An artist understands that, in art, the space surrounding an object - the negative space - is just as important as the object itself. Often those appreciating art notice the positive space and do not initially see the significance of the negative space, but when they do, they might be amazed at what they find. This is what I thought of when I listened to one of Red Jacket’s “famous” Social Studies teachers speak about his experiences during his 33 years at Red Jacket as a teacher, class advisor, and so much more to his students, our community, and for all of us on opening day for staff.

During the summer, I asked Red Jacket alumni if they would send me video clips of their fondest memories or a moment in time, from when they attended Red Jacket Schools. I asked for this because I think it’s important to remind our staff just how important they are in the lives of all our students. I think that adults, particularly, in small schools, have the ability to have a profound impact on the lives of their students. By the way, it’s not a one way street; students very often have a profound impact on the adults they work with. The experiences our students have during their time with us create lifelong memories and often help shape their lives and the paths they take. Teaching and serving students is a huge responsibility for everyone working in the field of education.

I practiced my (amateur) video editing skills that student, Patrick Mitchell, taught me, and I pulled together the video clips I received to create an opening day welcome back video message for all our staff. The famous social studies teacher I mentioned earlier is Mr. Leo Fabris. Mr. Fabris, who taught at Red Jacket from 1958 until he retired in 1991, was mentioned in video clips from 1961, 1969, 1977, and 1991. Governor Bredesen, from RJ Class of 1961, allowed us to capture his fond memories during his visit with students on September 18th. He talked about the positive impact Mr. Fabris and Mr. George Schaertl Sr., a couple of the great teachers of our past, had on him. Whether it was his lively debates or, as Mr. Rich Vienna recalls, simply taking time out for pizza during Regents week with his students, it was clear to me that Mr. Fabris had something special. I called him and asked him to meet with me. Mr. Mickey Record had it right when he said Mr. Fabris could talk for days!

Mr. Fabris understood that teaching is more than delivering content, assigning a grade, and moving on. It was so easy to see why his students looked up to him and had such fond memories of him. Mr. Fabris genuinely cared about his students and they knew it through their interactions with him, the relationships he formed with them, the time he took to understand them, and by helping them to reach their individual potential. He lit up when he talked about his students – it was so clear when I spoke with him that, even at the respectable age of 81, the passion is still there.

Mr. Fabris was ahead of his time – he truly had a growth mindset. He made student-centered decisions, created real-life learning experiences, and placed students first. He didn’t teach compliance; he taught students to be independent thinkers and problem-solvers; and he gave them the confidence to speak up during the lively debates that Mrs. Andrea Record recalled so vividly. Mr. Fabris may have been misunderstood by some of his colleagues for his unconventional ways, as he shared with me, but his real-life approach and the simulations he created for his students taught them about life, taught them to have empathy, and it deepened their understanding of the complex issues occurring at the time. He earned trust and respect from his students because they knew he would return it to them. Young Phil Bredesen asked Mr. Fabris for help as he aspired to run for Student Council President. It’s not a surprise that Mr. Bredesen invited Mr. Fabris to his swearing in ceremony when he became Governor of Tennessee a few years later.

(Continued on page 2)
We were honored when Mr. Fabris joined us on opening day to share his experiences and words of encouragement. He said that gratification is not always obvious at first and it may be deferred. Sometimes you don’t know what a moment is to a student when it happens, but years later, you may come to understand and see how impactful you were in their lives. Mr. Fabris said that Red Jacket is the greatest school around, he was proud to be a teacher, proud to teach at Red Jacket, and we should be proud too! I can’t disagree with that!

I would like to thank Mr. Fabris for sharing his 34th opening day with us, and to all our alumni who made opening day so special by sharing their fond memories of their time at Red Jacket. Most importantly, I would like to thank them for reminding us that, although it may not be obvious at the time, our students do appreciate and remember the special people of Red Jacket. Thank you to all our staff who place STUDENTS FIRST and create meaningful, life-long memories for all the students we serve!

Thank you for inspiring us, Mrs. Dorothy Liberati, Class of 1955; Mr. Phil Bredesen, Class of 1961; Mrs. Barb Gardner, Class of 1969; Mr. Mickey Record, Class of 1969; Mrs. Andrea Record, Class of 1977; Mr. Rich Vienna, Class of 1991; Mrs. Katie Mooney, Class of 1998; Mrs. Amanda MacNamara, Class of 2000; Mrs. Bryn Joslyn, Class of 2005; Miss Meghan Gray, Class of 2011; and Miss Emily Gray, Class of 2016.

To view our videos, visit us on Facebook, or visit our YouTube Channel by searching: Red Jacket Schools #RJPRIDE.

With Red Jacket PRIDE,

Charlene Dehn
Superintendent of Schools

Thank You to
Mrs. Donna Schaertl &
Mr. Jeff McCarthy for our
Red Ribbon Week Kick Off with our SRO,
Kevin Henderson & the NYS Troopers!
Governor Bredesen Visits Red Jacket High School

Throughout our rich history, there are District residents and graduates of Red Jacket Schools who have achieved national recognition. Governor Philip Bredesen Jr., is one of these distinguished graduates. He is an author, entrepreneur, and statesman who served as the 48th Governor of Tennessee from 2003 to 2011. He previously served as the Mayor of Nashville from 1991 to 1999.

Seniors had the opportunity to meet and speak with the Governor in September. He shared his experiences in politics, his successes, failures, and the perseverance to succeed.

Shortsville is the community he considers to be his hometown, and he lived here from 1951 until he attended Harvard University. Governor Bredesen attended the Red Jacket elementary and secondary schools.

Gov. Bredesen was quoted, “This school is so important to me and my life... I came to realize I could not have had a better preparation for life than I got in a small town like this.”

Thank you to Governor Bredesen for joining us and sharing his positive experiences as an alumni of Red Jacket!

Living on Minimum Wage Projects

The link to the classroom and real world connection to students’ lives was forefront in Mrs. Riddle’s Senior English classes. Mrs. Riddle and Mrs. Jennings developed the unit and the relevance to students is timeless as they approach graduation and the next step in their life journey.

Seniors have completed a unit called “Living on Minimum Wage” in Mrs. Riddle’s English classes. This unit involved research of a post-graduation life on a minimum wage budget. Students compared paying rent to paying a mortgage and owning and paying for a car versus public transportation. They completed an activity involving comparative grocery shopping that taught them to compare prices and quantities and even what stores they made their purchases in as it can influence cost. They considered the costs of internet, cable, phones, clothing, and entertainment. The students were challenged to think deeper into their budgets making only minimum wage salaries; “Does this monthly rent payment include utilities?” or “Which company is going to give me the best deal on car insurance?”

Once the research was complete, students presented their information and explained the reasons for the choices they made in the scenario. They listened to their peers as they presented on why an apartment was a better choice than the house; whether they would save any money by buying the cheaper of the three researched cars, or were they better off paying more for the more reliable car. Should they own a pet and the cost associated with that choice? How can they afford college and get a higher paying job?

The presentations were a minimum of five minutes and gave the students important experience in public speaking. The students learned first-hand the connection between their research and the importance of budgeting and balancing priorities. Incidentally, almost all of the seniors came in “over budget” and realized that minimum wage was not enough to live on and maintain their lifestyle of choice.
Meet our new staff...

In addition to staff you met in our “Welcome Back” newsletter, we have some new staff who joined us since that publication.

**Mrs. Annie Almekinder - Technology Integration Coach**
Mrs. Almekinder comes to us from Keuka College where she was the Director of Digital Instruction & Technology. She completed her education at George Mason University. She taught previously in Israel, Syria, and Poland. She began her career in Fairfax County, Virginia, teaching ESL, gifted and talented, and general education classes. We are excited to learn from Annie and expand our integration of technology to focus on creativity and innovation.

**Ms. Marissa Baughman - Speech-Language Pathologist**
Ms. Baughman comes to us from Stepping Stones Learning Center where she was a Speech-Language Pathologist Clinical Fellow. She completed her education at State University of New York at Cortland. She student taught in Syracuse. We are excited to have Marissa team up with Cara Piper and offer our students cutting edge speech/language services.

**Mr. Stephen O’Riley - 8th grade Social Studies Teacher**
Mr. O’Riley comes to us from Derech Hatorah of Rochester where he taught 7th and 8th grade Social Studies. He completed his education at The College at Brockport. He previously taught 9th grade Global History in the Caledonia-Mumford Central School District. We are excited to have him come with perspective on the grade level before and after so he can provide our 8th graders with a solid foundation for high school courses.

**Mr. Daniel Paulus - MS/HS Physical Education & Health Teacher**
Mr. Paulus comes to us from Rochester Prep High School. He completed his education at State University of New York at Brockport and Oswego. He previously taught in Florida and then in the Bronx, Brooklyn, and Yonkers. We look forward to Daniel’s leadership and innovative ideas he brings from his various experiences.

**Ms. Melissa Smith - K & 1 Special Education Teacher**
Ms. Smith comes to us from the Hilton Central School District where she worked at the 5th & 6th grade level in ELA and Math. She completed her education at the State University of New York at Geneseo. She previously taught in the Canandaigua City School District and the Mary Cariola Children’s Center. We look forward to the support Missy will provide for our youngest students with disabilities in Miss Smith’s and Mrs. Mosher’s classrooms.
Family Support Center (FSC) is a FREE program available to Red Jacket families. Our center provides Solution-Based Brief Therapy, which is short-term and strengths-based. By focusing on the positive times, families can improve their lives as they become more confident and connected. The ultimate goal for families is improved outcomes that may include:

- Effective communication
- School success
- Positive behaviors
- Improved family relationships

When additional supports are needed, our counselors help link families to other resources available through other local agencies.

**Our Counselors**

Family Support Center Counselors work in teams and are psychologists, social workers, or school counselors. All counselors receive training in the Solution Focused Brief Therapy model. Our counselors meet with families in the evenings at a confidential location in the school. Meetings are held on the District campus. The coordinator will schedule meeting dates directly with the families. There is no charge to families participating in counseling through the Family Support Center.

For information & appointments:
Contact Tracey Lewis at 585-491-1699
trahenn11@gmail.com

Special thanks to our partner:

**Attention Community Members**

There is a Community Library Board vacancy. If you are interested, please visit the Community Library or call:
585.289.3559
THANK YOU!
At Red Jacket Elementary School, we put students first. It is our goal to give our students a first-class education. The word "education" can mean many different things. Most people think of education as students in a classroom listening to a teacher, and often times, it is. While this traditional education is so important and meaningful to our students, education also includes interacting, providing hands-on learning opportunities, and real-life experiences, and can take the shape of field trips, assemblies, group projects, and band and chorus concerts - the list could go on and on. Red Jacket Elementary School is wholeheartedly committed to putting students first, and to providing them with exceptional educational experiences in both traditional and non-traditional settings.

We were so very lucky to have the opportunity to welcome an Olympic gold medalist to our school at the end of September. Meghan Musnicki won gold in rowing in both the 2012 and 2016 Summer Olympics. Meghan was an athlete in high school and had dreams of playing basketball at the college level. However, upon the suggestion of one of her coaches, she decided to try rowing. This decision changed the course of Meghan’s life and taught her some very valuable lessons - lessons she still learns from today. Meghan shared those lessons with our students here at RJES.

Meghan’s presentation focused on setting attainable short- and long-term goals. She encouraged students to try new things, and to not be held back by who they think they “should” be. Meghan related this to her career as a basketball player. Had she not broken free from her persona as a point guard, she would have missed out on all the unbelievable things that came from her decision to take a risk, to try something she had never done before - rowing. Taking risks and stepping outside your comfort zone are key ideas when growing oneself as a person.

Meghan also encouraged our students to stay focused on their goals and to persevere when obstacles stand in the way of achieving those goals. Meghan recounted many instances over the course of her rowing career where she was met with difficulties and also with failure. Having the grit and wherewithal to stick with her goals was what helped her become what she is today - an Olympic gold medalist and one of the best in her sport.

As educators, we work tirelessly each day to put students first. We plan the best lessons, locate the best materials, create the best projects...all in the spirit of putting our students first. We try to provide students the best field trips, the most meaningful projects, the most engaging assemblies. However, Ms. Musnicki reminded our students that it is also important that they put themselves first as well. Students must be willing to set high goals, persevere through difficulties, learn from failure, and be willing to take risks and try new things. In putting themselves first, they pledge to develop and grow to be their best self. Perhaps among the students at RJES, we have the next champion of Olympic gold, the next winner of the Nobel Prize, the next recipient of a Caldecott Medal. We have future teachers, doctors, police officers, lawyers, firefighters. At Red Jacket, we know the possibilities that lay in front of our students. We hope that hearing Ms. Musnicki speak has opened their eyes as well, and has motivated them to put themselves first and make those possibilities become their reality.
Last year at Red Jacket, we had approximately twenty high school students that participated in Career and Technical Education (CTE) experiences. CTE provides students the opportunity to get hands-on and “real world” experiences in different career fields. Students completed surveys in order to share their interests and post-secondary goals. This information was then used to set up internships with the following businesses and organizations:

- DCS of New York
- Clifton Springs Hospital
- Fresh-Ayr Farm
- Hemdale Farms
- ABBA Child Care
- Red Jacket Central School District
  - Pre-K Classroom
  - Cafeteria
  - Technology Department
  - Art Department
  - Cleaning Department

In addition to internships, students also participated in “Lunch to Learn” presentations. Several community members were invited in during lunch to share with students the skills/knowledge needed to work in their field. This gave students a small snapshot of several different career paths.

This year, we are working to expand on our community partnerships to create more opportunities for our students. It is a priority at Red Jacket to provide “opportunities that promote a learning environment of critical thinking, creative problem-solving, self-direction, and collaboration in order to maximize each student’s ability and potential to succeed in an ever-changing, highly technical, and diverse world.”

If you are interested in collaborating with us to expand our CTE program for the 2017/2018 school year, please contact Coordinator of Special Services, Jane Stockton-Kobos at 289-3478 or High School Counselor, Lori Ryan at 289-3845. You can also visit our website for additional information.
Red Jacket Schools held their fourth annual Service Bowl on September 30th, and it was a huge success, largely due to the organization and planning of Donna Schaeftl. This is an event that brings together the school community to honor local law enforcement and the men and women who provide service to our community. This year, Donna planned a community event in conjunction with the Service Bowl, which took place later that afternoon at Budd Park, called Coptoberfest. Both events were well attended and raised over $1500 for the Back the Blue Program.

Special thanks to: Senator Pam Helming for being our MC at the start of the Service Bowl, and to the Dundee School District’s staff member, David Kolbeck, who played “Amazing Grace” on the bagpipe before the game to honor those we have lost.

Several agencies were honored this year including:
- Ontario County PBA
- Back the Blue Program
- Shop with a Sheriff
- Do the Right Thing Program
- Youth Police Academy
- Law Enforcement in Ontario County
- Manchester Fire Department
- Shortsville Fire Department

Coptoberfest had many activities for families and children including a bounce house, live music, catering by Nolan’s Restaurant, and many donated items that were included in a raffle. Several groups partnered with this event including: Red Jacket Music Boosters, Red Jacket PTSA, Red Jacket Softball Team, Red Jacket Sports Boosters, Shortsville Fire Department, Nolan’s, Ben and Pat from Flint Creek, and volunteers from the FLTCC Criminal Justice Program including RJ student Riley North.

Before the Service Bowl, Red Jacket and Dundee football players unfurled an impressive American flag over the field while Red Jacket students Brookelyn Hanley and Olivia Straub sang the National Anthem. Both teams left an impression by the way that they thanked organizers and honored guests before returning to their benches. It was a true team effort and we are so proud of our athletes! #RJPRIDE
Inspiration comes from many places, and sometimes it comes from unsuspecting students. Connor Speers is a 5th grader in our elementary school whose dream is to become a commercial pilot. This past summer, I had the opportunity to take Connor flying. We had a great time – it is so rewarding to share my passion for flying with my students. Connor was not the first student I have taken up, but he was the first student to tell me about his goal of becoming a commercial pilot. Since then, 9th grader, Brock Hill decided to brave a soft field take-off out of the grass at Hopewell Airpark and McKenzie Schaertl practiced coordinated turns and straight and level flight with me. Brock’s mother, Kara, and a couple of our co-workers, Jareth and Wayne, also went up for a flight.

The enthusiasm, and pilot shortage, prompted me to contact the Aircraft Owners and Pilots Association (AOPA) Ambassador for our area, Norm Isler, to discuss with him how we could create our own flying club and partner with an existing flying club to access a Certified Flight Instructor (CFI) and affordable airplane rental with the goal of our students earning their private pilot’s license by the time they graduate from Red Jacket High School. Mr. Isler had lofty ideas about raising funds to purchase our own aircraft; however, I did not see the practicality of that option knowing that the Penn Yan Flying Club has a 1972 Piper Cherokee 180 based at the Canandaigua Airport, and we have a community member, Jim Alexander, who is a CFI and the President of the Penn Yan Flying Club, living right in our District.

Mr. Isler; Mr. Alexander; Mr. Gray, another local pilot and Penn Yan Flying Club member; and I met to discuss the idea of creating our own Red Jacket Flying Club in order to access affordable training, fund raise, and provide additional support to our students who have a passion for flying and the desire of becoming a pilot. It turns out that there is no other such flying club partnership in New York State and Mr. Isler was unaware of any other such partnership outside of New York with the exception of possibly one school in Florida. This was surprising given the pilot shortage.

So, what is the cost to Red Jacket? There is no cost to our school. Although the ground school and flight training couldn’t be more affordable, there will be a cost to students interested in this opportunity. Our goal is to offset some of the cost through fund raising and by applying for scholarships through AOPA or other organizations. Additionally, AOPA is piloting curriculum in three pathways, Pilot, Aerospace Engineering, and Unmanned Aircraft Systems/Drone this year, which will become available to Red Jacket at no cost starting next year. Red Jacket Flying Club members will benefit from a reduced ground school rate, and once they are ready to take flight, they will also become members of the Penn Yan Flying Club to take advantage of affordable and accessible aircraft, flight instruction, and insurance coverage.

We are still working out the details, but we already generated some student interest. Tenth graders, McKenzie Schaertl and Austin King, have offered to help start the very first Red Jacket Flying Club. We expect to conduct a general meeting for interested students in November and then follow up with an informational meeting for parents and guardians.

I would like to thank our flying club partners for making this unique opportunity possible for our students!

If you are interested in sponsoring a Red Jacket Student pilot by making a donation, contact Charlene Dehn at Charlene.Dehn@redjacket.org to learn how. To see Connor’s flight with Superintendent Dehn, visit our You Tube Channel by searching: Red Jacket Schools #RJPRIDE.

With Red Jacket PRIDE,

Charlene Dehn
Superintendent of Schools
In the November 2017 issue of Flight Training, Wayne Phillips cited a July 2017 article from CNN Money writer Jon Ostrower titled, “The U.S. Will Face a Staggering Shortage of Pilots.”

Citing a recent Boeing report, Ostrower notes that passenger and cargo airlines are expected to buy 41,000 new airliners between 2017 and 2036 and will need 637,000 new pilots to fly them. What does that mean for pilots in training? “Over the next two decades, 87 new pilots will need to be trained and ready to fly a commercial airliner every day in order to meet our insatiable demand to travel by air.”

In addition to rising demand for air travel, retirements at U.S. airlines will fuel the pilot shortage as they start to go through the ceiling starting in 2021. Using data provided in a report issued by Cowen and Company, Ostrower explains that 42 percent of active U.S. airline pilots at the biggest carriers – about 22,000 – will retire over the next ten years.

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 Chuck Vogt @ 585.289.3925 to let him know you passed and have your permit.
4. Set up time to train with Chuck!

How do I become a teacher’s aide?
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

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 BUS DRIVER!

MEET CRISTI SCHAERTL

Tell us a little bit about yourself: I have a 10-month-old daughter named Maggie and an awesome husband named Zach. I graduated from Red Jacket in 2011 and Zach was a 2008 grad. We live on a small farm with cows, horses, goats, two dogs, and two cats.

Tell us about a typical day as an RJ bus driver: I get up bright and early and go to the bus garage. I start with my pre-trip inspection daily. After that, I fuel up if needed. I then head out to pick up my middle and high school students, along with elementary chorus and band students. I return to the garage to get ready for my next trip. Next, I head out to pick up my elementary friends. After the elementary students are safely delivered to school for the day, I head home and spend the day with Maggie and take care of our animals. I head back to the bus garage at 2:30 and take the kiddos home!

What is the most rewarding part about being an RJ Bus driver? Getting the students to and from school is the most rewarding part of my job! We all share that. I value the personal relationships I build with students. Being closer to the age of the high school students allows me to “click” with them and we talk a lot. They can talk to me about their day and I share mine with them. Lately someone wanted to start playing Halloween music on the elementary run. Favorites are Thriller and Ghost Busters. I crank it up and let them get out the wiggles before starting their day!

What advice would you give someone who is thinking about becoming a driver? Go for it if you are even considering it. I went to college and have two degrees, but absolutely love this career! My goal has always been to be a mom and focus on family. My schedule is wonderful! RJ has a phenomenal family at the bus garage. We are all happy to spend time with each other. Our buses are all kept inside. We have air conditioning for the summer runs and heat for the cold upstate New York winters. We live in a tight-knit community. After having five previous jobs, I love going to work each day. The greatest thing about RJ is the people I work with who are all my family away from home!

A DAY IN THE LIFE OF A RED JACKET TEACHER AIDE!

MEET DEBBIE COLUCCI

Tell us a little bit about yourself: I am married to my husband, Bob, and have my son, Jack, and two stepsons, Jake and Joe. I work as an aide, but I am also a nail technician and work out of my house part-time. I grew up in Manchester-Shortsville and went to and graduated from RJ!

Tell us about your typical day as an RJ teacher aide: My typical day starts prepping for 1st grade and K/1. After that, I head to breakfast and greet students as they start their day. I spend the first hour of school in a kindergarten class and then head to lunch for two and a half hours. I eat my lunch and then head to a K/1 class until it’s time for bus duty outside!

What is the most rewarding part about being an RJ Teacher Aide? The most rewarding part about being an aide is the kids! I absolutely love them! Even though I only work in the classroom with kindergarten and first graders, I get to see ALL students in lunch and I love getting to know each and every student.

What advice would you give someone who is thinking about becoming a teacher aide? Be patient, kind, and understanding.
“Harassment/Bullying” means the creation of a hostile environment by threats, intimidation, or abuse (including cyberbullying) that: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance; opportunities or benefits; or mental, emotional, or physical wellbeing; (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. For the purposes of this definition, the term “threats, intimidation, or abuse” shall include verbal and non-verbal actions. Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender (including gender identity and expression), or any other legally protected status. Bullying may be premeditated or a sudden activity. Bullying may be subtle or easy to identify. Bullying may be done by one person or a group. Bullying may be a single act or a series of occurrences. Bullying generally involves the following characteristics: an imbalance of power: children who bully use their power, such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. The intent to cause harm: the person bullying has a goal of causing harm. Repetition: bullying behaviors generally happen more than once or have the potential to happen more than once.

Bullying includes, but is not limited to, the following types: Verbal bullying: includes, but is not limited to, name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, anonymous notes, etc. Physical bullying: includes, but is not limited to, poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes or personal property, taking personal belongings without permission, or threatening gestures. Social or relational bullying: includes, but is not limited to, excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, blatant or subtle offensive body language, extortion, intimidation, coercion, etc.

How do I get a copy of the Code of Conduct? The Code of Conduct is provided to and reviewed with students on the first days of each school year; it is provided for parents at Open Houses, and is accessible in each school office, and on the school website at www.redjacket.org.

What is Red Jacket doing to address bullying? Bullying and harassment is addressed continuously and comprehensively, as it should be. It is not something we place on a “to do” list and check off when we complete the task of addressing it. Developing a positive and safe school climate is a continual process that becomes more and more complicated every year. Our District has implemented PBIS, which stands for Positive Behavioral Interventions and Supports. This program’s purpose is to improve social, emotional, and academic outcomes for all students. From simple positive messages you will see in our halls and restrooms, to our school’s PRIDE campaign, assemblies, whole school meetings, student recognition programs, adult visibility in hallways, behavior reward trip or activities, and direct instruction in Health, FACS, and Character Education classes on the topics of bullying, cyberbullying and harassment, to individual and small group counseling, we are committed to teaching our students to treat others the way they would like to be treated, with dignity and respect. We have seen a substantial decrease in negative behaviors, overall, as a result of our collective efforts at school.
What do we do when a student or parent reports bullying or harassment? We take allegations of bullying and harassment very seriously and ALWAYS investigate. Sometimes the investigation and collection of evidence is straightforward and sometimes it leads the administrator down a complicated path, especially if it involves the use of social media that originated from home. In either scenario, a common response from a parent or guardian is, what consequences are you giving to the other student? By law, we cannot provide information (see FERPA below) about the consequences other students receive. Even with strong evidence, including admission by the student, some parents or guardians may deny their child’s involvement - ultimately teaching their child not to take responsibility and learn from their mistakes. Instead, we should be working together and asking, how can we help the child learn from this experience? What can be done to prevent this from happening again?

The Family Educational Rights and Privacy Act (“FERPA”) was enacted by Congress and affords parents and students over the age of 18 certain rights regarding access to the student’s educational records. Students involved in disciplinary actions do not forfeit their rights under FERPA. As a parent or guardian of a student under 18, you have the right to request to inspect your student’s educational records – you do not have the right to inspect the educational records of another student. If your child and others are involved in a discipline situation, you are entitled to information regarding your own child, but not regarding any other students involved. Disciplinary action taken against a student becomes part of that student’s educational record and, as such, is protected by FERPA. Thus, under the law, school officials cannot discuss with the parent or guardian the outcome of a disciplinary action or any discipline taken against another student.

Discipline/Consequences (Refer to the School’s Code of Conduct for detailed information)? Disciplinary action due to violating the School’s Code of Conduct depends on a number of factors, such as: What is the nature of the behavior (possession of drugs, weapons, allegations of threats, harassment, bullying)? What evidence does the school have? Has the student been in trouble previously? Consequences may include any combination of responses such as: student/parent conferences; recommendation to parent for counseling; referrals to outside agencies (i.e., counseling, Person in Need of Supervision [PINS], Single Point of Access [SPOA]); communication with the student’s probation officer (if applicable); modified schedules (limit hall passing time, remove students from others...); lunch detention; after school detention; removal from class, school functions, or extracurricular activities for a specified amount of time; referral to Youth Court; in-school suspension or suspension from school (not in excess of five days); or long-term suspension (in excess of five days – requires, by law, a hearing with the student who may bring their parents, and an attorney or other counsel, to testify on their own behalf and present witnesses and other evidence on their own behalf, and in most cases, to cross-examine witnesses against them).

What should you do if you believe your child is being harassed or bullied at school? Contact your child’s building principal immediately and provide him/her with specific details and any evidence you may have so it can be properly investigated in a timely manner. Tell your child to report any instances of harassment or bullying to an adult immediately when it happens so the behavior can be addressed immediately. Reach out to the school counselor for help to teach your child how to advocate for him/herself, how to respond to teasing, harassment or bullying, and how to use strategies (i.e., body language, formulate responses, ignore and report) that can be used throughout life.

What should you do if your child is harassing or bullying others? Do not defend; teach them, and hold them accountable for their behaviors. If you are receiving repeated reports from parents or the school about your child teasing, harassing, or bullying other children, contact the school principal, counselor, or outside counselor for help. Defending your child’s behaviors promotes the continuation of those behaviors. Once a child becomes an adult, if their behaviors have not changed, they may struggle with adult relationships, being successful in the workplace, and abiding the law.

Our shared goal is to work in partnership to help our students have a safe, happy school experience, and become successful, productive citizens.
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, address, telephone number, photo, 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
____ address
____ telephone number
____ photographs with name
____ photographs without name
____ video

____________________________________
Parent Signature

____________________________________
Date

Please return to Sue Burnett in the District Office.

TECH HELPERS
Empowering Students

Thanks to Olivia Guadagno, Alexis Case, and Scott Blackmar for assisting with our technology department. They are learning all the basics from Mrs. Bailey and Mr. Grant. Olivia and Alexis attended our RJ Tech Team Meeting this month to hear about our first Red Jacket Smart Bond Proposal. They shared feedback on the presentation and continue to learn how to fix chromebooks and troubleshoot technology issues!
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 Guererri, 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: ________
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
(amaunda.macnamara@redjacket.org)

Upcoming Events in November

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
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<td>Mandatory Athletic Parent Meeting</td>
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<td>4</td>
<td>SAT Exam</td>
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<td>7</td>
<td>Music Boosters Fiesta Dinner</td>
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<td>8</td>
<td>Service Learning Fair</td>
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<td>K-12 Professional Development Early Release</td>
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<td>9</td>
<td>End of 10 week marking period</td>
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<td>No school in honor of Veteran’s Day</td>
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<td>11</td>
<td>Veteran’s Day</td>
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<td>14</td>
<td>Mandatory Athletic Parent Meeting</td>
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<td>16</td>
<td>K-5 Early Release for evening parent conferences</td>
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<tr>
<td>23 &amp; 24</td>
<td>No school - Thanksgiving Break</td>
</tr>
<tr>
<td>30</td>
<td>K-5 Early Release for evening parent conferences</td>
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