January represents the first month of a new year and often triggers New Year’s resolutions designed to meet identified goals, objectives or initiatives. The month of January also represents the midpoint of the school year highlighted by mid-term and Regents exams, and provides the opportunity for students to reevaluate and realign their goals in order to maximize their success in school. No matter your resolution, I hope we all can resolve to initiate those efforts needed to be successful in all that we do.

I would like to formally welcome Brian Read as our new High School Principal. Mr. Read officially started with the District on January 2, 2020. He is a native of the Mohawk Valley (Little Falls) and comes to us from the North Rose-Wolcott Central School District where he served three and a half years as the high school principal. You can learn more about Mr. Read later in this newsletter in his introductory message to the District.

On December 4, 2019, the District celebrated the substantial completion of the Capital Project in the newly-renovated high school auditorium. Prior to the high school concert, we conducted a short ceremony recognizing the following companies for their contributions to the project: Ashley McGraw Architects; Turner Construction (Construction Management); M/E Engineering; Keplinger Freeman Associates (Landscape Engineers); Putrelo Building Enterprises (General Contractor); Bette & Cring (General Contractor); H.J. Brandeles (Mechanical & Plumbing); Central Paving (Site Contractor); and Knapp Electric. Most of all, the District wanted to thank our community for their unwavering support, not only for this project, but for the District in general. We have made some great improvements as a result of the Capital Project, improvements that we can be proud of and improvements that our students can benefit from for years to come. The newly renovated auditorium provided a wonderful venue for our winter concerts for all three buildings. I congratulate Mr. Decker, Mrs. Paine, Mr. Lotyczewski and all of our students in band and choir for their outstanding performances.

While we are mindful of our school budget and finances throughout the year, January triggers our formal discussions regarding the school budget for the upcoming school year. Developing the school's budget for the 2020-21 school year will pose similar challenges as we have mitigated in recent years. The Governor announced his executive budget touting a $826 million increase to education. He also highlighted that the state faces an over $4 billion dollar deficit, largely due to Medicaid related expenses. While the increase to the state education budget is appreciated, the increase represents various appropriations within the education budget and not just Foundation Aid, which is the life blood to a school district’s funding. The Governor is also seeking to have our expense-driven aids and Foundation Aid appear on one line item in each District’s budget. Expense driven aids are expenses we pay to send kids to BOCES career and technical education, various other BOCES services, and hardware and textbook aid which generates revenue back (approximately 76%) on these expenses. Typically, all state aid appropriations have their own line item in the budget. There has been some push to cap expense driven aid going forward; however, that has not happened yet. In this year’s executive budget, the budget line item for Foundation Aid is inclusive of the above mentioned expense driven aids and that is detrimental to us and schools like us that rely on expense-driven aid in order to provide programs that we otherwise cannot provide in a financially prudent manner in District. Essentially, this new line item of Foundation Aid would cap our aid from the state and potentially impact our ability to provide various programs and other educational opportunities for our students. Certainly this poses an issue for school districts that continue to advocate for greater financial support to provide the essential resources needed to educate our children.

Each year we diligently review our revenues and expenditures in a continued effort to provide the best education we can for our students. The cost to educate our children continues to inflate, as most things in our economy do, yet the funding we rely on from the State simply does not keep pace. This is further restricted by the to 2% tax levy limit that essentially caps the revenue we are able to raise locally through the school tax levy. This is an area that we will discuss with our Board of Education and welcome public input on whether to breach the 2% tax levy limit in the future in order to continue to support the programs and opportunities we provide for our students. Each year the State Comptroller reviews all school...
districts in the state and classifies each district based on their level of fiscal stress. Based on the Comptroller’s review of 2018-19 school year, Sauquoit Valley has been designated as a district “Susceptible to Fiscal Stress”. The Comptroller reviews various financial factors within a school district and assigns points to each factor. The most significant factor that led to our designation as being susceptible to fiscal stress was our unappropriated fund balance. The unappropriated fund balance is derived from unexpended funds from the previous school year. School districts are permitted to carry as much as 4% of their total budget in an unappropriated fund balance, and after the 2018-19 school year, our fund balance was slightly below 2%. Despite these noted challenges, we begin the budget process open to and welcoming public input; as well as, remaining mindful of meeting the needs of our students in a fiscally responsible manner. Our budget workshops will convene at 6:00 p.m. prior to each Board meeting until we adopt a budget in April.

In closing, I wish everyone good health as we navigate our way through the winter and flu season. To the latter, continue to be mindful of your child’s well-being and if they are running a fever, please keep them home from school and have them seen by a doctor. We will remain diligent at school to combat the spread of germs and keep our students and staff as healthy as possible. As always, we appreciate your support of the students and our District as we strive to meet the ever-changing needs of each student.

Sincerely,

Ronald Wheelock
Superintendent

NEW HIGH SCHOOL PRINCIPAL’S MESSAGE

I am thrilled to be joining the Sauquoit Valley team! For the last three and a half years, I have served as High School Principal for the North Rose-Wolcott Central School District in Wolcott, NY, and while I have enjoyed my time in Wayne County, the Mohawk Valley is home to me. I graduated from Little Falls High School and feel extremely grateful to be afforded this opportunity to lead a wonderful school community in my hometown area.

I believe strongly in promoting a sense of pride in our school community by developing and fostering relationships that are grounded in respect and trust. Therefore, please know that I will be visible and accessible as High School Principal. I have already been warmly welcomed by several members of our school community, and I look forward to learning more about each of our students and staff members so that I can learn how best to support student success inside and outside of our classrooms. With that said, if – at any point – you have any comments, questions or concerns, please do not hesitate to contact me at 315.839.6315 or bread@svcsd.org. Thank you for your continued support of our students!

Sincerely,

Brian Read
High School Principal

ANNUAL FIRE INSPECTION REPORT

The Sauquoit Valley Central School District’s annual fire inspection was completed in December 2019. The reports are on file in the district office and are available for public inspection between the hours of 8:00 a.m. and 4:00 p.m.

OHM BOCES CONDUCTING SURVEY
MISSION AND VISION STATEMENTS SURVEY

The Oneida-Herkimer-Madison (OHM) BOCES Cooperative Board is exploring the idea of revising the organization’s Mission and Vision Statements.

Since development of the current OHM BOCES Mission Statement in 2012, the needs of component school districts, local employers and the global workforce have changed rapidly. The Board welcomes stakeholder input in helping to ensure that the Mission and Vision Statements continue to best represent the purpose, goals, services and programs of the OHM BOCES. A short, six question, online Mission and Vision Survey has been developed to assist the Cooperative Board in revising and redeveloping the OHM BOCES Mission and Vision.

The Mission and Vision Statements Survey can be completed online by visiting www.oneida-boces.org/missionvisionsurvey. All survey responses are anonymous.

KINDERGARTEN REGISTRATION
FOR 2020-2021

February 26 & 27 | 4-7 p.m. & February 28 | 1:30-4 p.m.
At Elementary School Office

*Children do not need to be present for registration.

To be eligible for Kindergarten

• A child must be 5 years old on or before December 1, 2020.
• The child must reside in the Sauquoit Valley Central School District.

All paperwork listed must be handed in at the time of registration:

1. A completed registration packet
2. Copy of a birth certificate
3. Immunization record*
4. Two proofs of residency. One proof must be either a National Grid or property tax bill
*An address with a post office box is not an acceptable form of proof.

If your child attends Sauquoit Universal Pre-K Program you will only have to supply the list below at the time of registration:

1. A completed registration packet
2. Any new immunizations*

Students currently enrolled in Head Start or Universal Pre-K will receive a packet prior to registration. If your child is eligible for Kindergarten and you have not received a packet by February 12, please call 315.839.6339 for a packet.
*Fax if needed to 315.839.6339
SAUQUOIT VALLEY FOUNDATION NEWS

The Sauquoit Valley Foundation announces two major events for 2020:

The Sauquoit Valley Foundation 16th Annual Golf Tournament will be held on July 20, 2020 at Cedar Lake Golf Club. This is the Foundation’s main fundraiser and planning is already underway for a great day of golf! Come join in the fun, get a team together, be a sponsor or volunteer. Watch for updates and registration information via our website at www.sauquoitvalleyfoundation.org.

The “Witch Way is the 5K?” is scheduled for October 18, 2020. This is a fun day of kid’s runs, a 5K road race and a witch trying to find her way to the race! Come join the fun for this fun event. Watch for updates for the race and announcement of open registration online at our website or Facebook page.

The Sauquoit Valley Foundation looks forward to another great year within the Sauquoit Valley. We hope you enjoyed the events and programs of 2019 that the Foundation held. The Foundation has a mission “To promote and support excellence in education within the Sauquoit Valley Central School System and to promote the development of programs within the community that serves the Sauquoit Valley.”

If you or your children participated in a Foundation program and would like to learn more about the Sauquoit Valley Foundation, join us for a meeting. Our meetings are open to the public and are held the first Monday of the month at the high school library at 7 p.m. The Sauquoit Valley Foundation welcomes new members and ideas for programs. Hope to see you there!

To the left are some pictures from our “Read to Succeed” program which gives four and five year-olds in the district a free monthly book along with a special guest reading! Since this program began, more than 8,000 books have been distributed to our district preschoolers! If your child is not attending UPK or Head Start, they can be signed up to receive a monthly book through the elementary school office or through our contact information on the website.

BOARD OF EDUCATION NEWS

BUDGET WORKSHOPS:

DATES: March 10, March 24, April 14 and April 28
TIMES: 6:00 p.m. PLACE: High School Library

Community members are welcome and encouraged to attend these meetings to collaborate in the development of the 2020-2021 school year budget.

TERMS EXPIRING:

The terms of Dawn Miller and Anthony Nicotera will expire June 30, 2020. The two vacancies are for three-year terms commencing on July 1, 2020, and expiring on June 30, 2023.

NOMINATIONS:

The district office has nomination petitions available for anyone interested in running for a seat on the Board of Education. Petitions must be completed and filed in the district office no later than Monday, April 20, 2020, by 5:00 p.m. The office is open daily from 8:00 a.m. to 4:00 p.m. For more information, please contact the district office at 315.839.6311.

WORKSHOP:

The School Boards Institute will offer a workshop on Saturday, March 28, 2020, “How to Become a School Board of Education Candidate and What You Need to Know” at OHM BOCES. The program runs from 9:00 a.m. to noon. Please contact the district office at 315.839.6311 for further information.

SV SPORTS BOOSTERS NEWS

Once again, the Sauquoit Valley Sports Boosters would like to thank all of the volunteers (old and new) who have been helping out at the concession stands during the winter sports season. Without the support of parent volunteers, concessions would not be possible during the winter months. Of course, we are always looking for new people to help out, so anyone interested in volunteering in any capacity can contact the Boosters at svsportsboosters@gmail.com. Remember, all money raised through concession sales supports our student-athletes, including hosting sports banquets, spirit week/bonfire, senior nights and the After-Prom Party.

The After-Prom Party has continued to be a success, and planning efforts are already underway. Without the generosity of our local community, such an event would not be possible for our students. Anyone interested in helping with the event can send an email to svsportsboosters@gmail.com, and a member of the committee will get in touch with you. Prom this year will be held on Saturday, May 9. Anyone interested in making a donation to the After-Prom Party can do so by making a check out to Sauquoit Valley Sports Boosters, with After-Prom Party written in the memo section. Checks can be mailed to Sauquoit Valley High School, Attn: Terry Bentley, 2601 Oneida St., Sauquoit, NY 13456. Thank you in advance for your support.

SAVE THE DATES

The following important dates that may pertain to student-athletes and parents include:

March 15: Winter Sports Banquet and meet the coaches night for spring sports
June 7: Spring Sports Banquet

Also, anyone interested in attending regular sports boosters meetings, they are scheduled as follows: February 9 • April 19 • May 17
*Meetings are held in the high school cafeteria.
Community News

CLAYVILLE LIBRARY ASSOCIATION

Public Computers • Reference Materials • Current Best Sellers • Magazines • Games • Puzzles • Coloring & Crafts • Current Release DVDs & Blu-Rays • Copy & Fax Services • Wi-Fi Access • Homework Help Teen Corner • Reading Nook • Minecraft & LeapPad Stations • New checking out “real” Comic Books & Graphic Novels • After-School open hours, Tuesday – Friday with access to computers, printing and the internet.

PROGRAMS AVAILABLE AND OPEN TO THE PUBLIC

2020 CENSUS COMPUTER STATION
Coming in time for the online 2020 Census. Stop in or follow our websites, newsletter and Facebook posts for up-to-date info.

KIDS’ YOGA CLASSES
Saturday mornings at 11:00 a.m. to 11:30 a.m. twice a month. Check our Facebook page for more information. Bring your little yogis to join Sarah Nycole of Beautiful Dream Yoga in an exciting adventure full of games, dancing and more! Classes are open to kids 3+, caregivers are welcome to stay and watch.

COMETS’ NIGHT AT THE LIBRARY
February 18, 2020 at 6:00 p.m. Attend our Comets Night Story Time and qualify for four FREE tickets to the Comets vs. Crunch game on March 22 at 3:00 p.m. Open Skate with team members to follow the game!

SIP ‘N PAINT CLASS
Join us on January 18 at 12:00 p.m. Cost is $40.00 per person for the class and the FUN! Pre-registration is required, call 315.839.5893.

MEDITATION/RELAXATION SESSIONS
Join Brittany on February 6 at 6:00 p.m. and the first Thursday of each month. Bring a pillow or cushion. There is a $5.00 fee per session. Perfect for your New Year’s resolutions. Do this for YOU! A highly recommended experience.

FORENSIC EVIDENCE PRESENTATION
Coming in early Spring, hosted by a local law enforcement officer. Learn the “true story” as to how forensics apply in today’s law enforcement environment. Check our Facebook and website for a date and time.

NOAH’S ARK TEDDY BEAR WORKSHOP
Returning in March, Check our Facebook and website for the more information.

WEDNESDAY AM STORY TIMES
No registration required – just drop in! A most enjoyable morning activity

STORY TIME WITH A TWIST! AND MOMMY & ME
Alternate Wednesday mornings at 10:30 a.m. ALL story times include, stories, crafts, activities, games and sometimes music!

NEW 2020 O.C. PARK & DISCOVERY PASSES
Available at the circ desk.
Can be checked out like a book or movie.
- Onondaga County Park Passes can be used at: Beaver Lake Nature Center (one vehicle), Highland Forest (up to four visitors), Jamesville Beach Park (one personal vehicle), Oneida Shores Park (one personal vehicle), Pratt’s Falls Park (up to four visitors) and Rosamond Gifford Zoo (up to four visitors).
- Wild Center Discovery Pass: At admissions present the Discovery Card discount pass to admit two adults at the discounted price of $10.00 each (over 50% discount), along with four children aged 5-17 who enter free of charge. Children age four and under are always admitted free and do not count toward the number of free youth admissions.

GET COZY ON THE COUCH WITH OUR BRAND NEW BINGE BOXES
A binge-worthy box of movies based on a theme! New themes and movies are added regularly. Binge Boxes can be borrowed for 14 days. Gather your friends and family and enjoy the magic of the movies.

GENEALOGY WORKSHOP
Continues to meet on the last Wednesday of every month at 6:30 p.m. This is an informal gathering of individuals who are interested in family history research. It is a place where people can come together to share with others, offer suggestions, find answers and assist with those “brick walls” that are so often encountered. The group will have access to ancestry.com, NYS and other research data bases such as Fold3 and Newspapers.com Basic. “How to” books will be available for reference and circulation. Contact the library if you would like to be a part of our group at 315.839.5893 or clayvillelibrary@gmail.com

SIP & SNACK BOOK CLUB
Meets monthly at 6:30 p.m. Refreshments are served, we have enlightening discussions plus an enjoyable group. Please consider joining us. You may find a new favorite book or author to read. See our Facebook and website for dates, times and selected titles.

NEW “KNUFFLE BUNNY & PIGEON” EARLY LITERACY READING BAGS
They are available for every parent to check out, read the story and complete the activities at home. Keep the craft and activity and return the bag and book!

E-READERS ADDED TO OUR JUVENILE SELECTION
A unique learning experience. Follow along in the book for a fun, independent reading experience that builds confidence in beginning readers. Story sounds and expressive narration enhance reading comprehension.

DURABLE MEDICAL EQUIPMENT FOR LOAN
For the Town of Paris residents: Do you have a relative visiting this summer and your home isn’t disability friendly? Are you planning on a surgery that will require short-term rehabilitation? Many other situations warrant some sort of in-home recuperative medical equipment for short-term use. Our new circulating DME will be loaned for 30-day increments and are renewable. Equipment available - wheelchair, toilet rails, crutches, cane, two-wheel walker with basket, stability bars, seat cushion, etc. Call or stop by the library for more information.

1,000 BOOKS BEFORE KINDERGARTEN CHALLENGE
Sign up at the Clayville Library. This FREE program encourages you to read 1,000 books with your child before he or she enters school, a goal experts say children need to help them learn to read for themselves. One of the best ways to encourage learning is to spend time sharing books every day. Reading together helps develop important pre-reading skills that provide a solid reading foundation. Plus, sharing stories together is fun! This program is available to all families with children between the ages of birth and five years. We encourage you to use every chance you have to read with your children, tell and talk about stories, say nursery rhymes, sing songs and attend library programs. Don’t feel rushed, you have until your child starts kindergarten to finish. Just enjoy the experience!

LEGO HOUR
- Saturdays and Wednesdays at noon

LUDLOW COMMUNITY ROOM
Our banquet room and kitchen are available to the Town of Paris community 365 days a year at no cost. Call or stop in to schedule your event or meetings. We have a big screen TV as well as a DVD player and internet hook ups available for presentations.

STOP IN AND TAKE ADVANTAGE OF OUR MAKERSPACE CORNER
Kits are available for check out and exploration. Unique and creative kits are available for check out now!

WE ARE ALWAYS IN NEED OF VOLUNTEERS
Give us a call or stop in!

COMING IN 2020
Star-Gazers Group • Mystery Lover’s Book Club • Family Board Game Nights • Teddy Bear Sleepover • Noah’s Ark Workshop • After School Activity Program with games, crafts and homework help • Teen Corner

CRAFTERS AND SPECIAL INTEREST GROUPS
Give us a call with your ideas.
ELEMENTARY SCHOOL RECOGNIZED FOR POSITIVITY PROJECT INITIATIVE

At the Genesis Group Celebration of Education event held at Hart’s Hill Inn on November 21, Sauquoit Valley Elementary School was recognized for their school-wide Positivity Project initiative. Mark Putnam, Principal, shown in the photo with Anthony Nicotera, Genesis member and Vice-President of our school Board, accepted the award on behalf of the elementary school team tasked with organizing and engaging staff and students in the initiatives associated with the Positivity Project. The mission of the Positivity Project is to empower our youth to build positive relationships through 24 specific character strengths.

The elementary school began its endeavor with the Positivity Project in the 2018-19 school year. Each month they conduct an assembly to demonstrate and celebrate the impact of positive relationships that staff and students are building. During the morning announcements, one of the twenty four character strengths are highlighted, and each classroom devotes 10-15 minutes every day on specific lessons and activities associated with the weekly character strength. The District sincerely appreciates the elementary school’s initiative and commitment to nurture character building through the Positivity Project, and congratulates them on this well-deserved recognition.

ELEMENTARY GREEN TEAM WINS PLASTIC FILM RECYCLING CHALLENGE

Students on the Elementary Green Team recently participated in the 3rd Annual Plastic Film Challenge sponsored by the Oneida-Herkimer Solid Waste Authority under the direction of Jamie Tuttle, recycling educator at OHSWA. Fourteen local schools participated in this contest.

Thanks to all the students and to our school community we were able to collect an astonishing 1,508.4 pounds of plastic film to be recycled. This equals 4.2 pounds per student which is a new record for the highest weight of plastic film collected ever to date. Students on the Green Team helped educate other students about the proper way to recycle plastic film like grocery bags. The plastic will be used to make new products, but best of all it will be kept out of our regional landfill.

The Elementary Green Team is made up of 28 students in grades 2 - 4. Students meet monthly to discuss ways to help the earth by recycling, reducing, and reusing. For receiving first place, the Utica Zoo Mobile will be coming to the elementary school to show all the students their animals, but the best prize of all is the amazing effort of our school and community. Thank you to all who participated!

WRITING CELEBRATION

To conclude their whole-class writing unit, the first graders enjoyed a ‘celebration’ to acknowledge their success and hard work as authors of “Narrative: small moment stories.” “Ask me about…” necklaces were worn by Ms. Connor’s and Mrs. Gigliotti’s classes as they mixed together, along with school members, to share the moments that are close to their hearts. They flipped over their necklaces to reveal their wearable announcement about their chosen piece of writing. The room was filled with proud voices sharing special moments like “My Walk Through the Bat Cave”, “My Trip to New Jersey”, “When I Lost My First Tooth”, and “The Crash.” It is fun to end each unit celebrating the writers they have become!
SEVENTH AND EIGHTH GRADE KAYAKING TRIP
On September 13 and 20, the entire seventh and eighth grade classes and teachers went kayaking on the Black River in Lyons Falls. The Black River Outdoor Education Center supplied all students with life preservers, water shoes and kayaks. The students were instructed on how to maneuver the kayak, learned a few other kayaking skills and enjoyed a long four mile trip down the river. It was a great day! Thank you to all chaperones, parents, retired teachers and teachers for participating.

“BUILD YOUR STORY” WORKSHOP
Mrs. Purrington’s “Build Your Story” workshop put together shoeboxes this past December for the children who would spend the holidays in the hospital. Thanks to an idea by Sophia Sacco, the workshop members brought in empty shoeboxes and decorated each box to celebrate the holiday season. Then, they asked students in the middle school to donate just one quarter to help buy the items needed to fill the boxes. After a week of fundraising, they had raised over $100.00 and were able to fill all 31 boxes with books, games, drawing and coloring materials, and other fun toys that surely brought a smile to each child who received a box! Also, any boxes that were not given out over the holidays will be kept and given to children throughout the year who are admitted into the hospital. Our shoeboxes are now going to spread cheer throughout the entire year! With a whole lot of teamwork and effort, our workshop members are determined to change the world…and they will!

CHRISTMAS CARDS FOR THE PRESBYTERIAN HOME
Students in Mrs. Rothdiener’s class teamed up with Disney Leadership Program students before Thanksgiving break to write Christmas cards for the Presbyterian Home. Together, students enjoyed hot cocoa, holiday tunes and good company! They were able to forge new friendships and sent 242 Christmas cards to the Presbyterian Home.
SIXTH GRADE MOUNTAIN BIking TRIP
On October 4, the middle school PE teachers, Mr. Curriere and Mrs. Philpotts organized a mountain biking trip for our sixth grade students. Half of the sixth graders went to Jackson Hill Sunfield and the other half went to Jackson Hill Telemark. The students got to bike on some muddy trails and test out their riding abilities. Other students got some time to practice biking at their own pace and all improved tremendously. Mrs. Philpotts made each bus some hot chocolate and everyone spent a beautiful day in the outdoors! Thank you to all teachers and chaperones for helping out.

The Black River Outdoor Education Center supplied all students with helmets, gloves, elbow pads, knee pads and mountain bikes at no cost to the students. Check out their website! The trails are free to the public.

DISNEY LEADERSHIP GROUP
On December 18, the eighth grade Disney leadership group, last year’s Disney group, and this year’s fourth grade leadership students, gathered together to decorate more than 550 cookies for the Sauquoit Valley Friends and Neighbors to hand out at Christmas time. Forty students from all three buildings, along with team leaders Mrs. Leone, Ms. Hajdasz, Mrs. Dudek and Mrs. Thall, worked together to decorate cookies, create holiday cards and package their goodies. Some reindeer games and holiday stories capped off the afternoon.

This is the second year of the eighth grade Disney Leadership Program. Students in the program participate in weekly afterschool meetings with Mrs. Leone, discussing various topics pertaining to leadership and completing various research projects and activities throughout the year. The course culminated with a trip to Disney World to participate in two of Disney’s Youth Education Program series courses, as well as, volunteer multiple times at Give Kids the World in Kissimmee, FL. Upon return, the students present their year-long activities and what they learned at Disney, to the Board of Education, as well as The Community Foundation. As freshman, they will put their skills to work by sharing their knowledge with Freshman Seminar classes. The fourth grade group has evolved as a result of the eighth grade leadership group. Mrs. Dudek and Mrs. Thall have been meeting bi-weekly with the group, learning about what makes a good leader and spreading kindness throughout the school starting with “Hello.” The “kindness elves”, as they like to be known, have been actively spreading cheer throughout the school.

MIDDLE SCHOOL STUDENT COUNCIL
The halls of the middle school were filled with spirit the last week in October. Student Council organized dress up days that started with Frat Boy Day and ended with a Halloween Costume Day! Some homerooms had 100% participation with these days! The homeroom at each grade level that had the most participation had donuts and hot chocolate. Students also participated in a competition to guess how much candy was in a jar. The winners were Johnny Mudge and Lilianna Werthman. They split their jar of winnings!

NATIONAL JUNIOR HONOR SOCIETY
In December, students in National Junior Honor Society took a trip to Walmart to shop for Sauquoit Valley Friends and Neighbors. Four groups bought presents for four different children in need. The groups had to carefully budget their money and work together. Students had a much better appreciation for how expensive Christmas can be and were able to work on their gift wrapping skills as well!
**BOCES VISITATION**

Sophomore students interested in attending a Career Tech program at BOCES next year are encouraged to attend the Saturday Showcase on February 8 beginning at 10 a.m. and/or the Open House held on Wednesday, March 11 from 6:00 - 8:00 p.m. at OHM BOCES.

Students will also be given the opportunity to listen to a BOCES counselor present on these programs on Thursday, February 6 at Sauquoit. Half-day visits to CTEC programs will be held on March 3 and 5. Parent permission is required.

**Juniors** interested in attending New Visions their senior year must meet with Mr. Scialdone before March 1st and attend the following information sessions at BOCES:
- **Friday, March 6** - Student visitation
- **Wednesday March 11** - Parent information night 6 p.m. at OHM BOCES

**ANNUAL REVIEW MEETINGS WITH COUNSELORS:**
- **Freshman:** Course selections will be completed in February.
- **Sophomores:** All sophomores will meet with Ms. Hajdasz to discuss junior year courses and future plans. In addition, on October 16, sophomore students took the ASVAB, a standardized test providing an academic snapshot for college preparation. These results will also be reviewed at the annual meeting. Parents are welcome to attend their child’s meeting, please contact Ms. Hajdasz to do so.
- **Juniors:** On October 16, Juniors took the PSAT exam. The PSAT is a pre-test for the SAT and also the qualifying exam for the National Merit Scholarship. Results will be reviewed during junior conferences. In addition to PSAT results, we will be discussing senior course selection and post high school planning. Parents are encouraged to attend, please contact Mr. Scialdone to schedule a meeting time.

**JUNIOR ROTARY STUDENTS OF THE MONTH**

Students are selected based on the Rotarian four way test: Must be fair to all, build friendships, be trustworthy and participate in community service.

December: Jasmine Weaver  January: Mia Dischiavo

**OPTIMIST YOUTH OF THE MONTH**

Seniors are chosen based on their community and school-based activities, as well as their general attitude as good citizens in helping others. Congratulations to our December and January Optimists of the Month:

Trevor Jones and Serena Cehonski

**COMMUNITY SERVICE**

Community service is an integral part of the counseling program as it is a major component on college applications and other post-secondary endeavors. Students in grades 9-12 are highly encouraged to take part in community service activities throughout the course of their high school career. “Brag Sheets” are tracking forms for these activities that are kept in the Student Success Portfolio (SSP) in the counseling office. Students are required to track their own community service, extracurricular activities, honors/awards, etc., on their Brag Sheets and add to these forms throughout high school. Interested students should refer to the new bulletin board in the Guidance Office, which has sign-ups for all community service opportunities. Students / parents may also contact their school counselor for up and coming community service opportunities or use the REMIND App.

**SENIOR SEMINAR HELPS RESCUE MISSION PREPARE FOR CHRISTMAS**

Senior Seminar students spent December 16 wrapping and sorting gifts for adults who stay at the Rescue Mission’s emergency shelters and addiction stabilization centers, or who attended one of the Rescue Mission’s Christmas meals. The students worked hard while spreading kindness and compassion during the holidays.

**SAUQUOIT STUFFS THE BUS!**

National Honor Society led the high school’s Annual “Toys for Tots” Toy Drive for a week in December, collecting toys and spreading holiday cheer with a drop-off station at the front doors every morning.

**STAY CONNECTED • REMIND APP**

Use REMIND to get announcements and important reminders!
- **Grade 9:** Text @svcsd2023 to 81010  **Grade 11:** Text @svcsd2021 to 81010  **Grade 10:** Text @svcsd2022 to 81010  **Grade 12:** Text @svcsd2020 to 81010
10 minutes of homework per night per grade level. In other words, 10 minutes
Use the “10-Minute Rule” formulated by the National PTA and the National
or not, create a mandatory homework time each school day for those classes
Transformation Program recommends that whether your child has homework
information, they may have completely turned out their teacher’s instructions,
: If your child often says they have no
Schedule Daily Homework Time: If your child often says they have no homework but their grades are poor, they may not be telling you accurate
information, they may have completely turned out their teacher’s instructions,
or need to improve some other organization skills, for example. The Total
Transformation Program recommends that whether your child has homework or not, create a mandatory homework time each school day for those classes
in which your child is doing poorly.
Use the “10-Minute Rule” formulated by the National PTA and the National Education Association, which recommends that kids should be doing about 10 minutes of homework per night per grade level. In other words, 10 minutes for first-graders, 20 for second-graders and so forth. It will be most effective if you choose the same time every day. For example, you might schedule homework time for the classes that your child is doing poorly in to begin at 4:00 p.m. every school day. If your child says they have no homework in those subjects, then they can spend that time reading ahead in their textbooks, making up missed work, working on extra credit projects, or studying for tests. If they say “I forgot my books at school,” have them read a book related to one of their subjects. By making study time a priority, it will sidestep all those excuses and claims of “no homework today.” If your child has to spend a few days doing “busy work” during the daily homework time, you may even find that they bring home more actual assignments!
Use a Public Space: It’s important to monitor your child’s homework time. For families where both parents work, you may need to schedule it in the evening. In many instances, it may be more productive to have your child do their homework in a public space. That means in the living room or the kitchen, or someplace equally public where you can easily check on them. Let them know they can ask for help if they need it, but allow them to do their own work. If your child would like to do his or her homework in their room, let them know that they can earn their privileges back when they have pulled up the grades in the subjects in which they are doing poorly.
Use Daily Incentives: Let your child know that they will have access to privileges when they have completed their homework. For example, you might say, “Once you’ve completed your homework time, you are free to use your electronics or see your friends.” Be clear with your child about the consequences for refusing to study, or for putting their work off until later. According to James Lehman, consequences should be short term, and should fit the “crime.” You might say, “If you chose not to study during the scheduled time, you will lose your electronics for the night. Tomorrow, you’ll get another chance to use them.” The next day, your child gets to try again – observing his or her homework time and earning their privileges. Don’t take away privileges for more than one day, as your child will have no incentive to do better the next time.

5 STRATEGIES TO GET HOMEWORK BACK ON TRACK

Work towards Something Bigger: Remember, kids don’t place as much importance on schoolwork as you do. As you focus on their behavior, not their motivation, you should begin to see some improvement in their homework skills. You can use your child’s motivation to your advantage if they have something they’d like to earn. For example, if your child would like to get their driver’s permit, you might encourage them to earn that privilege by showing you they can complete their homework appropriately. You might say “In order to feel comfortable with letting you drive, I need to see that you can follow the rules, even when you don’t agree with them. When you can show me that you can complete your homework appropriately, I’d be happy to sit down and talk with you about getting your permit.” If your child starts complaining about the homework rule, you can say, “I know you want to get that driver’s permit. You need to show me you can follow a simple rule before I’ll even talk to you about it. Get going on that homework!” By doing this, you sidestep all the arguments around both the homework and the permit.

Skills + Practice = Success: Trying homework compliance with your child’s desires isn’t about having your child jump through hoops in order to get something they want. It’s not even about making them take something seriously, when they don’t see it that way. It’s about helping your child learn the skills they need to live life successfully. All of us need to learn how to complete things we don’t want to do. We all have occasions where we have to follow a rule, even when we disagree with it. When you create mandatory, daily homework time, you help your child practice these skills. When you tie that homework to daily, practical incentives, you encourage your child to succeed.

HELPING YOUR CHILD DO WELL IN SCHOOL

NEA and National Parent Teacher Association

Parents have a major role in encouraging academic success. Here are some ways you can fill critical needs at home and at your child’s school.

• Encourage learning at home. Parents must not only supervise homework, but create a comfortable location for doing homework. For starters, turn off the television and eliminate any other distractions such as loud music. Simple steps like making sure there is sufficient work surface to spread out books or providing proper lighting, school supplies, and having a dictionary on hand can make homework easier to complete.

• Helping your child develop organizational skills is the foundation for academic success. Make sure your child has a schedule planner for school and writes down homework assignments daily. Parents should help their child prioritize homework by deadline and by the amount of time required to complete an assignment. By breaking large tasks into smaller ones, assignments become more manageable and your child is less likely to become overwhelmed and procrastinate.
HELPING CHILDREN COPE WITH SEPARATION AND DIVORCE

A divorce creates many changes in a young person's life. An old way of living is ending and there is anxiety that the future will be less secure. For you, as a parent, divorce also requires many adjustment. But whatever the turmoil in you own life you still have the responsibility to assist your children in their growth and development.

You can help your children meet the challenges that divorce brings by understanding what they are going through. By knowing how youngsters feel about divorce and the normal reactions they have to it you will be in a better position to give such assistance.

NORMAL REACTIONS:
These normal reactions of children generally appear during the period of separation and during the year or so of initial adaptation to the divorce. Some reactions may persist longer.

- **Anger:** Angry at both parents, at self and siblings (may be hidden anger or expressed through words or behaviors - increased siblings squabbles).
- **Denial:** Pretending the divorce did not occur or acting as if they are unaffected; trying to reunite parents.
- **Fear:** Worrying about their own or other's safety and security; expressing fears about their own welfare and future care giving; clinging, seeking contact and reassurance.
- **Guilt/Self-Blame:** Wishful thinking and many "if only's"; asking questions over and over, seeking reassurance and relief; blaming themselves in overt and/or hidden ways; unconsciously seeking punishment.
- **Health/Sleep Changes:** Minor health complaints; appetite changes, sleep changes, bad dreams, fear of sleeping alone.
- **Insecurity:** Clinging; refusing to go to school; increased possessiveness of people, pets and possessions; testing and seeking limits, especially when switching from one parent’s home to the other; seeking substitute figures
- **Protection of Parents:** Acting like little adults, hiding their grief so they can comfort and nurture the parent.
- **Regression:** Returning to earlier level of functioning (seeking out security blanket, bedwetting); usually turns around quickly with reassurance and the absence of criticism and judgment.
- **Sadness:** Saddened constantly or at intervals; crying; tired or hyperactive, withdrawn.

WARNING SIGNS:
These signs in children may indicate a need for increased parental support or professional intervention, especially if they appear after the divorce process is settled and the new routines are underway.

- an exaggeration in the normal responses
- verbalizing despair ("maybe I should just kill myself, so you and Dad won’t have to fight over me")
- accident proneness
- giving away their possessions
- withdrawing to the point of isolation
- significant weight loss or gain
- extended change in sleeping or eating habits
- frequent nightmares
- school troubles (changes in peer relations, classroom behaviors and/or academic performance)
- lying
- destroying own or other's property
- deliberately hurting themselves
- explosive behavior (rages, screaming, tantrums)
- stealing
- running away from home
- becoming unusually rigid about everyday patterns.

SOME SUGGESTED "DOS" AND "DON'TS"

SUGGESTED DO'S:
• DO remember that the children need to love BOTH parents.
• DO encourage and clearly answer questions about the divorce.
• DO be patient with the children.
• DO allow for expression of feelings by your children.
• DO offer comfort, warmth, and support.
• DO reassure the children that the divorce is an adult problem (they did NOT cause the divorce).
• DO reassure the children that you will always be their parent.
• DO take care of yourself and your own well-being.
• DO preserve the normal household routines and keep changes to a minimum.
• DO try to build similar rules and routines in both homes.
• DO use family, support groups, and professionals for help.
• DO set up a place for children’s belongings during visiting.
• DO make significant adults in children’s lives aware of the divorce (i.e. teachers, guidance counselors, etc.).

SUGGESTED DON'TS:
• DON'T send messages to your ex through the children.
• DON'T ask children to keep secrets from your ex-spouse.
• DON'T use the children as pawns in power struggles with your ex-spouse.
• DON'T belittle and criticize the other parent in front of the children.
• DON'T tell the children what to think or feel.
• DON'T ask the children to take sides or pump them for information about your ex.
• DON'T use the children as confidants or substitutes for your spouse and friends.
• DON'T compare your feelings to those that your children have.
• DON'T block your children’s wish to talk and ask questions about the divorce and the changes it brings.

* Information prepared by the American Mental Health Counselors Association Committee on Childhood & Adolescence.
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IS YOUR CHILD STRESSED OUT?

Everyone experiences stress. Stress is how the body handles life’s challenges - chemicals are released to increase certain body processes and decrease others so we can react quickly and effectively during dangerous or high-pressure situations. Sometimes being under stress can lead to good results for your child or teen, even if it makes them uncomfortable at the moment. For instance, cramming for a test can be stressful, but lead to a better grade. Or the stress of being down a few goals in a soccer game can cause a surge in performance to score more points. These stress reactions usually don’t last long, and your child or teen’s body can return to normal relatively quickly. But if stress doesn’t let up, the body doesn’t get the break it needs – and mental and physical health can be affected.

While most kids and teens aren’t dealing with bills, difficult bosses and frustrating commutes, there are plenty of situations that can cause them stress. Some stress may seem just a part of growing up, but there are also children and teens who are dealing with more serious stressors.

48% of 11-17 year olds surveyed by the MHA felt that they were VERY stressed out.

Mental Health America surveyed 11-17 year olds who came to MHAScreening.org about what was stressing them out. Here are the top 5 things that caused them stress:

- **76%** GETTING GOOD GRADES
- **76%** PREPARING FOR THE FUTURE
- **68%** LONELINESS
- **62%** BODY APPEARANCE
- **61%** JUGGLING PRIORITIES

SIGNS OF STRESS

Survey takers said that they knew their stress levels were getting out of control when they experienced wanting to be alone, wanting to sleep all the time and/or losing their temper quickly. Here are some other things to look out for in your child or teen that signal they are feeling stressed-out.

- Headaches or other unexplained aches and pains
- More frequent visits to the school nurse.
- Getting colds more than usual
- Feeling sad or moody
- Seeming “burned out”
- Sounding defeated when talking about challenges
- Trouble sleeping
- Changes in appetite
- Fighting with family and friends
- Trouble thinking clearly
- Acting nervous or anxious

If your child or teen has one or more of these symptoms, be alert. They could be signs of a physical illness coming on. If not, it’s time to find out what is happening in your child or teen’s life, and whether they are getting stressed out. Get tips for talking to your child or teen at bit.ly/startmhconvo.

HELPING CHILDREN AND TEENS MANAGE STRESS

You might not be able to stop what is stressing your child or teen, but you can help them. If you notice that they’re showing signs of stress, try the following:

**Remind Them to be Kind to Themselves**
No one is perfect. No one gets it right all the time. No one always has all the answers. If they are trying hard and doing their best, that’s what is important.

**Help Them Manage Their Time**
If they feel overwhelmed with all that they need to get done, help them to set a schedule and set small goals and break down tasks into manageable chunks. If they still feel overwhelmed, it may be necessary to cut out some activities.

**Don’t Forget the Basics**
Feed them healthy foods and limit caffeine and sugar. Encourage them to go to bed by a certain time so they get enough sleep for the following day.

**Lookout for Signs of Substance Use**
Teens especially may turn to drugs, alcohol or vaping to cope with stress. If you find out that your child or teen has, remind them that substance won’t solve anything and may lead to bigger problems and keep a close eye on their behavior.

**Let Them Know it’s OK to “Let it Out”**
They may need to cry or have a good laugh. Laughing and crying can both help release the feeling of pent up emotions,

**Help Them Relax**
Relaxing is essential for everybody’s physical and mental health. Find out what really helps them relax and encourage them to spend at least half an hour each day doing it. It might be curling up with a good book, going on a bike ride or listening to music.

**Tell Them You Love Them**
Children and teens may stress themselves out because they feel as though they need your approval. It’s important that they know you will love them no matter what.

**Remind Them That it’s OK to Ask for Help**
No one should suffer in silence and knowing when to ask for help is a strength, not a weakness. Make sure they know that you are there to talk if they need you and be open to finding additional help through school counselors or mental health professionals if problems with stress continue.

WHERE CAN YOU GET MORE HELP?

If you have worked with your child or teen to help them manage their stress, but they still seem to be struggling, they may be experiencing the early signs of a mental health condition.

**Half of all mental health disorders start by age 14.**

Take the parent screen at MHAScreening.org to see if your child or teen may be at risk. Once you get the results, MHA will provide you with more information and help you figure out the next steps.
LONELINESS IN TEENS

Over 2/3 of 11-17 year olds surveyed by MHA felt stressed out about loneliness.

IT'S NORMAL TO FEEL LONELY SOMETIMES.

Common Reasons to Feel Lonely:
- Moving to a new neighborhood
- Changing schools
- Your parents are getting a divorce
- Your older brother or sister moved out
- All your friends have boyfriends or girlfriends and you don’t (yet!)
- Fights with friends
- Being bullied
- Seeing posts on social media about activities you weren’t invited to

Effects of Loneliness:
When you’re lonely a lot, it can affect you in many ways. You might:
- Feel more stressed
- Sleep, but not feel rested;
- Stop taking good care of your appearance or hygiene;
- Find that your outlook on life has become negative;
- Start showing signs of depression or anxiety; or
- Turn to drugs or alcohol to feel better.

YOU DON'T HAVE TO BE ALONE TO FEEL LONELY.

Where can you get more help?
If you take steps to feel less lonely but find yourself still struggling to deal with day-to-day life, you may be experiencing the first signs of a mental health condition, like depression or anxiety.

Take the youth screen at MHAScreening.org to see if you may be at risk. Once you get the results, MHA will provide you with more information and help you to figure out your next steps.

10 THINGS YOU CAN DO IF YOU FEEL LONELY:

Help Others
Volunteering is a great way to form meaningful connections with others and make new friends. It is also a natural way to add some purpose to your life - something a lot of us struggle with when feeling lonely. What are some causes that you’re passionate about? Does your place of worship have volunteer activities? Is there a service club through your school?

Reconnect with Old Friends
Have you lost touch with a good friend from elementary school? Or maybe a friend from summer camp? See if you can reconnect! Especially if you are at a new school this year - just because you don’t see someone every day doesn’t mean they can’t be a valuable friend.

Try Something New
Is there something you’ve always wanted to try, but never have? Now is the perfect time! If you’re interested in acting, try auditioning for a school play or a local theater group. Love sports? Join a new team, or maybe there’s a weekend clinic you can sign up for. There are tons of potential new hobbies out there!

Figure Out if Something is Missing in Your Life
There are a lot of different ways to feel lonely. Maybe you have a great group of friends, but wish you had one best friend to go to for everything. Or maybe you have one amazing friend, but miss being a part of a group. Knowing what’s missing won’t magically make it appear, but it will make the overwhelming feeling of loneliness seem a bit more manageable and give you something to work toward.

Make Time For Extended Family
If you have cousins or other relatives around your age that are within a reasonable distance, reach out and try to get together.

Watch Something That Makes You Laugh
Put on your favorite funny show or movie - immersing yourself in a world with familiar characters can make you feel less lonely.

Turn Activities You Do Alone into Group Activities
Into gaming? Invite someone over to play with you in person. Do you like to draw? Ask your parents to help you find an art class. Going to a baseball game with your family? See if they can get an extra ticket so you can invite a friend.

Spend Time with Animals
Hanging out with pets, especially cats and dogs, is a great way to feel less lonely. They will love you unconditionally and will provide you with all the snuggles you need! If you don’t have pets of your own, see if your neighbors or relatives would be willing to let you hang out with theirs.

Try an App
Lyf is an app that helps you reach out to others to chat about things. Q Chat has support groups for LGBTQ youth. NotOK is an app that helps you reach out to contacts that you select to let them know that you are struggling. 7 Cups has trained listeners to provide you with emotional support.

Write Down 5 Things You Love About Yourself
Part of the pain of loneliness is that you start to think of yourself negatively. Taking a few minutes to write down the good things you notice about yourself is a simple way to boost your self-esteem and remind yourself that you are awesome in your own way.
Here are some signs your teen may have consumed alcohol:

- Lowered inhibitions
- Poor concentration
- Slow reflexes
- Slow reaction time
- Reduced coordination
- Slower brain activity
- Sensations and perceptions that are less clear
- Slurred speech
- Sleepiness
- Altered emotions
- Poor vision
- Sleepiness and disruption of sleeping patterns
- Increased urine production
- More blood flow to skins surface
- Lower core body temperature

Serious Teen Drinking Signs
According to the Surgeon General, when teens drink, they drink a lot at one time. Teens party with others and socially drink so they drink less often than adults. But when teens do drink, they consume more alcohol than adults.

On average, young people have about 5 drinks on a single occasion. This is called binge drinking, a very dangerous way of drinking that can lead to serious problems and even death.

If your teen is showing these signs, call 911 or go to the nearest emergency room:

- Vomiting
- Uncontrolled urination
- Uncontrolled defecation
- Breathing difficulties
- Passing out

Signs Your Teen Has a Drinking Problem or Addiction
It’s possible for teens to develop serious problems with alcohol. It can happen without you even being aware. While these signs could point to another problem, they could also be indicative of a substance abuse issue:

Behavioral Changes
- Experiencing school problems, poor attendance, low grades and/or recent disciplinary action
- Rebelling against family rules
- Lying, breaking curfew, or stealing
- Switching friends, along with a reluctance to let you get to know the new friends
- Having a sloppy appearance
- Lacking involvement in former interests

Emotional Changes
- Exhibiting mood changes, flare-ups, irritability, and defensiveness
- Having a “nothing matters” attitude

Mental Changes
- Having memory lapses
- Having poor concentration
- Slower brain activity
- Sensations and perceptions that are less clear
- Slurred speech
- Sleepiness
- Altered emotions
- Poor vision
- Sleepiness and disruption of sleeping patterns
- Increased urine production
- More blood flow to skins surface
- Lower core body temperature,
**Middle School Honor Roll**

**HIGH SCHOOL 10 WEEK HONOR ROLL**

**Grade 6**
- Barker, Broc
- Call, Margaret
- Hartman, Machaela
- Jouben, Jared
- Land, Makayla
- Malia
- Makuszak, Julia
- Stayton, Paige
- Weaver, Brynn
- Yerman, Kamryn

**Grade 7**
- Fancett, Emily
- Farrell, Mason
- Hanna, Nathan
- Judway, Katherine
- Kachanovich, Daria
- Lazarek, Addison
- Lyke, Aiden
- Porter, Siena
- Sacco, Sophia
- Sallustio, Sydney
- Stayton, Quency
- Torruella, Hazel
- Zegarelli, Julia

**Principal's List**

**Grade 5**
- Ayersworth, Hailey
- Ballard, Tobias
- Brennan, Allison
- Burton, Julia
- Colucci, Julia
- Cruikshank, Alexander
- Decker, Jake
- Delmedico, Lorelei
- Dischavio, Ella
- Dzubaan, Carrie
- Grimes, Kathryn
- Hunt, Brooke
- Kimball, Wyatt
- Kolmer, Jacob
- Kotary, Dominik
- Lupino, Talia
- Rabkavets, Darya
- Roach, Kaylie
- Sanders, Nicholas
- Smith, Mareade
- Sullivan, Kieran
- White, Jayden

**Grade 6**
- Cirielli, Evan
- Evans, Brittany
- Farrell, Julia
- Fernea, Rocco
- Getti, Zowie
- Hinman, Thomas
- Hunt, Connor
- Johnson, Anna
- Jones, Jack
- Krupa, Alyssa
- Latino, Jacob
- Marcano, Daniel
- Miller, Hannah
- Mozdzen, Ben
- Newell, Maddison
- Oostosky, Ryleigh
- Palmer, Jonah
- Selmi, Sophia
- Steinbacher, Sara
- Werthman, Liliana
- Williams, Ava

**High Honor Roll**

**Grade 5**
- Brown, Benjamin
- Christensen, Raina
- Curriere, Lydia
- Enjem, Mark
- Freitag, Samuel
- Kalil, Nora
- King, Mia
- Miller, Lucille
- Sherman, Arifton
- Spivak, Sophia
- Williams, Gideon
- Zegarelli, Sophia

**Grade 6**
- Barker, Broc
- Call, Margaret
- Farrell, Julia
- Hartman, Machaela
- Jouben, Jared
- Land, Makayla
- Lenard, Malla
- Makuszak, Julia
- Stayton, Paige
- Steinbacher, Sara
- Weaver, Brynn
- Yerman, Kamryn

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- Miller, Hannah
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- Oostosky, Ryleigh
- Palmer, Jonah
- Selmi, Sophia
- Steinbacher, Sara
- Werthman, Liliana
- Williams, Ava

**Honors List**

**Grade 5**
- Banks, Desiree
- Bushey, Alexi
- Canavale, Isabella
- Colosimo IV, Michael
- Cotta, Anna
- Colucci, Julia
- Cruikshank, Alexander
- Decker, Jake
- Delmedico, Lorelei
- Dischavio, Ella
- Dzubaan, Carrie
- Grimes, Kathryn
- Hunt, Brooke
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- Oostosky, Ryleigh
- Palmer, Jonah
- Selmi, Sophia
- Steinbacher, Sara
- Werthman, Liliana
- Williams, Ava

**Grade 7**
- Bums, Isabella
- Chandler, Ava
- Davis, Hannah
- Dawes, Samantha
- Fieg, Liam
- Kolmer, Kobe
- LaSalle, Olivia
- Marceau, Sydney
- McGarry, Aidan
- Messett, Lewis
- Palmer, Isaiah
- Rabkavets, Alesia
- Salgado, Tiana
- Thompson, Connor
- Tommasso, Sophia
- West, Garrett
- Zanniello, Sophia

**Grade 8**
- Bums, Alanna
- Carluomato, Jordan
- Crandall, Allison
- Dean, Chyan
- Evans, McKenzie
- Grimes, Thayer
- Herrington, Angelina
- Howard, Deacon
- Kelly, Nathan
- Weibel, Evan
- White, Ethan

**HIGH SCHOOL 20 WEEK HONOR ROLL**

**Grade 5**
- Ayersworth, Hailey
- Brown, Addison
- Brown, Benjamin
- Christensen, Raina
- Curriere, Lydia
- Enjem, Mark
- Freitag, Samuel
- Kalil, Nora
- King, Mia
- Miller, Lucille
- Sherman, Arifton
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- Marceau, Sydney
- McGarry, Aidan
- Messett, Lewis
- Palmer, Isaiah
- Rabkavets, Alesia
- Salgado, Tiana
- Thompson, Connor
- Tommasso, Sophia
- West, Garrett
- Zanniello, Sophia

**Grade 8**
- Bums, Alanna
- Carluomato, Jordan
- Crandall, Allison
- Dean, Chyan
- Evans, McKenzie
- Grimes, Thayer
- Herrington, Angelina
- Howard, Deacon
- Kelly, Nathan
- Weibel, Evan
- White, Ethan
Sauquoit Valley News & Views

HIGH SCHOOLS 10 WEEK HONOR ROLL

Grade 12
Buckingham, Sophie
Evans, Emily
Finegan, Hannah
Jones, Trevor
Stanimer, Abigail
Young, Kody

Grade 10
Alante, Austin
Bailey, Brooke
Barrett, John
Bell, Camryn
Chmukh, Andrew
Collins, Hannah
Davis, Caitlin
Dikar, Philymena
Ellison, Derek
Evans, Madison
Fancett, Isaiah
Martin, Kylee
Mott, Bailee
Moesten, Claire
Petersen-Henke, Ruvin
Post, Mariah
Richter, Hannah
Root, Elina
Shepherd, Alyssa
Snyder, Brayden
Stalker, Garrett
Tibbitts, Charles
West, Brienna
Wilson, Jacob

Grade 11
Canarelli, Alyssa
Cates, Haris
Cifonelli, Holly
Dudek, Carter
Filippelli, Angelina
Furner, Benjamin
Gallagher, Meghan
Grimes, Gwendolyn
Haynes, Crystal
Inglis, Marley
Kellam, Sean
Makuszak, Michael
McLain, Hannah
Rhmystine, Tyler
Stayton, Tessa
Winters, Dakota

Boehlert, Raine
Borgia, Gabrielle
Canarelli, Ellen
Chmukh, Yuliya
Cobane, Britton
Costantine, W
Durney, Tessa
Eagly-Hattermann, Catherine
Eagly-Hattermann, Patrick
Hale, Christopher
Howard, Samantha
Luzack, Olga
Malysa, Anthony
Martin, Marzenke
McGarr, Kyle
Moedzen, Abe
Pabon, Rachel
Peek, Meghan
Puerari, Alessandro
Ray, Logan
Sarajija, Amar
Schoop, Brandon
Snow, Donon
Sweet, Clayton
Thrasher, Mariah
Tibbitts, Amaya
Topolosi, Michael
Turck, Loretta
Ward, Joshua
Weeks, Briannah

High Honor Roll

Grade 9
Brennt, Madelene
Bowers, Jack
Cranie, Garrett
DeGrotimo, Ryan
DeMedici, Kayle
Dischiavo, Andrew
Gelfusa, Juliana
Keenan, Elizabeth
Kuhn, Paige
Madaison, Madison
Murphy, Zachary
Owens, Kyle
Perry, Marc
Scheaffer, Mekayla
Tilbe, Zachary
Toschi, Sofia
Walker, Angelena

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Kuhn, Paige
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Murphy, Zachary
Owens, Kyle
Perry, Marc
Scheaffer, Mekayla
Tilbe, Zachary
Toschi, Sofia
Walker, Angelena

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Cobane, Britton
Costantine, W
Durney, Tessa
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Eagly-Hattermann, Patrick
Hale, Christopher
Howard, Samantha
Luzack, Olga
Malysa, Anthony
Martin, Marzenke
McGarr, Kyle
Moedzen, Abe
Pabon, Rachel
Peek, Meghan
Puerari, Alessandro
Ray, Logan
Sarajija, Amar
Schoop, Brandon
Snow, Donon
Sweet, Clayton
Thrasher, Mariah
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Turck, Loretta
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Murphy, Zachary
Owens, Kyle
Perry, Marc
Scheaffer, Mekayla
Tilbe, Zachary
Toschi, Sofia
Walker, Angelena

BOCES

CTEC Program

High Honor

Emily Barron
Sophie Buckingham
Alyssa Canarelli
Britton Cobane
Dante Corrascia
W Constantine
Angelina Filippelli
Christopher Hale
Crystal Haynes
Marley Inglis
Sean Kellam
Anthony Malysa
Kiley Martin
Jackson Murphy
Logan Ray
Brandon Schoop
Bryden Snyder
Aaron Thresher
Matash Thresher
Michael Topolski
Dakota Winters
Kody Young
Gabrielle Zinkovich

Honor Barou

Autumn Borek
Jackson Cota
Jason English
Cooper Jaquish
Nicolas Sepelio
Seain Townsend

Honorable Mention

Kyle Christian
Casey Leitz
Joseph Morehouse

HIGH SCHOOLS 20 WEEK HONOR ROLL

Grade 12
Buckingham, Sophie
Evans, Emily
Finegan, Hannah
Jones, Trevor
Stanimer, Abigail
Young, Kody

Grade 10
Alante, Austin
Bailey, Brooke
Barrett, John
Bell, Camryn
Chmukh, Andrew
Collins, Hannah
Davis, Caitlin
Dikar, Philymena
Ellison, Derek
Evans, Madison
Fancett, Isaiah
Martin, Kylee
Mott, Bailee
Moesten, Claire
Petersen-Henke, Ruvin
Post, Mariah
Richter, Hannah
Root, Elina
Shepherd, Alyssa
Snyder, Brayden
Stalker, Garrett
Tibbitts, Charles
West, Brienna
Wilson, Jacob

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Canarelli, Alyssa
Cates, Haris
Cifonelli, Holly
Dudek, Carter
Filippelli, Angelina
Furner, Benjamin
Gallagher, Meghan
Grimes, Gwendolyn
Haynes, Crystal
Inglis, Marley
Kellam, Sean
Makuszak, Michael
McLain, Hannah
Rhmystine, Tyler
Stayton, Tessa
Winters, Dakota

Merit Roll

Grade 9
Brennt, Madelene
Bowers, Jack
Cranie, Garrett
Dischiavo, Andrew
Gelfusa, Juliana
Keenan, Elizabeth
Kuhn, Paige
Madaison, Madison
Murphy, Zachary
Owens, Kyle
Perry, Marc
Scheaffer, Mekayla
Tilbe, Zachary
Toschi, Sofia
Walker, Angelena

Grade 10
Boehlert, Raine
Borgia, Gabrielle
Canarelli, Ellen
Chmukh, Yuliya
Cobane, Britton
Costantine, W
Durney, Tessa
Eagly-Hattermann, Catherine
Eagly-Hattermann, Patrick
Hale, Christopher
Howard, Samantha
Luzack, Olga
Malysa, Anthony
Martin, Marzenke
McGarr, Kyle
Moedzen, Abe
Pabon, Rachel
Peek, Meghan
Puerari, Alessandro
Ray, Logan
Sarajija, Amar
Schoop, Brandon
Snow, Donon
Sweet, Clayton
Thrasher, Mariah
Tibbitts, Amaya
Topolosi, Michael
Turck, Loretta
Ward, Joshua
Weeks, Briannah

High Honor Roll

Grade 9
Brennt, Madelene
Bowers, Jack
Cranie, Garrett
Dischiavo, Andrew
Gelfusa, Juliana
Keenan, Elizabeth
Kuhn, Paige
Madaison, Madison
Murphy, Zachary
Owens, Kyle
Perry, Marc
Scheaffer, Mekayla
Tilbe, Zachary
Toschi, Sofia
Walker, Angelena

BOCES

CTEC Program

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Christopher Hale
Crystal Haynes
Marley Inglis
Sean Kellam
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Jackson Murphy
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Aaron Thresher
Matash Thresher
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