I am proud of Red Jacket Schools, our students, staff, parents and this community! The Manchester-Shortsville Central School District provides our students with an outstanding education, access to state of the art technology, individualized attention, and the ability to participate in a wide variety of extra-curricular activities. These opportunities often do not happen for all children in larger schools.

At Red Jacket, we work together in teams to review and share student performance results that guide our curriculum development and instructional planning to meet the needs of all our students. We continually learn and read research. Throughout each year, we work strategically to improve upon the previous year – it is an ongoing improvement process. In 2008, Red Jacket had a 75% graduation rate. In 2013, with higher standards for all, our graduation rate was 91%. We out-performed the top-rated, affluent Monroe County School with higher graduation rates for economically disadvantaged students and students with disabilities, despite the state aid funding shortfall Red Jacket has experienced.

Research tells us smaller schools generally outperform larger schools, and that is, in part, why the Governor supports the Charter School initiative even though these small schools take funding away from public schools, thus placing a heavier tax burden on property owners. Charter Schools make sense in low-performing urban areas like Rochester, Buffalo, or Syracuse where approximately 45% of students graduate from high school or even in larger cities where students have such poor attendance they have severe gaps in their skills and understandings. They do not make sense, however, in achieving, rural school districts that do not have a need or the property tax base to support them.

The Charter School that was proposed in Phelps last school year romanticized education during the days of our Founding Fathers. Thankfully, American Education, society, and in many ways civility, has come a long way from the time of our Founding Fathers! During the time of our Founding Fathers in 1776, many parents taught their children only the very basics of reading and writing from home, girls were taught how to run a home, and only wealthy white boys were formally educated with very few attending college.

Over 100 years later, in 1896, the Supreme Court upheld the laws of racial segregation in public facilities (Plessy v. Ferguson). In the 1890’s, only about 5% of all adolescents were even enrolled in school. In 1927, the Plessy v. Ferguson, “separate but equal” doctrine was used by the Supreme Court to uphold the right of the Mississippi Public School to exclude a Chinese American girl from receiving a public education. Finally, in 1954, the Supreme Court overturned the Plessy v. Ferguson ruling in the Brown v. Board of Education case, stating racial segregation was inherently unequal under the Constitution. In 1955, all states permitting segregation in their public schools were required to begin desegregation. Unlike the romanticized philosophy of the past, public education is based on equity and excellence for ALL students!

Today, our students are taught skills far beyond the rudimentary learning associated with the 3 R’s: reading, writing, and arithmetic of the late 1700s. They are expected to master 21st Century skills where they learn how to apply their understandings, think critically, communicate effectively, solve complex problems, reason, support their answers, defend a position, access resources, analyze information from multiple perspectives, construct new knowledge, and use advanced technology. I would venture to guess that our Founding Fathers would be absolutely amazed with public education, technology, and the scientific advancements of today. I have to believe they would have wanted their children to have a better education, a longer life expectancy, and a better life than they had. What parent does not want that for their child? We have instructional technology, access to information, research-based proven strategies, and methods of instruction at our fingertips. We can bring the past, present, and future ideas of the world to our students in a split second!

It is important to honor the past and understand our roots, but we would be remiss not to provide our students with the very best education possible, by using proven, research-based practices, and accessing all available resources. We need to work together and focus forward to prepare our students to be resourceful, critical thinkers, skilful and creative problem solvers, and positive contributors to compete successfully in our ever-changing, highly technical, and diverse world.
Danielle Andolina – 2nd Grade Teacher – Danielle returns to Red Jacket Elementary after a long-term substitute position in the Brighton CSD. She has subbed in RtI and first grade at RJES over the last two years. She is a graduate of St. John Fisher and Nazareth Colleges. Danielle will be reconnecting with first graders from last year in her new second grade classroom.

Katie Brown – MS/HS Art Teacher – Katie comes to us from the Spencerport CSD where she taught elementary and middle school art. She is a graduate of Mercyhurst University and Boston University. Katie will be sharing her passion for visual art with both middle and high school students.

Marissa Harris – 8th Grade English Teacher – Marissa comes to us from MCC, Keuka College, and Bryant & Stratton where she was an Adjunct Professor last year. Previously she taught MS & HS English at the Rochester Academy Charter School. She is a graduate of Messiah College and National University. She will be sharing her love of ELA with our 8th graders.

Barbara Henderson – Elementary Special Education Teacher – Barbara comes to us from the Webster School District where she taught second grade last year. She is a graduate of Nazareth College. Barbara will bring her expertise with children with disabilities to the third and fifth grade teams.

Kristen Henry – 8th Grade Social Studies Teacher – Kristen comes to us from the Livonia CSD where she taught 8th and 12th grade Social Studies last year. She is a graduate of St. Lawrence University, SUNY Albany, and Union Graduate College. Kristen will be sharing her love of history with our 8th grade students.

Delana Hey – 5th Grade Teacher – Delana comes to us from the Crestwood Children’s Center where she worked with students with disabilities. She is a graduate of SUNY Geneseo and Nazareth College. Delana will be sharing her skills with our fifth grade students.

Brandon Sartin – MS/HS Spanish Teacher – Brandon comes to us from the Urban Choice Charter School where he taught K-8 students. He is a graduate of Houghton College and St. John Fisher. Brandon will be sharing his love for the Spanish language with our middle and high school students.
“LEADERSHIP IS VERY IMPORTANT. LEADERS HAVE A MAJOR ROLE IN SETTING THE VISION TO MOVE TOWARD THE ORGANIZATION’S GOALS, AND THEN CREATING A MOTIVATING ENVIRONMENT FOR PEOPLE SO THOSE GOALS CAN BE REACHED. BUT BOY, LEADERS WHO DON’T KNOW WHAT THEY’RE DOING, OR HAVE BIG EGOS, CAN TAKE A GOOD COMPANY AND DRIVE IT STRAIGHT INTO THE GROUND. SO DON’T KID YOURSELF. LEADERSHIP DOES MATTER.”

FROM WHY DOES LEADERSHIP MATTER? BY KEN BLANCHARD 2011

RESPONSIBILITIES OF RED JACKET’S LEADERSHIP TEAM

We Work Together To:

• Construct vision, set strategic goals, and achieve them
• Implement programs, services, and management systems
• Improve efficiencies and make fiscally responsible decisions by maximizing resources and accessing energy performance programs
• Make student-centered decisions and advocate for students
• Access services from outside agencies to support students and their families
• Create a safe learning environment
• Evaluate all employees
• Enlist the support of parents
• Remove barriers to learning
• Support all our staff, use their strengths, and listen to them
• Analyze assessments and make data driven decisions
• Ensure curriculum is standards-based, aligned, implemented, and accessible
• Ensure instruction is informed by using student work and performance data
• Ensure instruction meets the needs of our students
• Ensure our staff and students have access to state of the art technology
• Participate in professional development to continuously improve

WE ARE ALSO

• 12 Month Employees Who Are Responsible 24/7 For All Aspects of District Operations and State, Federal & Local Accountability
• Facility and Grounds Managers
• Transportation Managers
• Budget Analysts
• Special Programs Administrators
• Coordinators for Homeless Students, and Tutoring for Suspended and Incarcerated Youth
• Responsible for Legal, Policy Mandates, Initiatives, and Contractual Negotiations
• Responsible for Federal and State Mandates
• Responsible for State Data Reporting
• Responsible for Effectively Communicating and Fostering Positive Public Relations
• Disciplinarians
• Superintendent is Our Hearing Officer
• Responsible for Conflict Resolution for Parents, Teachers, Staff, Students, Unions, State, and Federal Agencies
• Advocates for Our School & Community at the Local, State, and Federal Level
Meet the Leadership Team

Red Jacket may have a small Leadership Team of five (5), and in fact, there is no other school similar in size with so few administrators, but there is no denying the work we do together is done with an unmatched level of care and commitment for our students and their families. No other time in the history of education has had so many federal and state mandates, so many challenges with raising kids, so much pressure to perform and prepare our children to compete in a highly technical and competitive world, nor has there been such a high level of expectation, pressure, and accountability in education for administrators. Each member of our administrative team has more than a full-time position. These additional duties, which are often full-time positions in other school districts, makes our roles more complex, our days longer, and our jobs much more challenging. With that, however, comes reward and pride in the work we do. We are a hardworking, dedicated, driven team of five who work together with a shared mission, vision, values, and goals to contribute to Red Jacket’s legacy of excellence.

All five (5) Administrators, with various overlapping roles and responsibilities are accountable for:
• Annual Professional Performance Review (APPR) Implementation (Mandate)
• State Standards, Data Driven Instruction Implementation (Mandate)
• Coordination of State Assessment Implementation and/or Reporting (Mandate)
• Lead or Co-lead for Development of Numerous Mandated District Plans (Mandate)

Who are we and what are some of our other roles and responsibilities that you may not know?

Mrs. Marisa Philp, Elementary School Principal
Marisa.Philp@redjacket.org

• Leader, Supervisor of Universal Pre-Kindergarten Program (UPK)
• Response to Intervention (RtI) Coordinator for Elementary School (Mandate)
• District Anti-Bullying Coordinator (Mandate)
• Elementary Dignity for All Coordinator (Mandate)

Mrs. Sarah Shainfeld, Middle School Principal
Sarah.Shainfeld@redjacket.org

• Lead for Code of Conduct Compliance (Mandate)
• Academic Intervention Services (AIS) Coordinator for Middle School (Mandate)
• Middle School Dignity for All Coordinator (Mandate)
• Chemical Hygiene Officer (Mandate)
• Assist with Oversight of Athletics & Related Plans, PE Plan (Mandate)
• Wellness Coordinator (Mandate)

Mr. Jim Niedermeier, High School Principal
James.Niedermier@redjacket.org

• Technology Coordinator - Long Range Planning, Purchasing, Infrastructure Planning, Implementation & Staff Development (Mandate and Full-Time Positions in Other Districts)
• Data Administrator for State Education Department Reporting (Mandate & Part-Time Position in Other Districts)
• Lead for Annual Professional Performance Review (APPR) Development & Implementation (Mandate)
• Academic Intervention Services (AIS) Coordinator for High School (Mandate)
• High School Dignity for All Coordinator (Mandate)
• Responsible for Building Usage Request Coordination (Part of Buildings & Grounds Position for Other Districts)
Mrs. Kristine Guererri, Assistant Superintendent  
Krisetine.Guererri@redjacket.org

- Responsible for Human Resources/Coordinating Hiring Processes/Public Relations (Full-Time Position for Other Districts)
- Homeless School Liaison (Mandate)
- Home School Compliance & Reporting Officer (Mandate)
- Federal & State Grants Writer (Brings over $350,000 of Funds to District)
- Responsible for Reporting of High Cost Special Education Programs & Services to Capture State Aid
- Responsible for State Education Department Data Reporting (Mandate)
- Provides Ongoing New Teacher Training & Professional Development (Mandated to Maintain Teacher Certification)
- Supports Superintendent, Principals & Teachers by Coordinating Variety of Professional Development Opportunities Aligned to District & Building Goals & State Mandates
- Supports Superintendent, Principals & Teachers with Curriculum Development Process
- Lead for District Professional Development Plan (PDP) & Implementation (Mandate)
- Oversees Special Education (Full-Time Position for Other Districts)
- Director of Transportation (Full-Time Position for Other Districts)

Ms. Charlene Harvey, Superintendent  
Charlene.Harvey@redjacket.org

- Responsible for All Aspects of District Operations
- Business Administrator (Full-Time Position in Other Districts)
- Communicates Staffing, Budget/Budget Hearing & Capital Project Needs to Board of Education & Public (Law)
- Oversees Annual Professional Performance Review (APPR) Implementation for Administrators (Mandate)
- Facilitates Planning with Administrative Team to Strategically Align District & Building Initiatives, State Standards & Data Driven Instruction
- Director of Buildings & Grounds (Full Time Position for Other Districts)
- Emergency Response & Safety Coordinator (Mandate & Part of Buildings & Grounds or Resource Officer Position for Other Districts)
- Responsible for State Education Department Reporting (Mandate)
- Responsible for Contractual Negotiations with Unions (Law)
- Hearing Officer for Student Suspensions (Law, Other Districts Use Their Attorney to Conduct Hearings)
- Plans & Works with Financial Advisors, Architects, Engineers & Construction Companies on Capital Projects (Law)
- Seeks, Plans & Implements Cost Saving Energy Performance Programs
- Advocate for Red Jacket Schools at the Local, State & Federal Level/Public Relations

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.
Capital Projects Update!

Capital Projects are the most affordable way for School Districts to address high-cost repairs, improve safety and security, and make improvements. Let me explain why.

In order to address some of our more serious needs such as replacing outdated and faulty wiring, collapsed pipes, or worrisome underground fuel tanks without placing the entire burden on the District and community members, the State sets aside tax dollars for Districts to use for these types of capital projects. There are requirements set forth by the State Education Department to access such funds. If the funds are not used by our School District, they are given to other School Districts – it does not go back into the pockets of tax payers. The State encourages Districts to set up a Capital Project Reserve, which is like a savings account to offset the amount the State doesn’t pay. Once funds are placed in the Capital Project Reserve, there are restrictions placed on the District for its use. Capital Project Reserves can only be used for capital projects.

In March 2013, I posed this question to District residents:

If your house needed major repairs which were not in your budget and the State offered to use tax dollars already collected from you, me, and every other New York State tax payer, to pay almost 90% of those repairs, would you turn down the offer? Or, would you tell the State to give the money to someone else to use?

The answer to this question from District residents was heard loud and clear and the Capital Project Committee couldn’t have been more pleased. Please accept my appreciation for your overwhelming support (352 yes to 77 no votes) on April 9, 2013, because Red Jacket Schools is now in the midst of the Capital Project you approved to address many of the safety/facility improvement needs we have within our District.

Currently, the State will pay for approximately 88.8% of our $3.1 million capital project and our District has the remaining portion of the balance (approximately 11%) set aside. Therefore, this capital project will not, and has not, resulted in any additional cost to tax payers.

The goal of this capital project is to maintain and improve the integrity of our educational program, ensure our facilities are safe, secure, efficient and up to date.

The primary focus of this project is to repair broken plumbing, faulty wiring, improve HVAC efficiency and upgrade safety and security.

Todd LaBarr and Thom Frederick (local resident) from Watch Dog are providing the District with enhanced clerk services. They meet regularly with our team consisting of head of maintenance Mike Roddenbery, head mechanic Jim Cheasman, SEI Design Group architects Gian-Paul Piane and Melissa Zeh-Gross, all the contractors and myself to make sure the project is on schedule with targeted completion by the end of September.

You may recall the capital project includes updating our 1963 auditorium lighting technology, our nearly 50 year old circuit breaker boxes, outdated heating and cooling control systems, two nearly 50 year old bathrooms, site work improvements, outdated gasoline pump and pump reader system, fuel tank replacements, upgrading our security cameras, lighting and technology cabling. We have also included updating our electric in the auxiliary gym, which will allow us to place our existing fitness equipment into the gym and further update the space. The bids for this project came in lower than expected, allowing us to potentially purchase an updated, digital school sign for the front of our school. This purchase, however, will only be made if the project remains under budget.

Again, my sincere thanks to all our students, community members, Rotarians, Lions Club members, Public Library and Friends of the Library, our staff, the Board of Education, and Capital Project Committee Members for working together to support education, taking the time to understand our safety/facility needs, and promoting and believing in the integrity of our mission.
Family Matters Night
Saturday, February 7, 2015
6:00 - 8:00 pm.
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 2010, 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: ______
Books are everywhere. We can buy them, borrow them, read them in print or online. There is no place in America that does not have access to books. As young people learn to read, there are thousands of books for them to get their hands on: school, libraries, Little Red Book Shelves. The foundational tools for education are not absent from our culture. In other parts of the world, however, this is not the case. Many Third-World communities struggle to provide schools, let alone books.

In 2000, an American Rotary member and a South African Rotary member met during a leadership conference where they shared many interests and concerns, specifically on the topic of education. They created a project where Rotaries throughout the United States collected books to send to countries in need; this program is now called Books for the World. The primary objective is to advance literacy on an international scale by redistributing donated books and materials from the United States to regions desperately lacking in educational resources. The United Nations has found that nearly 800 million adults are illiterate in their native language. Literacy skills are the basis for all sections of education, including reading, writing, math, science, and the use of technology. Being able to communicate is essential for the eradication of poverty and other societal problems. Since 2001, 9 million books have been sent to other countries from the United States.

This past spring, a group of Red Jacket students teamed up with our local Rotary as part of their community service projects. Ericha Zuhlsdorf, Brynne Guerrie, Bethany Austin, Alys Derby, and Beau and Justin Herendeen have been volunteering their time to collect, organize, pack, and ship books to send around the world. This project is teaching the students how to be charitable individuals. This is a great organization that benefits many communities worldwide, as well as those volunteering their time. With the help of the Manchester Rotary Club, over 50 boxes of books were donated. Thank you to everyone within the community to helped with this project.
6th - 12th Grade Summer Reading

It’s summer and that means sun, fun, and a little reading. The Red Jacket English Language Arts Department is continuing its Summer Reading Program for the seventh year, so that means our students should be carrying around a book this summer.

With the exception of AP and Gemini English at the 12th grade level, students can choose any book to read. We encourage them to choose books that are within their reading levels and interests. The Red Jacket Community Library has a great selection of young adult novels.

For each grade, 6-12 students are required to complete a written assignment. If papers have been lost, you can get another at the website set for this reason. The district homepage has a link to the summer reading assignments.

Goals for the Summer Reading Program:

- Increase reading comprehension
- Increase reading fluency
- Increase note-taking skills
- Increase skills of independent learning

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 any 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.

§1151-a. Pedestrians’ right-of-way on sidewalks.
The driver of a vehicle emerging from or entering an alleyway, building, private road or driveway shall yield the right-of-way to any pedestrian approaching on any sidewalk extending across such alleyway, building entrance, road or driveway.
§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.

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!

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</td>
<td>$750</td>
<td>$1,000</td>
<td>Up to 180 days</td>
</tr>
</tbody>
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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.
We offer everything from Media Arts to Music Theory here and our arts courses are demanding as well as engaging. Creative students also have opportunities with Art Club, Yearbook, and the school musical to express themselves. Our dedication to helping students become well-rounded individuals doesn’t end with here, however. We also require each student to complete a Service Learning Project with the goal of teaching students the importance of civic responsibility.

As I’ve written about before in District Newsletters, student access to technology here is another point of pride. All of our classrooms come equipped with digital projectors and all but a few feature interactive displays like Smart Boards. We have many mobile laptop labs, two desktop computer labs, a business computer lab, and we will soon have a CAD lab outfitted with the same software students will encounter after they graduate in the workplace. Our students also use mobile iPad and iPod carts, electronic response devices for quick assessment, document cameras, and a whole host of other hardware and software aimed at creating the most engaging learning environment possible.

All of this, of course, is secondary to the safe and positive environment at RJHS. Through our work with Positive Behavior Interventions, we have seen dramatic declines in disciplinary events over the past three years. This past year, we had no violent incidents and there have been very few suspensions.

Though we are not immune to the same problems every school has, we work very hard to make sure that students are comfortable coming to school and are able to focus on academics while they’re here.

Red Jacket High School is a great place to go to school! I only hope that you’re as proud to send your teens here as I am to work here.

Sincerely,

James Niedermeier, Principal
Welcome to the 2014-2015 school year at Red Jacket Middle School!

It is a great honor to be joining the Red Jacket family as the new middle school principal. I was initially drawn to Red Jacket because of its reputation as a true middle school and a District-wide commitment to putting student learning first. The middle school concept was designed around creating an environment that addresses the unique social, academic and emotional needs of children in grades 6-8. Having nine years of experience in the middle school classroom, I know that students in this age group thrive in a school culture that is structured to meet their needs. At Red Jacket Middle School, we are committed to creating that culture.

Academics

I have observed a commitment to thoughtful and thorough implementation of the Common Core State Standards and rich, hands-on learning experiences at RJMS. Instruction in literacy across the content areas and mathematics has changed significantly over the last few years, and many parents have noticed their children tackling increasingly difficult tasks at home and in school. These “growing pains” are associated with any significant change. As a result of this, we continue to examine their effects on student learning and target areas of growth and understanding through meaningful staff development and effective partnerships with families.

PBIS is rolled out at the Middle School!

Positive Behavioral Intervention Supports (PBIS) will be fully implemented at the middle school this year. PBIS is very popular in schools across the country due to its success in decreasing behavioral issues that affect student achievement. It has already been adopted at the elementary and high school buildings.

This program focuses on supporting student success through a proactive approach by emphasizes positive behaviors, and reinforcing them through both cultural and systemic changes. Essentially, it encourages a common language around behavioral expectations and allows students to focus on learning from class to class. I am very excited to work alongside staff and students to support its implementation, as it reinforces our core values of partnership, dignity and respect.

Communication

I would like to invite you to follow me on twitter @RJMS_Principal for current updates on student achievements, learning opportunities, and other school-related information. Visit our school website (www.redjacket.org, Middle School Page) for other useful information and resources including access to your child’s grades, a wide variety of clubs they can join, supply lists, the Student Handbook, Code of Conduct and the Success Guide.

Upcoming Middle School Dates & Learning Events:

- Locker Day – August 20th
- Meet the Principal Night – August 28th
- Clubs Kick Off (Grades 6,7,8) – September
- October 6th Open House at 6:30 pm
- Home Alone Safety Course – Grade 6 (during school day)
- Internet Safety Course – Grade 7 (during school day)

In closing, I would like to express how thankful I am to have joined a district that cares so deeply about children and their success.

Sincerely,

Sarah Shainfeld, Principal
Red Jacket Elementary is a wonderful place for your child to learn and grow! At Red Jacket Elementary, we value excellence in education. We are concerned for your child’s academic, social, emotional and physical development. Our team of professional educators is highly skilled at meeting the needs of all learners. We continue our learning as a professional learning community; focused on meeting the individual needs of every child.

Red Jacket Elementary embraces teaching children positive behaviors that they can carry with them to Middle School and beyond. At Red Jacket, we have P.R.I.D.E., which stands for Partnership, Respect, Integrity, Dignity and Excellence. Students learn what P.R.I.D.E. means during their first week of school when they rotate through centers where teachers explain the behavioral expectations of the cafeteria, hallway, bathroom, playground, classroom, and bus. As part of the P.R.I.D.E. program, we also have fun school-wide competitions like the “Green Cup Contest” in the cafeteria. Our goal is that every child will be recognized by the end of the school year for demonstrating P.R.I.D.E. in our school. This also includes on the school bus! Students are given the opportunity to be recognized for demonstrating P.R.I.D.E. every week. This foundational teaching of our school’s expectations is an important step in creating a positive school atmosphere as well as teaching children the foundational social and behavioral skills they will need for success even beyond elementary school!

Family engagement is a priority at Red Jacket Elementary. PTSA meetings are conveniently held in the evenings to make it easier for families to attend. Our PTSA sponsors wonderful programs such as Family Matters and the Parents As Reading Partners (P.A.R.P.) program! This is an exciting opportunity to engage your child in reading at home. Red Jacket Elementary has also partnered with the Red Jacket Community Library to create a summer-long reading program. Students are able to register the number of minutes they read (or are read to) by visiting the public library once every week. These programs promote reading at home, which is a VERY important daily habit to create. In addition, Red Jacket Elementary also sponsors a Family Literacy Night as well as a Math, Science and Technology Night and a Science Fair. These valuable educational evenings of FUN help families to become even more engaged in their child’s education and are possible by the generous volunteerism of the faculty and staff. The faculty and staff at Red Jacket are top notch educators that go above and beyond for our children and families.

In addition to the wonderful activities described above, there are several “Meet and Greet” evenings with the principal throughout the year. This is an informal opportunity to come and say hello. In addition to this, there are also “Parent University” evenings where parents can come and learn more about topics such as the Common Core, P.R.I.D.E. and more! At Red Jacket, when you walk through our doors, you are a part of our Red Jacket family. Our goal is to provide you with as many opportunities and resources as we can.

Finally, at Red Jacket, your child will receive an outstanding education! Our energetic and enthusiastic faculty and staff always strive to meet the needs of every learner. During literacy instruction, children are challenged at their instructional reading levels and given small group instruction based on these reading levels. This information is gained through benchmarking throughout the course of the school year and monitoring student growth on an ongoing basis. At Red Jacket Elementary, children engage in a research-based writing program that is considered the best in the field. Teachers have witnessed first-hand the love for writing this program has fostered. In the area of mathematics, our teachers teach to the standards utilizing quality resources. They engage with fellow professionals on a weekly basis to promote continuous curricular improvement. Children at Red Jacket also learn the basics of phonics, phonemic awareness and handwriting. We are honing our programs to reflect best practice and current thinking in the field of education including access to the latest technology and application programs. Our Art, Music, Physical Education and Library programs are also a key part of our children’s education. These programs are a favorite part of every child’s day and enrich the life of our school through children’s singing voices, instrumental melodies, beautiful artistic productions, love for literature as well as their demonstration of physical agility. Children at Red Jacket are given every opportunity to learn and grow!

We thank you for your support and encourage you to volunteer at the elementary school. Anyone interested in volunteering can fill out a volunteer application and attend a volunteer training. Please call our Main Office with any questions you may have. We welcome the generous donation of your time and talents and we encourage you to become an active member of our Red Jacket family!

Sincerely,

Marisa Philp, Principal
2014-2015 Application for Free and Reduced Price School Meals/Milk

To apply for free and reduced price meals for your children, read the instructions on the back, complete only one form for your household, sign your name and return it to Doris Dunham @ the Manchester-Shortsville CSD, 1506 State Route 21, Shortsville, NY 14548. Call 585-289-3966 if you need help. Additional names may be listed on a separate paper.

1. List all children in your household who attend school:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School</th>
<th>Grade/Teacher</th>
<th>Foster Child</th>
<th>No Income</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

2. SNAP/TANF/FDPIR Benefits:
If anyone in your household receives either SNAP, TANF or FDPIR benefits, list their name and CASE # here. Skip to Part 5, and sign the application.

Name: ____________________________________ CASE # ________________________________

3. If any child you are applying for is homeless, migrant, or a runaway, please call this number: Kristine Guerri @ 585-289-3964

   - Homeless
   - Migrant
   - Runaway

   (Homeless Liaison/Migrant Education Coordinator)

4. Household Gross Income: List all people living in your household, how much, and how often they are paid (weekly, every other week, twice per month, monthly). Do not leave income blank. If no income, check box. If you have listed a foster child above, you must report their personal income.

<table>
<thead>
<tr>
<th>Name of household member</th>
<th>Earnings from work before deductions</th>
<th>Child Support, Alimony</th>
<th>Pensions, Retirement Payments</th>
<th>Other Income, Social Security</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount / How Often</td>
<td>Amount / How Often</td>
<td>Amount / How Often</td>
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</tbody>
</table>

5. Signature: An adult household member must sign this application and provide the last four digits of their Social Security Number (SS#), or mark the "I do not have a SS# box" before it can be approved.

I certify (promise) that all of the information on this application is true and that all income is reported. I understand that the information is being given so the school will get federal funds; the school officials may verify the information and if I purposely give false information, I may be prosecuted under applicable State and federal laws, and my children may lose meal benefits.

Signature: ___________________________________________ Date: _______________________

Email Address: ___________________________________________ Last Four Digits of Social Security Number: ***-**- __   __   __  __

Home Phone ______ Work Phone ______ Home Address ________________________________

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DO NOT WRITE BELOW THIS LINE – FOR SCHOOL USE ONLY

Annual Income Conversion (Only convert when multiple income frequencies are reported on application)

- Weekly X 52; Every Two Weeks (bi-weekly) X 26; Twice Per Month X 24; Monthly X 12
- SNAP/TANF/Foster
- Income Household: Total Household Income/How Often: __________ / ________ Household Size: __________
- Free Meals ☐ Reduced Price Meals ☐ Denied/Paid
- Signature of Reviewing Official __________________________ Date Notice Sent: __________
APPLICATION INSTRUCTIONS

To apply for free and reduced price meals, submit a Free Meals/Milk Eligibility Letter received from the Office of Temporary and Disability Assistance OR complete only one application for your household using the instructions. Sign the application and return the application to Doris Dunham, 1506 State Route 21, Shortsville, NY 14548. If you have a foster child in your household, you may include them on your application. A separate application is no longer needed. Call the school if you need help: 585-289-3966 x 7905. Ensure that all information is provided. Failure to do so may result in denial of benefits for your child or unnecessary delay in approving your application.

PART 1 ALL HOUSEHOLDS MUST COMPLETE STUDENT INFORMATION. DO NOT FILL OUT MORE THAN ONE APPLICATION FOR YOUR HOUSEHOLD.
(1) Print the names of the children, including foster children, for whom you are applying on one application.
(2) List their grade and school.
(3) Check the box to indicate a foster child living in your household, and check the box for each child with no income.

PART 2 HOUSEHOLDS GETTING FOOD STAMPS, TANF OR FDPIR SHOULD COMPLETE PART 2 AND SIGN PART 5.
(1) List a current Food Stamp, TANF or FDPIR (Food Distribution Program on Indian Reservations) case number of anyone living in your household. Do not use the 16-digit number on your benefit card. The case number is provided on your benefit letter.
(2) An adult household member must sign the application in PART 5. SKIP PART 4. Do not list names of household members or income if you list a food stamp case number, TANF or FDPIR number.

PART 3 Before completing an application for a child who may be homeless, a migrant education student, or a runaway, please call your school’s homeless liaison or migrant education coordinator at this number: Kristine Guererri 585-289-3964

PARTS 4 & 5 ALL OTHER HOUSEHOLDS MUST COMPLETE THESE PARTS AND ALL OF PART 5.
(1) Write the names of everyone in your household, whether or not they get income. Include yourself, the children you are applying for, all other children, your spouse, grandparents, and other related and unrelated people in your household. Use another piece of paper if you need more space.
(2) Write the amount of current income each household member receives, before taxes or anything else is taken out, and indicate where it came from, such as earnings, welfare, pensions and other income. If the current income was more or less than usual, write that person’s usual income. Specify how often this income amount is received: weekly, every other week (bi-weekly), 2 x per month, monthly. If no income, check the box. The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care and Development Block Grant, TANF and At Risk Child Care Programs should not be considered as income for this program.
(3) The application must include the last four digits only of the social security number of the adult who signs PART 5 if Part 4 is completed. If the adult does not have a social security number, check the box. If you listed a food stamp, TANF or FDPIR number, a social security number is not needed.

OTHER BENEFITS: Your child may be eligible for benefits such as Medicaid or Children’s Health Insurance Program (CHIP). In order to determine if your child is eligible, program officials need information from your free and reduced price meal application. Your written consent is required before any information may be released. Please refer to the attached parent Disclosure Letter and Consent Statement for information about other benefits.

PRIVACY ACT STATEMENT

Privacy Act Statement: This explains how we will use the information you give us.

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number are not required when you apply on behalf of a foster child or you list a Food Stamp, Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

DISCRIMINATION COMPLAINTS

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (PDF), found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov
The 2014-2015 school year brings with it some minor changes in the bus routes. Please refer to the bus routes below. Until established, morning pick-up times may vary slightly, please be patient. Have your children ready early until the correct time is determined. Any questions or concerns, feel free to contact Barb Bolton or Jim Cheasman (@ 289-3925)

### 2014-2015 AM & PM Elementary Monday-Friday
(except where noted Monday - Friday)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Palmyra St. East Ave. 19-65</td>
<td>East Main St. to East Ave.</td>
<td>Johnson Rd.</td>
<td>96 West to Kyte</td>
<td>Route 21</td>
<td>Hackett Rd.</td>
<td>Route 21 to Armington</td>
<td>East Ave. (19-65) [HOME ON BUS 76]</td>
<td></td>
</tr>
<tr>
<td>Canandaigua St. South Ave.</td>
<td>East Ave. (4-14)</td>
<td>Chapin Rd.</td>
<td>Kyte Rd.</td>
<td>Outlet Rd.</td>
<td>Yellow Mills Rd. (South of Herendeen)</td>
<td>Hosey Rd.</td>
<td>South Ave. [HOME ON BUS 76]</td>
<td></td>
</tr>
<tr>
<td>Rt. 21 South to Johnson Rd. Friendly Village [Split with 89]</td>
<td>Clark St.</td>
<td>County Rd. 19 (21-Pioneer)</td>
<td>County Rd. 28 (Kyte to Herendeen)</td>
<td>Curran Rd.</td>
<td>Herendeen Rd.</td>
<td>Stafford Rd. - North &amp; South</td>
<td>North Ave. to Edgemere</td>
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</tr>
<tr>
<td>West Main (21-Water St.) Mather St.</td>
<td>Latting Rd.</td>
<td>Farmington Townline</td>
<td>Outlet Rd.</td>
<td>Wiborn Rd.</td>
<td>Route 21</td>
<td>Dewey St.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East High Street &amp; High Street East Main St. to County Rd. 13</td>
<td>Shortsville Rd. (East of Sandhill)</td>
<td>Shortsville Rd. (West of CR 28)</td>
<td>Faas Rd.</td>
<td>Sheldon Rd.</td>
<td>North Ave. (Rt. 96-Edgemere)</td>
<td>Rt. 96 (CR 7-Rt. 21)</td>
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</tr>
<tr>
<td>West High St. County Rd. 13</td>
<td>West Main St. to 21 [RITZ-RT.21 HOME ON BUS 91]</td>
<td>Route 96 West</td>
<td>Outlet Rd.</td>
<td>Fox Rd.</td>
<td>South Main St.</td>
<td>Friendly Village [HOME ON BUS 76]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booth St.</td>
<td>Taylor Rd.</td>
<td>Lorraine Dr.</td>
<td>Sand Hill Rd.</td>
<td>North Main St.</td>
<td>Bennett Ave.</td>
<td>Center St.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grove St. Freshour Rd. (South of Taylor)</td>
<td>Booth St. Ext.</td>
<td>Pratt Rd.</td>
<td>ABBA [PM BUS 90]</td>
<td>State St.</td>
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</tr>
<tr>
<td>Maple Ave. Taylor (Freshour-19)</td>
<td></td>
<td></td>
<td></td>
<td>Clover Crossings</td>
<td></td>
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<tr>
<td>Terrace Place County Rd. 19 (Pioneer-13)</td>
<td></td>
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<td></td>
<td>Merrick Ave. &amp; Merrick Circle</td>
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<tr>
<td>Hebron (Corner) Freshour Rd. (13-19)</td>
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<td></td>
<td>Howard St.</td>
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<tr>
<td>Water St. Shirley St. [HOME ON BUS 93]</td>
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</tbody>
</table>
# 2014-2015 AM & PM Monday-Friday Middle/High & Friday @ 2:30
(Except where noted - exceptions are Mon-Thurs. Take same bus home on Friday as you ride in)

<table>
<thead>
<tr>
<th>Bus</th>
<th>Driver</th>
<th>Route Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>East Main - Water to East Ave. (Shirley to Sand Hill) [HOME ON BUS 93]</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Shortsville Rd. (Shirley to Sand Hill) [HOME ON BUS 93]</td>
</tr>
<tr>
<td>83 - Bott</td>
<td>[6:55]</td>
<td>96 West of Rt. 21 to Kyte Rd.</td>
</tr>
<tr>
<td>84 - Scott</td>
<td>[6:50]</td>
<td>Outlet Rd.</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Rt. 21 North</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>East Ave. (21-65) [HOME ON BUS 76]</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>East Ave. (4-14)</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Latting Rd.</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Curran Rd.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>Yellow Mills Rd.</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>Hosey Rd.</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>South Ave. [HOME ON BUS 76]</td>
</tr>
<tr>
<td>83 - Bott</td>
<td>[6:55]</td>
<td>North Ave. (Clifton to Edgemere)</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>North Ave. (Clifton to Edgemere)</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>North Ave. (Clifton to Edgemere)</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>Park St. (Shirley to Sand Hill) [HOME ON BUS 83]</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Colle Rd.</td>
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<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Herendeen Rd.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>Smith Rd.</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>North Ave. (Clifton to Edgemere)</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Maplevew [HOME ON BUS 83]</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Howland Rd.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>County Rd. 28 (North of Herendeen Rd.)</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>Mather St. (Shirley to Sand Hill) [HOME ON BUS 83]</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Rt. 21 South to Johnson</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Faas Rd.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>Sheldon Rd.</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>East Main St. (Park to County Rd. 13) [HOME ON BUS 83]</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Pine Tree Dr. [HOME ON BUS 83]</td>
</tr>
<tr>
<td>83 - Bott</td>
<td>[6:55]</td>
<td>County Rd. 28 (South of Herendeen Rd.)</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Outlet Rd.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>Fox Rd.</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>F reshour North of County Rd. 19 [HOME ON BUS 83]</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Johnson Rd.</td>
</tr>
<tr>
<td>83 - Bott</td>
<td>[6:55]</td>
<td>Route 96 West</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>North Main St.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>Bennett Ave.</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>County Rd. 19 East of Freshour [HOME ON BUS 83]</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Rt. 21 South</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>State St.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>Route 21</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>County Rd. 13 [HOME ON BUS 83]</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>County Rd. 19 (21 to Pioneer)</td>
</tr>
<tr>
<td>83 - Bott</td>
<td>[6:55]</td>
<td>Triangle Park</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Smith Rd.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>North Ave. (Rt. 96 to Edgemere)</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>Taylor Rd. (Petit Rd. to Freshour)</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Pioneer Rd.</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Sheldon St.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>Rt. 21 (Booth to Latting)</td>
</tr>
<tr>
<td>81 - Coffey</td>
<td>[7:00]</td>
<td>Freshour Rd.</td>
</tr>
<tr>
<td>82 - Button</td>
<td>[7:00]</td>
<td>Freshour Rd.</td>
</tr>
<tr>
<td>87 - Blevins</td>
<td>[7:00]</td>
<td>Freshour Rd.</td>
</tr>
<tr>
<td>89 - Abbott</td>
<td>[7:02]</td>
<td>Freshour Rd.</td>
</tr>
</tbody>
</table>

## Extra Runs 2014-2015

<table>
<thead>
<tr>
<th>Bus</th>
<th>Run Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>St. Mary’s and Calvary Schools</td>
</tr>
<tr>
<td>80</td>
<td>RJEC &amp; Norman Howard AM</td>
</tr>
<tr>
<td>84</td>
<td>AM ABBA</td>
</tr>
<tr>
<td>86</td>
<td>Wayne Education Center &amp; ABBA PM</td>
</tr>
<tr>
<td>88</td>
<td>Midlakes BOCES</td>
</tr>
<tr>
<td>90</td>
<td>Newark BOCES &amp; Light- house Baptist</td>
</tr>
<tr>
<td>91</td>
<td>Flint BOCES, RJ PM (Monday-Friday) (LeHigh, Shirley, 2 W Main to Sand- hill, Lorraine &amp; Booth St)</td>
</tr>
</tbody>
</table>

## 2014-2015 RJ BUS DRIVERS

<table>
<thead>
<tr>
<th>Bus</th>
<th>Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>Mrs. Haug</td>
</tr>
<tr>
<td>75</td>
<td>Mrs. Lankford</td>
</tr>
<tr>
<td>82</td>
<td>Mrs. Button</td>
</tr>
<tr>
<td>83</td>
<td>Mr. Bott</td>
</tr>
<tr>
<td>87</td>
<td>Mrs. Blevins</td>
</tr>
<tr>
<td>84</td>
<td>Mrs. Scott</td>
</tr>
<tr>
<td>89</td>
<td>Mr. Abbott</td>
</tr>
<tr>
<td>85</td>
<td>Mrs. Bates</td>
</tr>
<tr>
<td>81</td>
<td>Mrs. Coffey</td>
</tr>
<tr>
<td>91</td>
<td>Mrs. Vaughn</td>
</tr>
</tbody>
</table>
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. Harvey for further information on these requirements.

### 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>

If you have any questions, please call the bus garage @ 585-289-3925.
Out-of District Transportation Requests
Due April 1, 2015
for 2015-2016 School Year

Manchester-Shortsville Central School District parents who will have children attending non-public schools outside of the district in 2015-2016 must file a request for transportation by April 1, 2015.

Please note that even if a child already attends a non-public school and receives transportation, the request must be filed again for 2015-2016.

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

From the Health Office

Dear Parents/Guardians,
As part of a required school health examination, a student is weighed and his/her height is measured. These numbers are used to figure out the student’s body mass index or ‘BMI’. The BMI helps the doctor or nurse know if the student’s weight is in a healthy range or is too high or too low. Recent changes to the New York State Education Law require that BMI and weight status group be included as part of the student’s school health examination. A sample of school districts will be selected to take part in a survey by the New York State Department of Health. If our school is selected to be part of the survey, we will be reporting to New York State Department of Health information about our students’ weight status groups. Only summary information is sent. No names and no information about individual students are sent. However, you may choose to have your child’s information excluded from this survey report.

The information sent to the New York State Department of Health will help health officials develop programs that make it easier for children to be healthier.

If you do not wish to have your child’s weight status group information included as part of the Health Department’s survey this year, please print and sign your name below and return this form by January 5, 2015 to the health office, Attn: Joan Robertson, R.N.

Please do not include my child’s weight status information in the 2014-2015 School Survey.

__________________________  _______________________
Print Child’s Name   Date

__________________________  _______________________
Print Parent’s Name   Parent’s Signature
JOIN P.T.S.A. Today!!!

P.T.S.A. Annual Membership Form

Name:_____________________________________________________________

Address:____________________________________________________________

Phone:_____________________________________________________________

Grade(s) of Child(ren):__________________________________________________

Please return to the school office: $5.00 per family (cash or check payable to: RJPTSA)

_____ Parent     _____ Staff

_____ Teacher    _____ Other

PLEASE SELECT ONE:

_____ Active P.T.S.A. Board Member - I am interested in sitting on the P.T.S.A. Board

_____ Active Member - I am interested in volunteering:
Feel free to call me at:_______________________________________________
E-Mail me at:______________________________________________________

_____ Inactive Member - Just the membership for now.
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 Harvey (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 hereby 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 2014-2015 school year.

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.

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 Guererrí, 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.

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 Karen Hall.
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.

NOTICE TO PARENTS with students in 9th-12th grades.
The Federal Act NCLB (No Child Left Behind) requires school districts to provide access to secondary student's names, addresses and telephone listings to military recruiters or institutions of higher education unless parents request in writing not to release the information.

If you desire your child’s information not to be released, please complete and return the following withdrawal of consent form:

NAME OF STUDENT: ______________________________________________

________________________________________________________________________

I, ______________________________________________

parent of, _____________________________________________.

________________________________________________________________________

I deny consent to release my child’s information to military recruiters or institution of higher education as provided under the NCLB Act.

Return to: Guidance Office, Red Jacket High School, 1506 Rt. 21, Shortsville, NY 14548 or drop off in the High School Office.

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

Pleased 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.

Publication of Student Names and Pictures

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

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

NAME OF STUDENT: ______________________________________________

________________________________________________________________________

Please DO NOT release the 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 2015
(kristin.gray@redjacket.org)

Mrs. Martha Flower, Vice-President
term expires 2015
(martha.flower@redjacket.org)

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

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

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

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

Mr. Richard Vienna
term expires 2016
(richard.vienna@redjacket.org)

Upcoming Events

SEP
2
Superintendent’s Conference Day

3
First Day for Grades 1-12
6:00 pm PTSA Mtg. - Lib.

4
First Day for UPK & Kindergarten

10
MS/HS Picture Day
Board of Education Mtg.

16
Senior Parent Night, 7 pm,
HS Auditorium

18
Rochester Area Colleges
Visit, 12:15-1:00 pm

22
Elementary Scholastic
Book Fair

24
Elementary Picture Day UPK - 2nd Grade Open House, 7 pm

25
3rd - 5th Grade Open House, 7 pm

27
RJ Talent Show, 7 pm

29
Spirit Week begins through October 3rd