



Your Public Schools Niagara Falls, NY



Empire State Advantage Gold Level Awardee

November 2017

Community Newsletter

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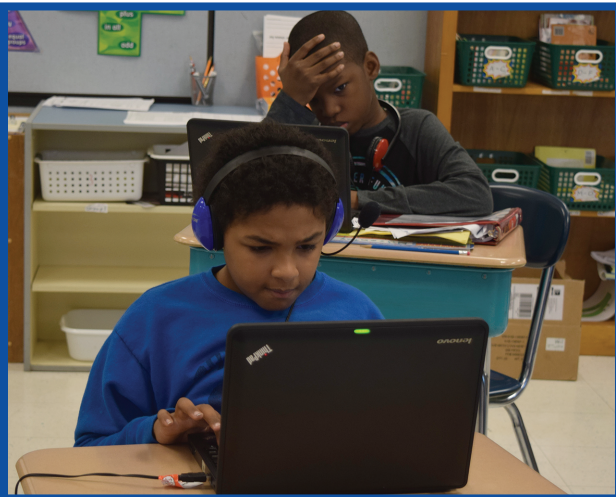
Computer-based testing is here

As part of its commitment to both meeting the needs of 21st century learners and improving test delivery, test integrity, scoring validity, and turn-around time on testing results, the New York State Education Department continues to transition to computer-based testing (CBT).

Beginning with 2016, New York State started administering some statewide assessments on computer. An estimated 28,000 elementary and middle school students in nearly 200 schools around New York took their state math and English language arts tests on computers this spring. Over the next few years, all New York State pupils will begin to take State assessments online, rather than in paper booklets.

This is the first year that computer-based test (CBT) scores counted toward statewide grade 3-8 test results. The target year for administering all grades 3-8 state tests via computer is 2020.

To accommodate this testing, the NFCSD has invested in one-to-one classroom computers for all students, and is committed to ensuring our students are well prepared for the shift to CBT. Though many schools already had ample computers, funds made available through the Smart



Schools Act allowed the District to obtain devices for 1:1 classroom computing at Gaskill Prep School, LaSalle Prep School, and NFHS.

Over the summer, District teachers of grades three, four, and five created guidance documents and instructional recommendations for other classroom teachers to use to prepare students for CBT.

What are some advantages of CBT?

Computer based testing provides a **uniform testing** experience.

It **tests for knowledge** of the subject matter, without the potential for students to lose points over something not immediately relevant--like their handwriting. While the District teaches handwriting, it is preferable for students to be testing in English Language

Arts, for example, based on their mastery of English Language Arts, not penmanship.

CBT tests are given in a way students understand. Students live in a technology-rich environment and they are comfortable in it. "We are excited to to tset students using technology with which they are comfortable and enjoy," said Assessment Administrator Marcia Capone.

Quicker results

Results of CBTs are available much more quickly than written exams, and the data can help teachers plan for instruction that is targeted to individual student needs. The same data can inform resource purchases, professional development, and curriculum mapping

Accommodations are available for students with special needs. Text-to-speech, reverse highlighting, and other testing accomodations that a student may have as part f an Individualized Education Plan can be provided on NYES assessments using CBT.

Of course, students have been using computers to take the NWEA testing and for academic intervention programs for some time; they are familiar with the protocol. This year in the District, grade three ELA will be administered using CBT. Each subsequent year will add the next grade level, so the protocol advances with this year's grade three.

Watch for more PK3 Classes!

Early in 2018, the District hopes to open two more three-year-old Pre-Kindergarten classrooms. As of this writing, it is unknown whether the District has been awarded grant funds. The Superintendent is committed to finding the money if grant applications prove unsuccessful.

The program addresses early school readiness skills in an effort to better prepare children for the District's Universal Pre-K/4year old program. The current classrooms are at Harry F. Abate Elementary School; it has not been determined where additional classrooms may be. Days and hours for the program are as follows: Tuesday - 9:30 a.m. - 1:30 p.m.; Mondays, Wednesdays, Thursdays, Fridays - 9:30 a.m. - 2: 30 p.m.



The Pre-K 3 school day **STARTS AFTER** and **ENDS BEFORE** the school day for grades Kindergarten through 6, so they enter and leave in the calmest of environments. The school day enfolds entirely in the Pre-K 3 classroom.

The program will include family events and informational workshops.

Students enrolled in PreK3 automatically have a spot reserved at their home school for Universal Pre-Kindergarten (UPK)* at age 4!

Watch this publication and the District website for inforation as it becomes available.



From the Superintendent



Mark Laurrie

As you will have heard by now, through this newsletter, the OSC-TV, local print or television media, we are in the process of updating and expanding our health curriculum. You can read more about it on page 5. I'd like to just briefly address why I feel it is appropriate for the District to take this on.

It basically comes down to two things, one practical and one moral. Number one: students who have exposed themselves to pregnancy or an STD or who are struggling with having made a premature decision, are not focused on academic achievement. And the numbers are far too great. As a matter of fulfilling our organizational mission, this needs to be done. We can't graduate more students with this difficult issue in the way.

Number two, we have the next generation in our schools every day. Many have no one providing them with accurate information or a discussion of mature decision-making in this regard. As adults, we cannot absent

ourselves from that reality. The repercussions are too great.

Finally, parents and guardians can opt their child out if they see fit.

I explain this again, in part, to prepare the community for our next initiative, addressing the opioid crisis. This also is driven by the same reasoning just stated.

To be frank, drugs and youth have had an unfortunate relationship for generations. While most students make the right choices, there has always been a too-high number of youth who experimented with illicit substances. While always a concern, there is no doubt that today's drugs are deadlier and able to kill with a single use.

Young people feel immortal. I did. You did. With maturity comes the knowledge that that is far from the case. This particular crisis is affecting youth not only by what their peers may be doing, but by what many adults are doing as well. Far too many of us know someone--maybe multiple people--who have lost a loved one to opioids. We have an obligation to turn that around.

Stay tuned.

From the Board



Russ Petrozzi

Next month, the public is asked to vote on a capital projects referendum we are calling "the Stewardship Project." The main goals of the project are just what the name implies--taking care of buildings, parking lots and so on. Anyone who owns a house or even a car can easily understand that these are necessary evils.

What makes this project appealing beyond performing required maintenance is the financing of the project. Through a mechanism called QZABs, we can actually perform \$55 million of work without using local tax dollars. This mechanism was designed by the federal government and permits bondholders to realize a federal tax credit instead of cash interest. Our District has been approved to avail itself of QZABs, and if we do not take that opportunity, the next district on the list will.

Our District is reimbursed on the total cost of the project as if cash interest

has been paid. As you may recall from past projects, the District also receives a 98% reimbursement on approved capital projects. The remaining cost will be covered by our remaining EXCEL grant funds, leaving the local school tax-paying resident shouldering no burden.

So what needs to be done? There is a more extensive list on page 4, but basically we are talking about roof repairs and replacements, improved wiring for our technology, as well as plumbing and electrical upgrades. Some schools will also receive windows and window treatments, which will aid both with student comfort and energy efficiency.

Parking lots are also on the list, and anyone who drives in our lots will appreciate that. Additional lighting will also make that area even more secure. It goes without saying that local trades will also benefit.

Vote December 12 noon to 9 p.m. Call anytime with questions.

Teaching Passion: NFHS welcomes new drama teacher

Dennis Wilson moved home. The LaSalle Senior High School alumnus had left town in 1995 for New York City to pursue an acting career, after earning a BA from Niagara University. He landed a role a scant three weeks after in the big city. For the next 18 months, he was one of a six-person ensemble presenting Five Guys Named Moe.

From there he earned roles in many other productions, including On This Island, Toys in the Attic, and more. He branched out into choreography, staging productions of Cabaret, the Wiz, West Side Story and more.

His directing credits include productions of Shades of Grey, Annie, and Reading Between the Color Lines.

He founded Dendewil Productions, and became a theater arts teacher at an elementary school, and published three books.

Now he has taken on a new role.

"I always told my mother, when I start doing away what I could be doing at home, I'll be back."

Back he is, as the new theater arts teacher at Niagara Falls High School. He is brimming with enthusiasm and positive energy, as he explains to a student that he



doesn't worry so much if she has her lines memorized; he is concerned that she learns her character's emotional state. Then the lines will come easier.

He is kind but earnest. He is willing passion into the student.

"We have a responsibility to each other as human beings to be that to each other."

He has plans to take students with him on a journey to grow the Performing Arts experience in the NFCS, and he has an unusual perspective on what it takes to succeed.

"Talent is a small part in getting a role," he says. Luck can get you that. "Talent gives you longevity."

He appears to be planning

for longevity, hoping to carve out a new role that he hopes will see the performing arts embedded at all grade levels and expand into the greater community.

He is thrilled with the performing space he has found at NFHS, and was surprised at the quality of it. "That Performing Arts Center? I was speechless. I'm still speechless."

Still, he hopes in the future to see students performing both inside the school and out in the community.

If you run into him, you'll recognize him. He's the guy bursting with energy and the look on his face that tells you he's happy to be home.

**2017-2018
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Learning For All ...
Whatever It Takes
www.nfschools.net**

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Russell Petrozzi
297-8663 (h)

Mark Laurrie
Superintendent
286-4253 (w)

**THE PUBLIC IS WELCOME
at all Board of Education
Meetings.**

Wolverine Football



For Varsity Football games at the NFHS Main Stadium, please be aware of the following policies, which are in place for all home games.

1. All currently enrolled Niagara Falls High School Students must show their Niagara Falls High School ID upon entering the stadium.
2. All Prep school and elementary school students must be accompanied by an adult in order to be admitted to the game.
3. All visitors must remain in the bleacher area or on the outside of the perimeter fence. No spectators will be allowed within the track or infield areas of the stadium.
4. **Visitors to the NFHS Main Stadium will not be able to re-enter the stadium once they leave.**



The human machine at HJK



Grade six students in Lindsey Wrobel's class at Henry J. Kalfas Magnet School were able to experience first-hand the various functions of the human body system. The students worked in groups and were assigned a mission that centered on a specific function of the human body. The groups rotated through a total of five missions. The mission activities included:

- Comparing jumping ability between LeBron James and the different jumping abilities among the crew
- Calculating heart rate before and after exercise
- Practicing normal physical activities with and without the use of a student's thumb to determine its importance in everyday life
- Determining how much air the human lung can hold
- Conducting tests to determine dominant hand, foot, eye, and ear



Cornell Cooperative Extension



photos credit: Richard Clark

Street Art Reinforces Safe Routes to Schools

By: Jennifer Tynan/ School Coordinator Creating Healthy Schools and Communities

This fall the City of Niagara Falls, Cornell Cooperative Extension's Creating Healthy Schools and Communities Program, and GOBike Buffalo teamed up with Niagara Street School to create more visible and safe crosswalks.

It began when a group of parents at Niagara Street School expressed their concern for safety at dismissal during a PTA meeting. With the support of the principal and some key partners, a plan unfolded to take action. Justin Booth from GOBike Buffalo gave a presentation at Niagara Street School in May, and a team of parents and stakeholders did a walking assessment around the school.

This led to some recommendations for improvement. The team thought crosswalks would be a great place to begin.

Students from the school took part in the activity and had fun painting the crosswalks with colorful, creative results. When other schools heard about the success of this event they jumped on board. Two weeks later the team got back together and worked with prep school students at Gaskill to paint their crosswalks.

This is a great example of how parent involvement can make a difference. Parents can also do their part to encourage walking safety. Whether your kids are walking to school, the park, or a friend's house, here are a few simple tips to make sure they get there safely.

Top Tips

- Teach kids at an early age to look left, right and left again before crossing the street. Then remind them to continue looking until safely across.
 - Teach kids to put phones, headphones and devices down when crossing the street. It is particularly important to reinforce this message with teenagers.
 - It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. If there are no sidewalks, walk facing traffic as far to the left as possible.
 - Children under 10 need to cross the street with an adult. Every child is different, but developmentally, most kids are unable to judge the speed and distance of oncoming cars until age 10.
 - Be a good role model. Set a good example by putting your phone, headphones and devices down when walking around cars.
- We hope this collaboration will lead to more improvements around schools, and eventually help to enhance walking and biking opportunities.



Capital Projects Referendum in December: The Stewardship Project

Roofs. Windows. Paving. These are not exciting things to contemplate, but fail to think about them and things can get very exciting indeed-- and not in a good way. New York State helps districts think about avoiding that type of negative excitement.

Every District is required to complete a periodic assessment of all its buildings. New York State Education Law and regulations require a building condition survey (BCS) for all occupied school buildings to be conducted at least every five years. Based on the findings of that survey, districts must then decide what action needs to be taken to protect the substantial investments communities have already made in their schools. Taking appropriate action also protects communities from having to scramble to deal with an unprepared-for calamity, like a leaking roof for example.

The District's BCS drew attention to some needed projects. For example, new roofs are needed quite badly at Maple Avenue School and Cataract Elementary School. In addition, it seems like the 'new' high school opened yesterday, but in fact it was 2000 when the first students reported to class. The roof had been on the structure for some time before that memorable day, meaning the roof is nearing the end of its 20-year warranty-- and it shows.

Likewise, the well-used facility, which welcomes not only students but the community at large for events and programs that take place almost every day of the year, is surrounded by a well-used parking lot. It needs repair, too. Just take a drive there; see for yourself.

Air Conditioning

Four elementary schools -- Cataract, 79th, Hyde Park, and Maple need air-conditioning. As this autumn showed, there is no telling how long it will be hot outside and with extended school day programs and summer programming, this has become a greater issue. It is also an equity issue, as Niagara Street, Mann, Kalfas, and Abate are already climate controlled year-long.

Kitchen at 79th Street School

Seventy-ninth Street School is the only remaining school with no hot kitchen. To build one within the existing footprint of the building is a goal of this projects. That's an issue of parity; every student should be able to get meals of comparable quality, as fresh and as hot as possible. That is especially true in a community where some students may get their most nutritious meal during the school day.

CAT 6 Wiring

With the coming of full implementation of computer-based testing and all the technology in the classroom today, it is necessary to keep ethernet and other technology cables compatible and up to the job of transmitting all the data needed among laptops, interactive white boards, and printers. Category 6 wiring will ensure we are able to use our investment in technology to the maximum degree with no problem, now and for the foreseeable future.

A note about funding

The District has found a way to meet its needs without burdening the local taxpayer, by



The parking lot at NFHS is 20 years old and needs repair.

using, in part, QZABs or Qualified Zone Academy Bonds. Congress created the QZAB program, which provides bondholders with a federal tax credit in lieu of a cash interest payment. The federal government provides the interest payment, so the district then is typically only responsible for repaying the value of the bond. This reduces the burden on local communities when financing school renovation.

But what about the value of the bond? In our case, due to the relative poverty of our area, we realize a 98% reimbursement rate from the State on approved capital projects. That

leaves a local share of only two percent. However, the District still has \$1.4 million in EXCEL grant funds, with which it can pay that two percent.

Moreover, the State reimburses its 98% based on a calculation that includes an interest rate that districts don't actually pay, thereby reimbursing a bit more than the district actually spent.

Date

There will much more information coming on this issue, but please note December 12 on your calendar as voting day, from noon to 9 p.m.



Maple Avenue is a beautiful school with a lot of roof; the detail at left shows just a glimpse of some of the areas that show wear. This school, as well as Cataract Elementary, and NFHS need roof work.

Did You Know?**Every school has afterschool programming!**

Some are funded by the 21st Century Learning Grant, others through a grant from the NYS Office of Children and Family Services Empire After School Program.

Major objectives of these Extended Day Programs are to provide academic support, increase school engagement (student recreational clubs, art club etc and parent programming), and provide mental/social support programs.

These programs also make life a little easier for working parents, as they give young people some enjoyable, structured options for the hours between the formal school day and dinner time.

In addition, Gaskill Prep is hosting a drama program for all prep students, and of course, Niagara Falls High School has a lengthy list of clubs and teams that can welcome students after school.

School is not just for learning! It is also a place students can find community, socialization, and discover new talents outside the curriculum.

Call your school to see what is available.

A look at the health curriculum

After a year of study and discussion by a committee of school and community representatives, the District has chosen to refresh the health curriculum, including the addition of “abstinence plus” sex education.

Two years ago, a survey developed by the Centers For Disease Control was administered to students in grades seven through 12. The results were professionally tabulated and revealed alarming data, including a double-digit percentage of students engaging in sexual activity, engaging in unprotected in sexual activity, engaging in sexual activity with multiple partners, and showing suicidal ideation.

That’s not all.

At a time when teen pregnancy is declining nationwide, Niagara County rates continue to rise.

At the end of 2016-2017 school year, students themselves came to Board of Education meeting and requested better sex education.

“We can’t ignore this,” said Superintendent Mark Laurrie. “To me, this issue absolutely impacts academic achievement and graduation rates. We have to do something.”

The approach to sex education is four-pronged:

1. Start educating youth earlier, in an age-appropriate way, about normal adolescent changes that occur. A health educator will work in grades five and six. Data show

some students are sexually active at age 11 or 12. High school is too late to start giving accurate, age-appropriate information.

2. Make health care and dental care available to NFHS students through a mobile health unit. Many students do not see a doctor or dentist regularly. By working with community partners, healthcare can be made available at schools, where youth already are.

3. Teach “abstinence plus” sex education, which includes information on family planning and contraception. The rate of not only pregnancy, but sexually-transmitted disease, is high in Niagara Falls. Students cannot succeed academically if their minds are occupied by concerns about pregnancy and/or exposure to STDs. Through a mobile health unit, students will have access to contraception. (By federal law, students can already access it without parental consent. At least in this way, some responsible information comes along with it.)

4. Work with outside partners like Planned Parenthood, Native American Services, and Project TEAL, who have already developed educational materials. All partners in the classroom will always work with an NFCS D teacher.

Parents can choose to opt their children out of topics if they prefer to discuss themselves at home. That is a parent’s or guardian’s right and the District respects that.

Sex is a topic among students, in the media, and on-line. The goal is to be sure every child has access to responsible information from an adult.

Community forums were held in October, seeking input. Most response was positive.

In no way is the District encouraging or condoning sexual activity among youth. By providing accurate information, we believe students will be empowered to make better choices and healthier choices.

The Superintendent remains open to hearing from residents who would like to discuss this or any other topic. The goal is to graduate all students, and see them begin their adult lives as healthy people, equipped to make positive choices.

New Science Standards

The Board of Regents adopted the Next Generation of Science Standards (NGSS) in December 2016. These Standards complement, but do not replace, Common Core Learning Standards (CCLS). Initial transition to the new science learning standards begins in this school year.

The development of the NGSS was a state-led effort. The states, the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners were active in the development and review of the NGSS.

Writing and review teams consisted of K-12 teachers, state science and policy staff, higher education faculty, scientists, engineers, cognitive scientists, and business leaders. The federal government was not involved in the effort to develop the NGSS.

The process for the science standards development took into account the importance of having the scientific and educational research communities identify core ideas in science. A committee of 18 experts in science, engineering,

cognitive science, teaching and learning, curriculum, assessment and education policy, was responsible for writing the framework.

What does this mean?

In general, NGSS involved less rote memorization of facts. Instead, students will learn facts and terminology as needed, while developing explanations and designing solutions supported by evidence-based arguments and reasoning.

There will be a greater emphasis on systems thinking and modeling to explain phenomena and giving a context for ideas to be learned, rather than presenting ideas disconnected from questions about phenomena.

Students should expect to conduct investigations, solve problems, and engage in discussions with a teachers’ guidance, rather than having teachers providing information to the whole class.

NGSS will feature students discussing open-ended questions that focus on the strength of the

evidence used to generate claims, not teachers posing questions with only one right answer.

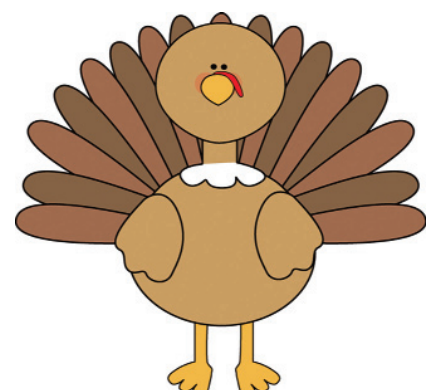
They will feature students reading multiple sources, including science-related magazine and journal articles and web-based resources and students developing summaries of information, not students reading textbooks and answering questions at the end of the chapter.

Multiple investigations driven by students’ questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas will replace pre-planned outcome for “cookbook” laboratories or hands-on activities.

Student will write journals, reports, posters, and media present-

tations that explain and argue, instead of just completing worksheets.

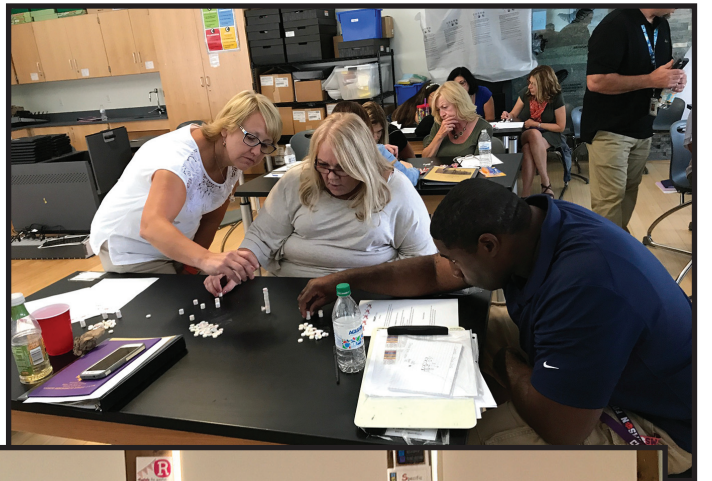
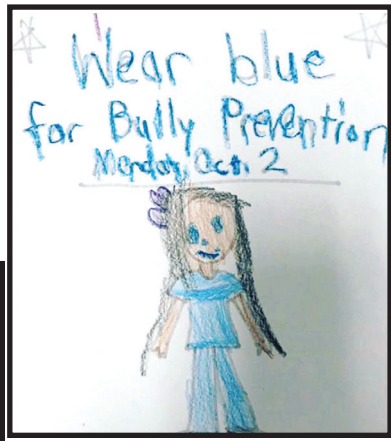
Finally, instead of an oversimplification of activities for students who are perceived to be less able to do science and engineering, there will be supports provided, so that all students can engage in sophisticated science and engineering practices.



Happy Thanksgiving!

A look inside Maple Avenue School

October was busy all over the District as it was at Maple Avenue School. Students observed National Anti-Bullying Month by pledging to be bully-free and creating art (a piece by a Kindergarten student, at right), and teachers engaged in professional development.



Around the District



Information Services Administrator Darlene Sprague retired after 15 years. Congratulations!

Congratulations

Congratulations to Noreen Hill, who was awarded the Bundled Arrows Award from Native American Services of Erie and Niagara Counties. Noreen is the coordinator of Indian Education in the District.

Unified Sports

The District is participating in an exciting program this year, we will have Unified Bowling and Unified Basketball for our students. The purpose of a Unified Sports team is to provide authentic, competitive opportunities for students with intellectual disabilities to participate in athletics. Active inclusion thru athletics provides educational benefits to all participants.

The New York State Public High School Athletic Association and Special Olympics New York are proud to offer Unified Sports to NYSPHSAA member schools. Project Unify is made up of three main components:

1. Inclusive Sports: combines athletes (players with intellectual disabilities) and athletes (players without intellectual disabilities) to create athletic teams for training and competition. Participation is rooted in the principle of meaningful involvement, which ensures that every player is given an opportunity to contribute to the success of his or her team through their unique skills. Inclusive activity is among the most conducive ways to break down stereotypes and foster relationships.

2. Youth Leadership & Advocacy: provides students with and without intellectual disabilities opportunities to take on leadership roles in promoting Project Unify activities in their schools and in their communities.

3. Whole-School Engagement: provides opportunities for all students to participate in school-wide campaigns and activities such as Fans in the Stands, Pledge and Plunge.

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All proceeds benefit the
NFHS Arts & Culture Club
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Trip Arranged Through First Choice Travel

College Financial Aid Night at NFHS!
Wednesday, November 8 at 6 p.m



At left, Lori Moskaluk and Cheree Copelin were recognized at a recent Board meeting.

From the Archives



Special Education

It is often heard in the District that “Special Education isn’t a place.” Indeed, Special Education is a host of services tailored to meet the needs of students with a panoply of learning needs, from those that are fairly simply to the more complex. Special education services are in every District school.

The Niagara Falls City School District provides Special Education services to children from 3 to 21 years of age. Services are recommended by the Committee on Special Education (ages 5-21) and the Committee on Preschool Special Education (ages 3-5).

The Niagara Falls City School District is required to locate, identify and evaluate all children with disabilities, or suspected as having disabilities, from birth through age 21.

The mandate applies to all children who reside within the District, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state.

The Committee on Special Education identifies students who meet the criteria for Special Education classification based on New York State eligibility requirements. The Committee on Special Education strives to provide service in the least restrictive environment and in the general education setting to the greatest degree possible.

Reach the Committee on Special Education at 286.4280. They provide a valuable service and are ready to answer any questions you may have.

American Education Week

After World War I, educators and the American Legion were concerned that 25 percent of the country's World War I draftees were illiterate. They began American Education Week to boost support of public education. The observance grew out of that concern and spread nation-wide.

This year, American Education Week is November 13 to 17.

Among the challenges facing American education these days are children arriving at school for the first time surprisingly unprepared; only about one in three new Kindergarten students has familiarity with basic math and literacy skills when they enter school.

That is one reason that in Niagara Falls, we have had full day UPK since the early 90s and piloted a Pre-Kindergarten for three-year-olds last year.

Another challenge is poverty, which is why the District sought to become a Community Eligible district, able to provide free breakfast and lunch to all students. This is possible because of the poverty of our community.

We do have advantages in Niagara Falls as we strive to raise academic achievement and graduation rates; we have many successful partnerships with businesses and organizations who want to see children succeed. We have parents and grandparents who take an active role in a child’s education, and we have dedicated employees, both those in instruction and those who support instruction by performing other necessary work.

The public school is still a very important and democratic place in every community in the nation. In our community, we deeply appreciate of the partnerships, support, and interest we receive as we serve the more than 7,000 students in our schools every day.

Safety Corner

The Flu: A Guide for Parents

Is the flu more serious for kids? Infants and young children are at greater risk for getting seriously ill from the flu. That’s why the New York State Department of Health recommends that all children 6 months and older get the flu vaccine.

Flu vaccine may save your child’s life. Most people with the flu are sick for about a week, and then they feel better. But, some people, especially young children, pregnant women, older people, and people with chronic health problems can get very sick. Some can even die. An annual vaccine is the best way to protect your child from the flu.

What is the flu? The flu, or influenza, is an infection of the nose, throat, and lungs. The flu can spread from person to person.

Who needs the flu shot? Flu shots can be given to children 6 months and older. Children younger than 9 years old who get a vaccine for the first time need two doses.

How long can a sick person spread the flu to others? Most healthy adults may be able to spread the flu from one day before getting sick to up to 5 days after getting sick. This can be longer in children and in people who don’t fight disease as well (people with weaker immune systems).

What are signs of the flu?

The flu comes on suddenly. Most people with the flu feel very tired and have a high fever, headache, dry cough, sore throat, runny or stuffy nose, and sore muscles. Some people, especially children, may also have stomach problems and diarrhea. The cough can last two or more weeks

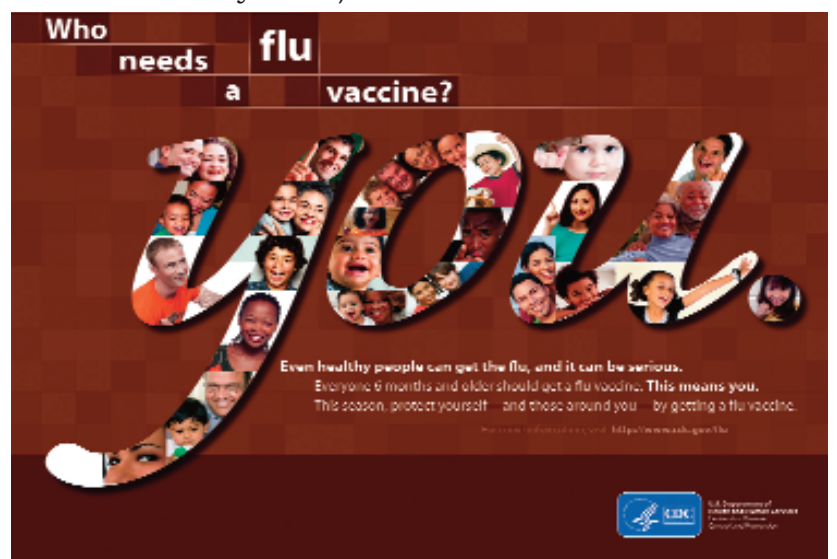
Can my child go to school or day care with the flu?

No. If your child has the flu, he or she should stay home to rest. This helps avoid giving the flu to other children.

When can my child go back to school or day care after having the flu?

Children with the flu should be isolated in the home, away from other people. They should also stay home until they have no fever without the use of fever-control medicines and they feel well for 24 hours. Remind your child to protect others by covering his or her mouth when coughing or sneezing.

If your child gets the flu: Make sure your child gets plenty of rest and drinks lots of fluids. Talk with your child’s doctor before giving your child over-the-counter medicine. **Never give children or teens aspirin or medicine that has aspirin in it. It could cause serious problems**



Cornell Co-op Extension

By Jen Regan, *Creating Healthy Schools and Communities*

Just in time for holidays, here is the **Easiest Pumpkin Pie**

Ingredients

- 2 eggs
- 1 (16 ounce) can pumpkin puree
- 1 (14 ounce) can sweetened fat-free condensed milk
- 1 teaspoon pumpkin pie spice
- 1 (9 inch) unbaked pie crust

Directions

1. Preheat oven to 425 .
2. Combine eggs, pumpkin puree, sweetened condensed milk, and pumpkin pie spice in a large bowl and mix until combined.
3. Fit pie crust into a 9-inch pie dish; pour pumpkin mixture into the crust.
4. Place pie on a baking sheet and bake in the preheated oven for 15 minutes. Reduce heat to 350 degrees F (175 degrees C) and bake until filling is set, 35 to 40 minutes.

Looking Ahead

November 7
Elementary half day;
Parent-Teach. Conf.

November 8
Prep half day; Parent-
Teach. Conf.

November 9
BOE Review Session 5:30
p.m.

November 10
Veterans Day No School

November 16
BOE Regular Meeting 7
p.m.

November 23 - 24
Thanksgiving Recess

November 28
DPC Meeting Central Of-
fice 5:30 p.m.

When was the first Thanksgiving holiday celebrated?

The Continental Congress declared the first Thanksgiving in 1777, but the custom fell away around 1815. It wasn't until Sarah Josepha Hale, best known for writing "Mary Had a Little Lamb," petitioned several presidents to make it a national holiday that it actually became one. It took her 20 years of writing letters to the editor, to the president, to members of congress, and governors before she was successful.

In 1863, President Lincoln issued the proclamation. However, Thanksgiving didn't officially have the set date as the fourth Thursday in November until 1941.

Turkey does not make you tired. At least no more so than any other poultry does. The accompanying side dishes, carb-ridden as they are, are probably responsible for after-dinner fatigue. Preparing the meal may also do it.

Why do we celebrate on the fourth Thursday in November? President F.D. Roosevelt wanted to expand the Christmas shopping season to help boost a flailing economy, so he tried to change the date to the

Thanksgiving Notes

second Thursday in November. Congress made it the fourth.

Pilgrims did not wear buckles. They were far too expensive.

Turkeys can't fly. See *WKRP in Cincinnati*, first aired October 30, 1978, "Turkeys Away." (Episode 7, season 1, based on a real event that happened at WQXI, although in that case, the turkeys were released from a truck.)

The first TV dinners were made of surplus turkeys. Someone at Swanson over-ordered turkey meat for Thanksgiving. What to do? Create a product to keep from taking a total loss.

Snoopy has sustainability. Snoopy has appeared in more Macy's Thanksgiving Day parades than any other character.

Not everyone loved Ben. Thomas Jefferson thought a Federal holiday for

Thanksgiving was "the most ridiculous idea" ever conceived. It's been said that Benjamin Franklin named the male turkey "Tom" to spite Thomas.

Seriously...

According to The Splendid Table, "once you've sat down at the table, don't forget about the turkey back on the counter. The leftover meat needs to be refrigerated within two hours of cooking, after which the risk of something nasty taking up residence starts to increase exponentially."



November 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6 NSS Book Fair - 11/10	7 Elementary half day; Parent Teacher Conference Day	8 Prep half day; Parent Teacher Conference Day	9 BOE Rev.Mtg. 5:30 p.m. NFHS half day; P-T Conf. Author Celebration; Parent Mtg. 6:30 p.m. GPS Picture Retakes HP, Maple Fun Night	10 Veterans Day No School	11
12	13	14	15	16 .BOE Regular.Mtg. 7 p.m. Hyde Park PEG 6 p.m.	17 79th Street Picture Retakes/ Candid	18
19	20 NSS Picture Retakes	21 79th PEG 6:30 p.m.	22	23 Thanksgiving Day No School	24 Thanksgiving Recess No School	25
26	27	28 DPC Meeting Central Office 5:30 p.m. GPS PEG 6:30 p.m.	29	30		