



Community Newsletter

Rush-Henrietta Central School District

Fall 2005

Vote on Facilities Renovation Proposition December 13

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The Rush-Henrietta Central School District Board of Education has approved the superintendent's recommendation to make significant enhancements to school buildings and property. The proposals will enhance Burger Middle School, Roth Middle School, the Senior High School, and the Parker Administration Building.

These renovation projects, in the form of a \$21.5 million proposition, will be presented for voter approval on Tuesday, December 13, 2005. A Henrietta resident with a property assessment of \$100,000 would pay an additional \$40 annually – or \$3.33 per month – to fund this investment in our children's future.

The proposal, which ensures that the district will maintain its long-term ability to meet student and staff requirements, includes:

- A \$13.6 million Burger Middle School proposal that calls for the creation of a new main entrance and auditorium (the school never had an auditorium). It also allows for the construction of a music wing, additional physical education space, an expanded library, additional cafeteria space, more classrooms, and

a renovated home and careers area. The plan also addresses important safety issues.

- A \$4.1 million Roth Middle School proposal that calls for a new general music room and classroom renovations that will enable the school to designate a portion of the building as a sixth-grade wing. It also calls for the elimination of the two-cafeteria system, replacing it with a single cafeteria, an improvement that will reduce waiting time and disciplinary referrals.
- A \$950,000 Senior High School proposal that calls for the reconfiguration of parking areas and traffic patterns to significantly reduce congestion and better ensure the safety of students, staff, and community members. In preparation for potential future capital improvement projects at the Senior High School, the proposal asks for permission to move softball fields and tennis courts to the Ninth Grade Academy at a future date. This project would be paid for through the capital reserve fund, and would not impact the tax rate.

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2005-2006 Board of Education Meetings Tuesdays, 7 p.m., NGA*

* Unless otherwise noted

July 12, 2005	Annual Reorganization/Regular Meeting
August 9, 2005	Regular Board Meeting
September 13, 2005	Regular Board Meeting
September 27, 2005	Regular Board Meeting
October 11, 2005	Regular Board Meeting
October 25, 2005	Regular Board Meeting
November 8, 2005	Regular Board Meeting
November 22, 2005	Regular Board Meeting
December 13, 2005	Regular Board Meeting
January 10, 2006	Regular Board Meeting
January 24, 2006	Regular Board Meeting
February 14, 2006	Regular Board Meeting
February 28, 2006	Regular Board Meeting
March 14, 2006	Regular Board Meeting
March 28, 2006	First Public Hearing on the Proposed 2006-2007 Budget
April 4, 2006	Board Adoption of the Proposed 2006-2007 Budget
April 25, 2006	[Meeting preceded by the Volunteer Recognition Dinner]
May 9, 2006	Final Public Hearing on the Proposed 2006-2007 Budget
May 16, 2006	Budget Vote & Board of Education Election Results, 9 p.m., Location TBA [Meeting preceded by annual Retirement Dinner]
May 23, 2006	Regular Board Meeting
June 13, 2006	[Meeting preceded by the Board Tenure Recognition Ceremony]
June 27, 2006	Regular Board Meeting

Training Helps Bus Driver Save Student's Life

It is said that success occurs when opportunity meets preparation. That adage certainly is appropriate in the Rush-Henrietta Central School District, where a bus driver is being hailed as a hero after calmly administering epinephrine to a child stung by a bee. One week before the pressure-packed situation unfolded on Friday, September 16, the driver, Ron Rozzi, attended an annual training given by Lea Theurer, school nurse teacher at Rush-Henrietta Senior High School, on how to administer an EpiPen shot.



Ron Rozzi

Alexis Willette, an eighth grader at Roth Middle School, is highly allergic to bee stings. Within minutes of getting on the bus that Friday, she was stung by a bee, which had been traveling with her inside her bookbag. Almost instantly, Alexis went into anaphylactic shock. Anaphylaxis is a severe allergic reaction that occurs within moments, causing a life-threatening response throughout the entire body.

It was only Alexis' second day in the Rush-Henrietta school district. Fortunately, Roberta Stephany, the school nurse teacher from Roth Middle School, had met with the girl's mother the day before the incident and learned of the girl's dangerous allergy. When Rozzi, the bus driver, realized Alexis was in trouble, he took the EpiPen that she carries in her bookbag, administered it with a quick jab, and called an ambulance. He also notified the district, which immediately sent representatives from its Student Health and Safety Office, Transportation Department, and Roth Middle School to the scene.

"While they did an outstanding job, I think special recognition should go to Ron Rozzi," says Patricia Ouillette, director of student health and safety. "Even though he had been trained in the administration of the EpiPen, it is a scary thing to have to put into practice. He kept his cool, and his actions likely saved this student's life. It was through teamwork, quick thinking, and preparation that this incident had a positive outcome."

Vote on Facilities Renovation Proposition December 13

Continued from page 1.

- A \$2.9 million proposal that calls for the renovation of the Parker Administration Building, a portion of which is more than 100 years old and in deteriorating condition. This project also would be paid for through the capital reserve fund, and would not impact the tax rate.

The vote will be held from 6 a.m. to 9 p.m. at the Transportation and Operations Center, 1133 Lehigh Station Road. A more detailed description of the proposition will be mailed in late November. For more information on the December 13 proposition, please visit www.rhnet.org and click on Renovations in the Quick Links menu, or contact Stanley Polmateer, director of facilities, at 359-5385 or via e-mail at spolmateer@rhnet.org.



With voter approval of the district's Facilities Renovation Proposition on Tuesday, December 13, musicians at Burger Middle School no longer will need to practice and perform in the cafeteria. The proposition calls for an auditorium to be constructed at Burger.



Ninth Grade Academy Welcomes 'Essential' Students



The theme at the Ninth Grade Academy is "An Essential Piece of the Puzzle." To bring that theme to life, the freshman class organized itself into the shape of a puzzle piece, and was photographed by Andy Olenick outside the school.

Each year, the Ninth Grade Academy operates with a theme in mind. This school year, Principal Chris Barker chose the theme, "An Essential Piece of the Puzzle." The idea behind the theme is that each student, as they leave their middle school experience and enter their high school career, is an important part of the Rush-Henrietta family. In September, the freshman class was photographed outside of the Ninth Grade Academy, and the picture will be cut into a number of pieces that will be given to each student. School leaders will create puzzles – perhaps as big as 300 pieces – from the picture, and plan to hold class-building competitions that involve putting the pieces of the puzzle together.

Middle School History Lessons Take Modern Twist

In seventh and eighth grades, Rush-Henrietta students study information from the 1860s through the present day, including a number of major wars, such as the Civil War, World War I, World War II, the Cold War, and Vietnam. Students in Maura Gilsinan's Roth Middle School class are incorporating today's events into their studies, as well. During the first quarter of the school year, students are

working on a current events project titled "What's the 411?" In today's vernacular, 411 is a term meaning "information." As part of the project, each student is responsible for bringing two current-events articles to class on a specific date. "I hope this will encourage students to become aware of what is occurring around Rochester, the United States, and even the world," Gilsinan says.

Senior High Students Promise to be 'Nothing But Nice'

On the first day of school, students at the Senior High School welcomed incoming sophomores with open arms, taking part in a campaign to make the school more friendly and less confusing to those unfamiliar with the building. Reports indicate that the new students appreciated – and benefited from – the initiative. The Senior High School's student council devised the campaign, which features T-shirts that proclaim the slogan "Nothing But Nice." During the first day of the new school year, dozens of students wore the blue and pink shirts as a way of making it known that they were available for assistance in finding classrooms, reading schedules, or just for general advice. The "Nothing But Nice" campaign was featured in the *Democrat and Chronicle*.



Danny Gebre, president of the Senior High School Student Council, displays his "Nothing But Nice" T-shirt in the school cafeteria.

District Unveils Revised K-5 Report Card

After much thought and consideration by a devoted group of parents and staff members, report cards for Rush-Henrietta students in grades K-5 have been revised. Deborah Ryan Johnson, assistant superintendent for instruction, and E. Sue Mills, principal of Leary Elementary School, gave an update at the Board of Education meeting on October 11. The Reporting System Committee, which

was charged with reviewing and improving elementary school report cards based on feedback from parents and teachers, is receiving high marks for its diligent work.

The review process also helped within the school setting, by generating many conversations among staff members about what it means to be a standards-based school district. The Reporting System Committee was able to bring standardization to the district reporting system. The reporting is based on curriculum mapping and standards, and the initiative includes an in-service for teachers on how to make concise, but descriptive comments regarding a child's progress. Teachers are completing the report cards electronically. Parents received a prototype of the report card so they will be familiar with it when they see their child's newly formatted report card. Report cards were sent home with students on November 4, so parents could review them before the elementary school parent-teacher conferences scheduled for November 7-8. The revised report card is part of a broader movement to improve school-home communication. In addition to revising the elementary report cards, the district continues its ongoing, concerted effort to enhance communication with parents regarding their child's school progress. These efforts include conference days, parent groups, parent education programs, curriculum nights, and open houses.



Rush-Henrietta recently released its revised elementary school report cards.

Elementary School Science Experiment Wins Raves

One of the first homework assignments this year in Karen Baker's fifth-grade class at Fyle Elementary School brought science alive for her excited students. Each student was asked to design a container that could hold – and preserve – a raw egg that was dropped from more than 12 feet above the ground. While some students designed sturdy shoeboxes, others secured their eggs to balloons or a homemade parachute. "The students displayed creative imaginations and came up with innovative engineering designs," Baker says. Seventeen eggs survived the fall, while four were somewhat scrambled. The purpose of the science lesson was to help students better understand the scientific method, which includes asking a question, making a hypothesis, demonstrating a procedure, collecting data, and forming a conclusion.



A student watches as his teacher releases his floatation device during Operation Egg Drop.



R-H Honored for Efforts to Improve Student Health

Citing its excellence in promoting comprehensive school health and learning, the New York Healthy STARS program has recognized the Rush-Henrietta Central School District as one of only eight honored districts in the state. Rush-Henrietta earned a Gold Level award, the highest possible honor.

The New York State School Health Alliance, a group of non-governmental agencies and organizations in support of school health, is honoring the Rush-Henrietta Central School District for its commitment to graduating students who are healthy in both mind and body. The inaugural New York Healthy STARS (School Teams Achieving Results Successfully) awards, given out in September, recognize school districts for excellence in promoting comprehensive school health and learning. This highly selective program is based not only on best practices, but also on what research says about the essential structures that are necessary to improve the health and wellness of students, faculty, and staff in a systematic approach.

The role of school nurse teacher in the Rush-Henrietta Central School District is vital to the success of its healthy school and community environments. School nurse teachers visit classrooms for nutrition and health education, and support student success by providing health care and coordinating instructional support teams. Having a school physician on staff also helps encourage health and wellness. The district has been able to provide training to more than 300 faculty and staff to become AED certified.

Rush-Henrietta has had a District Health Council for more than 10 years. Administrative support is very strong, building principals are active in wellness initiatives, and administration is team-oriented. Early in the school year, the tone of a healthy school environment is set and staff members are encouraged to be role models for students. Other accomplishments include receiving a nearly \$500,000 Carol M. White Physical Education Program grant last year for fitness equipment and having a health curriculum consistent with New York's Navigate by the Stars criteria.



Rush-Henrietta recently was recognized with the New York State Healthy STARS award for its commitment to improving student health. The district also was lauded for its commitment to school nurse teachers, who are certified to visit classrooms and teach health-related lessons.

The connection between student health and academic achievement is a new area of research. According to recent studies, higher levels of academic achievement were linked to students who were physically active and fit. Also, the Centers for Disease Control and Prevention recommends school districts adopt a comprehensive school health program to provide an environment where students and adults can lead healthier lives while excelling academically. The New York Healthy STARS program is based on this recommendation.

The School Health Alliance is made up of 22 non-governmental agencies and organizations and is led by the Statewide Center for Healthy Schools, located in Little Falls, N.Y. Collaborators on the Healthy STARS program include the Statewide Center for Healthy Schools; New York State Association for Health, Physical Education, Recreation, and Dance; American Cancer Society; American Heart Association; American Diabetes Association; American Lung Association of New York State; Wellness Councils of America; and many other organizations. For more information about the STARS Program, visit www.nyshealthyschools.org.

Offering Students from Other Countries a Jump Start

When a child moves to the United States from countries such as Brazil, China, or India, learning simple words such as calendar, stapler, and notebook can prove challenging. Weeks before school opened, more than a dozen youngsters from countries throughout the world met at the Vollmer Building to experience their first taste of an American school. Intent on providing all children with a quality education, the Rush-Henrietta Central School District offered three sessions of ESL Jump Start for children new to the United States. The children are from Brazil, China, Cuba, India, Guatemala, India, Pakistan, and Vietnam. Most are ages 5 to 7, meaning they are attending elementary school in Rush-Henrietta this September. The program was featured in the *Democrat and Chronicle*. Jamie Scripps and Dina Strasser, who teach English as a Second Language, led the Jump Start program. This is the second year it was offered.



A student attending an ESL Jump Start class excitedly raises his hand, ready to answer a teacher's question. The students, new to the United States and Rush-Henrietta, are from countries such as Cuba, Guatemala, and Pakistan.

R-H Provides Safe Harbor for 'Katrina' Victims



John Klingenger, of Mississippi, reads about Hurricane Katrina during a lesson at Sherman Elementary School. His family publicly thanked the community after seeking refuge in Henrietta.

When Hurricane Katrina devastated the United States' Gulf Coast, millions were left without a permanent place to live. Many of those who were displaced by the historic storm were children who were left unable to attend their home school. Four of those children quickly were enrolled in Rush-Henrietta schools, which worked with the families to ensure each youngster a safe harbor in a time of unfathomable upheaval. The incoming students enrolled in Sherman and Winslow elementary schools, Roth Middle School, and the Ninth Grade Academy, where the students and staff did everything they could to make them feel welcomed. Gulf Coast families who moved to Rush-Henrietta praised the community and school district in several letters to the editor in local newspapers.

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 Briefs From Around the District

Symphonic Band Invited to State Convention

The Senior High School's Symphonic Band was invited to perform at the 86th annual New York State School Boards Association convention at the Rochester Riverside Convention Center on Sunday, October 30. It's not the first honor to be bestowed upon one of Rush-Henrietta's music groups this year. Last spring, the Grammy Foundation named the Senior High School a 2005 Grammy Signature School.

Class Reunions Being Planned

Reunions for the Rush-Henrietta classes of 1956, 1971, 1976, 1985, 1986, and 1995 are being planned. To learn more about these upcoming reunions, please visit www.rhnet.org and search the Alumni Center, one of 15 Quick Links on the left-hand side of the home page. The district encourages alumni to visit the Alumni Center and register as part of the listing for their class.



Rush-Henrietta students literally leaped off the bus on the opening day of school. The district welcomed more than 5,700 students in September.

RHTV Offers Regular Programming

Many Rush-Henrietta activities and events are videotaped and presented on one of two regularly scheduled cable television programs airing throughout the school year. Community residents are encouraged to tune into RHTV programs, which are generally aired on the second and fourth Wednesday of the month, with the exception of October, November, and December. RHTV airs in Rush from 4 to 6 p.m. Wednesdays on Cable Channel 19. It also airs in Henrietta from 6:30 to 8:30 p.m. Wednesdays on Cable Channel 15. Tapes of each program are available for loan to residents. To reserve videotapes, please call the district at 359-5000.

Diversity Advisory Council Seeks Members

The Rush-Henrietta Diversity Advisory Council [DAC] advises the superintendent on actions that can be taken to improve districtwide understanding of human diversity and its impact on student learning, and recommends school and district practices that reflect an appreciation of human diversity. Recommendations focus on the areas of curriculum and instruction, student management and support, parent involvement, professional development, and workforce diversity. It is expected that these efforts will help improve student achievement and mitigate learning achievement gaps. Interested in joining? If you would like to be a part of the Diversity Advisory Council, please contact Beverly Burrell-Moore at 359-5534 or Peggy Tyler at 359-5239. You can also send an e-mail expressing your interest to: bmoore@rhnet.org. This year's DAC meetings will be held from 7 to 9 p.m. October 18, January 17, March 21, and May 30 at the Transportation and Operations Center, 1133 Lehigh Station Road.

Schools Offer Parents Plentiful Opportunities

Throughout the year, there are various events taking place in the schools that provide many opportunities for parents and guardians to get involved with their child's education. Now is a good time to do so! Please check the district calendar or the Rush-Henrietta Web site at www.rhnet.org for school-specific information, and contact your school or parent group to find out how you can get involved. Don't wait! Become an active participant and demonstrate an interest in your child's education.



News from the Rush-Henrietta Education Foundation

Recipients of the 2005 Distinguished Alumni Award Named

During Homecoming Weekend in October, the Rush-Henrietta Education Foundation presented the 2005 Distinguished Alumni Award to three graduates. They are:

Patricia Gilmore Chiverton, Class of 1965, dean of the School of Nursing at the University of Rochester and vice president for Strong Health Nursing. She recalls how a high school guidance counselor took the unusual step of encouraging her to pursue a four-year college degree, rather than a diploma program, which was the norm in 1965 for prospective nurses.

Joanne "Jody" Waddell Day, Class of 1959, a self-described "small-town person," who thrives on "neighbors helping neighbors." She was inspired by school administrators who encouraged all students to do their best. Jody served 23 years in the New York Army National Guard, retiring as a Sergeant First Class. She is a volunteer driver for the Rush-Henrietta Area Food Terminal and Friends in Service Here programs, and a Rush-Henrietta bus driver.

Kristen Waterstram-Rich, Class of 1972, is associate professor and program director for Nuclear Medicine Technology, and co-director of Premedical Studies at Rochester Institute of Technology. Kristen recalls how her guidance counselor encouraged her to participate in career shadowing; how her science teacher's biology classes allowed



Jody Day, Patricia Chiverton, and Kristen Waterstram-Rich, 2005 Distinguished Alumni, pose for a photo with Joe Bellanca, representing the Rush-Henrietta Education Foundation.

her to prove she was capable of doing lab science; and credits her English teacher whose public speaking class is still serving her well today.

Congratulations to each of these Rush-Henrietta graduates! To learn more, visit www.rhef.org

Education Foundation Meets Variety of Needs

The Rush-Henrietta Education Foundation awarded two scholarships last May to deserving students, and helped a Royal Comets sports team improve its practice sessions.

Ljupco Nedelokvski, who emigrated from Macedonia at age nine and strives for a doctorate and a career as a psychologist, received one of the \$1,000 scholarships. "The greatest award I believe I have received from R-H is the education and morals which have been instilled in me by the friendly staff and students," he says.

Sarah Rankin, the other \$1,000 scholarship winner, also graduated from Rush-Henrietta and is attending Monroe Community College. Sarah was in a dual credit Early Childhood program at MCC and worked in one of the district elementary

schools one day per week. Her application noted, "I always wanted to be a teacher since kindergarten."

In addition, thanks to a \$500 Education Foundation contribution, the Senior High School's volleyball teams have an automated server and spike machine. The Sports Booster Club also provided funding for this unique apparatus; players privately raised the remainder. It is described as a terrific training tool that simulates types of shots not usually seen in practice. In addition to the scholarships and support of the unique athletic equipment, the Education Foundation awarded nearly \$7,200 in mini-grants last year for classroom enrichment activities, and to help students participate in a variety of important activities that enhance the educational experience at Rush-Henrietta. To learn more, visit www.rhef.org



District Priorities Focus on Closing Achievement Gaps

To improve student achievement on New York state learning assessments, and close achievement gaps, the Rush-Henrietta Central School District must create learning environments that demand and support high levels of academic achievement by all students (high expectations), and that provide each student with the personal attention and emotional support needed to achieve high academic expectations (caring learning environments). Among its priorities for the 2005-2006 school year:

Curriculum and Instruction

Curriculum Mapping – Curriculum mapping will be used to make explicit the content and skills that students are expected to learn for each course of study at each grade level. By making learning outcomes explicit, instruction can be better planned to ensure that every student achieves the expected level of mastery. Sample assessments, with scoring rubrics and exemplars, will also be developed to help teachers monitor student progress and proficiency.

Standards-based, Data-driven Instruction – A standards-based, data-driven instruction process will be used to elevate teaching and learning in all content areas. This standards-based, data-driven process will emphasize student proficiency profiles relative to state and local assessments, and targeted instruction relative to student proficiency profiles. Special attention will continue to be given to improving student achievement in English Language Arts and mathematics, as measured by state assessments.

Appropriate Class Size and Grouping – Smaller class size will be used to elevate teaching and learning in elementary schools. It allows greater individualized instruction and gives teachers more time to help students who may be struggling or can benefit from enrichment. Smaller class sizes also allow teachers to more quickly identify and address behavioral and emotional issues that interfere with learning. Based upon these findings, class size at kindergarten, first, second, and third grade will be reduced to an average of 15 students per class. Class size at grade 4 will be reduced to an average of 15 in 2006-

2007. At first and third grade, student cohorts (classroom groupings) will remain together for two consecutive years. These multi-year instructional groupings will take the form of “looping” (one teacher remains with the same student cohort for two years) or “family grouping” (a team of teachers share responsibility for a multi-grade student cohort for more than one year).

Technology Integration – Student and teacher use of computers and other electronic technologies will increase at all grade levels. Improved “technology integration” will take place in these forms:

- curriculum maps will require technology integration in assured experiences,
- teacher access to laptop computers and projection units will improve,
- computer labs will be upgraded at secondary schools,
- use of computer-based, integrated learning systems will increase, and
- elementary and middle schools will have consultant teachers for technology integration.

To support expanded technology integration, additional funding has been allocated for replacing and upgrading equipment, software, and infrastructure. In 2005-2006, \$1M has been budgeted for this purpose. However, technology experts inform us that \$1.5M will be required each year to do this job well. For this reason, an additional \$250,000 will be budgeted each year for the next two years for replacing and upgrading electronic educational technology.

Comprehensive Academic Intervention Services – In recent years, student access to academic intervention services has greatly improved (e.g., extended day programs; supplemental reading, writing, and math classes; summer programs, etc.). The challenge is to deliver these academic intervention services in a more integrated, non-fragmented manner. During the 2005-2006 school year, we will improve our delivery of academic intervention services in the following ways:



- the classroom teacher's role as a student's primary academic intervention service provider will continue to be emphasized and supported,
- the roles and responsibilities of consultant teacher service providers will be clarified (e.g., special education consultant teachers, reading teachers, ELA and MST resource teachers, psychologists, school nurse teachers, teaching assistants, etc.),
- special education coordinators will be assigned to grade levels for improved guidance and support,
- literacy coaches will be added at Burger and Roth middle schools,
- instructional support teams will improve in their capacity to help classroom teachers develop strength-based learning profiles and interventions for targeted students,
- transportation services for summer programs will be expanded, and
- an alternative education program will begin at the Ninth Grade Academy.

Student Management and Support

Student Conduct and Safety – In recent years, significant steps have been taken to improve student conduct and safety. Student codes of conduct have been revised, as have student attendance procedures, student discipline procedures, and emergency management plans. In addition, staff members have been trained in crisis prevention techniques and School Resource Officer services are now being provided by the Monroe County Sheriff's Department. During the 2005-2006 school year, student conduct and safety will continue to be emphasized in the following ways:

- student dress codes and electronic device use policies will be strictly enforced,
- school resource officer services will be extended to all schools,
- emergency management plans will be updated and practiced, and
- digital security cameras will be added at secondary schools and on buses.

Character Education (Asset Development) – Programs that encourage and reinforce respectful, responsible, self-confident, honest, and cooperative student behavior will continue to be emphasized at all schools. Special emphasis will be given to developing and implementing programs that discourage bullying and teasing.

Human Resources Effectiveness

Professional Development – High levels of student achievement require well-trained staff, with high expectations for all students, passion for creating caring learning environments, and who demonstrate high standards of professional conduct. To encourage and reinforce these professional practices, the following staff development initiatives will be emphasized:

- embedded staff development and cognitive coaching (consultant teacher service providers and collegial coaches);
- programs that strengthen balanced literacy instruction, constructivist mathematics instruction, technology integration, and differentiated instruction;
- programs that promote diversity awareness and multicultural competence; and,
- teacher study groups.

Home and Community Partnerships

Family Involvement and Support – Active, supportive family involvement plays an important role in shaping high student achievement and performance. To strengthen family involvement and support, the following steps will be taken:

- fall parent-teacher conferences at all secondary schools will continue,
- teachers will continue to communicate more frequently with parents about their child's accomplishments at school,
- more teachers will have a home page on the district's Web site, and
- expectations for parent involvement and support will be communicated more clearly to parents.

Administration and Operations

Facility Renovation – Well-maintained buildings and grounds contribute significantly to student and staff morale, and student learning. To support high levels of student achievement, the facility renovations outlined on the cover page of this newsletter will be emphasized.

Rush-Henrietta
Rush-Henrietta Central School District

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Proposed Renovations Designed to Enhance Schools

On Tuesday, December 13, the Rush-Henrietta Central School District presents for voter approval a proposition that calls for significant renovations to Burger Middle School, Roth Middle School, the Senior High School parking lot, and the Parker Administration Building. Details of the proposition are explained on the front page of this newsletter, at www.rhnet.org, and will be featured on RHTV in November.

VOTING INFORMATION

Vote from 6 a.m. to 9 p.m. Tuesday, December 13, 2005, at the Transportation and Operations Center, 1133 Lehigh Station Road. Please note there is only one voting location for this proposition.