



Community Newsletter

Rush-Henrietta Central School District Winter 2007

District Promotes Power of Parent Involvement

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More than any other factor, parent and family involvement in a child's education influences and supports student success. Research shows that such involvement in a child's education is an integral force that drives academic achievement. The Rush-Henrietta Central School District's Parent Involvement Initiative seeks to foster parent involvement by emphasizing the importance of four key factors: home learning, parent participation, parent education, and home-school communication.

Home Learning

Children learn first from their parents and families. They learn how to eat, talk, walk, and interact with others long before entering school. Once enrolled in school, children learn best when the adults in their lives – parents, guardians, and other family members – work together with teachers to encourage and support their success. Parents and guardians must continue to be involved in education regardless of a child's age.

Parent Participation

Getting involved at your child's school will show that you value a quality education. The first potential step to active school

involvement is to participate in parent groups, such as PTA and PTO at the elementary level, and parent group meetings at the secondary level. These provide opportunities for information sharing, volunteering, comments, questions, discussions, and special presentations regarding the delivery of programs and services aimed at helping parents support student achievement. Parent involvement makes a powerful statement to children and reassures them that you value education.

Parent Education

Rush-Henrietta offers Parent Education Programs [PEP] and information on special topics. It is imperative that parents, guardians, and families fully understand what is taught in school, what children are expected to learn at each grade level, and the challenges they may encounter.

To support such understanding, the district encourages parent involvement in



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News From Around the District

Roth Middle School Earth Science Students Gain Access to Weather Station

Joe Henderson, an eighth grade science teacher at Roth Middle School, recently welcomed Jim Wenskus, of the Rochester Council of Scientific Societies, who presented a certificate and check that will cover the cost of a new weather station. The award is the result of a grant written by Henderson. "Joe is leading the way for all of us regarding connecting students with real science, both at Roth and in the community at large," says Andrea Hyatt, Rush-Henrietta's director of science. Weather is an important part of Rush-Henrietta's earth science curriculum. The weather station can determine indoor and remote temperature and humidity, can assist in forecasting weather based on changing air pressure, and has a built-in storm warning indicator. It's an added bonus for a classroom that is already on the leading edge. "Joe's students are enjoying a highly energetic and exciting classroom environment as they prepare for their first Regents exam during their eighth grade year," says



Joe Henderson (left), a teacher at Roth Middle School, meets with Jim Wenskus, of Rochester Council of Scientific Societies.

Dan DeSimone, a technology integration coach at Roth Middle School.

School Fitness Centers Open

Rush-Henrietta Continuing Education oversees fitness centers at Burger Middle School, Roth Middle School, and the Senior High School that are open for community use to adults 17 years and older. Single- and multiple-use passes, as well as monthly passes, are available for purchase at the Continuing Education office located at the Senior High School. No payments will be accepted at the fitness center doors. First-time attendees are required to complete safety training. An emergency information form also must be completed and signed. A monitor will be on duty to assist with safe equipment use; however, it is not the monitor's responsibility to assist any individual with personal training. For fitness center operating hours and fees, please call Continuing Education at 359-7805.

Videos Available for Online Viewing

The Rush-Henrietta Central School District is pleased to make two videos, produced by the Office of Community Relations, available for online viewing. The videos are "Celebrating 60 Years of Educational Excellence," an 11-minute historical video that reviews the challenges facing

the school district when it was centralized in 1946, and "Voices of Vision," a 25-minute video that outlines the four key elements of the district's new vision statement through the eyes of dozens of stakeholders. You may choose low-quality or high-quality video, depending on the speed of your Internet connection. Because of their sheer size, these movies will not be viewable on a dial-up connection. If for this – or any other – reason you are unable to view your video selection, please call the district at 359-5000 and arrange to borrow a DVD or VHS tape.

Newspaper Highlights Day in a Rush-Henrietta School

On Tuesday, November 28, the Democrat and Chronicle visited Winslow Elementary School to highlight "A Day in the Life" at a Rush-Henrietta school. Reporter Jim Memmott wrote an entertaining article titled, "Fifth-graders work hard on growing up," which was accompanied by photographs. The story was featured in the newspaper's December 17 issue. To read the article, please visit www.rhnet.org/winslowday and click on the link.



Parent University a Success

More than 200 people attended Parent University on Saturday, November 4, listening to a dynamic keynote address by a nationally known speaker and attending workshop sessions designed for parents and other community members committed to the success of children.

Parent University, sponsored by the Rush-Henrietta Central School District, was open to the entire community. Those in attendance were treated to an energetic, entertaining, and inspiring keynote address by Dr. Hanoch McCarty, co-author of the best-selling book, "A 4th Course of Chicken Soup for the Soul." The theme of McCarty's talk was "Becoming a Partner in Your Child's School and Life Success."

McCarty, a father, grandfather, and educator, shared freely from his vast personal and professional experiences. Among his main messages: You are teaching your child even when you don't realize it. As part of everyday life, parents constantly model appropriate actions, behaviors, and decision-making skills, no matter where they are or what they are doing - and kids take notice. After the keynote address, attendees were able to attend two of more than 30 workshop sessions offered by the school district. These workshops covered wide-ranging topics from the academic underachievement of boys to special education to teens and technology.

Parent University was held as part of the Rush-Henrietta



During Parent University, speaker Dr. Hanoch McCarty stressed the importance of parent involvement in the home and the school.

Central School District's Parent Involvement Initiative. When parents maintain positive attitudes toward schools and attend school-related programs and activities on a regular basis, children experience greater success. The first step toward involvement in our schools is to participate in parent groups, such as the PTA and PTO at the elementary level and parent-group meetings at the secondary level.

Parent involvement can make a big difference to student success! Please carefully consider the many ways to become more engaged in your child's education. Also, cable subscribers should keep an eye out for the district's upcoming RHTV programming airing on Henrietta Cable Channel 15 and Rush Cable Channel 19. Dr. McCarty's Parent University presentation soon will air as a one-hour program on RHTV.

District Promotes Power of Parent Involvement

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its schools and in PEP opportunities. Articles on special and timely topics are also accessible on the district Web site, www.rhnet.org. When parents maintain positive attitudes about education and attend school and district events - including Parent Education Programs - on a regular basis, children experience a higher level of success.

Home-School Communication

The district continues to enhance parent-outreach efforts. Teachers are encouraged to contact parents to introduce themselves and learn more about each child's strengths, talents, and goals. To sufficiently report pupil progress, all parents are invited to attend a parent-teacher conference in November, either in person or by phone. Home-school communication is being enhanced on a districtwide level in other ways, including the district Web site, which is updated daily. More teachers are creating classroom Web pages to help parents seeking to stay in tune with their child's education.

To view Rush-Henrietta's new Parent Involvement brochure in an easy-to-read PDF format, visit www.rhnet.org/involvement (this is a large file, so please be patient).



Students Learn Value of Selflessness

Rush-Henrietta students think of others throughout the year, but the caring and compassion on display during the holiday season – when they gave back to their community in a variety of ways – should make all of us proud.

In the long run, their service will benefit themselves as much as those they are helping. For example, students at Crane Elementary School collected money for gift cards that were given to school families experiencing a hardship. The families remained anonymous, but no



Members of the Burger Middle School STAR (Students Taking Action and Responsibility) Club and National Junior Honor Society stayed after school to wrap donated presents that were delivered to local children during the holidays.

doubt were appreciative. At Fyle Elementary School, students donated to the Pirate Toy Fund toy drive. Gary the Happy Pirate, a local children's entertainer, visited the school and gathered the toys for distribution throughout the area.

Leary Elementary School showcased its Leary Giving Tree, decorated with donations of new hats, mittens, and gloves for families in need. Gently used books also were collected and donated to the Regional Transit Service for children to read on the bus. At Sherman Elementary School, the Student Council sponsored the collection of hats, mittens, packaged underwear, and socks to benefit Rush-Henrietta's Even Start program. At Winslow

Elementary School, the Hat and Mitten Tree was decorated with donations of new hats, mittens, and socks to be shared with students at School No. 19 in Rochester.

Middle school students also participated in several special projects. At Burger Middle School, the STAR (Students Taking Action and Responsibility) Club and National Junior Honor Society collected gifts for families in need. At Roth Middle School, change was deposited in Student Council Jingle Jars to benefit local charities, and the school hosted its National Junior Honor Society Senior Citizen Breakfast, a free event including musical entertainment from students.

Students at the Ninth Grade Academy supported Toys for Tots and collected blank cards on behalf of freshman Nichole McEvily. She and her family completed the cards and distributed them to hospitals. At the Senior High School, National Honor Society members made cards for patients at St. Mary's Hospital in Rochester, and students in leadership and life skills classes hosted a party for the Even Start program.

This is only a sampling of the giving spirit that is alive and well year-round in the Rush-Henrietta Central School District. Thanks to the community for supporting these efforts.



Members of the Crane Elementary School Student Council, with the help of adviser and teacher Erinn Camp, rolled about \$200 in coins collected during the holiday season to benefit Benincasa, a hospice located in Mendon.



Mission

To foster the intellectual and personal development of Rush-Henrietta's students and to prepare them for responsible citizenship, productive employment, and life-long learning in a global community.

Vision of Excellence

The Rush-Henrietta Central School District will be a learning community characterized by the following interdependent values:



Safe and caring learning environments

School settings provide physically and emotionally safe learning environments for students and staff. Classrooms and other work environments promote trust, encouragement, mutual respect, and an appreciation for diversity.



An unwavering focus on student learning

Learning experiences are planned and implemented with an expectation for high levels of achievement by all students. This is accomplished by focusing on four fundamental questions:

1. What do we want our students to know and be able to do?
2. How will we know how well our students are learning?
3. What will we do if our students are not learning at high levels of proficiency?
4. How will we challenge our students already learning at high levels of proficiency?



A culture of collaboration

Stakeholders work as partners to support student learning. This is accomplished by timely and responsive communication between and among stakeholders. Opportunities for planning and shared decision making are embraced.



A commitment to continuous improvement

All stakeholders actively search for better ways to do their work. This is accomplished by reflective inquiry and ongoing professional growth. Individual and collective achievements are shared and celebrated as progress occurs.

Stakeholders

The stakeholders of the Rush-Henrietta Central School District include: students, parents, teachers, administrators, support staff, alumni, the Board of Education, community residents, institutions of higher education, businesses, and the State Education Department.

Board approved July 11, 2006



Vision of

In 2006, the Rush-Henrietta Central School District spoke with stakeholders, asking for their opinions about what a 25-minute video produced by the district's Office of Community Relations that outlines the four key elements of the vision. Here is a sampling of what our stakeholders told us.

Safe and Caring Learning Environments

What does a safe and caring learning environment mean to you?

"I think it's a fundamental need to feel loved and wanted and safe. That's the top priority and then learning can happen after that's accomplished." - Kimberly LaVigueur, Ninth Grade Academy, teacher

"When a student feels a personal connection with their teachers, that student is more likely to trust the teacher. The student is more likely to try harder in class, and to open up and let the teacher know what their needs are, whether they are academic or social needs." - George Falcón, Ninth Grade Academy, social worker

"It's not only your teachers that make you feel safe. It could be your bus drivers." - Zac Duris, Fyle Elementary School, student

"Every child deserves a childhood. When they get off that bus and walk into this building, that they are going to feel safe, they are going to feel welcomed, that we are glad they are here, that we celebrate them every day, that they are special and unique." - Barbara Thorogood, Winslow Elementary School, social worker



"I think teachers show their caring for children in many ways. I mean, kids, sometimes they need a hug coming in the door and sometimes they need a note going home saying we're proud of them. And high expectations show that we care." - Betty Duncan, Fyle Elementary School, teacher



"If your students feel that you are invested in them and that you care about them, you can push them harder, and harder, and harder. They want to work for you." - Karen LeFevre, Sherman Elementary School, teacher

Unwavering Focus on Student Learning

What does an unwavering focus on student learning mean to you?

"I see it as being able to adapt to the different learning styles of the children. Making sure – because each child is an individual – that each child has the ability to learn everything that is being presented in a manner in which they can enjoy it and retain it. And not backing down, continuing until they grasp what they need to grasp." - Nadine Dykes, Winslow Elementary School, parent

"I think that, particularly with a drive and a goal to differentiate learning in the classroom, the unwavering focus meets every student's needs, not just a sampling of the general population." - Ross Amstey, Senior High School, teacher

"Right now it seems like teachers are being more open with their education, trying to get to every kind of learning style. They try to teach more lecture style in some classes, while during other lessons they do more group or personal activities, so that every type of student is addressed." - Philip Chang, Class of 2006

"Everyone cares about every child. It's not just my child in my class or somebody else's class. It's that everybody is involved with the whole school when a child is having a problem." - Karen Tabor, Leary Elementary School, teacher

"In my class, they're always saying, 'Why is he doing that?' and 'Why is she doing that?' differently. It's because we want you all to succeed, and in order for you to be successful, he has to do it this way, she has to do it this way." - Betsy Vogel, Leary Elementary School, teacher

"Education is a tough business. We deal with people. We deal with children, in all shapes and sizes. They learn in different ways and in different styles. ... You have to find a way to meet all of their needs." - Peter Nowak, Roth Middle School, assistant principal



"The neat thing about teaching is that every day is different. You get the same children every day, but it's a whole new day and they have all new ideas." - Stacey Holahan, Sherman Elementary School, teacher



Excellence

that the Board of Education later adopted as the district's vision statement. The result was "Voices of Vision," a collection of the district's new vision statement, sharing commentary on each of the elements from dozens of stakeholders.

Culture of Collaboration

What does a culture of collaboration mean to you?

"I've always believed that within the walls of a school building we have all the expertise we need to solve the problems that we encounter each day and the challenges we have. When we work together, it's incredible what we can achieve." - Betsy O'Connor, Ninth Grade Academy, counselor

"I look forward to an environment where teachers deprivatize their practice, meaning they want to share the things that they do well, and are willing to get help on the things they want to improve upon." - Shaun Nelms, Burger Middle School, principal

"I think two teachers working together, showing students the give and take and the relationship that happens there, really models for them what to do when they're working in a group." - Matt Tappon, Winslow Elementary School, teacher



"We all have different strengths and expertise, and sharing that is a joy. I know that I get excited when I see another teacher doing something well and they share that with me. Likewise, it is gratifying when my colleagues see me do something well and I share that with them." - Lynn Peffley, Crane Elementary School, teacher

"I think some of the critical years of behavior formation happens here, in terms of citizenship, ethics, how you relate to other people in your personal environment, whether it's your home, your school, or your community." - Linda Bilak, Roth Middle School, teacher

"Collaboration isn't just with your colleagues. It's with the parents of your students and with all the children you are working with. Developing those one-on-one relationships have really been beneficial to developing student success." - Amber Spink, Senior High School, teacher

"I received a postcard. It was a district postcard and it referenced something my son had done. ... We got it on a Friday. The whole weekend was the best ever. His father and I were ecstatic. It was just a little postcard, but it was fabulous. It made him feel wonderful. It made us feel wonderful. It made us feel so connected - connected to his teacher and his school. It was great." - Janice Witt, Crane Elementary School, parent

Commitment to Continuous Improvement

What does a commitment to continuous improvement mean to you?

"It means that you never rest on your laurels. You're always looking at your program. Where are we, what are the children doing? Even the best programs can always be improved." - Louise Fredette, Sherman Elementary School, teacher

"In the school setting, someone may come to me with a problem, and I may not have a sufficient answer, or I may not have the correct answer to solve that problem correctly. It takes a lot of self-reflection and reflecting about how you teach and how students learn to answer some of these things. ... It's kind of turning the vision statement onto the self." - Rose Sherwood, Winslow Elementary School, teacher

"Continuous improvement is the tough part of our job. In a lot of our preparatory coursework, we all had this preconceived notion that once we get our degree, we're the fountain of knowledge, that we know it all and we can help students learn. But the reality is that we're always looking for ways to improve. That takes time and energy and tough reflection, I think." - Miles Watts, Crane Elementary School, teacher

"It's not necessarily working harder, it's working more effectively. So that the lesson we're teaching or the counseling session I'm doing is more pertinent, more relevant, and more meaningful for the student." - Betsy O'Connor, Ninth Grade Academy, counselor

"We're doing a lot of good things. But to settle on good and not shoot for great is really what causes us to stagnate from time to time. ... Great is where we want to be." - Peter Nowak, Roth Middle School, assistant principal



"You've got to believe you're a very good teacher but you can get better." - Mark Turner, Sherman Elementary School, principal

"No matter how good we are - and we're very good - having a new vision doesn't mean we're not doing the right things. I think it means we always want to improve." - Gail Orione, Teacher Center, director



Community Helps Rush-Henrietta

Nearly 150 people gathered at Roth Middle School on Tuesday, November 14, to celebrate the 60th anniversary of centralization in the Rush-Henrietta Central School District.

Before its regularly scheduled meeting, the Board of Education hosted a reception to commemorate the occasion. Roth Middle School was a most appropriate venue; the building originally was called Rush-Henrietta Central School, and was the district's first new school when it opened in 1952.

Musicians from the Senior High School, in the form of a flute trio and saxophone quartet, provided entertainment for those in attendance. Community members – including representatives from early classes such as 1948, 1951, and 1952 – also viewed an 11-minute historical video produced by the Office of Community Relations that depicts in pictures and words the challenges and opportunities facing the district in its early years.

The Rush-Henrietta school district opened on July 1, 1947. Newspaper accounts explain the unforeseen challenges that soon tested district leaders and community residents. After centralization, people began moving to the suburbs at an unprecedented rate. John Parker, one of the district's first administrators, likened the population explosion to a brushfire. "We had no way of know-

ing how much more school facilities we needed when we centralized in the late forties," Parker was quoted as saying.

Not long after centralization, the Board of Education – consisting of two members from Rush and three from Henrietta – advocated for the creation of a new school for all students. In 1949, voters approved the purchase of 65 acres owned by Clark Stone on East Henrietta Road at a cost of \$15,000. The next step to ushering in a new era in local education was preparing for voter

"I've lived in the district since I was in fifth grade. When we moved here, I went to Crittenden school, which no longer is a school in the district. It was a really crazy time because every year when I changed grades, I moved into a new school. They were brand new - Crane Elementary for sixth grade, and Burger Middle School for seventh, eighth, and ninth. In tenth grade, I went to Roth and then in eleventh grade Sperry opened - another new school. The population was booming."
– Karen Quackenbush, Class of 1970

approval a proposition regarding the construction of a new school on this site. According to the September 6, 1949, *Rochester Times-Union*, "Present buildings are so inadequate that students are scattered through a succession of buildings, which include the Rush Town Hall, the Union Congregational Church in Henrietta, and a cinder block garage. The high school building itself in East Henrietta is a 123-year-old structure that once housed the old Monroe Academy."



Superintendent Dr. Ken Graham (left) poses for a photo with Gene Edwards, a member of Rush-Henrietta's first graduating class, the Class of 1948.

Visit Online Photo Gallery

A photographer was on-hand during the Rush-Henrietta Central School District's 60th anniversary celebration on Tuesday, November 14, to document a gathering of nearly 150 people associated in some fashion with the school district. To view these photos, visit www.rhnet.org/60gallery and see current and past board members, alumni, staff members, administrators, and residents enjoying the celebration.



Celebrate 60 Years of Excellence

On September 19, 1949, Rush-Henrietta voters approved the proposition to construct the Rush-Henrietta Central School (now known as Roth Middle School), which was designed to accommodate 1,000 students and serve all grade levels. The margin of support – 728-162 – was overwhelming and helped launch Rush-Henrietta on a course for 60 years of educational excellence.

In demonstrating foresight and a concern for the future, Rush and Henrietta residents realized that melding their efforts and resources by centralizing the school districts would provide more opportunities for academic achieve-

ment and lifelong success. Since 1946, countless people have given of their time and talents to enhance the school district. The district especially thanks everyone who has served voluntarily as a member of the Rush-Henrietta Board of Education during the past 60 years.

Much like the settlers arriving in the area in the early 1800s, who wanted to improve their lives and provide their children with a quality education, today's families are to be commended for their unwavering commitment to student learning. The Rush-Henrietta Central School District thanks the community for its continued support, and looks forward to many more decades of guiding student success ... one child at a time.



Jack Gaffney (left), Class of 1951, a longtime district employee, greets Tom Tuety, a member of the Board of Education from 1958 to 1969 and two-time board president.

Historical Video Produced

In recognition of 60 years of excellence in education, the Rush-Henrietta Central School District has produced a historical video that is available for loan to community residents. To borrow a copy, please call the district's main number at 359-5000. Those who have a high-speed Internet connection and Quicktime software can view it on demand by visiting www.rhnet.org/video and selecting the anniversary video.

"The thing about Rush-Henrietta that I'm so proud of is that, even when I was a kid in the 1950s, this district took extra steps to meet the needs of all of the kids who attended all of the classes ... And this was back in the 1950s, when Henrietta at that time was essentially a farming community. As the district grew, and more kids came here, their needs were very diverse and the district met them. That continues today."

– Bob Thompson, Class of 1958



Bob Thompson, Rush-Henrietta Class of 1958, takes a closer look at some of the archival photos on display during the district's 60th anniversary celebration.



Because You Asked . . .

During the school budget vote in May 2006, the Rush-Henrietta Central School District solicited comments from registered voters. The district has been addressing some of the most common questions posed by residents. In this issue, we discuss the relationship between assessed property values and taxes, and what happens to computers as they outlive their useful life.

Q Assessed property values in my town went up 8 percent. Why didn't my taxes go down?

A Your school tax is determined by three factors - the school tax levy, property assessments, and equalization rates. The school tax levy is the total dollar amount the district must collect from property owners to support the annual operating budget. As an example, this year's operating budget increased by 3.98 percent. Some of this increase was covered by an increase in state aid and other revenues. After accounting for these revenues, the school tax levy had to increase by 2.2 percent.

Rush-Henrietta uses property values provided by four towns in the school district – Brighton, Henrietta, Pittsford, and Rush – to levy taxes. Each property within a town is assigned a value by the town assessor. Each year, the New York State Office of Real Property Services evaluates each town's assessment practices and sets specific equalization rates to ensure a fair tax burden distribution across the district. For this reason, an 8 percent increase in property assessments in one town does not mean that all four towns within the Rush-Henrietta Central School District experience an identical valuation increase. In fact, in 2006, assessments for the district as a whole increased by 6.8 percent, not 8 percent, and one town's assessment actually decreased.

Usually, the school tax levy increase is greater than the increase in property assessments for the district as a whole. As a result, the district's true value tax rate increases. However, in 2006, since property assessments increased more than the school tax levy, the district's true value tax rate actually declined by 4.3 percent.

In summary, in 2006, the school district's true value tax rate did go down, but not at the same rate as the overall increase in property values. The difference can be explained by an increase in the school tax levy that was required to support the increase in the school district's annual operating budget.

Q What does the district do with computers as they are replaced? It would be nice to know what happens to them.

A Computers that are still useable with district software and the network are passed along to other areas that might be able to use them. If a computer can't be supported any longer, per New York state regulations, they are sent to a Department of Environmental Conservation-authorized recycling center that sells them or disposes of them in an environmentally friendly manner.

R-H Information is Only a Click Away!



Visit the district's redesigned Web site for comprehensive information about Rush-Henrietta schools. Also, consider subscribing to one of the district's latest services, E-News, which provides brief e-mail notifications, announcements, and reminders about important meetings, activities, and issues. Visit www.rhnet.org today!



News From Around the District

Community Budget Forum on February 14

Rush-Henrietta residents are encouraged to attend a Community Budget Forum regarding the school district's proposed 2007-2008 budget. The forum will be held from 7 to 9 p.m. Wednesday, February 14, at the Transportation and Operations Center, 1133 Lehigh Station Road. This is an opportunity to gain a better understanding of school district operations, the resources required to continue programs and services, revenue projections, and funding priorities. It's also an opportunity to learn about economic challenges and influences that impact budget development. Many people have played important roles in the budget development process. In preparation for the development of next year's budget, district administration and the Board of Education conducted a thorough program and services review in December. In addition, the Budget Advisory Council [BAC] has reviewed programs and services

and made recommendations for additions to the base budget. Despite fiscal challenges facing taxpayers and the school district, Rush-Henrietta continues to enjoy strong support for an academically sound and fiscally responsible budget. The Community Budget Forum is an important step in the budget development process, providing an opportunity for residents to offer suggestions and express budget-related concerns. Thank you for your continued interest and support.

Alumni Council Continues Efforts

The Rush-Henrietta Alumni Council reminds all district graduates to visit the Alumni Center, located under Quick Links on the district's Web site at www.rhnet.org. RHAC urges all graduates to register their alumni information on the Web site so that fellow grads can stay in touch, learn more about class reunions, and receive important electronic mail from the school district. The Alumni Center currently offers information on reunions being planned by the classes of 1980, 1982, and 1987. Visit today!

2007-08 Kindergarten Registration Underway

Children are eligible to enter kindergarten in September 2007 if they will be 5 years old on or before December 1, 2007. Parents are asked to register their children for 2007-08 kindergarten classes at the district registration office according to the below schedule. Registrations will take place at the Vollmer Building, 150 Telephone Road, and will be done by appointment only from 7:30 a.m. to 3 p.m. each day, with one evening per school scheduled from 6 to 8 p.m. Sherman Elementary School registration is February 1-14, with evening registration on February 8. Leary Elementary School registration is from March 1-14, with evening registration on March 8. Registration for Fyle Elementary School is from March 15-29, with evening registration on March 22. The early kindergarten registration gives school officials time to plan screening and orientation programs for incoming kindergarteners and their parents. For questions, or to make an appointment, please contact Pat Cahill, district registrar, at 359-7957. Please note that formal registration for Crane and Winslow elementary schools has been completed, but there is still time to enroll; please contact Mrs. Cahill.



Rose Sherwood, an art teacher at Winslow Elementary School, reacts with joy upon seeing a former student during the school's open house. Sherwood is one of the stakeholders quoted about the district's new vision statement on pages 6-7.

Rush-Henrietta **Rush-Henrietta Central School District**

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With an Emphasis on Communication, Rush-Henrietta Enhances Web Site

The Rush-Henrietta Central School District Web site – www.rhnet.org – is refined daily to improve communication with the community. New features include “Take Our Poll!” and enhanced navigation on the front page. We recently highlighted the seven tabs that run across the top of the home page, making it more obvious that these tabs – in addition to serving as anchors for drop-down menus – are clickable and contain additional information.

The district’s Web page is overflowing with useful information. On the right side of the home page, 10 news stories are posted, and more are available by selecting the “Click for All News” header. To the left, 15 Quick Links provide easy access to school information. To learn even more, sign up for news from the superintendent, which is as easy as clicking on the E-News icon at the bottom of the page.

The Rush-Henrietta Central School District’s Web site is visited tens of thousands of times monthly. District residents and school-based users make the majority of visits, but people living in distant places such as Europe and South America also visit the site to gather information about the school district in preparation for a move to the area. The Web site is a valuable resource for those living both near and far, and it’s available whenever you need it. Please visit www.rhnet.org. If you have comments or suggestions, click on the “Contact Us” button. We look forward to your visit!