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Schoolnews

News and information from Unified School District #232.

DISTRICT NEGOTIATES NEW FLEET OF SCHOOL BUSES REDUCES ANNUAL EXPENSES

tudents and parents will see shiny new yellow school buses this year thanks to a new transportation services agreement with First Student, Incorporated. The district negotiated a fleet of new buses and will spend less per year than its previous transportation contract.

Several months ago, the district received competitive proposals from three transportation companies vying for the opportunity to serve USD 232. First Student, one of the leading transportation companies in North America, submitted the lowest cost and agreed to provide a fleet of more than 70 new buses. It also agreed to add GPS technology and digital video cameras on every bus. The Board of Education reviewed the proposals and approved a new five year agreement on March 1.

The district will realize additional cost savings from improved fuel efficiency thanks to updated engine technology available in today's new buses. Due to the size of the school district (more than 100 square miles) and various transportation needs, district buses travel well over 500,000 miles each year and transport more than 3,000 students a day.

First Student also agreed to provide the following:

- Staff and patron satisfaction surveys at the district's request
- Annual criminal records checks, as well as on-going drug screens for all drivers with results at district's request
- Conduct safety, student management, defensive driving, and First Aid training
- Develop discipline and suspension protocol
- Reporting and accounting of charter trips and fuel
- Proper identification of substitute/replacement buses
- "Absolute" right of the school district to cancel the contract



SAFE, SECURE TRANSPORTATION

The school district and First Student believes safety is a core value and must be FIRST in everything we do. One of the most important safety systems on a school bus is the driver. That is why First Student invests heavily in driver training to exceed all industry standards in the hiring, training, and ongoing development of school bus drivers and attendants.

Safety Principles guide all of First Student employees in the safe performance of all activities. All employees are trained in these principles. The key safety principle all employees are trained to adhere to is: "If you cannot do it safely, don't do it."

Driver Background Checks are conducted on all employees. First Student has the most extensive background check process in the industry.

The Smith System Advanced Driver Training provides the critical advanced driving strategies needed to prevent collisions and safely transport students in today's challenging traffic environments. Smith System training and refreshers are conducted throughout the school year to ensure safe driving practices.

Drug and Alcohol Testing is conducted to ensure all First Student operations are drug-and alcohol-free workplaces. First Student maintains a zero tolerance policy.

Physical Performance & Dexterity Requirements must be met by each First Student driver and attendant to ensure they meet the challenges and physical requirements for both routine and emergency situations.

Driver Qualification Online is a system that monitors driver qualifications as part of Federal Motor Carrier Safety Administrations regulations.

Sexual Harassment Training is an integral part of the bus driver training curriculum. This training addresses how to recognize and prevent bullying and sexual harassment

to ensure children arrive at school ready to learn. *Young and developmentally disabled children* have special safety needs as well. Our drivers are trained to care for the needs of these special riders.

Training on Six Types of Security Events and Procedures ensure bus drivers and attendants are able to meet the safety of students in specific event situations. In addition, dispatch staff receives special training on security response procedures.

Complete Safety Performance Standards & Standard Operating Procedures are provided to all our drivers and staff.

Injury Prevention Program (IPP) helps First Student create an injury- and collision-free workplace. Designed for all managers and employees, this program emphasizes the importance of employees reporting safety, security and route hazards, as well as managers providing feedback and coaching to employees on safe behaviors. Every First Student employee carries an IP handbook, which provides a record of safety communications and safety and security guidance.

ADVANCED TECHNOLOGY

First Student implements the latest safety technology to effectively transport children. These technologies include:

- GPS The system tracks and records vehicle location, speed and direction of any bus at any time
- Zonar[™] An Electronic Vehicle Inspection Report (EVIR) ensures that daily safety inspections are completed and tracked
- Child Checkmate[®] System An electronic system ensures that no child is left on a bus unattended
- Theftmate[™] Vehicle Intrusion Alarm System – An infrared security and safety system

USD 232NewsletterAugust/September 2011 Learn more at www.usd232.org

OUR SCHOOLS MEET THE KANSAS STANDARD OF EXCELLENCE

Students in Unified School District No. 232 continue to perform at the highest academic levels as evident in the annual Standard of Excellence report from the Kansas State Department of Education. All schools within the district earned the coveted Standard of Excellence in Math, Reading, Science or all subject areas.

To celebrate the academic success of our students, you will see blue *Standard of Excellence* banners proudly displayed across the school district.

WHAT IS STANDARD OF EXCELLENCE?

To receive the Standard of Excellence designation, which is based on state assessment student data, a certain percentage of students must score Exemplary (highest academic level). Additionally, only a small percentage of students are allowed to score at the lowest level, Academic Warning.

KANSAS ASSESSMENT STUDENT PERFORMANCE LEVELS

- Exemplary
- Exceeds Standard
- Meets Standard
- Approaches Standard
- Academic Warning

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The Kansas State Board of Education has established very high expectations for academic achievement for both Kansas schools and for individual students. These expectations are called the "Standard of Excellence." An excellence standard establishes a "world class" benchmark of performance for either an individual student or for a group of students for the particular skill assessed. A Standard of Excellence, in tandem with other achievement measures, is used to interpret performance on the Kansas assessments.

The Standard of Excellence, in use since 1995, is based on a distribution of student scores across the five student performance levels of the state assessments for each content area tested. Input from a panel of superintendents, principals, and curriculum directors and an analysis of the building performances data were used to construct a criterion profile of performance for a building judged to be "excellent." These "standards of excellence" criteria were developed considering the performance of all students as the base population.





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Online Registration, Classes Times ,and Skate School Information available at www.kcicecenter.com

BOARD OF EDUCATION ANNUAL REVIEW ACCOMPLISHMENTS FROM 2010-2011

he Board of Education reviewed some of the significant accomplishments achieved during the 2010-11 school year. While the listing here cannot identify all such accomplishments, these actions contribute to making a difference in the lives of students, teachers, and parents.

MOST SIGNIFICANT ACCOMPLISHMENTS

- School climate continues to reflect a positive attitude about learning from all constituents
- Staff relationships continue to be great with a focus on everyone working together for students
- Board meetings were congenial and productive while providing for individual viewpoints and discussion
- Administrators worked cooperatively at all levels to maximize student learning and create great schools
- Student learning results were excellent and compare well to county and state outcomes
- Approved a four year plan to expand Advanced Placement course offerings at both high schools
- The district operated within budget constraints resulting in strong position for the near future
- Parent cooperation and support has been consistently understanding and appreciated

OTHER ACCOMPLISHMENTS

- Completed construction and opened new facilities at Belmont Elementary and Mill Valley High School
- Initiated comprehensive video surveillance project throughout the district
- Implemented tobacco free school policy in accordance with Kansas Clean Air Act
- Board approved the Ron Wimmer Student Care Fund to assist students and families with financial needs; funded through donations – no tax dollars used
- District implemented CPR training program with 30 employees attending first session at district office
- Implemented a Change Order Review Committee with board member participation
- Initiated a comprehensive Request for Proposal process to enter into a contract for student transportation services
- Achieved Adequate Yearly Progress for all sub-groups and district schools
- Achievement scores showed significant improvements in all areas and groups
- Completed annual financial audit process with excellent report from auditors

- Opened ACCESS House for students with disabilities ages 18-21
- Appointed Dick Dearwester to vacancy on Board of Education (November); He was elected in April
- Adopted new elementary math resource to enhance student learning opportunities
- Approved comprehensive summer capital outlay project plans
- Approved Phase II expansion
 project for De Soto High School
- Approved Construction
 Management process for expansion
 of De Soto High School
- Approved five year contract with First Student for all new fleet of school buses with enhanced technology

- Provided a summer food program at Starside Elementary
- Updated, revised, and adopted policies on a number of topics throughout the year
- Approved significant improvement projects to buildings and grounds throughout the district
- Accepted thousands of dollars in gifts and grants from individuals and organizations
- Approved the most significant purchase of music instruments in history of school district
- Supported enhancement in new academic programs to benefits students for years to come





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August/September 2011 USD 232 School News

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DISTRICT CONTINUES TO EXPAND ADVANCED PLACEMENT COURSES MORE OPPORTUNITIES FOR STUDENTS

The school district will add three new Advanced Placement courses this year for high school students to help them prepare for college level course work. Adding to the growing list of options will be Advanced Placement (AP) Chemistry, AP Psychology, and AP Biology.

The expansion of AP courses is part of a four year plan approved by the Board of Education in 2010 to increase academic rigor at the secondary level. Providing these opportunities for students was identified through the district's continuous improvement process to achieve organizational excellence.

In addition to AP courses for high school students, the district is expanding Pre-Advanced Placement strategies at the middle school level to prepare those students to take AP courses. The new school year will bring an emphasis to Pre-AP topics at all middle schools in the area of Science.

WHAT IS ADVANCED PLACEMENT?

- Nationally recognized standard
- Prepares students for college level work
 Allows students to earn college credit through the AP exam

Advanced Placement is a nationally recognized standard for academic rigor which will help prepare students for higher education. AP is a rigorous academic program built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education. Since 1955, the AP Program has enabled millions of students to take collegelevel courses and exams, and to earn college credit or placement while still in high school.

A 2008 study found that AP students had better four-year graduation rates than those who did not take AP. For example, graduation rates for AP English Literature students were 62 percent higher than graduation rates for those who took other English courses in high school.

Taking AP also increases eligibility for scholarships and makes students more attractive to colleges:

- 31 percent of colleges and universities consider a student's AP experience when making decisions about which
- students will receive scholarships.85 percent of selective colleges and universities
- report that a student's AP experience favorably impacts admissions decisions.

Learn more from The College Board at www.apcentral.collegeboard.com.

WHAT IS PRE-AP?

Professional development training for staff
Provides tools for developing curriculum and activities to prepare students to take AP courses
Improves teacher instructional strategies

College Board's Pre-AP initiatives are designed to equip middle and high school teachers with the strategies and tools they need to engage students in active, high-level learning through which they develop the skills, habits of mind, and concepts needed to succeed in college. These workshops provide professional development training in AP vertical teaming, classroom strategies, and instructional leadership. Pre-AP is based on two premises; the first is the expectation that all students can perform at rigorous academic levels and the second that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible.

Advanced Placement & Pre-AP Timeline – De Soto High School FALL 2010 FALL 2011 FALL 2012 **FALL 2013** NFW AP Language & AP Chemistry Determine need for **AP Physics** Composition additional AP courses AP Literature & AP Psychology AP Calculus AB Composition AP Music Theory **AP Statistics** Pre-AP Topics: Pre-AP Topics: Pre-AP Topics: Determine need for Vertical Teams in Additional Pre-AP Interdisciplinary Vertical Teams in Strategies for English Science Math strategies training & Social Studies

FALL 2010	FALL 2011	FALL 2012	Valley High School
(Completed)	NEW!	FALL 2012	FALL 2013
AP Language & Composition	AP Chemistry	AP Physics	Determine need for additional AP courses
AP Literature & Composition	AP Psychology	AP Calculus AB	
AP Music Theory	AP Biology		
AP Statistics			
AP Studio Art			

Advanced Place			
FALL 2010 (Completed)	FALL 2011 NEW!	FALL 2012	FALL 2013
Pre-AP Topics: Interdisciplinary Strategies for English & Social Studies	Pre-AP Topics: Vertical Teams in Science	Pre-AP Topics: Vertical Teams in Math	Determine need for additional Pre-AP strategies training
Pre-AP Topics: Interdisciplinary Strategies for English & Social Studies	Pre-AP Topics: Vertical Teams in Science	Pre-AP Topics: Vertical Teams in Math	Determine need for additional Pre-AP strategies training



DISTRICT WELCOMES NEW SUPERINTENDENT SUMNER TRANSITIONS TO NEW ROLE



Douglas A. Sumner, Ed.D., is Superintendent of Schools for USD 232.

It is with great excitement that I embrace this opportunity to serve the families and staff of a prospering district." he Board of Education hired Doug Sumner one year ago for this moment – the time when he would officially become Superintendent of Schools. Dr. Sumner began his new responsibilities as the district's top leader on July 1, 2011, after a year of serving as Superintendent-elect.

Dr. Sumner filled the primary role as personnel director during the last school year and worked closely with former Superintendent Ron Wimmer to provide a smooth transition of leadership. Wimmer came out of retirement in 2009 to guide USD 232 during a time of change.

The Board of Education named Douglas A. Sumner, Ed.D., as its future Superintendent on April 29, 2010, after a lengthy search process involving 25 applicants and feedback from more than 300 teachers, parents, and community members. It was important to the Board to have Dr. Sumner in the district for a full year prior to taking the helm as Superintendent.

The appointment of Sumner was a bit of a homecoming for him, having spent nine years with the De Soto School District as an administrator. He served as principal of Monticello Trails Middle School in Shawnee from 1998 to 2004 and the previous three years as associate principal at De Soto High School. After leaving USD 232, Sumner worked six years in the Gardner Edgerton School District as assistant superintendent and director of human resources. "I am privileged and honored to have rejoined the De Soto School District, a recognized leader in Kansas public education," Sumner said. "It is with great excitement that I embrace this opportunity to serve the families and staff of a prospering district."

His education experience includes time as an assistant principal at Shawnee Heights High School in Tecumseh, Kansas, and teaching positions with Pittsburg State University, The University of Kansas School of Education, and Warrensburg R-VI school district in Warrensburg, Missouri.

Sumner is an alumnus of The University of Kansas where he earned his bachelor's degree in middle and secondary education with a comprehensive focus in social studies. He went on to earn his master's in educational policy and leadership in 1994, also from the University of Kansas. In 2008 he completed his doctorate in educational leadership at Baker University.

Unified School District No. 232 educates more than 6,700 students in northwest Johnson County, Kansas. The boundaries of the school system cover 100+ square miles encompassing the City of De Soto, sixty percent of the City of Shawnee, approximately forty percent of the City of Lenexa, a portion of the City of Olathe, and unincorporated areas of the county. The district currently operates two high schools, three middle schools, and seven elementary schools.

The world is theirs to explore. Make sure they can see every bit of it.

As you make your back to school preparations, don't forget to schedule an eye exam. Call or stop in today!



Chris Arnold, O.D. • Andrew Franken, O.D. 22407 W. 66th St • Shawnee (913) 441-3937 • www.shawneevca.com

Your Curbside Services are EXPANDING

Beginning in 2012, Johnson County will require the following curbside services be offered to residents:

JoCoRecycles.org

Johnson County Environmental Department 913-715-6900

- Unlimited curbside recycling
- Yard waste if collected at curbside will be picked up separately and composted or mulched

 Volume based trash pricing based on how much you throw away

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FOOTBALL SCHEDULES

80 p.m.

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DE SOTO HIGH SCHOOL

Friday, August 26 Friday, September 2 Friday, September 9 Friday, September 16 Friday, September 23 Friday, September 30 Friday, October 7 Friday, October 7 Friday, October 14 Friday, October 21 Thursday, October 27 Tuesday, November 1 Saturday, November 1 Friday, November 11 Fri./Sat., Nov. 18-19 Saturday, November 26

	Green/White Scrimmage	Home	7:3
	Spring Hill	Away	7 p
	Paola	Home	7 p
6	Baldwin	Away	7 p
3	Eudora (Homecoming)	Home	7 p
)	Louisburg	Away	7 p
	Ottawa	Home	7 p
	Bishop Ward	Away	7 p
	Blue Valley Southwest	Home	7 p
7	St. James (Senior Night)	Home	7 p
	Bi-Districts	TBA	TB/
5	Regionals	TBA	TB/
	Sectionals	TBA	TB/
)	Semi-Finals	TBA	TB/
26	STATE CHAMPIONSHIP	TBA	TB/

MILL VALLEY HIGH SCHOOL

Friday, August 26	Mill Valley Night Lights	Home	6 p.m.
Friday, September 2	Lansing	Away	7 p.m.
Friday, September 9	Bonner Springs	Home	7 p.m.
Friday, September 16	Tonganoxie	Home	7 p.m.
Friday, September 23	Bishop Ward	Away	7 p.m.
Friday, September 30	Piper	Away	7 p.m.
Friday, October 7	Basehor/Linwood	Home	7 p.m.
Friday, October 14	Bishop Miege	Home	7 p.m.
Friday, October 21	Harmon	Home	7 p.m.
Friday, October 28	KC Turner	Away	7 p.m.
Friday, November 4	Regionals	TBA	TBA
Friday, November 11	Sectionals	TBA	TBA
Friday, November 18	Sub-State	TBA	TBA
Friday, November 26	STATE CHAMPIONSHIP	TBA	TBA

2011-2012 SCHOOL CALENDAR

15th

16th

17th

20th

23rd

24th

24th

28th

First Day of Class for grades 10-12

No School (School/Offices Closed)

Teachers-No School K-5: 6-12 in session

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~	AUGUST 2	011
232 School News	3rd-5th	New Teachers Report/
Ve		New Teacher Academy
5	9th	NO SCHOOL FOR ALL STUDENTS
5		 Professional In-Service Day
ž	10th	NO SCHOOL FOR ALL STUDENTS
Sc		 – ½ Professional In-Service Day/
2		½ Teacher Workday
23	11th	NO SCHOOL FOR ALL STUDENTS
\cap		 – ½ Professional In-Service Day/
LS1		1⁄2 Teacher Workday
August/September 2011 USD	12th	NO SCHOOL FOR ALL STUDENTS
Ħ		 – ½ Professional In-Service Day/
20		1/2 Teacher Workday
7	15th	First Day of School for Students in
ğ		Grades 1-9 – Start of First Quarter
ma	16th	First Day of School for Students
đ		in Grades 10-12
Se	TBD	Early Childhood/Kindergarten
ž.		Open House
ПS.		Times to be determined
ð	17th	First Day of School for Early
A		Childhood/Kindergarten Students
	SEPTEMB	EB 2011

R 2011

5th NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed - Holiday NO SCHOOL FOR EARLY 6th CHILDHOOD - 5th GRADE STUDENTS - Professional In-service Day for Elementary Teachers / Students in Grades 6-12 in session **OCTOBER 2011** 13th End of First Quarter 14th NO SCHOOL FOR ALL STUDENTS

- ½ Professional In-Service Day/ 1/2 Teacher Workday Start of Second Quarter 17th 19th NO SCHOOL FOR EARLY CHILDHOOD/KINDERGARTEN STUDENTS - Parent-Teacher Conferences 8:15 a.m. - 4:15 p.m. /Students in Grades 1-12 in session - Parent-Teacher Conferences 4:15 p.m. - 8:15 p.m. 20th NO SCHOOL FOR ALL STUDENTS - Parent-Teacher Conferences 10:00 a.m. - 8:00 p.m. 21st NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed

NOVEMBER 2011

NO SCHOOL FOR ALL STUDENTS 23rd-25th AND STAFF - Buildings Closed

DECEMBER 2011

16th	GRADES 1 - 12 IN SESSION 1/2
	DAY/1/2 Teacher Workday/NO
	SCHOOL FOR EARLY CHILDHOOD/
	KINDERGARTEN
16th	End of Second Quarter
19th-30th	NO SCHOOL FOR ALL STUDENTS
	AND STAFF – Buildings Closed
	– WINTER BREAK

Ľ Beginning of Quarter End of Quarter Ċ. Enrollment (See Schedule Left)

- New Teacher Academy-Tentative
- First/Last Day of class for Kindergarter
- (when different from grades 1-12)

JANUARY	2012
2th	NO SCHOOL FOR ALL STUDENTS
	AND STAFF – Buildings Closed
	- WINTER BREAK
3rd	NO SCHOOL FOR ALL STUDENTS
	 Professional In-Service Day
4th	NO SCHOOL FOR ALL STUDENTS
	 Teacher Workday
5th	Start of Third Quarter
16th	NO SCHOOL FOR ALL STUDENTS
	AND STAFF – Buildings Closed
	– Holiday

FEBRUARY 2012

NO SCHOOL FOR EARLY CHILDHOOD/KINDERGARTEN STUDENTS - Parent-Teacher Conferences 8:15 a.m. - 4:15 p.m. / Students in Grades 1-12 in session - Elementary Parent-**Teacher Conferences** 4:15 p.m. - 8:15 p.m. / Secondary Parent-Teacher Conferences 3:30 p.m. - 7:30 p.m. NO SCHOOL FOR ALL STUDENTS - Elementary Parent-Teacher Conferences 8:15 a.m. - 8:15 p.m. / Secondary Staff Development Day 7:30 a.m. - 3:30 p.m. -Middle School Parent-Teacher Conferences 3:30 p.m. - 7:30 p.m. / High School Parent-Teacher conferences 4:30 p.m. - 8:30 p.m. NO SCHOOL FOR ALL STUDENTS - Buildings Closed NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed - Holiday

MARCH 2012

8th	End of Third Quarter
9th	NO SCHOOL FOR ALL STUDENTS
	 – ½ Professional In-Service Day /
	½ Teacher Workday
12th-16th	NO SCHOOL FOR ALL STUDENTS AND
	STAFF — Buildings Closed
	– SPRING BREAK
19th	Start of Fourth Quarter

APRIL 2012

AI NIE 203	
9th	NO SCHOOL FOR ALL STUDENTS AND
	STAFF – Buildings Closed
27th	NO SCHOOL FOR ALL STUDENTS
	 Professional In-Service Day
MAY 2012	

LAST DAY OF SCHOOL FOR EARLY
CHILDHOOD/KINDERGARTEN
 Grades 1 – 12 in session
LAST DAY OF SCHOOL FOR GRADES
1 – 12 – STUDENTS IN SESSION
HALF-DAY ONLY /
Half-Day Teacher Workday
End of Fourth Quarter
NO SCHOOL FOR ALL STUDENTS AND
STAFF – Buildings Closed - Holiday

FIRST SEMESTER 1st Quarter Aug. 15 → Oct. 13 2nd Quarter Oct. 17 ➡ Dec. 16 SECOND SEMESTER 3rd Quarter Jan. 5 → Mar. 8 4th Quarter Mar. 19 ➡ May 24

- Students Half Day (1/2 Student contact/1/2 Workday No School (Professional In-Service Day)
- Kindergarten Conferences Professional In-Service Day for Elementary K-12 Parent/Teacher Confere
- No School (1/2 Professional / 1/2 Workday) No School for all students
 - No School (Teacher Workday)

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July 2011	August 2011	September 2011
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Emma Willis is the new Director of Bands for De Soto High School.

he Board of Education on Monday, June 13, 2011, approved the district's recommendation to name Emma Willis as Director of Bands for De Soto High School effective with the 2011-12 school year. Willis replaces Dan Freeman who accepted a teaching position at a 6A high school in the Blue Valley School District.

Willis comes to USD 232 from Morrison Public Schools in Morrison, Oklahoma, where she served as the

DISTRICT NAMES DIRECTOR OF BANDS FOR DE SOTO HIGH SCHOOL

music and band instructor for nearly 300 students. She made such an impact in Morrison, the district named her Teacher of the Year for two consecutive years. "We are excited to have Emma join our passionate teaching staff at De Soto High School," Principal David Morford said. "I am confident she will continue the tradition of excellence our students have achieved in our band program and will build on the outstanding reputation we have in the state of Kansas."

Willis earned her bachelor's degree in music education from the University of Kansas and holds licenses in both Oklahoma and Kansas. She has Pre-K through grade 12 vocal and instrumental music endorsements and is considered highly qualified in these areas.

She began teaching piano lessons as a high school student and ventured into directing choirs and teaching private horn lessons while in college. Willis continues her passion for music by performing in local jazz bands, attending clinics and conferences, and observing as many varied musical performances as possible. "I believe teachers should continually develop and evaluate themselves in order to keep teaching at the highest levels," Willis said. "My philosophy of music education is to create lifelong learners and lovers of music. I believe in teaching young people how to work together, think creatively, and communicate expressively through music." She said she looks forward to the wonderful opportunity to continue the success of the DHS band program.

Willis completed her student teaching in USD 232 prior to graduating from the University of Kansas in 2009. She was a member of the Marching Jayhawks, KU Men's Basketball Band, and Kappa Kappa Psi - a national honorary band service fraternity.

She was a cast member and music arranger in 2008 for the production of Rumpelstiltskin by the University Theatre for Young People. She also worked as an undergraduate grant researcher for the School of Fine Arts, University of Kansas. In addition to her passion for music, she also found time to work as the assistant coach for the fast pitch softball team at Morrison High School during the 2010 fall season.



Brandi Leggett finished her second year teaching third grade at Prairie Ridge Elementary, where her lesson plans and innovations have translated into both local and national recognition.

dd PBS to the list of those who've recognized Prairie Ridge Elementary School's Brandi Leggett. Leggett, a third-grade teacher, was a second-place finalist in the 2011 PBS

RECOGNITION FOLLOWS PRAIRIE RIDGE TEACHER

By Stephen Montemayor, The Shawnee Dispatch (originally published July 13, 2011)

Teacher's Innovation Awards earlier this summer, another in what is becoming a lengthy list of accolades received since she began teaching two years ago at the school. Earlier this year, Leggett and her class submitted a 4-minute video highlighting how they used PBS resources to interact with and investigate the wide array of animals Leggett keeps in her classroom.

She said the cross-curricular project allowed students to better understand and implement the scientific method.

"There are always ideas out there," she said. "I try to look at what can be done to close the achievement gap."

Last year, Kansas City's FOX 4 television station presented a Crystal Apple Award to Leggett, one of four teachers in the Kansas City metro area to receive the annual honor. The award was a result of secret nominations by her students and their parents with her project, "Power of the Pen," in mind.

The project was a continuation of a lesson plan Leggett created in Philadelphia, where she got her start in education.

Leggett completed a degree in sports marketing from Temple University, where she received a scholarship to play soccer. She said she soon found that she was "too quiet" for sales and started substitute teaching in Philadelphia.

She decided to return to school and work on a master's degree in education at Arcadia University while student teaching at a middle school. She said she came from a family of educators but hadn't thought of it much as a career. But, she said, once she pursued it, it came easy to her.

She returned to Kansas when her husband, Jarmel Leggett, was relocated for work. The two now live in Gardner, and she said her return close to home was actually coincidental.

Earlier this year, Brandi Leggett's students visited their "ePals" at Derrick Thomas Academy in Kansas City, Mo. The correspondence between classes at each school began with emails between assigned pen pals in each class and concluded with each seeing what school is like on the other side of town. The partnership will be back this year, Leggett said.

Leggett said USD 232 provided a curriculum flexible enough to allow

teachers to see what best fits classes' needs. She piloted a new math curriculum last year and wants to continue thinking outside the box for science instruction — a third-grade science fair will be in the works if Leggett gets her way.

While sports marketing didn't become Leggett's niche, sports still became a medium through which she has been able to connect with many students. Leggett grew up playing soccer, basketball and track — she earned Gatorade Player of the Year honors for Kansas in 1998 while at Olathe North and also landed on the pages of Sports Illustrated when she broke the state record for goals scored that same year. She now coaches a pair of soccer teams and helps train players individually and through camps around Olathe.

Leggett also initiated a running club at Prairie Ridge, and membership swelled to 300 students in its first year.

Upon the school year's end, Josh Gomez was inspired to write his nowformer teacher and thank her for "being the best teacher ever." Just please teach fifth grade, he continued.

"I just wanted to thank her for how good of a teacher she was," Josh said recently.

Josh remembers fondly the collection of wildlife in Leggett's classroom, which included hermit crabs, a frog, a bearded dragon lizard, crayfish, a beta fish and an ant farm.

"They made the school days a lot of fun," Josh said.



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WE'RE IMPROVING OUR LUNCH MENU AND OUR SERVICE

6

hen your children return to school this year they will definitely see some of their old favorites on the menu. What they won't realize is that some of them are even healthier for them! We're doing things like switching out staples like pasta, breads and snack items with whole-grain versions, offering salad dressings only as low- or no-fat versions and sporting new options on the secondary ala carte menus like yogurt parfaits, hummus and veggie burgers. Of course, the same healthy options we've been offering will remain. We're proud to serve tons of fresh fruits and vegetables, skim and 1% milk, baked entrée items and 100% fruit juices to our students. While we continue to serve a nutritious, well-balanced meal to our

students, we're also going to have a little fun. We're introducing "Taste Test Tuesdays" where we will let the kids sample new proposed menu items. There will be a new a fuss-free catering option offered to parents for classroom celebrations. Our cafeteria staff will even have the choice to be decked out in school spirit wear every day!

How can you get in on the action? Keep on top of all of our latest news and more by visiting our department's revamped Webpage at www.usd232.org/nutrition and following us on Twitter (@USD232Food). You can also stop by and have a school lunch with your child. We think you'll be pleasantly surprised at how much things have changed since we were there!

Amy Droegemeier Director of Student Nutrition Services twitter

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FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

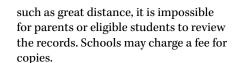
he Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of

student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education

records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons



Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;

- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
 Accrediting organizations;
- Accreating organizations; To comply with a judicial order or
- lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law. Schools may disclose, without

consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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August/September 2011 USD 232 School News

NOTICE FOR DIRECTORY INFORMATION

he Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that De Soto Unified School District #232, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, USD #232 may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow USD #232 to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- Sports activity sheets, such as for wrestling, showing weight and height of team members, and;
 District newsletter.
- District newsletter. Directory information, which

is information that is generally not

considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.(1)

If you do not want USD #232 to disclose directory information from your child's education records without your prior written consent, then you must notify the District in writing by September 10. USD #232 has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address

- Telephone listing (only for military & institutions of higher learning)
- Weight and height of members of athletic teams
- Photograph
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance
- Grade level

• The most recent educational agency or institution attended

Footnotes: 1.These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (PL. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (PL. 107-107), the legislation that provides funding for the Nation's armed forces.



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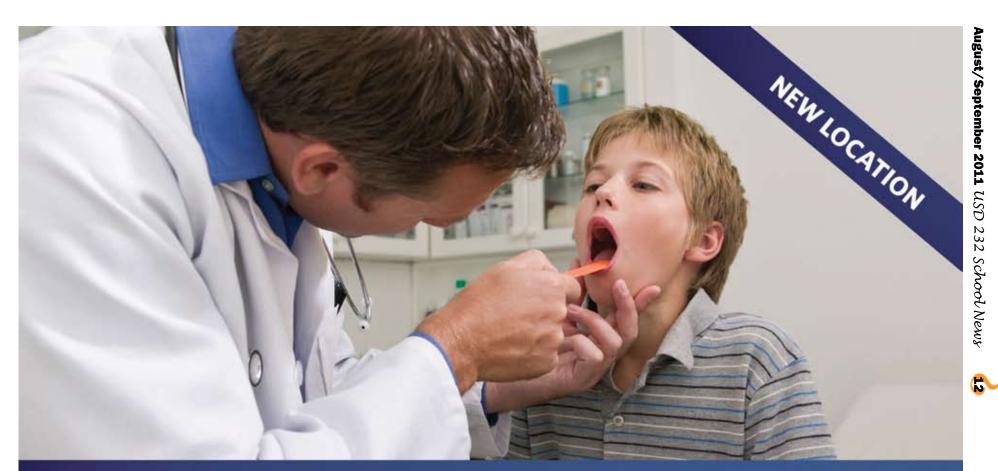


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