

How To Minimize Distractions During STUDY TIME

Special to The Edmonson News

Digital technology may have impacted life for the better in many ways, but the same devices that educate, entertain and connect users can distract students at every turn. According to a 2026 study on the habits of highly effective students published on Research.com, students are distracted for roughly 35 percent of their total study time on average. But smartphones, tablets and gaming systems are not the only distractions that students face.

Learning to turn attention away from distractions is a key to a successful study session. Here are some ways to manage distractions while studying for academic success.

- Gatekeep digital distractions. Students can move their phones entirely out of arm’s reach or into another room while studying. When studying on tablets or laptops, students can use software to disable non-academic platforms so they’re not tempted to check social media or browse the internet.

- Avoid cognitive fatigue. Study blocks should be a maximum of two hours per course before switching subjects to keep the mind fresh. Trying to maintain intense concentration for hours on end often ends with attention waning and the brain seeking other stimuli.

- Study during the day. People naturally get tired after dark, which means moving study times to daylight hours



may lead to greater success.

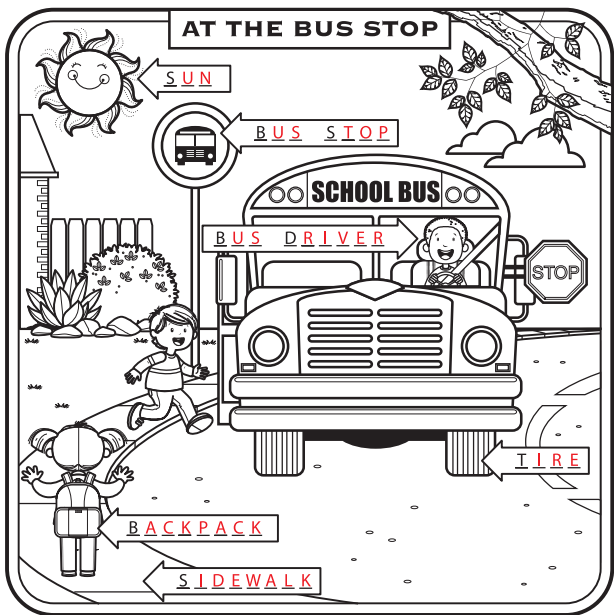
- Set aside a dedicated study area. Students should establish a consistent, quiet and remote study spot that is physically separated from visual and auditory disruptions. Also, a study area should be separate from relaxation spots so the brain automatically switches to focus on the task at hand.

- Advise others not to disturb. Students can establish boundaries with roommates or family members to ensure study sessions are not interrupted. Ask roommates or family members to avoid a designated study area and to silence phone notifications and alerts.

- Quiet the environment. Some students prefer complete silence for studying, and can benefit from noise-canceling headphones. Others may prefer ambient noise or instrumental music to drown out background noise.

- Build in breaks. Study sessions can be broken up with breaks to provide a change of scenery and also to grab snacks and beverages or make a trip to the restroom.

Minimizing distractions while studying requires students to determine what works for them in a study environment. Additional measures to reduce external stimuli also may need to be implemented.



FAMILY EDUCATION RIGHTS AND PRIVACY ACT PUBLIC NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents and “eligible students” (students over 18 years of age or who are attending a postsecondary institution) certain rights with respect to the student’s education records. They are:

- A. The right to inspect and review the student’s education records within forty-five (45) days of the day the District receives a request for access. Parents or eligible students should submit to the school principal/designee a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- B. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student’s privacy or other rights.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading or in violation of privacy or other rights. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of their privacy or other rights.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- C. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERP A authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District shall disclose education records without consent to officials of another school district in which a student seeks or intends to enroll or to other entities authorized by law.

- D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERP A. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

How students can improve reading comprehension

Special to The Edmonson News

Students will encounter a wide range of obstacles over the course of their academic careers. As students progress through academia, many learn to overcome new challenges by looking back on past experiences when they faced obstacles and ultimately prevailed.

Younger students do not necessarily have that history of overcoming academic challenges to help them when faced with fresh obstacles. When reading for school, young students may not have identified an approach that can help them more easily comprehend texts. When such situations arise, parents and educators can encourage students to employ various strategies designed to strengthen reading comprehension.

- Encourage young students to monitor their comprehension.

The national public media literacy initiative Reading Rockets notes that comprehension monitoring teaches students to recognize what they understand when reading a text and what they do not understand. Monitoring comprehension encourages students to be active readers who check what they do and do not understand while they’re reading. Young students can be taught to ask themselves, “Do I understand this?” when reading a text. Students also can summarize each paragraph as they finish it to further monitor their comprehension.

- Employ metacognitive strategies. Reading Rockets defines metacognition as “thinking about thinking.” While young students may hear the word “metacognition” and run for the hills, the process is far simpler than its name might

suggest. Prior to reading, students can be encouraged to identify why they’re reading. A brief preview of the text, such as the synopsis on the back of a book or the inside jacket of the cover, can help students clarify what the book is about. As children begin reading, they can monitor their own understanding of the text relative to the preview they read. Thinking ahead about a text and how they can process it can help students understand it better than they might if they just start reading without giving the text and what to look for any prior thought.

- Teach students to ask themselves questions while they’re reading. Reading Rockets notes questions encourage students to combine information from different segments of the text. While reading, students

READING
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CHILD FIND

The Edmonson County School District keeps educational records in a secure location in each school and Board office.

The Edmonson County School District obtains written consent from a parent or eligible student (age 18 or who is attending a postsecondary institution), before disclosing personally identifiable information to an entity or individual not authorized to receive it under FERPA.

For students who have been determined eligible for Special Education, educational records will be destroyed at the request of the parent when they are no longer needed to provide educational programs or services. The Edmonson County School District may destroy the educational records of a child without a parent’s request 7 years after they are no longer needed to provide educational programs or services. Parents are advised that Edmonson County School District may retain, for an indefinite period of time, a record of the student’s name, address, telephone number, grades, attendance records, classes attended, grade level completed, and year completed.

Children determined eligible for Special Education include those children with disabilities who have autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment and who because of such an impairment need Special Education services.

The Edmonson County School District has an ongoing “Child Find” system, which is designed to locate, identify and evaluate any child residing in a home, facility, or residence within its geographical boundaries, age three (3) to twenty-one (21) years, who may have a disability and be in need of Special Education. This includes children who are not in school; those who are in public, private, or home school; those who are highly mobile such as children who are migrant or homeless; those who are advancing from grade to grade, who may need but are not receiving Special Education; those who are wards of the state or are in state custody; and those who need transition planning conferences to ensure a smooth and effective transition from the early intervention program to preschool (see **Preschool Transition** procedures in IEP).

The Edmonson County School District will make sure any child enrolled in its district who qualifies for Special Education services, regardless of how severe the disability, is provided appropriate Special Education services at no cost to the parents of the child.

Parents, relatives, public and private agency employees, and concerned citizens are urged to help the Edmonson County School District find any child who may have a disability and need Special Education services. The District needs to know the name and age, or date of birth of the child; the name, address, and phone number of the parent or guardian; the possible disability; and other information to determine if Special Education is needed.

Letters and phone calls are some of the ways the Edmonson County School District collects the information needed. The information the school District collects will be used to contact the parents of the child and find out if the child needs to be evaluated or referred for Special Education services.

If you know of a child who lives within the boundaries of the Edmonson County School District, who may have a disability, and may need but is not receiving Special Education services, please call 606-497-8760 or send the information to:

Director of Special Education
Edmonson County Schools
100 Wildcat Way
P. O. Box 129
Brownsville, Ky. 42210
Ph. (270) 597-2101

“Child Find” activities will continue throughout the school year. As part of these efforts the Edmonson County School District will use screening information, student records, and basic assessment information it collects on all children in the District to help locate those children who have a disability and need Special Education. Any information the District collects through “Child Find” is maintained confidentially.

Written Policies and Procedures have been developed which describe the District’s requirements regarding the confidentiality of personally identifiable information and “Child Find” activities. There are copies in the Principal’s office of each school, and in the Board of Education office. Copies of these Policies and Procedures may be obtained by contacting:

Director of Pupil Personnel
Edmonson County Schools
100 Wildcat Way
P. O. Box 129
Brownsville, Ky. 42210
Phone (270) 597-2101

The District office is open Monday through Friday, from 8:00a.m. to 4:00 p.m.

The Edmonson County School District provides a public notice in the native language or other mode of communication of the various populations in the geographical boundaries of the District to the extent feasible.

If you know of someone who may need this notice translated to another language, given orally, or delivered in some other manner or mode of communication, please contact the Director of Pupil Personnel or the Director of Special Education at the address or phone number listed above for the Edmonson County Schools.