

ONTEORA

Winter 2017

BENNETT STUDENT GOVERNMENT RECEIVES GENEROUS DONATION



Bennett Elementary School's Student Council officers recently accepted a \$1,000 donation from the Imagine Onteora Foundation, which is to be used towards the purchase of risers for the school's music department. Imagine Onteora Treasurer Walter Bollenbach (second from right) and President Rita Vanacore (far right) presented the generous gift during a January 4 meeting that included (from left to right) Bennett Principal Gabriel Buono and Student Council Officers Clare Voelker (treasurer), Marena Quick (secretary), Hudson Turbo (vice-president), and Takemi Sono-Knowles (president). Imagine Onteora is a non-profit foundation dedicated to improving the quality of the educational experience for Onteora students.

Watershed Educator
Matt Savatgy (far right)
leads a recent Science
Detectives expedition.

Elementary School Science Detectives Focus on Watershed Mammals

THIS WINTER, A NUMBER OF WOODSTOCK AND PHOENICIA STUDENTS HAVE BEEN PLAYING DETECTIVE — science detective, that is. After a recent snowfall, they headed outdoors, where they followed animal tracks, identified birds by their songs, examined animal droppings, and searched for other signs of local wildlife.

The Grade 3 “detectives” — 12 from Woodstock and 8 from Phoenicia — meet once a week in the libraries of their respective schools with Watershed Educator Matt Savatgy.

“We spend a lot of time outside,” explained Mr. Savatgy. “The students are learning about mammals that live around streams in the Catskill Mountains — and how to look, observe, and act like scientists.”

When the young scientists are indoors, they're busy researching whichever mammal they've chosen as their particular area of study. They will share the results of their research with the entire third grade during presentations that will take place at their schools in the spring.

Woodstock student Makayla Robbins, who is working on a presentation on muskrats, was surprised to learn that the animal has “waterproof” fur. “The fur is oily, so the muskrat stays dry even in water,” she observed.

Phoenicia student Jasmine Ploutz is studying the red fox, whose scientific name, she reported, is *Vulpes vulpes*. “I've learned a lot,” she said. “It doesn't catch its food the way you would think. It sits and waits and watches carefully — and then, at the right time, it pounces, curves its body, and goes face-first onto its prey on the ground. It's really cool!”

The participants in the Science Detective program, Mr. Savatgy explains, were chosen by their teachers, who thought the students would not only benefit from Science enrichment activities, but would also be able to handle missing regular classroom instruction time. (The students are responsible for making up any work they miss.)

The activities are funded in part by Cornell Cooperative Extension of Ulster County and the New York City Department of Environmental Protection through the Ashokan Watershed Stream Management Program.



Woodstock student Makayla Robbins examines white-tailed deer droppings to see what the animal has been eating.



MESSAGE FROM THE SUPERINTENDENT

DEAR ONTEORA COMMUNITY MEMBERS:

It is hard to envision a learning environment without some type of feedback that measures students' proficiency or knowledge and assures us that successful teaching and learning are taking place.

The process that gathers the essential information needed to monitor a student's progress or growth is referred to as an "assessment."

As an educator, I believe the best assessment practices include a variety of measures – some formal and some informal – and tests represent one of the measurement tools available. It is important to use a balanced approach to assessments to monitor or measure student growth, enhance teaching effectiveness, and improve curriculums.

Today's students not only need to know basic reading and arithmetic skills, but they must also possess the skills necessary to compete in a world that is continually changing. They must be able to think critically, analyze, and make inferences.

Changes in the skills base and knowledge that our students need require us to develop new learning goals. These new learning goals change the relationship between assessment and instruction.

Assessment is an integral part of instruction, as it determines whether the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding.

Assessments also prompt us to ask difficult questions. For example, "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a different way to teach the subject that promotes better learning for our students?"

Assessments are today's means for our teachers to understand how to adjust tomorrow's instruction. When assessments and instruction are interwoven, both students and teachers benefit.

Following are some definitions that you may find useful.

Ongoing Assessment describes a diagnostic continuum that includes pre-assessment; formative assessment; and summative assessment.

Pre-Assessments are any method, strategy, or process used to determine a student's current level of readiness in order to plan for the delivery of appropriate instruction. They tell us what a student already knows and understands about the standards, objectives, concepts, and skills and what further instruction is needed to master these things. Pre-assessments also give our teachers information on how to set up flexible groups for small group instruction.

Examples of pre-assessments include pre-tests, checklists, POE (Predict, Observe, Explain) exercises, self-evaluation, and questioning.

Formative Assessments represent both formal and informal checks that allow teachers to make instructional decisions. By gauging student understanding as learning is happening, teachers are able to make instructional adjustments that allow students to build on previous learning experiences. This approach provides both teachers and students with regular feedback. Formative assessments are embedded into the curriculum and provide evidence of student learning as it is happening.

Examples of formative assessments include quizzes, portfolio checks, questioning, hand signals, journal entries, conferences, and exit cards.

Summative Assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program, or school year.

Examples of summative assessments include mid-term and final exams, or a final project.

Assessments are about guiding student learning – not judging them. They are about informing instruction – not filling a grade book. They include the before, during, and after – not just the after. Finally, assessments are about what our students learned – not about what was taught.

Sincerely,
Bruce Watson, *Superintendent*

ONTEORA ACCEPTING APPLICATIONS FOR PRE-K PROGRAM



This year's Onteora Pre-K students include (left to right) Jameson Driscoll, Charli Good sight, and Caroline Carlson-Cook, who are enrolled in the program administered by First Steps Early Childhood Education Center in Woodstock.

The Onteora Central School District is currently accepting applications for its half-day Universal Pre-Kindergarten program for the 2017-2018 school year. Onteora residents who are the parent or guardian of a child who will be four years old on or before December 1, 2017 are eligible to apply to be entered into the lottery that selects students for the program.

If you wish your child to be considered for placement in the program, please fill out the application that is available on the District website (www.onteora.k12.ny.us). You may also obtain an application by calling Margaret Harkin at 657-3320. Completed applications are due at the District Office on Route 28 in Boiceville by May 26, 2017.

The continuation of the half-day Pre-K program is contingent upon State budget approval. The District also hopes to continue its full-day Pre-K program, which serves children the State considers "at risk." The District will reapply for this grant if it is offered for the 2017-2018 school year. Based upon the applications received, the District will determine which students are eligible for the full-day program.

Onteora Hosts All-County Vocal Jazz Workshop

SOME OF ULSTER COUNTY'S BEST HIGH SCHOOL vocalists came together at Onteora High School on January 11 for an intensive vocal jazz workshop.

The students — 28 in all — spent the day working with Jeff Welcher, director of Syracuse University's acclaimed vocal jazz ensemble, Windjammer. The participating school districts were Onteora, Ellenville, Highland, New Paltz, Rondout Valley, Saugerties, and Wallkill.

The Ulster County Music Educators Association sponsored the workshop, which was organized by Onteora Music teacher Krista Cayea with assistance from New Paltz High School Vocal Music teacher Nicole Foti.

"I'm excited," said Onteora senior Megan Haaland, a soprano. "It's always fun to sing with musicians from other schools." Kalena Kwiecinski, a senior, and Spencer Estes, a sophomore, were also invited to the workshop.

The students spent the school day and part of the evening rehearsing with Welcher and a three-piece professional rhythm section. That evening they performed, along with the Rondout Valley High School Vocal Ensemble and Onteora's jazz vocal group, Sounds of Jazz.

"Jazz is the only form of musical expression that allows for complete self-expression," said Ms. Cayea. "For some of these students, this is their first jazz experience, and it's very different from what they're used to in other choirs. I find jazz very relaxing and very freeing."



Onteora junior Carmen Higueta (foreground) sings with Onteora's Sounds of Jazz vocal jazz ensemble during a January 11 performance that followed an All-County vocal jazz workshop.

Phoenicia's Winter Gardening Activities

AT PHOENICIA ELEMENTARY SCHOOL, students are benefiting from hands-on lessons devoted to gardening and growing. Even when winter weather brings the young gardeners indoors, the "green" learning opportunities are continuing to flourish.

On a recent frigid morning, parent volunteer Julia Rose, a facilitator for the school's garden-based activities, led the children in making public service announcements (PSAs) on the health benefits of various garden crops, from Brussels sprouts to broccoli. With assistance from the classroom teachers, some children conducted research on their chosen vegetables, while others worked on getting their messages across via a poster, an original rap song, or even an energetic dance.

In a few months, Ms. Rose reported, the students will start growing seedlings on windowsills and growing racks. They will also begin plotting the garden according to the concepts of "companion planting," which calls for planting specific crops next to each other with a view towards enhancing growing conditions by such measures as controlling pests, encouraging pollination, and maximizing growing space.

The gardening program is an initiative of Phoenicia's Health and Wellness Committee, which is a subcommittee of the PTA. Ms. Rose, a Committee member, secured a grant from the WholeKids Foundation to help fund the endeavor, which included the installation of a permaculture garden last May.



Phoenicia students Lilli Sanchez, Luc Millenson-Wilens, and Mariana Giordano work on a poster extolling the benefits of spinach.

During the growing season, the students work outside, exploring various aspects of the garden and its plants. "We might pull root veggies and examine them, learn how to measure the circumference of a tomato, or see that a stalk is like a straw," Ms. Rose said.

"In the winter months," she continued, "we move the class indoors and do things like look at different soils and sand under microscopes. Once it's warm enough, we will move back outside to prep and plant the garden."

Phoenicia Principal Linda Sella is thrilled with the garden-related activities, which she says support the school's efforts in English Language Arts, Mathematics, and Science. "The children are learning about plant biology, life cycles, environmental sustainability, nutrition, and so much more," she remarked. "We are so grateful to Ms. Rose, our PTA, and the WholeKids Foundation!"

In addition to promoting healthy eating habits among the children, Ms. Rose hopes the gardening program will help foster an appreciation for our food, the people who grow it, and the land that sustains us all. "I hope the children will learn to love vegetables and to try lots of new things; will build gardens of their own at home; and will develop a deeper understanding, appreciation, and respect for our resources and for where our food comes from," she said.

ONTEORA EXCELS AT REGIONAL SCIENCE OLYMPIAD COMPETITION

KUDOS TO THE ONTEORA HIGH SCHOOL SCIENCE OLYMPIAD TEAM, which earned 38 medals in an excellent team effort that led to a 3rd place finish out of 30 teams at the Mid-Hudson Regional Science Olympiad Competition on February 4. The team earned the right to compete at the New York State Science Olympiad Competition, which will take place at Le Moyne College in Syracuse in March.

Standout performances included ones by Allison Ryan and Jackie Katz, who placed 1st in Helicopters; Grace Tytus and Lindsay Voelker, who placed 1st in Remote Sensing and 3rd in Herpetology; Alexa Maldonado, who placed 2nd in Herpetology; Spencer Cornelis and Maia Amellio, who placed 2nd in Robot Arm; Maia Amellio and Pia Roels, who placed 3rd in Disease Detectives; James Davis and Garrett Gramzow, who placed 3rd in Optics; and Satch Sumner-Waldman and Adam Savage, who placed 3rd in Hydrogeology.

Congratulations to all, and good luck in Syracuse!



Onteora High School's Science Olympiad team poses for a group photo at the Mid-Hudson Regional Science Competition.

Middle School Students "Engineer" Solutions Using Legos

TO MANY OF US, the plastic building blocks known as Legos are simply children's toys. To students in Kate Van Baren's Grade 8 Pre-Engineering class, they're powerful problem-solving tools.

Recently, six of Ms. Van Baren's students — Ryan Johnsmeyer, Gavin Sessler, Kendall Matheson, Jake Rotella, Alex Smith, and Keener Mendez Esteban — used Legos to build robots with the goal of improving interactions between people and animals.

The students took their inspiration from the tragic tale of Harambe, a captive gorilla killed by a zoo worker last May to protect the life of a child who had somehow managed to climb into the animal's habitat.

"Harambe got killed because his enclosure wasn't safe enough," explained Kendall. "We wanted to make enclosures that would be safer for animals and people."

After lots of brainstorming, research, and trial and error, the students entered the fruits of their labors in a FIRST Lego League Qualifying Tournament, which took place at Sanfordville Elementary School on

January 28. This year's tournament, which had the theme "Animal Allies," drew approximately 150 competitors and 15 teams.

During their months of preparation for the tournament, the Onteora students were tasked with creating Lego



Gavin Sessler, a Grade 8 student, explains how he and his classmates used Legos to meet various challenges while preparing for a recent tournament.



Students in Kate Van Baren's Pre-Engineering class show off the presentation board they made for a Lego League tournament that had an "Animal Allies" theme.

robots that could carry out various "missions." For one mission, recalled Gavin, the students had to program a robot to get food out of a dispenser and to bring it to all of the animal enclosures. For another mission, they were asked to program a robot to travel over a railing, triggering a guide dog that would sit, thereby enabling a blind person to avoid danger.

Gavin, who said he learned a lot about programming through the project, is eager to learn more. "I'd like to go to college for programming," he said.

Although the Onteora team did not qualify for advancement to the State tournament, Ms. Van Baren was very proud of her students. "They did a great job presenting information and answering questions from the judges for the different categories: Core Values, Project, Robot Design, Robot Game," she said. "This program is great because it gives students an opportunity to develop 21st century skills such as critical thinking, technology literacy, oral and written communication skills, and collaboration and teamwork."

Woodstock Peer Mediators Working to Increase the Peace

AT WOODSTOCK ELEMENTARY SCHOOL, where the motto is Peace, Love, and Learning, it's not surprising that children are learning how to settle their disagreements peacefully, using the school's peer mediation program.

This year's peer mediators—Grade 3 students Tristan Scott, Andrew Umhey, Ruby Gahagan,

Shelby Buryk, Serena Ratcliff, and Sadie Konjas—have received training in conflict-resolution techniques, and they're using those skills to help their fellow students come up with what they call "win-win solutions."

A typical problem, explains peer mediation program advisor/Reading teacher Nicole Polacco, might arise when friends

are having a difficult time playing together at recess, or deciding whom to sit with at lunchtime. The parties involved in the dispute have the option of requesting peer mediation, which takes place during recess.

The students having the disagreement join two peer mediators at a conference table, where the students brainstorm a list of possible "fixes." Mrs. Polacco stands by as the children discuss their disagreement, assisted by guiding, non-judgmental questions posed by the mediators.

The solution to the lunch problem, suggests Mrs. Polacco, might involve having a student sit with one friend on Mondays and Tuesdays, and then with another friend for the rest of the week.

Away from the table—but within hearing distance—two additional peer mediators take notes, offering support if needed.

"The mediation always ends with everyone agreeing

to the solution," says Mrs. Polacco. The students may make concessions, forge a compromise, or come to understand opposing points of view, she explains. "If one person doesn't agree, the mediators continue the conversation until they find a solution that everyone can agree upon." In rare cases, the children may simply agree to disagree.



Woodstock peer mediators pose with some of the posters they made to advertise the school's conflict-resolution program.

The mediators, who were recommended by teachers, find their work to be satisfying. "I like to help people," says Andrew. "You get to help people develop the tools they need to solve their problems," adds Ruby.

"If you find a good solution for the people on both of sides of a disagreement," observes Shelby, "then you make them

happy. And if they're happy, I'm happy."

A happier, more cohesive school environment is, in fact, one of the goals of the program. "Concerns about violence and bullying have increased over the years," Mrs. Polacco notes. Having a peer mediation program at the elementary level, she suggests, helps to teach students how to resolve their conflicts in a positive, constructive manner.

The peer mediators also host a schoolwide "spirit week" in the spring. "It brings the entire school together as a community," says Mrs. Polacco.

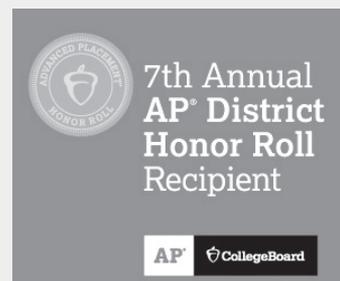
According to Woodstock Principal Scott Richards, the peer mediation program also teaches children valuable skills that will prove useful beyond the classroom, lunchroom, bus, or playground. "Teaching children to settle disputes and solve problems not only benefits our school, but will also benefit them throughout their lives," he observes.

ONTEORA NAMED TO COLLEGE BOARD'S AP DISTRICT HONOR ROLL

ONTEORA IS ONE OF 433 SCHOOL DISTRICTS in the U.S. and Canada being honored by the College Board with placement on the 7th Annual Advanced Placement (AP) District Honor Roll. To be included, Onteora had to simultaneously increase access to AP coursework while maintaining or increasing the percentage of students earning scores of 3 or higher on AP exams.

According to the College Board, national data from 2016 show that among black/African American, Hispanic, and Native American students with a high degree of readiness for the AP program, only about half are participating. The first step to getting more of these students to participate, the College Board suggests, is to give them access.

"Onteora is committed to expanding the availability of AP courses among motivated students of all backgrounds," said Onteora Superintendent Bruce Watson. "We're proud of our hard-working AP students, and we're equally proud of the teachers who help prepare them for the rigorous AP exams, which allow them to earn college credit."



Onteora Poetry Reciters Advance to State Competition

THE RESULTS OF THE REGIONAL POETRY OUT LOUD COMPETITION ARE IN—and Onteora students came out on top!

Junior Kira Daniels took 1st place at the poetry recitation contest, which was held on February 8 at SUNY Oneonta. Right behind her, in 2nd place, was senior Kalo Talley. Both students will now advance to the New York State Recitation finals on March 10 in Syracuse.

Kira recited “Backdrop addresses cowboy” by Margaret Atwood, “To a Mouse” by Robert Burns, and “Sonnet 29: When, in disgrace with fortune and men’s eyes” by William Shakespeare.

Kalo recited “In a Dark Time” by Theodore Roethke, “The Glories of Our Blood and State” by James Shirley, and “A Celebration of Charis: I. His excuse for Loving” by Ben Jonson. Best of luck in Syracuse!



Junior Kira Daniels (left) and senior Kalo Talley will be competing in the Poetry Out Loud State finals.

Middle School’s “Red for Love” Fundraiser Honors Memory of Beloved Classmate

VALENTINE’S DAY OFFERED

Middle School students the chance to show their affection for special friends while honoring the memory of a beloved classmate.

During lunch periods in late January and early February, students had the opportunity to order carnations, at \$2 a flower, to be delivered on Valentine’s Day. Organized by Onteora’s chapter of the National Junior Honor Society, the sale was a benefit for the Madison Creagan Scholarship Fund.

“Everyone knew Madison and was devastated when they heard about her death last summer,” said NJHS member Alayna Fisher, who participated in the fundraiser. Madison, she noted, was active in sports and was also “a big part” of the honor society.

“We hope the scholarship will help keep her memory alive,” added Fiona Stuart, another NJHS member.

In keeping with the spirit of a day associated with romance, the honor society encouraged purchasers to use color to signal their intentions. “Red carnations mean love, pink means the flower is from a secret admirer, and white is for friends,” explained Alayna.

The carnation sale, combined with other fundraisers and donations, has raised over \$2,000 for the scholarship fund, according to Corey Cavallaro, who co-advises the NJHS along with Brian Schaffer. “Right now, the hope is we’ll be able to offer a scholarship in Madison’s name for at least the next four years, when the class she was in will be graduating,” he said.

Anyone wishing to contribute to the fund may send a check, written to the Madison Creagan Scholarship Fund, to: Onteora Central School District, 4166 State Route 28, Boiceville, NY 12412.



National Junior Honor Society members Alayna Fisher, Emily Peck, Eva Donato, and Fiona Stuart raising money for the Madison Creagan Scholarship Fund.

DIVERSITY AND ANTI-BULLYING PRESENTATION AT THE HIGH SCHOOL

DR. MICHAEL (“MYKEE”) FOWLIN, the creator of award-winning programs on bullying, discrimination, violence prevention, and diversity, gave presentations to Onteora High School students and community members on January 5.

Dr. Fowlin, a psychologist, performer, and poet, delivered one of his thought-provoking presentations, “I am not the Enemy.” Dr. Fowlin has worked extensively with all age groups, combining his professional acting talents with his psychological training to help people understand and celebrate their differences as well as their shared experiences. This year’s show was a follow-up to “You Don’t Know Me Until You Know Me,” a presentation that drew rave reviews from Onteora audiences last year.

For more information on Dr. Fowlin and the presentation, please visit: <http://mykeefowlin.com/what-he-does/i-am-not-the-enemy/>



Onteora Alumni Make Their Marks

THERE IS NO SHORTAGE OF ONTEORA ALUMNI whose post-graduation years have been full of accomplishments. The District's notable grads include Ward Todd (Class of 1966), Kate McGloughlin (Class of 1980), and Sabrina Blakely (Class of 1995).

Sabrina Blakely

(née Kackos) is a familiar face at Phoenicia, where she is the school nurse. "I wanted to be a nurse since I was a little girl, and my education at Onteora helped to prepare me for that," Blakely remarked. "I loved Science in school and would say that was my favorite subject. Mr. Storch always pushed me to work harder."



In High School, Blakely joined DECA, played basketball and softball, and dated Steve Blakely, the man who would become her husband and the father of her four children (three of whom attend Onteora schools).

After graduating she attended SUNY Ulster, where she received her RN degree. As a nurse, Blakely specialized in cardiology and oncology and pursued a passion for emergency room work. "After 12 years of ER experience, I finally felt ready to fulfill my dream as a school nurse," she recalled.

Blakely feels fortunate to be tending to the health and well-being of Phoenicia students. "I feel so blessed to be working at my own elementary school," she enthused. "I love being able to use the skills obtained throughout my years as an ER nurse and apply them to this job."

Ward Todd's career has run the gamut from radio, to politics, to business advocacy. Currently the President/CEO of the Ulster County Regional Chamber of Commerce, Todd has fond memories of Onteora, where English teacher Ralph Wesselmann introduced him to the magic of theater.



"After class one day, he invited me to try out for his first production in the Little Theatre, *A Castle in the Village*," Todd recalled. "I was cast as the male lead, and I was hooked on acting!" He went on to perform in many amateur productions.

Todd read the morning announcements over the High School's PA system, which led to a career in broadcast radio. "I landed a part-time announcing job in radio in my first semester in college, just six months after graduating from Onteora," he remembered. Todd eventually became Morning Program Host and Operations Manager at WKNY in Kingston and also held on-air positions at WBAZ, Kingston; WROW, Albany; and WRKL, Rockland County.

In the political realm, Todd served in the Ulster County Legislature for seven years, including three as Chairman. He served as Vice President of the Catskill Watershed Corporation as well as First Vice President of the NYS Association of County Legislature Chairs.

Over the years, Todd has given generously to local communities, serving on both the Kingston and Onteora school boards. He has also volunteered for many not-for-profit organizations, including the Children's Annex and the United Way of Ulster County. As head of the Ulster County Regional Chamber of Commerce, Todd is currently leading an organization with 1,100 members, representing some 25,000 local workers.

Onteora, Todd suggests, laid the groundwork for his professional success. "What a wonderful foundation I received at Onteora!" he declared.

Kate McGloughlin

a celebrated painter and printmaker, lives and maintains a studio in Olivebridge. As co-founder of



Destination Arts Creative Workshops, she has traveled and painted throughout the world. Her work, included in over 70 exhibitions, has been showcased in galleries as well as museums.

"My fondest memories of Onteora are of roaming the halls with my twin brother Michael and our friends, most of whom are still very near and dear, and the serious shenanigans that took place as a member of Harry Simon's famous OCS High School Marching Band from 1976-1980," she laughed.

"Academically, my work from the English department at OCS afforded me entry into upper level writing and humanities classes at the University of Arizona as a freshman," she continued. "I credit my teachers from that time – Roger Cilley, Bob Carr, Wally Post, and Dottie Berleth – with providing me with an understanding of form and expression."

McGloughlin graduated from the University of Arizona at Tucson with a Bachelor of Fine Arts degree in Drawing and Painting and a minor in Spanish. In 1991, she was awarded a scholarship to study printmaking at the Woodstock School of Art. She currently serves as president of the school, where she teaches printmaking and landscape painting and directs the printmaking studio.

Among McGloughlin's career highlights was giving the commencement address at Onteora in 2015, when she assured the graduating seniors that they already possessed everything they needed to succeed. "I know that Onteora has prepared you well for your next adventure!" she said.

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Bruce Watson

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“Your heart grows wildflowers.”
“Your laugh is contagious.”
“Promote equality.”



These are just some of the positive, uplifting messages recently displayed by the High School Student Government on a “Post-it Wall” located in a school hallway. According to Student Government President and Student Representative to the Board of Education Gabi Raphael, the idea was inspired by similar walls—



including a large one in New York City’s Union Square—that popped up all over the country this year. “The wall provides a space for students to both write kind words, exemplifying Onteora’s commitment to tolerance and inclusion, or take a post-it when in need of comfort,” she said. “Student Government hopes that this wall will provide a place for students to communicate their dedication to a diverse and positive community.”

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Jared Mance.....657-6384

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Asst. Principal, Dieter Schimmelpfennig

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