Dear Red Jacket Community:

Recently, I had the opportunity to spend an evening with community member, Donna Schaertl, during one of her numerous benefits to raise funds for the Operation Safe Child Program sponsored by the Ontario County PBA and the Sands Cancer Center Patients Needs Fund. She teamed up with Deputy Scott Avedisan and Investigator Bill Wellman to plan and coordinate this important event. The evening was quite a success and a lot of fun, but then, every event Donna is a part of is a fun success. She is such a dynamic, positive force in our community and in our school.

As you probably know, Donna and Marc Vitticore worked with Coach Henninger and took on the coordination of our second annual Service Bowl Football Game against Clyde-Savannah to benefit our Veterans. Like last year, over $1,500 was raised for Clear Path for Veterans! These events, and having a championship football team, make us all proud to be the Red Jacket Indians.

Donna has dedicated her life to helping others. Each year, she provides our 6th grade students with valuable, life-safety information through a Home Alone Safety Assembly she conducts. Often, this is the first time in a student’s life they may be getting themselves off to school or going home after school to await the arrival of their family members. She teaches our students safety procedures to follow if a stranger comes to their door, if they receive an out of the ordinary phone call, or what to do in an emergency situation. Through her affiliation with the Ontario County Sheriff’s Department and our relationship with them, we are also able to provide our students with a self-defense class where they learn strategies and techniques to defend themselves.

Donna has also provided our students with Internet safety instruction and has shared real life stories about how easy it is for information to be gathered about children from predators, how they can be manipulated or even abducted. This is a serious topic, and an important one since technology has opened doors to communication between anyone anywhere on a global scale. This assembly often reveals how many students have open, accessible, web-based accounts and reminds our students to use privacy settings. Donna warns our students and gives them important safety tips and advice. Whenever we have assemblies like this, we invite parents so please reach out to your child’s principal when you hear about assemblies you would like to observe.

Each year, Donna organizes an event at our elementary school called Bubbles for Autism Through Faces 4 Autism to educate our students and community on autism and developmental disabilities. Sheriff Povero supports our school and also participates in this awareness event. Whenever there is a need, Donna is there to support us.

I am grateful to Donna Schaertl and to this community for the support Red Jacket Schools receives. Together, we take care of our children. They receive a world-class education, not only because of the work that occurs within our classroom walls, but also because of the special partnership we have with our parents and community. Thank you for supporting Red Jacket Schools!
Thank you to the Town of Manchester for their assistance removing the cement covered uprights to the old school sign. This is one of their employees, George Hotchkiss, who is also a superstar softball and basketball coach at Red Jacket. George’s two daughters are exceptional RJ graduates and his wife, Ann, recently opened the Jamie Ann Buttaccio Counseling services within the Lynch Family Practice building on Route 21 in our community. We wish both businesses much success.

We also have several other new businesses that moved into our community: Dunkin’ Donuts, Sanford Industrial Millwright (in the old school), Go Green Mulch & Topsoil (in the Old Castle building), Elegant Touch (stained glass), and Parks & Tolpa Construction (moved into the Shortsville business district). This business growth is very exciting for our school and community property owners because it will enhance the services available to the community and help to keep our tax rate moving in the right direction – and by the way, our tax rate is lower this year than it was last year.

Thank you Officer Tate Colburn for your ongoing work with the Red Jacket Schools Emergency Response Committee. Officer Colburn’s wife, Christine, is an outstanding employee who always puts our students first at our elementary school. Their children are successful graduates of Red Jacket. Officer Colburn has been instrumental with helping us to remain current with emergency response practices, planning our drills, and providing our staff with exceptional authentic training. Safety is a priority at Red Jacket!

Thank you to Sports Booster’s President, Bob Good, and the Junior Football Program for splitting the cost with our school for the purchase of the plaque for the boulder honoring Dom Vitticore for his service to our school as an educator, coach, and mentor. Bob has dedicated himself to the children of our community by volunteering his time, energy, resources, heart and soul. I do not know anyone as generous and giving as Bob. Thank you Bob, for everything you do for our children, community, and the Red Jacket School District. Words cannot justly express our gratitude.
Red Jacket sports fans, you know Cori Janssen from all the pictures she takes at just about every one of our sporting events! Cori’s son, Cole, graduated from Red Jacket last year and her son, Garrett, graduated in 2013. They were among the many exceptional students we have had at RJ, and their mother, Cori, is one of our most loyal RJ fans! She continues to promote our student athletes and school even though her sons have graduated.

Other notable RJ sports fans are: parent, Kay Napoleon; parent, Mary Dorgan; and grandparent, Jim White. Their children/grandchildren are all successful students and student athletes, with exceptional character, who help keep the tradition of excellence and RJ pride alive. They have coordinated their time and effort with Cori to cover all our sporting events. To view their Fan Facebook page go to: Fans of RJ 2015-16 Year. For more events pictures and information, check out the Red Jacket Facebook page: Red Jacket Schools Manchester Shortsville Central School District or visit our website at www.redjacket.org. Thank you Cori, Kay, Mary, and Jim! We appreciate your ongoing spirit and support!

With Red Jacket PRIDE,
Charlene Dehn
Superintendent
Hi! My name is Jane Stockton-Kobos and I am the new Coordinator of Special Services. I am coming to Manchester-Shortsville with over 15 years of experience teaching in the field of Special Education. I am committed to meeting the individual needs of all students in order to promote opportunities for success. Because of my leadership experiences, my passion for teaching has expanded. I realized that, as an Educational Leader, I can positively impact more students by collaborating and teaching staff. My past experiences teaching students with behavioral and/or cognitive disabilities has helped me understand the time and effort it takes to provide effective instruction as well as meet the individual needs of students. Right now, more than ever, we need to be providing students with rigorous and relevant instruction that will prepare them to graduate as a next generation learner. These two factors influenced my passion for becoming an administrator in the field of Special Education.

As coordinator of Special Services, I hold the position of CSE/CPSE Chair. This provides me the opportunity to collaborate with students, parents and staff in the development of Individualized Education Plans (IEP’s). I enjoy being able to learn about each student as we look at their strengths and interests to build on areas of need. Each student brings something unique to the table. Over the past few months, I have learned that the staff here at Red Jacket embrace differences and go above and beyond to personally connect with students.

In addition to supporting staff in enhancing our current programs, I also look forward to developing further opportunities for all of our students. This includes connecting students to the community through Career and Technical Education (CTE). I am very excited to collaborate with the community to develop opportunities that will educate our students beyond the walls of the classroom.

Community Partnerships:
Red Jacket is committed to providing opportunities that promote success for all students while preparing 21st Century learners. The District has recently connected with the Shortsville Manchester Chamber of Commerce as an initial step to developing Career and Technical Education opportunities.

Career and Technical Education (CTE) provides high school students the chance to get a head start on preparing for college and careers. Students that participate in CTE have the opportunity to participate in hands-on training in a chosen field. Through business and community partnerships, CTE programs help students prepare for the workforce and use their expertise to help the local community and those in need.

On October 20th, I attended a Chamber Committee Meeting to share the District’s goal of connecting students to experiences within our community. The members of the committee were very excited and receptive of partnering with the District to support our students’ learning.

Some ideas that came from our meeting include:

- Internships
- Volunteering
- Apprenticeships
• Job Shadowing
• Job Fairs or Presentations
• Career Field Trips

I look forward to networking with other community groups to develop potential opportunities for our students. If you are interested or have any resources that will support our students with CTE opportunities, please feel free to email me at jane.kobos@redjacket.org or call 585-289-3478.

With Red Jacket PRIDE,
Jane Stockton-Kobos
Coordinator of Special Services

30 YEARS AT RED JACKET!

Congratulations to Patty Green and Sue Rosato-Franceschi on 30 years of service at Red Jacket! Both were recognized on opening day at our District luncheon.

Patty began her career at Red Jacket on September 16, 1985 as a teacher’s aide. She has worked in all of our buildings in many capacities and is the bright smiling face you see everyday and the helpful hand when anyone is in need. Patty is currently the Guidance Office Aide in the high school. Red Jacket is a better place for having Patty devote her time and attention to us for the last 30 years. Thank you Patty for your dedication and years of service to Red Jacket!

Sue began her career at Red Jacket on September 3, 1985 as a Secondary Business Teacher when she was Miss Sue Thomas. Sue has also worked as the Occupational Education Department Chairperson, and most recently as the Athletic Director. Sue is energetic and takes pride in her work. She currently teaches Marketing, Gemini Public Speaking, Business Analysis/Computer Applications, and Computers 6. Thank you Sue for your dedication and years of service to Red Jacket!
The elementary school is evolving to meet the growing challenges of 21st Century education. The mind-set of pushing students to higher levels has never been more prevalent in education than it is today. The demands of the Common Core Standards are not only pushing our students, but our teachers as well. The question we are all trying to answer is: How do we meet the mandates of the state and increase student performance? It is requiring schools, such as ours, to become more efficient, consistent, and creative in meeting the needs of our students. The elementary school has instituted two major changes this year that we anticipate will have a major impact on Red Jacket students’ ability to meet the higher expectations of today’s classroom. Our goal is one that is shared among all residents of our two villages, Manchester and Shortsville - guide students along a path that will lead them to be successful, contributing members of our local, state and global community.

It is through the analysis of data that schools are able to judge not only student performance, but also the quality of their curriculum and instruction. In order to conduct this analysis and identify areas where improvements can be made, we must first have valid data to work from. The Common Core Standards have forced us to reexamine our past practices and change our curriculum to meet new standards for student performance. This year, the elementary school created an assessment team to conduct the reading benchmark assessments. The assessment team will use the Fountas and Pinnell reading assessment to benchmark all K-5 students at three different points during the school year (September, January, and June). Utilizing a designated assessment team allows the assessment of student reading levels to be conducted in a more timely and consistent manner. Following benchmarking, each grade level has a scheduled data meeting. During these meetings, data is examined by the classroom teacher, the assessment team and the school principal in order to make decisions about targeted and strategic instructional approaches for all students. The iReady computer-based diagnostic, New York State assessment scores and grade level assessments are used in combination with the Fountas and Pinnell reading assessment to make determinations about changes to our instructional approach and curriculum. It should be noted that the 3-5 students ranked 6th in the region on the state math assessment in 2014 and 12th on the ELA assessments. It is the goal of the elementary staff to use the data collected from all assessments to help guide the work that we do on a day-to-day basis with our students. We strive each day to engage our students in meaningful, personalized and rigorous instruction, and focusing on the analysis of each student’s performance on a number of different assessment tools puts us in a position where we can reach that goal.

In addition to our commitment to analyzing data to make informed instructional decisions, we have also departmentalized a number of classrooms in grade 3-5. This simply means that certain teachers in grades 3-5 have a specific content focus - some teachers focus on English Language Arts and some focus on mathematics. Students placed in classrooms using this model spend half of their day in the ELA teacher’s classroom and the other half of their day in their math teacher’s classroom. The benefit of this approach is that we create teacher-experts in reading, writing and math. Teachers are able to narrow their focus to a particular content area and develop lessons that are both rigorous and engaging. These teachers are then able to share these lessons during their weekly grade level meetings with their colleagues. This configuration also enables us to examine our curriculum vertically and be sure skills being taught are scaffolded correctly.

One of the major concerns in moving to this model was how the teachers and students would handle the transition between classrooms. We are happy to say that both teachers and students alike are appreciating this new arrangement.

Ava Pickering, fifth grade student in Mrs. Lofton’s home-room, enjoys how departmentalization breaks the day up into different parts. She also likes being able to get to know more than one teacher. Another benefit of switching throughout the day is that it is helping her to become more prepared for sixth grade. - 5th Grade Student

The first two months of departmentalizing have gone very well in third grade. We spent a lot of time thinking about logistics over the summer and brainstormed ways to make this transition successful for students. Many students have expressed that they love switching classes and having two teachers each day. We have also had positive feedback from families. As teachers, we love focusing on specific content areas and feel like we are always thinking about ways to make our lessons more engaging and meaningful. Sharing classes also allows us, as a team of teachers, to discuss the best ways to meet students’ needs and help them grow academically and socially. - 3rd Grade Departmentalized Team

(Continued on Page 7)
We strive to provide our students with instruction that is personalized to meet their individual needs. This is only possible with the continued support of our community. Together we will develop a generation of students who will lead our community into the 21st Century.

With Red Jacket PRIDE,

Jeff McCarthy
Elementary School Principal

How has Technology Changed How Students are Learning at Red Jacket Middle School?

Flipped Lessons by Ms. Beth North, 6th grade Social Studies teacher

With the rollout of our 1:1 chromebook program, students are able to access lessons through google classroom from home. For homework, teachers can post videos or assignments that provide the lecture or skills portion of a lesson. The videos are usually short and contain the basic skills and concepts for the topic.

Students can view, and review, these assignments while answering questions or taking notes. Students that need more time to digest and fully understand a concept can have that concept repeated numerous times simply by replaying the video. Similarly, students that need extra time to take notes can pause the video and work at their own pace.

The presentation of concepts in this way frees up time during class to expand the learning through the use of group projects or activities that use the knowledge gained at home. Students are motivated to complete the homework assignments as they know that it will lay the foundation for the next day’s activities. Flipped lessons are a “win win” for everyone.

Blended Learning as seen in Colleen Joy’s 8th grade Math Lab

Blended learning incorporates direct instruction with online instruction in a way that allows some independence within the classroom in order to foster student ownership of their own learning. For example, Mrs. Colleen Joy creates stations within her classroom during math lab, through which student rotate, offering direct instruction on current class topics, practice of grade level skills using an online program such as IXL, and using iReady, a program which meets students at their instructional level.

Students spend about 15 minutes in each station, participating in review, enrichment and remediation of skills. Through the use of the smartboard and student’s chromebooks, students are engaged in interactive activities focusing on building their math skills. This type of rotational model also benefits middle school students because it provides movement, natural breaks, and only requires them to maintain focus for short periods of time.
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 2011, please complete the form below and return to: 
Red Jacket Central School, c/o Barb Hansen, 
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: ___________

Virtual Field Trips by Miss Jennifer Genega, 7th grade Science teacher

Students of the twenty-first century have an extraordinary advantage over students from previous years. Today's students have the world at their fingertips. Through the use of digital learning devices, students can travel all over the world. Through virtual field trips, students can explore new places and concepts, recreate history, expand their imagination, and utilize their creativity and critical thinking skills. Utilizing digital tools generates With virtual field trips, we can enhance students’ learning and experiences by encouraging them to “travel,” learn new info, and make education more progressive and student focused.

Mission

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.
Red Jacket students have many options when it comes to earning college credit prior to graduation or taking higher-level courses that can better prepare them for college.

AP Calculus is often thought of as one of the hardest classes at RJ and the one no one wants to take because of its intellectually high demands. I took this course with the intent to continue my fifth year of high school math. Though I did want to drop the class, I decided that I should stay because Mrs. May said she believed I could do well. – RJ Student Alexis Lyons

One popular option we offer is the Advanced Placement (AP) program, which students can take starting in their junior year. This program was created in the 1950’s as a way for gifted high school students to earn college credit. The organization started by offering AP English Literature and AP Calculus. Their intention was to meet the needs of a few gifted students in high school by allowing them to take college-level curriculum courses in high school. Nowadays, any student who has the drive and willingness to challenge themselves academically can benefit, both intellectually and financially, by taking advanced courses.

At the end of the AP courses, students take a nationally standardized examination. A score of three, four, or five out of five on the exams potentially earns the high school students college credit depending upon the policy of the college or university the student chooses to attend. Usually these tests cost around $92. Mr. and Mrs. Schaertl (senior) have set up a scholarship whereby any RJ student who receives a grade of 3 or higher on any math or science exam will be reimbursed the cost of the exam.

I hope to learn which study method works best for me for this type of course and also to learn to manage time in order to get all the work done. Of course, I also hope to learn the actual material we cover in class. One difficulty I’ve experienced is the workload. There is a lot of homework, but doing it helps you to understand what is going on in the class. – RJ Student Daniel Clark

Though we know that AP courses have the ability to benefit the individual student, as a principal I am concerned with how it affects the entire school culture. Thankfully, what has been found in many studies is that there is a significant relationship between AP student participation and school-wide student achievement. There is also a significant relationship between AP student performance and school-wide student achievement, even for students who are not taking advanced courses. The studies seem to suggest that by increasing the overall rigor of content, every student benefits. This goes right along with the findings of a longitudinal study done in 1999 which stated that the quality and rigor of the high school curriculum was the most important factor in college completion and success.

Accelerated courses like AP have not only helped form my competitive drive, but also my drive to succeed. They are more challenging, and while you’re doing them, you push yourself to understand what your teacher is trying to get you to learn. They are definitely worth the time and effort. – RJ student Eden Thomas

So how many students at Red Jacket take advanced courses? In 2013-14, roughly 62% of juniors and seniors eligible to take AP or college-level courses did so. In 2014-15, that number stayed fairly consistent with 56% of students participating. At the beginning of the 2015-16 school year, we are extremely proud to report that an astonishing 80% of eligible Red Jacket students are taking AP or other college-level courses! We are able to provide these courses either directly to students through traditional classroom instruction or, in some cases, online through partnerships with various learning services. It is a testament to the dedication of our students that many of them are taking multiple advanced courses simultaneously.
Hello, my name is Tim Burns and I am excited to become a part of Red Jacket PRIDE! I grew up in a small town and taught Physical Education for fifteen years, at both the middle and elementary level at North-Rose Wolcott CSD. During the past fifteen years, I have also been a member of the negotiation, labor relations, and District-wide safety teams at NR-W. I also served on the Section V Softball Committee. I am currently a member of the Budget Advisory and Audit Committee at Webster CSD. During the 2014-2015 school year I enjoyed my internship in the business office at NR-W. This was the last step in completing my degree as a School District Business Leader from SUNY Brockport. I look forward to working with the TEAM at Red Jacket to maximize funds for student learning and continuing to be fiscally responsible for this great community!

Free and Reduced Lunch Applications
Free and reduced lunch applications can be found on our website - www.redjacket.org
- Click on the “Resources” tab
- Click on “Food Services” tab
- Click on the “Free and Reduced Meal Application” tab

We recognize that many families have changing financial circumstances given today’s economy and we encourage you to please complete and return this form if your family qualifies (eligibility tables can be found on the “free and reduced” tab or on the October calendar in our District calendar). It is confidential, and more importantly, your child will not do anything differently than any other child in the lunch line, keeping anonymity possible.

Myschoolbucks.com
On the topic of lunch payment, I want to make aware that you can set up an account at myschoolbucks.com, where you can always put money into your student accounts. You can also set up alerts that will email you when your child’s account is low.

We currently send e-mails and letters and make phone calls when all the funds in the account have been spent, and also send follow up communication with the amount you owe and asking how you intend to pay the District. Please know we are not trying to embarrass or intimidate you, but we cannot continue to forgive large debt; it impacts our operating budget, and therefore the rest of our school community. Thank you for your understanding.

With Red Jacket PRIDE,

Tim Burns

Business Manager

---

We Remember

Our hearts go out to the families of Courtney Wagner and Michele Cuminale, as well as the Canandaigua community for their recent loss of two very special people.
The principal, Samuel Martina, of Red Jacket High School, announced today that Emily Gray has been named a Commended Student in the 2016 National Merit Scholarship Program. A Letter of Commendation from the school and National Merit Scholarship Corporation (NMSC), which conducts the program, will be presented by the Principal to this scholastically talented senior.

About 34,000 Commended Students throughout the nation are being recognized for their exceptional academic promise. Although they will not continue in the 2016 competition for National Merit Scholarship awards, Commended Students placed among the top five percent of more than 1.5 million students who entered the 2016 competition by taking the 2014 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT).

CONGRATULATIONS TO OUR NATIONAL MERIT SCHOLARSHIP COMMENDED STUDENT

CORE BELIEFS
Our Beliefs and Core Values

EXCELLENCE
Challenge and learning are the goals and rewards.

LEADERSHIP
We are all leaders and role models.

DIGNITY FOR ALL
Everyone is treated with dignity and contributions are heard, valued and encouraged.

COMMUNICATION
Open and honest dialogue ensures that we are all working towards a common goal.

COLLABORATION
Working together is critical to our success.

CONTINUOUS IMPROVEMENT
We are all accountable for continually improving our practice.

STUDENTS FIRST
We are responsive to the needs of all students.

RESOURCEFULNESS
We seek out educational opportunities within and beyond the walls of our school.

FISCAL RESPONSIBILITY
We use our resources responsibly.

PRIDE
We respect ourselves, each other, and our school.
Red Jacket PRIDE

Family Matters Night

Saturday, February 6, 2016
6:00 - 8:00 p.m.
ES Building
Loads of fun and activities will be available for kids of all ages.

Presented by the
Red Jacket PTSA

Our Shared Vision

Every employee of the District plays a vital role in the success of our students. With uncompromising commitment in the pursuit of excellence, we will meet the unique needs of every student, regardless of social advantage, race or gender and ensure he or she has a safe learning environment and acquires necessary foundational skills. We will promote healthy habits and provide challenging, real-world learning experiences. We will cultivate student ownership for goal-setting, learning and citizenship by partnering with families and community groups. We will 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. Together, we will develop and maintain the highest level of ethical and professional practice, demonstrating a culture of respect, cooperation, and pride, with care and dignity for all.

Nathan Boor has wanted to be a firefighter for as long as he can remember. “My next door neighbor growing up was a volunteer firefighter. When I was four years old he took me for a ride in a fire truck and I’ve wanted to be a firefighter ever since.” While attending Red Jacket High School, Boor joined his hometown volunteer fire department in Shortsville as soon as he turned 16. Shortsville is a community about 10 minutes north of Canandaigua in Ontario County. Boor learned about OCC’s Fire Protection Technology major from a fellow Shortsville firefighter. “He had gone through the program and told me all about it. I came here, checked it out, found out OCC has the best program in New York State and came to school here.”

During the summer of 2015 Boor landed a valuable internship with C&S Companies, a consulting firm in Syracuse. He assisted with CAD drawings and design work for businesses, designed fire suppression systems and fire alarms, and tested fire alarm systems in the field. Boor also developed a flood emergency response plan for a company located next to a river and learned about codes, regulations and insurance standards. “I really enjoyed it but at the end of the summer I realized I needed to be outside working with my hands. I really enjoy working hard and don’t mind being sweaty and dirty.”

Today Boor is in the Fire Protection Technology major and on track to graduate in December 2015. He’s a member of international honor society Phi Theta Kappa and is the organization’s Vice President for Leadership. When Boor is in between classes you can find him in the PTK Lounge in Mawhinney Hall. “You get a great feeling there. You’re surrounded by students who want to do well and encourage each other to do well. There’s a network of students willing to help each other out. I would not have been able to do as well as I did last semester taking 20 credit hours without the lounge.”

Shared with us by Onandoga Community College
Dear Red Jacket Sports Fans:

As we prepare for the upcoming sports season, I would like to take the opportunity to review the goals of our program as they relate to sportsmanship. The coaches at Red Jacket Central School work to teach our students to set goals, strive for excellence and to properly handle whatever adversity they encounter along the way. The aim is the same in the classroom as it is on the court. The greatest challenge to good sportsmanship, however, is adversity. When things are not going well, the reaction is to shift the blame. We shift the blame away from ourselves to our opponents—or, more often—to the officials. When this is done, the focus moves away from the positive, “to play harder or better”; instead, to the negative, “how can we possibly overcome the bad calls.”

As teachers/coaches, we feel it is essential that our athletes maintain a positive approach to handling adversity. Our athletes need the support of our parents, as role models, to help them accomplish this. At times, parents become quite vocal at games and loudly criticize game officials, opponent and our own coaches. This type of abusive behavior is counterproductive to what we are trying to teach our student athletes. In addition, it creates a very uncomfortable environment for the fans who come to support their team and want to just watch and enjoy the game.

I am asking all our fans to please remember to keep all comments positive. Remember, as a school, we are assigned game officials that are deemed competent. They are not perfect; however, they are an essential part of the game. They do the best job they can. I am asking that you strive to pay less attention to their performance and give more attention to the superb skills of our student athletes. Let’s come out this winter season and cheer on our student athletes and the teams they play on!

With Red Jacket PRIDE,

Sue Franceschi

Athletic Director
Out-of District Transportation Requests
Due April 1, 2016
for 2016-2017 School Year

Manchester-Shortsville Central School District parents who will have children attending non-public schools outside of the district in 2016-2017 must file a request for transportation by April 1, 2016.

Please note that even if a child already attends a non-public school and receives transportation, the request must be filed again for 2016-2017.

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: ____________________________

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

---

DATA DILIGENCE

Have you ever wondered how the State and Federal government collect all the data they have on our schools, staff, and students? How they know that the information they have is accurate? Look no further than your Data Coordinator.

The Data Coordinator is not a new position, but yet another unfunded mandate that all Districts are required to comply with. This role started out as a person who would occasionally check reports to be sure all students were included and verify scores. It has evolved to a year-round responsibility that involves checking on specific data on a weekly basis. That data includes, but is not limited to:

- Demographics
- Enrollment
- Program Services
- Assessments
- Snapshots
- Events
- Credits
- Staff/Students/Courses
- Accomodations
- Staff Assignments
- Staff Evaluation

The sources of the data are our student management system (Infinite Campus); our special education management system (IEPDirect); our food service system (My School Bucks); and our budgeting/accounting program (N Vision). Data is extracted from the various systems, sometimes on a daily basis, and then moved from the District, to the BOCES, and onto the State. At each level, there are a serious of “checks” that need to happen, as well as a final verification. I work with all systems, as well as the staff members responsible for each system. It is a true team effort to be sure that data leaving our District is accurate. We take great pride in assuring the quality of our data!

With Red Jacket PRIDE,

Kristine Guererri
Assistant Superintendent
Thank you to the numerous organizers and volunteers of the elementary school Monster Mash and middle school Halloween Dance on Friday, October 30th. It is events such as these that always make me proud to be a part of such a great group of leaders within our school district. These parents and students who volunteer to support staff, teachers and administrators, always place our students first when planning events and volunteering their time beyond the school day.

Our Red Jacket Team works together to go above and beyond! On behalf of all our students, thank you. Everyone had such a spooktacular time!

With Red Jacket PRIDE,
Charlene Dehn
Superintendent
Manchester-Shortsville CSD Unveils Exciting New Adaptive Educational Classrooms

Superintendent Charlene Dehn is excited to unveil new state-of-the-art technology being rolled out in classrooms and educational spaces throughout the district this fall. The Manchester-Shortsville Central School District was an early adopter with adaptive lighting technology, realizing benefits these types of systems can provide in educational environments.

This summer, the entire school district was converted from almost 2,000 fluorescent light fixtures to over 1,000 new LED light fixtures. "The new LED lights are a much higher quality of light and are brighter than what we originally had, so we didn't need to install as many lights as before." In addition to the new LEDs that were installed, an adaptive lighting control system was integrated into the light fixtures which allows teachers and staff to control each classroom based on learning activities. "At the touch of a button, teachers are now able to choose scene settings based on classroom learning. If they are using a smart board in the class, the lights at the front of the class will turn off and the rest of the room will dim down to 50%". This control not only allows for more comfortable learning environments, it actually reduces energy consumption.

On average, installing new LED light fixtures will save approximately 50% in energy consumption. By integrating an adaptive lighting control system as with Manchester Shortsville CSD, the savings increases by an additional 20% due to the system reacting to the most accurate needs of the building occupants - which means bigger savings to a school district. The State Education Department reimburses school districts for energy projects at the district aid rate. This project was also eligible for project related incentives through the utility provider.

"This innovative state-of-the-art lighting technology has enabled our teachers to create an environment in their individual classrooms based on what they are teaching at the time. This creates an individualized learning environment for our students based on real-time educational activities." The project also features newer and more efficient heating, cooling and ventilation systems. The energy upgrades are expected to save the district $1.5 million over the next fifteen years. This reduction together with seventy five percent state education building aid, creates a net reduction in the District's costs of approximately $60,000 per year.

The district partnered with the C&S Companies, an energy and engineering consulting firm with offices in Syracuse and Rochester, to design and implement the upgrades.
Dear Red Jacket Community Members:

On Tuesday, April 9, 2013 the community voted overwhelmingly in favor of supporting the capital project that was placed before our voters. The benefits of the project were:

- To provide the best learning environment for our children and community by addressing aging, outdated, non-compliant, faltering, and even hazardous items that occur over time.
- To address efficiency, safety, and security issues.
- To reduce annual repair costs and energy consumption.
- To take advantage of State aid ratio of approximately 89.8% and; therefore, the State provided approximately 90 cents of every dollar spent.
- To address our capital needs with no additional cost to the taxpayers since the local share is set aside in a restricted capital project reserve.
- To provide for major capital expenditures that is not part of our annual operating budget.

The capital project is very near completion. I would like to share with you how this project has drastically improved our school environment.

**Control System:** We were able to update our control panels for HVAC, univents, and rooftop heating units, and now use a local company, Day Automation from Victor, for updates and service. The previous system was outdated and not working properly, which caused classrooms to have variable and extreme temperature differences due to the lack of control. The new system allows us to maintain temperature control within a degree and saves the school in energy consumption and costs.

**Plumbing:** We were able to update two of our nearly 50 year old high school restrooms. The urinals were removed and boarded up in the boy’s restroom and the original faucets in both the girls and boys restrooms were failing and unable to be repaired because parts were no longer available. Neither restroom met the Americans with Disability Act (ADA) accessibility requirements. We have eight more original restrooms throughout the District that still need to be updated.

We were also able to address the collapsed high school kitchen drain pipe issue and other plumbing needs through the capital project, although the plumbing issues in the high school were more extensive than realized and will require additional future work to be done.

**Electrical and Lighting:** We had 14 circuit breaker boxes that were outdated and overloaded. Most of the 15 amp breakers were almost 50 years old. These were updated through the capital project. The 1963 auditorium lighting technology became a serious safety concern due to the brittle wires and broken fixtures. Even though the bulb in this picture seems quite large, the bulbs were actually downsized previously to a smaller size due to overheating issues. The auditorium was quite dark due to the many broken fixtures. Through the capital project, the auditorium now has all new LED lighting, updated wiring, a secured staging area for control boards and an improved sound system. Our front parking lot and other areas also have all new energy efficient LED lighting.

Through the Energy Performance Project, we were able to update all our older lighting fixtures throughout the District with new LED lights as well. Our library, all our gyms, corridors, and almost all of our classrooms have new LED lighting with precision control to optimize the learning environment.

Our teachers are able to brighten or dim areas of their classroom (for use of the Smartboard, computer use or viewing videos). The LED lighting also automatically adjusts to changes in daylight filtering to spaces from the windows and they are motion activated.

**Technology:** Through the capital project, we were able to update our infrastructure to remain on the cutting edge of technology and be future ready at Red Jacket. We have one of the strongest wireless networks and LAN in the area.
**Safety:** Many of our school blinds were almost 50 years old and very challenging to operate, if they were still operational, particularly during lock-down emergency drills. The metal parts from our old blinds were scrapped, along with other capital project items, which brought money back to the District. The window blinds were replaced with shades to address our safety needs, and they also have an insulating factor the old metal blinds did not have.

The classroom door windows now have shades that can be kept down during an emergency lock-down. An emergency lock-down would occur if there was a dangerous situation or intruder in the building. The shades would prevent the intruder from being able to see into classrooms, offices, or other rooms throughout the buildings. Additionally, every classroom has had a thumb-turn lock installed on the interior of the door to allow anyone inside the room to quickly lock the door in case there was an intruder. The classroom door windows have been coated with a security product to strengthen the glass in the windows as well.

We have installed more interior cameras throughout our facility, as well as exterior cameras and camera phones, so the secretaries in the main offices are able to see those wishing to be buzzed in. These features, along with our internal safety procedures, are added precautions to keep everyone safe.

**Security:** The patent ran out for our current keying system, leaving us vulnerable if we did not re-key our facility. This endeavor has been a struggle, but the re-keying is near completion. There were several broken and failing doors (interior and exterior) that have been repaired or replaced as well through this project.

**Site Work:** We were able to address the sinking pavement around our storm drains, repair hazards where the pavement or curbing was deteriorated, extend the parking area in front of the high school and add cement slabs under the bleachers at our fields. Previously, our maintenance staff had to move the bleachers to mow under them, placing stress on the bleachers and exposing our maintenance staff to an unnecessary a safety risk.

**Digital Sign:** Instead of repairing the electric to the old sign, which was a chronic issue, we were able to replace the old school sign with a new digital sign and capitalize on the State aid through the capital project. There is no more cost effective way to address these types of needs than through a capital project. The new digital sign has allowed us to more effectively and efficiently communicate important events and news to our community.

**Bus Garage:** Our mid-1980’s gasoline pump was outdated, parts for the pump were obsolete, and there was extreme deterioration on the bottom of the pump due to age and rust, which exposed the internal components to the elements. The reading system at the bus garage was also outdated from the mid-1980’s. There was extreme deterioration at the bottom of the unit, exposing electrical systems to the outside air. These issues were serious and could have activated a shut-down condition of the pumps due to a failed inspection. We were unable to get parts for our outdated, failing pump reader system for the unleaded fuel underground tank at the bus garage. One of the sensors underground was no longer working properly and also was not available for replacement. It was functional for leak test readings; however, this system was beginning to fail. The capital project allowed us to be able to address our fuel needs safely and efficiently. The underground fuel tank was removed to avoid the potential for ground contamination and the tank, pump, and reader were replaced. The updated ID system allows the District to accurately track fuel consumption and improve our efficiency.

On behalf of our students, employees, Board of Education, and myself, thank you so much for supporting the capital project. Your support has been overwhelming and greatly appreciated. This project has made a tremendous difference with improving the teaching and learning environment and efficiencies throughout our schools!

With Red Jacket PRIDE,

Charlene Dehn

Superintendent
<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image 3" /></td>
<td><img src="image4.png" alt="Image 4" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Image 5" /></td>
<td><img src="image6.png" alt="Image 6" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Image 7" /></td>
<td><img src="image8.png" alt="Image 8" /></td>
</tr>
<tr>
<td><img src="image9.png" alt="Image 9" /></td>
<td><img src="image10.png" alt="Image 10" /></td>
</tr>
<tr>
<td><img src="image11.png" alt="Image 11" /></td>
<td><img src="image12.png" alt="Image 12" /></td>
</tr>
<tr>
<td><img src="image13.png" alt="Image 13" /></td>
<td><img src="image14.png" alt="Image 14" /></td>
</tr>
</tbody>
</table>
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)

Mr. Richard Vienna, Vice-President
term expires 2016
(richard.vienna@redjacket.org)

Mrs. Martha Flower
term expires 2020
(martha.flower@redjacket.org)

Mr. Edward Clark
term expires 2017
(ed.clark@redjacket.org)

Mr. Eric Schaertl
term expires 2018
(eric.schaertl@redjacket.org)

Mrs. Barbara Gardner
term expires 2019
(barbara.gardner@redjacket.org)

Mrs. Jennifer Speers
term expires 2016
(jennifer.speers@redjacket.org)

Upcoming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Veteran’s Day - NO SCHOOL</td>
</tr>
<tr>
<td>12</td>
<td>Service Learning Fair 6-7pm - Cafeteria Annex</td>
</tr>
<tr>
<td>13</td>
<td>End of 10 week marking period</td>
</tr>
<tr>
<td>19</td>
<td>K-5 Early Release - 11:30am - Evening Parent Conferences</td>
</tr>
<tr>
<td>20</td>
<td>K-5 Early Release - 11:30am - Afternoon Parent Conferences</td>
</tr>
<tr>
<td>25</td>
<td>K-12 Early Release - 11:10am - Annual Safety Training for Staff</td>
</tr>
<tr>
<td>26</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>4</td>
<td>School Resumes</td>
</tr>
<tr>
<td>3</td>
<td>K-5 Early Release - 11:30am - Evening Parent Conferences</td>
</tr>
<tr>
<td>15</td>
<td>MS Concert, 7pm, HS Auditorium</td>
</tr>
<tr>
<td>16</td>
<td>HS Concert, 7pm, HS Auditorium</td>
</tr>
<tr>
<td>17</td>
<td>ES Concert, 7pm, HS Auditorium</td>
</tr>
<tr>
<td>24</td>
<td>Winter Break Begins</td>
</tr>
<tr>
<td>11</td>
<td>Veteran’s Day - NO SCHOOL</td>
</tr>
<tr>
<td>12</td>
<td>Service Learning Fair 6-7pm - Cafeteria Annex</td>
</tr>
<tr>
<td>13</td>
<td>End of 10 week marking period</td>
</tr>
<tr>
<td>19</td>
<td>K-5 Early Release - 11:30am - Evening Parent Conferences</td>
</tr>
<tr>
<td>20</td>
<td>K-5 Early Release - 11:30am - Afternoon Parent Conferences</td>
</tr>
<tr>
<td>25</td>
<td>K-12 Early Release - 11:10am - Annual Safety Training for Staff</td>
</tr>
<tr>
<td>26</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>4</td>
<td>School Resumes</td>
</tr>
</tbody>
</table>