

Central Schools Saugerties

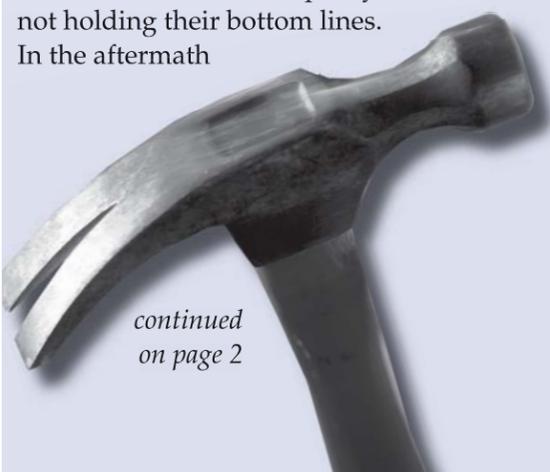
FALL 2006

Building Project Update: Supplemental Bond Referendum Scheduled to Maximize Benefits of State Aid

Planning for the capital project work (that was approved by voters in March 2005 and received the State Education Department's seal of approval in June 2006), is moving right along. Although there have been a few unexpected delays and developments, all items are currently being addressed.

Following the successful vote, the architects hired for the project (Glynn, Spillane, Griffing Architects, PC) and the construction manager (U. W. Marx) spent nine months extensively examining the scope of the work and meeting with staff at all levels to determine the specifics of the renovations needed. This intense analysis and inspection of the buildings, which fiscally is only possible once a bond is approved and funding is available to initiate the process, revealed a few areas of need that were not foreseen in the original scope. These included items such as the recommendation that additional environmental measures be taken to safely remove asbestos and PCBs, and that the roof on Mount Marion Elementary School be replaced and not just repaired.

While building plans usually allow for some flexibility in covering additional needs, several economic factors also came into play. Just as people who are building or repairing their own homes are experiencing, cost estimates from this past year are not holding their bottom lines. In the aftermath



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Parents Visit High School Classrooms

Equipped with a condensed version of their teenager's daily class schedule and a floor plan of the building, parents scattered in all directions searching for classrooms at the Saugerties High School Open House in October. The annual event offers a chance for parents to get the inside track on what the academic year holds and how to contribute to their children's success.

JoAnn Treutler, mother of a Saugerties senior, was there to check out her son Kevin's class schedule. She stopped to catch her breath during a study hall period. "Open House is a good opportunity to hear about the curriculum, learn what the teachers expect from the students, and about the grading policy. It also gives parents a chance to meet the teachers and vice versa. Raising teenagers is tricky and parents and teachers need to put their heads together."

Many parents said that the evening had a familiar feel – rushing from class to class, raising their hands to ask questions, the long hallways lined with lockers – but most were looking beyond the book's cover to the fine print.

"The world has changed dramatically since our high school days," agreed a group of parents and teachers stopping in the cafeteria during lunch period for some quick refreshment. "Today's young people need to be prepared for a high tech future – they need more ad-



High School students in Scott Wickham's Computer Video Production (CVP) class learn hands-on about the many aspects to video production, including preparing for a video shoot, filming, and the computer editing process.

vanced skills and knowledge than we did, so they're ready for whatever life brings."

With over 80 courses available to students, offerings have become more sophisticated and specialized to reflect the demands of today's changing world. Electives in technology and in areas of study that can be applied to a high-tech and global work environment have replaced classes like Shop and Home Economics. Classes like Computer Imagery, Website Design, Business Law: Ethics and e-Commerce, Sports & Entertainment Marketing, Stocks/Bonds and Personal Investing, Media Studies, and Nutrition & Food are just some of the options today's Saugerties High School students have available. *continued on page 2*

"Today's young people need to be prepared for a high tech future – they need more advanced skills and knowledge than we did, so they're ready for whatever life brings."

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Generations Come Together through Foster Grandparent Program in Elementary Schools

Community plays an important role in the education of students. It is believed by many that schools with strong community involvement are positioned for greater success. It sends an important message to children when they feel the support of an entire community behind them.

Through the Foster Grandparent program, seniors are brought into the classroom for a minimum of 20 hours a week to spend time with the children in a variety of one-on-one activities. "Grandparents" pitch in where needed, from reading stories and helping button up coats or tie shoes, to providing extra help on tricky assignments. "They are an extra set of hands," says Foster Grandparent field supervisor Helen Hinchey. Although "Grandparents" are assigned to work one-on-one with particular students, they often do activities with groups of children so no one feels left out.

The intergenerational aspect of the program benefits both students and volunteers. The seniors receive a small hourly stipend from the County's Foster Grandparent program, and they get a birds-eye view of how schools have changed since they attended or their own children attended. They also develop close relationships with the students and are rewarded with big smiles and hugs when they run into children in the mall or grocery shopping. According to Hinchey, when this happens, it can

really make a "Grandparent's" day.

With a lifetime of experiences to share, local senior citizens offer valuable enrichment opportunities to the learning experience of the students they interact with. "The children think of them as real grandparents and friends. They are people that the children trust and will come to if they have a problem," says Hinchey.

"It's a wonderful program for the children and the foster grandparents," says Susan Gies, principal at the Cahill Elementary School. "Cahill teachers and students loved working with the program last year and are delighted to participate again."

Currently, there are "Grandparents" in Cahill and Riccardi Elementary Schools, and Hinchey is eager to find someone to join the students at Mount Marion. Monthly training sessions are provided by the Foster Grandparent program.

Founded by the Corporation for National and Community Service, the New York State Office for the Aging, and the Westchester County Office for the Aging, the Foster Grandparent program was established in 1965 to provide supportive person-to-person services to help children. The program of-



Betty Legg, a participant in the District's Foster Grandparent program, has the undivided attention of four-year-old Max Martinez as she reads *Clifford Grows Up* to students in Mrs. Alexandra Gambino's kindergarten classroom at Cahill Elementary School.

fers income-eligible seniors age 60 and older opportunities to serve as mentors, tutors, and caregivers for children and youth. Anyone who is interested in learning more about the program, or becoming a Foster Grandparent is urged to contact Hinchey at 338-8750, extension 104.

Parents Visit High School Classrooms

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Eleventh grade High School students E.J. Duffy and Anthony Macaluso work on an editing program in Scott Wickham's Computer Video Production (CVP) class.

During Open House, Mary Anne and Richard Erickson got to take a glimpse at their 15-year-old son's Computer Video Production (CVP) class. They had heard rave reviews about the class from their son, Chris. "He's very excited about it," Mrs. Erickson said. "He even says this may be something he wants to pursue long term." The Ericksons, along with a roomful of parents, listened to Scott Wickham, CVP teacher and chair of the High School Business Department, as he briefly explained the curriculum. During the course of the year, he said, the students will film a variety of school events from choir concerts to football games, as well as produce their own original films in a variety of genres. "The students generate the ideas, create storyboards, write scripts, and shoot and edit the film. I want them to be able to look outside of the box," he said.

Building Project Update: Supplemental Bond Referendum Scheduled to Maximize Benefits of State Aid

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of Hurricane Katrina, lumber and other building materials escalated, copper prices tripled, and fuel costs steadily rose. Because of these contributing factors, it is not expected that the original projections will be sufficient when bids come in.

No matter what the projected cost for completion is, the District **CANNOT** spend more money on the project than the voters authorized in March 2005 without their prior approval. This provides the District with two options. It can either modify the plans to eliminate some of the work and keep the project under the original voter-approved dollar amount, or it can ask the taxpayers for authorization to spend additional funds—a measure which **WOULD NOT** be considered if it carried any additional tax burden to local Saugerties residents.

Fortunately, at the same time the District learned about the increasing costs, it also began to hear about State legislation to create a one-time only opportunity called EXCEL Aid (Expanding our Children's Education and Learning). EXCEL was formalized in August 2006 after a New York State Supreme Court ruling in favor of the Campaign for Fiscal Equity (CFE) movement, which challenged the States' educational funding formulas. Saugerties' portion of the settlement, along with building aid already in place, would be sufficient to cover the original capital project estimates in full and

allow all work to be completed at **NO ADDITIONAL COST** to local taxpayers.

Before the District can secure EXCEL benefits for the project, it first needs to obtain voter approval. The Board of Education has approved a vote date of Tuesday, November 28, 2006, to hold a supplemental bond vote in the amount of \$2,775,000 for this purpose. Even though there is **NO local tax bill increase** associated with this referendum, by law it still requires community approval. If the supplemental bond referendum is supported by the community, the formal bidding process will begin in December. If it is not supported, the District will first need to work with its architects to eliminate and scale back on projects in the original proposal before conducting bidding. Deleted items, such as the replacement of the roof at Mount Marion, will have to be completed at a future date, with only State building aid available to offset the expense.

More information about the EXCEL Aid opportunity and how the District can maximize this funding without any local tax impact will be available in the coming weeks. Please visit the District's website at www.saugerties.k12.ny.us or scan your local paper for updates and meeting locations.



New Athletic Director Has a Familiar Face



The Saugerties Central School District would like to extend a warm welcome to its new Athletic Director, Lee Molyneaux. Mr. Molyneaux is no stranger to the District, having served for nine years as a Physical Education teacher at the Junior High School. Born and raised in Kingston, he is now in his tenth year of teaching in the District.

"I'm very excited about my new job," Mr. Molyneaux says. "The reason I earned my second master's degree was in hopes that I would have an opportunity to serve in this position some day."

Indeed, his hard work paid off and he reached his goal. Mr. Molyneaux has two master's degrees: the first in Special Education and his most recent in Administrative Education, both from SUNY New Paltz. His bachelor's degree is in physical education from SUNY Cortland.

As he reflects upon his goals as athletic director, he says, "We have some areas where we excel and others we could improve upon." Molyneaux wants to institute change where it's needed and only where it's needed. His dream is to lengthen the time students are spending in physical education class. "In a 40-minute period, it's difficult to have enough time to cover everything we would like to," he says. With childhood obesity reaching levels of epidemic, it is important for children to receive a strong foundation in physical fitness, and gym class provides an opportunity to instill these core values.

Despite any time constraints class schedule may present, Mr. Molyneaux is determined to incorporate more fitness opportunities into the physical education program. "I would like to add some new units, such as a rope course." His staff, he says, is also very excited about giving the students more options. Although funding for new programs is not readily available, Molyneaux is energetic and plans to find ways to make it possible. "I am contacting other schools and athletic directors to learn about grants and grant writing that could help us in funding some of these projects."

His message to the coaches and student athletes is that he wants them to feel that he's involved and that they are getting what they need out of the program. "One of the nice things about having been here for nine years is that they know I'm very approachable about anything – sports related or not sports related. I feel they are comfortable coming to me about anything. I'd like to continue that."

Unique Interdisciplinary Approach Enhances JHS Lessons

Many educators will agree that teaching in the middle level grades is by far one of the most challenging areas. Kids at this age have a lot on their minds. Between raging hormones, changing bodies, a sudden interest in having boyfriends and girlfriends, and increased worries about "fitting in," sometimes succeeding in school is the last thing on a youngster's list of priorities. Educators must develop a special set of academic techniques and strategies to overcome these obstacles and keep students on the path to academic achievement.

At the Junior High School, a creative approach to curriculum development and teaching is in place to make this possible. The approximately 536 students at the school are divided into five teams. The common thread of each team is that all of the students share the same four teachers for their core academic classes: math, science, English, and social studies.

Instructionally, there are many benefits to this arrangement. Each team of teachers meets regularly to discuss curriculum and create strategies where they can reinforce each others' content. For instance, an English teacher can support the social studies or science curriculum by integrating the topics from these classes into their writing assignments; or English lessons can be supported through the science curriculum by having students maintain

journals about their scientific discoveries.

According to principal Don Farris, student needs are also better met because the team of four teachers communicate regularly and can jointly identify a struggling student's weaknesses. They then are positioned to work together to form individualized strategies to help that student succeed. Mr. Farris also believes that the team approach allows students to feel more connected to the school because they are part of a smaller group. Since adolescents crave the need to fit in, this provides students with a greater sense of belonging, which in turn increases the opportunities for academic success.

The structure also makes it easier for busy parents to be involved in their child's education because all of their child's teachers are available for conferences at the same time. This gives parents the opportunity to hear about their child's progress on a grander scheme, which can provide them with a better understanding of their child's overall needs.

To be successful with this grade level, teachers also need to be extremely creative and deliver instruction in engaging ways that captivate students' interests and inspire them to learn. Mr. Farris says the staff he works with at the Saugerties Junior High School have amazing levels of excitement and energy towards what they do and that they are able to achieve great things with their students. "When you can find people with passion and dedication to this age-level of teaching, they are worth their weight in gold."

"When you can find people with passion and dedication to this age-level of teaching, they are worth their weight in gold."

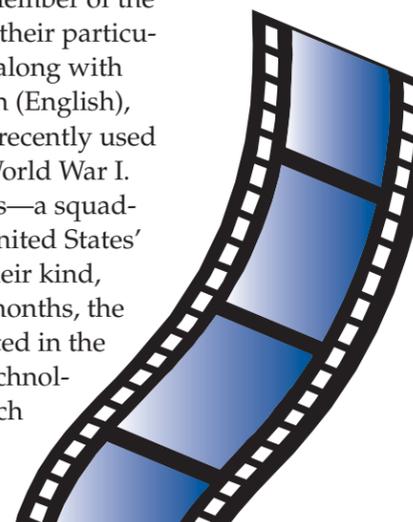
— Don Farris
Principal

JHS Curriculum In Action

One approach teachers use to inspire and excite their students to learn involves creating multi-disciplinary lessons based upon field trip experiences. A fantastic example of this is a project the JHS did revolving around the theme of baseball, which culminated in a field trip to the Baseball Hall of Fame. Students in math classes learned about statistics as they studied baseball scores and player statistics, and then created baseball cards to demonstrate their mastery of the subject. In science, students examined the principles of physics as they studied the curve ball. In social studies, students studied history through researching old uniforms and examining the social issues of segregated leagues. Students even studied poetry and wrote essays about baseball in English class. In the end, students had fun while learning about a variety of subject areas. "Projects like this really get the kids together and involved with learning," says Mr. Farris.

Sometimes the field trip is as simple as going down the street to the movie theater. With carefully selected titles, a box office hit can capture students' attention and can lay the foundation for lesson plans in many subject areas. "Each member of the team works on an aspect of the movie that would relate to their particular area of study," says math teacher Robert Lawless, who along with his fellow team members Kim Knisell (Math), Colleen Ryan (English), Kim Hines (Science), and Debbie Lawless (Social Studies), recently used the newly released film *Fly Boys* to introduce students to World War I.

The movie tells the story of a group of brave Americans—a squadron of only 38—who joined the Allied forces prior to the United States' involvement in the war. These flying fighters, the first of their kind, became known as the Lafayette Escadrille. In the coming months, the teachers on the team will apply the various themes presented in the movie to their classroom work. History, ethics, avionics, technology of the era, social out-casting, structure of plot, and much more are some of the threads that teachers will be able to draw upon to enrich their students' learning experience.



SAVE the DATE

November 28 - Supplemental Capital Project Vote

Health and Wellness: A Top Priority for

According to the American Heart Association, better food habits can help us to lead healthier lives. With obesity levels at an all-time high across the country, more attention is being paid to the types of foods we eat and the level of activity we participate in. For healthier living, it is recommended that individuals eat a wide variety of foods daily from all of the six basic food groups—grains, vegetables, fruits, milk, meats and beans, and oils—in combination with moderate or rigorous exercise.

At the Saugerties Central School District, good nutrition and overall health of the students have been, and will continue to be, among the District's top priorities. "Our number one concern has always been about student health," states Joseph Dziadik, business official for the District.

National statistics prove that nutrition and overall good health play an important role in how well a child participates in school. A well-nourished student will most likely have a better attendance record, be more attentive, and have more energy to participate in the typical school day, as compared to a child who is hungry and lethargic.

To ensure that the approximately 3,450 District students are offered nutritionally-balanced meals each day, school lunch manager Amy Gulnick, who has been with the District

"The students are the only reason I come to work. They make it great to be here everyday."

—Cindy Stein,
Food Service Helper

for 13 years, must oversee 32 staff members and the preparation and serving of more than 333,328 meals per year districtwide. She prides herself on the fact that foods are never fried at Saugerties. "There isn't even a deep



fryer on the premises," assures Gulnick, who also processes the menus through a State nutritional analysis program where she is able to track weekly nutritional statistics of the meals served to ascertain whether they have met the State guidelines. The District also participates in the National School Lunch and Breakfast programs, which must follow stringent regulations mandated by both the Federal and State governments.

Gulnick constantly works to create nutritious and healthy menus for the students by purchasing fresh, low-fat beef and chicken for certain lunch recipes, using only light mayonnaise when making salads, and offering students a variety of light salad dressings, healthy snacks, 100 percent fruit juices, low-fat and fat-free milk, and canned and fresh fruit.

"The food is all about choices," says Gulnick. "Hopefully, by the time the Elementary School students reach the High School, they will have been taught about nutrition and reach for the healthier choices that we offer to them."

In January 2006, the New York State Education Department, in collaboration with the New York State Department of Health, began working with local education agencies in developing health and wellness policies for the 2006-2007 academic year. The intent of the

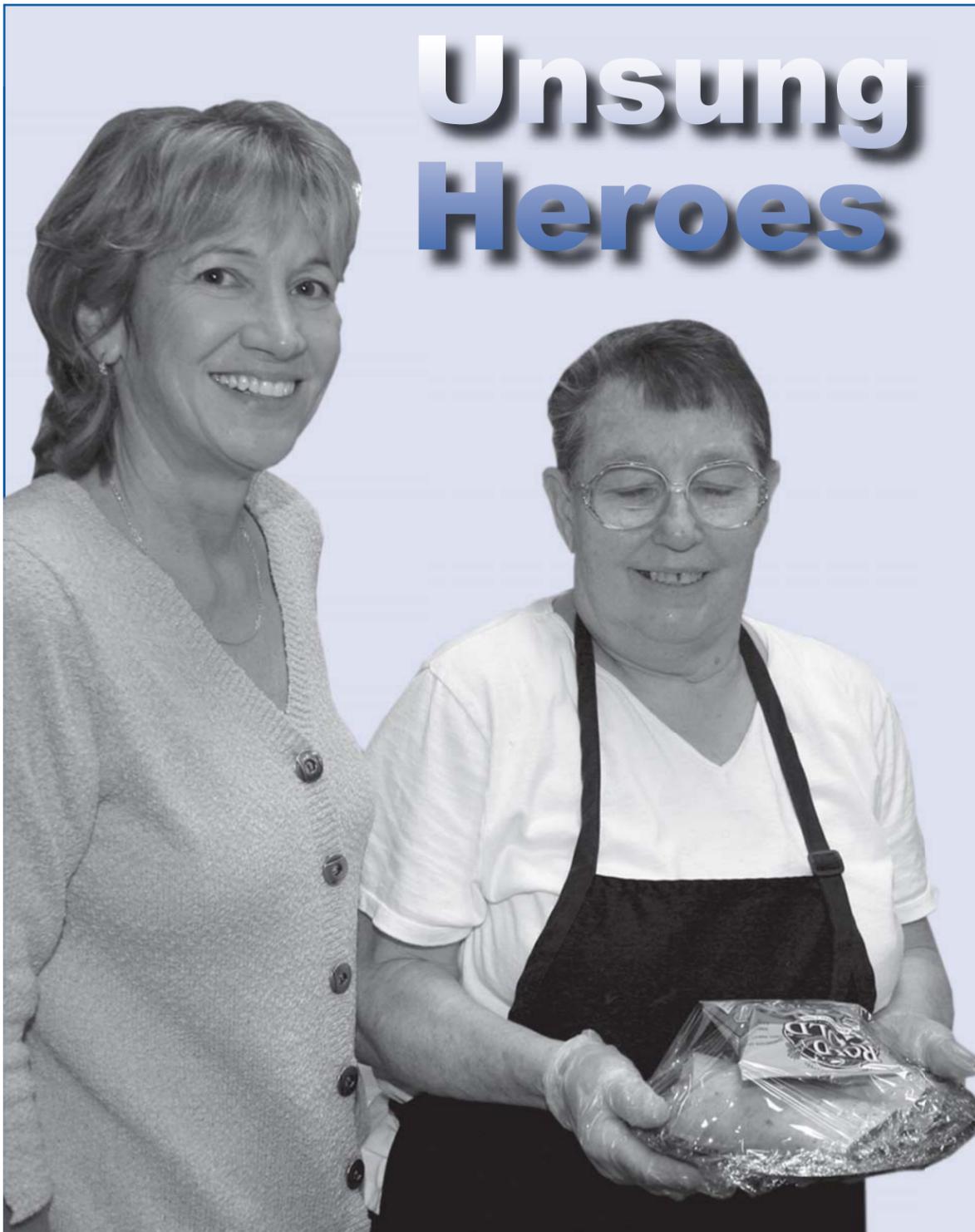
Unsung Heroes

There are a lot of true heroes on the kitchen staff at the Saugerties Central School District. These dedicated people are busy working behind the scenes every school day to benefit and serve the children.

Sometimes it takes just a smile or a few words of encouragement to touch a child's life forever. Cindy Stein, a food service helper at the High School, received an endearing letter from a former student that touched her heart. "As part of an assignment, he had to write an essay about a person who had a positive influence on his life. He was into rap music, so he actually wrote a rap song about me because I was always smiling and interested in what was going on with him. He gave me the song and told me I made an important impact on him. I thought, 'I'm just a lunch lady.'"

Just a few of the behind-the-scenes food service staff members who work tirelessly to benefit the children each day, include:

Amy Gulnick, school lunch manager, pictured here with food service helper Joan Merritt, says she has the privilege of working with a wonderful team of staff members who have touched the lives of many students in amazing ways, such as Kathleen Hallion, a cafeteria monitor at the Junior High School (who sadly passed away last summer). She was a constant in the lives of the students who fondly nicknamed her "Grandma." During one lunch period, Hallion noticed a student in distress from choking and performed the Heimlich maneuver, which saved the child's life.



Saugerties School District

legislation is for local school communities to model, foster, and teach children to eat well and be physically active in order to achieve a lifetime of good health. Currently, the District is in the process of forming a health and wellness committee, which will consist of administrators, community members, parents, and staff members (including Gulnick and Lee Molyneaux, director of physical education and athletics). The responsibility of this committee will be to further study the issues of nutrition, healthy living, and physical activities, and the impact these issues have on the District's children.

"We have been ahead of the game with regards to preparing and serving healthier meals to our students," says Dziadik. "Amy Gulnick is very proactive in improving overall menus for the students. The various offerings, such as the wraps, are made with healthier selections. They not only offer good nutrition, but are also filling." Dziadik also credits Gulnick for conducting a process known as "hamburger washing," which is the process of rinsing browned beef in a colander instead of letting it sit in its natural fats. "It's good food management to do a process such as hamburger washing," notes Dziadik. "This is just one of the many things Amy does here at Saugerties to provide healthier foods to our students."

The school lunch program, which is a self-sufficient program that is audited each year, is not part of the general fund budget. Salaries, food items, supplies (such as napkins, straws, etc.) are derived from the income from the sale of lunches and the District receives State and Federal aid based on the National School Lunch program. A majority of the foods purchased for meal preparation come from a cooperative purchasing bid through Ulster BOCES, in addition to government donated foods, such as canned fruit, corn, etc.

"As we make decisions on food purchases, we carefully watch the impact on the fiscal aspect of the cafeteria services, all the while keeping health and nutrition a priority," explains Dziadik.

The District has also been working on meeting the needs of students who have peanut allergies and/or doctor-specific dietary needs so they can participate in the school lunch program. "The health and wellness committee members will continue to study new measures of how we can continue serving our children the healthiest selections possible along with offering physical activities to best meet the needs of our students and promote their overall good health."

What's Cookin'...

The philosophy of whole wellness was also incorporated into the voter-approved Capital Project and the expansion of the kitchen at the Junior/Senior High School is scheduled to begin during the summer of 2008. This work will include:

- The replacement of all out-dated equipment (including a dishwasher that dates back to the 1960s).
- Moving a freezer and cooler located in a gym storage room in order to be more accessible to the cafeteria, thereby opening up the storage space for student use.
- Reorganization of the cafeteria to allow for more convenient and efficient food lines.
- The addition of coolers and freezers to allow more fresh food and meats to be stored and served.



Amidst the smiles and laughs and stories about these unsung heroes is a common denominator—the children. Cindy Stein (left), food service helper, sums it up, "The students are the only reason I come to work. They make it great to be here everyday."



Assistant cook Jean McKinney (above left) will be retiring after 34 years of service and was recently recognized by the Board of Education for her constant dedication to the students and the District.

Terri Osburn (left), a food service helper at Cahill Elementary School, thoroughly enjoys her work and interacts with the students on a daily basis by chatting with them, dressing up, and decorating the cafeteria area for the different holidays, adding color, charm, and joy to the task of standing in the lunch line.



Head cook and Culinary Institute of America graduate Tom Jensen (right) whips up the delicious meals each day with a smile on his face.

Unlocking the Secrets of the Universe for High School Science Students

When Mary Bishop, Saugerties High School science teacher, isn't in the classroom guiding her eighth and ninth grade Earth Science students through the origin, structure, and physical phenomena of planet Earth, she's busy doing a little moon-lighting for NASA's (National Aeronautics and Space Administration) Hubble Space Telescope program.

"It's very exciting," says Mrs. Bishop, who is also chair of the High School Science Department. "We're at a wonderful place in science. There are new questions to ask, new applications to learn, and it's all because of the Hubble Space Telescope. Hubble's accomplishments are extraordinary. It's unlocking the secrets of the universe."

While the veteran teacher of 37 years hasn't stepped on the shuttle launch pad – yet, anyway – she has been keeping the country's science teachers and students up-to-date on the tremendous amount of new information Hubble is providing scientists. She has worked with many of those scientists – from NASA, NOAA (National Oceanic and Atmospheric Administration), and the AMS (American Meteorological Society) – as she writes curriculum content for the classroom and textbooks, as well as online courses and activities for teachers and students everywhere.

Since the repair of its primary mirror in 1993, the Hubble Space Telescope has been providing an enormous amount of data that has helped astronomers answer many questions about the universe, such as measuring distances to far-off galaxies and determining how rapidly

the universe is expanding. To get this valuable information to students in the classrooms, NASA needed help, so they asked teachers from across the country to assist them.

"I was lucky," Mrs. Bishop says. "I applied for a five-week curriculum writing project at the Space Telescope Science Institute (STScI) in Baltimore, Maryland, and was accepted." Mrs. Bishop was one of 24 chosen to participate that first summer of 1999. Since then, she has returned almost every summer to participate in a variety of professional development programs – sometimes as a student, sometimes as a teacher.

Mrs. Bishop often sees Bonnie Francello Eisenhamer, a 1974 Saugerties High School graduate, when she's at NASA's Baltimore-based Science Institute. Bonnie is manager of the Science Institute's Office of Public Outreach.

"It's been a wonderful opportunity for me," Mrs. Bishop says. "The opportunity to teach teachers is extremely exciting when you think about how many children you can impact over time."

Mrs. Bishop's NASA experience and Hubble expertise flows over into her Saugerties



Mary Bishop teaches both Regents and Advanced Placement (AP) Earth Science to eighth and ninth grade students at Saugerties High School. Students will be getting a "Modern View of the Solar System" as part of their curriculum.

classroom too, of course. Her students are always the first to hear about the latest discovery made by the powerful Hubble Space Telescope. From kuiper belt objects to black holes to Gamma Ray bursts, Mrs. Bishop and her students are on the cutting edge of the space frontier.

"The opportunity to teach teachers is extremely exciting when you think about how many children you can impact over time."

—Mary Bishop

Staff Development Geared to Student Success

Well designed and implemented professional development for school employees is an essential long-term investment in the quest to help all students to achieve high standards. It's a commitment the Saugerties Central School District takes very seriously and makes with the students' best interests in mind.

"Improving academic achievement for all students drives all of the professional development initiatives at the District," says Cheryl Nuciforo, assistant superintendent for Curriculum and Instruction.

Throughout the school year, the District plans faculty and staff development programs and workshops specifically targeted to areas where improvement is needed. The programs are planned by the Professional Practices Committee, a group that includes mostly teachers, but also administrators and support staff.

"We identify areas of greatest need," Mrs. Nuciforo says. "We look at student data and choose training based on meeting the needs of all the students, with a focus on the struggling student."

Staff development comes in a variety of forms. For example, professional development for teachers and teacher assistants includes instruction on how to implement and use technology in their classrooms, while a focus for school nurses is techniques for administering prescription medications and how to respond to drug

"An investment in knowledge always pays the best interest."

— Benjamin Franklin

reactions. Other initiatives include training on new instructional strategies (such as the early literacy initiative kindergarten teachers learned about during the summer); how to work with students with specific physical disabilities, and safety training workshops on anti-bullying, sexual harassment, and reviewing school safety plans.

During the course of the school year, the District conducts several professional development workshops. There are four half-day sessions and two full-days, as well as other opportunities during faculty meetings.



During the recent Saugerties Central School District's Staff Development Day, teachers participated in various workshops on the topics of safety, student behavior, and technology. Pictured here, teachers and teaching assistants learn various technological techniques and tips on Internet Safety.

The New York State Education Department has deemed staff development an essential component to maintaining teaching credentials, so much so that it requires that teachers certified after February 1, 2004 complete 175 hours of staff development every five years to remain certified. Teacher's assistants are required to complete 75 hours. Time spent in District workshops can be applied to teaching certification requirements and many teachers use their own time – after school and in the summer – to attend various teacher training programs and workshops offered through colleges, universities, the Ulster BOCES Instructional Services department, the Mid-Hudson Regional Information Center, and the Mid-Hudson Teachers Center.

"We want to do everything possible to help our students improve – everything is built around that," says Mrs. Nuciforo. "It's hard work, but it's time well spent."

High School FCCLA is Teaching Parents about Internet Safety

An added attraction at this year's High School Open House in October included a preview of i-SAFE, an Internet safety education program, provided by Saugerties High School's Family, Career and Community Leaders of America (FCCLA) Chapter. Seniors Amanda Dickson, Skye Dodd, Marissa Kiggins, and Tracy Meiswinkel, along with junior Matt Donnelly and FCCLA advisor Donna Donaldson, gave parents 30-minutes of insight into the online world that kids their age are a part of. The students will be offering a more in-depth presentation to parents on November 6 from 7:00 to 8:30 PM. Topics to be covered include Cyber-Bullying, Internet Predators, Cyber Security, Intellectual Property, and Personal Safety.

"You don't have to be a computer expert," assured 17-year-old Amanda, who also serves at the State level as FCCLA secretary. "We can teach you what you need to know to keep your children safe online."

The Saugerties FCCLA Chapter, in its fourth year of existence, has partnered with i-SAFE America, Inc., a nonprofit foundation started in 1998 whose mission is to educate and empower students, parents, and community members to safely and responsibly take control of their Internet experiences. In addition to the parent workshops, all 38 FCCLA club members are trained or are being trained to be i-MENTORS. As i-MENTORS, they will plan i-SAFE activities, events, and trainings to get the message of safe and responsible use of the Internet to their fellow students.

FCCLA members reported some startling statistics to parents at the High School Open

House about students' online behavior. According to i-SAFE America, a recent survey of U.S. students in Grades 4-8 reveals that:

- 53 percent of students like being alone when surfing the Internet.
- 10 percent say they chat, e-mail, or Instant Message (IM) while at school.
- 39 percent have given out personal information (name, e-mail address, age, gender) online (when entering a contest, playing online games or signing up for websites).
- 31 percent have chatted or used IM with someone on the Internet that they have not met "face-to-face."
- 12 percent have met a new person from the Internet "face-to-face."
- 13 percent are willing to meet "face-to-face" with someone new they meet on the Internet.
- 8 percent say that, while on the Internet, someone has asked them to keep their friendship a secret.
- 53 percent have seen something on the Internet that shouldn't be on the Internet.

Parents teach their children the difference between right and wrong, insist they use proper etiquette, and remind them to look both ways before crossing the street, but in this



Saugerties High School FCCLA members gave parents 30-minutes of insight into the online world. Pictured are (L-R) Skye Dodd, Marissa Kiggins, Matt Donnelly, Amanda Dickson, and Tracy Meiswinkel.

high-tech age, children and teens need more, say FCCLA members. Club members shared more statistics with parents including the fact that over 70 percent of students go online at least once per week; nearly 85 percent spend at least one hour on the Internet on a weekly basis; more than 33 percent use e-mail, instant messages, and chat rooms as the main ways they keep in contact with their friends; and 64 percent know of or have heard about other students who have done something on the Internet that shouldn't be done.

"Many students are unwittingly taking part in risky online behavior; making detrimental decisions that leave them vulnerable," Amanda told parents. The program she and fellow students are presenting aims to help parents take the necessary precautions to keep their children safe.

Cyber Bullying: Statistics and Tips

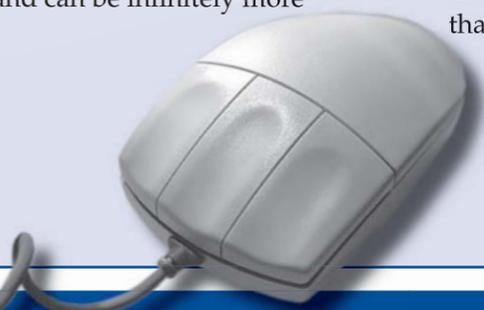
In the 2003-04 school year, i-SAFE America surveyed students from across the country on Cyber Bullying, a topic which many adults may not be familiar with, but an all too familiar one with students. Bullying is no longer about the strong picking on the weak in the schoolyard. The physical assault has been replaced by a 24-hour, seven days a week online bashing. Savvy students are using Instant Messaging, e-mail, chat rooms, and websites they create to humiliate a peer. No longer can parents count on seeing the tell-tale physical signs of bullying – a black eye, bloody lip, or torn clothes. But the damage done by cyber bullies is no less real, and can be infinitely more painful.

Cyber Bullying Statistics:

- 42 percent of students have been bullied while online.
- 35 percent of students have been threatened online.
- 21 percent have received mean or threatening e-mail or other messages.
- 58 percent admit someone has said mean or hurtful things to them online. More than 4 out of 10 say it has happened more than once.
- 53 percent admit having said something mean or hurtful to another person online.
- 58 percent have not told their parents or an adult about something mean or hurtful that happened to them online.

Cyber Bullying Tips:

- Tell a trusted adult about the bullying, and keep telling until the adult takes action.
- Don't open or read messages by cyber bullies.
- Tell your school if it is school related. Schools have a bullying solution in place.
- Don't erase the messages – they may be needed to take action.
- Protect yourself – never agree to meet with the person or with anyone you meet online.
- If bullied through chat or instant messaging, the "bully" can often be blocked.
- If you are threatened with harm, inform the local police.



**SAVE
THE
DATE!**

**K-12 PARENT WORKSHOPS ON INTERNET SAFETY:
NOVEMBER 6 at 7 PM**
Presented by the FCCLA club members
Location: High School Café
Topics include: Cyber-Bullying, Internet Predators, Cyber Security,
Intellectual Property, and Personal Safety.

Partnership Gives Students Opportunity to Experience Nature First Hand

An exciting partnership between the Saugerties Central School District and the Esopus Creek Conservancy (ECC), a nonprofit organization, has been in the works over the last several months and will soon culminate in a super-sized environmental classroom for elementary school students.

"It's a wonderful opportunity for the students and to have something like this so close," says Tim Farley, principal at Mount Marion Elementary School and district-wide science curriculum content specialist for Grades K-6.

District Elementary School teachers Amy Lawrence, Sue Lodge, Valerie Raleigh, Rachel Stein, and Hilarie Wiacek, worked over the summer months with Leanne Thornton and Deborah Day of the ECC Education Committee to create a third-grade science curriculum that includes environmental field trips to the

"The partnership with the schools has been wonderful – like magic."

—Susan Boliltzer,
President of the Esopus Creek Conservancy

Esopus Bend Nature Preserve. The 156-acre Preserve, owned by the ECC, is located within the village and town of Saugerties, less than a mile from the Hudson River.

After hiking the property last spring, the teachers developed lesson plans that include timelines, lab projects, and pre- and post-field trip activities – all tied to State Learning Standards. "I have never seen better curriculum writing," Mr. Farley says. All third grade stu-

dents in the District will be visiting the Preserve this fall and next spring on environmental field trips.

"The partnership with the schools has been wonderful – like magic," says Susan Boliltzer, president of the Esopus Creek Conservancy. "Students will have a hands-on educational experience at the Preserve. They'll see our newly enlarged meadow, woodland trails, and several different animal and bird habitats. Our stewardship group is building foot bridges over the streams and a boardwalk that will take students out into the wetlands. We're so happy that we're able to provide this wonderful slice of nature for the children and the community."

For more information about the Esopus Creek Conservancy and the Esopus Bend Nature Preserve, please visit them at www.esopuscreekconservancy.org.

Riccardi Students Learn ABCs of Fire Safety

According to the National Fire Protection Association (NFPA), children are at double the risk of dying in a home fire simply because they often become scared and confused. During a recent National Fire Prevention Week, firefighters from the Glasco and Kingston Fire Departments graciously brought their trucks and a Fire Safety House to Riccardi Elementary School to help alleviate some of those fears.

"Educating children and their families about the importance of fire safety is a responsibility that firefighters take very seriously," says Michael Sasso, first assistant chief for the Glasco Fire Department. "Too many children are injured or killed each year because they have not been taught fire safety tips."

While it was only a practice rescue, it was a very important exercise that students experienced in the Kingston Fire Department's Fire



Students at Riccardi Elementary School were more than willing to help firefighters wrestle with the fire truck's heavy hose during National Fire Prevention Week in October. The blast of water that burst from the hose brought squeals of excitement from the group of 5- and 6-year-olds in Jen Arcadipane's and Elizabeth Kilmer's classes.

Safety House, a mobile classroom featuring child-sized rooms, with real life hazards, such as heat and smoke.

"It provides an environment where chil-

dren can learn the dangers of fire, how to prevent fires, and the steps to follow if they find themselves in a fire situation," said Heidi Maguire, firefighter for the Kingston Fire Department, who shared many fire safety tips with the children.

"This gives students the opportunity – under controlled circumstances – to experience, firsthand, what it would be like inside a house that's on fire, and a chance to practice how to exit safely," she explained.

Students were also treated to an up close look at firefighters in action as they demonstrated the fire truck's special equipment and the protective clothing they wear when fighting fires, including the fire truck's light tower and the SCBAs (Self-Contained Breathing Apparatus). It is

important for children to be familiar with what a firefighter looks like in his or her protective gear, which can look a little scary to a child, so they don't hide.

Congratulations!

The District would like to extend a sincere welcome to this year's new instructional staff members.

New Teaching Staff

Jessica Brott, Morse Elementary, Pre-First
Michael Cooper, Senior High, Science
Suzette Faxon, Junior High, Foreign Language
Kathryn Golnek, Junior-Senior High, Math
Bryan Greene, Senior High, Special Education
Kelly Hogan, Morse Elementary, First Grade
Jody Jeffreys, Mt. Marion Elementary, Kindergarten
Patricia Luz, Morse Elementary, Kindergarten
Marissa Maglio, Riccardi Elementary, Sixth Grade
Jamie Manning, Senior High, English
Lori Milikofsky, Cahill Elementary, Resource
Elisa Parness, Mt. Marion Elementary, Sixth Grade
Lara Soddano, Senior High, Special Education
Michael Tiano, Junior High, Physical Education
Jennifer Wade, Mt. Marion Elementary, First Grade
John Wells, Junior-Senior High, English
Lee Molyneaux, Jr., Athletic Director

Congratulations to the following new long term substitutes!

Jonathan Favata, Mt. Marion Elementary, Special Education
Carol Mazurek, Junior High, Health
Nicole Tucker, Senior High, In-School-Suspension
Kristan Whelan, Mt. Marion Elementary, Pre-First

Farewell Retirees

The years of dedication and service of the following people will be remembered fondly, and the District wishes its retirees the best of luck.

Administrators

Joe Fondino, Director of Elementary Operations
Bob Lewis, Superintendent of Buildings and Grounds

Teachers

Fran Buono- Elementary
Barbara Hendricks- Elementary
Kathleen Tiano- Elementary
Nina Knaust- Elementary (retires 11/27/06)
June Vanderlaan- Elementary
Linda Price- Secondary

Supporting Staff

Arlene Kain- Food Service Helper
Ginger Bergin- Monitor
John Wynne- Custodian
Bruce Mauro- Custodian
John Merghendahl- Custodian
William Buckton- Custodian
Patricia Hamilton- Food Service Helper
Janet Smith- Teaching Assistant