



Community Newsletter

DECEMBER 2002

Making a Difference

Whether planting flowers, bringing joy to a senior citizen or collecting and delivering food and supplies for the less fortunate, Rush-Henrietta students actively participated to ensure that the local Make a Difference Day was an overwhelming success.

There were many opportunities for students to get involved in this year's event, held Saturday, October 26, 2002. For instance, children in grades K-5 ventured to two of Henrietta's senior-living communities, Brentland Woods and Woodcrest Commons, to decorate pumpkins with appreciative residents. "You can tell as soon as you walk in that they're happy," said Daniel Tuke, 10, a fifth-grader at Winslow Elementary School. "It just lights up their faces."

Three years ago, the school district and the Town of Henrietta agreed to partner in these types of community-building events. Together, they operate the Healthy Communities . . . Healthy Youth Program, which is based on 40 important factors that shape young people's growth and development. One of those factors, or assets, involves service to others.

"This is an important ingredient as we attempt to mold our youth into caring, responsible and contributing members of society," said M. Rick Page, Assistant Superintendent for School Operations. "Our goal during Make a



portive of Lisa, always making sure that the family is as comfortable as possible," said Peter Cowdery. "The community support has been absolutely unexpected. There just aren't words to describe it. There are a lot of very good kids in this town."

Class members washed dishes, served pancakes and provided entertainment during the benefit. "The kids wanted to help someone in our community," said Debbie Horn, a chemistry teacher at Rush-Henrietta Senior High School who serves as a class advisor. "Here they are, getting up at 6:30 a.m. on a Saturday to make a difference."

Several local businesses also made significant contributions to the event, including Wegmans

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Difference Day is to provide opportunities for students to experience community service. We want our students to understand that, if they want to make a difference in the community, they have to add something of value."

At the Elks Lodge on East Henrietta Road, members of the Class of 2004 held a pancake breakfast to benefit the Peter and Diane Cowdery family. The Cowderys and their children, Lisa, a member of the junior class, and David, an eighth-grader at Burger Middle School, were seriously injured in a summertime car accident in West Virginia.

"All of the kids have been so sup-

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FROM THE BOARD

Dear Community Residents:

Educating our children is the single most important investment a community makes in its future. The community's financial contribution is made primarily through the payment of school taxes that are calculated based on the value of each taxpayer's property.

Several weeks ago in a Letter to the Editor that appeared in the Henrietta Post, a resident expressed a belief that the Rush-Henrietta school district would receive a revenue windfall from property tax increases that were a result of the property reassessment in the Town of Henrietta. It is important that the community understand that this is not the case. It is also important to us that the community understands some of the factors that impact your school tax bill.

When developing the annual school budget, the District estimates its total expenses for the next school year and then forecasts the revenues it expects to receive from state aid and other sources such as interest earnings and sales tax. We then calculate the difference between the projected expenses and the forecasted revenue. This is the amount that must be covered by the school tax revenue and is called the tax levy.

Property owners are required to pay their "fair share" of this tax levy. This "fair share" is calculated by computing the total value of all taxable properties and determining the percentage of this total owned by each property owner. This percentage of ownership is the percent of the tax levy that each property owner pays.

When property owners experience an increase in their school tax, this increase can stem from more than one factor. First, school taxes may increase because of an increase in the total tax levy required by the school district. This occurs when a projected budget increase is not offset by a sufficient increase in state aid and other sources of revenue. A second reason for a school tax increase is a decrease in the total value of taxable properties. This can occur when taxable properties are taken off the tax rolls because they are purchased by not-for-profit organizations or when businesses are given tax exemptions to stimulate economic growth (e.g., COMIDA). If total property valuation declines, the school district's tax levy remains the same, but there are fewer property owners to share the cost.

Each property owner's school tax increases because of this.

School taxes can also increase because of reassessment. In the case of reassessment, a town recalculates the market value of all properties in the town. When this is done, some properties will be determined to have higher market values than in the past and others will be determined to have the same or less value. Properties assigned higher values will see their school taxes increase because they represent a larger percent of the total property tax base. Likewise, properties assigned lower values will see their school taxes decrease. The important point is that these property reassessments have no bearing on the tax levy required by the school district. Although changes in school tax payments will vary from taxpayer to taxpayer because of changed property values, the total amount collected equals the stated levy . . . there is no windfall of additional funding. In fact, property owners who experience school tax increases because of reassessment are property owners who have underpaid their "fair share" of school taxes in the past.

The District remains committed to helping community residents understand school taxes and how full value assessments and exemptions impact local taxes. Residents who may have questions about school tax bills are encouraged to call or e-mail Dr. Kenneth Graham, Superintendent of Rush-Henrietta Schools [359-5021; kgraham@rhnet.org] or Debbie Rogowicz, Executive Director of Financial Operations [359-5037; drogowicz@rhnet.org]. You may also contact me with any questions you may have by calling me at 475-7941 or e-mailing me at sperezhardy@rhnet.org. Questions regarding tax increases and assessments in towns that are a part of the District may also be directed to respective town offices.



Mrs. Perez-Hardy

Sincerely,

Sylvia Perez-Hardy

Sylvia Perez-Hardy, President
Board of Education

District Senior Citizen Benefit Change

The Rush-Henrietta Board of Education approved a new senior citizen benefit, which impacts senior citizen pass eligibility and participation in certain District programs. Beginning January 2003, a Rush-Henrietta Central School District Senior Citizen Pass will be available only to District residents 65 years and older, and will entitle the holder to:

- reduction in tuition for many Continuing Education courses as specified in the Continuing

Education brochures,

- free admission to school events such as plays, concerts and sporting events, and
- free admission to scheduled open swims as specified in the Continuing Education brochures.

Current passes will be accepted through December 2002. As of January 1, 2003, all previously issued senior citizen passes will be obsolete. District senior citizens who wish to take advan-

tage of the above-mentioned benefits need to obtain a new pass at the reception desk located in the Parker Administration Building at 2034 Leigh Station Road between the hours of 8:30 a.m. and 4:30 p.m., Monday through Friday. To obtain a pass, proof of age and residency must be presented at the time of issue. Please note that senior citizens will now be required to present the new Senior Citizen Pass for entrance to events and to obtain a discount for Continuing Education courses.

Board Member Resigns, Leaves Lasting Imprint



Dr. Hightower

Dr. A. Dirk Hightower, described by his colleagues as an intelligent, highly organized and unmatched advocate for the Rush-Henrietta Central School District, resigned from the Board of Education this fall. Hightower, who served as an elected representative for more than seven years, was in the midst of a three-year term that began in June 2001 at the time of his resignation.

Board members who served with Hightower describe his contributions in glowing terms, labeling them as positive, lasting and far-reaching. "He is an articulate spokesman for every cause he's involved with," said Jim Starkweather, himself a highly respected former Board member.

"You recognize his authenticity the minute you meet him."

Hightower was uniquely qualified to serve the school community, having few peers in terms of the specialized skill set he offered. Last year, in the midst of his run for reelection, he described his qualifications this way: "I believe my professional training, knowledge and expertise in the school as an organization, special-education services, lobbying in Albany and budgeting experience will be valuable assets."

Indeed, Hightower is described by many as an outstanding lobbyist, someone who is familiar with the inner workings of government and able to advocate for any cause in which he believes. Said Starkweather, "You want him on your side because he always does his homework."

Hightower, who has a doctoral degree in school and community psychology from the University of Tennessee, and his wife, Linda, have three sons, two of whom are still students at Rush-Henrietta. Hightower works full-time as director of the Rochester-based Children's Institute, a not-for-profit organization intent on promoting the social and emotional well being of children.

Applications for the vacancy were solicited openly and accepted through November 12th. The Board's appointee will serve until the next general election, which will be held May 20, 2003.

Board Fills Vacancy



Mr. Lincoln

The Rush-Henrietta Central School District Board of Education announces the appointment of District resident, Edward A. Lincoln, effective November 26, 2002, upon filing the oath of office. Mr. Lincoln was appointed to the Board to fill the vacancy created by the resignation of Dr. A. Dirk Hightower and will serve until the next general election, which will be held in May 2003.

As a qualified member of the Board, Mr. Lincoln brings with him more than 20 years of effective administrative experience in higher education. He has been employed in various positions at the Rochester Institute of Technology [R.I.T.] since August of 1979 and today is an adjunct faculty member and Assistant to the Vice President, Enrollment Management and Career Services, at R.I.T. Throughout his career, he has worked in alumni relations, admissions, student services, course scheduling, academic advising, retention and staff development. Experienced in strategic planning at the institutional, divisional and unit levels and in program development, Mr. Lincoln holds a Certificate of Advanced Study, Higher Education, from the University of Rochester; a MS Ed., Educational Administration, from the University of Rochester; and a BA, History concentration, from Eisenhower College.

Mr. Lincoln resides on Clay Road. He has three daughters attending District schools, Elizabeth, age 16, a junior at the Senior High School and a member of the varsity volleyball team; Jessica, age 12, a seventh grader at Roth Middle School and also a member of the volleyball team; and Taylor, who is 7 years old and a student at Winslow Elementary School.

The school district is governed by a seven-member Board of Education. Board members are volunteer public officials who serve without pay. They must carry out duties required by the State Legislature, the Board of Regents and the State Commissioner of Education. The Board establishes policies for the operation of the District.

Making A Difference

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Food Market, Dunkin Donuts, Krispy Kreme and the Elks Lodge.

At two locations in Henrietta, groups of students helped beautify public areas. Some joined their parents and planted 1,200 tulip and daffodil bulbs at Veterans Memorial Park, while others landscaped and beautified Martin Road Park in Henrietta. At Veterans Memorial Park, on Calkins Road, members of the Ely-Fagan American Legion Post and Auxiliary Color Guard were on hand for a flag-raising ceremony.

Elsewhere, dozens of youngsters boarded buses and made the rounds to District schools, boxing more than 3,000 pounds of food that was collected by students this fall. The food was delivered to the Rush-Henrietta Area Food Terminal. R-H athletes did their part to make a difference in the community, too. Members of the junior-varsity football team made gift bags and distributed them to senior citizens at Stonewood Village Senior Living Center, near the high school.

A basic tenet of the asset-building program is ensuring that young people have the opportunity to spend time with positive adult role models. For example, Page said, "We wanted our students to have the opportunity to witness the beauty, wisdom and experience of our senior citizens and veterans of foreign wars. We wanted our littlest ones to spend time with our senior citizens and give our secondary students a chance to see role models in the form of adults from the fire district, the school and town."

In everything it does, the District tries to maximize quality time on an intergenerational basis between children, teenagers, adults and senior citizens. The strategy is working.

"I think this is a valuable learning experience for the kids and a good experience for the adults too," said Lou Chesley, 83, a Brentland Woods resident who spent the morning decorating pumpkins. "It's a brightening experience for everybody. It sure beats sitting in your room watching TV."

Community residents are invited to visit the 2002 Make A Difference Day Photo Gallery on the District's website. To view photos, access www.rhnet.org; click on News & Publications and select Photo Gallery. Enjoy!



2002-2003 District Priorities

As Adopted by the Board of Education on September 10, 2002

To guide student success, the Board of Education adopted the below 2002-2003 District Priorities. Each school year, board members adopt priorities as recommended by the Superintendent of Schools, which incorporate input gathered from stakeholders who attended the 2002 summer District Leadership Forum. By adopting the priorities, the Board gives approval that during the school year, significant effort should be made toward achieving each of the goals with measurable progress. As requested by the Board, each priority includes a statement describing how goal achievement will be measured and reported. Efforts this school year will focus on improving school and District capacities in the below key result areas that support high student achievement and performance.

Curriculum and Instruction

Standards Based Instruction: The District will use a student centered, data driven, standards-based incremental improvement process to elevate teaching and learning in Rush-Henrietta schools. This standards-based improvement process will emphasize:

- Using rubrics so students, teachers and parents can evaluate student achievement and instructional delivery and build rigor for success on state assessments;
- Collecting, analyzing and interpreting student assessment data including exemplars of student in-classroom and independent practice work;
- Identifying gaps and overlaps in instructional delivery from the analysis of student assessment data and curriculum mapping;
- Establishing Annual Operating Plans (AOPs) to close gaps in student achievement and instructional delivery;
- Implementing staff development programs and 'focused discussions' that model best research-based pedagogical practices including differentiated instruction;
- Focusing the Annual Professional Performance Review Process to support teaching and supervisory growth, development and mastery of best practices; and,
- Developing a benchmarked assessment process that correlates Quarterly grade reporting with AOP Goals.

The District will measure improved standards based instruction by student performance on state, standardized and local assessments.

Student learning in English Language Arts: To improve student learning in English Language Arts, we will emphasize improving reading comprehension skills in the area of critical analysis and evaluation. We will also improve vocabulary development and on-demand writing task skills across the curriculum. We will measure improved English Language Arts achievement by student performance on state, standardized and local assessments.

Student learning in Mathematics: To improve student learning in mathematics, we will emphasize improving student comprehension of mathematical concepts, math vocabulary including the multiple meanings of words and use of math tools. This will be accomplished by expanding our use of two new math programs - Math Investigations at elementary schools and Connected Math at middle schools. We will measure improved math achievement by student performance on state, standardized and local assessments.

Instructional Support for At-Risk Students: To provide effective support for students not meeting state and local learning standards, we will develop and implement two additional instructional support programs. At our elementary schools we will provide an extended day program (KEEP) for kindergarten students having difficulty with reading and language development. The KEEP program will focus on developing early literacy skills by providing At-Risk Students with an extra hour of intensive reading and language development instruction each day. We will measure improved At-Risk Student achievement by student performance on standardized and local assessments. At the Senior High School we will develop and implement a GED program for students who will not graduate with their class because of credit deficiency, but who otherwise would be capable of completing graduation requirements. By completing this GED program, qualified students will be prepared to complete their high school education by passing the state's GED exam. We will measure improved At-Risk Student achievement in two ways: the increase in the number of those students passing the GED Exam and the decrease in the number of unsuccessful high school completions.

Student Management and Support Services

School Climates: Students learn best when they want to learn, and students want to learn when they feel cared about and supported by their teachers. Having high expectations for students and developing supportive, caring relationships that encourage students to achieve high expectations is called student asset building. Student asset building will continue to be emphasized at all schools. This will take the form of staff development for asset building strategies and school activities that foster caring teacher-student relationships. The number of students reporting that their school provides a "caring school environment" will measure the success of these student asset-building efforts.

Human Resources Effectiveness

Professional Development: High student achievement and performance requires well trained, highly motivated, student-centered staff. To encourage and support professional growth, two forms of staff development will be emphasized:

- Implementing staff development programs and 'focused discussions' aligned with District priori-

ties that model best research-based pedagogical practices; and,

- Focusing the Annual Professional Performance Review Process to support teaching and supervisory growth, development and mastery of best practices.

Additionally, with more than one-third of our staff new to the District (less than three years of seniority), we must do a good job of helping our new teachers achieve mastery of best practices. We will do this by improving our new teacher induction program.

The number of teachers and administrators showing growth in one or more areas will measure the success of these professional development efforts.

Stakeholder Relationships

Parent Involvement: In a recent survey of parents (Partnership Schools Survey - Spring 2002), more than 25% of our parents reported that we need to communicate more effectively with parents. Specifically, parents reported that we need to do a better job of asking parents for information about their children's learning goals, strengths and talents, especially at secondary schools. To address this concern, each school will work with their parent organization (PTA, PTSA) to develop and implement a plan for improving this area of teacher/parent communication. We will measure improved Parent Involvement by increases in the number of parents reporting that their teachers and principals do a satisfactory or good job in communicating with the parents of the students in that building.

Community Partnerships: Partnerships with businesses, colleges and community organizations play an important role in guiding student success. One of these partnerships is the District's Teenage Employment Partnership. This partnership lets our young people know that local employers, as well as educators, have a strong commitment to student learning. Through the joint efforts of local employers and educators, students are mindful of the fact that while they attend Rush-Henrietta schools, doing well in school is their number one job. The success of this partnership will be measured by the number of businesses enrolled as Teenage Employment Partners and the number of students working for Teenage Employment Partners.

Administration and Operations

Facilities Management: To ensure sufficient, long-term capacity for student transportation services, meeting space and storage, the District has secured voter approval to build a new Transportation and Operations Center at the corner of Lehigh Station and Middle Roads. This facility is currently under construction. The success of this project will be measured by the on-time, on-budget completion of this facility. (Projected Completion - September 2003)



District Welcomes Instructional Leader

As a child, Dr. Lois Austen spent her summers in the classroom helping her grandmother, a third grade teacher, prepare for the school year. Today, backed by more than 30 years of experience in the education field, she helps Rush-Henrietta students and teachers excel on a much more sophisticated level.

In September, the Rush-Henrietta Central School District welcomed Austen as its new Assistant Superintendent for Instruction. Intent on igniting a passion for lifelong learning, Austen is charged with helping students and teachers perform to the highest level. With the state recently mandating more challenging educational requirements, this is an especially important time to improve student achievement.

“The learning standards set forth by the state are the principles on which a good curriculum is organized,” Austen said. “The new state standards require all students to pass the Regents’ exams, so we need to ensure that the information students will be expected to know at the end of the year is being taught and understood in the classroom. It’s a big project that requires the participation of teachers, principals, students and their parents.”

Austen, who took the place of the recently retired Dr. Helena Spring, says preparing students for a world beyond school is crucial. It’s estimated that today’s high school graduates will change careers as many as three times. Whether students intend to go to college, enter the workforce or join the military, Austen says Rush-Henrietta must provide each one with a springboard for success.

As a collaborative, dynamic and visionary leader committed to a program of rigorous instruction, Austen is also responsible for guiding the professional development of staff. Retaining the best teachers and making sure that each educator is growing as a professional is absolutely critical to effectively guiding student success. She knows the District faces some tall odds as nationally, it is estimated that 40 percent of new teachers leave the education field within three years of entering the classroom.

Austen will oversee a weeklong New Teacher Induction

program each summer as part of the District’s strategy to retain teachers new to the profession. She says Rush-Henrietta is exemplary in this way, since many districts do not offer such a program. Many newer R-H teachers are also paired with a mentor, a veteran teacher who has been recognized for his or her ability to give students the best educational experience.



Dr. Lois Austen

Experienced teachers are encouraged to participate in a different program, one that focuses on continuous staff development. That’s especially crucial now, since the new state learning standards were approved. Many teachers are realizing they need to learn different teaching methods and may have to shift their classroom focus based on what the state is saying students should know.

Austen, who earned a doctoral degree from Columbia University, has served in a variety of educational leadership positions. Most recently, she

was Assistant Superintendent at Jamestown School District. As she has for much of the past decade, Austen teaches graduate level education courses at St. Bonaventure University. It is another way in which she tries to better the educational system, encouraging younger teachers and helping them improve their skills.

Mark Turner, principal at Sherman Elementary School, was part of the committee that interviewed Austen. “She’s very focused and determined, and she certainly is enthusiastic about her approach to education,” he said.

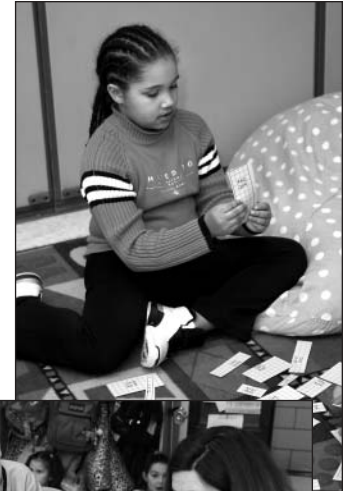
Austen is confident that Rush-Henrietta is poised to improve in its quest to prepare students to be productive members of an increasingly challenging society. “In this District, what you see is what you get. There are no pretenses,” Austen says. “We have a solid foundation on which to build. The potential is tremendous.”



Math in Rush-Henrietta Schools

The Rush-Henrietta Central School District [RHCS D] remains committed to improving student learning and achievement in Mathematics. To that end, the math program in Rush-Henrietta includes *Investigations in Number, Data, and Space* and *Connected Math*. As expectations have changed, curriculum and instruction are being redesigned. Because there is a steady increase in the use of data and technology in our everyday lives, assessments have also changed. Math instruction that prepares students to be successful has to address these needs. On the assessments, students are now expected to go beyond traditional computation and are additionally required to explain their solutions, reason mathematically, use and interpret data, and to use patterns and functions, as well as estimation. The *Investigations* and *Connected Math* programs are designed to help students understand and use math as a problem solving and thinking process.

With the inclusion of *Investigations* and *Connected Math*, RHCS D curriculum is aligned with New York State Standards. The RHCS D math program is a complete curriculum. Learning goals include conceptual understanding, as well as competence in numerical computation and symbol manipulation. Instruction is designed so that students understand and connect mathematical concepts that they can use in a variety of situations. Pupils are also expected to communicate mathematically when they say or write explanations. Because students learn through interesting problems, they build a deeper, longer lasting foundation for the facts and processes they must know and use. There is an expectation that students will continue to be able to compute and manipulate symbols with accuracy and efficiency as well as solve problems.



Making Math Connections!

District Outlines Potential Challenges and Opportunities

School and community leaders gathered on October 28th, 2002 at the Ninth Grade Academy to better understand many of the challenges and opportunities facing the Rush-Henrietta Central School District.

The brainstorming session, entitled "Strategic Planning," provided a forum for an early round of discussion and planning that will help shape the District during the next three to five years. More than 50 people attended, intent on learning about demographic, educational and economic trends that will affect academic programs, staffing levels and school facilities.

"This forum will help us better understand the challenges and opportunities that we, as a district, might encounter," said Superintendent Dr. Kenneth Graham. "It also allows us to discuss our priorities and whether we can realistically fund them. We need to focus our time, energy and resources where we can make the biggest difference down the road for our children."

To that end, Dr. Ken Hilton, Executive Director of School Improvement, presented an array of demographic information that he described as "interesting, exciting and challenging." One of the most interesting bits of data involves a shift in student enrollment. During recent years, Rush-Henrietta has lost, and likely will continue to lose for the next three to five years, about 75 students annually. Knowing that, the District is faced with

decisions about how to manage a smaller student population. At the elementary school level, for example, decreasing enrollment creates the possibility of reducing class sizes, a tactic that was proven worthwhile in a recently published, federally funded study in Tennessee. District leaders said such a move in Rush-Henrietta would require substantial study.

In terms of educational trends, a small group was encouraged to think about whether the District should change its curriculum and approach . . . what it teaches and how it teaches or alter the school environment in an effort to enhance learning opportunities. Dr. Lois Austen, Assistant Superintendent of Instruction, sought recommendations about how the District can become even more student-centered. Participants discussed how to best maximize students' time in school and whether starting the school day later would enhance student achievement. Many participants were curious about the viability of full-day kindergarten, more inclusion in classrooms for children who have special needs and the potential for creating academic career centers as part of the Rush-Henrietta campus, all of which were added to a list for further discussion.

What's possible in terms of academic offerings and additional school improvements, however, will be determined in large

part by economic considerations. Graham led a small group that discussed fiscal concerns, an especially relevant issue in light of a challenging economy that could lead to lesser amounts of state aid next year. One reason for the potential decline, Graham explained, is that the state economy was hit hard on September 11, 2001 and is suffering long-term ramifications. Fifteen percent of the state's annual tax revenues were derived from businesses located inside the former World Trade Center, which was destroyed that day.

District officials are closely monitoring the state aid situation and examining additional trends that will impact next year's District budget. They are particularly interested in how much county aid will be made available from sales tax revenue and whether the Rush and Henrietta tax bases are expanding, decreasing or remaining the same. All of these outside variables affect how the proposed budget will be created.

The Rush-Henrietta Central School District places a high priority on stakeholder input, so additional brainstorming sessions will be held in the future. "We are faced with many challenges, but an equal number of opportunities," Graham said. "Planning now for the future is the key to ensuring that we're prepared to make the right decisions for our students."

FOUNDATION NEWS

Foundation Salutes Past, Looks Ahead

During its annual meeting in November, the Rush-Henrietta Education Foundation honored the memory of a long-time District employee, recognized the efforts of its founder and encouraged residents to take an active role in enhancing learning opportunities for local students and staff.

The event, featuring a performance by the Rush-Henrietta Senior High School Chamber Orchestra, attracted more than 50 people. Many attendees had personal relationships with Betty Ann McDonald, who was a District employee for more than 30 years before her death in 2001. On behalf of the Foundation, chairwoman Debbie Harper presented McDonald's family - her husband, Jim McDonald; son, Brendan McDonald; and daughter, Caitlin Ullock, with a plaque in honor of the popular Roth Middle School librarian.

The plaque is inscribed: "It is with grati-

tude and appreciation that the Rush-Henrietta Education Foundation recognizes the many contributions of Betty Ann McDonald to the Rush-Henrietta community. Through her active involvement as teacher, mentor, friend and neighbor, Betty Ann demonstrated her caring and dedication to education and the community. We are grateful for her commitment and will miss her leadership."

"McDonald left a legacy throughout the District," said Beverly Burrell-Moore, Roth principal. Citing one memorable example, she recalled how McDonald always would make available a puzzle for students and staff members to put together. "While we were there, she would work on us," Burrell-Moore said. "She would lend advice about being a better teacher, a better mother, a good friend."

In much the same way that McDonald enriched people's lives, the Rush-Henrietta

Education Foundation was established in 2000 to enrich and enhance educational opportunities for students and staff. The organization supports educational initiatives, programs and projects that extend beyond the scope of the annual school budget; activities that could not be possible without private funding made possible through charitable giving.

During the annual meeting, Harper recognized Greg Finch, Jeff Le and Shelby Page for their work as trustees. She also recognized the dedication and accomplishments of Kathleen Martin, the driving force behind the Foundation's creation.

Michael Yudelson, Foundation secretary, presented Martin with a plaque - the RHEF Founding Chair Recognition Award - to recognize her efforts. Martin's positive experiences as a mother dealing with the school district fostered a desire to help create the Foundation. "It was important then and it's even more important now," she said. "When I think about why we did not choose private education, because that was a consideration, it's because of the support of the people in this District."

Martin encourages everyone to consider whether they could lend assistance to the Foundation, saying, "It's a fabulous opportunity to give back to the schools."

There are many ways to become involved with the Rush-Henrietta Education Foundation. These include financial gifts of cash, securities, planned gift instruments and bequests, as well as gifts of time, energy and in-kind donations. To make a donation or learn more, call Debbie Harper, Foundation chairwoman, at 321-1700; e-mail info@rhef.org; or write Rush-Henrietta Education Foundation, P.O. Box 777, Henrietta, N.Y., 14467.

Foundation Selects Distinguished Alumni

The Rush-Henrietta Education Foundation has selected four former R-H graduates to join the ranks of distinguished alumni. "The selection process was very difficult this year due to the large number of quality nominees and we feel that the four selected were the very best from a distinguished field," said Joe Bellanca, Chairman of the RHEF Selection Committee.

The nominees were chosen according to the criteria of dedicated community involvement and/or a strong record of achievement in a career/profession.

This year's Distinguished Alumni included:

Jane Uebelacker

Talley, Class of 1956, has dedicated 34 years to the R-H school system and the Henrietta community. Jane was the architect for the school crossing guard program and has trained others from school districts in the area in the program. She presently works in the Rush-Henrietta Central School District Information Systems Department and has many years of involvement with the Girl Scouts, PTA, American Cancer Society, United Way and Good Shepherd Church.

Dr. John Eckhardt, Class of 1960, has worked in all facets of the education field. He started as a classroom teacher in Wheatland-Chili and ended his career as Superintendent of the Brighton Central School District. Along the way, Dr. Eckhardt served as a high school principal in Wheatland-Chili and as Director of Secondary Education and Assistant Superintendent of Schools in Fairport. In addition, he served for two years as the

Superintendent of Schools in Canandaigua. John is currently an Adjunct Professor at the University of Rochester and has been a member of numerous educational councils and associations.

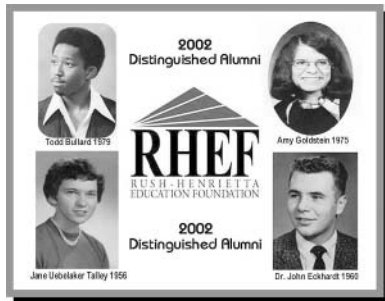
Amy Goldstein, Class of 1975, has worked in the newspaper industry for her entire career as a staff writer. She has spent

the last 15 years at the Washington Post where she is the White House Domestic Policy Reporter. In addition to numerous awards Amy has received for her work throughout her career, she reached the pinnacle of her profession by winning the Pulitzer Prize for national reporting in 2002 as part of a Washington Post team of

reporters for their coverage of the war on terrorism.

H. Todd Bullard, Class of 1979, is a local attorney whose legal concentration is corporate, real estate and trial law. In addition, Todd has been a Monroe County Legislator for the 27th District since 1992 and currently serves as the Deputy Democratic Leader of the County Legislature. His community activities include Urban League of Rochester, Boy Scouts of America, American Heart Association and Action for a Better Community, to name a few, and he has served on the Board of Directors of a number of those organizations.

The 2002 Distinguished Alumni were recognized during half time of the homecoming football game on September 28th, at the Rush-Henrietta Senior High School, Elmer Gordon Football Stadium.



Teacher Recognition Program

The Foundation has launched a new fundraising program to honor special teachers during the holidays and at anytime throughout the year. Parents and community residents are encouraged to honor teachers for their efforts to guide student success . . . one child at a time. Forms for the program are available at the main office of each school. Upon completion and return of the form to RHEF, along with a check for the amount you wish to donate, a Teacher Recognition Card will be sent to the teacher honored. Funds collected through this program will go toward RHEF awards and grants. In the last two years, RHEF awarded over \$16,000 to staff and students to enrich educational opportunities. Questions regarding this program can be directed to RHEF by calling 359-5008.



2002 Patriot Day Observance . . . A Service of Remembrance and Unity

As the sun broke through the cloudy skies of September 11th, a crowd of 500 students and staff from the Rush-Henrietta Ninth Grade Academy and Parker Administration Building gathered together on the lawn between their buildings. They came together for a special observance to mark the 1st anniversary of September 11, 2001, now known as Patriot Day.

Beth Patton, Ninth Grade Academy Principal, welcomed students, staff and guests including Town of Henrietta Supervisor James Breese and local representatives from law enforcement, emergency responders and firefighters. Supervisor Breese led the Pledge of Allegiance and Dr. Kenneth Graham, Superintendent of Schools, delivered a message of remembrance and unity.

M. Rick Page, Assistant Superintendent of School Operations, introduced the following individuals: Chief Dan Blom, Henrietta Ambulance; Battalion Chief James Comstock, Chief Dale Fellows and Firefighter Angelo Diminco, Henrietta Fire District; Deputy Joseph McCain, Monroe County Sheriff's Office; and Firefighter Wayne Burdett, Rush Fire Department and Ambulance, who were invited to toll the District's first schoolhouse bell which was once part of the Monroe Academy, the first District schoolhouse. As per the request of Governor Pataki, the bell tolled at 10:29 a.m. to signify the collapse of the second World Trade Center tower. The sound of Rush-Henrietta's bell joined thousands of others that resonated throughout our great nation at 10:29 a.m., as it rang in memory of the victims and fallen heroes of 9/11, signifying the strength and spirit of unity.



Participants in Patriot Day Observance

Teenage Employment Partnership

As of December 1st, the following area businesses are members of the Rush-Henrietta Teenage Employment Partnership. Each has formally agreed to encourage and help R-H students to maintain good grades and attendance. Under the terms of the Teenage Employment Partnership agreement, students who are employed by a partner are expected to remain "work eligible" by having 95% attendance and no more than one grade under 70% on their report cards. Each student's quarterly report card indicates a "yes" or "no" whether he or she meets the work eligibility criteria of the partnership. Now in its second year, this program encourages all adults in our youngsters' lives to provide encouragement for success! Sincere thanks are extended to business partners . . . and if you want your company to appear on this esteemed list, let us know! For more information about this growing program, please contact Peggy Tyler, Director of Career and Technical Education at 359-5239. The Teenage Employment Partnership is a collaborative effort by the Henrietta Commerce Network and the Rush-Henrietta Central School District and continues to receive strong support.

Teenage Employment Partners

Altier's	Harris Garden Centers, Jefferson Road
Arby's, Marketplace Mall	Henrietta Public Library
Bi-rite Market	Klee's Mobil
Bill Gray's Restaurant	Michelin's Italian Eatery
Boston Market	Old Navy
Brad's Cookie Nook, Marketplace Mall	Outback Steak House
Brentland Woods Assisted Living	Papa John's Pizza
Brighton Campus Chiropractors	Petco
Broccolo Tree and Lawn Care, Inc.	Pizza Hut [3 locations]
Burger King	Regal Cinemas Henrietta Cinema 18
Chase Pitkin Home and Garden	Rochester Brooks Gun Club
Computer Renaissance	Romano's Macaroni Grill
Cutting Edge Lawn Care	Rush-Henrietta Central School District
CVS Pharmacy	Sharel Ventures: McDonald's [3 locations]
David's Bridal	Summit at Brighton
Design Services, Inc.	Syms
Domenico's Ristorante	The Nichols Team
Don's Original	Town of Henrietta
Eckerd Drugs, E. Henrietta Road	Vallence Septic Service
Fairfield Farms	Wal-Mart
FastSigns	Wegmans, E. Henrietta Road
FDR's	Weider's Pro Hardware
Friendly's, Marketplace Mall	Woodcrest Common



Graduate Profile

Angela Eliaz
Class of '88

Thanks in large part to her educational experiences as a Rush-Henrietta student, Angela Eliaz is doing something she loves . . . using her artistic abilities to create the look and feel of some of today's most popular movies.

Eliaz works as a senior lighting artist/technical director in Hollywood. "For a film such as 'Harry Potter,' or 'The Matrix,' I integrate computer-generated elements into live-action plates," she said. "I get involved with the movie near the end, but the role is crucial."

Growing up on Cobblestone Drive in Henrietta, Eliaz attended Winslow Elementary School and Webster Junior High School. After graduating in 1988 as part of the District's first combined senior class, she attended the SUNY College at Oswego and pursued graduate studies at Sheridan College in Toronto. In 1998, she moved to Hawaii to work on the completely computer-generated feature movie, "Final Fantasy: The Spirits Within."

*"I was fortunate to attend
Rush-Henrietta schools.
They were great for me."*

— Angela Eliaz, Class of '88

After living in Hawaii for three years, she moved to Los Angeles, but she's never forgotten her roots.

"I was fortunate to attend Rush-Henrietta schools. They were great for me," Eliaz said. "There were opportunities for students who wanted to get involved in projects beyond the classroom. In grade school, I joined a program called 'Challenge' that took a group of students out of the classroom and provided us with extra activities to challenge our brain. I think that program was a catalyst in my thirst for knowledge. My teachers recognized the needs of individual students and they gave us opportunities to enjoy learning."

"Each new school I attended in Rush-Henrietta kept opening doors for learning and self-expression," Eliaz said. "I was always thankful that when I wanted to do more, there was always someone there to encourage and help. From the classrooms to the hallways to the after-school activities, Rush-Henrietta fostered my passion for art."

Eliaz remembers taking a class with Larry Pace, who is still an art instructor in the District. "He was the first person to introduce me to the fact that I could create my own animation," she said. "In a sense, Mr. Pace was my very first producer. He not only taught me the basic art principles, he encouraged me to grow as an artist."

Pace is pleased that Eliaz, like so many of his students, enjoyed the classroom experience. "She's one of two of my students who have made animation a life's work, the other being

Mike Nguyen, a 1984 graduate," Pace said. "I'm delighted that Angela has made film work a life's work. There are many creative careers out there related to the visual arts. She's obviously found hers. What more could a teacher want? I'm glad I had the chance to help."

The role of a senior lighting artist/technical director isn't the easiest to appreciate, but Eliaz paints a clear picture. "The production starts with the computer-generated modelers, who actually build everything from spaceships to humans," she said. "This model is sent to a texture team that paints the models to the director's specifications. At the same time, a rough draft of the model is sent to the character animation team, which adds motion. When I get a scene or a shot for a film, I have to bring all of these elements together. The lighter on a film has ultimate control over the feeling of the situation. We add light and shadows to direct the viewers' attention, hiding or accenting things that we do or do not want our audience to see.

"We add atmosphere to dark scary tunnels and we bring the light rays out of the clouds at sunrise," Eliaz explained. "Most importantly, what I do is to keep the audience believing what the director and all of the artists have created is actually real."

Eliaz's parents, Sue and Bob, who live in Henrietta, are proud of their daughter's accomplishments. They're also glad they raised their three children in the Rush-Henrietta Central School District, where opportunities for students abound. "It's pretty neat to go to the movies and see your child's name in the credits," Sue Eliaz said.

Rush-Henrietta SAFETY TIP LINE



To anonymously report situations that may pose a threat to the safety or well-being of Rush-Henrietta students, staff or school property,
DIAL 359-STOP [7867]

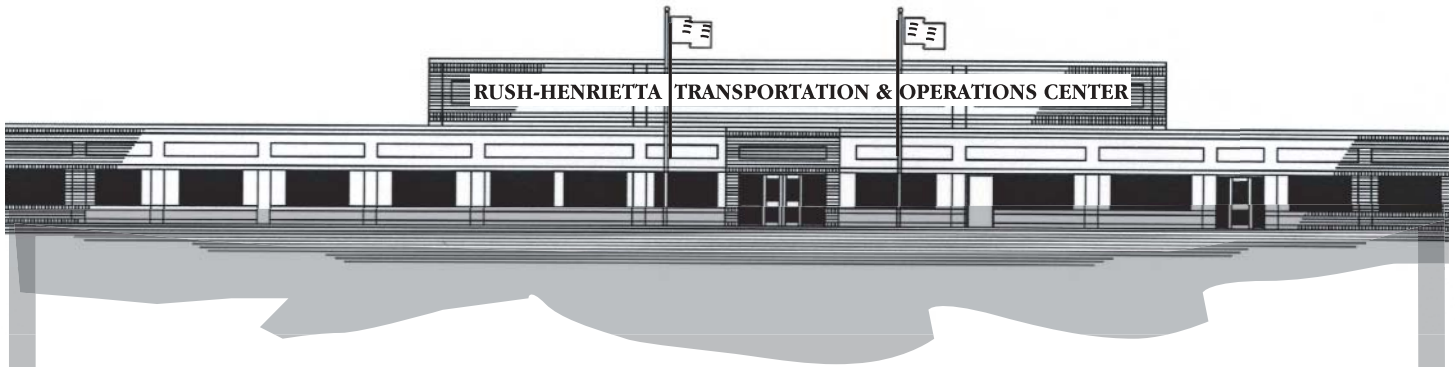
WHO can call this number?

- Students
- Teachers
- Staff Members
- Bus Drivers
- Parents
- Administrators
- Community Residents

WHAT should be reported?

- Violence and threats of violence
- Theft
- Drug or alcohol use and abuse
- Talk of suicide
- Sexual harassment
- Weapon possession
- Vandalism





Transportation & Operations Center Update

Construction of the 35,000 square foot District Transportation and Operations Center facility, not to exceed \$9.435 million, continues at the site located at the corner of Middle and Lehigh Station Roads. Much of the site work has diminished as winter approaches and the focus has moved to enclosing the building shell. The last major focus on the site is the construction of the fuel island. The three 10,000 gallon tanks have been installed and piped to the fuel island. Its canopy will be installed in December along with the fuel pumps.

Contractors are preparing to pour the concrete slab where bus drivers will park to fuel busses. Electricians, carpenters, masons, plumbers, and mechanical tradesmen are concentrating on the interior, completing rough-in work. This work consists of installing electrical conduits, domestic water piping, sanitary piping, masonry walls, ductwork and the installation of three lifts used to raise the buses in the service bays.

The pre-cast concrete deck that becomes the structural element of the roof is being installed. Once completed, temporary heat will allow construction to continue through the winter.

According to David Kaye, District Architect and Project Manager for the Transportation and Operations Center, the project continues to be on time and under budget. Construction is expected to be completed in August of 2003 with the center being fully operational for the opening of school in September.





R-H Students Get Head Start On College

This year, hundreds of Rush-Henrietta students will earn college credits while attending high school. In the process, students get a taste of college rigor while parents experience a major saving on future college tuition costs. Several years ago, the District established a goal that a larger number of juniors and seniors would take challenging college level courses and as a result, during the 2001-2002 school year, R-H students set new records.

One way that R-H students earn college credits is through the Advanced Placement [AP] program, a nationwide program administered by the College Board. Following year-long college level curricula, which culminates in grueling national exams, the AP program annually provides high school students a college-like experience. For most, this results in their earning credits transferable to colleges and universities across the country. The Rush-Henrietta Senior High School offers 13 different AP courses including Physics, Calculus, Chemistry, English Literature, Political Science and Art History. During the 2001-2002 school year, 243 Rush-Henrietta students chose

to take one or more of these challenging courses and exams, and most succeeded. Indeed, R-H students took over 500 separate AP courses and exams, with 68% of them earning highly coveted scores of "3" or higher, qualifying them for advanced placement or actual earned college credits later as college students. Almost one in every three R-H juniors and seniors took an Advanced Placement course during the school year. That's quite an accomplishment and speaks well for these kids and for the community!

R-H students earn college credits in other ways too. Many earn actual college credits from one of our local colleges or universities. Some do this through a "dual credit" arrangement with Monroe Community College. By following a curriculum and passing exams approved by M.C.C., hundreds of R-H students earn college credits in such courses as Spanish, Economics and Early Childhood Development. Many R-H students also take courses at the University of Rochester and Rochester Institute of Technology. Through a long-standing agreement, both local universities allow significant num-

bers of qualified R-H high school students to take classes, free-of-charge, year round, during evening hours or summer sessions. Students choose from a huge selection of challenging classes. During the present semester, students are taking such courses as Introduction to Shakespeare, Advanced Calculus, Introduction to Sociology, Computer Science, Great Books, Economics, Woodworking and Sculpture. Well over 100 R-H students typically will be taking a dual credit course through M.C.C. and several dozen more will be taking classes at the U of R or R.I.T. each semester. Over the entire 2001-2002 school year, one in four R-H juniors and seniors earned college credit this way.

No doubt it's a futile effort to try to count the many ways that R-H students and families benefit from these various college credit programs. While such opportunities reflect savings on tuition costs, the greatest benefits accrue to the kids, providing them with engaging and valuable learning from top-notch teachers, and in helping them "get a head start" on college life and learning.

NYSSBA Opposes Expansion of State Aid to Non-Public Schools . . . Urges Advocacy

As the Governor and the Legislature prepare for the 2003-2004 state budget, the District also continues its budget development process. It is a well-known fact that public education in New York State is facing the worst fiscal condition since the 1991-1992 school year and both the state and public school districts face difficult fiscal challenges in today's economic climate.

In the midst of budget discussions, the Legislature and the Board of Regents have been asked to increase state aid for non-public schools at a time when public school districts like Rush-Henrietta are being asked to do more with less. On behalf of all public school districts, the New York State School Boards Association [NYSSBA] is strongly urging the Legislature and the Regents to put the needs of public schools first and to resist the expansion of state aid to non-public schools. To be effective, they must receive the support of public school district stakeholders who must also advocate for public education and the need to maintain state aid at current levels, or at higher levels.

Timothy G. Kremer, Executive Director of NYSSBA, said, "we cannot support additional aid for non-public schools. Government should not be in the position of subsidizing the private choices of individuals." In 2001, State Attorney General Elliot Spitzer convened an advisory group that concluded it

would be legal to provide additional state assistance for computer hardware, academic intervention services, professional development and special education to improve non-public school student performance.

Public schools have the same needs. Not only do they have the same needs, but in addition to other services, public schools also provide transportation, textbooks, computer software and library materials to non-public school students residing in their districts.

This is not the time to take funding away from public schools. To support student learning and to prepare them to meet state standards, it is more necessary than ever to maintain or increase current levels of state aid. Community residents are urged to support NYSSBA in efforts to advocate that legislators resist the expansion of state aid to non-public schools.

To ensure the delivery of quality services and maintain current programs, Rush-Henrietta, like all public school districts in New York State, should have first claim on the state's resources. At a time when public schools are being asked to do more, districts cannot effectively do it with less. To advocate for the support of public school funding, please contact area legislators or NYSSBA at info@nyssba.org.



NEWSMAKERS

ART

- **Corinna Chaize**, 11th grader at the Senior High School, was a Silver Award winner for her painting at the National Scholastic Art Show. Her artwork from the Regional 2002 Scholastic Art Show at the Rochester Institute of Technology was chosen as a Gold Key Award and sent onto the National Scholastic Art Show. 15,000 finalist works from the regional programs and the [unsponsored] region-at-large were considered for national honors. Congratulations Corinna!

DISTRICT

- Over 200 Rush-Henrietta staff and students participated in the **Strides Against Breast Cancer Walk** on Sunday, October 20th and raised donations in excess of \$8500. A grand total of 10,000 people took part in the walk and The American Cancer Society raised over \$600,000. This was the largest walk in Rochester and the fourth largest in New York and New Jersey. A special thanks to all who participated and for your continued support of the Breast Cancer Walk. Nice job R-H!
- The **Elmer Gordon Stadium** at Rush-Henrietta Senior High School not only won the 2001 STMA Football Field of the Year Award, but was also featured on the front cover and in a four-page spread of the October 2002 issue of *SPORTSTURF*, a national publication. The trade magazine covers sports complexes, parks, schools, universities and stadiums. Included in the article was the aggressive maintenance program that Jack Gaffney, the District's head groundskeeper, and his crew follow to ensure field quality and maximum enjoyment. According to Gaffney, "The quality of the Elmer Gordon Stadium field, as well as the other fields throughout the District, wouldn't be possible without the support and cooperation of the athletic department, administration, student athletes, coaches and parents of the Rush-Henrietta Central School District." A passion for athletic field safety, quality and playability earned the award of distinction for Gaffney and his grounds crew that is responsible for landscape installation and maintenance, playground construction, irrigation installations, equipment repair, snow removal and athletic field maintenance districtwide.

- The Rush-Henrietta Central School District is the recipient of six awards presented by the **New York State Public Relations Association** [NYSPPRA]. Of 692 entries in a closely drawn judging, the awards are among those given to just over one-third of those entered in the 23rd annual New York State Public Relations Association Communications Contest.

The awards are for **communication projects** completed during the 2001-2002 school year and include: a **Merit Award** for the January 2002 Community Newsletter; a **Merit Award** for the Technology Fuels Learning feature article that was published in the April 2002 Newsletter; an **Award of Merit** for a foil-stamped District presentation pocket folder for overall graphics and design; an **Honor Award** for a photo entitled United We Stand, which told a story and complemented the United In Spirit article that appeared in the January 2002 newsletter; an **Award of Honor** for the Technology in Rush-Henrietta Elementary Schools video produced in 2002; and an **Award of Excellence** for the April 2002 Community Newsletter.

The Office of Community Relations accepted the awards on behalf of the District at the New York State School Boards Convention in Syracuse in October. The awards are among those submitted by school districts and BOCES throughout New York State. Entries in the communications contest were judged by school public relations professionals from National School PR Association chapters around the country.

MUSIC

- The following students participated in the New York State School Music Association [NYSSMA] Zone 2 Junior High All-State Music Festival. The students were selected from over 1000 applications and performed with approximately 400 students from an eight county area. The concert was held at the Wayne Central High School Performing Arts Center on November 2nd.
 - Burger MS Chorus [8th graders]: **Mark Holcomb**, Tenor; **Holly Palmeri**, Soprano; **Matthew Simpson**, Baritone
 - Roth MS Chorus [8th graders]: **[TJ] Taylor James Newell**, Tenor; **Matthew Penet**, Tenor
 - Roth MS Orchestra [8th graders]: **Elizabeth Barnett**, Cello; **Marirose**

Dempsey, Viola; **Tom Kern**, Violin; **Victoria Vasso**, Cello

- NGA Chorus: **Caroline Marvez**, Soprano; **Kevin Schweitzer**, Bass; **Scott Martin** [alternate], Bass
- NGA Orchestra: **Zeke Auburn**, Viola; **Tyler Lucera**, Violin; **Tammikka McFadden**, Viola; **Yi Wang**, Violin; **Teresa Carosa** [alternate], Viola
- Senior, **Mike Rondeau**, has been selected to play alto saxophone with the NYS Band Directors Association [NYSBDA] High School Honor Band on March 6,7,8 in Syracuse, NY. Way to go!
- The following students were accepted into the New York State School Music Association [NYSSMA] Zone 2 Senior High Area All-State Music Festival. The students were selected from over 1000 applications and performed with approximately 400 students from an eight county area. The concert was held at Newark High School on November 16th.
 - SHS Band [12th graders]: **Lindsay Heckler**, Flute; **Michael Rondeau**, Saxophone
 - SHS Chorus [12th graders]: **Malaina Beattie**, **Sarah Best**, **David Bloss**, **Katie Hutton**, **John Marnell**, **Tenley Marvez**, **Stephanie Penet**; [11th graders]: **Timothy Pratt**, **Edward Wooten**
 - SHS Orchestra [12th graders]: **Lauren Beikirch**, Violin; **Christina Montano**, Cello; **Margaret Rich**, Cello; [11th grader]: **Katrina McFadden**, Violin; [10th graders]: **Luke Auburn**, Cello; **Rebecca Barnett**, Violin; **Joshua Jones**, Violin; **Britta Rauck**, Viola; **Timothy Xu**, Violin

- Nancy S. Scarborough, President of Friends of R-H Singers, Inc., has announced that the **R-H Singers Parent Board** has donated a portable sound system to the R-H Singers and Spectrum Singers under the supervision of Christine Sargent. On behalf of the Rush-Henrietta Central School District, this generous gift valued at \$5,500 was accepted at the November 26, 2002 Board of Education meeting.

SCHOOLS

- A special thanks to **Larry's Mobil Mart and Car Wash**, located at 1000 Jefferson Road, for donating \$500 to the **Roth Middle School** Reading Counts Program. This marks the

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Newsmakers

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third consecutive year that Larry's Mobil has supported this important reading program for Rush-Henrietta middle school students.

- The Empire State School Press Association recently awarded silver medals to the Roth Middle School newspaper and literary magazine. The school newspaper, called "The Reporter," won a silver medal for the second consecutive year. "Reflections," Roth's literary magazine, won a first-time award and was commended for including student work representing a wide range of student abilities. Congratulations to the **young reporters and writers at Roth Middle School** who, under the leadership of advisors **Mrs. Nancy Yochum** and **Mrs. Jodi Quam-Johnson**, have experienced achievement in journalism at an early age.
- The **Crane Elementary School PTA** presented the District with a gift of a concrete pad [approximate size: 20' x 40'] and three picnic benches for student use at the school. The gift valued at \$4,000, which met the District's criteria and standards for safe outdoor equipment, was presented and accepted at the November 12, 2002 Board of Education meeting.
- **Rush-Henrietta Senior High School** students warmly welcomed 25 German exchange students and two teachers from the Christian Wirth Schule in Usingen to our school community on September 27th. They lived with Rush-Henrietta families and attended school at R-H through October 17th. The exchange represents an important part of study as students had the opportunity to immerse themselves in our culture, rather than travel as tourists. This exchange started in 1982 and this year is celebrating its 20th anniversary!
- **Leary Elementary School** received a \$500 grant from the Exxon Mobil Educational Alliance program. The grant will support the school's Math Investigations program. **Colleen Gardner** of the Rush Sugar Creek Store worked with the PTA to secure the grant made possible by funding from the Exxon Mobil Corporation. The program is designed to provide its retailers with an opportunity to invest in the future of their communities through educational grants to neighborhood schools.

- **Fyle Elementary School** was asked to sign one of two 8' x 4' banners heading to NYC with two painted horses dedicated from Rochester. The Webster Central School District donated the money for the fire horse and the police horse was painted and donated by local artist Matt Murray. Fyle was asked to participate because of their tie in with Horses on Parade and the WOKR Fyle Horse. Both horses can be seen on the new Town of Henrietta map.
- During the month of November, R-H earth science teachers talked to students about the significance of America Recycles Day, which was observed November 15th. At the same time, they encouraged students to pledge to recycle by completing pledge cards which were submitted at local, state and national levels for contest awards and random prizes in an effort to promote healthy recycling habits in our country at an early age. The **Ninth Grade Academy** was one of the top five schools in our area who returned the highest percentage of pledge cards per population of students at just over 50%. In recognition of their high level of participation, the Ninth Grade Academy won an ice cream party for the entire school courtesy of Perry's Ice Cream and Wegmans.
- In October, 4th and 5th grade Rush-Henrietta students were mesmerized by nationally known storyteller, Dylan Pritchett, who is widely recognized for capturing the attention of his audiences with his unique storytelling style. The educational experience brought students together in the auditorium of the Senior High School and extended learning beyond the classroom. The in-district field trip was made possible through the generosity of the **Rochester Black Story Telling League** who brought Mr. Pritchett to Rochester for a weekend of storytelling.

SPORTS

- Congratulations to the **Men's Gymnastics Team** who were ranked #1 in the state and recently lost that standing in the Team Championships by one-tenth of a point. They are also to be congratulated for their second place finish in the Shaker Invitational State Meet and for representing Section V in the Intersectional Championships where they placed third. The following are the results of the Intersectional Championships: **A. J. Banker**, #1 on the pommel horse and #7 on floor routine;

Andrew Cowden, #2 on floor and #2 on high bars; **David LaRussa**, #3 on pommel horse and #6 on parallel bars; **Larry LaRussa**, #4 on the vault and #4 on the high bars; **Adrian Robert**, 6th on the rings; and **Evan Myers**, 7th on the rings. Rush-Henrietta is the only school in Section 5 that has Men's Gymnastics.

- The **Varsity Cheerleading Squad**, consisting of 29 members, welcomed staff to the 2002-2003 school year at the annual staff kick-off event in September. The squad opened the event with a cheer that let staff know that they are the BEST and that this year will be GREAT! Under the direction of Coach Michelle Bealle, a 1978 R-H Graduate, the group holds the title of Section V Division AA Champions. They've also won several other titles and placed third at the Eastern Cheerleading National Competition. In addition to cheerleading, the athletes are involved in numerous activities including Natural Helpers, Student Government, Yearbook Committee and various spring sports. That's not all, varsity cheerleaders are also great students with an average GPA of 3.5.
- Coach Jeffrey Carpenter announced that the **Girl's Varsity Soccer Team** won the 2002 Section V, Class A Sportsmanship Award as awarded by the Central Western Zone soccer officials. The award is based on the behavior of athletes, coaches and spectators and speaks well of the values taught both at home and on the practice field. The team also won the 2002 Monroe County, Division 1 Sportsmanship Award as voted on by coaches in the league.
- Tom Stewart, Director of Physical Education, Athletics and Health, recently announced that the District has accepted a gift of tennis equipment from the **Rochester Institute of Technology** [R.I.T.]. On behalf of the District, the Board of Education accepted, with gratitude, a gift of tennis wind screens, nets and posts.
- Looking forward to many successful 2002-2003 team records and the character growth of over 1,000 athletes that comes with athletic participation, the **Rush-Henrietta Sports Booster Club** continues its strong support of District programs. Club president Tony Berardi presented a new multi-sport score table to the Board of Education for acceptance at their September 10, 2002 meeting. The finished product was designed

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FOR YOUR INFORMATION

Tune Into RHTV!

The District's cable television show, RHTV, generally airs on the 2nd and 4th Wednesday of the month on cable CH15. Please note that in its second year of programming, the time has been changed to 6:30-8:30 p.m. Tapes of each program are available for loan to staff and residents who do not live within the cablecast area by calling the District reception desk at 359-5000. Tapes are also in circulation at the Brighton, Henrietta and Rush public libraries.

R-H Technology Videos Available

The District has produced two videotape programs regarding technology in Rush-Henrietta schools and how its use fuels learning. The programs, produced to date, feature technology at the elementary level and technology in our middle and high schools. Both tapes are

one-half hour in length and demonstrate the District's commitment to integrating technology at classroom levels to support both teaching and learning. Videotapes of each program can be borrowed from the District reception desk in the Administration Building at 2034 Lehigh Station Road. Tapes may be reserved by calling 359-5000.

Kindergarten Registration

Children are eligible to enter kindergarten in September 2003 if they will be five years old on or before December 1, 2003. Parents are asked to register their children for 2003-2004 kindergarten classes during the week of January 13, 2003 during school hours and on the evening of Wednesday, January 15 from 6-8 p.m., at the appropriate elementary school. Those who are uncertain about which school their child will attend

should call 359-7904.

The January kindergarten registration gives school officials time to plan for the screening and orientation programs for incoming kindergartners and their parents.

Walk Program

All R-H schools are available for walking on school days.

School	Days	Walk Times
Crane	T, W, Th	4:30-9 p.m.
Fyle	T, W, Th	3-9 p.m.
Leary	M, W, Th	3-9 p.m.
Sherman	M, W, F	3-8 p.m.
Winslow	T, W, Th	4-9 p.m.
Burger/Roth	M-F	6-9 p.m.
NGA	M-Th	6-9 p.m.
SHS	M-Th	6-9 p.m.
Vollmer	M, W, Th	3:30-9 p.m.

Newsmakers

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and constructed by parents and students and was funded with generous donations from several area businesses.

- The **Varsity Football Team** won the 2002 Section V Sportsmanship Award. On behalf of the team, Dick Puccio, R-H head coach, accepted the award presented at Fauver Stadium just before the finals of the Class AA Championship game. This prestigious award, based on criteria that includes exemplary sportsmanship from spectators, coaches and players, is given by the Section V football officials.

STAFF

- **Jack R. Gaffney** is the proud recipient of the 2002 New York Association for Pupil Transportation Award. Mr. Gaffney, after more than a 30-year career with the Rush-Henrietta Transportation Department, is still today, after retirement, driving bus part-time. Mr. Gaffney was nominated by David Dwyer, Director of Transportation for the Geneseo Central School District.

- **Deborah O'Mara**, Leary Elementary School, was named Educator of Excellence by the New York State English Council. Teachers and administrators in English and Language Arts from all over New York State were nominated by submissions that supported this year's conference theme, "Reflections . . . Mirrors of our Past, Windows to the Future."
- **Karen Niedermeier** and **Meg Johnson**, two primary multiage teachers at Leary Elementary School, were named Channel 13 WOKR Educators of the Week.
- **Erin Harder**, 4th grade teacher at Winslow Elementary School, was nominated by one of her students as Teacher of the Week. This recognition program is sponsored by the Henrietta Post and Bruggers Bagels. Ms. Harder's name was submitted by Gregory Bischooping whose class won bagels and a tour of the Bruggers facility.
- **Lisa J. Clark**, Sherman Elementary School enrichment and technology teacher, recently had an article published in the 2002 October issue of the NSTA's *Science and Children* magazine. In her article, "Real World ROBOTICS," Lisa described robotics as a route to dynamic, problem-based learning

for fourth and fifth grade students at Sherman and how it capitalized on their natural inventing abilities and enthusiasm for constructing. Lisa and fellow teachers had observed that some students with academic difficulties displayed remarkable talents in building and design. Robotics seemed a natural and constructive way to channel these skills and talents into a technology-based program. In 1999, Lisa was awarded a Toyota TAPESTRY grant totaling \$8,900 to fund a robotics program. The grant supported an engineering partnership between the Rochester Institute of Technology and Sherman Elementary School. The robotics program provided a way to prepare children for future career possibilities. Through it, students have increased their knowledge of robotics and engineering in the real world. They also strengthened cooperative group skills, improved visual-spatial skills, developed an understanding of how to write a simple computer program and enhanced presentation skills. The "Real World ROBOTICS" article speaks well of collaborative efforts made by R-H staff to develop programs that connect standards . . . both science teaching standards and science content standards.

Senior High School Photo Gallery



Rush-Henrietta Central School District

2034 Lehigh Station Road
Henrietta, New York 14467
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www.rhnet.org

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Happy Holidays

Greetings of the Season
with Best Wishes for
Peace, Joy and Happiness
in the New Year.

