

For the Robert A. Rymer Athletic Complex dedication, the student band played on- despite wind and rain- led by music teacher Richard Baehr.



Chronicle

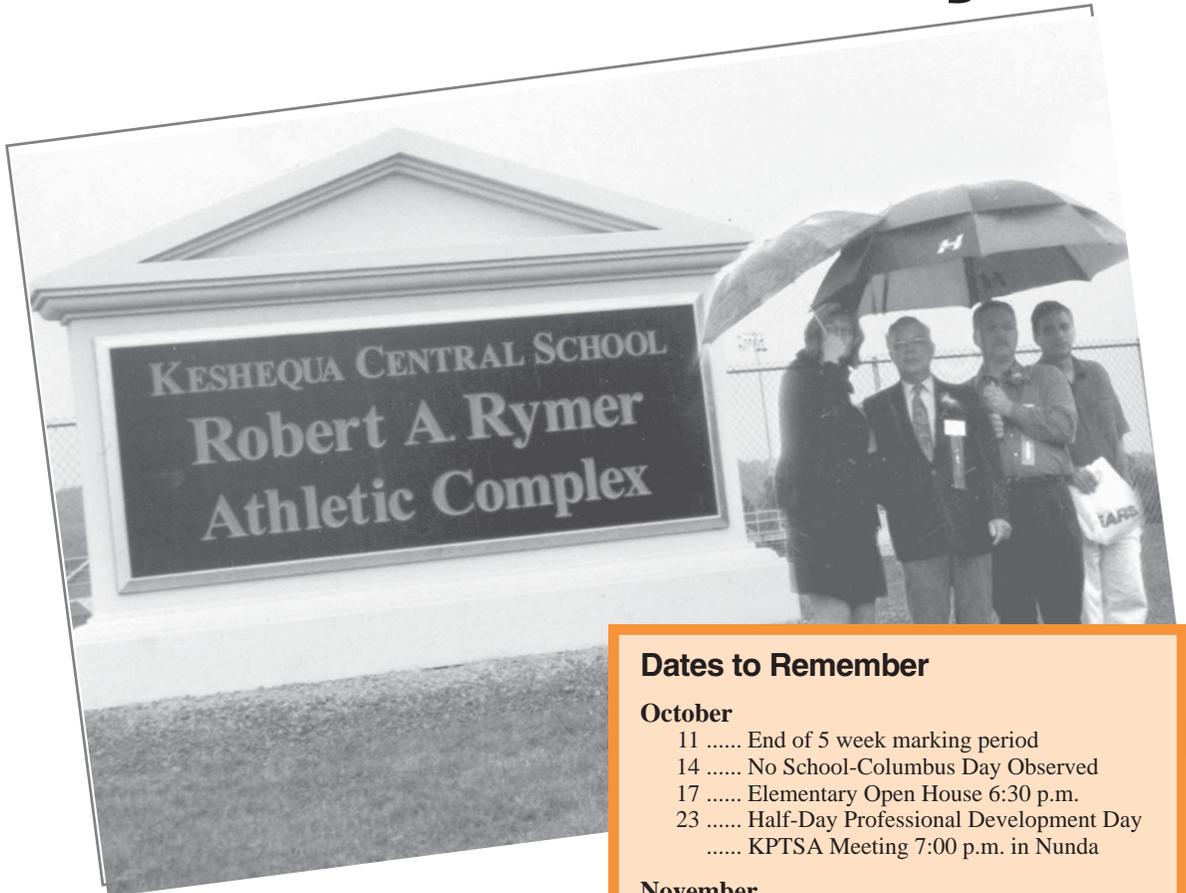
Rededication Day

Honor

Wisdom

Leadership

Truth



Despite the rain, the emotional dedication of the Robert A. Rymer Athletic Complex was the most heavily attended event of the day. Left to right are Patricia Piper (BOE), Robert Rymer, Michael Poore (BOE), and coach Pete Piraino. See page 4 for more Rededication photos.

Dates to Remember

October

- 11 End of 5 week marking period
- 14 No School-Columbus Day Observed
- 17 Elementary Open House 6:30 p.m.
- 23 Half-Day Professional Development Day
..... KPTSA Meeting 7:00 p.m. in Nunda

November

- 8 No School-Professional Development Day
- 7-9 Theater Guild Production of Mame
- 11 No School-Veteran's Day Observed
- 13-14 5th Grade Social Studies test
- 19 KPTSA meeting 7:00 p.m. in Dalton
- 21 MS/HS Open House

The mission of the Keshequa Central School District is to provide opportunities to empower all students to be cooperative, self-directed lifelong learners, prepared to responsibly meet the challenges of the twenty-first century.

Superintendent's Corner

Dear Parents, Faculty, Staff and Community Members,



The 2002-2003 school year had a wonderful start. Students came the first day with new haircuts and new clothes excited to see old friends. Teachers were more than happy to return to their classrooms after three years of life during a building project. Having closure to the building project was essential in moving forward and the building dedication committee planned a wonderful day of events, on September 14. I'd like to thank the students, community members, board members, and teachers that spent the last few months planning the day. Dedicating the athletic complex to Bob Rymer and paying tribute to Cecil Buchinger by rededicating a memorial at Dalton Elementary made the day even more significant. In addition, in order to keep the rich history of our district alive, the alumni association rededicated the map on the floor in the Nunda Lobby. The map is a representation of all the one-room schoolhouses that originally comprised the district. Finally, I must also express my gratitude to Bing Alexander and our buildings and grounds employees. As always, our facility looked incredible and alumni continued to be impressed at the condition of our buildings.

On the first anniversary of the September 11 tragedy, the elementary, middle and high school participated in heartfelt ceremonies commemorating the day. We also used the opportunity to discuss and introduce 'PeaceBuilders.' PeaceBuilders is a violence prevention curriculum we will be using in the district. Middle school students in particular received a presentation including the principles of PeaceBuilders and took their pledge to actively demonstrate peaceful approaches to resolving conflict. Mr. Collichio, Mrs. Rochelle and Miss Bedell spent a lot of time planning the assembly. They are to be commended for their efforts.

Accountability on the part of schools has certainly come into the spotlight at local, state and national level. After health and safety, student achievement is our focus. We are pleased at the progress we have made at the 4th and 8th grade levels in both English Language Arts and Math. We consistently reach our target set by the state for adequate yearly progress but we continue to strive towards mastery. While there is constant criticism relative to these state assessments, the reality is that this is how schools are being measured. As a result, we continue to look at our curriculum, the state standards and our instruction so that students have the necessary skills to demonstrate proficiency on these assessments. Yearly testing at the other grade levels gives teachers a clearer picture of a child's skills as well as identifying areas that students need assistance with. Questions repeatedly asked by parents include

concern for the amount of testing our children experience as well as the emotional stress placed on children. Professionals are asking the same questions, particularly at the middle school level. We continue to evaluate our practices and communicate these concerns to state officials. Three questions we strive to be able to answer are; what is it we want our students to learn? How will we know when they have learned? How will we respond when we know students have not learned?

Due to our success in improving student achievement, we have been approved for a third year of a School Improvement Grant funding by the state education department. This grant will fund professional development for teachers that will give them strategies to further improve instruction and in turn improve our scores on English Language Arts and Math. A portion of this grant must be given to our PTSA to be used to provide programs to parents regarding how they can help their child(ren) improve school performance. Another allocation is given to higher education with the same focus. SUNY Geneseo received the higher education funds for the first two years of the grant. We are investigating the possibility of involving other colleges with teacher programs.

Other plans for the 2002-2003 school year will include further refinement of our district safety plan. We plan to actually implement evacuation drills so that we can test our plan in the unlikely event of a disaster. Another undertaking that is of utmost importance is to work with our auditor and fiscal advisor in developing a 3-5 year financial plan for the district. It is without question that this community has absorbed more than it's share of revenues necessary to provide the programs our children participate in. While the picture at the state level seems bleak, especially in the years to come, we must be prepared for the known as well as the unforeseen fiscal needs of the district.

School-to-work continues to be emphasized at Keshequa Central School. We have a strong partnership through the Livingston County Business Education Alliance. There are many businesses eager to provide internships for our students to assist them in developing job skills and values necessary to be successful as lifelong learners.

In closing, I urge you to seek answers to the questions you have about our school. Information you hear may not always be accurate. When you hear something that does not sound right, I would encourage you to call the school and ask your questions directly. If you are unsure of whom to call, please do not hesitate to call me at 468-2541 ext. 1105, or you can e-mail me at nrochelle@kcs.k12.ny.us. Best wishes for a successful and exciting school year!

In Education,

Jul A. Rochelle

Rededication Day Photo Album

Dozens of well-wishers attended the various KCS district rededication ceremonies held on September 14. Here is a photo album of the days highlights.



Gerald Thompson, who donated the land on which the transportation complex sits, shown here with Patricia Piper (BOE).



High school principal Mark Mattle holds the ribbon that student Jessica Clovis is about to cut, at the high school dedication ceremony.



Superintendent Neil Rochelle at the podium of the bus garage dedication.



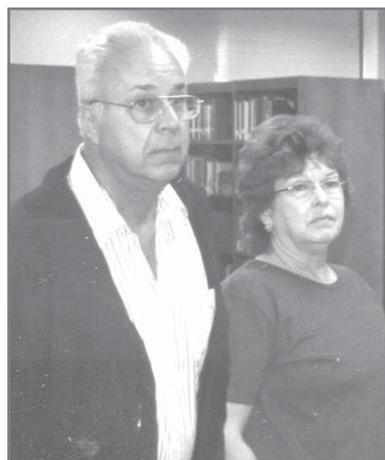
First grade teacher Carolyn Lowell and elementary principal Richard Greene at the Dalton Elementary ribbon-cutting.



The middle school ribbon cutting; student Josh Trim, and social studies teacher Tom Cook.



Soccer coach Ron Macomber, Sr., pauses in the bus garage during the guided tour.



District residents Dick and Peggy Friedman tour the new high school library.



Jerry Barkley, president of the KCS Alumni Association, discusses some fine points about the impressive terrazzo map of the original Nunda school district.



Check Us Out

KPTSA – We're on the Web!

by Monica Morris, KPTSA Website Chairperson

Dear Parents, Teachers, Students and Members of our Community:

The Keshequa Parent Teacher Student Association has created its own website. We are excited about this new endeavor and hope that you and your family will find it an informative and useful site. You will find our Events Calendar, a Legislative/BOE Corner that will update you on legislative issues as well as highlights of the Board of Education meetings, a list of the 'I Noticed You Build Peace' award winners, The Parent Corner that brings you current information and pressing issues pertaining to the development of your children. We also have a Kid's Korner filled with fun games and activities for the whole family. You will also find Teachers Resources, Health & Safety, and Tips & Trivia. A click away is the PAC news, KPTSA newsletter and the President's Message. These are just a few of the exciting pages that will fill our site.

Under Kid's Korner we will have a 'Student Showcase' where we will display the creative talents of our students. We are asking that parents, teachers, grandparents, ect., submit their children's artwork, poetry, pictures (teachers may submit field trip pictures) or anything that you feel your child has done that deserves recognition. Imagine your child/student's feeling of pride to see their work on the web!

There will be three ways to submit the work. Two 'Student Showcase' boxes will be available, one will be in the volunteer center at the Dalton Elementary School and the other will be in the faculty lounge at the Nunda High School/ Middle School. Items will be picked up on a weekly basis. You may also mail them to: Monica Morris, PO Box 605, Nunda, NY 14517, or you may email them to: mmorris@myschoolmail.com Include the child's first name only, age, grade level and date. If you would like your items returned you should include your mailing address.

Please keep in mind that we are still in the process of developing some of our pages on the website but we are off to a great start and hope to have all of the pages completed in the near future, so check back often! If you have any ideas, suggestions or topics you would like to see on our site, please let us know, your input is greatly appreciated! So check us out at: <http://myschoolonline.com/NY/KPTSA>.

KCTA Awards

The Keshequa Central Teacher's Association had another successful fundraising year for its scholarships and awards. Last school year, a total of \$9,450 worth of awards were given out.

This year, the KCTA scholarship and awards funds were used for the following:

- \$1,000 scholarships to KCS graduates in college majoring in education.
- Scholarships for summer enrichment programs.
- \$250 to the best senior students in each of the nine departments.
- Plaques for each graduating senior.
- \$100 contributed to the eighth grade class picture hanging in the middle school hallway.
- 67 books were purchased and presented to each of the fifth graders graduating to middle school.

Over the last four years the KCTA has raised and given more than \$30,000 in awards and scholarships.

NOTE



A reminder for parents, please submit your free and reduced meal form to the cafeteria as soon as possible. There is one conveniently located on page 15 of this newsletter.

Cafeteria Prices for 2002-2003

Elementary (pre K - 5)

Breakfast	\$1.00
Lunch	\$1.40
Milk	.30¢
Ice cream	.50¢

Middle & High School

Breakfast	\$1.00
Lunch	\$1.50
Milk	.30¢
Ice cream	.50¢

The cafeteria can no longer accept charges for meals, snacks, and beverages.

However, parents can send in money ahead of time to be put into a lunch account for their child. This can be done on a weekly or monthly basis. Please make checks payable to: Keshequa Central School Cafeteria.

KCS Says YES!

Last summer Keshequa put the final touches on its new 'YES' program. YES stands for Youth Employment Service, a community job bank. The program's main goal is to bring the community and the school together to help students gain valuable work experience while filling local employment needs.

The program was developed in response to local businesses asking for a contact to hire youth. School-to-Work coordinator Shawn Bielicki put the wheels in motion to create YES.

With the never-ending turnover of entry-level employees, even a small community needs a little help. "Kids are always wondering where they can find a job and it seems like businesses are always wondering where they can find a reliable person," said Mr. Bielicki. "YES was created to be the bridge to bring the two together."

There is no cost to employers or students to participate in the YES program.

Mr. Bielicki posts the open job positions outside his room on a employment posting board. Job openings are also read during school announcements. Students apply directly to Mr. Bielicki and he checks to make sure they are academically sound and attending school on a regular basis. He will then send the names of the students that fit this criteria to the business, or have the students contact the business directly.

Local businesses interested in YES or needing employees, can contact Mr. Bielicki at Keshequa high school, at 468-2541, x3003, or they can fax the school at 468-5493, Attn. Shawn Bielicki. Please include basic information such as Business Name, Address, Phone, Contact Person, Position Open, Hours, Wage, and any Notes. The turn around time to hiring a student is usually five to seven school days.

Plans are in the works to expand the YES program to include community

members who could use a hand on an as needed basis- for jobs such as lawn mowing, garage cleaning, shoveling, weekend help, etc. This will be announced at a later date.

"I guess the questions that I receive most often from kids is how do I get a job?" said Mr. Bielicki. "From businesses, I'm asked 'Do you have any good students that will work?' This program answers those questions."

Mr. Bielicki credits administrators Neil Rochelle and Mark Mattle for encouraging programs that reach out into the community.

"The School-to-Work Youth Em-

ployment Service is a another small step in the right direction. Helping kids gain work experience is important because these lessons last a lifetime," said Mr. Bielicki. "If you take enough small steps, you will find yourself a great deal further ahead. I hope we receive a great deal of participation."



Rachael Symunds hangs a 'linking learning to earning' poster

Hey Seniors!

College Visitations

All visitations are in the high school counseling office unless otherwise noted.

- 10/21 Finger Lakes Community College, 1:00 pm
- 10/22 Utica College, 8:30 am
- 10/24 Alfred State College (at Alfred)
- 10/28 SUNY Cobleskill, 11:30 am
- 11/13 St. John Fisher College, 11:30 am



ACTs

Register by:	To take test on:
11/8	12/14
1/3	2/8
3/7	4/12
5/9	6/14

www.act.org – Register online or come to the HS Counseling Office for applications.

SATs

Register by:	To take test on:
11/1	12/7
12/23	1/25
2/28	4/5*
3/28	1/53
5/2	6/7

* SAT I only
www.collegeboard.org – Register online or come to the HS Counseling Office for applications.

Interested but want more information? We have college catalogs, videos, cds and more... Come to the High School Counseling Office and take a look!

Sports Boosters Seeking Members

The Keshequa Sports Boosters meet on the first Monday of each month at the Food Shack in the Robert A. Rymer Athletic Complex, at 7:00 p.m. Everyone is welcome to attend and new members are, of course, welcome to join..

The Sports Boosters are a group of parents, community members, and students who provide support and raise money for Keshequa's sports teams. Funds raised help purchase sports equipment and uniforms for the teams.

Recent fundraisers include candy sales, a pop can drive, a Chinese auction, a bake food sale, and concession stand sales.

Custom Keshequa t-shirts are currently available, imprinted with several designs, including "Keshequa Volleyball Mom," "Keshequa Soccer Grandpa," and more. These garments are available at the sports boosters table at home games.

The plans for upcoming fundraisers include the sale of Keshequa Indians blankets, umbrellas, and travel mugs.

The current Sports Boosters officers are: Vicki Carlin (president), Cheryl Fedele (vice president), Linda Whiteman (secretary), Colleen Debuysen (treasurer), Angie Jeffords (public relations), and Luke Debuysen (student treasurer).

New Faces

Welcome to the following new faces at KCS:



Jill Faulkner, special education secretary



Julie Morrison, substitute art teacher



David Van Slyke, science teacher

Hope Mentors Needed

37 Youth on Waiting List

Youth Mentoring Program is for youth ages 6-14 who could benefit from a positive role model outside the family to enhance a youth's talents and a stronger sense of self. There is always a need for mentors in every community.

Male mentors are in high demand, for there are 29 boys waiting for one. The boys are of all ages and in every town in Livingston County. Mentor qualifications include: being at least 21 years of age, a willingness to spend a minimum of four hours per month with a youth, participate in screening procedures and training sessions.

For more information, call Kim Ruliffson or Robin Krupp at Catholic Charities, 658-4466.

Youth for this program are referred by Livingston County D.S.S., Livingston County Mental Health, Livingston County Probation, and Livingston-Wyoming ARC.

Currently, there are 37 hopeful young people on the mentor waiting list.

Open House

for the
Middle School and High School



has been
rescheduled for
Thursday,
November 21
from 7:00 – 8:00 p.m.

Saturday School a Success

The School-to-Work Alternative Discipline Program (ADP) has proven itself a success and will continue.

The ADP places students into community service on Saturday mornings, instead of out-of-school suspension. In the program are students with suspendable offenses, less serious in nature, and they are put to work doing chores.

In the past, this has included sweeping the village sidewalks, painting the lower section of the volunteer fire hall, cleaning the school, painting the school locker rooms, picking up Kiwanis Park, and sweeping the village mini-mall.

ADP has allowed the students to keep their suspension record clean and KCS to keep its suspension record low. These are important to both parties.

The Saturday program does something else that normal detentions do not achieve. It holds students accountable for their actions in not only a punitive manner, but also in a productive manner.

Parents and administrators alike have struggled with the idea of suspending students out of school. The biggest argument against out of school suspension is that you give the student what he wants – a day off from school. Now the tables have been turned and the parent and administrator can enroll students in ADP.

One interesting occurrence is that the students serving in the program gain a sense of community. When they sweep the sidewalks, they are less likely to litter in the future. Also, they are more likely to tell someone who does litter, to clean it up. Local businesses and village residents have commented that the program is wonderful and a step in the right direction.

“ADP seems to be win-win-win,” says Shawn Bielicki, the program’s developer. “The students can avoid a suspension by opting for Saturday school, which I think is more meaningful. Also, the kids won’t miss a day of classes, which many of those enrolled can’t afford to do.”

“On the school’s side, they can keep the learning process going and keep their suspension rates low. The community gets a little help from the students and the school. Finally, the kids learn to be on time, be accountable for their actions, and to make positive choices. What else could you ask for?”

Mr. Bielicki added that Keshequa is fortunate to have such supportive administrators of the program. “Neil Rochelle, Mark Mattle, and Gary Collichio are vital to the success of the program, as are the KCS teaching staff that helps out on Saturdays. Combined, they deserve a lot of credit for thinking outside the box and making a commit-

ment for doing what’s best for kids.”

Though still in its infancy and starting its second year, the program has met with success so far. The overall suspension rate is down and the response is way up.

Perhaps the defining success came last year from a mother and daughter who participated in the first week of ADP. The mother said it was wonderful to wake her daughter up early Saturday for structured, supervised community service and hear her daughter say it stunk, and that she’ll never skip science class again.

“That is exactly the response we are looking for,” said Mr. Bielicki.

MAME

the classic musical
book by Jerome Lawrence and Robert B. Lee,
Songs by Jerry Herman,
based on the novel Auntie Mame by Patrick Dennis

*Performed by the Keshequa Theater Guild
in the Keshequa High School Auditorium
November 7 - 9
7:30 p.m.*

Tickets: \$6 pre-sale • \$7 at the door
Pre-sale tickets available at: Welch’s Wicks & Wares
or by calling or writing Vincent Fralonardo, 90 Mill Street,
Nunda, New York, 14517; 468-2316

Mame was partially funded by the Genesee Valley Council on the Arts

High School Happenings



by Mark Mattle, high school principal

Welcome back to a new and exciting school year at KCS High School. I am looking forward to a positive, productive and growth filled year.

I would like to start the new school year by reflecting on a few positive aspects from last year.

- 70% of the Graduating Class of 2002 are attending college
- 18% entered the military
- 12 % are in the workforce
- 100% of the students graduating from our building trades level 2 program (known as Burt's Busy Bees) are either in college, the service, or employed in the construction field.
- 438 college credits were earned last year by our high school students while attending KCS.



Some notable mentions of stellar performance on NY State Regents Exams from last June:

Earth Science 95% passing, 34% mastery (scoring 85% or better)

Living Environment(Biology 94% passing, 33% mastery

English (11th Grade) 100% passing, 50% mastery

Spanish (level III) 96% passing, 50% mastery

Introduction to Occupations 92% passing, 62% mastery

The educational community of Keshequa is doing a fantastic job and has plenty to be proud of. We have a strong foundation upon which to build and grow even stronger as we take our educational success to new heights.

I personally thank you for all your help and support. I look forward to working with you in the future.

KCS Students Open the Pigeon Koop

Keshequa Central's Small Business Class, taught by Rick Riggi, let the pigeons out when they opened their School Store, called the Pigeon Koop.

The September grand opening celebration featured origami pigeons created by students in the class, as part of a separate production lesson. When the doors of the Koop opened, the students tossed the pigeons out to celebrate.

The store is open during the day selling students pens, pencils, paper, etc. They also stock 'fun stuff' that helps the kids smile their way through the day. Last year, a big hit was their stress-relieving sticky, stretchy men, that sold for only a quarter. The venerable game of skill and concentration 'Barrel of Monkeys' (in the smaller key chain version) was another good seller.

"The Koop is more of a learning tool, than a way to earn a little money," said Mr. Riggi. "The

kids are really excited about starting their own business and turning a profit. This class is a good mix of students and I am excited to see what they can do."

The store treasurer is Richelle Losey. "I am going to be in charge of deposits, inventory and learn to read statements and a register," she said. "It's going to be a learning experience. I am going to learn to run a small business."

The Pigeon Koop is an example of a classroom project that teaches kids more than just textbook theory. The project's goal is to teach how to run a small business.

"It's exciting to see the kids take ownership in learning," said Shawn Bielicki, KCS School-to-Work Coordinator. "Sometimes, it's the only way you can really get kids involved and interested."

"For these kids the bookstore is their business, their textbook, and their

Volunteer Hosts Wanted



There may be a youth in our community who would like to finish high school, but, for whatever reason, is unable to continue living in his own home. The Host Program is designed to offer youth ages 16-19 who cannot or should not be living at home, a safe and stable living alternative. Host Home providers are individuals in the community who have an interest in youth and who are sensitive to their situation. Interested individuals need to be at least 21 years of age or older and in good health. Individuals are asked to complete a series of background checks and screening procedures prior to approval. Potential providers are trained and offered a modest monthly stipend. If you are interested in learning more, please call Jenn Blackmar, CSW at Catholic Charities, 658-4466.

training," he continued. "When you have kids learning with hands-on lessons like this, the sky's the limit."

School Lottery Money Put to Good Use

Every student taking Rick Riggi's Small Business Class is enrolled in an entrepreneurship-training program, sponsored in part by the New York Lottery.

Called 'Entreskills,' it is part of the Young Entrepreneurs Across America Program (YEAAP), developed by SUNY Buffalo's School of Management. The program is designed to teach the ins and outs of the entrepreneurial mindset.

"Whatever the student decides to do down the road, they will benefit a great deal from fine-tuning their entrepreneurial thinking skills," said Shawn Bielicki, KCS School-to-Work coordinator.

The program is delivered via the Internet and has numerous interactive topics and modules that provide various vital skills and essential knowledge on becoming an entrepreneur. The program is designed to be self-paced and adapts well to different learning styles.

"I like the idea of being able to integrate technology within the Small Business class," says Mr. Riggi. "It delivers the material in a powerful way that kids can understand and I expect a great impact on student achievement. The other thing this kind of program does is teach the kids to be self-learners. A student who can motivate himself to learn will become a lifelong learner



KCS senior Andrew Lawson confident after completing the entreskills program.

and possibly a millionaire."

Senior Andrew Lawson completed the program last year and explained it this way, "after logging onto the world wide web, you would read a lesson. Then, you would answer some questions about what you learned. Then, the program explained why you got something right or why you answered wrong. Finally, it would tabulate a score based on your performance. It was kind of cool because they used a lot of common sense stuff in the program."

Entreskills, is a 30 to 50-hour program addressing areas of economics, marketing, business law, social responsibilities, e-commerce, and international business. It requires students to develop a business plan. The program also reinforces numerous state standards in various academic areas and helps students fine-tune their analytical and critical thinking skills.

This is the second year that KCS students have had the opportunity to participate. Students completing the program are given certificates. Information about the YEAPP Program can be found on the New York Institute for Entrepreneurship website "<http://www.nyie.org>".

Summer Trainin'

"Whether or not a student decides to continue in their major as a lifelong career is irrelevant," says Shawn Bielicki, School-to-Work Coordinator, "because the employability skills gained during a summer internship are invaluable."

Mr. Bielicki was speaking in regards to the KCS students that participated in internships last summer. The students were placed in a field of their choice and worked in an intensive two-week internship. Most students that complete the internship leave with a better understanding of the job. The goal of the program is to expose these students to the inner workings of a job with a professional in the field. Many students make a career decision based on this kind of experience. Being proactive in this approach, students are better educated about the field before the go on to college.

"Too many kids go into college and switch their majors because they find out that the job wasn't what they thought," said Mr. Bielicki. "The internships are not only designed to get kids the needed skills to succeed, but also to get some experience for their resume. They get to really see what the job is like before they start training for it in college. The kids that take advantage of these opportunities are head and shoulders above the rest."

Some students in the program decide that the career is exactly what they want. Others decide that the career is not for them. Either way the internship is a success.

One student that participated last summer was Heather Cobin. She interned at the Perry Veterinary Hospital as a veterinary assistant.

"I really liked the internship because I learned a lot and got to see a lot of

things that go on," Heather said, "One thing that surprised me is the variety of animals that get attended to, sheep, cows, cats, dogs, goats, and mini-ponies."

In regards to the pluses and minuses of being a veterinarian, Heather said "I didn't appreciate it when the cows kicked their feces up at you and I didn't really care for the anal gland workings. I did enjoy the clinic and learning about surgeries and caring for the animals. I got to witness a c-section done on a cat. I also got to watch them take animal's temperatures, listen to the heart beat, and do some check-ups."

Heather has since enrolled at BOCES for animal science and is looking

continued on page 18

Fourth quarter honor rolls

High honors (average 89.5 and higher)

12th grade

James Bennett
Andrew Buchinger
Chelsea DeMarco
Travis Gallton
Andrea King
Rebecca Lesswing
Amy Martin
Nichole McMundes
Julie Morganti
Miranda Newland
Lisa Poore
Melinda Sanford
Jaroslav Seler
Nathan T. Tallman
Shain Theriault
Nonta Traichaiyaporn
Rebecca Waldon

11th Grade

Madison Cassidy
Heather Cobin
Rochelle Funk
Caitlin Graham
Ashley Hendershot
Andrew King
Shannon McAuslen
Jennalyn Oliver
Ashley Piper
Robert Preston
Linda Rice
Cassandra Smith
Rachel Snoddy
Marta Strain
Jessica Taft
Amanda Wood

10th Grade

Henry Adams
Luke DeBuyser
Adam Ellis
Abijah Gath
Nathan Grosse
Matthew James
Jason Krenzer

Edith Rich
Scott Rigney
Jeffrey Rook II
Conor Sheehan
Kristen Waldon
Derek Worden

9th Grade

Bryan Buckel
Aeriel Donovan
Steven Duby
Meghan Giles
Cassandra Gunn
Courtney Halter
Rachel Howell
Khala Johnson
Rachel King
Melissa Krenzer
Joshua Pierce
Morgan Sanford
Andrea Zeh

8th Grade

Justin Cartwright
Blaine Ellis
Matthew Flint
Samantha Hicks
Jenny Holley
Bethany James
Eric Kanouse
Brandi Kelly
Ashley McAuslen
Jennifer Pearl
Jason Pierce
Sarah Scott
Rory Sheehan
Rachel Strain
Alexander Ulik

7th Grade

Janeen Bennett
Hope Bordon
Katelyn Brewer
Kari Buchinger
Amber Didas

Amie Giambra
Joshua Houghtaling
Stephanie Jones
Sheila Kennedy
Lorelei Kujat
Alaina Loftus
Marcie Mallaber
Sarah Morris
Mark Nesbitt
Nathan Pierce
Nikkole Pragle
Grace Rich
Timothy M. Snyder
Tyler Snyder
Amber Stephens
Joshua Trim
Matthew Whiteman

6th Grade

Rhiannon Boehm
Justin Camuto
Ashley Cassidy
Andrea DeCramer
Jacalyn Donovan
Brendan Ehmann
Ashley Green
Nathan Hand
Eric Howard
Rachel Kanouse
Rory Kennedy
Mathew Kreuzer
Ryan McClements
Lauren Morris
Robert Newcomb
Allen Pierce
Laurie Rich
Angelica Schmitter
Kassandra Schrier
Jason Small
Michael Spateholts
Nathaniel Spencer
Marissa Underwood
Courtney Willey

Honors (average 84.5-89.4)

12th grade

Timothy Baxter
Kory Bugman
Katrina Case
Andrew Clark
Miranda Clinton
Jason Cobin
David Coombs
Abigail Dexter
Leo Eldridge
Taylor Ellis
Stacey Fogarty
Kristen Gaby
Michael Hale
Jennifer Hollaway
Jessica King
Daniel Macomber
Megan Morris
Daniel Ochs
David Orellana
Noah Palmer
Tania Privato
Christopher Rocker
Veronica Snyder
Michael Villone

11th grade

Samantha Buchholz
Christopher Burt
Amanda Emke
Nicole Favo
Timothy Fedele
Gene Hoffman
Andrew Hooker
Jennifer Kiley
Margaret Sanderson
Brandi Stephens
Samantha Young

10th grade

Zachary Allard
Casey Beechey
Justin Bradt
Rachelle Cartwright
Michael Clark
Andrea DeMarco
Ryan C. Grosse

Richelle Losey
Sarah Luther
Robert McEvoy III
Sarah Sullivan
Matthew Walker

9th Grade

Jessica Clovis
Shanee Coburn
Nicholas DeCramer
Laura Derrenbacher
Jamie Fox
Janae Holley
Amber Hopkins
Robert Johnson
Matthew LaGeorge
Brandon Lawson
Philip Moran
Joseph O'Donnell
Justin Pelcher
Ashley Perry
Carley Walsworth
Christopher Whiteman

8th Grade

Sarah Beechey
David Brooker
Casey Brown
Troy Deiter
Amber Funk
Brandon Howarth
Ashley Jones
Amber Louis
Michael Oulton II
Chaleigh Savastano
Kady Smith
Cassandra Welch

7th Grade

Jason Buckel
Sarah Burrus
Benjamin Carder, Jr.
Sarah Cobin
Kevin Garwood
Melissa Gray
Raymond Halter

Kristin Hanley
Crystal Harrington
Bethany Marsh
Alyssa Palmer
Ian Phillips
Lindsay Snyder
Jessica Stokes
Joseph Waddle
James Welton

6th Grade

Riley Adams
Chelsea Amrhein
Katherine Candie
Jessica Case
Jacob Dale
Cheyenne DeMarco
Dominic Flint
Tiffany Funk
Joshua Goodridge
Adam Green
Felicia Gregg
Casey Jeffords
John Johnson
Krista Kiblin
Theresa A. Krenzer
Dean V. LaDelfa
Meghan A. Lowell
Joseph Maddalena
Shawna Nickerson
Ryan Nugent
Patrick Reichard
Dustin Rook
Timothy Rymer
Brandon Schrier
Nicholas Shute
Melissa Strain
Devin Thorne
Heather Tomczak
Nicholas Willey



NEED HELP TO QUIT SMOKING?

Call the New York State Smoker's Quitline at 1-888-609-6292
for materials and support. This toll-free call could save your life.

Middle School Notes

by Gary Collichio, Middle School Principal

The beginning of school is always an exciting time of year. The new and familiar faces come together to form the unique character that this year's middle school student population will portray.

The opening of school also brings into practice the administrative planning and reorganization efforts of last summer. It's always interesting to witness the implementation of the abstract concepts of workshops and conferences into the mainstream educational flow of our school community.



Reorganization

Our new middle school reorganization is functioning well, with great cooperation from staff and students. We are working out the beginning glitches collaboratively with student achievement as our defining benchmark.

What are we doing this year to improve student achievement? Our goal is to concentrate on those factors over which we have the greatest control, in order to make the biggest impact.

The 2002-2003 KCS Middle School Reorganization provides:

- Dedicated middle school subject area teachers. The 6th-7th and 7th-8th grade level teams share the same students and are provided daily common planning time. Interdisciplinary middle school teacher teams will meet each Monday during the 9th period, unless a faculty meeting is scheduled. Professional development half-days will allow time to develop and monitor professional learning community action steps at prescribed intervals. Emphasis will be on a collaborative, interdisciplinary approach to literacy skill acquisition.
- Curriculum refinement that emphasizes quality of student learning, rather than quantity. This addresses the question of "what we want them to learn."
- Ongoing data collection and analysis of formative / summative assessments that track student progress and identify any deficiencies. We will look at factors like why students chose the wrong response on a test. This addresses the question of "how do we know if they are learning it?"
- Remedial academic assistance for students identified by teacher teams, through our English Language Arts and

Math lab student service and 9th period instruction. Our Student Assistance Program lends student-specific academic and social support. This addresses the question of "what do we do if they do not learn it?"

- Test taking procedural adjustments that may include increased: practice with timed tests, use of rubrics for assessment and how they may be identified from the question, and awareness of test question words like 'imply', 'infer', or 'evaluate', which may confuse correct student responses.

This reorganization continues to support the premise of a committed administration and staff to student success.

MS Election News

As we go to press, our Middle School Student Government elections have begun. We have had a great response from the students with over 20 candidates for the various offices. All were required to prepare a short campaign speech and deliver it to their prospective constituents on the closed circuit video system via our Keshequa Weekly Word newscast. I was very proud of the preparation and determination of the candidates as they presented their speeches. Our Middle School Student Council and their advisor, Tom Cook, have traditionally been the driving force behind the many social and academic activities exclusive to our middle school during the year.

9-11 Remembered

September 11 was observed in our middle school with a moment of silence, a respectful tour of the Donovan monument on school grounds, and procession

to the auditorium for a thought-provoking assembly.

Good Character

We combined this solemn occasion with the kick-off of our PeaceBuilders character education program. This best-practice anti-violence model has been in the works since the beginning of the summer.



The five PeaceBuilders Principles introduced are:

- 1) Praise People
- 2) Give Up Put Downs
- 3) Seek Wise People
- 4) Notice Hurts
- 5) Right Wrongs

We intend to incorporate our PeaceBuilders principles into the culture of our school environment. Each month one of the principles will be given an increased emphasis to promote its social message. 'Praise Boards' and 'Principal Preferrals' (instead of referrals) are already serving to publicly identify those students that exemplify the spirit of character development and positive social interaction encouraged by the PeaceBuilders program.

PeaceBuilders and Second Step Violence Prevention Programs

In October of 1990, the New York State Education Department through the SAFE School Legislation, mandated school districts to develop and implement a safety plan and code of conduct. As part of this legislation, it was also required that non-violence curriculum be provided. Keshequa students had already participated in anger management, conflict resolution, peer mediation and prosocial skill training. However, a more comprehensive K-8 program was needed.

For the next year, Keshequa worked collaboratively with Genesee Valley BOCES Comprehensive School Health Network and the Livingston County Health Department's Violence Prevention Committee to explore programs. The end result of this exploration were the PeaceBuilder's and Second Step Programs, both of which are researched-based and are considered to be exemplary. Principals, interested K-8 teachers, elementary and middle school counselors participated in 'train the trainer' programs for both curriculums.

Teachers and support staff received their training on PeaceBuilder's during one of the initial Superintendent Conference Days. Elementary and Middle School Staff met and planned a student introduction to PeaceBuilders to coincide with September 11. The choice to use this solemn occasion was not only to commemorate those who lost their lives, but also to have students begin to think of how they could make changes in their lives to promote peace and to solve differences in a peaceful way. Elementary students designed paper peace quilts, sang songs of peace and shared their 'Visions of Peace.' Middle school students learned about the William Donovan Memorial and listened to a letter written by his wife. She described his life and wrote stories about his growing up in Nunda and attending Keshequa School. Middle school students also wrote paragraphs and drew pictures of their 'Vision of Peace.' A selected student from each grade shared their

The five PeaceBuilders

Principles are:

- ✓ *Praise People*
- ✓ *Give Up Put Downs*
- ✓ *Seek Wise People*
- ✓ *Notice Hurts*
- ✓ *Right Wrongs*

pictures and read their 'Vision of Peace.'

PeaceBuilders' objective is to create an atmosphere of respect and calm by using five or six basic principles that are to be taught, modeled and practiced at home, at school and in the community. A PeaceBuilders' Pledge is repeated each day and includes the following principles:

- Praise People
- Notice Hurts
- No Put Downs
- Seek Wise People
- Right Wrongs
- Help Others

Praise Boards and Praise Notes are being used in the classroom to recognize students for their accomplishments. The

KPTSA will use the PeaceBuilder's theme for their 'I Noticed You' awards assembly. Our Peer Mediation Program will now use Peace Coaches to help students work out their problems. Activities and special events are being planned throughout the school year to reinforce these messages to the students.

PeaceBuilder Committees comprised of principles, teachers, students and parents are being formed to help plan these activities and to brainstorm ideas.

Second Step Is Coming

Second Step, a violence prevention curriculum, will be introduced to K-8 students in October. The Second Step curriculum is the only violence prevention program to receive a top-rating from the U.S. Department of Education as an effective program.

This program is designed to reduce impulsive and aggressive behavior in children, teach social and emotional skills, and build self-esteem. Specific lessons deal with fairness, accepting differences, active listening, expressing concern, and keeping a promise.

In addition to the school's part, a family component will be shared with parents of elementary students. The family component helps to strengthen the link between school and home and improves students' ability to use social skills in their daily lives.

Using the Elementary Library Media Center

by Joan Ellison, elementary librarian

Students are having an exciting time discovering the treasures in the elementary library. They are enjoying having stories read to them and selecting library materials for themselves.

Here are some things parents should keep in mind:

- 1) Kindergartners are able to borrow one book
- 2) First, second, and third graders may borrow one book and one video.
- 3) Fourth and fifth graders may borrow two books and one video, or three books.
- 4) Videos are on a one-day loan and books are a two-week loan. Don't be concerned if an item is overdue, there are no overdue charges. Out of consideration for others, please return items as promptly as possible.
- 5) Help your child remember to care for library materials. Books and videos are expensive to replace. If something does get damaged, please send it back to the library and I will take a look at it.
- 6) Enjoy sharing library materials with your child.

My goal as library media specialist is to help your child become an independent library user. This means he is able to select appropriate materials, and, as he gets older, is able to locate and use the resources that the library media center has to offer.

I hope the children enjoy using the library as much as I enjoy having them in my classes.

"The whole world opened to me when I learned to read."

- Mary McLeod Bethune

Elementary Music Fun



Elementary students are learning a lot about music. Kindergartners are exploring their vocal ranges. First graders are learning the difference between a steady beat and no beat, and second graders are reviewing the steady beat and names for a G-clef. Third graders are learning to read music, fourth graders about beats in a measure, and fifth graders about beats grouped in twos and threes.

In addition to this, each grade is singing, dancing, and having fun with music.



From the Busy World of Kindergarten...

Diving In

The kindergartner's school year began with a visitation day. The children and their parents eagerly met elementary principal Richard Greene and the teachers. They then spent time getting used to the kindergarten day by participating in typical activities such as listening to a story, singing songs, finger plays, and doing an art project. Finally, they headed off for a bus safety lesson from transportation supervisor Ivan Beardsley and some of the drivers.



Salty Lessons

The kindergartners easily dove into the regular school routine on Friday, September 6. To start the school year, the teachers planned an ocean theme.

The boys and girls dug in sand for buried treasures, fished for and counted paper fish, painted sea life murals, played related games, sang fishy songs, and leafed through books about whales, dolphins, sharks, and other life in the ocean.

The students learned about letters, sounds, numbers, and patterning as they jumped into the ocean themed curriculum.

Some of the children enjoyed a salt water science experiment, in which they were surprised to see an egg float in one jar of water, but not the other.

Along with being immersed in the ocean theme, the students worked on developing social skills and built friendships in the classroom.

Their teachers look forward to a fun filled and successful year of learning for the kindergartners.

Dear Parent/Guardian:

Children need healthy meals to learn and Keshequa Central School District offers these meals every school day. Breakfast costs \$1 for K-12. Lunch costs \$1.40 for K-5, \$1.50 for 6-12. Milk is 30¢ and ice cream is 50¢. Children from households that meet Federal income guidelines (outlined below) are eligible for free meals or reduced price meals. Reduced price meals cost each eligible student 25¢ for lunch and 25¢ for breakfast. To apply for free or reduced price meals, submit a Direct Certification letter from the NYS Office of Temporary and Disability Assistance OR complete the enclosed application, sign it, and return it to the school as soon as possible. Please refer to the guidelines contained in this letter when completing the application. **Fill out all required information** as we cannot approve an application that is incomplete.

How to Apply: To get free or reduced price meals for your children you may submit a Direct Certification letter received from the NYS Office of Temporary and Disability Assistance, OR carefully complete the application and return it to the school. If you now receive food stamps, or Aid to Dependent Children (ADC)/Temporary Assistance to Needy Families (TANF) for any children, or participate in the Food Distribution Program on Indian Reservations (FDPIR), the application must include the children's names, the household food stamp, ADC/TANF or FDPIR number and the signature of an adult household member. All children with the same case number may be listed on the same application. Separate applications are required for children with different case numbers. If you do not list a food stamp/ADC/TANF or FDPIR number for all the children for whom you are applying, the application must include the names of everyone in the household, the amount of income for each household member, and how often this income is received and where it comes from. The application must also include the signature of an adult household member and that adult's social security number, or the word "none" if the adult does not have a social security number. Contact your local Department of Social Services for your food stamp or TANF number or complete the income portion of the application.

Income Chart: The following chart lists income levels according to household size and income levels received either yearly, monthly or weekly. If your total household income is the same or less than the amounts on the Income Chart below, your children can get reduced price meals, and may be eligible to receive free meals.

Verification: The school may ask you at any time during the school year to verify your eligibility. You will be notified, in writing, if you have been selected for verification.

School officials may ask you to send papers showing that your child should receive free or reduced price meals.

Reporting Changes: If you list income information and your child is approved for meal benefits, you must tell the school when your household income increases by more than \$50 per month, \$600 per year, or when your household size decreases. If you list a food stamp case number, ADC/TANF or FDPIR number, you must tell the school when you no longer receive food stamps or ADC/TANF for your child or you no longer participate in the FDPIR. You may then fill out another application giving income information.

Income Exclusions: The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care Development (Block Grant) Fund should not be considered as income for this program.

Foster Child: Your foster child may be eligible for meal benefits. An application for a foster child must have the child's name, the child's "personal use" income and an adult signature. If you have questions contact the school for help with the application.

Nondiscrimination: This statement explains what to do if you believe you have been treated unfairly. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to

USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington DC 20250-9410 or call 202-720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Fair Hearing: If you do not agree with the school's decision on your application or the result of verification, you have the right to a fair hearing. This can be done by calling or writing the following official: Neil Rochelle, (585) 468-2541, P.O. Box 517, Nunda 14517.

Meal Service to Children With Disabilities: Federal regulations require schools and institutions to serve meals at no extra charge to children with a disability which may restrict their diet. A student with a disability is defined in 7CFR Part 15b.3 of federal regulations, as one who has "...a physical or mental impairment which substantially limits one or more major life activities..." Major life activities are defined to include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. You must request the special meals from the school and provide the school with medical certification from a medical doctor. If you believe your child needs substitutions because of a disability, please get in touch with us, as there is specific information that the medical certification must contain.

Confidentiality: The United States Department of Agriculture has approved the release

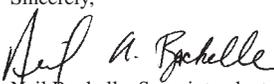
of students' names, addresses and eligibility status, without parent/guardian consent, to persons directly connected with the administration or enforcement of federal education programs such as Title I and the National Assessment of Educational Progress (NAEP), which are United States Department of Education programs used to determine areas such as the allocation of funds to schools, to evaluate socioeconomic status of the school's attendance area, and to assess educational progress. Information may also be released to state health or state education programs administered by the state agency or local education agency, provided the state or local education agency administers the program, and federal, state or local nutrition programs similar to the National School Lunch Program. Additionally, all information contained in the free and reduced price application may be released to persons directly connected with the administration or enforcement of programs authorized under the National School Lunch Act (NSLA) or Child Nutrition Act (CNA); including the National School Lunch and School Breakfast Programs, the Special Milk Program, the

Child and Adult Care Food Program, Summer Food Service Program and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes, and federal, state or local law enforcement officials investigating alleged violation of the programs under the NSLA or CNA.

The disclosure of eligibility information not specifically authorized by the NSLA requires a written consent statement from the parent/guardian.

Reapplication: You may apply for benefits any time during the school year. If you are not eligible now, but during the school year become unemployed, experience a decrease in household income, or an increase in family size you may request and complete an application at that time.

We will let you know when your application is approved or denied. Thank you for your ongoing participation in our School Meal Programs.

Sincerely,

 Neil Rochelle, Superintendent

Income Eligibility Guidelines for Reduced Price Meals			
Effective from July 1, 2002 to June 30, 2003			
Reduced Price Eligibility Scale			
Reduced Price Lunch, Breakfast			
Household Size	Year	Month	Week
1	\$16,391	\$1,366	\$316
2	22,089	1,841	425
3	27,787	2,316	535
4	33,485	2,791	644
5	39,183	3,266	754
6	44,881	3,741	864
7	50,579	4,215	973
8	56,277	4,690	1,083
For each additional family member add:			
.....	+5,698	+475	+110

**KESHEQUA CENTRAL SCHOOL DISTRICT
 APPLICATION FOR FREE AND REDUCED PRICE SCHOOL MEALS**

To apply for free and reduced price meals for your children, read the instructions on the back, complete this form, sign your name and return it to the school. Call 468-2541 if you need help. For additional names, list on a sheet of paper.

1. CHILDREN IN SCHOOL: (complete a **separate** application for each foster child.)

Children's Name (Last, First, M.I.)	Grade/Teacher	School

2. FOSTER CHILD: If the above named child is the legal responsibility of a welfare agency or court check this box
 List the child's personal use income: _____ . (Write "0" if the child has no personal use income.) Skip to Part 5.

3. HOUSEHOLDS GETTING FOOD STAMPS OR AID TO DEPENDENT CHILDREN (ADC)/TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF): Complete this section and sign the application in Part 5 **OR** submit a Direct Certification letter from the Office of Temporary and Disability Assistance. Complete a separate application for children with a different case number or no case number.
 Food Stamp #: _____ ADC/TANF #: _____

4. HOUSEHOLD MEMBERS & TOTAL HOUSEHOLD INCOME: If you did not give a food stamp or ADC/TANF number, or submit a Direct Certification letter, complete this part and all of part 5.

Show how often each amount is received. See Examples	CURRENT INCOME/PAY PERIOD			
	Examples: \$100/weekly, \$100/bi-weekly, \$100/2x per month, \$100/monthly If pay period is not noted, the reviewing official will process the reported income as received WEEKLY.			
	List the Names of Everyone in Your Household	Earnings From Work Before Deductions	Child Support, Alimony, Etc.	Payments from Pension or Retirement
	Amount	Amount	Amount	Amount
1. _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
2. _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
3. _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
4. _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
5. _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
6. _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
7. _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____

5. SIGNATURE: An adult household member **MUST sign the application before it can be approved.**
 I certify that all of the above information is true and that all income is reported. I understand that the information is being given for the school to receive federal funds; that school officials may verify the information and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and federal laws, and my children may lose meal benefits.

SIGNATURE: _____ **DATE:** _____ **SOCIAL SECURITY#** _____ - _____ - _____

Home Telephone _____ Work Telephone _____ Mailing Address _____ Zip Code _____

SOCIAL SECURITY NUMBER: If Part 4 is completed, the adult who signs the application **must** provide his/her social security number.

DO NOT WRITE BELOW THIS LINE – FOR SCHOOL USE ONLY

MONTHLY INCOME CONVERSION: WEEKLY X 4.33; EVERY 2 WEEKS X 2.15; TWICE A MONTH X 2

- FOOD STAMP, ADC/TANF, FOSTER CHILD
 INCOME HOUSEHOLD: Total Household Monthly Income _____ Household Size _____

Application APPROVED for: Free Meals Reduced Price Meals
 Temporary Free (expires in 45 days) ___/___/___ Application DENIED

Date Notice Sent _____ Signature of Reviewing Official _____ Date _____

APPLICATION INSTRUCTIONS

To apply for free and reduced price meals, submit a Direct Certification letter received from the Office of Temporary and Disability Assistance OR complete this application using the instructions for your household. Sign the application and return the application to the school. Please complete a separate application for each foster child. Call the school at 468-2541 if you need help. Ensure that all information is provided. Failure to do so may result in denial of benefits for your child or unnecessary delay in approving your application.

PART 1 ALL HOUSEHOLDS MUST COMPLETE STUDENT INFORMATION.

- (1) Print the names of the children for whom you are applying.
 - (2) List their grade and school.
-

PART 2 HOUSEHOLDS WITH A FOSTER CHILD SHOULD COMPLETE THIS PART AND SIGN PART 5. A foster child is the legal responsibility of a welfare agency or court. A separate application must be completed for each foster child.

- (1) List the foster child's monthly "personal use" income. ("Personal Use" income is money given by the welfare office identified by category for the child's personal use, such as an allowance, and all other money the child gets, such as money from his/her family or money from the child's employment.) Write "0" if the foster child does not get "personal use" income. SKIP PART 4. Do not list any other children, household members or income, or a social security number.
 - (2) A foster parent or other official representing the child must sign the application in PART 5.
-

PART 3 HOUSEHOLDS GETTING FOOD STAMPS, ADC/TANF OR FDPIR SHOULD COMPLETE THIS PART AND SIGN PART 5.

- (1) List a current food stamp case number, ADC/TANF or FDPIR (Food Distribution Program for Indian Reservations) number. Complete a separate application for a child/children with a different case number.
 - (2) An adult household member must sign the application in PART 5. SKIP PART 4. Do not list names of household members or income if you list a food stamp case number, ADC/TANF or FDPIR number.
-

PARTS 4 & 5 ALL OTHER HOUSEHOLDS MUST COMPLETE THESE PARTS AND ALL OF PART 5.

- (1) Write the names of everyone in your household, whether or not they get income. Include yourself, the children you are applying for, all other children, your spouse, grandparents, and other related and unrelated people in your household. Use another piece of paper if you need more space.
 - (2) Write the amount of current income each household member receives, before taxes or anything else is taken out, and indicate where it came from, such as earnings, welfare, pensions, and other income. If the current income was more or less than usual, write that person's usual income. **Specify how often this income amount is received: weekly, bi-weekly, monthly, 2 x per month.**
 - (3) The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care and Development Block Grant, TANF and At Risk Child Care Programs should not be considered as income for this program.
 - (4) The application must include the social security number of the adult who signs **PART 5** if Part 4 is completed. If the adult does not have a social security number, write "none." If you listed a food stamp, ADC/TANF or FDPIR number, or if you are applying for a foster child, a social security number is not needed.
-

OTHER BENEFITS: Your child may be eligible for benefits such as Medicaid or Children's Health Insurance Program (CHIP). In order to determine if your child is eligible, program officials need information from your free and reduced price meal application. Your written consent is required before any information may be released. Please refer to the attached parent Disclosure Letter and Consent Statement for information about other benefits.

PRIVACY ACT STATEMENT

Section 9 of the National School Lunch Act requires that unless your children's food stamp, ADC/TANF OR FDPIR case number is provided, you must include the social security number of the adult household member signing the application, or indicate that the household member does not have a social security number. If a social security number is not given or an indication is not made that the signer does not have such a number, the application cannot be approved. The social security number may be used to identify the household member in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits, and investigations and may include contacting employers to determine income, contacting a food stamp or welfare office to determine current certification for receipt of food stamps or other benefits, contacting the State employment security office to determine the amount of benefits received and checking the documentation produced by household members to prove the amount of income received. These efforts may result in denial of benefits, administrative claims, or legal actions if incorrect information is reported.

DISCRIMINATION COMPLAINTS

Under Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, or disability. To file a complaint, write to USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, Washington DC 20250-9410 or call 202-720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

What Can You Do to Improve Your Child's Education?

From *Middleschool.com*

Parent involvement in their child's education is the single most important factor in school success and achievement. Nothing that the school can do has the power of active parenting to foster good attitudes, high achievement, and a strong commitment to education in children and young adolescents.

But what can busy parents do to help their students achieve? Fortunately, parent involvement can take many forms. What is most important is that parents let their kids know just how important school is through their words and actions. The following tips are based on research from the U.S. Department of Education.

Read together

Children who read at home with their parents perform better in school. Show your kids how much you value reading by keeping good books, magazine, and newspapers in the house. Let them see you read. Take them on trips to the library and encourage them to get library cards. Let children read to you, and talk about the books. What was the book about? Why did a character act that way? What will he or she do next?

Use TV wisely

Academic achievement drops sharply for children who watch more than 10 hours of television a week, or an average of more than two hours a day. Parents can limit the amount of viewing and help children select educational programs.

Establish a daily family routine with scheduled homework time

Studies show that successful students have parents who create and maintain family routines. Make sure your child goes to school every day. Establish a regular time for homework each afternoon or evening, set aside a quiet, well lit place, and encourage children to study.

Routines generally include time performing chores, eating meals together, and going to bed at an established time.

Talk to your children and teenagers — and listen to them, too

Talk directly to your children about the dangers of drugs and alcohol and the values you want them to have. Set a good example. And listen to what your children have to say.

Express high expectations for children

You can communicate to your children the importance of setting and meeting challenges in school. Tell your children that working hard and stretching their minds is the only way for them to realize their full potential. Expect and encourage your children to take challenging courses. Make sure they never settle for doing less than their best. Be quick to praise them when they accept new challenges, and support them when they make mistakes or fall short of their goals.

Keep in touch with the school

Parents cannot afford to wait for schools to tell them how children are doing. Families who stay informed about their children's progress at school have higher-achieving children. To keep informed, parents can visit the school or talk with teachers on the telephone. Get to know the names of your children's teachers, principals, and counselors.

Use community resources

Activities sponsored by community and religious organizations provide opportunities for children and other family members to engage in positive social and learning experiences. Families can reinforce their children's learning by going to libraries, museums, free concerts, and cultural fairs together.

Sounds like common sense, doesn't it?

Yet parental involvement is one of the most overlooked aspects of American education today. The fact is, many parents don't realize how important it is to get involved in their children's learning. One parent took the time to read the same books her daughter was assigned in English class so they could discuss them. She was surprised at how quickly her daughter's reading and writing improved.

All parents and family members should try to find the time and make the effort because research shows that when families get involved, their children:

- Get better grades and test scores.
- Graduate from high school at higher rates.
- Are more likely to go on to higher education.
- Are better behaved and have more positive attitudes.

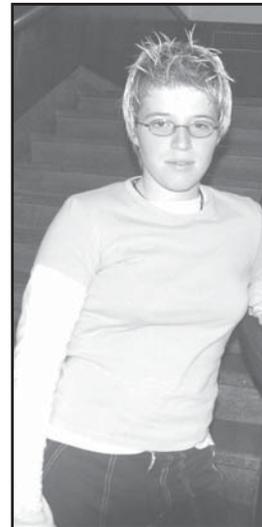
Family involvement is also one of the best investments a family can make. Students who graduate from high school earn, on average, \$200,000 more in their lifetimes than students who drop out. College graduate makes almost \$1 million more!

A Concluding Note

It's difficult and time consuming, but becoming involved in your child's education pays big dividends. For help with parenting your adolescent student, be sure to check out all of the resources and links provided on middleschool.com.

*This article is adapted by Howard Johnston from a U.S. Department of Education brochure entitled *Get Involved: How Parents and Families Can Help Their Children Do Better in School*. It is in the public domain and may be copied for use by parents and schools.*

Summer Trainin'



Heather Cobin, a summer intern.

forward to doing some more work with animals. The summer internships are ideal because they don't detract from classroom learning-time and students can finally begin to get the answer the perennial classroom question of "when am I

ever going to use this?" They immediately see relevance in what they learn at school and connect it to what is done in the real world.

The internships were set up as a school-to-work initiative. The guidance department, led by Deb Beaumont, helped students sign up for the internships and Cindy Oswald, of the Business Education Alliance, helped arrange the placements. Mrs. Oswald is the coordinator of the Livingston County BEA and has worked with KCS School-to-Work Coordinator Shawn Bielicki on a number of school initiatives.

Upcoming...

October

- 16 MBS @ Mt Morris 4:30 p.m.
- VB v Geneseo (H) 4:30 p.m.
- JVGS v Geneseo (H) 4:30 p.m.
- GS v Geneseo (H) 6:30 p.m.
- 17 Soccer Crossover at B site, TBA
- MVB @ Livonia 4:30 p.m.
- Elementary Open House 6:30 p.m.
- 18 Volleyball crossover (C / D site)
- Girls' Soccer crossover (C / D site)
- 19 MBS @ Wyoming 9:30 a.m.
- MGS v Wyoming (H) 9:30 a.m.
- 22 Utica College visit 8:30 a.m.
- MVB @ Perry 4:30 p.m.
- MBS @ Warsaw 4:30 p.m.
- MGS v Warsaw (H) 4:30 p.m.
- 23 Superintendent's Conference
- Half-day
- Elementary dismissed @ 10:30 a.m.
- MS/HS dismissed @ 11:00 a.m.
- 24 Alfred State College HS visitation
- MVB v Cal-Mum (H) 4:30 p.m.
- MBS v Perry (H) 4:30 p.m.
- MGS @ Perry 4:30 p.m.
- 26 ACT test

November

- 1 SAT I registration deadline
- 2 SAT I test
- 8 Superintendent's Conference
- Day no school
- ACT registration deadline
- 11 Veterans Day No school
- 13-14 5th grade social studies test
- 18 Elem faculty meeting 2:30 p.m.
- 19 KPTSA meeting in Dalton @ 3:30 p.m.
- 21 MS / HS Open House 7:00 p.m.
- 26 Elem. Parent / Teacher Conference Day
- No school for elem students
- 27-29 Thanksgiving Recess

December

- 3 BB v LeRoy (H) 5:30 p.m.
- 4 GB @ LeRoy 5:30 p.m.
- 5 VW v Letchworth (H) 6:00 p.m.
- 6 BB @ Pavilion 6:00 p.m.
- GB v Pavilion (H) 6:00 p.m.
- 7 SAT I test
- VW @ Byron-Bergen Tour
- 10 GB v Letchworth (H) 5:30 p.m.
- 11 BB @ Letchworth 5:30 p.m.
- VW @ York 6:00 p.m.
- 12 7-12 Winter Concert 7:00 p.m.
- 13 BB v York (H) 6:00 p.m.
- GB @ York 6:00 p.m.
- 14 ACT test

Keshequa Central School

P.O. Box 517
Nunda, New York 14517-0517

NONPROFIT
ORGANIZATION
US POSTAGE
PAID
PERMIT NO. 1
NUNDA NY 14517

School Board Members

- Patricia Piper, President
- Michael Poore, Vice President
- Theron Foote
- Patricia Kreuzer
- Sally Phillips
- Kevin Whiteman
- Joyce Zeh

Neil Rochelle, *Superintendent*
Brian O'Connor, *Business Administrator*
Kyle Adamczak, *Newsletter Editor*