Dear Red Jacket Community:

When I began teaching many years ago, I worked under an Intermediate School Principal named Bill Connolly. I never would have predicted the impact he would have on me throughout my career – even to this day. Our school functioned as a cohesive team and Bill gave me and others numerous leadership responsibilities that, as I reflect, were really excellent growth opportunities. He had a knack for leveraging the skills and talents of those around him, not delegating, but leveraging. I was (and still am) grateful that I was among those given opportunities to challenge myself and work alongside such a dedicated, talented group of teachers who wanted to make a difference for students, who took ownership for results, made no excuses, worked together, and viewed things from the glass is half full perspective. I learned so much from Bill; his leadership style afforded me the opportunity to learn from the exceptional teachers around me, including Mary Dorgan, a Red Jacket parent and highly respected teacher leader, who I had the privilege to teach with when I taught at Midlakes.

Bill was ahead of his time - he utilized the talents around him and he understood the value of building strong, positive relationships. His teacher leaders were professional, ethical, caring people, who placed students first and shared the same philosophical values. Even though the team did not always agree (which made us stronger), there was mutual respect and trust - there were no “gotchas.” We worked together and supported one another to achieve our goals. It is a simple, common-sense approach - everyone knows the importance of basic human decency and the power of collective cognition. It’s really not as easy as Bill made it appear, however. Unfortunately, in every environment there are always a few whose interests are more self-motivated than driven by the needs of the organization - the key is to not allow them to be a distraction to the greater good, empower positive people to be brave and speak up, and to stay focused on what is best for students.

What Bill didn’t know way back then, was that what he did is called “distributed leadership.” Distributed leadership is about creating the conditions for collective impact, distributing leadership wisely, and mobilizing expertise to generate more opportunities for change to build capacity for improvement. Leadership is shared and everyone is working interdependently, and not independently, in the collective pursuit for improvement. Rather than selecting leaders based on years of experience or a person’s role (i.e., chairperson), leadership is determined by expertise between professionals where there is a high level of mutual respect, trust, and transparency.

Successful organizations wisely and skillfully use expertise within; that is how we approach leadership at Red Jacket - and we are good at it. We have a tremendously talented, dedicated, close-knit team who work together on the common goal of increasing student achievement and creating more opportunities for our students. Our team’s next endeavor will be to “unleash” the under-tapped leadership potential of our students themselves, and tap into their creativity and technology skills and knowledge in order to broaden our reach within our school and out to our community. By working together, we can achieve so much more.

With Red Jacket PRIDE,

Charlene Dehn
Superintendent
This year we welcome thirteen new staff members, and introduce you to two who joined us after the beginning of last year! They each bring a new perspective and set of skills to enrich Red Jacket and we look forward to them becoming part of the Red Jacket Team!

<table>
<thead>
<tr>
<th>Paula Anselmo - Business Teacher</th>
<th>Amy Hoffere - 5th Grade Teacher</th>
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<tbody>
<tr>
<td>Paula is a graduate of Rochester Institute of Technology and Jones International University. She has a diverse background in both the private and public sector. We are eager for Paula to share her experiences with our students and help them grow in their understanding of Business careers.</td>
<td>Amy is a graduate of the State Universities of New York at Geneseo and Cortland. She comes to us from the Crestwood Campus of the Hillside Family of Agencies. She brings ten years of experience with both elementary and special education. We look forward to her sharing her talents with our students!</td>
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<tr>
<th>Catrina Bestram - Literacy Teacher</th>
<th>Matthew Hoffman - HS Spanish Teacher</th>
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<td>Catrina comes to us from the Roanoke City Public Schools in Roanoke, Virginia. She is a graduate of Nazareth College. A NYS native, Catrina, her husband, and young daughter are moving back to the area. We are thrilled to have her working with our elementary students to foster their love of reading!</td>
<td>Matthew is a graduate of the State University of New York at Geneseo, as well as Nazareth College. He began his career working at a television station and then quickly realized his love for teaching. We look forward to Matthew sharing his passion for Spanish culture with our students!</td>
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<tr>
<th>Lauren Capotorto - Physical Education Teacher</th>
<th>Emily Klempka - MS/HS Vocal Music Teacher</th>
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<tr>
<td>Lauren returns to Red Jacket Elementary, after spending last year as a Long-Term Substitute Counselor. She is a graduate of St. Bonaventure University. This year, she combines her counseling background with her love for physical education. We are excited to watch our students grow!</td>
<td>Emily joined us in early September last year, but did not make the welcome back newsletter. We have already been impressed by Emily’s work in the classroom and on the stage, and are looking forward to more great work this year!</td>
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<tr>
<th>Kristine Danker - MS/HS Art Teacher</th>
<th>Allison Luta - 6th Grade ELA Teacher</th>
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<td>Kristi graduated from The College at Brockport and State University at Oswego. She worked as a District Tutor for the Palmyra-Macedon CSD prior to coming to Red Jacket. We look forward to Kristi sharing her artistic talent with our students!</td>
<td>Allison is a graduate of St. John Fisher College and State University of New York at Geneseo. She worked as a reading teacher in Spencerport and Hilton previously. We are excited about her bringing her background in reading to the ELA position at 6th grade!</td>
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<tr>
<th>Andrea Gregg - MS Spanish Teacher</th>
<th>Terianne Payton - Special Education Teacher</th>
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<tbody>
<tr>
<td>Andrea comes to us from Charlotte, North Carolina, where she taught middle and high school Spanish. A native of North Rose, Andrea has moved back to New York with her husband and young son. We are delighted to have her share her passion for Spanish with our middle school students!</td>
<td>Terianne joined us in January to open a new classroom for students who were previously out of district, along with a couple students in district. She has done amazing work with these students and we look forward to their continued growth this year!</td>
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Great vision without great people, is irrelevant. - Jim Collins

### Kathleen Potter - Elementary Special Education Teacher
- Katie is a graduate of Nazareth College. She comes to us from Crestwood Children’s Center where she taught elementary/special education. We look forward to her work with our students this year to make learning fun!

### Quinn Simmons - 3rd Grade ELA Teacher
- Quinn returns to Red Jacket this fall as a 3rd grade teacher, after spending time at 2nd grade as a long-term substitute last year. She is a graduate of State University of New York at Oswego and is working on her Master’s in Special Education from St. John Fisher College. We are excited about Quinn’s new role as an ELA teacher this year!

### Jeff Wheaton - Physical Education & Health Teacher
- Jeff comes to us from Loudon County Public Schools in Sterling, Virginia. He is a graduate of State University of New York at Brockport and The University of Alabama. He is currently working on his administrative degree from Marshall University. Jeff is originally from New York and is relocating back with his wife and young son. We look forward to Jeff’s leadership and experience in both health and physical education!

### Officer John Peck - School Resource Officer
- John has been with Sheriff’s Office for 32 years - 27 were full-time and 5 retired but working as a part-time deputy. He was also SRO at Marcus Whitman for 10 years.

- He has been married to his wife Julie for 29 years and has two children, Matthew, 24, and Melissa, 22. Julie is the President’s secretary at Finger Lakes Secondary School. Matthew is a financial planner and Melissa is starting her final semester at SUNY Cortland. We look forward to working with and learning from Officer Peck.

### Randy Groot - Elementary Teacher’s Aide
- Randy comes to us with a background in social services. He previously worked as a social welfare examiner, social work case worker, and probation officer. We look forward to Randy using the experience he has gained in working with our students.

### Wendy Rush - Elementary Teacher’s Aide
- Wendy is a Red Jacket mom and has substituted in the elementary building for many years. We are excited that she’ll be joining us full-time this year and working with students with special needs!
Some schools are known for excelling in one thing. It could be academics, sports, the arts, technology, or a number of other areas where opportunities are provided to students. But what do you call a school that excels in multiple areas? For example, what do you call a school where:

80% of eligible students took AP or other college-level courses during the 2015-16 school year.

All of the students who earned a score of 3 or higher on Advanced Placement exams are fully reimbursed the cost of the assessment exam ($92).

77% of the Class of 2016 had earned college credit prior to graduation.

Over half a million dollars in scholarships were awarded.

League titles are won in multiple sports (Football, Softball, and Baseball).

Students won Sectional championships in multiple events (Girls Steeplechase and Boys Pentathlon).

More than two-thirds of students participate in music and the arts.

The school district ranks in the top third of all districts in Upstate New York (431 total schools).

Some people would refer to a school like the one described above as amazing, wonderful, fantastic, outstanding, or even unbelievable.

We simply call it Red Jacket.

Congratulations Retirees!

Congratulations goes out to Barb Bolton for her upcoming retirement later in October! This is Barb’s forty-second year at Red Jacket, making sure our students are transported safely each day. Barb always has a smile and a solution for any problem that comes her way. She looks forward to spending more time with her husband, children, and grandchildren, which is well-deserved. We aren’t sure what we’ll do without someone who knows every road, every house number, and virtually every family in our District. Barb will be missed, but we wish her well and hope she’ll be back to visit often!

Congratulations to Sandy Bott on her retirement from Red Jacket and move south to the land of the sun! Sandy has been a part of our Red Jacket family since 1997. She has worked in every part of our elementary school and held every leadership position available for the PTSA. Sandy has always been a strong advocate for Red Jacket students. Whether you see her in the cafeteria, out on the playground, or working side-by-side in classrooms with students, Sandy has always given her all to the Red Jacket Elementary. She will be greatly missed!
Last fall, Red Jacket Middle and High Schools initiated a 1:1 Google Chromebook roll-out for all students in grades 6-12 with several goals in mind:

*Leveling the playing field - Ensuring that each student had access to a computer and that those computers had the same capabilities. In addition, through the use of Google Chrome as our chosen platform, students and parents have access to all of their Google docs and Google Classroom resources and materials from any computer or device with the Chrome browser.

*Increase student engagement - By incorporating technology into the classroom, we are able to tap into the excitement and interest of our students. Through the use of digital textbooks, which are interactive and current and often include screen reader technology, students are able to interact with their textbooks in a more meaningful way. An added benefit has been drastically reducing the number of textbooks students need or have to carry to and from school.

*Increasing the focus on 21st Century skills: Collaboration, Critical Thinking, Communication and Creativity - Through the use of the chrome platform, our students have the opportunity to work together to problem solve and utilize many different apps and extensions to think outside the box.

Teachers were provided professional development opportunities to learn how to use the Google platform - including Google Mail; Google Drive; Google Docs, Sheets, and Slides; and Google Classroom. We knew that students would learn faster than the teachers and, in fact, they ended up teaching the teachers. What we didn’t know, was how quickly and easily instruction would change in all classrooms, dramatically changing the way we teach. This initiative quickly changed classroom practices and procedures, improved communication and collaboration between students, teachers, and parents, and held students accountable for their work.

One teacher at each grade level took on a leadership role and was crowned “Google Ambassador” and had the responsibility for introducing the Chromebooks and the rights and responsibilities that came along with the devices. These teachers also discussed topics such as digital citizenship, etiquette for communicating online, and appropriate use and care for their Chromebooks.

Google Classroom became our virtual classrooms, our schools are now largely paperless and teachers can give meaningful feedback faster than ever. Analysis of student knowledge and work became simple and immediate, allowing teachers more time to work directly with students. Using this technology allows teachers to stay on the pulse of student strengths and needs so they can respond in real time.

This fall, we are excited to expand this initiative to the Elementary School, where all K-5 students will be assigned their own Chromebook to use at school and at home. Teachers will train students on appropriate use and incorporate the Google platform into their instruction. Many elementary school teachers are already using Google classroom; however, teachers from the Middle and High Schools have been and will continue to work with the Elementary School teachers to help with the transition, share resources, and provide support.

Students will be able to use their Chromebooks to work collaboratively with their classmates, or independently within the classroom. Several programs, including iReady, are being used in grades K-8 to build upon reading and math skills, and the 1:1 initiative allows all students to be able to utilize these programs more regularly. Our school data backs up the national data for these programs - the more time devoted to the lessons, the more progress students are making. At Red Jacket, we have seen some students making several years’ growth in reading and math in a single year!

Through this initiative, we have seen a large increase in the schools’ and teachers’ ability to partner with parents, through improved communication and increased access to resources. Parents are better equipped to assist their child at home by accessing Google Classroom, iReady, and digital textbooks to support their child’s learning. This partnership has been a tremendous benefit to the students and staff of Red Jacket.

To learn more about the 1:1 Chromebook initiative, contact your building principal. We are excited to see how this technology will further improve the quality of education for the children of Red Jacket Schools!
The Red Jacket School District is expanding the educational opportunities for our youngest learners in 2016-2017. In past years, families have vied for the opportunity to send their child to the morning Universal Pre-Kindergarten (UPK) class. Due to federal regulations, the number of students permitted in the UPK class was limited to 18. The District recognized the advantage this type of program has for preparing students for school. So, the question became - how can we expand this opportunity to include more of the families in our community? With the support of the Board of Education and the community, an afternoon Pre-Kindergarten class was added for the upcoming school year. The addition of the afternoon class will allow up to eighteen (18) additional students the opportunity to attend school and learn the foundational skills needed for academic success.

Many parents wonder what their child will spend their time doing when they send their child to Pre-Kindergarten. Red Jacket students not only learn foundational academic skills, they will also learn the routines and expectations of being a learner in a classroom setting, while making social connections that will last through their high school years and beyond. Below are just a few of the goals we have for our students:

Academic:
• Use his/her senses to explore the alphabet.
• Begin letter recognition, both receptively as well as expressively.
• Recognize his/her own name, as well as others in the class.
• Develop awareness of the sound structure of the English language.
• Recognize and repeat rhyming patterns.
• Match/identify words or objects with same initial sound.
• Recognize syllables in spoken words or name (clap out pattern).
• Demonstrate pre-reading behaviors.
• Gain “book knowledge” – how a book looks (front vs. back, left – right).
• Begin to associate spoken sounds with corresponding letters.
• Demonstrate understanding of picture books (big books) or simple stories.
• Recall a simple story in sequence.
• Follow a series of simple directions.
• Demonstrate good listening behaviors: eye contact with speaker, maintaining adequate focus and attention.

Social and Emotional:
• Play cooperatively in small groups.
• Develop a positive self-image.
• Be polite and use manners in interpersonal interactions.
• Act respectfully toward adults and peers.

Research clearly shows that high-quality Pre-Kindergarten Programs have significant short- and long-term impacts on children and their communities. Evidence from countless sources shows that students who attend Pre-Kindergarten Programs enter school more ready to learn than their peers. This means students are less likely to need academic intervention services or remediation. This lessens the burden put on school districts, taxpayers, families, and, ultimately, the students themselves.
Career and Technical Education (CTE) provides secondary school students the chance to get a head start on preparing for college and careers. Students who 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. According to the Center for Education, nearly two thirds of the jobs created in the US by 2018 will require some form of postsecondary training or education to gain the skills needed to meet workforce demand.

How are we preparing students at Red Jacket for success in Career and Technical Education? Jane Stockton-Kobos, Lori Ryan, Samuel Martina, Karen Hall, and Emma Stutzman will continue collaborating with community businesses to increase opportunities for students by providing them:

- Internships
- Job Shadowing
- Apprenticeships
- Career Presentations
- Career/Business Fair

Last year, a number of community businesses and organizations were invited to take part in the high school's Open House. We are very thankful for the outstanding turnout as the hallway outside of the cafeteria was filled with representatives. This allowed students and parents to learn more about community resources and businesses in the Manchester-Shortsville area. Though it was successful, it was a singular event. This year, the plan is to make it more of a continuous process.

Every month, the high school will host another business or community organization. Our goal is to spread the word regarding services, learning, and potential internship opportunities for high school students available through local businesses and community organizations. The hope is that through this early exposure, we can get even more students thinking about and active in career and technical fields in order to more fully prepare them for postsecondary prospects. Along with more traditional career and technical offerings, we are able to expand opportunities for students through our continued partnership with BOCES. This year, for example, the Finger Lakes Technical and Career Center (FLTCC) will offer New Vision Health Therapy Sciences -- a program that focuses on medical careers. New Vision is a one-year program designed for seniors who plan on majoring in health fields in college (such as pre-medicine, biology, physical therapy, etc.). It is academically rigorous and requires a number of prerequisites from candidates, including: three years of Regent’s math, science, English, and social studies, an essay outlining future aspirations, and a recommendation from the high school guidance counselor.

In this program, students are able to learn in a hospital setting alongside medical professionals. Students have the opportunity to experience such specialized areas as cardiology, physical and occupational therapy, surgery, as well as a host of others. We are proud to announce that we have a number of Red Jacket students enrolled in this program for the 2016-17 school year!
We encourage, value and use the expertise of our staff, students, and parents at Red Jacket - there is a natural leader in all of us.

**Student Leaders:** We strive to empower our students and promote their leadership skills whether they are assisting their peers or younger students by working alongside teachers in classrooms or at our library desk or by participating in our hiring processes.

Students are an important part of our hiring process. After a screening process to ensure candidates are properly certified and match the criteria we are seeking, they are interviewed by a team made up of teachers and administrators. The team narrows the number of candidates down and invites finalist back to complete a teach piece in front of students, who then provide us with candid feedback. This verbal and written feedback is very helpful in making teacher selections.

During our new Business Teacher’s, Business Marketing teach piece, Paula Anselmo taught a fantastically crafted lesson to our students relating business marketing to our school by engaging our students in developing slogans that best describe our school from their perspective. These are some of the slogans that Max, McKenzie, Miguel, Trenton, Lillian, Jazzmyn, Amanda, Madison, Blake, Olivia, Isabelle, Tamsyn and Grace came up with when they worked independently or in small, collaborative groups:

- “We are Indians. We are learners. We stand together.”
- “Above the rest, we’re the best.”
- “Red Jacket, focusing on knowledge and support.”
- “Above the rest, creativity at its best.”
- “Using our passion and knowledge to learn and welcome others.”
- “Red Jacket, where your team is your family and where your family are your friends.”
- “The Red Jacket family, passionate, consistent, full of PRIDE.”

Their work provides insight on how they feel about our school. THIS is a RED JACKET POINT of PRIDE!

The first line of our Red Jacket School vision statement states, “Every employee of the District plays a vital role in the success of our students.” This core belief was put into observable action during the 2015-2016 school year and it continues to be the way our RJ Team rolls!

**Teacher Leaders:** Vicky Towne, our K-5 ELA Chairperson and Literacy Specialist, worked this year with fellow Literacy Teacher, Stephanie Beardsley, to introduce and implement the research-based, guided reading practices of Jan Richardson at the kindergarten, first, and second grade levels. Their building principal, Mr. Jeff McCarthy, created strategic, data-driven planning and coaching opportunities so that Mrs. Towne and Ms. Beardsley could work directly with their colleagues within their classrooms. They modeled instructional practices and strategies and coached their colleagues on implementing the research-based practices directly with their students. The coaching model allowed teachers to see how assessment and student work is used to more precisely determine student needs, how it translates to instruction and gives teachers instant and ongoing feedback and encouragement.

The focus on early intervention in reading at the primary level is paying off and resulting in significantly lower numbers of students requiring intervention for reading. We are committed to hiring specially trained, highly qualified, instructional experts to meet the needs of all our students. Many of our classroom teachers have New York State certification in reading/literacy and/or special education certification, in addition to their general education teacher certification, which is a commitment our District has made in order to provide more intense support for our students right within their classrooms. We are excited to add additional coaching support to second grade as we move this model upward in the elementary school. We are pleased to announce Catrina Bestram, a third Literacy Teacher,
who will join our dynamic team in September, which will add to the wealth of specialized reading support at our elementary school.

Another notable teacher leader is Sue Franceschi. Sue has come out of the classroom to take on the leadership role as a Teacher On Special Assignment (TOSA) as our Athletic Director. She places a priority on excellence in sportsmanship, student safety, has updated inventories, repaired and replaced equipment, and updated our coaches handbook. She is an excellent communicator, is extremely visible, and plans to hold informational meetings - she is passionately involved in every aspect of our athletics program!

Throughout every school year, we utilize teacher expertise to turn-key trainings in our school that teachers may have attended outside of our school. Many teacher leaders also lead data meetings with their principals where they look for patterns and instructional gaps, discuss and present the data to their colleagues, and facilitate discussions around action plans they commit to implementing across the curriculum to make a concerted effort to close gaps. Collectively we can achieve greater results than any one person can alone.

The last day of the school year for teachers is dedicated to staff development. Although the last day before summer break may not be ideal, we take every opportunity and make an extraordinary effort to collaborate with our teacher and staff leaders to plan meaningful staff development. We have a tremendous amount of talent on our staff and utilizing the expertise within our own schools is a way for us to create internal leadership capacity.

In preparation for June 24th, our staff were surveyed to determine their staff development needs and areas of expertise they have and would like to share with their colleagues. The following teacher and staff leaders provided staff development for their colleagues that was aligned with our District initiatives for curriculum and assessment, literacy, instructional technology, and wellness. Our Fine Arts Department shared their professional practices with the goal of fostering appreciation and an understanding of the value of the arts in education.

- **Danielle Sargent**, Art Teacher, taught her colleagues the power of creativity and hands-on learning through metal embossing, gourd burning, and using Illustrator to enhance presentations by incorporating images into projects, creating visually appealing posters and card designs that can be used in any classroom.
- **Andy Wight**, Band Teacher, challenged us to try to learn how to play an instrument and gain a better understanding of the need for students to sometimes leave other classes for band lessons they need. He invited his colleagues to have fun learning to play an instrument while also understanding the challenges and what it takes to be a part of a performance!
- **Kathy Liebentritt**, Library Media Specialist, explored the middle & high school Database Portal - a view at databases accessible to teachers currently and new ones coming this year. She helped her colleagues create a teacher account in Flocabulary, which is a great tool to help students fill in “knowledge gaps.” They also learned the latest news about a helpful citation tool and had an opportunity to explore their own needs with Kathy’s support.
- **Ashley Powers**, Social Studies Teacher, taught her group how to use Nearpod to present material to their students and assess them at the same time! Using Nearpod, all students answer the checks for understanding questions, which provides the teacher and students with instant feedback. It also creates a report for the teacher and breaks down all their questions to see how each student did on each question. It is a great tool, it’s fun for students, and it increases active participation in class!
- **Jim Pier**, Science Teacher, used Online Learning Portfolios with his students. He invited everyone to join him on http://cloudlab.newvisions.org/add-ons/sitemaestro to look at some new apps he used in his classroom this past year. He used one to create online learning portfolios for students using google sites as a means of an alternative assessment and he used a management add-on for the portfolios called Site Maestro.
- **Stacy Liberati**, ELA Teacher, helped others use the computer-based program eDoctrina, a tool used in our school for curriculum and assessment development work, as a tool for RtI. She also taught teachers how to create tests aligned to the Common Core Curriculum.
• **Vicky Towne**, Literacy Specialist, shared grades K-2 and 3-5 Best Practices in Guided Reading with her colleagues and invited them to share their best practices and literacy successes in guided reading.

• **Jen (Genega) Sweet**, Science Teacher, taught her colleagues to improve their Google Suite skills by integrating the Google Suite of Tools into their classroom instruction.

• **Rebecca Ikewood**, Elementary School Teacher, worked with her colleagues exploring the numerous math and science resources the elementary school has to offer.

• **Tracey Snieszko**, Family and Consumer Sciences and Health Teacher, taught her colleagues about the benefits of “clean eating” and how to eliminate some processed foods from their diets while cooking great tasting food.

**Staff Leaders:** During the June 24th Staff Development Day, **Sue Bailey**, our District Technology Coordinator, taught our staff how to use Go Guardian, which is software that helps the school manage Chromebooks, teach more efficiently, and protect students online.

Our school psychologist, **Amy Walton**, has been a leader in providing staff with Therapeutic Crisis Intervention (TCI) strategies, and now she has teamed up with our very own in-house expert, Coordinator of Special Services, **Jane Stockton-Kobos**. The two have been providing teachers and staff with refresher training and initial TCI training. TCI is a comprehensive, research-based model that helps staff proactively provide positive, practical, and proven methods of supporting students before, during, and after they experience feelings of frustration, anger, failure, or other overwhelming emotions. Students are given the support they need with the goal of learning a variety of coping strategies.

Whether working in a classroom, in the cafeteria, with our cleaning or maintenance crew, or with our bus drivers, we recognize the importance of everyone working together for the success of our students. One of our long-time superstars, Head Bus Driver, **Barb Bolton**, has included driver, **Diane Hixson**, in training new bus drivers to fill the shoes of those who retire.

**Our mission is:** We challenge all learners and work in partnership with students, parents, and community to achieve high standards.

**Parent and Community Leaders:** We value the leadership roles our parents take when they participate on our **Building Council Teams** at each school. The Building Council Teams work collaboratively to develop goals aligned to the District’s mission, vision, core beliefs and values, and District-wide goals to set the direction for the school in the upcoming school year. The Building Council Team is made up of parents, students, teachers, and an administrator.

Parents, Grandparents, and Community Members also play a vital role in volunteering their time on the **Capital Project Committee**, a leadership committee that is working hard, pouring through architectural and engineering documents, reviewing staff feedback from across the District, and inspecting all areas of the buildings and grounds to determine the District’s facility and program needs, while also trying to project future programming needs.

**Frankie Mullen** initiated the creation of a Community Fitness Program, called **Frankie Fitness**, and worked with the school to develop a process to offer fitness classes in the school’s fitness center. The group has grown to approximately 45 health-conscious community members. During football season, while Frankie is coaching, **Jen Moore**, another ambitious parent leader, has stepped in to keep the fitness program going until football season is over.

**Board of Education Leadership:** The Red Jacket Board of Education, made up of dedicated community and parent leaders, is a governing body working together as one on common goals, placing students at the forefront of every decision, on behalf of students, the school, and our community.
Without the concerted efforts of all of our leaders, within our student body, within our schools, within our community, working together to achieve our common goals, placing students first, we would not be able to accomplish so much. Thank you to all our dedicated, positive leaders and supporters for the collective contributions that have been made toward all the successes we have to celebrate.

There is a lot to be proud of at Red Jacket!
Dear Red Jacket Sports Fans:

As summer is coming to an end and our fall sports teams are preparing for their season, I, too, am excited to be preparing for my new role as a full-time Athletic Director. I am excited to be able to focus my day solely on RJ Athletics! I will continue to work closely with our coaching staff as well as our student athletes.

It is my expectation that all coaches and athletes will continue to conduct themselves in a positive and professional manner as well as being positive role models for our student body. It is my hope that our athletes will not only excel in their chosen sport, but will also find success in the classroom.

Spectators are an important part of our athletic events. I ask that all spectators remember and abide by our school’s rules and rules of Section V — be loud, be proud, but above all, be positive. You, too, are role models for our athletes.

The Red Jacket Athletic Program works together with many community organizations. It is my belief that this partnership will grow and prosper. By doing so, we will carry on the deep tradition and pride that the Red Jacket Athletic Programs have always had in the past.

I look forward to another great year of Red Jacket Athletics; I hope you do too! If you should have any questions or concerns, please don’t hesitate to contact me. I can be reached at 289-3966, extension 1503. I personally invite you to come out and support our Red Jacket Indians. To view our athletic calendar, look on our RJ website under Athletics or visit waynefingerlakesleague.org.

With Red Jacket Pride,

Sue

Sue Franceschi
Athletic Director

Sportsmanship

Excellence in sportsmanship is a top priority for the Manchester-Shortsville Central School District. Displaying proper conduct is expected of all participants, coaches, chaperones, parents/guardians and spectators.

Red Jacket takes pride in demonstrating:

1) the ideals of sportsmanship, ethical conduct, and fair play;
2) winning AND losing with grace and dignity;
3) respect, courtesy, professionalism, and humble leadership;
4) cordial courtesy to visitors and officials;
5) respect for the judgment of officials;
6) self control, good judgment, and positive initiative;
7) acceptance of rules and standards of eligibility.

Philosophy

Modified Program
- Focuses on the fundamentals of the game.
- Emphasizes academics, sportsmanship, chemical-free lifestyle, physical conditioning, and refinement of basic skills.
- Plays all participants, in good standing, in every game; however, they may not all play equally in each game.

Junior Varsity (JV) Program
- Emphasizes academics, sportsmanship, team play, chemical-free lifestyle, physical conditioning, and commitment.
- Teaches athletes how to cope with winning and losing properly.
- Plays athletes at the discretion of the coach.

Varsity Program
- Emphasizes academics, sportsmanship, team play, leadership, role modeling, chemical-free lifestyle, individual ability, motivation, community service, and mental attitude.
- Plays to win, but understands and accepts the lessons of losing.
- Plays athletes at the discretion of the coach, not every athlete will play in every contest.
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: __________

Meet our Athletic Trainer

Mary Butlak, ATC – Athletic Trainer

Mary Butlak, a native of Waterloo, NY, has been an athletic trainer for four years. Mary graduated in 2012 from Canisius College where she received her Bachelor’s of Science Degree in Athletic Training. While at Canisius College, Mary also participated as a member of their Division I Women's Lacrosse Program, where she received several accolades. Mary spent the last few years working at a local Rochester High School through the University of Rochester Medical Center. While at the U of R, Mary helped create protocols and programs as a member of the Concussion Management Team as well as the Hip Rehabilitation Team. Mary was also involved in the Athletic Performance Program through the University of Rochester. Mary recently joined UR Thompson as an Athletic Trainer where she is happy to be back home in the Finger Lakes Area and is excited to take on her new role at Red Jacket. Join us in giving her a warm Red Jacket welcome!
Mission
We will challenge all learners and work in partnership with students, parents, and community to achieve high standards.

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.

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.
Pedestrian Safety
Section 1151 - 1152, NYS Vehicle & Traffic Law

Source: http://www.nysgtsc.state.ny.us/peds-vt.htm#sec1152 or SafeNY.com

FOLLOW THE PEDESTRIAN “RULES OF THE ROAD”
Just like motorists, pedestrians are expected to follow certain rules of the road, including:

- Pedestrians are to use sidewalks whenever they are safely available.
- When sidewalks are unavailable, pedestrians must walk facing traffic as far to the left as possible.
- Pedestrians must obey traffic signals and/or traffic officers.
- At crosswalks where there isn’t a traffic control signal or officer, pedestrians have the right-of-way.

FOLLOW THE PEDESTRIAN “RULES OF THE ROAD” (Continued)

- If there aren’t any crosswalks, signs or signals, the pedestrian must yield the right-of-way to all vehicles.
- Regardless of the right-of-way, the driver is required by law to take great care to avoid “hitting” pedestrians.

What if there isn’t a crosswalk?
If there isn’t a crosswalk, sign, or signal at mid-block locations, a pedestrian must yield the right-of-way to all vehicles on the roadway [Section 1152, NYS Vehicle & Traffic Law].

§1151. Pedestrians’ right-of-way in crosswalks.
(a) When traffic-control signals are not in place or not in operation, the driver of a vehicle shall yield the right of way, slowing down or stopping if need be, to so yield to a pedestrian crossing the roadway within a crosswalk on the roadway upon which the vehicle is traveling, except that any pedestrian crossing a roadway at a point where a pedestrian tunnel or overpass has been provided shall yield the right of way to all vehicles.

(b) No pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impractical for the driver to yield.
(c) Whenever any vehicle is stopped at a marked crosswalk or at an unmarked crosswalk at an intersection to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass such stopped vehicle.

§1152. Crossing at other than crosswalks.
(a) Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right-of-way to all vehicles upon the roadway.
(b) Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right-of-way to all vehicles upon the roadway.
(c) No pedestrian shall cross a roadway intersection diagonally unless authorized by official traffic-control devices; and, when authorized to cross diagonally, pedestrians shall cross only in accordance with the official traffic-control devices pertaining to such crossing movements.

PENALTIES FOR PASSING A STOPPED SCHOOL BUS:

<table>
<thead>
<tr>
<th>By Conviction</th>
<th>Minimum Fine</th>
<th>Maximum Fine</th>
<th>Possible Imprisonment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Conviction</td>
<td>$250</td>
<td>$400</td>
<td>Up to 30 days</td>
</tr>
<tr>
<td>Second (within 3 years)</td>
<td>$600</td>
<td>$750</td>
<td>Up to 180 days</td>
</tr>
<tr>
<td>Third or subsequent convictions (within 3 years)</td>
<td>$750</td>
<td>$1,000</td>
<td>Up to 180 days</td>
</tr>
</tbody>
</table>
## BUS ROUTES
### 2016-2017 AM & PM Elementary Monday-Friday
(except where noted Monday - Friday)

<table>
<thead>
<tr>
<th>Mrs. Lankford</th>
<th>Mrs. Haug</th>
<th>Mrs. Hixson</th>
<th>Mrs. Button</th>
<th>Mrs. Schaerl</th>
<th>Mrs. Scott</th>
<th>Mrs. Bates</th>
<th>Mr. Rice</th>
<th>Mr. Abbott</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palmyra St.</td>
<td>East Ave. 19 to 65</td>
<td>East Main St. (Park St. to Cnty Rd. 13)</td>
<td>Johnson Rd.</td>
<td>Rt. 96 west to Kyte Rd.</td>
<td>North Main St.</td>
<td>Hackett Rd.</td>
<td>Rt. 21 to Armington Rd.</td>
<td>North Ave. to Edgemere Rd.</td>
</tr>
<tr>
<td>Rt. 21 South to Johnson Rd.</td>
<td>Friendly Village</td>
<td>Cnty Rd. 19 (Freshour Rd. to Cnty Rd. 13)</td>
<td>Cnty Rd. 19 (Rt. 21 to Pioneer Rd.)</td>
<td>Cnty Rd. 28 (Kyte Rd. to Herendeen Rd.)</td>
<td>Curran Rd.</td>
<td>Herendeen Rd.</td>
<td>Stafford Rd.</td>
<td>Clifton.</td>
</tr>
<tr>
<td>Mapleview Dr.</td>
<td>Taylor Rd. (Petit Rd. to Freshour Rd.)</td>
<td>Sheldon St.</td>
<td>Payne Rd.</td>
<td>Howland Rd.</td>
<td>Rushmore Rd. west of Cnty Rd. 28</td>
<td>Mt. Payne Rd.</td>
<td>Rt. 96 (Cnty Rd. 7 to Rte. 21)</td>
<td></td>
</tr>
<tr>
<td>West Main St. (Rte. 21 to Water St.)</td>
<td>Freshour Rd.</td>
<td>Latting Rd.</td>
<td>Farmington Townline Rd.</td>
<td>Outlet Rd. (Howland Rd. to Faas Rd.)</td>
<td>Wiborn Rd.</td>
<td>Hosey Rd.</td>
<td>Center St.</td>
<td></td>
</tr>
<tr>
<td>East High St., High St., West High St.</td>
<td>Taylor Rd. (Freshour Rd. to Cnty Rd. 19)</td>
<td>Shortsville Rd. (east of Sandhill Rd.) [PM on Bus 97]</td>
<td>Shortsville Rd. west of Cnty Rd. 28</td>
<td>Faas Rd.</td>
<td>Sheldon Rd.</td>
<td>Smith Rd.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booth St.</td>
<td>Cnty Rd. 19 (Pioneer Rd. to Freshour Rd.)</td>
<td>West Main St. to Rt. 21 [PM on Bus 97]</td>
<td>Rt. 96 west of Rt. 21</td>
<td>OUtlet Rd. (Faas Rd. to Rt. 21)</td>
<td>Fox Rd.</td>
<td>Rt. 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grove St.</td>
<td>East Ave. 4 to 14</td>
<td>Lorraine Dr. [PM on Bus 97]</td>
<td>Sandhill Rd.</td>
<td>1/2 ABBA [PM on Bus 88]</td>
<td>Bennett Ave.</td>
<td>North Ave. (Rte. 96 to Edgemere Rd.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maple Ave.</td>
<td>Clark St.</td>
<td>Booth St. Ext. [PM on Bus 97]</td>
<td>Pratt Rd.</td>
<td>State St.</td>
<td>South Main St. under #37 [PM on Bus 87]</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Terrace Pl.</td>
<td>Park St.</td>
<td>1/2 ABBA [PM on Bus 88]</td>
<td></td>
<td></td>
<td></td>
<td>Clover Crossings</td>
<td></td>
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</tr>
<tr>
<td>Park Pl.</td>
<td>Mather St.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Merrick Ave. [PM on Bus 87]</td>
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</tr>
<tr>
<td>Corner of Hebron Ave. &amp; Main St.</td>
<td>East Main St. (Park St. to East Ave.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Merrick Circle [PM on Bus 87]</td>
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</tr>
<tr>
<td>Water St.</td>
<td>Shirley St. [PM on Bus 97]</td>
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<td></td>
</tr>
<tr>
<td>Lehigh Ave. [PM on Bus 97]</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions? Call Barb Bolton or Jim Cheasman at the Bus Garage [585-289-3925]
<table>
<thead>
<tr>
<th>Mrs. Hixson</th>
<th>Mrs. Button</th>
<th>Mrs. Schaertl</th>
<th>Mrs. Scott</th>
<th>Mrs. Bates</th>
<th>Mr. Rice</th>
<th>Mr. Abbott</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Main St. (Water St. to Cnty Rd. 13)</td>
<td>Shortsville Rd. (Shirley St. to Sand Hill Rd.)</td>
<td>Rt. 96 west of Rt. 21 to Kyte Rd.</td>
<td>Outlet Rd.</td>
<td>Hackett Rd.</td>
<td>Rt. 21 North</td>
<td>East Ave. 21 to 65</td>
</tr>
<tr>
<td>Extra Runs</td>
<td>2016-2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus 85</td>
<td>PM Norman Howard</td>
<td>Mrs. Haug</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Bus 80</td>
<td>RJEC &amp; Norman Howard AM</td>
<td>Mrs. Lankford</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus 88</td>
<td>St. Mary’s</td>
<td>Mr. Russo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus 95</td>
<td>Midlakes BOCES</td>
<td>AM Mrs. Vaughn/PM Mrs. Scott</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus 90</td>
<td>Newark BOCES &amp; East Palmyra Christian School</td>
<td>Mrs. Cramer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus 96</td>
<td>AM ABBBA</td>
<td>Mrs. Scott</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus 95</td>
<td>PM ABBBA</td>
<td>Mrs. Cramer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus 97</td>
<td>Flint BOCES &amp; PM LeHigh Ave., Shirley St., W. Main St. to Sandhill Rd., Lorraine Dr., Booth St. &amp; Booth St. Ext. - Monday-Friday</td>
<td>Mrs. Vaughn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus 86</td>
<td>WEC</td>
<td>Mrs. Haug</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RJ BUS DRIVERS

| Bus 85 | Mrs. Haug |
| Bus 87 | Mrs. Button |
| Bus 84 | Mrs. Lankford |
| Bus 96 | Mrs. Scott |
| Bus 94 | Mr. Rice |
| Bus 93 | Mrs. Bates |
| Bus 89 | Mr. Abbott |
| Bus 91 | Mrs. Schaertl |
| Bus 92 | Mrs. Hixson |
Middle & High School Walkers

If you live on the following streets, your middle and high school students will be walking to school:

**Manchester:**
- Smith Terrace
- South Main St.
- Merrick Avenue
- Merrick Circle
- Howard St.
- Lehigh Ave.

**Shortsville:**
- West Main St. (Rt. 21-Shirley St.)
- Lorraine Dr.
- Shirley St.
- Booth St. & Booth St. Ext.
- High St.
- East High St.
- West High St.
- Maple St.
- Grove St.
- Park St.
- Terrace Place
- Water St.
- West Main St. (Rt. 21 to Water St.)
- Rt. 21 (Lehigh Ave. to Booth St.)
- Palmyra St.
- Canandaigua St.
- Hebron Ave.

If you have any questions, please call the bus garage @ 585-289-3925.

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Pesticide Use

New York Education Law Section 409-H, effective July 1, 2001, requires all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year. The Manchester-Shortsville Central School District is required to maintain a list of these persons who wish to receive 48-hour prior written notification of certain pesticide applications.

The following pesticide applications are not subject to prior notification requirements:
- when a school remains unoccupied for a continuous 72 hours following an application;
- antimicrobial products;
- nonvolatile rodenticides in tamper resistant bait stations in areas inaccessible to children;
- boric acid and disodium octaborate tetrahydrate;
- the application of EPA designated biopesticides;
- the application of EPA designated exempt materials under 40CFR 152.25;
- the use of aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including: venomous spiders, bees, wasps, and hornets;
- silica gel and other nonvolatile ready-to-use, paste, foam, or gel formulations of insecticides placed in areas inaccessible to children.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good-faith effort will be made to supply written notification to those on the 48-hour prior notification list.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to Kathy Haas, Manchester-Shortsville Central School District. Please feel free to contact Mrs. Dehn for further information on these requirements.

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Manchester-Shortsville CSD Request for PESTICIDE APPLICATION NOTIFICATION

<table>
<thead>
<tr>
<th>School Building</th>
<th>Day Phone#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Evening Phone#</td>
</tr>
<tr>
<td>Address</td>
<td>E-Mail Address</td>
</tr>
</tbody>
</table>

*Clip & Mail*
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 Guererri, Assistant Superintendent
Manchester-Shortsville Central School District
1506 Route 21
Shortsville, NY 14548

Reminders From the Health Office
Please call the health office when your child will be absent: We appreciate all those calls in when your child will be absent from school followed with a written excuse upon return.

When To Keep A Child Home Because Of Illness:
Sometimes it can be difficult for a parent to decide whether to send children to school when they wake up with early symptoms of an illness or complaints that they do not feel well. In most cases, the illness is not serious, and children will do just fine with a supply of tissues, reassurance, and a little encouragement.

There are some situations in which it is best to plan on keeping your child home for the day to rest and recuperate or to arrange for an appointment with your health care provider. The following situations are:

1. Fever greater than 100 degrees, including a fever that requires control with medication in the last 24 hours
2. Vomiting in the last 24 hours
3. Diarrhea in the last 24 hours
4. Strep throat (must have been taking an antibiotic for at least 24 hours before returning to school)

If your child becomes ill at school and the child is too sick to benefit from school or is contagious to other children, you will be called to come and take him/her home from school. It is essential that we have a phone number where you can be contacted during the day and an emergency number in the event you cannot be reached. If your daytime or emergency phone number changes during the year, please notify the main office or health office immediately.

Remember, (to help avoid the spread of illnesses) if your child has a fever, vomiting or diarrhea, please be sure they are fever free, vomiting and diarrhea free for 24 hours prior to returning to school WITHOUT the use of fever-reducing medicine such as Tylenol (acetaminophen) or Advil (ibuprofen).

Please see our Health Office webpages for the most up-to-date health information.
SCHOOL BUS SAFETY RULES

DID YOU KNOW:
An estimated 50,000 motor vehicles illegally pass New York State school buses every day.

THE LAW SAYS:
It is illegal - and very dangerous - to pass a stopped school bus when the large red lights located on top of the bus are flashing. Flashing lights mean the bus is picking up or discharging students.

You must stop whether you are approaching the school bus from the front or overtaking it from the rear.

You must always stop for flashing red lights, even on divided and multilane highways and on school grounds.

The first-time fine for illegally passing a school bus is a $250 to $400 fine, 5 points on your license, and/or possibly 30 days in jail.

Worse yet, the memory of hitting or killing a child may be one you carry for the rest of your life!

Red Jacket Point of PRIDE
100% of the chromebooks distributed to students in grades 6-12 last year were returned at the end of the year. Students took great care of their devices, and repairs were minimal and manageable throughout the school year. Keep in mind that your child’s specific device will be returned to them in the fall, and will be assigned to them for a 3-year period.
Reminder: Take care of your accessories (bags and chargers) as well as your Chromebooks!
Annual Notices of Rights

Non-Discriminatory Practice

As required by Title IX of the Educational Amendments of 1972, the Manchester-Shortsville Central School District does not discriminate on the basis of sex in the educational program or activities which it operates. This policy of non-discrimination includes the following areas: recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs; course offerings; textbooks; and student activities.

The official responsible for the coordination of activities relating to non-discrimination is Charlene Dehn (289-3964), Title IX Compliance Officer. She will provide information, including complaint procedures, to any student or employee who feels that his or her rights under Title IX may have been violated by the District or its officials.

Limited Disclosure

Unless objection to any of the specific items of information following is submitted in writing by parents or legal guardians or by those students themselves who are over the age of 18 years, the Manchester-Shortsville Central School District herewith gives notice of intention to provide, release or publish in the newsletters, school or student newspapers, magazines, yearbooks or other publications, daily or weekly newspapers, athletic programs, musical or theatrical programs, news releases and/or all of the following information pertaining to students as may be appropriate under the circumstances: name of student, name of parents, address, age, height, weight, grade, major field of study, participation in recognized school activities, extracurricular activities and sports programs, academic honors, achievements, awards, scholarships and similar information. Under Title 34, Part 99, Privacy Rights of Parents and Students, parents who do not desire release of any of the above information must make specific request in writing to the Superintendent of Schools. Failure to make such request shall be deemed consent to release, provide, or publish the directory information during the 2015 -2016 school year.

Student Records

Family Rights and Privacy Act

It is the intent of the Manchester-Shortsville Central School District to be in compliance with PL. 93-380 and PL. 94-142, and, therefore, it has established procedures for parents to exercise their rights relative to student records. MSCSD further intends that each member of its student body has the right of protection against an unwarranted invasion of privacy.

The Superintendent of Schools has developed procedures which recognize that parents and eligible students have the following rights:

* To inspect and review the student’s educational records.
* To challenge the records and to seek to expunge or correct parts which are believed to be inaccurate, misleading, or otherwise improper.
* To file an appeal should the records not be altered in accordance with their request.
* To obtain copies of the student’s records, the policy, and administrative regulations which pertain to records.

Those who are interested in access to student records or the policies of the Manchester-Shortsville Board of Education which relate to student records are asked to contact Kristine Guererri, Assistant Superintendent, at 289-3964.

The Rehabilitation Act

The Manchester-Shortsville Central School District, hereby gives notice that it does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973. The school district further gives notice that it does not discriminate in admission or access to its programs and activities. No person shall be denied employment solely because of any physical, mental, or medical impairment which is unrelated to the person’s ability to engage in the activities involved in the job for which application has been made.

Access to Public Records

The Freedom of Information Law establishes your right to inspect the public records of the Manchester-Shortsville Central School District. Requests to inspect school records must be made in writing on a form provided by the District and submitted to Kim Brown, Board Clerk, Manchester-Shortsville Central School District.

PARENTS: CSE & CPSE meeting dates are noted on the District calendar. Different days of the week are offered for your scheduling convenience. Feel free to call the CSE/CPSE Office at 289-3478 with any questions. Please ask to speak with Jane Stockton-Kobos.
Information for School-Aged Youth

If you live in any of the following situations:
- In a shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations
- Doubled up with friends or relatives because you cannot find or afford housing

then, you have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.

You have the right to:
- Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education provided to other students.
- Continue in the school you attended before you became homeless or the school you last attended, if that is your choice and is feasible. The school district’s local liaison for homeless education must assist you, if needed, and offer you the right to appeal a decision regarding your choice of school if it goes against your wishes.
- Receive transportation to the school you attended before you became homeless or the school you last attended, if you request such transportation.
- Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute.
- Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

When you move, you should do the following:
- Contact the school district’s local liaison for homeless education (289-3964) for help in enrolling in a new school or arranging to continue in your former school. (Or, someone at a shelter, Social Services office, or the school can direct you to the person you need to contact.)
- Tell your teachers anything that you think they need to know to help you in school.
- Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

If you need further assistance, call the National Center for Homeless Education at the toll-free HelpLine number: 1-800-308-2145

Notification of Rights under FERPA

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

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.
   - Parents or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
   - Parents or eligible students who wish to ask the School to amend a record should write the School Principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
   - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
   - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920
**AHERA Compliance Notice**

AHERA is a federal law enacted in 1987 which requires all school districts to re-inspect facilities for asbestos-containing building materials. Our facilities have been inspected and response actions are planned to ensure a continued safe environment for our students and employees. Activities include training of maintenance staff to prevent disturbance of asbestos and periodic re-inspection and surveillance activities by trained personnel. Details of such activities are described in the District’s AHERA Management Plan, which is available for your review in the District Office. If you have any questions or concerns in this regard, feel free to contact the LEA Designee, Kathleen Haas, (585) 289-3965.

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** biting the question with the appropriate answer **

**SPECTATOR RISK**

Spectators and adults are deemed to assume normal risk with the attendance, participation and viewing of school events.

Parents and guardians of students assume all normal risks while their child attends and participates in school programs.

**ACCIDENTS ON CAMPUS**

Please be aware, the School District does not carry accident insurance on your child. Parents and guardians are financially responsible for all accidents or injury of their child when on campus.

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**Publications 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 name, address and telephone number of my child,

Parent Signature

____________________________________

Date

Please return to Sue Vanderwall in District Office.
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. Martha Flower, Vice-President
term expires 2020
(martha.flower@redjacket.org)

Mr. Richard Vienna
term expires 2021
(richard.vienna@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 2021
(jennifer.speers@redjacket.org)

Upcoming Events in September

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>6</td>
<td>Superintendent’s Conference Day</td>
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<tr>
<td>7</td>
<td>First Day for Grades 1-12</td>
</tr>
<tr>
<td>8</td>
<td>First Day for UPK, Pre-K, and Kindergarten</td>
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<tr>
<td>10</td>
<td>ACT Exam</td>
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<tr>
<td>22</td>
<td>MS/HS Picture Day</td>
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<tr>
<td></td>
<td>Senior Parent Night, HS Auditorium, 7pm</td>
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<tr>
<td>23</td>
<td>Elementary Book Fair begins</td>
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<td>MS/HS Picture Day</td>
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<tr>
<td>24</td>
<td>Service Bowl Game</td>
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<tr>
<td>28</td>
<td>UPK - 2nd OPEN HOUSE, 7pm-8pm</td>
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<tr>
<td>29</td>
<td>Gemini Registration, HS Guidance Office, 8:15-9:30am</td>
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<tr>
<td>29</td>
<td>3rd - 5th OPEN HOUSE, 7pm-8pm</td>
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<tr>
<td>29</td>
<td>Annual K-5 Title I Mtg, ES Cafeteria, 6:30pm</td>
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<tr>
<td>29</td>
<td>ES Picture Day</td>
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