



Superintendent's Message



There is much information in the media these days regarding the Common Core Standards, Curriculum Modules, and Assessments. I would like to address them as they pertain to us at Sherburne-Earlville.

The Common Core Standards are the standards for ELA, Literacy, and Math for students in UPK-grade 12 that were adopted by the Board of Regents in January 2011. We spent time reviewing these standards so that we could best understand them and the implications that they would have on curriculum and assessment. We reviewed them during department meetings, grade level meetings, and at BOCES Professional Development beginning in the 2011-2012 school year. The State Education Department has asked for comments from social studies and science teachers regarding the Common Core Standards in these subjects. The Board of Regents has yet to adopt these standards in social studies and science, but are scheduled to do so within the next year. The Common Core Standards in ELA and Math have replaced the New York State Standards.

The State Education Department originally indicated that Districts could adopt, adapt, or ignore the curriculum modules. The State Education Department rather quickly changed the wording to adopt, adapt or alternatively align. Recently, the Commissioner of Education used the word *optional* regarding the implementation of the modules. *Optional* means *alternatively align*. Last year, some districts adopted the modules that were available. We chose to pilot the modules and determine our next steps. Knowing how difficult the implementation of curriculum can be, we wanted the decision to adopt, adapt, or alternatively align to come from our teachers. As we implement the modules, as we have adopted them, we know that there will be growing pains and the need for adjustment, changes

and discussion between and amongst all of us in the school community, including students and parents, as we journey through this process.

We have provided our teachers with all the professional development available and possible throughout this process and we will continue to do so.

We are finding that the assessments are not always aligning to the modules. Because we know this now, our teachers are adapting these assessments and assignments. For example, not every student has to answer every question. Our teachers have received training on assessment development, common assessments, formative assessments, and summative assessments.

Common assessments are those assessments that are given to all students by each teacher of a course or grade level. Teachers developed these assessments together. Formative assessments are those questions given so that teachers have an understanding of what students know or do not know and then teachers are able to form the next lesson based on the results of a formative assessment. This is usually a short assessment built into the daily lesson format. A Summative assessment is a test given at the end of a unit or a school year, such as a final exam.

The 3-8 tests will be aligned to the Common Core Standards as they were last year. The new Algebra Regents Exam will be given for the first time this June and is aligned to the Common Core Standards. The ELA Regents has been aligned to the Common Core and will also be administered in June.

As we engage in a more rigorous curriculum and rigorous assessments, we know that there will be frustrations but also celebrations. We will use all the information available as we make decisions for the future. Your continued input will help us make those changes that most benefit our students. Please continue to share your thoughts with your child's teachers and principals.

— Gayle H. Hellert, Superintendent

Jared Campbell Rocks S-E!

On December 4, Jared Campbell, a singer/songwriter, performed for Sherburne-Earlville students in four different assemblies. Jared captivated students with his sense of humor and stories about people he has met in his life. Many of his songs are based on others' triumph over struggles.



For younger students, Jared reinforced how to be a good friend by being kind and standing up for others. Students were asked to join the *S-E Club*. The club only has one rule—no bullies allowed!

Older students particularly enjoyed the song, *Beyond the Gray*, where

Jared asked students to join him in creating background accompaniment to make it sound like rain. Students were asked to recognize those in their lives who provide support through tough times. Jared compared this to the guiding white line on the road that helps you through the fog.

In concluding each assembly, Jared had a message for students about bullying. For younger students he asked them to be superheroes by making good choices. For older students, he encouraged victims

of bullying to believe that they are important, and asked everyone to say, "I am awesome." He pointed out that it is not the victims nor the bullies who will stop bullying, but the bystanders who have the power to intervene.

Jared Campbell returned to perform for the school community on January 30, at 6:30 p.m. We are excited for Jared's message continuing to inspire S-E students, staff, and parents.

— Mrs. Antoinette Halliday and Ms. Julie Thompson, Assistant Principals

Sherburne-Earlville Central School

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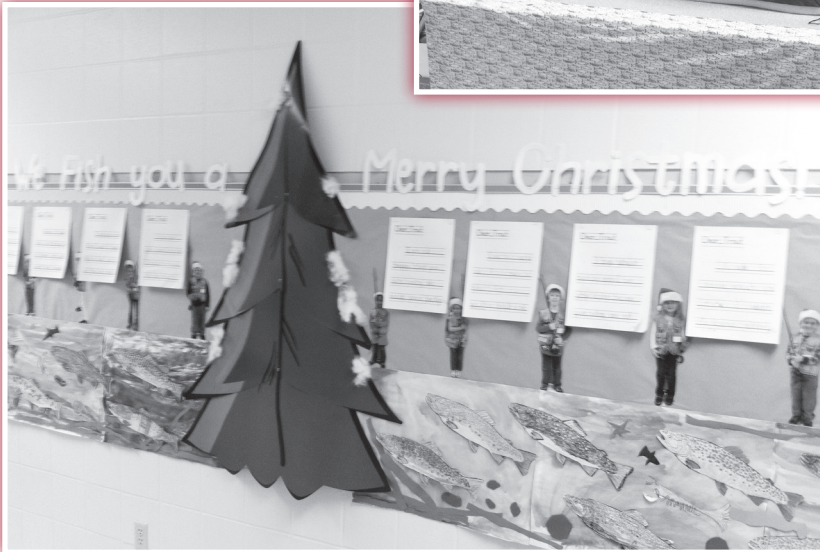
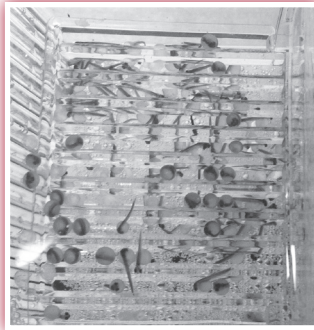


Trout in the Classroom

This fall, Trout Unlimited members delivered between 150 to 200 brook trout eggs to Mrs. Burkhart's and Ms. Parsons' first grade classroom. The children were eager to finally observe the eggs they had been anticipating for months. The tank was set up complete with a kid-created background to make the trout feel like they were in a stream rather than a classroom fish tank. The children researched trout habitats, predators, and behavior to create the mural. Hanging proudly in the hallway were the letters the children wrote to the trout while they patiently awaited their arrival stating how excited they were to have them coming to their classroom and how they were going to help care for them.

Since their arrival, the children have been able to observe and record what they have seen throughout the hatching process. They scurry to the tank to take a quick peek whenever they can. Once hatching was over, they watched as the alevins' egg sacs became smaller and smaller. The children were amazed when they returned from Christmas vacation to find their small fry swimming to the surface for food. Now that the fry are ready to get out of their hatching basket, are swimming around, and can be fed, they are much more exciting! They can't wait to learn and observe the next stage of this wonderful process. All students are invited to come check them out!

— Kimberly Burkhart



Elementary School Book Fair



The annual book fair was held in the Elementary School Library during the week leading up to parent-teacher conferences and the Thanksgiving break. A front corner of the library where magazines are usually displayed was cleaned out and tables, chairs, and a bookcase were rearranged so that the metal display carts provided by Scholastic Book Fairs could be accommodated. Hundreds of paperback and hardcover books were on display, including the new Wimpy Kid title, along with pens, pencils, erasers, activity kits of all kinds, and a few stuffed literary characters, such as Fly

Guy. Many children were able to purchase books in celebration of good report cards, and many parents bought books as presents in anticipation of the approaching holidays. Our library receives a portion of total sales as profit, which is usually used to purchase books for the library and is sometimes used to help bring special visitors, such as authors, to the school. We have already ordered some Wimpy Kid books and some 39 Clues books for the library, which are expected to be very popular with the kids.

— Ted Pfohl

Healthy Lifestyles

The Bassett School Based Health Center is promoting healthy lifestyles. This is an easy approach that we can all incorporate into our lives every day. Set a goal to work on one or more of these points and get started on living healthy and feeling great!

5 2 1 0

Every Day!

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water & low fat milk

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

www.lets-go.org

Annual Parade



Mrs. McQueen's fourth grade class participated in the 22nd annual Sherburne-Earlvilve Holiday Parade. The float's title was *Mrs. McQueen's Twelve Days of Christmas*. The class creatively wrote a new version of this traditional song. It was a team effort working diligently in decorating a GIANT Christmas tree with the students' handmade ornaments. These special ornaments reflected each number and the written version of *The Twelve Days of Christmas*. Each student marched along the parade route and was singing their song proudly. The class' float was recognized by the town of Sherburne, who presented the students with a trophy for the best musical float.

— Mrs. McQueen

Sherburne-Earlville Central School District

Hello, Community Member!

The Sherburne-Earlville Central School continues the tradition of bringing to the community a Broadway Musical production. This year our production is one of the most enduring musical hits, *"Hello, Dolly!"*. Show dates will be Friday and Saturday, March 7th and 8th, in the High School Auditorium at 7:00pm.

In order to produce a musical we rely on the generosity of individuals and businesses for support. The assistance of community-minded individuals like you help defray the costs of the musical (payment for licensing, rental and royalty fees, the payment of our orchestra, set construction and design, costumes, materials, and props).

By becoming a donor you will receive public recognition in our program for supporting our musical endeavor and our abiding thanks. Thank you for supporting the Arts at Sherburne-Earlville!

Sincerely,

Kylie Davis & Ken Buehner, Directors



***Please send in the form below with your contribution no later than February 21!**



Cut along the dotted line and return with your donation or price of ad.

Yes! Count me in!! I just LOVE *"Hello, Dolly!"*

Name _____

Please check your level of patronage below:

___ \$15 Bronze Patron ___ \$25 Silver Patron ___ \$50 Gold Patron ___ \$100 Platinum Patron

Please make the checks out to: S-E HS Chorus c/o Maggie Fitzpatrick - 15 School St., Sherburne NY 13460



Attention Fans & Local Business Owners!

Would you like an ad for your business or a personal message to a performer to appear in the program? Attach a business card that we can use as art in the program, or send information you would like to appear, and we will design a fabulous ad for you! Send electronically to margaretfitz@yahoo.com

___ Full Page: \$100 ___ Half Page: \$50 ___ Quarter Page: \$25

Congratulations

Class of 2014 Superlative Winners



most adventurous

Mikayla Solloway
Austin Sopchak



most artistic

Marissa Doing
Lukas Fetzko



most musical

Meaghan Weinell
Cade Shea

most dramatic



Danielle Purdy
Lukas Fetzko

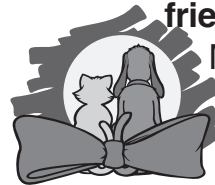
most athletic



Austin Jasper

Jordan vanAlthuis

friendliest



Meaghan Weinell
JP Osborne

most school spirited



Mackenzie Baciaska
Kevin Vibbard

most likely to participate



Fran Magro
Kevin Vibbard

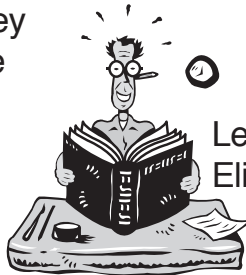
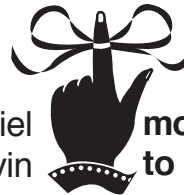
most original



Gemma Godfrey
Kevin Dunshee

Bridgette McDaniel
Tom Marvin

most likely to be remembered



Lexi Irwin
Elijah Morris

most studious

Olympic Celebration



Second graders recently participated in a celebration of the Olympic games. This activity was a culmination of our study of ancient Greece. Events included relay races, tug of war, obstacle courses, and a 3-legged race.

Some chose to dress as an ancient Greek and everyone received a crown of branches for participation.

—Second grade team

S-E Students Building Robots

FIRST team T-Rx is a community-oriented team made up of two school districts, Norwich High School and Sherburne-Earlville High School. The team must work together to design and make a robot to win a game. This year, the game is appropriately named Aerial Assist in which T-Rx must work in alliance with two other teams to help score points. The teams in FIRST are limited to six weeks to build the robot for competition.

In the building of the robot, each school brings to the table various helpful aspects. Norwich High School allows for the actual building and working space, as well as many team members skilled in the various needed areas to build the robot. Sherburne-Earlville has very few members, but each member is dependable and indispensable. Sherburne-Earlville brings in a great designer as well as many new members, this year especially. All of the members are excited to work together to create an amazing robot this season. The members also get additional rewards for joining the team; every member is eligible for scholarships granted by FIRST.

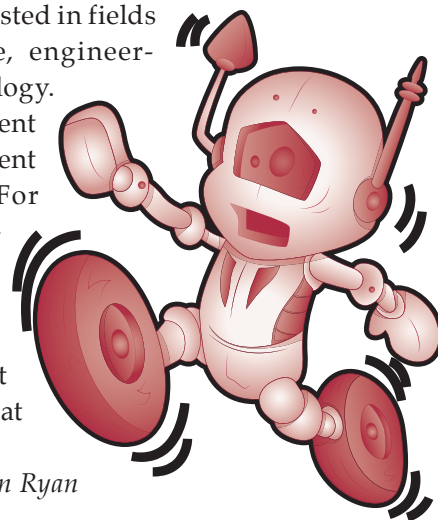
The team is not purely made up of High School students. The team is also made up of multiple, talented adults who help guide the team. The schools contribute to the collective of mentors, but outside mentors come into the picture to make the team even more varied. T-Rx, unlike many others, is completely self-funded.

The team relies completely on sponsors and grants that may be given to the team. This year is the first year that T-Rx has achieved a grant given by NASA. This is a very important and exciting achievement to be made by such a small team. Though the team is small, it is able to achieve great feats. The team would like to thank current and future sponsors for their support.

Our team members include, (from S-E), **T. Albertina, M. Gurdy, C. Kimble, A. Ryan, K. Ulrich**, (and from NHS), A. Biviano, B. Burlew, K. Clipston, M. Currie, M. Girgenti, V. Loscavio, F. Marino, N. Mealey, S. Meyer, A. Peptis, W. Sands, G. Santoni, B. Scheer, and M. Voss.

FIRST is a global organization that helps young people get interested in fields such as science, engineering and technology. There are different levels for different grade levels. For more information on this organization, visit www.usfirst.org, or check out the team website at www.trx145.net.

— John Ryan



Lifeguarding

We Do Not Just Save Lives In The Pool

On November 28, the Bolinger family was having their family Thanksgiving meal. Thankful to be together, enjoying one another's company and conversation, until Dale Bolinger noticed something was not right with his father.

In the days prior to November 28, Mrs. Parker's and Mrs. Solloway's lifeguarding classes were taught how to successfully care for a conscious and unconscious choking victim. Students watched a series of videos, practiced the skills and then had an additional conversation about taking care of a victim. There was discussion about the emotional, mental and physical aspects that occur after giving care. The discussion also included recent choking incidents that have occurred over the last few years with lifeguards taking action to save lives.

Dale Bolinger did not imagine that while being taught these life saving skills he would actually use them within a week of the lesson. His father, John was choking on a piece of turkey and was showing all signs of a conscious choking victim. In Dale's words, "My dad could not talk; he was grabbing at me with that panic look in his eyes that he needed help. I asked him if he was choking and he shook his head yes. I jumped up from my chair and just started performing the five back blows but the piece of turkey did not come out. I then had to perform abdominal thrusts and on the third of the five series of abdominal thrust the piece of turkey came out. It was just like we were taught and the emotions after were more than I expected. I was nervous, shaking and could not believe what I had done."

Performing a rescue skill is not an easy task. It is emotionally, mentally and physically exhausting. Performing these skills on a stranger is exhausting, but performing them on a family member doubles or triples those emotions. We are very proud of Dale and his ability to act so quickly, maintain composure, and saving his fathers life.

Over the course of the last 15 years we have had students share their lifesaving stories and thank us for teaching them to save lives. Dale was more than grateful and glad he enrolled in our lifeguarding class. Learning to save someone's life is not an easy task; however, as instructors, we feel very confident that each one of our students leaves our class with a life skill that may save lives and possibly lead to other educational opportunities or careers.

—Michelle Parker and Shelly Solloway

SETA Annual Book Give-Away

The Sherburne Earlville Teachers Association was honored to host the 17th Annual Holiday Book Give-Away on December 7, at the Sherburne Firehouse. It was great to see many children selecting books to give to family members for Christmas gifts. SETA would like to thank the Sherburne Fire Department for their continued use of their building and tables. Many thanks also to the Sherburne Rotary for their continued support with this annual holiday event.

—Liz Swistak, SETA Holiday Book Give-Away Chair



Holiday Bazaar 2013



The Holiday Bazaar continues to be a popular tradition at S-E Elementary School.

If you are not familiar with the Holiday Bazaar here is how it works. There is a magical place set up in the Elementary Building where children can do their own Christmas shopping for family members. Usually, we hold the bazaar on the first Friday in December. Volunteers man *Santa's Workshop* and help children pick out just the right gifts for their family members and pets. There are many gift tables set up and labeled for moms and grandmas, dads and grandpas, teenage sisters, teenage brothers, younger brothers and younger sisters and Christmas stuff and, new this year pets, to make the shopping experience as easy and enjoyable as possible. These tables are stocked and restocked all day with gifts that have been donated for just this occasion. Children are charged 50¢ per gift. The money collected from the purchases go back into the Holiday Bazaar fund for gift items for next year's bazaar.

High School students and 5th grade students volunteered their time to help set up the room and keep the gift tables full. When all the elementary students were finished shopping Miss Davis rallied the 5th grade students to help pack up the leftover items for next year.

Again this year, many retired teachers and retired staff members came back in to help. Many, many of our current faculty and staff members gave up free periods to help set up and sell to our children as well. And, I must also thank our custodial workers Jason Gould and Adam Hitt for cheerfully setting up the room for this event and, afterwards, making all the tables, signs and boxes disappear as soon as it was over. They are amazing!

It was so heart-warming to be a part of this happy event! It was also great fun seeing so many of our former employees help keep a tradition alive that they had enjoyed while employed at S-E.

The Holiday Bazaar is run exclusively with donated items and funds. Donations are accepted all year round. Gently used items (not clothing, please) that can be re-gifted by very proud little shoppers are greatly appreciated. If you would like to donate any items or funds to keep this lovely tradition going, please keep those requests in mind.

If you would like to volunteer to be one of *Santa's Helpers* and work at the Holiday Bazaar, please contact the Elementary Office, 674-7336, and you will be put you on the schedule!

— Maggie Fitzpatrick
and Peg Lindoerfer



Gingerbread and Santa Claus

Miss Davis' and Mrs. Lindoerfer's class had a wonderful time enjoying their holiday tradition of eating gingerbread men and reading letters from Santa Claus' elves. The fifth graders from Miss Davis' class helped their pre-first friends cut out and decorate gingerbread men and women. The students later enjoyed coloring winter inspired pictures and eating their delicious school made cookies. Finally, the most important call came from the office that a special delivery had been made from Snow City, in the North Pole. Students received a letter written by a resident of the North Pole, letting him, or her know that their holi-



day wishes had been received. Everyone had a great time and look forward to working with their friends on their next project.

— Stacey Davis

The Guide for Families and Individuals

How do you define *home*?

The structure that shelters my family from the outdoors and bad weather . . . a private place of our own . . . the space where I raise my family. Our homes fulfill many of our daily needs.

What is a healthy home?

It is all of the above, and it is designed, built, and maintained to support our health. Most people spend at least half of every day inside their homes. A healthy, safe, affordable, and accessible home supports their basic needs and protects them from illness and injury. Historically, a home’s main purpose has been to provide people with such basics as walls to keep out animals and a roof to keep out rain. As health knowledge increased, people added openings to let in fresh air and to let out smoke and fumes. By the 1800s, health officials had learned that to help prevent disease, a home had to have safe water and ways to treat waste. The purpose of this article is to provide information about the connection between housing and health. You will find action steps for making your home healthy.

The Bad News: An unhealthy home is connected to poor health

Our homes can sometimes make us sick. Science tells us the following about unhealthy housing:

This cause:	Can become this illness or condition:	How to prevent this illness or condition:
In homes built before 1978: • Peeling paint • Sloppy repair/paint work	Lead poisoning – causes lower IQ and other learning and behavior problems in children	<ul style="list-style-type: none"> • Fix lead hazards • Work safely and check for dust • Clean up the site after any work is finished
Smoking, secondhand smoke	Asthma, respiratory problems, sudden infant death syndrome (SIDS), lung cancer, and deaths from fires	<ul style="list-style-type: none"> • Don’t smoke in the home • Don’t let anyone else smoke in the home
Radon	Lung cancer	<ul style="list-style-type: none"> • Install fan systems that can remove radon or vapor barriers that can block radon
Lack of a working smoke alarm	Fire injuries and deaths	<ul style="list-style-type: none"> • Install smoke alarms on every floor of the home • Use long-life smoke alarms with lithium powered batteries • Test all smoke alarms every month
Moisture and mold	Asthma and respiratory problems	<ul style="list-style-type: none"> • Fix water leaks • Keep house well ventilated
Pesticide use	Acute poisonings and possible chronic conditions such as cancer, low birth weight and prematurity	<ul style="list-style-type: none"> • Keep pests out by cutting off their water, food, and access • Use pesticides wisely • Store pesticides properly

Many homes have unhealthy conditions:

- 1 in 16 have high radon levels
- 1 in 10 have water leaks
- 1 in 6 have structural problems
- 1 in 4 have lead based paint
- 1 in 4 do not have a working smoke alarm

The housing problems that can make us sick are interconnected:

- Lack of ventilation (airflow) keeps poisons in and builds up moisture.
- Moisture causes deteriorated paint, attracts and sustains pests, and leads to mold.
- Pests make holes that become leaks and make people use poisonous pesticides.

Unhealthy housing conditions may seem like cosmetic problems. But hazards can lurk where you least expect them: peeling paint can contain lead, too much moisture can result in mold, and clutter can shelter insects and rodents. Some deadly hazards are invisible, such as carbon monoxide and radon.

The Good News: A healthy home prevents injury and disease

A healthy home has

- Good indoor air—it is smoke-free and CO free, and has good ventilation.
- Safe water—a clean supply and water temperature set at 120°F.

A healthy home is

- Free from lead, high levels of radon, and excess chemicals.
- A solid structure that keeps out pests, moisture, noise, and pollution.
- Safe from injuries—it has smooth floor surfaces, stair handrails, adequate lighting, and safety devices.

A home is a system

- To have a healthy home and keep it healthy, pay attention to the whole home.

Solutions to housing problems are interconnected

- One fix can help with more than one problem: Preventing moisture can keep out pests and keep paint intact.
- Ventilating well can get rid of poisons, keep moisture down, and bring in fresh air.
- Installing a vapor barrier can keep out radon and prevent moisture.
- Replacing old windows can reduce lead-based paint, save energy, and improve ventilation.

Everyone can have a healthy home

The following shows action steps to take in each room and in each area of the home.

Healthy Homes Action Steps for Bedrooms, Living Rooms, and Family Rooms

- Install smoke and carbon monoxide alarms.
- Install smoke alarms on every floor and near all rooms family members sleep in.
- Test smoke alarms monthly; Change alkaline batteries annually.
- Install carbon monoxide alarms near bedrooms.
- Do not smoke or allow anyone else to smoke in the home. If your home was built before 1978: test your home for lead paint, fix peeling or chipping paint using lead-safe work practices, use safe work practices when painting, remodeling, and renovating to prevent spreading lead dust.
- Clean up clutter—it provides places for rodents and insects to nest and can be a trip hazard.
- Keep floors clear of electrical cords and clutter such as shoes, clothing, and children's toys.

Special steps to prevent your child from being injured:

- Make sure cribs, playpens, and play equipment are safe.
- Keep the crib free of soft objects or loose bedding such as pillows, quilts, bumper pads, or stuffed toys.
- Place an infant on his or her back to sleep.
- Use cordless blinds and shades or tie the cords out of reach of children.
- Place covers on electrical outlets.
- If a firearm is kept in the home, it should be stored unloaded and locked in a secure container—inaccessible to children.

Healthy Homes Action Steps for Kitchens

Never use the stove or oven to heat the house. Use a range hood fan or other kitchen exhaust fan. The best fans vent outside; a fan that is not vented outside keeps the poisons and moisture in the house. **Install a carbon monoxide alarm:**

- Test it regularly.
- Change the batteries at least once a year; a good time is when clocks are reset forward or back.
- **Never leave food unattended on the stove.**
- Avoid wearing clothes with long, loose fitting sleeves when cooking. Use safe cleaning and pest control products. If you cannot avoid using harmful products: Keep them locked up away from children.
- Read the labels and follow directions for use.
- Dispose of products safely. Stop cockroaches, ants, and mice without pesticides: Keep them out—seal openings to the outside and between rooms.
- Starve them—put away food, clean up, and cover the trash and garbage.
- Deny them water—fix leaks and wipe up spilled water.
- Use closed baits, traps, and gels only when necessary.
- Never use bug bombs or foggers.

Cleaning products can be safe when used as directed, but some cleaners are dangerous for a child to eat or drink even a small amount: bleach, detergent, oven cleaner, wood polish, shoe polish, and toilet and drain cleaners.

Healthy Homes Action Steps for Bathrooms

Install grab bars on the wall of the bathtub and shower and next to the toilet. Use mats with nonslip rubber backs on bathroom floors. Keep prescription and over-the-counter medications away from children: Lock it in a medicine

cabinet, and use childproof caps. Clean up moisture and mold safely.

- Wash away the mold with a bleach and water mixture. Never mix bleach with ammonia or other cleaners.
- Open windows and doors to get fresh air. Use a bathroom exhaust fan that is vented outside; a fan that is not vented outside might move air, but it keeps moisture in the house.

Mold and pests can aggravate asthma and other chronic respiratory conditions.

Healthy Homes Action Steps for Attics

Check for water leaks from the roof. Ensure proper ventilation in the attic to prevent moisture that promotes mold growth. Seal gaps around roofing and attic openings to keep rodents and insects out of the house. Clean up clutter to deny rodents and insects any places to nest. Older insulation may contain asbestos. If insulation must be removed or disturbed, hire an expert.

Healthy Homes Action Steps for Basement, Crawl Space, Utility and Laundry Areas

Maintain appliances:

- Set the water heater at 120°F to prevent burns.
- Change the furnace/AC filter regularly.
- Have gas appliances and furnaces checked yearly by a professional to make sure they do not release CO. Vent the clothes dryer to the outside. Test for radon: If a high level is detected, hire a specialist to eliminate the hazard. Lock up products used for cleaning, car maintenance, gardening, and pest control.

Healthy Homes Action Steps for Stairways and Halls

Use stair gates at the top and bottom of stairs if children live in or visit the home. Keep a working light bulb in overhead lights in the hall and above the stairs. Prevent trips and falls on the stairs: Fix loose or uneven steps and rails.

- Attach stairway carpet firmly to every step—or remove carpet and attach nonslip rubber stair treads.
- Keep stairs free of clutter.
- Install handrails on both sides of the stairs.

Healthy Homes Action Steps for Outer Parts of House and Yard To keep pests away:

- Fix holes, cracks, and leaks on exterior of the house.
- Eliminate standing water and food sources.
- Keep trash can covered with a lid. Maintain gutters, downspouts, and roof to prevent moisture from entering the home. Use safe work practices when painting, remodeling, or renovating a home built before 1978.

If you have a septic tank or private well, properly maintain it to prevent illness. If you have a swimming pool, use self-closing and self-latching gates and four-sided fencing to prevent small children from unintended access.

Complete a playground safety checklist if you have playground equipment in your yard. Practice fire drills in your home: make sure everyone knows the doors and/or windows to use to exit, plan fire escape routes, and pick a meeting place outside the house. Be ready for a disaster: have a first aid kit ready, any regular or emergency medications, blankets, flash lights and extra batteries, a meeting place, a supply of bottled water and canned food items for one week. With knowledge, having a healthy home is in everyone's reach. Get started today.

—Article is reproduced from the CDC website

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A Caroling We Will Go



Miss Davis' and Mrs. Fenton's classes spent a morning spreading Christmas cheer caroling to residents of the Madison Lane Apartments. Students and teachers alike, modeled their favorite Christmas hats and sang a myriad of favorite Christmas songs, accompanied by Ms. Burns' middle school students, on guitars. Residents joined in the caroling, and good cheer was shared by all. Students also gifted the residents with homemade three-dimensional snowflakes to help bring the festive weather into their apartments. An adorable thank you card was sent to the classes with an invitation for a repeat performance next year.

— Stacey Davis

Snow Day

It is important to note that emergency procedures may be carried out without advance notice. Children may be coming home to either empty homes or locked doors. Parents should have a plan with their children so that they will know what to do and where to go in case of an emergency.

Emergency information will be broadcast over the following radio stations:

Norwich—WCHN/WKXZ

School closing (SNOW DAYS) information will be broadcast over the following radio stations:

Norwich—WCHN/WKXZ

School closings will also be broadcast on the following TV stations:

Syracuse—WSTM Ch. 3; WTVH, Ch. 5; WIXT, Ch. 9, News 10 Now

Binghamton—WBNG, Ch. 12

Utica—WKTV, Ch. 2

If you have questions concerning any of the above information, please contact the appropriate Principal's Office.