



Superintendent's Message

We have completed the first half of the school year and have already begun planning for 2006-2007.

In December, we supplied community members with over 50 "gently used" desktop computers and have already started a wait list for "next time."

Our students in grades 3-8 completed the State testing in Language Arts and I'm sure are looking forward to the Math tests in March. Due to this massive test taking initiative, the State will not have results back to us until the fall.

Check out our website, sign up for Powerschool (grades 6-12) and call me if you have any questions, concerns, or suggestions at 674-7343.

— Gayle H. Hellert

Inhalant Awareness Week

March 19-25

Please see the article on page 11 to learn more about the dangers of inhalant use.

Board Report

In the last edition of *The Maroon and White*, we described the first two LINKS 7 goals related to State ELA and Math Assessment scores. LINKS 7 is the District's improvement plan incorporating five top-level goals that serve to focus and drive our continuous academic growth and achievement. This article will focus on goal #3 in greater depth.

Goal # 3: By June 2006, all students will pass the five core Regents Exams with a 65 or better.

The goal focuses on the phased in changes in graduation requirements for students entering Grade 9 through 2008. More specifics on those requirements can be found at the Guidance page on the District website (www.secsd.org).

One of the more perplexing and challenging components of this goal is the issue of graduation rates or drop-outs. We know from various news media reports that it is a massive national issue involving hundreds of thousands of kids. We also know that effective solutions will require local attention and leadership. Many area school districts are grappling with this very problem based on a measurement referred to as a "Cohort- Graduation Rate." Cohort means, for example, measuring graduation rates of all students entering high school together in the year 2000. Oftentimes, people will respond by quibbling with the measurement, asserting that the cohort numbers are not an accurate indicator; that the actual "drop-out" number is lower. My own preference is to recognize what this data tells us about how many of our kids struggle to make it through high school. At Sherburne-Earlville, our 2000 Cohort Graduation Rate was 84%. That's 22 kids who struggled and, for various reasons, did not graduate with their "cohort." If we then think of it in terms of Grades 9 through 12 (four cohorts), how many students are we actually talking about at any given time?

Due to the significance of the problem, a team of people in the District has focused on identifying and implementing strategies toward a goal of improving our "School Completion Rate" from 84% to 95% by 2008. In October, a few members of the team attended a DCMO BOCES workshop that described the multi-dimensional nature of the problem and its potential variables. There are myriad opinions and debates as to the primary cause. Some are convinced that mathematics or reading capabilities can be shown to directly correlate to students at risk. Others point to student behavior

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Board Report *continued*

Sherburne-Earlville Central School

The Maroon and White is published every other month by the Sherburne-Earlville Central School Board and Administration, 15 School Street, Sherburne, New York 13460.

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S-E

such as drug and alcohol abuse or sexual activity. The list of possibilities is long and diverse.

At S-E, the team decided to focus their efforts on the following strategies.

- **Early Intervention** — To use demographic, attendance and student achievement data to identify and intervene with at-risk students, pre-K through 12.
- **Mentoring** — To improve existing student-to-student mentoring programs and expand adult-to-student mentoring opportunities.
- **Alternative Education** — To identify and implement alternative educational models or programs to address the diverse social and emotional needs of students at risk.
- **Positive/Caring Climate** — To implement strategies that help build a positive and caring climate where all students and staff feel respected and valued.

The efforts will evolve, change and improve over time as we obtain and analyze more data that help point us toward solutions. Each year, we'll have another Cohort number to help tell us how we're doing and, hopefully, provide evidence of a positive trend.

Again, if you haven't already, please check out the District website and the actual LINKS 7 Plan. You've completed your third homework assignment in this series. Thanks for your time.

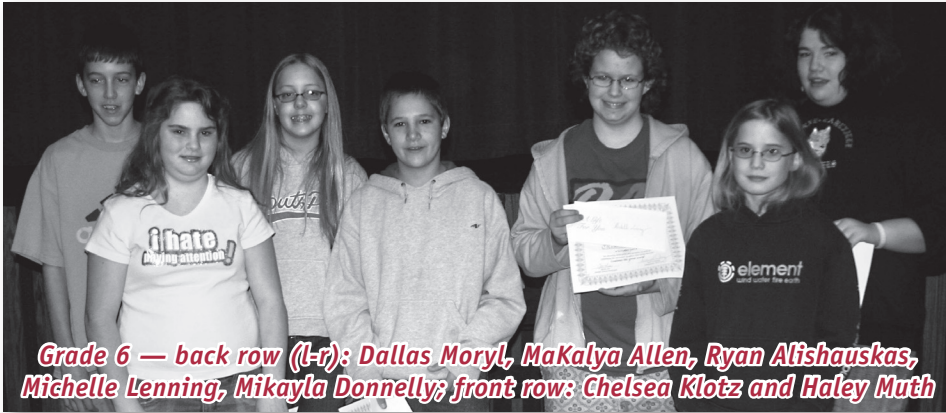
— Tom Caton



Caught in the Middle

Congratulations to the 6th, 7th and 8th grade *Caught in the Middle* Award winners for the 10 week marking period at the S-E Middle School. These students were selected by their respective grade level teachers for academic achievement and citizenship recognition. These awards are given out quarterly. *Caught in the Middle* Awards are sponsored by the S-E Community Schools Organization. Each student receives a certificate and a \$5 gift certificate to patronize a local business. Congratulations to all of the winners!

— Val Bradley



Grade 6 — back row (l-r): Dallas Moryl, MaKalya Allen, Ryan Alishauskas, Michelle Lenning, Mikayla Donnelly; front row: Chelsea Klotz and Haley Muth



Grade 7 — back row (l-r): Keannu Spencer, Jonathan Norton, Caitlynn Adams, Kassie Lathrop, Joelle Clark, Matt Piazzì; front row: Frank Davis, Dan Palmiter, Abbey Cappadonia, Derrick Murray, Tammie Crane and Allison Whaley



Grade 7 — back row (l-r): Christopher Weinell, Ryan Downey, Gavin Wheeler, Kory Hill, Amber Johnson; front row: Kimber Hancock, Thaddeus Mapes, Bobby Marvin, Jessica Lessley, Gabby Gale and Caitlin Yale

Buildings and Grounds



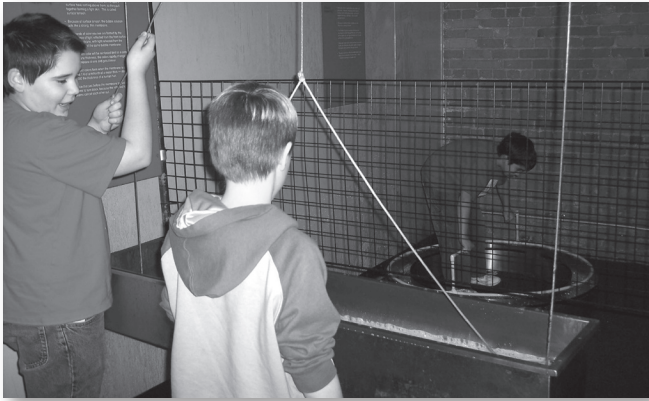
Jeff Genter and Marty Eaves are our two Laborers whose primary duties include grounds keeping. The District has over 475 acres. In the spring, summer, and fall months, Jeff and Marty mow and trim over 100 acres. Also during the spring and fall they are responsible for making sure our athletic fields are set up and taken down. Daily, they take the garbage and recyclables to the dump. If there are any projects pertaining to the grounds, Jeff and Marty handle it. For example, this past fall they just completed putting together our new softball backstops and sealing the upper parking lots and drive in front of the Elementary Building. Other daily responsibilities are maintaining all grounds equipment, making sure they're in shape and ready to go. During the winter months they are responsible for plowing and sanding our driveways, parking lots, and sidewalks. Keep up the good work guys!

— Cara Tompkins

Fifth Graders' Trip to Syracuse

Dinosaurs, rock climbing, Alaskan glaciers, and bubble making were all part of the fifth graders' trip to the Milton J. Rubenstein Museum of Science and Technology in Syracuse. The IMAX movie, *Alaska, Spirit of the Wild*, showed the beauty of the Alaskan terrain while giving us information from the first Native Americans through the yearly Iditarod race. Students then explored the interactive museum, including the nearly life-size dinosaur exhibit.

— Margaret McDowell



DARE Program

Fifth grade students at Sherburne-Earlville Elementary School graduated from the DARE (Drug Abuse Resistance Education) program recently. Deputy Eric Howard led the students through their studies from September through January. All students received certificates of completion, DARE bracelets and a special trading card. Awards were also given to students who achieved a perfect score on their DARE test and to the winners of the poster contest.

— Margaret McDowell



The Ferdinand and Emilie Maltz

This year will mark the tenth anniversary of the presentation of the Ferdinand and Emilie Maltzan Memorial Awards at Sherburne-Earlville's graduation ceremony. These prestigious awards are given annually to the ten graduating seniors with the highest overall averages. The fund was set up in 1996 by Adeline Maltzan in memory of her parents. The following article, taken from the Spring 1996 *Communiqué* newsletter, describes the history of this award and the remarkable family that made it possible.

A Tribute to Hardworking Parents

To Adeline Maltzan, responsibility and hard work were the keys to success, both in academics and in life. Before succumbing to cancer on January 4, 1996, she took an important step toward assuring that her philosophy would live on.

Through a provision in her will, Adeline established a \$250,000 fund with the Central New York Community Foundation. The fund will award ten scholarships annually to the top ten graduates of her Alma Mater, Sherburne-Earlville High School, as a reward for outstanding academic performance.

Instead of naming the fund for herself, Adeline chose to honor her two greatest inspirations, her parents, by designating it the Ferdinand and Emilie Maltzan Memorial Scholarship Fund.

Perseverance Overcomes Obstacles for Young Immigrants

Separately and as husband and wife, Ferdinand and Emilie were living examples of what can be achieved through hard work.

One of nine children, Ferdinand was born in 1874 in Skvernova, Poland (which was at that time a part of Russia). After spending his early years helping out on the family farm, he was apprenticed to a blacksmith at the age of 16.

Two years later, he left home to seek his fortune.

Traveling across his homeland, he worked as a farm hand and a blacksmith, and at 21, served in the Russian Army. His first wife died giving birth to their only child, Olga. In 1903, he emigrated with his daughter to the United States. Although he spoke fluent Russian, German and Polish, he neither spoke nor read English. Regardless, he was able to find work in and around New York City, including a job at a Brooklyn brewery.

It was while he was living in Brooklyn that Ferdinand met Emilie Schmidt, who at 17 had left her home in Poland to travel alone to America. One of eight offspring, Emilie had only two years of formal education and had been working since she was eight. At 12, she was a domestic; at 14, a milkmaid.

Shortly after their marriage in 1907, Ferdinand was injured in an accident at the brewery. The couple left New York City and eventually settled in Sherburne, where they would live the rest of their lives.

Carrying on the Family Tradition

Together, the Maltzans had ten children. Even through the Great Depression and two world wars, the household was alive with creativity and learning. Ferdinand spoke three languages, was musically talented and, although a strict disciplinarian, was a warm and social person. His wife was a bright, capable woman. She helped with the farm chores, taught herself to speak and read English, and could copy a dress just by looking at a picture of it. She also had a delightful sense of humor (an essential quality, no doubt, for a mother of ten).

Their second youngest child, Adeline, was born in 1925. Displaying a penchant for diligence at an early age, she

1997

Betsy Virgil
Danelle Babich
Karen Mulligan
Bridget Cuffney
Rebecca Sanner
Kris VanWagner
Kevin Dowd
Rachel Ickes
Theodore Evans
Dione Kane
Shepardson Campbell

1998

Alecia Acee
Katherine Bradey
Adam Carvell
Adam Perrin
Dustin Simpson
Kristen McNeil
Nathaniel R. Smith
Jonathan Weinell
Gerard D'Amore
Benjamin Palmiter

1999

Abigail Craine
Abbey Campbell
Scott Pudney
Stephen Dennison
Jansen Casscles
Myra McKenney
Patricia Beck
Crystal Lowe
Robert Cuffney
Jeremiah Depta

2000

Sarah Taylor
Rebecca Schmitt
Nicholas Sabino
Kimberly Cross
Stephanie Miner
Krista Faulks
Matthew Weinell
Caleb Murphy
Brandon Irwin
Krysta Nower
Amanda Graham

Maltzan Memorial Scholarship Fund

excelled throughout her school years. In June of 1943, as valedictorian of her class at Sherburne-Earlville Central School, she addressed what she saw as the two biggest challenges facing her and her classmates, winning the second world war and reconstructing the postwar world.

“Each person becomes an Atlas with the whole world resting on his shoulders,” she said of the impending reconstruction. “If an individual fails to shoulder his full responsibility, he has failed not only himself, his country and his community, but the whole world.”

Building a Better Society

Adeline felt that each person is responsible for creating a better society, and she took hers seriously. From high school she went on to Syracuse University to major in both chemistry and education, becoming the first person in her family to earn a college degree.

After graduating from Syracuse magna cum laude, she began teaching high school science while continuing her own education, and received a Master’s Degree in Education in 1950. She was an excellent teacher, rising to become head of her science department and receiving a General Electric Science Fellowship in chemistry. But she soon became disillusioned.

It wasn’t the school or the students, but the concept of grading on a curve that frustrated her. She believed in achieving academic excellence through hard work, as she had done, and the grading on a curve did not properly reflect her students’ abilities.

Consequently, she left teaching in 1952. Drawing on her scientific background, Adeline launched a career as an allergy technician, working first for the City of Syracuse, then for University Hospital, until retiring in 1984.

An outgoing but reserved woman, Adeline remained active throughout her retirement, supporting the Syracuse Symphony and volunteering as an adult reader at Rockwell Elementary School in Nedrow. Even when she became quite ill, her spirit never flagged.

A Vision of Tomorrow

In her original will, Adeline made provisions to establish a private foundation to award scholarships. Shortly before her death, however, she and her younger brother, Robert, learned more about private foundations and their administration and complex reporting requirements as well as the fact that scholarships would be distributed only until funds ran out.

Adeline’s attorney then referred them to the Central New York Community Foundation. Started in 1927, the foundation oversees more than 180 charitable funds. Staff members help donors structure charitable gifts that are easily administered, offer maximum tax benefits, and allow for maximum use as identified by the donor.

In addition to Adeline’s original bequest, the fund has received a number of donations in her memory. Additional contributions can be made at any time to the Ferdinand and Emilie Maltzan Memorial Scholarship Fund, in care of the Central New York Community Foundation, 500 Salina St., Suite 428, Syracuse, New York 13202-3302.

Adeline Maltzan may have intended the fund as a tribute to her courageous, hardworking parents, but it stands as a tribute to herself as well, for having a vision of a bright future, for wanting to reward graduates for their academic achievements, and for encouraging students everywhere to maintain the highest standards throughout their lives.

2001	2002	2003	2004	2005
Stephen Lawrence	Allison Furey	Sara Paddock	Kayleigh Scalzo	Michael Bagnall
Jennifer Tibbens	Rachel Furey	Jessica Farrow	Anna Fagan	Jennifer Pope
Amy Steward	Nicole VanGurp	Callen Golden	Christine Pfohl	Jessica Parsons
Andrew Bays	Sarah Collins	Gina Irwin	Bradley Day	Melissa Martin
Kristie Day	Donyelle Losee	Shannon McDermott	Nichole Foster	Amanda Jacobsen
Carolyn Weinell	Victoria White	Jessica Schmitt	Sarah Weinell	John Lawrence
Rachel Farrow	Cynthia Dugan	Colleen Ingerto	Lauren Turrell	Emily Rose
Brian Walker	Annette Bagnall	Alicia Prunoske	Brandon Cole	Nathaniel Furey
David Critton	Jason Hodge	Kendall Johnson	Abby Alishauskas	Jessica Cross
Kelly Cooman	Stacy Jusianiec	Erin Brown	Quinn Fitzpatrick	Scott Downey

In 1997 and 2000 the averages for the last two students were so close that the Maltzan family decided to give an 11th award.

Physical Education Class

This year, students got on board one of the nation's fastest growing fitness trends, Pilates. As a certified Pilates instructor, Mrs. May led her classes in "roll ups, corkscrews, and hundreds." The students were surprised how much Pilates works the core muscles (abdominals, lower back, gluteal group). After several weeks of guided practice, students created their own routines that they could use at home.

Many people don't realize that Pilates dates back to the 1930s! Joseph Pilates wrote his first book on the subject in 1934, *Your Health* and his second, *Return to Life Through Contrology* in 1945. An exercise system, originally designed for rehabilitation, became standard cross training for ballet dancers. It is amazing to think that Pilates is still being practiced today, and by people of all shapes, sizes, and athletic ability!

After Regents week, students will have their choice between aerobics and badminton. Did you know that badminton is more than a backyard game in some parts of the world? It is a main sport in Europe and Southeast Asia. An early form of the game was invented in China, nearly two 2,000 years ago. A more modern version of the game, battledore, was played by King James I and was brought to America by the early English settlers.

Do you know what your target heart rate is? Many of those embarking on a fitness program may not be getting the most out of their workout. The heart needs to work for at least 20 minutes, four times a week at the target heart range to improve cardiovascular endurance and reduce risk of heart disease. The good news is that according to the Surgeon General's report, the 20 minutes can be accumulated throughout the day. To determine target heart rate, follow this formula.

220	220
- age	- age
= max HR	= max HR
X .65	X .85
= low end target	= high end
heart range	target heart range

After taking your pulse for 10 seconds and multiplying by 6, one should be at or between these two numbers to get the most out of an aerobic program.

Pertussis Update

Pertussis (whooping cough) is a contagious disease involving the respiratory tract. Anyone can get it, at any age.

Pertussis can be the most serious in infants and young children. It is spread by direct contact with discharge from the nose or throat of infected individuals. Symptoms include: sneezing, runny nose, low grade fever and a cough. The cough will become more severe, with episodes of rapid coughing, followed by a high pitched whoop. Antibiotic therapy may be used in some cases to shorten the contagious period. A person can transmit Pertussis from the onset of symptoms to 3 weeks after the onset of coughing episodes.

To avoid the spread of Pertussis, avoid sharing cups or any eating utensils, and cover your mouth and nose with the inside of your elbow, when you cough. As always, careful hand washing can prevent the spread of many illnesses.

One attack of Pertussis usually provides immunity. The most effective control measure is immunization.

Since the fall of 2003, there has been a significant increase in the incidence of reported cases of Pertussis. Vaccination is the most important preventative strategy against Pertussis. Childhood vaccination is at an all time high. However, immunity wanes after 5-10 years after the last dose. A new formula for a booster has been developed for teens and adults. It is a combination of Tetanus Toxoid, Diphtheria and Cellular Pertussis (Tdap). This is recommended for individuals 11-18 years of age. If they have already received their tetanus booster, it is suggested to wait 5 years in-between the Td and Tdap dose.

Information is available in the school health offices. You may contact your primary care provider for more information. Students enrolled in the Bassett School Base Health Clinic, may call that office at 674-8416 for information or to make an appointment.

— Kathy Steward R.N.,
High School Nurse



FIRST Team 145 in Full Swing

January 7 was the kickoff date for the FIRST Robotics Competition for 2006. FIRST (For Inspiration and Recognition of Science and Technology) unveiled the 2006 challenge, called "Aim High," via a simulcast on the NASA channel. Over 1,200 teams from the U.S., Puerto Rico, Canada, Brazil and Israel will be competing in this year's game.

Sherburne, Norwich and Unadilla Valley students combine to form Team 145, also known as Team T-Rx as a nod to team sponsor Proctor and Gamble Pharmaceuticals. These students, along with mentors and advisors from each school, as well as local businesses, have been meeting since October in preparation for the "build season" which started with the kick-off on January 7. The team has six weeks from that date, to build a robot to perform the tasks outlined in the "Aim High" challenge.

This year's robot will have to pick up Nerf® balls and score in two different types of goals. There is a 44" x 10" goal in each of the four corners of the arena, and a 30" diameter round goal hung 10 feet in the air at each end.

To learn more about this year's competition, go to www.USFIRST.org, or ask one of Sherburne's team members — **Amanda Law, Jenny Morgan, Auralee Morin, Ally Starr, Jake Wansor, Zach Wenzel** — or Team Advisor Jonathan Ryan.

— Jon Ryan

NHS Holds Induction

The Sherburne-Earlville High School National Honor Society held its annual induction on January 10. Just as the New York State Education Department has raised their standards, we, too, have followed suit. This is the first year that inductees must have maintained an average of 90 or higher from 9th grade through the first quarter of their junior year. We are very proud of our new inductees: **Shayna Andrews, Ashley Butler, Justine Cameron, William Caton, Jennifer Christian, Andrew Doscher, Rebecca Fry, Gino Geruntino, Jesse Hoff, Melissa Kane, Kristen Lenning, Heather Little, Meryn Lounsbury, Kayde Low, Matthew Mastro, Jonathan Pinney, Laura Schmitt, Brooke Slater, Travis Tomaselli and Nicole Yerton.**

— Heather Dunshee

Nutrition Kids Club

High School Art Teacher Mrs. Morey-Wurst can be seen helping students draw large pictures of fruit for the Middle School Nutrition Kids Club. Students will be painting the fruit and transforming them into large puppets for a puppet show they are developing for the after school program in the Elementary School.

The Nutrition Kids Club is hoping to teach young children about the importance of eating healthy and how eating healthy affects one's personal health.

The Nutrition Kids Club meets every Thursday after school in the Home and Careers room with Mrs. Sands. The Club was started after a grant received from DCMO BOCES Learn and Serve America Program made it possible to purchase materials to build a puppet stage, constructed by the technology teacher Mr. Perry, and for fabric supplies to make puppets.

Be sure to check Mrs. Sands' school website for more pictures of student's work.

— Kathryn Sands



Music Boosters Pizza Hut® Fund Raiser

On Wednesday, March 1, there will be a fund raiser night at both the Norwich and Hamilton Pizza Hut® for the Marching Marauders. The hours of the fund raiser are from 4:30 p.m. until 8:30 p.m. A percentage of all sales during these hours will be donated to the Marching Marauders. This fund raiser will help offset future travel expenses for summer parades. Bring a hearty appetite or call in a take out order to help the band. The telephone number for the Norwich Pizza Hut® is 607-334-5000, and the Hamilton Pizza Hut® is 315-824-1787.



***PLEASE
REMEMBER TO
TELL THE CASHIER
YOU WANT YOUR
ORDER TOTAL PUT
TOWARDS THE S-E
MUSIC BOOSTERS.***

CSO Elementary Holiday Bazaar



On December 1 and 2, hundreds of children again filed into an Elementary Activity Room for the annual Holiday Bazaar which is sponsored by the S-E Community School Organization (CSO). The children were visibly bubbling over with excitement looking forward to purchasing gifts for their dads, moms, brothers and sisters, for a mere \$.25 a piece. Many hours of preparation and planning go into this event. On behalf of the entire CSO, I would like to take this opportunity to thank the following for their assistance.

- The S-E Middle School Life Skills class and staff for assisting with collecting the donations and working the event.
- John Aitken, the MS Art Teacher, for donating his time to put together another beautiful holiday mural for us.
- Jeanne Behret for organizing a schedule and the HS Student Council for working the event.
- The Elementary School office, cafeteria and custodial staffs for their immeasurable hospitality.
- The entire S-E community and staff for donating such beautiful items to the bazaar.

We would also like to thank the following individuals for working at the bazaar.

Katie Baker
Marge Depta
Angel Jennings
Lynn Morris
Carol Riley

Gloria Britton
Brodie Diamond
Molly Khoury
Mary Noll

Annie Campbell
Lisa Doughty
Betty Law
Donna Pierce
Kathy Weinell

In closing, this event could not be made possible without the assistance of all the wonderful volunteers listed above. If you have never participated in this extremely rewarding event, please consider joining us next year! To find out more about our Holiday Bazaar, or to assist us throughout the school year with various activities, please feel free to contact me at the Middle School, 607-674-7350, or at home at 607-674-5811. We welcome all the assistance available.

—Terri Doing, CSO President

What is Inhalant Use?

They're all over your house. They're in your child's school. In fact, you probably picked some up the last time you went to the grocery store. Educate yourself. Find out about inhalants before your children do.

Most parents are in the dark regarding the popularity and danger of inhalant use. But children are quickly discovering that common household products are inexpensive to obtain, easy to hide and the easiest way to get high. According to national surveys, inhaling dangerous products is becoming one of the most widespread problems in the country. It is as popular as marijuana with young people. More than a million people used inhalants to get high just last year. By the time a student reaches the 8th grade, one in five will have used the inhalants. Children as young as 5 years of age are using inhalants. The typical inhalant user is any child. Every child is vulnerable to experimentation with inhalants. There's no stereotypical youngster out there.

What is inhalant use? Inhalant use refers to the intentional breathing of gas or vapors with the purpose of reaching a high. It has been called "huffing." Inhalants are legal, everyday products which have a useful purpose, but can be misused. You're probably familiar with many of these substances — paint, glue and others. But you probably don't know that there are more than 1,000 products that are very dangerous when inhaled — for example:

Any type of aerosol or spray can product, such as whipped cream, which has nitrous oxide as a propellant.

Air freshener

Cooking sprays, like PAM®

Typewriter correction fluid, such as Wite-out®

Computer cleaner, sometimes called "canned air"

Body deodorant

Refrigerant in air conditioners

Gasoline

Spray paint

Felt tip Markers

Butane

Propane

What can inhalants do to the body? Nearly all abused products produce effects similar to anesthetics, which slow down the body's function. Varying upon level of dosage, the user can experience slight stimulation, feeling of less inhibition or loss of consciousness. The user can also suffer from Sudden Sniffing Death Syndrome.

This means the user can die the 1st, 10th or 100th time he or she uses an inhalant. Other effects include:

Short term memory loss

Hearing loss

Limb spasms

Permanent brain damage

Bone marrow damage

Liver and kidney damage

Possible fetal effects similar to fetal alcohol syndrome

Intoxication

What are the signs that my child may be using an inhalant? Here is a list of signs that may make you suspicious that your child is using an inhalant:

There is a common link between inhalant abuse and problems in school, such as failing grades, chronic absences and general apathy.

Look for paints or stains on the body or clothing, especially face and hands, the presence of chemical soaked rags, plastic or paper bags, socks or clothing and latex balloons.

There could be a drunk, dazed, dizzy or drowsy appearance lacking explanation. There can be a sudden loss of weight and appetite. There can be anxiety, excitability or irritability.

The child may complain of his/her tongue becoming sore or burning.

There could be red or runny eyes or nose; spots, sores or rash around the mouth or nose; a chemical breath odor; nausea, loss of appetite or drooling.

Most important of all – there can be unexplainable abused products hidden nearby or in possession of the suspected abuser, such as aerosol sprays or paint, lighters or refills, glues, solvents, propane, etc.

What should I tell my child about inhalants? It is never too early to teach your children about the dangers of inhalants. Don't just say "not my kid." Inhalant use starts as early as elementary school and is considered a gateway to further substance abuse. Parents often remain ignorant of inhalant use or do not educate their children until it is too later. Inhalants are not drugs. They are poisons and toxins and should be discussed as such.

For more information about inhalants you can contact the National Inhalant Prevention Coalition at 1-800-269-4237 or www.inhalants.org.

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Voters Approve \$48M Project



Cohen Woodstock, Dusin Shreve, Brad Davis, Ryan Percival and Bruce Jeffrey

On December 13, voters in the 16 component school districts of the DCMO BOCES approved a facilities proposal to renovate and expand the two BOCES campuses located in Norwich and Sidney Center. With a final tally of 1,605 in favor and 809 opposed, BOCES staff now have public approval. "This is



Matt Willis

really a public vote of confidence in BOCES and the services we provide," said Alan Pole, District Superintendent, just after the results were announced. "Local district students who come to BOCES will ultimately benefit from this vote," Pole said.



April Horton

The real work now begins. Teachers and building administrators will be actively involved in the final design phase of the project. While conceptual plans are in place, the teachers will design their space to ensure it meets the needs of students and programs. Career and Technical Education instructors will design shops that simulate the workplace of today so students are adequately prepared to enter their field of study. To support teachers with this work, they will have the opportunity to visit other BOCES facilities, consult with business and industry leaders, and work with architects to explore the design possibilities.

The design phase of this project could take some time. It is anticipated that actual construction and renovation could begin as early as spring of 2007, but could take three to five years to reach completion. A phasing in of the project will need to be worked out so that disruption of programs and teaching is minimized.

DCMO BOCES officials would like to express their gratitude to the public for the support of this project. "On behalf of the students in our component districts, we thank the public for their support."

**Sherburne-Earlville Central School
15 School Street
Sherburne, New York 13460**

Sherburne-Earlville is committed to students. By providing an environment of educational excellence which emphasizes the learning of academics and life skills, nurtures self-respect, and fosters life-long learning, we enable our students to pursue challenging individual goals and to become positive, contributing members of society.

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