Dear Manchester-Shortsville Central School District Residents:

Thank you so much for all of your support for the Capital Project! The vote passed overwhelmingly by 90%!

Thank you to our community for taking the time to understand our school’s needs and supporting our efforts to create a better educational environment for our students and families.

I would like to offer my sincere appreciation to the following Capital Project Committee members for all their hard work and dedication pouring through the comprehensive Building Condition Survey (BCS) Data, and reviewing all the lists of needs we received from teachers, coaches, and staff across the District, over the past several months. The Committee conducted numerous visual inspections of the facility and grounds to carefully and methodically narrow the scope of repairs from over $39 million to $12 million by prioritizing needs to develop focus for the project.

Thank you to Committee members: Rich Vienna, Ed Clark, Eric Schaertl, Donna Schaertl, Frankie Mullen, Matt Shannon, Mike Gacioia, Carole Kern, Andy Wight, Sue Franceschi, Jeff Wheaton, Jeff McCarthy, Karen Hall, Sam Martina, and Tim Burns.

The primary focus for this project is on:
1) Protecting the building envelope by replacing 40 to 50 year old windows, repairing roof leaks, and correcting underlying water drainage issues that are causing structural and interior damage to the school.
2) Addressing safety and code compliance issues, creating secure entrances where they are lacking, and replacing original and failing exterior doors.
3) Updating our 1969 classrooms and other spaces to meet current accessibility requirements, addressing safety concerns, and recapturing underutilized space for usable instructional space.

To learn more about the project, go to our school website at www.redjacket.org – there is a link to view a virtual tour on YouTube that details the project scope.

SEI Design Group, the architecture firm we are using for the project, has a solid reputation in the region for capital project work.

Their design submission for this project is due to the State Education Department (SED) for review by the end of September 2017. It is expected to be under review by SED for up to nine months. Our goal is for this project to begin in the 2018-2019 school year.

Again, I would like to offer my sincere appreciation to all our students, community members, PTSA, Ladies Lions Club members, Rotarians, Lions Club members, Community Library and Friends of the Library, our staff, the Board of Education, and the Capital Project Committee Members for working together in partnership to support education, taking the time to understand our safety/facility needs, and promoting and believing in the integrity of our mission.

With Red Jacket PRIDE,

Charlene Dehn
Superintendent of Schools
Red Jacket, A Quiet Leader?

Anyone who has children attending Red Jacket Schools knows Red Jacket is a small public school with a private school feel; providing students with an outstanding education, state of the art technology, individualized attention, and the ability to participate in a wide variety of extracurricular activities. Students in our school benefit from the personalized attention that occurs in small schools with smaller student-to-adult ratios. One thing some may not realize, however, is that we provide our students with the very best education possible by placing students first with a focus toward their future, so that our students have every advantage possible to compete in a highly technical and diverse world. This mindset is why Red Jacket quietly leads the region with technology integration and in so many other areas.

Unlike most schools, all Red Jacket students in grades K-12, have their own Chromebooks to use at school and at home during the school year. A Chromebook is a type of laptop computer that is optimized online, but also works offline and stores information on the cloud instead of on the devices or on a local network. This allows our students easy access to online courses, numerous digital tools, texts, and various multimedia platforms at home and in school. While our teachers use a variety of digital courseware platforms, such as Khan Academy, Google Drive, or iTunes University, Google Classroom has transformed teaching and learning at Red Jacket. This web tool allows teachers to post and create interactive opportunities for online collaboration between the teacher and their students by using instructional videos, audio/visual displays, documents, text, notes, or just about anything imaginable. Red Jacket’s state-of-the-art technology has blurred the lines of education beyond the physical walls of the school.

Red Jacket’s infrastructure and wireless networks are among the strongest in the area. In fact, Red Jacket and only one other school in the Wayne-Finger Lakes BOCES region are two of the very few across our State that are tech-ready enough to administer required State assessments fully online, giving our students an advantage.

In addition to the Chromebooks, every classroom features Smart Boards that are used on a daily basis to increase interactive learning experiences. Every student has use of a variety of other technology devices through the mobile iPad and iPod labs, desktop labs, or document cameras and digital cameras that allow students to create vibrant and engaging presentations. Students have access to numerous databases, apps, new virtual reality headsets, and movie production software and equipment to engage their senses, peak their curiosity, encourage creativity, and intensify learning experiences.

As you can see, Red Jacket is a leader with technology integration, but did you know that it is also the only school district in the entire region with innovative state-of-the-art LED classroom lighting control technology? This technology enhances the learning environment by enabling teachers to control lighting and lighting levels throughout the classroom to create separation of instructional areas within the instructional environment. Teachers can create areas of very low light to enhance large or small group work when students are working on computers, accessing videos, or working on the Smartboard; or they can create areas of brighter light by controlling the lighting level with specificity, for science labs, presentations, desk work, lectures, or various hands-on experiences.

Beyond technology, beginning in January 2017, Red Jacket will be one of only a few schools in our region to offer high school students the opportunity to participate in co-ed Unified Sports, where students qualifying for Special Olympics can partner with their (non-disabled) peers to play competitive basketball. And the new Capital Project, expected to begin in 2018-2019, will include removing “gang style” locker rooms and showers and replacing them with individual changing rooms with access to individual showers for Physical Education classes. No other school in the entire region and possibly the State has changing rooms for their students.

Red Jacket is a progressive and inclusive school with an unwavering drive to increase opportunities for all students, a drive to treat all students with the dignity and respect they deserve, and drive to provide a competitive, well-rounded education that produces positive memories for our students that will last a lifetime. Our goal isn’t about being the first or being the only; it is about making decisions that place our students first and asking how we can better prepare our students for their future, a future that has not yet been defined. A byproduct of remaining student focused has made Red Jacket the quiet leader it is.

For more information about Red Jacket Schools, please visit our website at www.redjacket.org, join us on Facebook, YouTube, Twitter or Instagram.

With Red Jacket PRIDE,

Charlene Dehn
Superintendent of Schools
Red Jacket Middle School prides itself on providing all students with innovative, highly engaging instruction. Our teachers create unique lessons that inspire curiosity and challenge students to think critically, while allowing students to explore concepts at their own pace with individualized teacher support. If you walked into classrooms at RJMS, you would see students in charge of their own learning, actively participating with the teacher providing structure and guidance. One example of Red Jacket Middle School’s talented teachers is Mrs. Powers, who teaches 7th grade Social Studies.

The 7th grade social studies class has been focusing on historical thinking skills this year. These skills require students to think like a historian and become a historian in order to understand historical events. Instead of conventional teacher-led lectures, students are interpreting history themselves based on analyzing primary sources. To engage all learners and still make learning enjoyable, Mrs. Powers has created some Crime Scene Investigation lessons for students to complete. This method allows students to use their historical thinking skills to be a detective to determine what really happened in history. The first CSI asked the 7th graders to examine evidence and facts about the lost colony of Roanoke. They then had to use their evidence to formulate a theory about what they think happened to the settlers of the lost colony of Roanoke. The second CSI Mrs. Powers created was about the Boston Massacre. She created a true crime scene with crime scene tape, a bloody scene, and evidence markers for her students to explore.

“I liked it, it was a lot more interactive!” Jaymon P.

“It was great, you could get up and move around” Patrick M.

“It was cool because you could visualize what happened” Erika K.

Mrs. Powers is just one example of the amazing teaching staff at Red Jacket Middle School who are bringing learning to life!

With Red Jacket PRIDE,

Karen Hall
Middle School Principal
Fredrick Douglass said, "Once you learn to read, you will be forever free." The primary objective of our elementary school is to give each of our students this gift of freedom. A child that is able to fluently read and comprehend what they are reading has the potential to make their wildest dreams come true. However, teaching a child to read is not as simple as getting them to know their letters and reading books with them. This rings especially true in today's schools; children are expected to read at an earlier age than ever before. At the end of a student’s kindergarten year, current state learning standards mandate that they read, and read fluently. And when we educators say "read," we don’t mean simple, large-print books that repeat a similar pattern sentence on each page. When we say "read," as our Kindergartners are expected to read, we mean texts that have multiple lines to a page, do not always follow a standard pattern of words or phrases and, sometimes, do not have illustrations to give children picture clues to help them decode words.

So, how do we teach a young child to read?

At Red Jacket Elementary School, we believe in what is commonly referred to as a balanced literacy approach. There are five main components to a balanced literacy program: the read aloud, guided reading/writing, shared reading/writing, independent reading/writing, and word study. The teachers at Red Jacket have taught these components in their classrooms for years. However, as reflective practitioners, we are always looking for ways to improve our craft.

In order to provide our students with a consistent language and approach to these literacy components, and the best possible chance to conquer our high New York State literacy standards, the K-2 elementary school staff has adopted a new instructional approach. Our staff has received professional development in many researched-based approaches to reading instruction, but the two that are the most prominent are the interactive read aloud and the Jan Richardson approach to guided reading.

An interactive read aloud is not like a traditional teacher read aloud where students sit and listen to a teacher read a great piece of literature. Interactive read alouds are a shared reading event that requires students to be involved and holds them accountable to a learning objective. Teachers deliberately select texts that are intended to introduce or reinforce a specific skill. Students are continually asked to be active participants and share what they notice and wonder about the text. The skills taught during these lessons then transition into the student guided reading event.

The Jan Richardson approach to guided reading has provided teachers with a consistent language that is used both horizontally at the grade level and vertically in the primary grades. Teachers use the same strategies in every classroom during their word study work and guided reading lessons. Our students can tell you what it means to “mix and fix” or “push and sweep.” This common language and instructional approach means that every child’s toolbox for learning to read is similar.

Red Jacket Elementary School is dedicated to providing a world-class education to each and every one of our students. We hear parents tell us, “School is so much different now than it was when I was in school,” and “Our children are expected to do so much more now than in the past.” Yes, both of these statements are absolutely true. However, at our school, we embrace these new changes to education and believe that if we continue to set our standards high, students will rise to meet those standards. They will reach goals that we never thought they could. And, of course, we live in a different world than we did when we were small. That new world requires that we begin to find ways to teach our children differently, to give them new ways to think things through, new ways to find a solution, and new ways to make sense of not only books, but their world in general.

RJES and its teachers are committed to bringing our students into the future using the best instructional practices and methods currently available. While our teachers are excited about interactive read alouds and the “Jan Richardson” approach to teaching reading, it is certainly not the only new strategy, system, or tactic our professional educators are employing to be certain RJ’s children are reading – and reading well. Would you like to know more?

Continued on page 5
I invite you to reach out to one of our first-rate teachers, or to me, or one of our other district administrators. Or, better yet, volunteer your time in one of our classrooms and see for yourself just how our students’ minds are freed and given the gift of literacy, just as Frederick Douglass spoke of so many years ago.

With Red Jacket PRIDE,

Jeffrey McCarthy
Elementary School Principal

What Good Readers Do

Make predictions before and during reading.

Make connections to their own lives as they read.

Make connections in the text as they read.

Try to determine the meaning of unknown words as they read by using the sentences around the unfamiliar word.

Visualize as they read.

Reflect on what they read (summarize, question, evaluate).

Ask questions - Why is this happening? What does it mean?

Write about what they read to support their understanding.

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How can you help PTSA?

February means FAMILY MATTERS NIGHT on February 11!!

Niagara Chocolates Fundraiser - February 8-23. Watch for the order form in your child’s backpack!

Coming this spring: Spirit Gear, spring style! Watch for a flyer this spring - just around the corner

Coming soon: PARP - Parents as Reading Partners - watch for more information on this exciting opportunity to support our young readers!

Roller Skating is back! April 25 - details to follow soon!

Other ways to help PTSA>


TOPS FOR EDUCATION: Register your Tops Bonus Plus card at www.topsmarkets.com/education/ and use it at Tops

BENEFIT APP: www.benefit-mobile.com to purchase store and use gift cards at your fav places from your smartphone with up to 20% being donated to Red Jacket! (for iphone and android)

Square 1 Art Sale - Coming soon. Watch for details in your child’s backpack!
Did you know that the Manchester-Shortsville CSD is focused on hiring the highest quality staff who come to us with multiple certifications? Our approach to human resources is to find the best possible teachers whose talents include, not only content knowledge, but also a background in literacy. We are also focusing on teachers who possess or are working to gain their ENL (English as a New Language) certification. This certification is focused on language acquisition for students where English is not their native language. Teachers with this certification are in high demand as needs increase in our region.

We currently have 14 teachers with literacy certification at our Elementary school. This is in addition to their elementary certification. That’s 56% of our classroom, literacy, and special education staff.

As a District, we are focused on early intervention. According to, “Developing Early Literacy,” a 2008 report of the National Early Literacy Panel:

Conventional reading and writing skills that are developed in the years from birth to age 5 have a clear and consistently strong relationship with later conventional literacy skills. Additionally, six variables representing early literacy skills or precursor literacy skills had medium to large predictive relationships with later measure of literacy development. These six variables not only correlated with later literacy as shown by data drawn from multiple studies with large numbers of children but also maintained their predictive power even when the role of other variables, such as IQ or socioeconomic status (SES), were accounted for. These six variables include

- alphabet knowledge (AK): knowledge of the names and sounds associated with printed letters
- phonological awareness (PA): the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning

- rapid automatic naming (RAN) of letters or digits: the ability to rapidly name a sequence of random letters or digits
- RAN of objects or colors: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., “car,” “tree,” “house,” “man”) or colors
- writing or writing name: the ability to write letters in isolation on request or to write one’s own name
- phonological memory: the ability to remember spoken information for a short period of time.

Knowing this results in our focus on both assessing and then instructing students as soon as they enter our District. Focusing on student’s alphabet knowledge, phonological awareness, rapid naming of letters, digits, objects, and colors, as well as writing their own name, are the goals for each student as we benchmark their growth beginning in kindergarten.

This year we were able to add a half-day section of pre-kindergarten that doubled our capacity for early intervention. Eighteen students attend our UPK class each year in the morning. This year an additional eighteen students have the opportunity in the afternoon. We’re excited to see the growth that these students will make by making an early transition into our elementary school and working with our skilled UPK teacher.

As students move into kindergarten, they begin to receive consistent instruction via the Jan Richardson guided reading plan that has been adopted by our K-2 teachers, as Mr. McCarthy shared in his article. Our RtI (Response to Intervention) services focus on students who do not have, or are not making progress in, those early literacy skills identified by the National Early Literacy Panel.

We have also introduced Chromebooks to our K-5 students this year in an effort to partner with families and bridge any gap that may exist in what students have access to outside of the school day. We utilize technology to compliment the literacy instruction that happens every day. Parents have the option of having their children bring home their Chromebook over extended breaks so that they continue to practice their literacy and numeracy skills.

We remain committed to hiring the highest quality staff and will continue to seek candidates that possess certification and experience in the areas we know will benefit all students.

With Red Jacket PRIDE,
Kristine Guererrri
Assistant Superintendent
On December 22, 2016, our boys modified team played Dundee and displayed great sportsmanship. We received a call from our coach and the AD from Dundee, who had been called by the official after the game. The boys, led by Caleb Selover and Brock Hill, noticed a player on the Dundee team who struggled to run and keep up. They decided that they wanted to let him score. In the last minute, they kept batting the ball back to him, or passing it directly to him, so that he could shoot and score. Unfortunately, he did not score, but had 3-4 chances in the last 30 seconds or so of the game.

We are very proud of all of the boys and their willingness to help another player experience success. One of the referee’s thanked our coach (with tears in his eyes) after the game. Also, a grandfather came over to our coach and thanked him as did the Dundee coach. Coach Wood told them that it was totally the boy’s idea and that he was proud of them.

What a great display of sportsmanship from our boys...and a wonderful display of RJ PRIDE.

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**Early Intervention**

**FOR CHILDREN 0-3 YEARS**

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

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

If so, you can contact Ontario County Early Intervention program at 585-396-4439 for a free screening.

Don’t delay! In the words of Robert Ehrlich, “Experts tell us 90% of brain development occurs by the age of five. If we don’t begin thinking about education in the early years, our children are at risk of falling behind by the time they start kindergarten.”

After the screening, if your child qualifies as a child with a disability, with your permission, your child may then eligible for several services at no cost to you, including:

- Speech-language services
- Occupational therapy
- Physical therapy
- Vision services
- Special instruction
- Psychological services
- Nutrition services
- Nursing services
- Family training/counseling/support groups/respite
- Service coordination
- Transportation

For more information please contact either early intervention at the above number or Amy Walton, School Psychologist, at Red Jacket at 289-3966. For concerns about your 3-4 year old child, please contact the school district’s CPSE Office directly at 289-3478.
Recently, the middle and high school physical education classes at Red Jacket received a visit from some of our Nation’s finest. Sgt. Hayes of the United States Marines brought a number of recruits fresh out of basic training to help teach our students about physical fitness, communication, and cooperation. Physical Education teacher Jeffrey Wheaton provided details about the experience:

How did the idea come together to have Marines help out during physical education?

Near the beginning of the year, I had a conversation with Mrs. Donna Schaertl as well as Superintendent Dehn about having members of our armed forces, in particular the Marines, coming in and assisting in some of the physical education classes. I thought it was a great idea. Last year, when I was teaching in Northern Virginia, I had representatives of the armed forces come in a couple of times. They did some great activities with the kids. The students really enjoyed the experience, so I thought that this would be the perfect opportunity to incorporate something similar here at Red Jacket.

Why the Marines?

The Marines are trying to create a more meaningful presence in the community, and they felt that doing some cooperative activities through physical education would be the way to show who they are – as well as show their care for physical activity.

How many Marines participated?

There were six Marines. They included Sgt. Hayes, who is the Marine recruiter for Ontario County. He brought along five other Marines who had just completed boot camp at Paris Island. Two were originally from Fairport. Two were from Pal-Mac. The fifth Marine had already graduated from St. John Fisher and was using the Marines as a way to help finance for his PhD studies.

What types of activities were there?

We worked with the Marines to develop an activity called “Combat Ball” which focused on physical activity as well as the other skills-related concepts (such as muscular strength and cardiovascular endurance) that we teach and reinforce throughout the year. During the game, if an individual got tagged by a ball, their subsequent activity would be based on the color of the ball. If a student was tagged with a green ball, for example, they then had to do ten push-ups. Get tagged with a red ball and you had to do ten curl-ups.

What did the students think of the experience?

They loved it! I think that any time you can bring in an outside resource from the community to work with the students and show them the importance of the skills that Mrs. Torrelli and I focus on is extremely beneficial. The students were engaged, they enjoyed the game; they enjoyed the leadership from the Marines, and showed them a tremendous amount of respect.

How does this connect to the concepts and skills taught in physical education?

Traditional “gym” is very sports based where – for lack of a better term – you just roll out the ball and play. There’s not a lot of skill building involved. In the past few years, “gym” has transformed into physical education in the sense that we focus on fitness concepts. So while we do play game-based activities and sports, every lesson has a fitness-related concept to it. When the Marines came in with their game Combat Ball, along with that were the fitness-related concepts of strength and endurance. All of these concepts were incorporated into the game through the running, push-ups, curl-ups, and other such activities and skills that we’re continually working on with our students throughout the year.

Are there any future plans to have the Marines back?

I’m currently working with Sgt. Hayes to have them return at some point in the spring. As they were only able to join us for one day, we want to make sure that they have the opportunity to engage with all the physical education classes.

Thank you to Mr. Wheaton, Mrs. Torrelli, and especially to Sgt. Hayes and the rest of the Marines for providing our students with this opportunity!
I received a phone call out of the blue from community member, Pauline Sowa, who shared with me how her neighbor, Stacey Osborne, had always helped her by raking leaves or shoveling snow, but until recently, she hadn’t seen her young neighbor. It was such a pleasure to learn from Pauline that Stacey, a 2015 Red Jacket graduate, came home from the Navy for Christmas to see her family, get married, and volunteer for the Manchester Fire Department.

Stacey began volunteering for the fire department when she was in high school. She was influenced by her grandfather, Walt, who volunteered for the Cheshire Fire Department. In large part, Stacey also decided to serve her country by joining the Navy because her grandfather told her stories about his travels when he served in the Navy. Helping and serving others is what Stacey does without giving it a second thought or wondering what she might get from it. She always puts the needs of others before herself.

After graduating from Red Jacket, Stacey spent eight weeks in Great Lakes, Illinois for basic training and was selected to be in Special Division 905, which was the State Flag Division that required even more training. She also played a special role in the graduation ceremonies and carried the Oklahoma flag. After Boot Camp, she was stationed in San Antonio, Texas for school and then on to Quantico, Virginia with the Marines for continued medical training. In August, Stacey was stationed back in Great Lakes, IL where she continues to work in the medical field, often being the “pin cushion” for others in training.

Stacey is very close to her family so leaving home was a difficult adjustment at first, especially with the emotional and physical demands of Boot Camp and being screamed at by the Drill Instructor. Stacey persevered and began quickly to adjust to the routine. Anyone who knows Stacey knows she has a wonderful sense of humor; add her experience from the fire department, her work ethic, and determination – all of these attributes played a factor in helping her work effectively with others, make so many friends, and be so successful in her field. Stacey is an E2 Seaman Apprentice and her current position is a Hospital Corpsman. So far, in one year, she has already visited three new states and is thoroughly enjoying her service to our country.

Thank you, Stacey, for your service to our community and our nation. We wish you continued success, a happy marriage, and safe service. We couldn’t be more proud!

With Red Jacket PRIDE,

Charlene Dehn
Superintendent of Schools

Notice is hereby given that the annual inspection for 2016-2017 school year of the Manchester-Shortsville Central School District for fire hazards which might endanger the lives of students, teachers, and employees therein, has been completed and the report thereof is available at the District Office for inspection by all interested persons.
Creating Career Partnerships!

Focus on Partnerships

Red Jacket continues to collaborate with local businesses to create work-based learning opportunities within and outside the walls of our school for students.

“We will promote healthy habits and provide challenging, real-world learning experiences.”

DCS of New York

Four high school students are participating in an internship at DCS of New York. Mr. Jacob Weed, owner of the company, has partnered with us to create this opportunity. DCS is a business that is located on Main Street in Shortsville. The company’s main purpose is to help clients utilize technology to increase their impact with the outside world.

The students will be working with Mr. Weed on projects that will give them experience and knowledge in the in the areas of Project Planning, Project Management, Graphic Design, Website Design, Programming, and Marketing. All four students are interested in continuing their education in this field once graduating high school.

Clifton Springs Hospital

Nine high school students are attending work study programs through the Clifton Springs Hospital. Four of these students are enrolled in the Clifton Springs Medical Exploration Program (CMEDX). Students were able to choose ten different departments that they were interested in learning about. Radiology, Wound Care, Addiction, ER, Respiratory, Pharmacy, and Nutrition are a few of the areas the students will be shadowing in.

The other five high school students are attending the hospital weekly and participating in different opportunities including: working in laundry, labeling materials, helping with deliveries, and spending time with patients. These students are working to fulfill the requirements to receive a Career Development and Occupational Studies Commencement Credential.
Hemdale Farms
Farm manager Pete Maslyn has partnered with the school to create an internship opportunity for Lawrence LaBombard. Lawrence works on the farm two days a week and is involved in taking care of the robotic milkers. Hemdale Farms is the second largest robotic milking operation in the nation according to an article from the Daily Messenger. Lawrence continuously shares his excitement with staff about this opportunity. Lawrence stated that “working on the farm is hard work but I love it because it is hands-on and rewarding.”

Lawrence is learning about the robotic milkers and one of his jobs requires cleaning them.

"Hemdale Farms has 19 robots, and is the second largest robotic milking operation in the nation.”
Daily Messenger April 13, 2016.

Lunch to Learn
During lunch, once a month, students can sign up to attend an informational session to learn about different career opportunities. School Counselor, Lori Ryan, has partnered with businesses/organizations to provide these opportunities which allow students to further explore possible career paths. Presenters from the following occupations have or will be participating in this great experience for our students:
- Computer Programming/Engineering
- Youth Court
- Medical Fields
- Forensics
- Law Enforcement
- Farming and Agriculture
- Child Care
- Education
WHAT STUDENTS ARE SAYING ABOUT RED JACKET PARTNERSHIPS WITH LOCAL BUSINESSES!

“My favorite part about the CMEDEX program is getting to meet people who are passionate about helping others.”

“I’ve learned that the medical field really is a spider-web of opportunity. There are literally thousands of jobs available to people within the medical field.”

“The experience that I am getting now will help me in the future.”

“My favorite part of work study is being able to go work with patients at the hospital.”

“Through work study I have learned how to start conversations with people I just met.”

“I love helping the custodians around the school.”

“My favorite part is talking to these health professionals and hearing what they have to say about their education and how they got to where they are today.”

“I also learned that you have to really want to become a doctor to be a doctor, all the student loans, years of training, and long hours have to be worth it. This program taught me that it is worth it.”

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.

Mission
We will challenge all learners and work in partnership with students, parents and community to achieve high standards.
Out-of District Transportation Requests
Due April 1, 2017
for 2017-2018 School Year

Manchester-Shortsville Central School District parents who will have children attending non-public schools outside of the district in 2017-2018 must file a request for transportation by April 1, 2017.

Please note that even if a child already attends a non-public school and receives transportation, the request must be filed again for 2017-2018.

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 Guererrri, Assistant Superintendent
Manchester-Shortsville Central School District
1506 Route 21
Shortsville, NY 14548

Red Jacket Elementary School
Fall 2017 Kindergarten Registration

Any child who will turn five years of age on or before December 1, 2017 is eligible for registration. Any child who turns six years of age on or before December 1, 2017 is required to attend school during the 2017-2018 school year.

Tuesday, March 21st ~ 2:00pm to 6:00pm
Wednesday, March 22nd ~ 8:00am to 12:00pm

Red Jacket High School Auditorium Foyer
1506 State Route 21, Shortsville

You will receive a registration packet in the mail the first week in March, please complete it and bring it and the required documents with you when you come to register your child. If you are new to the District or do not receive paperwork from the school, please call Sue Vanderwall at 585-289-3964 and request a packet be mailed to you. Parents planning on holding their child back or sending them to a private or parochial school should also inform Sue of their decision. (It is not necessary to bring your child to registration.)
The Red Jacket Music Department is encouraging one and all to follow the road to the school, past the flying monkeys and the wicked witch, to catch their production of “The Wizard of Oz,” starting Friday, March 3rd at 7 pm. Performances are also on March 4th at 7 pm and March 5th at 2 pm. The tickets are $8 and are available at the district office and at the door of the performance.

The script, adapted from the L. Frank Baum novel, is a more faithful adaptation of the beloved 1939 movie starring Judy Garland. This classic story tells of Dorothy Gale, (played by Katherine Cody) a young girl living on a Kansas farm with her Auntie Em (Olivia Straub) and Uncle Henry (Max McHugh). She longs for a more interesting life and an escape from Miss Gulch (Sophia Matties), who dislikes Dorothy’s dog, Toto. Dorothy and Toto are swept into a cyclone into the Land of Oz and first meets a kind Witch named Glinda (Maggie Dorgan) who helps her find the yellow brick road. Along this road, Dorothy joins a Cowardly Lion (Giovanni Rodriquez), a Tin Woodsman (Michael Thomas) and a Scarecrow (Nathaniel Lecceardone). The traveling companions go down a mysterious yellow brick road to find the Wizard (played by Mark Thomas) and avoid the Wicked Witch (Eden Thomas). Also along her travels, Dorothy meets merry Munchkins, Talking Trees (Olivia Lohr, Tiana Johnston, Olivia Guadagno), Cackling Crows (Elizabeth Maslyn, Michael Moore, Mykenzie Burnett), and Jazzy Jitterbugs.

The production was co-directed by Kathy Collins and Emily Klempka as well as choreographed by Anina Olsen. Come enjoy this classic tale of friendship, perseverance, and adventure!

partnerships - please join us!

We are looking for anyone interested in partnering with us in a substitute capacity! We have substitute opportunities available in:

- Teachers (go to www.redjacket.org and click on District - Job Opportunities)
- Food Service
- Transportation - Drivers & Monitors
- Teacher Aides
- Cleaners
- Maintenance

If any of these sound interesting to you, please see Sue Vanderwall in District Office for a Civil Service application!
Congratulations to:

Stephen Smith - English (October)
Dylan Schaertl - Carpentry (October)
Nicholas Buch - Computer Technology (October)
Brandon Mott - Electrical Trades (November)

for being awarded the
Finger Lakes Vocational Center's Top of the Trades Award.

Family Matters Night
Saturday, February 11th
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

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 2012, 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: ___________
**OUR MISSION**

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

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**UPCOMING EVENTS**

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