Dear Manchester-Shortsville Central School District Residents:

Did you know this is Mr. McCarthy’s third year as principal for the Red Jacket Elementary School? Prior to his tenure at Red Jacket, Mr. McCarthy was a 6th grade English Language Arts and Social Studies Teacher at Canandaigua City School District. He began his teaching career twelve years ago and during that time he also volunteered on the school’s building level Character Education Committee, K-8 Health and Safety Committee, and Related Service Committee. He led the implementation of the New York State English Language Arts modules for 300 students and ten staff members, while teaching the modules himself, and he led weekly team meetings and provided professional development, addressing the implementation. Mr. McCarthy also volunteered on the District’s Council for Instructional Excellence, K-12 English Language Arts Committee, School Improvement Planning Team, and Strategic Planning Committee until he joined the Manchester-Shortsville Central School District team as our Red Jacket Elementary School Principal on February 2, 2015. Life changed for Mr. McCarthy and our Red Jacket Elementary School staff and students, that day, and we couldn’t be more pleased.

Although Mr. McCarthy came to Red Jacket with some valuable experiences, there isn’t any one particular experience that can truly prepare a person to be a principal, until they become one. Many believe that the main responsibility of a principal is student discipline. Although, addressing student behavior is very important, it is only a fraction of what a principal does, especially in this day and age of mandates, reporting, and accountability. Mr. McCarthy has to be in a continual state of prioritizing, problem-solving, and multi-tasking to accomplish daily tasks and address situations that arise at any given moment, while also meeting deadlines, completing State reports and keeping his focus on the District and building goals, initiatives, mission and vision. Although the workday ends at 3:30 p.m., it does not end for Mr. McCarthy because most planning occurs after the school day has ended.

Hiring the most effective teachers and staff, to build the strongest team possible, is vital to the overall success of our students and school. Mr. McCarthy uses a rigorous hiring process and he is responsible for supporting the development of new elementary school staff, along with ongoing support and professional development from our Assistant Superintendent and teacher leaders within the building. Mr. McCarthy has been committed to hiring teachers who are experts in the area of reading and literacy and, as a result, 56% of our elementary school teachers are literacy or reading certified.

Courage is an essential trait of a successful leader. It may seem easy, on the surface, to make all decisions based on what is best for students – after all, we serve students. However, the decisions a principal makes are often challenged on matters of student discipline or when personnel issues are being addressed. Mr. McCarthy conducts thorough investigations to make informed decisions and he can be counted on to have the courage to do the right thing, even under difficult and stressful circumstances.

(Continued on page 2)
He conducts himself in a professional and ethical manner; he always treats students, staff, parents, and all others the way they want to be treated, with dignity and respect, regardless of the circumstances.

The most powerful and effective work Mr. McCarthy does throughout the year is to monitor and support teacher and student progress. Like the ongoing support, development, and observations of principals by the Superintendent, the State requires that principals formally observe non-tenured teachers at least three times and tenured teachers at least two times during a school year. Mr. McCarthy will conduct 55 observations this year that will include at least one unannounced teacher observation for each teacher. Pre-observation meetings occur prior to all the announced observations and every observation is followed by a post-observation meeting.

The process for announced observations includes a pre-observation meeting with the teacher, which may take approximately 40 minutes, to discuss the lesson Mr. McCarthy will observe. The discussion centers around student needs, which is based on student assessment results and student work samples. Assessment is used continuously as a diagnostic tool to strategically plan targeted instruction to meet student needs. Mr. McCarthy leads and facilitates grade level data meetings where teachers analyze the assessments to identify student needs and they agree upon strategies and skills their students need to know and be able to do, which is used by the teacher to plan direct instruction. He will utilize this information during the pre-observation and post observation meeting discussions.

During the formal observation, Mr. McCarthy will script everything he sees and hears for the instructional period. He uses the script to “tag observable evidence” that aligns with the New York State Teaching and Learning Standards and uses the aligned NYSUT Rubric to evaluate the evidence, which is used for the post-observation discussion.

The post-observation discussion, which takes approximately 40 minutes, focuses on evidence and evidence of the implementation of the instructional skills and strategies that were agreed upon during the data meetings. This process is lengthy, but it provides Mr. McCarthy with valuable opportunities to support teachers as they strive to personalize instruction, to see where he can tap teacher expertise to connect teachers with one another for additional support, and to identify where cross curricular planning should happen. Students are successful when teachers are successful.

In Mr. McCarthy’s first three years at Red Jacket, he has learned and accomplished a great deal. He launched and is leading our Literacy and Positive Behavioral Intervention & Supports (PBIS) initiatives, and implemented the 1:1 Chromebook Program at the elementary school so all our students (K-12) have equal access to technology and digital resources at home and in school. He created a hybrid model to offer departmentalization options in grades 3-5, which allowed us to develop teacher expertise in specific content areas; he created two multi-age classrooms to provide more options for students; he implemented an afternoon Pre-K program to offer more services for our youngest children; and he is currently infusing coding throughout the K-5 program. Mr. McCarthy has been an active Capital Project Committee member, Emergency Response/Safety Committee member, and the administrative leader for the Annual Professional Performance Review (APPR) team. He is an instructional leader who is committed to making sure our students get the very best education possible.

Mr. McCarthy has an enormous responsibility as the Red Jacket Elementary School Principal. He works diligently to remove barriers to teaching and learning, values parent partnerships, keeps his focus on making decisions in the best interest of
students and he cares deeply about our students, staff, and school. He is an integral part of a cohesive leadership team, working together to achieve our shared vision and mission. Mr. McCarthy has done an excellent job and I look forward to his continued growth and contributions, as he upholds our traditions, while leading the Red Jacket Elementary School into the future.

Thank you Mr. McCarthy for your leadership, dedication, and commitment to Red Jacket and for always placing students first!

With Red Jacket PRIDE,

Charlene Dehn
Superintendent of Schools

Fun Facts About Mr. McCarthy

• He graduated in 2000 from the Finger Lakes Police Academy, Certified Police Officer Program, in Canandaigua.
• He has three children - two daughters and one son.
• His wife is a fourth grade teacher.
• He drinks a pot of coffee a day, eats mints non-stop and, would you believe, he walks extremely fast.
• He doesn’t eat a lot of carbs.
• He likes the Buffalo Bills.
• He is a Syracuse Basketball fan.
• He has hills in his backyard for sledding.
• He has one dog named Ireland.
• He plans out his outfits for the week on Sunday.
• He irons while he watches football.
• He enjoys hunting.
• His favorite Holidays are Thanksgiving and the Fourth of July.
• He has one brother and one sister.
Sarah Shainfeld collaborated with the technology coach, Annie Almekinder, to encourage Spanish 7 to dig deeper in their language acquisition. Students embarked on individualized journeys to learn about Spanish speaking artists Diego Rivera, Frida Kahlo, and Salvador Dalí. They researched artwork, compared, and contrasted artistic styles.

Students wrote vocabulary rich descriptions on collaborative documents. Students leveraged their Chromebook capabilities to practice their verbal skills by recording their ideas using Vocaroo, an audio recording app. Applying digital tools, students could speak their ideas and also listen to peers describe artwork.

Mrs. Shainfeld turned up the volume by including Latino music and dance into her classes. She leveraged social media through the hashtag, #bailaviernes, which shares music and dance ideas to get students moving in middle school Spanish. According to the work of Montessori and recent research, movement enhances the brain’s ability to learn.

Congratulations to Red Jacket graduate, Jonathan Schenk! Jonathan has taken the talent he shared on our stage to a world-wide audience. He recently appeared on Law and Order: SVU.

Jonathan received his B.A. at SUNY Purchase - Conservatory of Theatre Arts in 2014. You can check out his many accomplishments on his website at https://jdschenk.wixsite.com/jonathanschenk. Thanks for being a great source of Red Jacket PRIDE Jonathan!
Teacher Spotlight

Teachers are always on the lookout for new ways to assess student learning and find innovative ways to integrate technology into their classrooms. Technology integration isn’t about putting students on a computer program or using a device for longer amounts of time. Technology integration is about enhancing existing instructional practices and allowing students to demonstrate their learning in creative new ways.

Fourth grade teacher Josh Henninger, with the assistance of Technology Integration Coach Annie Almekinder, did just that earlier this year. Mr. Henninger used the Google extension Screen Castify to allow students to explain their mathematical thinking and demonstrate their learning. Screen Castify captures the image on the screen of the child’s Chromebook and records their voice at the same time.

Mr. Henninger worked with Mrs. Almekinder to set this up on every student’s Chromebook and model a few problems. From there, the students were off and running, recording themselves working through differentiated mathematical problems. Mr. Henninger can watch the recordings at a later date and actually listen to the students’ own thought processes as they complete problems. The student explanations provide Mr. Henninger far more understanding about their learning than a simple answer on a piece of paper and it provides deeper learning opportunities for students as they demonstrate conceptual understanding through their explanations. Mr. Henninger has been able to take the recorded responses and personalize his instruction for individual students.

The Red Jacket Way

Our staff, coaches, and the adults in our student’s lives are role models and our adult behaviors, responses, and reactions are being observed by our children. Educational and athletic opportunities for all students should be positive, life-long memorable experiences that teach life lessons of respect, dignity, pride, teamwork, dedication, and sportsmanship. It would be a feather in our cap if Red Jacket staff, students, and parents became known for excellence in character, behavior, and sportsmanship. Thank you to our staff, chaperones, coaches, officials, athletic director, and supportive parents who will not tolerate anything less.
If you watch the news or have school-aged children, you have probably found yourself, at some point, in a discussion about the topic of bullying. Many of the stories you hear revolve around an issue after it has already taken place. You hear of the reaction to the bullying. At Red Jacket Elementary, yes, we have our share of incidents that may fall under the umbrella of bullying. And, yes, often times, you may hear of what our reaction was to that situation. However, what many don’t hear about is what we do to be proactive, to head off bullying before it even starts. From P.R.I.D.E. to PBIS, (Positive Behavior Intervention Supports) to assemblies, to classroom lessons, to daily reminders from teachers, staff, and even classmates, we work diligently to educate our young people on the importance of treating others as they themselves would like to be treated. Does it work every time? Do we stop every name-call, every exclusion from a recess game, every whispered rumor? Certainly not. However, what we do accomplish with the vast majority of our students is, in my opinion, truly something to be proud of. Below, you’ll find a couple of examples of how we go above and beyond, every single day, to impress upon our students that good character counts.

The high school, middle school, and elementary school all have building plans that have Positive Behavioral Intervention Support (PBIS) goals directly related to building a positive school culture for students. Each plan is individualized to the age of the students, but aligned to the District’s goals. One of the action steps for the elementary school this year was to have a mid-year assembly dedicated to anti-bullying and character education. On January 8, 2018, all students in grades K-5 were entertained by the drawing talents of cartoonist Paul Merklein. Mr. Merklein's program, titled “Be A Superhero,” focused on the fact that students don’t need to have super powers to stand up to bullying and be a good friend. Mr. Merklein’s message directly correlated to the elementary behavior expectations of showing PRIDE by being respectful, responsible, and safe. Mr. Merklein’s demonstration was a great reminder and a proactive measure to preventing bullying from occurring in our schools.

Students in grades 3-8 were given the opportunity on December 12, 2017 to travel to the Canaltown Theater in Macedon to watch the Disney movie Wonder. Wonder is based on a book of the same title by R.J Palacio.

(Continued on page on page 7)
In the story, the main character, nicknamed Auggie, has a facial deformity that requires him to have numerous surgeries. When Auggie enters regular school at the age of 10, he must learn to cope with the difficulties of new people who do not always treat him kindly. The story follows Auggie's journey and teaches lessons about acceptance and kindness for all. The teachers at the elementary and middle school engaged their students about the lessons learned from the film and how they can apply those lessons to their own lives. These values align with Red Jacket's mission and vision for our school community.

Treating others with kindness and respect is a character trait that will serve students well not only now, but into their future- both in school and in the years beyond school. Providing children with the opportunity to contemplate their own behavior and interactions with classmates is an essential part in growing successful citizens of our school, local, national, and world communities. While the programs mentioned above are wonderful, unique, memorable experiences to have conversations about empathy, compassion, and kindness, each child is also provided daily opportunities within their regular classroom environment to put these ideas into practice and to reflect upon how their actions affect those around them. We hope that you will support, reinforce, and discuss these ideas at home as well.

Student Council wanted to recognize and thank the Light Hill Comfort Home in Canandaigua for their care and investment of those in our community. A donation of $250 was given on behalf of Red Jacket High School.

Pictured: Student Council & Class Officers
Does My Child Have a Learning Disability?

Out of all the skills students learn, reading, writing, and math are the most important. Students learn how to read during the early years in Elementary School. Once students learn how to read, they can read as a way to gain knowledge about many different subjects and start to understand the world around them. Unfortunately, some students face barriers which negatively impact their progress.

Students learn in many different ways and at different rates. So, how do we determine the difference between a student who has learning problems, a student who has not had appropriate instruction, and a student who truly has a learning disability in the area of Reading?

NYS has established criteria for the Committee on Special Education to use when determining if a student has a learning disability. Consideration of data and instructional performance information obtained through an RtI (Response to Intervention) process provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability. If a student does not respond to the interventions provided through this process, the student could be referred to the Committee on Special Education to determine if the student does have a learning disability.

“A learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of this Part.”

The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation. The CSE Committee considers the following while determining if a learning disability is present:

- Progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
- Student’s skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student’s performance is considered.
- RtI data - to determine whether the student has made sufficient progress

Using many different data points, the Committee on Special Education determines if the student has a learning disability in the area of reading, writing, and/or math and creates an Individualized Educational Plan to provide specialized instruction and supports to address specific skills that are affecting student growth.

Early Intervention

For Children 0-3 Years

Are you concerned about your child’s speech development, physical development, ability to learn, social skills, or self-help skills?

Does your child have a disability? Would your family like more information, help, or support?

If so, you can contact Ontario County Early Intervention program at 585-396-4439 for a free screening.
At our January 10, 2018 Board of Education meeting, Clifford Fairchild was appointed as our new Head Bus Driver. He will begin at Red Jacket on Monday, January 22nd. Cliff comes to us from Monroe I BOCES where he has worked as a school bus dispatcher, bus driver, and bus operations expediter. Prior to working at Monroe I BOCES, Cliff was a member of the National Guard and worked as a coach, recreation therapist, and security guard. Cliff attended the State University of New York at Brockport where he earned a Bachelor of Science in Physical Education.

Cliff comes to us with strong recommendations and we are excited to have him join the Red Jacket Team. He can be reached at 585.289.3925. Please give him a warm welcome!

How do I become a school bus driver?
1. Go to your local DMV (Department of Motor Vehicles) and grab a book to study for the CDL (Commercial Driver's License) written exam.
2. Take the written exam at your local DMV.
3. Call Clifford Fairchild @ 585.289.3925 to let him know you passed and have your permit.
4. Set up time to train with Cliff!

How do I become a substitute teacher’s aide, cleaner, maintenance helper, food service worker, or bus monitor? ?
1. Complete an Ontario County Civil Service Application (pick one up at the District Office or go online to: http://www.co.ontario.ny.us/94/Human-Resources)
2. Bring your application to Sue Burnett @ District Office or mail it to:

   Manchester-Shortsville CSD
   c/o Sue Burnett
   1506 State Route 21
   Shortsville, NY 14548
A DAY IN THE LIFE OF A RED JACKET COOK/Food Service Helper!
MEET JENNIFER CHURCH

Tell us a little bit about yourself: I’m married and have two children. My daughter is sixteen years old and my son is thirteen years old. They attend school in Geneva. I’m also a 2014 graduate of Finger Lakes Community College.

Tell us about a typical day as an RJ food service helper/cook: On any given day, I fill in as cook or food service helper, whatever the need is. I begin each day focused on hygiene and safety. I put on a hat or hair net and thoroughly wash my hands. I have a list of tasks for the day. One day I may be prepping sausage, pancakes, and ranch cups. I get them ready to serve and then clean up. I spend a lot of time counting and taking inventory, as well as checking the temperature of our foods to be sure they are safe to serve.

What is the most rewarding part about being an RJ Food Service Helper/Cook? The most rewarding part is my contact with the kids! I love to make shy students smile. I like the challenge of connecting with them and bringing out those smiles that I know are in there. The hardest part is getting to know all of their names as I work in both cafeterias and there are MANY names to learn! No two days are the same and that’s also why I love it!

What advice would you give someone who is thinking about becoming a food service helper/cook? Be sure you truly want to go into this field and are ready to commit to being a life long learner. The training commitments are often outside of work hours. The perks are being off on school vacations with your children and not working in the summer. Most importantly, you have a chance to make a difference in the community!

A DAY IN THE LIFE OF A RED JACKET CLEANER!
MEET LAURA ACOSTA

Tell us a little bit about yourself: I am married and have two children, a boy and a girl. I also have a grandson and granddaughter. I am from Honduras, Central America and I am an American Citizen. I live in Newark.

Tell us about your typical day as an RJ teacher cleaner: Each day I get started in the kitchen and move on to my assigned rooms and bathrooms. I then go to the library and the main lobby. I am focused on cleanliness and safety.

What is the most rewarding part about being an RJ Cleaner? I am good at what I do. I take pride in keeping things very clean. I am able to do deeper cleaning, as time allows.

What advice would you give someone who is thinking about becoming a cleaner? This is an opportunity to interact with and help people. It is a fairly physical position that keeps you in good shape!
Olympian Morgan Schild speaks to High School & Middle School Students

Pyeongchang in South Korea will host the Winter Olympics starting this February. When we think of Olympic athletes, most people think of child prodigies who were born with an extraordinary gift, which they have pursued since they were young. While that may be the case for some, it is not Morgan's story. Morgan entered the sport of freestyle moguls late in her career. Soon after switching to freestyle, she became a member of the US Freestyle Ski Team.

High School Math teacher, Todd Battle invited Olympic freestyle skier Morgan Schild to speak with middle and high school students on November 6th. Mr. Battle has been a freestyle ski coach at Bristol Mountain for the past 17 years and met Morgan during their time at Bristol. Morgan's inspirational message was always being present, not just physically, but with a purpose; a purpose of getting better in anything you do and having fun doing it.

Morgan is an individual who always looks at the glass as being half full. She brought a positive attitude and message to the students that was contagious. She spent time answering questions from students, taking pictures, and signing autographs. Her time in New York included an interview on the Today Show before she visited Red Jacket.

Morgan will be competing in six World Cup Competitions all around the world from early December to mid-January. Her resume includes 2015 Tazawako World Cup Gold Medalist, 2015 Rookie of the Year, & 2017 US National Mogul Champion.

Art Portfolios Meet the Digital Age

When we think of “portfolios”, images of large binders filled with papers come to mind. Digital portfolios or e.Portfolios augment the learning experience for students by providing a digital space for students to showcase their work and share it to a broader audience.

Mrs. Sargent’s art students took the opportunity to create e.Portfolios to capture their artwork in a digital space. Mrs. Almekinder, Red Jacket Technology Coach, worked with the K-12 Art Department earlier this year to develop digital portfolios as a process for students to archive and highlight their artwork in student owned websites.

Creating e.Portfolios allows students to see their own growth as artists as they select projects to add to their websites. Students take the opportunity to reflect on their pieces as a whole, adding narratives regarding techniques, and concepts. Students leverage the opportunity to showcase their work by sharing it with college admissions and potential employers. Students and teachers can track student growth and artistic development over their art courses. Throughout the process, students gain the digital skills of designing web pages with images, video, and text. Digital Portfolios transform the concepts of our paper bound portfolios to a dynamic showcase for Red Jacket students.
Holding the Line on Fiscal Responsibility!

DID YOU KNOW...

A+ Red Jacket has the second lowest school budget out of all the 26 schools in the WFL BOCES region, including districts with similar or smaller student enrollment numbers, but yet we are a leader in our region by providing our students and teachers with state of the art technology?

A+ The total school district tax levy increase was 0% in 2016-2017 AND 2017-2018?

A+ Over the past six years, the school district tax levy has been under 2% and in three out of the past six years, it has been 0%?

A+ Red Jacket’s current Building Aid is almost 88.5%; therefore, the State will provide almost 90 cents of every dollar on aidable work within our buildings! Thank you District residents for allowing Red Jacket to take advantage of the funds the State sets aside for schools to use for Capital Projects!

A+ Each year, Red Jacket designates funds to be used toward future capital projects because it is the most cost effective and affordable way to address costly repairs and needed renovations, and make essential updates. As a result, we did not need to seek additional funds for the 2013 project or the current capital project. There has been no additional cost to taxpayers.

The primary focus for the current Capital Project:

1) Protect the Building Envelope: Replace 40 to 50 year old windows, repair roof leaks, and correct the underlying water drainage issues.
2) Safety: Address code compliance issues, create secure entrances where they are lacking, and replace original or failing doors.
3) Update Almost 50 Year Old Classrooms & Other Spaces: Address accessibility and safety issues by renovating 1969 classrooms, secondary PE locker rooms to changing rooms, team rooms, and recapture underutilized space for usable instructional space.

This will be done over three years in three phases:

Phase I: Roof
Phase II: Elementary School Windows, Elementary School Spaces
Phase III: High School Spaces, High School Windows, Site Work to Correct Drainage Issues

A+ Your School District is doing its part to help keep property taxes from rising! The total value of assessed property within a District is a factor in determining your tax bill.
On Tuesday in 7th grade math, the students made a gruesome discovery, their beloved teacher Mrs. Landcastle had been “murdered”. The students were left with 10 mathematical equations to solve and check. As students solved the math problems, they were given clues to narrow down the options to help them solve the crime. At the end of the two-day activity, they were left with the name of the killer, the location of the crime, and the manner in which Mrs. Landcastle “died”. Each young detective was provided with a clipboard, recording sheet, and pencil for the job. Who can be the first to crack the case?

This activity is just one of many hands on, interactive lessons done in Mrs. Landcastle’s 7th grade math class. Students are expected to use their knowledge and resources to showcase their understanding of material covered throughout their units. This particular activity was used to assess students’ understanding of their third unit, and was their assessment grade. Who said tests can’t be fun?!
Board of Education Vacancy

One seat on the District Board of Education will become vacant on June 30, 2018. Qualified voters of the District will elect one (1) Board member at the annual school election on May 15, 2018. The term for this seat will be five (5) years.

All newly-elected candidates are required to attend Fiscal Training during the first year of term.

Qualifications for School Board Candidate

- Be a resident in the Manchester-Shortsville Central School District for at least one year prior to the day of the election.
- Be at least eighteen (18) years of age or older.
- Be a citizen of the United States.
- Be able to read and write.
- A school Board member does not have to be a taxpayer. Employees of a school district may not be a member of the Board of Education. No more than one member of a family may be a member of the same Board of Education in any school district. Individuals removed from any office of any school district within one year of the day of the election may not be elected to a Board of Education.

Seminar for Prospective School Board Members presented by Four County School Boards Association

For more information call 315-332-7294.

Interested? Pick up Petition Information Packet from Mrs. Kim Brown, Board of Education Clerk, in the District Office between the hours of 7:30 a.m. and 4:00 p.m. Submission of Petitions for Nominations are due by April 16, 2018, by 5:00 p.m.

Publication of Student Names and Pictures

The Manchester-Shortsville Central School District actively pursues ways to celebrate the accomplishments of our students and staff. As part of this effort, lists or pictures of students, and articles citing individual student accomplishments are published in area newspapers, District and local newsletters, and on our District website.

If you have a concern about any of your child’s information (including name, photo, videos, etc.) appearing in such a publication, please fill out and return the form below.

NAME OF STUDENT: ______________________________________

Please DO NOT release the following information regarding my child:

  ___ name
  ___ photographs with name
  ___ photographs without name
  ___ video

____________________________________
Parent Signature

____________________________________
Date

Please return to Sue Burnett in the District Office.
Out-of District Transportation Requests
Due April 1, 2018
for 2018-2019 School Year

Manchester-Shortsville Central School District parents who will have children attending non-public schools outside of the District in 2018-2019 must file a request for transportation by April 1, 2018.

Please note that even if a child already attends a non-public school and receives transportation, the request must be filed again for 2018-2019.

The following form should be completed and sent to the Assistant Superintendent, Manchester-Shortsville Central School District, 1506 Route 21, Shortsville, NY 14548.

Name of Student: ______________________________
Address: ______________________________
City: ______________________________
Grade Level: ______________________________
Date of Birth: ______________________________
Name of School: ______________________________
School Address: ______________________________
Parent/Guardian: ______________________________
Home Telephone: ______________________________
Male or Female: ______________________________

Return form to:
Kristine Guererrri, Assistant Superintendent
Manchester-Shortsville Central School District
1506 Route 21
Shortsville, NY 14548

Census Information Needed

We would like to ask your help in maintaining our census. If you are a new family to our District that has a pre-schooler or if you are a family that has a new addition to your family since June 2013, please complete the form below and return to: Red Jacket Central School, c/o Sue Burnett, 1506 Route 21, Shortsville, NY 14548.

Thank you for your assistance.

Father's Name: ______________________________
Mother's Name: ______________________________
Street Address: ______________________________
City: ______________________________
Phone #: ______________________________
Child's Full Name: ______________________________
Male or Female: _______ Date of Birth: ____________

Do you have old medication you need to dispose of?
Visit the new Medication Drop Box at the
Red Jacket Pharmacy
Our Mission
We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

Board of Education
Mrs. Kristin Gray, President
term expires 2020
(kristin.gray@redjacket.org)
Mrs. Jennifer Speers, Vice-President
term expires 2021
(jennifer.speers@redjacket.org)
Mrs. Martha Flower
term expires 2020
(martha.flower@redjacket.org)
Mr. Richard Vienna
term expires 2021
(richard.vienna@redjacket.org)
Mr. Eric Schaertl
term expires 2018
(eric.schaertl@redjacket.org)
Mrs. Barbara Gardner
term expires 2019
(barbara.gardner@redjacket.org)
Mrs. Amanda MacNamara
term expires 2022
(amanda.macnamara@redjacket.org)

Upcoming Events
in February

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<th>Date</th>
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<tr>
<td>2</td>
<td>Elementary Report Cards Go Home</td>
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<tr>
<td>2 &amp; 3</td>
<td>Elementary All County</td>
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<tr>
<td>5</td>
<td>Flying Club Ground School begins</td>
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<tr>
<td>10</td>
<td>Family Matters Night - 6:00 - 8:00 pm</td>
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<tr>
<td>14</td>
<td>Valentine’s Day</td>
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<td>19-23</td>
<td>President’s Week Break</td>
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March

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<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Mandatory Athletic Parent Meeting, 7pm</td>
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<td>2</td>
<td>Employee Appreciation Day End of 25 week marking period</td>
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<td>9-11</td>
<td>MS/HS Musical, 7pm</td>
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<td>16</td>
<td>Elementary Talent Show 1:30pm - HS Auditorium</td>
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<tr>
<td>21</td>
<td>Music in Our Schools Concert, 7 pm</td>
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<tr>
<td>30</td>
<td>GOOD FRIDAY - NO SCHOOL</td>
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