommended to be adopted by the USD 320 Wellness Committee. The BOE is publishing the policy and asking for public input before the policy is officially adopted. Community members who wish to comment on the policy may contact their local BOE representative or the Superintendent of Schools, Doug Conwell. USD 320 BOE members are Mike Morton, BOE President, Richie Chrest, BOE Vice-President, Richard Weixelman, Sue McNickle, Janet Armstead, Merlyn Pence, and Barb Downey. The policy will come before the USD 320 BOE for final approval



at the August 13 BOE meeting held at the Wamego Middle School at 7:00 pm.

Tobacco Policy

Tobacco use of any form, including smoking, shall be prohibited in all district buildings and on district property including in school district vehicles.

Tobacco Free Campus:

Visitors, who are not district employees or students, are prohibited from using tobacco products in and on all district property at any time of the day.

All students are prohibited from illegally possessing, smoking, or otherwise using tobacco products on any and all district property at any time of the day. Any student who violates the terms of this policy shall be subject to disciplinary action as outlined in the

SEE TOBACCO, page 2

AYP Targets Met on 2007 KS Assessments

by Mary Kaye Siebert, Ph.D.

USD 320 students once again participated in the Kansas Assessments this past spring, in grades 3 through 8, and high school (grades 10 and 11). Students were administered the Kansas Mathematics Assessment and the Kansas Reading Assessment in all grades noted above. This is the second year for these grade levels to be tested annually. In addition, students in grades 5, 8 and 11 also took the Kansas Writing Assessment. While these assessments do not provide teachers and administrators with all of the necessary information about students' proficiency levels, they do help our teachers and administrators identify both strengths and weaknesses insofar as the curricula taught at various grade levels, as well as identify students' progress in mastering state standards in the various content areas. Administrators have done a preliminary review of the assessment results with their teachers during the data day on May 24; additional analyses will be conducted with teachers when they return in August.

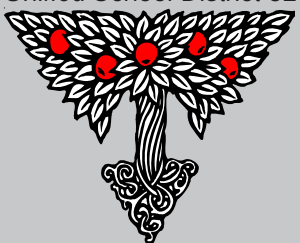
All buildings, as well as USD 320 as a district, made **Adequate Yearly Progress (AYP)** once again, exceeding the AYP targets at every grade level for both math and reading. **No Child Left Behind** requires that all schools across the nation demonstrate AYP annually, with the goal of 100% of all students making proficiency in reading and mathematics by 2013-2014. Targets are determined by

states for grade levels, per both content and academic school year. *Note: AYP is not based on schools' results on the Kansas Writing Assessment, but is required for Quality Performance Accreditation (QPA) purposes.*

Insofar as the upcoming school year, students will again be tested with the Kansas Reading and Kansas Mathematics Assessments in grades 3 through 8 and high school (10 and 11). The Kansas Science Assessment will also be given to students in grades 4, 7 and 10; the Kansas Social Studies Assessment will be given to students in grades 6, 8 and 11. Parents will receive an Assessment Calendar noting these and other key assessments as part of the enrollment packet when enrolling their children in August.

A brief summary of the 2007 results is presented below. If you have any questions regarding the Kansas Assessments, please contact Mary Kaye Siebert at the district office: (785-456-7642); siebertm@usd320.com.

Grade	Reading '07	Math '07
	K-8 Target 69.5%	K-8 Target 66.8%
	9-12 Target 65.0%	9-12 Target 55.7%
3	84%	96%
4	95%	98%
5	92%	95%
6	84%	88%
7	88%	80%
8	83%	78%
10	NA	85%
11	88%	NA



Featured in August!

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USD 320
Wamego Public Schools
510 East Highway 24
Wamego, Kansas 66547

BULK RATE
U.S. POSTAGE
PAID
Permit No. 8
Wamego, Kansas
Non-Profit Org.

POSTAL PATRON

Sports Calendar

WMS

- August**
- 30 CC @ Abilene Country Club, 4pm
 - 30 VB 8th A/B vs. WBRural, 4pm
 - 30 FB 7/8 @ Royal Valley, 4:30pm
- September**
- 6 VB 7th A/B @ WMS, 4pm
 - 6 FB 7/8 @ Abilene, 4:30pm
 - 11 VB 8th @ Ft. Riley, 4pm
 - 12 FB 7/8 vs. Clay Center, 4:30pm
 - 13 VB 7/8 vs. Clay Center, 4pm
 - 15 VB 7/8 A only @ Holton, 9am
 - 18 VB 8th @ SB Anthony, 3:30pm
 - 18 FB 8th vs. Junction City, 4pm
 - 22 CC @ Manhattan
 - 25 FB 8th @ SB Anthony, 3:30pm
 - 25 VB 7/8 AB @ WMS, 4pm
 - 27 FB 7th vs. Ft. Riley, 4pm
 - 29 VB 7th A/B @ Junction City, 9am
- October**
- 4 VB 7/8 A/B vs. Marysville, 4pm
 - 4 FB 7/8 vs. Marysville, 4:30pm
 - 11 VB NCKL @ Marysville, 9am
 - 11 FB 7/8 vs. Chapman, 4:30pm



WHS

- August**
- 13 First Day of Fall Sports Practice
 - 24 FB Scrimmage, 7pm
 - 25 VB @ Wabaunsee, 9am
 - 28 VB @ Rock Creek
 - 28 JV TN @ Manhattan, 3:15pm
 - 30 TN vs. Chapman, 3pm
 - 30 CC @ Abilene, 4pm
 - 30 FR FB vs. Royal Valley, 4:30pm
 - 30 JV VB vs. Marysville, 5:15pm
- September**
- 4 VB @ Clay Center, 5:15pm
 - 4 JV FB vs. Rossville, 6pm
 - 6 JV TN @ Salina, 3pm
 - 7 FB vs. Chapman, 7pm
 - 8 TN @ Chapman Inv., 9am
 - 10 JV VB @ Washburn Rural, 5pm
 - 10 JV FB @ Chapman, 6pm
 - 11 VB @ Silver Lake, 5:15pm
 - 11 FR FB vs. Chapman, 6pm
 - 13 JV TN @ WHS, 3:30pm
 - 13 CC @ Clay Center, 4:30pm
 - 13 JV VB @ Clay Center, 5pm
 - 14 FB vs. Marysville, 7pm
 - 15 TN @ Hayden Inv., 8am
 - 15 FR VB @ Rock Creek, 9am
 - 15 Varsity VB @ Rossville, 9am
 - 17 FR FB vs. Marysville, 6pm
 - 17 JV FB @ Marysville, 6pm
 - 24 FR FB @ Clay Center, 6pm
 - 24 JV FB vs. Clay Center, 6pm
 - 28 FB @ Abilene, 7pm
 - 29 FR VB @ Abilene, 9am
 - 29 NCKL TN @ Chapman, 9am
 - 29 CC @ Newton, 10am
- October**
- 1 JV TN NCKL @ Clay Center, 1pm
 - 1 FR VB @ Holton, 5pm
 - 1 FR FB @ Abilene, 6pm
 - 1 JV FB vs. Abilene, 6pm
 - 2 TN @ Abilene, 1pm
 - 2 VB vs. Abilene, 5:15pm
 - 4 CC @ Chapman, 4pm
 - 4 VB @ Manhattan, 5pm
 - 5 FB vs. Concordia, 7pm (Homecoming)
 - 8 FR FB vs. Concordia, 6pm
 - 8 JV FB @ Concordia, 6pm
 - 11 NCKL CC @ Abilene, 4pm
 - 11 VB @ Chapman, 5:15pm
 - 12 FB @ Hayden, 7pm
 - 13 VB @ Sabetha, 9am
 - 15 FR FB vs. Atchison, 4pm
 - 15 JV FB vs. Atchison, 6pm
 - 19 FB vs. Santa Fe Trail, 7pm
 - 22 FR/SO FB @ Santa Fe Trail, 5pm
 - 25 FB @ Royal Valley, 7pm
 - 26 State Volleyball, TBA
 - 27 State CC @ Wamego, 9am

Key:

CC=Cross Country; VB=Volleyball; FB=Football; TN=Tennis; FR=Freshman; JV=Junior Varsity

August

- 6 All Enrollment @ WMS, 12pm-7pm
- 7 All Enrollment @ WMS, 10am-5pm
- 9 West PTO, 6pm
- 14 BTS Night, City Park, 5-7pm
- 16 Central Open House, 6:30-7:30
- 16 West Open House, 6:30-7:30pm
- 16 PreK Open House, 6:30-7:30pm, WE
- 16 Freshman Transition Day
- 17 WHS in session (Not a PLC Day)
- 20 All students in session PreK-12
- 20-31 Kndg. dismissed at 11:20am
- 23 WMS Back to School Night
- 24 WHS Fall Recognition, 6:45pm
- 24 WHS, STUCO BTS Dance, 8-10pm
- 27 WHS BTS Night, 7-8:30pm
- 28 PreK Parent Night, 6:30pm @ West
- 28 West Parent Night, 6:30pm
- 30 1st grade Parent Night, 6:30-7:00pm
- 30 2nd grade Parent Night, 7:00-7:30pm

September

- 3 Labor Day, No School
- 4-14 Kindergarten dismissed at 1pm
- 6 Kndg. Parent Night, 6:30pm
- 6 West Site Council, 7pm
- 17 First Full Day for Kindergarten
- 17 Central PTO, 6pm
- 17 Site Council, 6:30pm
- 28 West Carnival, 5:30-8pm

October

- 5 WHS Homecoming, 6:30pm
- 15 Central PTO Mtg., 6pm
- 15 Central Site Council, 6:30pm
- 16 WHS Popcorn Concert, 7:30pm
- 19 1/2 Day School, End of 9 Weeks
- 20-28 Red Ribbon Week
- 22 P/T Conf., 4-8pm (CE, WE & WHS)
- 23 P/T Conf., WMS, 4-8pm
- 24 P/T Conf., 4-6pm (CE & WE)
- 25 No School PreK-8
- 25 P/T Conf., 11am-8pm (CE & WE)
- 25 P/T Conf., WMS, 8am-8pm
- 25 P/T Conf., WHS, 4-8pm
- 26 No School PreK-12
- 29 P/T Conf., WHS, 4-8pm

TOBACCO, from page 1

USD 320 student handbooks. All district employees are prohibited from using any form of tobacco product on district property, including in district vehicles. Any employee who violates this policy shall be subject to disciplinary actions up to and including termination of employment.

Advertising and paraphernalia:

USD 320 will not allow for any form of advertising, marketing or sponsorship of any kind for any form of tobacco product on school property or in any district publications including student publications. Students and employees will not be allowed to wear or exhibit any type of tobacco related gear, clothing or paraphernalia. The school district, or any organization within the school district, will not be allowed to accept any gifts, including money, from any source within the tobacco industry.

USD 320 Enrollment

New Location!
@ West Elementary School
1911 Sixth Street

Monday, August 6th Noon - 7 p.m.

Tuesday, August 7th 10 a.m. - 5 p.m.

(There will be NO enrollment at any school on Wednesday, Aug. 8th.)

ALL USD 320 students are to enroll at West Elementary School during this time. Enroll all your children in one building with one payment!

(Check, VISA, MasterCard and debit cards accepted)

Enrollment forms are available online at www.usd320.com or at each school office. To speed up the enrollment process, please have all applicable forms completed before you go to enrollment.

The Pott. County Health Department will be at enrollment on Tuesday, August 7th from noon to 4 p.m. to administer vaccinations and boosters needed for school enrollment.

'07-'08 USD 320 Enrollment Fees

Lunch Fees		High School	
Grades K-5	\$1.85	Handbook Fee	\$7.00
Grades 6-12	\$2.00	Student activity pass	\$20.00
Adults	\$3.00	<i>(gets you into HS events during school yr.)</i>	
Breakfast Fees		Technology Fee	\$8.00
Grades K-12	\$1.25	P.E./Weights Towel Fee	\$3.00/semester
Adults	\$2.00	<i>The fees listed below will not be collected at enrollment but at a later date. If your student is enrolled in the class, credit will not be given until fee is paid.</i>	
Milk Cost			
\$0.30 per carton			
Book Rental Fees		Intro to Ag:	\$10.00
Grades K-12	\$45.00	Horticulture:	\$10.00
Central Elementary School		Animal Science	\$10.00
Kiwi Bag Rental	\$1.00	Welding:	\$20 + project costs
Kndg. Pencils	\$.25 each	Woods	\$10 + project costs
Technology Fee	\$5.00	Drafting:	Project costs
West Elementary School		Technology Exploration:	\$5.00 + project costs
Agenda Notebook	\$6.00	Drawing & Painting:	\$20.00 each
Recorder	\$6.00	Photography:	\$82.00
Technology Fee	\$5.00	Ceramics & Sculpture:	\$20
Middle School		Graphic Arts:	\$20
Agenda Notebook	\$6.00	Foods:	\$5.00 each
P.E. Towel/Lock Fee	\$8.00	Clothing & Interior Design:	Project costs
<i>(gets you into MS sporting activities)</i>		Science Classes:	Pay for breakage as occur
Technology Fee	\$5.00		

Motivation, from page 1

forts to be successful in schools. Teachers and entire school systems will demonstrate the commitment to leaving no child left behind and achieving 21st Century standards when all stakeholders display both the willingness and courage to rethink what it means to be intelligent. Equally important, at this time when performance on state and national assessments figures prominently in instructional agendas, is the need for serious examination of the kinds of goal orientations promoted in teachers' classrooms, as well as outside of the classroom setting.

Both a home and school culture dominated by the belief that intelligence is dynamic, and not fixed, is one that communicates the conviction that all children truly are capable of learning. The kind of school culture described here requires a commitment by all educational stakeholders to openly acknowledge that while many students have difficulty in school, this is most often not because students are incapable of performing successfully, but because students fail to believe that they capable.

District leaders, building administrators and teachers in our school systems will demonstrate such a commitment to leaving no child behind when they openly examine the beliefs, practices, policies and structures, at the classroom, building, and district levels that either promote learning for all, or ensure that some students will be left behind. Undoubtedly, this is more complicated than collecting and analyzing student assessment data, but absolutely essential if we are truly committed to helping all students reach their academic potential.

I share these thoughts with readers in the hope that they will spark our imaginations with regard to this most challenging of responsibilities-helping our children become motivated individuals who aspire to be the best they can be!

USD 320 Superintendent explains 'Pupil Rights Amendment'

By Doug Conwell, Superintendent
Surveys:

Parental Inspection Rights

Parents shall have the right to inspect any survey created by a third party before it is administered or distributed to students in the school. Prior to distribution, parents shall have the right to inspect any survey that seeks information about: political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parents; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written Permission Required

If such survey is funded in whole or in part by federal funds, a survey that seeks this information shall not be administered without the express written consent of the parent. If the survey is not federally funded, parents must be given direct notification of the survey, through U.S. mail or e-mail, and provided with an opportunity to opt their child out of the survey. If the survey is part of the curriculum, parents shall have the right to inspect any instructional materials used in conjunction with the survey.

Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, the school shall provide parents with notice of the activity and provide parents with an opportunity to opt their child out of the activity. This requirement does not apply to routine dental, hearing and vision screenings required under Kansas law.

Parental Rights:

Marketing Information

If the school collects, disclosed or uses personal information from students for the purpose of marketing or selling that information, parents shall have a right to inspect any instrument used for the collection of such information before it is administered or distributed to students in the school. Parents shall be provided with notice of such activities and provided with an opportunity to opt their child out of the activity. The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

- College or other post secondary education recruitment, or military recruitment.
- Book clubs, magazines, and programs providing access to low-cost literary products.
- Curriculum and instructional materials used by elementary school and secondary schools.
- Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students.
- The sale by students of products or services to raise funds for school-related or education-related activities.
- Student recognition programs.

McKinney-Vento Homeless Education Assistance Act

If your family lives in any of the following situations:

- In a shelter, motel, vehicle, or campground;
- On the street;
- In an abandoned building, trailer, or other inadequate accommodations; or
- Doubled up with friends or relatives because you cannot find or afford housing.

Then your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.

Your children have the right to:

- Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education, including preschool education, provided to other children.

- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.

- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian requests such transportation.

- Attend a school and participate in school program with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.

- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.

- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.

- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.

- Receive the same special programs and services, if needed, as provided to all the other children served in these programs.

- Receive transportation to school and to school programs.

When you move, you should do the following:

- Contact the school district's local liaison for homeless education for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)

- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.

- Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, as needed.

Local Education Agency contact:

Mr. Doug Conwell, 456-7643

'NCLB'

Letter to Parents

Parents of students attending a school that receives federal funds under the "No Child Left Behind" Act have the right to know the professional qualifications of each child's teachers. Parents have the right to ask for the following information about each child's teachers:

- ✦ Whether the teacher is certified by the state of Kansas to teach the grades and subjects he or she teaches;
- ✦ Whether the teacher is teaching under an emergency or other provisional certificate;

Identification, health and insurance matters addressed

Health Assessments and Physicals

All students up to the age of nine shall submit evidence they have undergone a health assessment prior to entering kindergarten or before enrolling in the district for the first time. Students who do not provide such evidence will not be allowed to attend school until this requirement is met.

All students engaged in activities covered by appropriate KSHSAA rules shall provide the building principal with proof of a physical examination. Students will not be allowed to participate in such KSHSAA activities until a physical, signed by a licensed physician, is submitted to the building principal.

Inoculations

All students enrolling in any district school shall provide the building principal with proof of immunization of certain diseases or furnish documents to satisfy statutory requirements. Booster shots required by the Secretary of the Department of Health and Environment are also required.

Students who fail to provide the documentation required by law, or who do

not presently meet inoculation requirements, will be excluded from school by the superintendent until statutory requirements are satisfied. Exceptions may be allowed for those students who have recently moved to the State of Kansas and who are waiting the transfer of school records. This exception shall be for no more than ninety calendar days.

Identification of Students

All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in kindergarten or first grade shall provide a certified copy of their birth certificate or other documentation established by the board. Students enrolling in grade 2-12 shall provide a certified transcript or similar pupil records.

Student Insurance Program

USD 320 does not provide for any type of medical insurance for students. Medical expenses for any injuries that occur while a student is at school or participating in a school-sponsored activity are the responsibility of the parents. The school district will provide information on supplemental insurance programs to parents at the time of student enrollment.

Rights under the Family Educational Right and Privacy Act

To parents of students in USD 320:

Under the Family Education Rights and Privacy Act (FERPA), the parents of students enrolled in any educational institution receiving federal funds are given certain rights concerning the school records of their children. The following rights are accorded to you under this act:

1. You are entitled to have access to your child's records upon request. This request should be directed to the custodian of the school records in question. Access must be granted to you within 45 days after receipt of the request by said custodian.

2. The school district has adopted policies in implementing this act. Copies of these policies may be obtained at the superintendent's office or by contacting the superintendent.

3. The parent's rights of access shall include:

- The right to be provided a list of the types of educational records which are maintained by the institution and are directly related to their child.

- The right to inspect and review the content of those records.

- The right to obtain copies of those records, which may be at the expense of the parent or the eligible student, but not to exceed the actual cost of reproducing those records.

- The right to a response from the district to a reasonable request for explanations and interpretations of those records.

- The right to an opportunity for a hearing to challenge the content of those records.

- The right to inspect and review any materials or documents in the education records of that student which includes information on more than one student. Inspection and review includes only that part of the material or document as relates to that student or to be informed by the custodian or records of the specific information contained in that material.

- ✦ The teacher's college major;

- ✦ Whether the teacher has any advanced degrees and, if so, the subject of those degrees; and

- ✦ Whether aids or paraprofessionals provide services to your child and, if so, the qualifications of the aide or paraprofessional.

If you would like to receive any or all of this information, please contact Doug Conwell, Superintendent, at 510 E. Hwy. 24, Wamego, KS 66547 or phone at 785-456-7643.

- The right to a hearing to challenge the contents of your children's education records to ensure records are not inaccurate, misleading, inappropriate, or in violation of the privacy of the student, and to insert into the record a written explanation respecting the content of the record.

4. Before any school records will be released to third parties other than school officials in other educational institutions in which your child has enrolled or intends to enroll, you must give your written consent to said release. This written consent must be presented to the custodial of records before he will release them. The written consent must include the following:

- The specific records to be released.
- The reason for such release.
- The name of the party or agency to which the records will be released.

- Notification to you that you may receive a copy of the student's records to be released, if you desire a copy at the actual cost of reproduction.

5. You have the right to obtain copies of your child's student records with the cost of reproduction charged to you at the rate of \$.15 per page.

6. You have the right to notification or transfer of your child's student records and the right to challenge the contents of the records to be transferred.

7. You have the right to have the school district make a reasonable effort to notify you of the subpoena of your child's educational records prior to the school district's compliance with the subpoena.

8. You have the right to have the school district make a reasonable effort to notify you of the receipt of a judicial order by the custodian of the educational records requiring the custodian to turn over your child's educational records to the court prior to compliance.

9. You have the right to file a written complaint with the Department of Education (FERPA), 400 Maryland Avenue SW, MES, Room 4074, Washington, D.C. 20202, or alleged violations of the act by the school district.

10. The school district has designated the following information as directory information:

- The student's name, address, telephone number, date of birth.

- The student's major field of study and class designation (such as second grade, 10th grade).

See FERPA, page 4

Federal regulations affecting USD 320

USD 320 falls under, and follows the following Federal Regulations:

Equal Employment/Educational Opportunity Agency

Unified School District 320, Wamego Public Schools, does not discriminate on the basis of sex, race, color, national origin, handicap or age in admission or access to, treatment of or employment in, its programs or activities. Any questions regarding the school's compliance with Title VI, Title IX, or Section 504, may be directed to the Title IX Coordinator, who can be reached at 785-456-7643, 510 East Hwy. 24, Wamego, KS 66547, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

OCR Voc/Ed Guidelines-Civil Rights Comprehensive Notification for USD 320

In compliance with executive order 11246; Title II of the Education Amendments of 1976; Title VI or the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1987; Section 504 of the Rehabilitation Act of 1973; and all other Federal and State school rules, laws, regulations, policies, USD 320, Wamego, KS, shall not discriminate on the basis of sex, race, color, national origin, or handicap in the educational programs or activities which it operates.

It is our intent to comply with both the letter and spirit of the law in making certain that discrimination does not exist in policies, regulations and operations. Grievance procedures for Title IX and Section 504 have been established for students, their parents and employees who feel discrimination has been shown by the local education agency.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to: Title IX Coordinator and Section 504 Coordinator, Doug Conwell, Superintendent of Schools, 510 E. Hwy. 24, Wamego, KS 66547. Phone: 785-456-7643. Title VI, Title IX, and Section 504 complaints may also be filed with the Regional Office for Civil Rights. Address correspondence to: U.S. Department of Education, Region VII, Office for Civil Rights, 10220 N. Executive Hills Blvd., Kansas City, MO 64153.

Drug Free School & Communities

Act Compliance

In 1989, amendments to the Drug Free School and Communities Act, P.L. 102-226, 103 Stat. 1928, requires both schools and higher educational institutions to adopt certain policies in order to remain eligible for any federal financial assistance, including student financial aid. In order to remain eligible for federal funds under any program, each school district must certify to the SEA, Kansas State Department of Education, that it has adopted and implemented a policy that the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on school premises or part of any school activity, is prohibited.

The policy is to be evaluated at least biannually, using criteria established by the director and approved by the board. The policy is distributed to all employees. Copies of the entire policy are available to all patrons at the district office.

Annual Asbestos Notification

In accordance with EPA regulations, all school buildings owned and operated by USD 320 have been inspected for materials that contain asbestos. An Asbestos Management Plan has been developed and adopted.

Copies of the Inspection/Management Plan (Part A and Part B) are on file at the USD 320 BOE Office. This document complies with the AHERA mandated requirements in schools, including the results of inspections, the schedule for periodic surveillance every six months, the schedule for certified reinspection every three years and the schedule of response actions and post-response actions if any friable asbestos-containing material was found.

With the adoption of the AHERA Inspection/Management Plan, the local education agency is undertaking considerable efforts and expense to protect the public health and safety.

For further information concerning inspection, reinspection, periodic surveillance, response actions and post-response actions that are planned or in progress, contact the following: Asbestos Program Manager, Wamego USD 320, 510 E. Hwy. 24, Wamego, KS 66547, or call 785-456-7643.

Additional State & Federal Laws that Apply to Students

There are laws that students and parents need to be aware of and understand. Please read the following legislative summaries and if you have any questions, contact any building administrator.

Weapons at school:

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon at school, on school property or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon. The following items are considered a weapon according to this law:

- Any weapon which will or is designed to expel a projectile by the action of an explosive;
- The frame or receiver of any weapon described in the preceding example;
- Any firearm muffler or silencer;
- Any explosive, incendiary or poison gas, bomb, grenade, rocket, missile, mine or similar device;
- Any weapon which will, or which may readily be converted to, expel a projectile by the action of an explosive or other propellant;

The USD 320 Messenger is the official newsletter of the Unified School District 320, Wamego, KS, located at 510 East Highway 24, Wamego, KS 66547. The USD 320 Messenger is arranged and designed by Audrea Martens, USD 320 Printer, Wamego, 785-456-7643 or martensa@usd320.com. The USD 320 Messenger is printed by Ag Press, 1531 Yuma, Manhattan, KS. Bulk rate postage is paid at the U.S. Post Office, 807 5th St., Wamego, KS 66547. USD 320 does not discriminate on the basis of sex, race or national origin, handicap or age, in admission or access to, or treatment of employment in its programs or activities. Any questions regarding USD 320's compliance may be directed to the Compliance Coordinator who can be reached at: 785-456-7643 at 510 East Highway 24, Wamego, KS 66547.

Members of the Board of Education are:

Mike Morton, President

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Mike Bilderback, SPED Director
Donna Workman, WHS Principal
Mark Stephan, WHS Asst. Principal

Mary Kaye Siebert, Dir. of Instructional Services
Vici Jennings, WMS Principal
Amy Flinn, West Elem. Principal
Jeanne Stroh, Central Elem. Principal

- Any bludgeon, sand club, metal knuckles, or throwing star;
- Any knife which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force or gravity or by an outward, downward or centrifugal thrust or movement.

Possession of a firearm or other weapon or facsimile of a weapon shall result in expulsion from school for a period of one calendar year. The superintendent may recommend this expulsion requirement be modified on a case-by-case basis. A student who possesses a firearm at school or on school property shall be reported to law enforcement officials for prosecution.

Reporting violations of state law to the Department of Motor Vehicles –

Whenever a pupil 13 years or older has been expelled from school or suspended for an extended term (more than 10 days), the principal shall give written notice of this individual to the division of vehicles if the reason for the action was for:

- Possession of a weapon at school, on school property, or at a school activity; or
- Possession, use, sale or distribution of an illegal drug or controlled substance (including alcohol) at school, on school property or at a school activity; or
- Behavior at school, on school property, or at a school activity, which resulted in, or was substantially likely to have resulted in serious bodily injury to others.

FERPA, continued from page 3

- The student's participation in officially recognized activities and sports.
- The weight and height of members of athletic teams.
- Date of attendance.
- Degrees and awards received.
- The most recent previous school district attended by the student.
- Name, address, and telephone number of the parents or guardian.

This information is considered public information, which may be released by the school district without prior consent. You have 10 days from the date of this notice to inform the school district that any or all of the directory information should not be released without prior consent.

11. The custodian of records will maintain a log of persons, agencies or organizations that have access to educational records. This log will indicate the legitimate educational or other interest that each person, agency or organization had in seeking the student's records. The log will be available only to a parent or legal guardian of the student and the custodian of records.

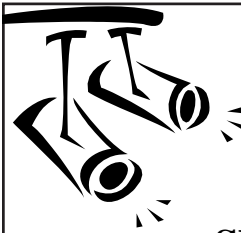
When your child becomes 18 years of age, all rights formerly accorded to you as a parent become the sole rights of the student, and you will no longer have the right of access to your child's records.

Get Your Physical Scheduled

Anyone wanting to participate in athletics for the 2007-2008 school year needs to make sure they have a physical on file.

All physicals must be dated after May 1, 2007.

A current physical must be on file before you can practice.



Spotlight On Special Education

SPED parental rights outlined

Exceptional children and their parents have certain rights in regard to special education services. These rights are safeguarded by state and federal statute. Those rights fall under seven guidelines.

1. The right to inspect and be informed about records dealing with their child in special service programs.
2. The right to independent educational evaluation under certain conditions.
3. The right to notice before the Co-Op initiates or changes the placement of their child in a special services program.
4. The right to consent or object to placement or changes of special education services.
5. The right to request an impartial hearing regarding special educational matters which involve their child.
6. The right to have full comprehensive and individual evaluation of a child's educational needs.
7. The right to have their child educated in the least restrictive of educational environments with non-handicapped students to the maximum extent appropriate.

With each of these rights come certain responsibilities for both the parents and the school system. Schools are there to help children grow and develop into capable adults. Schools need the help and cooperation of parents.

If you would like a further explanation of any of these rights, or if you would like to see them in full print, you may contact your Superintendent of Schools, your local Director of Special Education, the Administrator of your school building, the school psychologist who serves your district or the Special Education Outcomes Team at the Kansas State Board of Educational building in Topeka. The Special Services Cooperative of Wamego accepts parental referrals of students for evaluation as follows:

Parental request must be made in writing and state the problems they believe the student is having in school which prohibit natural progress. Information to support that belief should be included. The referral is then submitted to the school psychologist who will discuss the letter with the parents. Check with the Special Services Co-Op at 785-456-7989 to ascertain the assignments of school psychologists for the current school year.

A pre-assignment team is required to meet for the purpose of discussing the concerns of the parents and to assess the possibility of problems in the educational environment for the student.

If further information is desired, feel free to contact the administrator in your school building, the director of special education, a school psychologist, or the Kansas State Department of Education. The Special Education Co-Op phone number is 785-456-9195.