

## West Elementary Named “Intel School of Distinction Finalist”



West Elementary School was named an “Intel School of Distinction Finalist” on 15 April of this year. West will receive a \$5000 award from the Intel Foundation and a trip to Washington D.C. in September, where 6 schools will be selected as “Intel Schools of Distinction”. These 6 schools will each win an additional \$5000 from the Intel Foundation and a package of goods and services that is valued at approximately \$100,000. This package includes hardware, software and teacher professional development products, all contributed by award sponsors who share Intel’s commitment to improving and supporting math and science education. West was selected in the Mathematics category. West was chosen as a school that offers their students a rigorous, challenging, and engaging program in developing mathematics skills and how to apply them to solve real-life problems.

## USD320 Secondary Teacher of the Year

Mr. Curtis Chandler, eighth grade Language Arts teacher, has been chosen to represent USD 320 as the Secondary Teacher of the Year, 2010. Mr. Chandler was selected by a district panel of Site Council parents and administrators in March from a strong group of nominees.

Wamego Middle School students have benefited from Mr. Chandler’s positive leader-

ship and innovative teaching strategies for six years. He is passionate about his work, drawing information together with presentation, allowing his students to demonstrate and share their learning with others. “Their mini-lessons take the form of video, podcasts, videogames, and digital imaging, and are designed to teach others the essential skills of reading and writing. These lessons, or

“English Shorts,” are posted to the web and are used by teachers and students in other schools to introduce and review skills like “how to read an expository text,” “decoding unfamiliar words,” and “how to write an effective introduction.” Our class is actively involved in efforts to blend knowledge and technology in order to help other students learn,” explained Mr. Chandler.

While Mr. Chandler has led the way in integrating technology strategies into the language arts curriculum, tapping into the students’ natural interests, his personal interest in technology has been of great benefit to his colleagues as well. Just as he inspires students to use the technology we have available as an every-day tool for demonstrating learning, he also pushes his colleagues to experiment and use technology more frequently, whether for their own use or included in their disciplines. He is a constant supporter to those who are using technology in the building.

As a professional, Mr. Chandler has excelled as a presenter in the area of integrating technology into instruction and specifically Language Arts. He has presented at several conferences, including Kansas Association of Teachers of English and Mid-American Association for Computers in Education. Additionally, he serves as a board



member for KATE and as a judge/facilitator for the Kansas Student Technology Leadership (KSTL) Digital Media Competition. This coming summer Mr. Chandler will present his work on nonlinguistic representations to enhance instruction at the National Staff Development Council annual conference in Atlanta.

We are very fortunate to have Mr. Chandler to all of us, in one way or another. On behalf of the faculty and staff, we congratulate Mr. Chandler on his achievement as USD 320 Secondary Teacher of the Year.

## USD320 Elementary Teacher of the Year

West Elementary is pleased to announce that Fourth Grade Teacher Lori Rice has been named the USD 320 Elementary Teacher of the Year. Ms. Rice is a dynamic teacher who focuses her time and energy on creating an excellent learning environment for her students. She

understands the importance of differentiating instruction to meet the needs of all levels of learners, as well as to increase student motivation and performance. Her efforts to differentiate instruction occur across all curricular areas that she teaches.

Ms. Rice is skillful in designing instruction that engages all students by focusing on their interests, as well as their learning needs, while meeting grade level standards. Ms. Rice values the integration of technology in all curricular areas of her instruction and is a leader at West Elementary and in our district with respect to technology integration in the classroom.

Ms. Rice has taken the initiative to pursue and secure grant opportunities to enhance our science program in USD 320. Most recently, she wrote and received a science grant from Wolf Creek Power Plant to create an “Outdoor Science Classroom”. Ms. Rice designed this classroom space with our school’s grade level standards in mind. The outdoor classroom will include the following areas: Life Cycles (bird garden, birdhouses, and birdbath); Life Cycles (pond life); Weather Station; Graphing Patio; Native Kansas Area; Archaeological Area; Sundial; and Stone Compass. Our district will be matching funds to build the foundation of the outdoor classroom with capital outlay money. We are very proud of Ms. Rice for taking the initiative to pursue this funding opportunity in light of the budget cuts our district faces from the legislature.



## Wamego Middle School receives “Gold Level” Recognition.



The Wamego Middle School is pleased to announce it received Gold Level recognition from the Kansas Association of Middle School Administrators (KAMSA) at the organization’s annual conference May 3, 2010, in Topeka. Mrs. Vici Jennings accepted the award for the faculty.

WMS achieved this award due to achieving building-wide Standard of Excellence in Math and Reading for the 2009 assessment results. Sixty-one high performing schools were honored during the KAMSA Awards Luncheon at Washburn Rural Middle School. Dr. Douglas Reeves, leading educational researcher was the keynote address for the conference, and Dale Dennis, Deputy Commissioner of the Kansas Department of Education, was the featured speaker at the luncheon.

## Featured in May!



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*Parents*  
PowerSchool is an internet-based information system that allows you to manage your student’s grades, attendance and school information. Check it out at [www.USD320.com](http://www.USD320.com)

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Wamego Public Schools  
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## USD 320 MAIL-IN ENROLLMENT IS BEING OFFERED FOR THE 2010-2011 SCHOOL YEAR!

The mail-in enrollment process was a successful and popular method for enrolling our students last year. We are excited to offer it again for 2010-2011. If you have a returning in-district or out-of-district student please go to [www.usd320.com](http://www.usd320.com) to download enrollment forms that correspond to the school that the student will be attending and send or deliver to the USD320 District Office, 510 Highway 24, Wamego Ks. 66547. Enrollment packets will not be available for pick up from the District Office. If your student is new to the district, entering Pre-school, or Kindergarten, we will have enrollment at the Wamego Middle School on August 5, 2010 from 8:00a.m. to 7:00p.m. Parents may pay for enrollment fees for all of their students with a check or credit/debit card (Visa/MasterCard only).

## Immunization Requirements for the 2010-2011 School Year

### Kansas 2010-11 Immunization Requirements for USD #320



#### For the 2010-2011 School Year the Following Is Required:

##### Health Physical:

A health physical is required for school entry for children through 9 years of age who have not previously enrolled in a Kansas school.

##### Immunization Requirements for Pre-School:

- 1) Four doses DTP/DTaP (Diphtheria, Tetanus, Pertussis)
- 2) Three doses Polio
- 3) One dose MMR (Measles, Mumps, Rubella)
- 4) One dose Varicella.  
Unless: History of disease is documented by a licensed physician  
Or: Immunity is confirmed by laboratory evidence.
- 5) Three doses Hepatitis B
- 6) Three doses Haemophilus influenzae type b (Hib)
- 7) Four doses Pneumococcal conjugate (PCV7)
- 8) Two doses Hepatitis A

##### Immunization Requirements for Kindergarten - 10<sup>th</sup> Grade:

- 1) Five doses DTaP/DTap (Diphtheria, Tetanus, Pertussis)
- 1) Booster Tdap A booster dose of Tdap (Tetanus, Diphtheria, Pertussis) is required at 7<sup>th</sup> grade, if more than two years since previous dose.  
A booster dose of Tdap (Tetanus, Diphtheria, Pertussis) is required in 8<sup>th</sup> - 10<sup>th</sup> grade if more than ten years since previous dose.
- 2) Four doses Polio (IPV or OPV Schedule)
- 3) Two doses MMR (Measles, Mumps, Rubella)
- 4) Two doses Two doses of Varicella required for Kindergarten and 1<sup>st</sup> grade.
- 4) One dose One dose of Varicella required for 2<sup>nd</sup> - 10<sup>th</sup> grade.  
Unless: History of disease is documented by a licensed physician  
Or: Immunity is confirmed by laboratory evidence.
- 5) Three doses Hepatitis B

##### Immunization Requirements for 11<sup>th</sup> and 12<sup>th</sup> Grade:

- 1) Five doses DTaP/DTap (Diphtheria, Tetanus, Pertussis)
- 1) Booster Tdap A booster dose of Tdap (Tetanus, Diphtheria, Pertussis) is required if more than ten years since previous dose.
- 2) Four doses Polio (IPV or OPV Schedule)
- 3) Two doses MMR (Measles, Mumps, Rubella)

## WHS Students Gain Career Insight!

On Thursday April 15, the WHS HELP classes, taught by Mrs. Carol Wyatt took part in their annual field career trip. The field trip is a culminating event for the class to tie together the career information students have learned with academic skills.

The students toured the Manhattan Area Technical College for their open house. In addition to touring the facilities, the students learned about employee expectations as well as the correlation between high school courses and career choices. They also learned about the expectations of the tech school regarding attendance, grades, employability, and courses offered in all of the departments.

In preparation for the trip, the class has completed assignments in setting career goals, measuring attitudes, and understanding their values as they relate to a career.

## Little Raider Preschool Fall Enrollment 2010

The Family and Consumer Science Department at Wamego High School is accepting enrollment for the Little Raider Preschool program during the 2010-2011 school year. Children ages 3-5 years of age are eligible for enrollment. The preschool program at Little Raider's provides your child with an opportunity to learn developmental and social skills as they work with their high school mentor under the supervision of Tammy Biswell, FACS teacher. A fee is charged per semester, to cover costs of snacks, supplies and activities. To obtain an enrollment packet visit Wamego High School's home page on the USD 320 web site or call Tammy Biswell, at 785-456-2214.

## Wamego High School Students Participate in Career Enrollment Presentations

The Kansas Career Pipeline system ([www.kansascareerpipeline.org](http://www.kansascareerpipeline.org)) is designed to ensure that Kansas students have access to the educational, postsecondary, and career planning resources necessary to prepare them for success. Free to all students, parents, and educators the Kansas Career Pipeline facilitates active engagement while creating a "spark" for the learning and self-assessment that are essential to the successful creation of their own educational and career roadmap. The system supports highly personalized career exploration and educational planning through user completion of research-based assessments that help participants understand what they like to do, what they could be good at doing, and the kind of career options they prefer.

Through the combined efforts of Karen Hynek, USD 320 Career and Technical Education Coordinator, and Jina Kugler, Wamego High School Guidance Counselor, every Wamego High School student was registered this year on the Kansas Career Pipeline. In addition, students in grades 9-11 then completed the career with person search match, an assessment that matches student interests with

career clusters. Freshmen through junior students were then invited to attend presentations about their top three areas of interest on February 8<sup>th</sup>. Teachers provided information about the courses offered at Wamego High School and their connection to post-secondary options in the cluster, along with possible career options. The information provided is intended to help students choose courses that will best prepare them for their current post-secondary goals. Clusters that have courses offered at Wamego High School include Architecture & Construction; Ag, Food & Natural Resources; Arts, Audio-Video, Technology & Communication; Business Management & Information/Finance/Information Technology/Marketing; and Education & Training/Human Services/Hospitality.

The Kansas Career Pipeline allows parents and/or guardians to play an active role in the educational and career planning of their children by providing them with a virtual tour of the key system resources as well as access, with user permission, to their child's portfolio where they can view assessment results, education plans, and items saved as favorites such as

careers, postsecondary schools and majors, and scholarships. Students can use the system to create education plans, to explore training, education, and careers across the state, and to research opportunities for financial aid from a single website. Students can also enter information into a resume and keep updating it throughout high school in preparation for senior interview day as well as future admission, scholarship, and employment applications. Students can contact the guidance office if they have forgotten their user names or if they need to reset their passwords.

As an Internet-based system, students, their parents/guardians, and educators can access the system at any time from wherever they have Internet access. Once they create an account, users can use the system for a lifetime, without cost to them. Students will be able to create personal roadmaps for success, allowing them to connect what they learn today with their evolving career interests and future employment opportunities. Adults can use the system to plan how they can update their skills to remain current and meet the needs of an ever-changing job market.

## The Power of Appreciation

by Mary Kay Siebert,  
Ph.D.

Imagine this, you identify something in your family, your workplace, your school, or whatever context you choose, that needs to change; something that needs improving-some problem to be solved. Perhaps it is a problem relating to performance, attitude or motivation. It might be a problem involving relationships between people in the organization. How might one best be in position to bring about change and improve the situation?

Let's take a simple example. Let's say that you are an owner of a small business and the problem you identify is related to a need to improve customer relations-you want your employees to be more "customer friendly" so that more customers will come into your place of business and spend money, so that your business will increase sales. But you notice that several of your employees seem to lack the customer friendly skills you want them to have when they interact with customers. How best can a business owner solve this problem?

What such a business owner, or anyone for that matter, who wants to bring about improvement/change might consider is approaching the problem from not a deficit perspective, but instead from an "appreciative inquiry" perspective. Appreciative inquiry is a bold shift in the way we think about and approach organizational change and it is gaining ground and respect as an evidenced based approach to helping bring about improvement in any organization. be it a business, a family, a school, or a school district. The basic premise of appreciative inquiry is that the best way to bring about change of any kind is to uncover and bring forth existing strengths, hopes and dreams; to identify and amplify the positive core of the organization! When we do this, we can transform people and organizations!

Appreciative inquiry isn't complicated, but it is somewhat paradoxical in that in focusing on what is right, what is good, what is working well, problems themselves can be more easily and effectively solved. It involves taking time with individuals to inquire about that which is going well and asking strategic questions that open up opportunities to find out more about the problem of concern. This approach to solving problems is often not the approach

we typically take when trying to solve problems-whether those problems are related to our work, our families or our schools. But, appreciative inquiry is an approach to change that suggests that when we focus on what is wrong, what is not working, and what people are doing to contribute to the problem, we miss the opportunity to actually solve it.

**Appreciative inquiry then, is an approach to improvement that actively involves searching for the best in people, their organizations and appreciating potential and possibilities! It is an approach that involves actively searching, and identifying specific/real examples of positive vision in action, recognizing those examples, and approaching problems to be solved from the angle of what is working well.**

The greatest management thinker of the past century, Peter Drucker, very well may have been talking about appreciative inquiry when he was asked to describe the core of leadership in tomorrow's organizations. His reply was immediate and pointed: "The task of leadership is to create an alignment of strengths and make people's weaknesses irrelevant" Appreciative inquiry begins with the assumption that something in the organization is working well and that in discovering and valuing those things that give life to the organization, and identifying what is best in the organization, we get closer to solving problems. This is not about being Pollyannaish, and ignoring problems that need resolving. Problems exist and they can be resolved with deficit-based thinking, but not as effectively as they can with using positive change approaches. Appreciative inquiry is about bringing vitality to the

organization, celebrating members' achievements and directing attention to members' strengths.

The challenge of the small business owner described earlier in this article is one that might best be resolved with an appreciative inquiry approach. The employer might ask questions such as those below:

1. "Tell me about a time when you experienced a strong sense of respect from another person-colleague, customer or friend. What gave you that feeling of respect?"
2. "Think of an organization you've heard of or experienced that demonstrates uncompromising respect for people. Tell me a story that illustrates that respect. What effect did that story have on you?"
3. "Suppose we were to incorporate the best from the story you just described into our business. What would we do the same, do more of, or do differently, if we were to live from their wisdom?"

Asking such kinds of questions just might be the best place to start in trying to build a more "customer friendly" work environment. This kind of appreciative inquiry allows for people to feel respected and involved in honest and meaningful conversation and human beings who feel respected, in turn, are likely to respect others-colleagues and customers alike.

In our dealings with individuals (students, teachers, colleagues, employers and employees) both at home and at work, we might all be well advised to approach problems with the appreciative inquiry perspective. Doing so not only communicates value and respect for others, but also might very well prove to be the most powerful

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### COMPUTER CONNECTION

Stay in touch with USD 320!  
[www.usd320.com](http://www.usd320.com)

Visit our web site for up-to-date calendars, teachers, board members, administration and school information.



## EXEMPLARY Math Instruction Teaching Students the Power of Inquiry

By Mary Kaye Siebert, Ph.D.

Many adults have a pretty good sense of what mathematics is and why they despise it. This is a result of years of school experience that involved memorizing math facts at record speed, computing page after page of sums, differences, products and quotients, going to the chalkboard to work out the answer, trying to remember the rules and procedures without understanding why the rules and procedures were even to be followed in the first place, etc. Many of us also came away from our school experiences believing the myth that math was only for the few good men; most mere mortals (especially women) are not good at it, or that doing math means getting "the one right answer, quickly". These and other myths about math still prevail today, but not in USD 320.

If you were to walk into a math classroom today, in any of our school buildings, you would quickly see that math instruction involves students solving a variety of everyday problems, using many every day problem-solving strategies, discussing mathematics, writing mathematics, justifying answers and solution processes, etc. You might be struck by the difference between the math class you experienced as a student, and that which our students experience. You might be surprised to see in the classrooms today less emphasis on rote memory and practice, single answers and single methods to find answers, use of drill worksheets and teaching computation out of context. But you would see high levels of learning, because the math instruction USD 320 focuses on what current scientific research tells us about how students best learn mathematics. **USD 320 teachers (K-12) are making their everyday instructional practice consistent with scientific findings and principles.**

USD 320 currently has three excellent, standards based programs in place at all schools, and each of these programs is closely aligned to the Kansas Mathematics Standards. These three programs have been in place now for the past five years, and student performance in mathematics has never been higher. USD 320 has a seamless mathematics program, one that allows all students the opportunity to learn mathematics in a way honors what research tells us about how kids best learn mathematics. A brief review of the mathematics programs currently being used at the elementary, middle and high school levels follows.

### Math Trailblazers (MTB):

Math Trailblazers (MTB) is a comprehensive curriculum taught in grades kindergarten through fifth grade that maintains a balance between the development of math concepts and basic skills. Students apply basic math skills while working on meaningful and challenging tasks. The math content of the traditional math curriculum is studied; but other topics such as estimation, geometry, measurement, patterns and relationships, algebra concepts, and statistics and probability are also investigated at appropriate levels in each grade.

The MTB program includes different kinds of lessons such as activities, labs, daily practice and problems, games, Adventure Books and assessments. In a MTB classroom, students are learning math by using it to solve many kinds of problems, drawing on their own experiences, and working with real-world problems, using concrete objects to understand abstract math concepts, communicating mathematical ideas to their peers and teacher, and gaining confidence in mathematics and developing an "I can do it" feeling.

### Connected Mathematics Project (CMP):

CMP is currently the curriculum being taught at grades six through eight, and it too is a problem-centered mathematics curriculum. Important math concepts are embedded in engaging problems and students develop understanding and skill as they explore the problems individually, in a group, or with the class. This program provides skills practice as in-class problems and homework questions give students practice with important concepts, skills, and algorithms. Students develop mathematical skills and conceptual understanding across all four mathematical strands (number and computation, algebra, geometry, and data analysis).

Connected Mathematics is research based, and proven to be effective. Research results consistently show that CMP students outperform other students on tests of problem-solving ability, conceptual understanding and proportional reasoning; students taught with CMP perform as well, or better, on tests of basic skills, than those taught with traditional mathematics programs.

### Core-Plus:

Core-Plus is a three-year core program for all high school students, plus a fourth year course continuing the preparation of students for college mathematics. At Wamego High School, these courses are referred to as Integrated Algebra, Integrated Geometry, Advanced Math I and Advanced Math II. Core-Plus is one of four National Science Foundation (NSF) endorsed high school mathematics programs. The content, organization, and design of Core-Plus are based on the recommendations in the National Council of Teachers of Mathematics (NCTM) standards, and builds upon the theme of mathematics as sense making. Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them, and in turn, enables them to make sense of new situations and problems. Core-Plus prepares students for success in any post-secondary experience.

Core-Plus is an integrated mathematics program and each course includes interwoven strands of algebra, geometry and trigonometry, statistics and probability. This curriculum emphasizes applications, and capitalizes on the capabilities of graphing calculators. Each course is the product of a four-year research, development, and evaluation process. Evaluation included a standardized mathematics achievement test, a test composed of released items from the National Assessment of Educational Progress (NAEP), a university mathematics department placement test, and a survey of students' and teachers' beliefs and attitudes about mathematics. Performance on ACT and SAT college admission tests was also monitored.

In addition to NCTM's endorsement of Core-Plus, in 1999, the United States Secretary of Education designated the Core-Plus program as one of five "exemplary" secondary mathematics programs. The Kansas Board of Regents has identified the Core-Plus curriculum as meeting requirements for qualified admissions for mathematics. In addition to the endorsement of the KBOR, teachers of Core-Plus report that their students have been accepted into a wide variety of higher education institutions, including the University of California, Berkeley; Northwestern University, Harvard University, the University of Chicago, and many others.

One frequently asked question raised regarding the Math Trailblazers, Connected Mathematics, and Core-Plus programs is "how does each of these curricula differ from traditional U.S. mathematics curricula?" One way to characterize programs such as these three programs, in contrast to traditional curricula, is to see it as an effort to achieve a better balance among skills, conceptual understanding, and problem solving. This can be summarized as follows:

	Traditional Approach	MTB, Connected Math & Core Plus
<b>Instructional Focus</b>	facts and procedures, with some application and problem solving	conceptual understanding, problem solving (everyday problems and applications), mathematics done in context, with requisite work on procedures and facts
<b>Method</b>	direct instruction, memorize and practice, with some projects and occasional group activities, repetitive written practice, teaching by telling, teaching computation out of context, use of drill worksheets	active student engagement in inquiry and investigation, guided by probing teacher questions with teacher-led introductions and summaries, and some direct instruction, cooperative group work, use of manipulative materials, justification of thinking, writing about mathematics

### How Parents Can Help Support Mathematics Education:

In general, parents need only the desire to involve their children in talking and thinking about meaningful and relevant mathematics they encounter each day. Perhaps the most important thing parents can do is to communicate to their children that math is not for a "select" few, and that mathematics is everywhere and it is a vital part of our lives, and it is understandable with some effort. Children of all ages need to know that they are capable "mathematicians"; the mathematics programs being used in each of our schools will help strengthen this self-efficacy regarding math ability.

Note: If you have questions regarding any of the mathematics programs currently being used in our schools, please contact Mary Kaye Siebert, Director of Instructional Services. (785) 456-7642.

*One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings -Carl Jung*



## Construction Progress at Central

By Doug Conwell, Superintendent

As the summer vacation approaches, it seems appropriate to take a look at the construction project that is taking place at Central Elementary School. As most people already know, work on the drilling of the geo-thermal wells began a few weeks ago. Approximately 84 wells are to be drilled to a depth of 320+ feet. All of these wells will be connected at the new pump house that will be built this summer. Along with this work, site grading has taken place over the past few weeks.

Bids for the major portion of the construction project have been let and received. Final bids came in at \$500,000 less than what was projected. The BOE has subsequently approved a couple of additions to this project. New limestone facing will be applied to the concrete walls being created at both the new main entrance to Central as well as the new entrance located by the kindergarten wing. This limestone face will bring a very nice look to the school. In addition, the BOE approved the addition of a skylight to be located at the new entrance to the school. The BOE will discuss the addition of a security system for the school as well as replacing the proposed asphalt play surface area with concrete. This discussion will take place at the June BOE meeting.

This summer there will be lot's of work taking place at Central. The foundation for the new kindergarten/office space will be poured and construction on the walls of the addition will begin. Work on the retaining walls that are part of the site work for the new addition will begin as well. Site work for the street parking on Elm and 7th Streets will begin during the middle portion of the summer.

All hazardous materials will be abated this summer throughout the school. Air sampling will begin at the very start of the summer to establish a baseline. Once the material is removed, another round of air sampling will occur to make sure the environment is free from any possible contaminants.

All of the multi-story windows will be removed and replaced this summer. Any additional second story windows are targeted for replacement

as well. Above ceiling HVAC ductwork, geo-thermal piping and sprinkler piping will be hung on the 1st floor and installed for use on the 2nd floor.

The goal for the second story is to have all spaces completely remodeled with the exception of the current computer lab and library. These rooms must remain intact for use during the 2010-2011 school year. Included in this work will be new hallways finishes (including floor tile, ceiling tile, and paint), restrooms, completely remodeled classrooms (including floor tile, ceiling tile, paint, cabinets, tack boards, white boards, etc.), and tech storage space. Further, all outside HVAC units that are to be placed on the 2nd story roof will be installed and the new roof installed as well. All new plumbing, electrical work, and HVAC systems will be installed for the 2nd story. In fact, the HVAC system will be operational for the 2nd floor as school resumes in August.

By late July or sometime in August, work will begin on the new cafeteria and kitchen space. We are currently in the process of completing the FEMA grant for possible federal assistance with the costs of this space. We hope to have some sort of an answer in regards to this application prior to the start of this phase of construction.

As you can see, this is going to be a very busy summer at Central. Almost everything in the school will be removed from its' current location to be stored in the gym for the summer months. We do not anticipate gaining access to the school again until around the 10th of August so please note that the staff may be a little hurried as they begin the 2010-2011 school year. Starting June 1, the Central office staff will relocate to the middle school until the 10th of August. We will try to get all phones and computers set up as soon as possible so people can have access to the office staff. We do ask that parents have patience with our staff as they will do the best they can to get everything operational to start the new year.

This is a very exciting and stressful time for our staff at Central. While the stress may last for awhile, the result of this construction work will be worth the wait.

### Appreciation, Con't from page 2

point of entry in terms of making positive change happen. This kind of interaction demands relational trust and honesty, but only when these two things are present can the most challenging of problems, whatever they might be, begin to be resolved. The quote below, taken from writer/consultant/speaker, Diana Whitney's writings sums it up well:

To act with support is the quintessential act of positive interdependence.

When people know that large numbers of people know and care about their work and are anxious to cooperate, they feel safe to experiment, innovate, and learn.

In other words, whole system support stimulates people to take on challenges, and draws people into acts of cooperation that bring forth their best.

In an Appreciative Inquiry, people are invited

to act on behalf of the things that passionately inspire them . . . the things that they know will make a difference in their organization . . . and in the world. They are called to act in the service of the organization, with support from others at all levels of the organization.

## Directing the Music and Always Leading the Way



Photo by: Beth Day

Mrs. Workman was instrumental in Wamego High School's implementation of the Professional Learning Community (PLC) model for student improvement; she assisted staff in learning the concepts related to PLCs and the power of PLC's in improving student achievement. Many students achieved exceptional levels of success at WHS, due to the efforts of Mrs. Workman, while assisting faculty in developing research based grading practices. Much of what Mrs. Workman accomplished while at WHS has been without special recognition. She is someone who chooses others to receive recognition while working tirelessly to ensure students understand when they are correct, and with explanation, when they are wrong and need to change their behavior. She has been a stalwart in efforts to eliminate bullying with implementation of an aggressive bully prevention program. We have been blessed by her presence and graced with her efforts. She will be greatly missed. Take a moment to stop and tell Mrs. Workman how very much we appreciate all that she has meant to us.

## West Elementary Wins "Cans for Conservation" Challenge



West Elementary recently was selected as the winner of Sunset Zoo's Cans for Conservation Challenge. West competed against St. George Elementary to see which school could collect the most aluminum cans during a 6-week period of time. West was declared the winner after students collected 692 lbs. This is an estimated 22,144 aluminum cans! The money generated from the sale of the aluminum will be used to support various Sunset Zoo projects. West students and teachers were rewarded for their efforts with free zoo passes to Sunset Zoo's Earth Day activities. Staff from Sunset Zoo will also be presenting an all-school assembly in May and will be bringing back for a visit some of the students' favorite animals.

This is the eighth consecutive year West Elementary has participated in this program. Cans for Conservation allows staff from Sunset Zoo to visit schools for 6 weeks. During each visit different live animals, skins, pelts, and skulls are brought for students to see, touch, and learn about. Sherry Helus, the organizer for the program at West, said, "This has been a great opportunity for our students to have an up-close look at animals from around the world while they learn about the importance of conservation. Not many people can say they have had the opportunity to touch a boa constrictor or an armadillo or stroke the fur of a lion. Students also have the opportunity to know they can make a difference by contributing to a worthwhile cause. Not only has it been a wonderful hands-on experience for our students, the program is also free."

## WMS Participates in a "Heart for Haiti" Fundraiser

Students and faculty/staff at Wamego Middle School donated their time April 1st to participate in a "Heart for Haiti" fund raiser in which over \$1,000 was raised to benefit victims of the earthquake that occurred in that country earlier this year.

The school event featured a student volleyball tournament in which teams assembled by students competed against one another in a single elimination rally point tournament. The winner of that tournament then played a faculty/staff team in a best of three rally point match. As the student portion of the volleyball tournament was being played, a mini-carnival was also taking place in the commons of the school. Carnival events included a paper football kicking contest,

a trivia contest, a basketball shooting contest, a texting contest, a hula hoop contest, a bake walk, a bubble gum blowing contest, and a jail-kindly loaned to the middle school by West Elementary School.

Several local businesses donated items for the event, including Pizza Hut, Lichtenhan Ace Hardware, Don Coleman-Wamego Farm Bureau, The Wamego Booster Club, and Country Creations. The WMS FCCLA organization also donated a iPod Touch used in a raffle. Several individuals (too many to mention by name), including faculty and staff, students and parents also donated their time, as well as bake walk items.

A total of \$1,036.63 was donated to the Clinton-Bush Haiti Fund.

## WHS FCCLA Members Compete at State Students Qualify for Nationals



Back row-Nicole Lacey, Ashley Rodgers, Starla Simmons  
Front row-Monica Devora, Daniele Wilson, and Brittany Hosfelt

Members of Wamego High School's FCCLA chapter recently participated in the 64th Annual Leadership Conference: "Leadership Explosion" held

April 11-13, 2010 in Wichita, Kansas. Attendees participated in individual or team competitions, as well as workshops and breakout sessions that challenged members to get informed and be involved through the power of FCCLA. The FCCLA State Leadership Conference was attended by chapter members, advisors, and guests throughout the state.

The "Leadership Explosion" theme was reinforced by FCCLA members and chapters being recognized members and chapters for their participation in their families, careers, and communities over the past year. Members had the opportunity to listen to a keynote speaker and attend track sessions during the morning. Key note speaker, Grant Baldwin an engaging communicator and a leading youth financial literacy expert gave an inspirational speech to all of the participants titled; No more excuses!"

Chapter members participated in competitive STAR events at the conference (Students

Anyone intending to participate in athletics during the 2010-2011 school year will need to have a physical on file with the building athletic director before they can practice. All physicals for the 2010-2011 school year must be dated after May 1, 2010. So, plan ahead and get those physical appointments made.

FCCLA Qualify for State, con't.

Taking Action with Recognition). Members are recognized for proficiency and achievement in projects, leadership skills and career preparation. The following members received the recognition in their events: Daniele Wilson and Ashley Rodgers, Occupational Chapter Service Project Display; Bronze, Nicole Lacey and Monica Devora, Occupational National Programs in Action; Bronze, Brittany Hosfelt, Occupational Entrepreneurship; Gold National Qualifier, Starla Simmons, Occupa-

tional Job Interview, Gold National Qualifier. FCCLA: the Ultimate Leadership Experience is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through Family and consumer Sciences Education. FCCLA has more than 225,000 members and nearly 7,000 chapters from 50 state associations and the District of Columbia, Puerto Rico, and the Virgin Islands. The organization

has involved more than ten million youth since its founding in 1945. Family, Career and Community Leaders of America is unique among youth organizations because its programs are planned and run by members. It is the only in-school career and technical student organization with the family as its central focus. Participation in national programs and chapter activities helps members become strong leaders in their families, careers, and communities.

## Student Winner of "The Writing Conference, Inc." Writing Contest



The students that entered the competition are fifth grader Brianna Hoffman, who received second place in the Poetry division for elementary students, and fifth grader Emma Pettay, who entered a narrative piece. Brianna is the daughter of Jeff and Debbie Hoffman and is a student in Mrs. Dow's classroom. Emma is the daughter of Rob and Theresa Pettay and is a student in Mr. Eckart's and Mrs. Hirt's classrooms.

The winners will have their writing published in "The Writers' Slate" and be guests at the Celebration of Writing Reception in Ottawa, Kansas on Wednesday, April 21. Brianna was a second place winner last year in the Elementary Poetry division. Congratulations to both students for their efforts and their contributions to the writing community! We are proud of both of you.

West Elementary School is proud to announce that one of our students has been named a winner for "The Writing Conference, Inc." Writing Contest, which is a nationwide competi-

tion. Reading Assistant, Kathleen Scherer, helped two students enter this contest. Students had to generate a poem, narrative, or essay outside of any classroom assignments.

## West Students Collect Newspapers to Support County-Wide Recycling Program

West Elementary students recently participated in the county-wide newspaper recycling drive. West students were encouraged to collect newspapers at home, weigh them, and then take them to the county recycling trailer where they would be recycled and sold for a profit. Money raised from the sale of the newspapers will benefit the Pottawatomie County recycling program.

Students at West competed to see which class could collect the most newspaper with the winning class earning a popcorn party. Mrs. Helus's class

won the class competition with a collection of 605 lbs. Mrs. Zimmerman's class came in second place with 312 lbs., and Mrs. Wilber's class collected 285 lbs. for a third place finish. West students collected a total of 2,028 lbs. of newspaper for the drive. Every ton of newspaper collected saves 17 trees. If every American recycled just one-tenth of their newspapers, we would save about 25,000,000 trees a year. For more recycling facts, go to <http://www.recycling-revolution.com/recycling-facts.html>.

Students collecting the most newspaper were: Emma Schoenebeck (298 lbs.), Jessie Fortin (245 lbs.), Bianca Cordts (200 lbs.), Ben Huddleston (191 lbs.), Monte Swann (184 lbs.), Bristol Swann (160 lbs.), Brianna Hoffman (154 lbs.), Kevin Boeckman (112 lbs.), Ryan Walsh (75 lbs.), Morgan Bettenourt (75 lbs.), Dylan Riniker (50 lbs.), Erica Whearty (50 lbs.), and Jordyn Braun (40 lbs.)

Congratulations West students on another successful newspaper drive!

### Weather Emergencies

When the superintendent believes severe weather or other circumstances threaten the safety of students, parent and students shall be notified of school closings or cancellations by announcements made over the following radio/TV stations.

#### TELEVISION STATIONS

WIBW-Topeka (Channel 13)  
KTKA-TN-Topeka (Channel 49)  
KSNT-Topeka (Channel 24)  
Wamego Cable (Channel 3)

#### RADIO STATIONS

WIBW-Topeka (94.5 FM/580 AM)  
KTPK-Topeka (106.9 FM)  
KMAN-Manhattan (101.5 FM/1350AM)  
KQLA-Manhattan (103.5 FM)  
KHCA-Manhattan (Angel 95 FM)  
KHCD-PBR (89.5 FM)  
V100-Topeka (100.3 FM)

INTERNET: [www.themercury.com](http://www.themercury.com)

◻ A mind stretched to a new idea, never goes back to its original dimensions. ◻ - Oliver Wendell Holmes

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 Brenda Jensen, USD 320 Printer, Wamego, 785-456-7643 or [jensenb@usd320.com](mailto:jensenb@usd320.com). The USD 320 Messenger is printed by The Daily Union, 222 W. 6th St. Junction City, 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.

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Mark Stephan, WHS Asst. Principal  
Mary Kaye Siebert, Dir. of Instructional Services  
Vici Jennings, WMS Principal  
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