



Eagle Express

The Official Newsletter of the Lake Shore Central School District

Vol. 23 #1 FALL 2019

Eagles Players Get Ready for Football Season

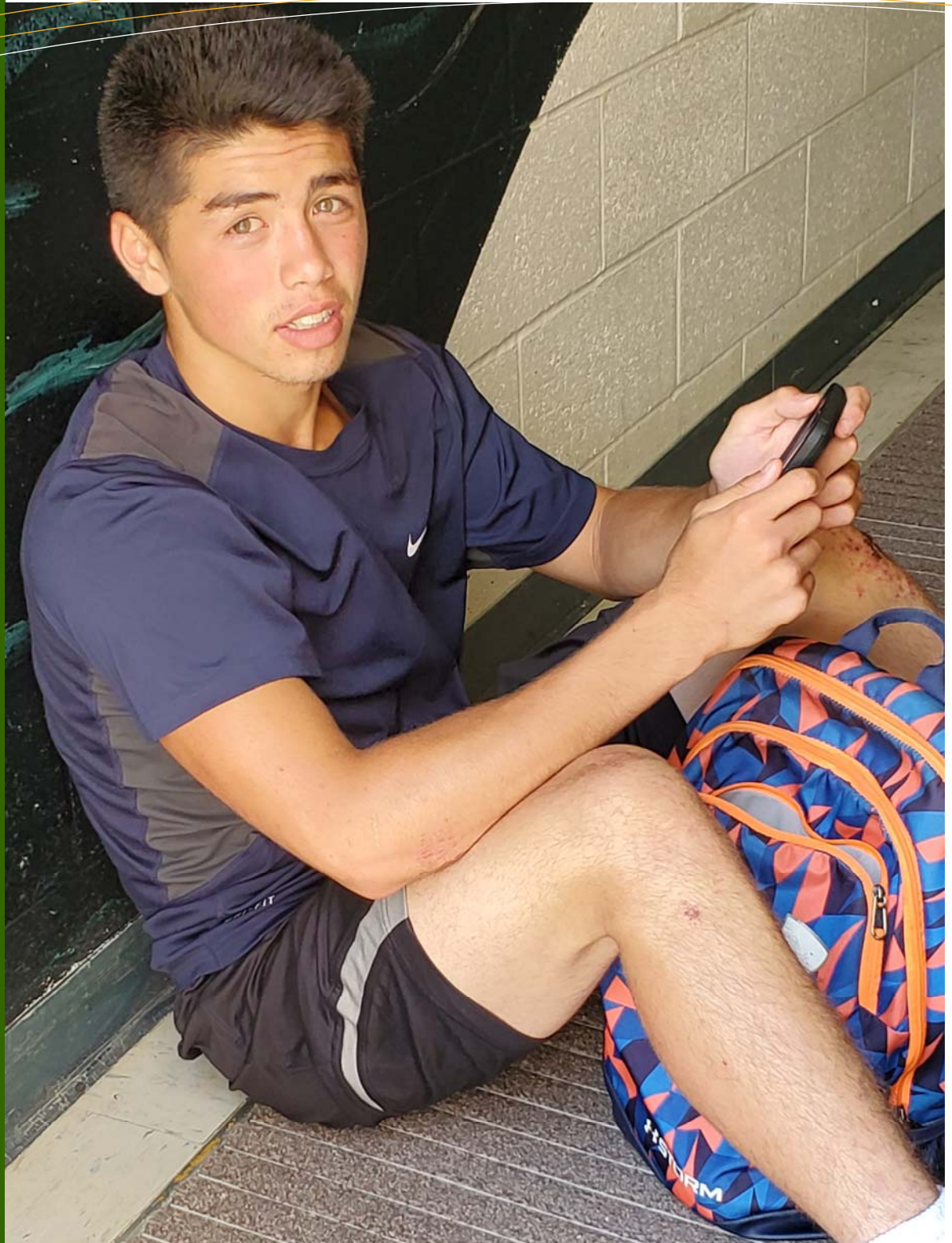
Three, sometimes four days a week this summer quarterback Michael Neary was at Lake Shore High School for strength and conditioning training with his Lake Shore Eagles teammates.

Michael dead lifts 345 pounds, back squats 245 pounds and bench lifts 180 pounds. "It's hard, really hard work," says the incoming Junior.

He says Mondays the focus is on legs, Wednesdays are for running, pushups, and jumping with weights. This was Thursday, big back day. Saturdays are a mix of all.

Michael gives props to head coach Dan Russell and his assistants for their work with the team.

"They know what they're doing," he says, "And they all work together."



Here's to a great season ...

for #11 and the team! Michael Neary and other members of the Eagles spent many hours this summer in strength and conditioning training in preparation for the Fall football season. The first game is Friday, Sept. 6, 6:30 p.m. vs Eden/North Collins at Eden. The Homecoming Game is Sept. 27 against Lew-Port.

Did You Know We Have A Bully Button?

It's on the
lakeshorecsd.org
home page under
"shortcuts."

You can fill out a
bully report form
right there
and submit it online

OR

you can report
directly to the DASA
rep at:

**HS: Assistant Principal
Christopher D'Anna**

**MS: Assistant Principal
Katy Berner-Wallen**

**Elementary Schools:
The Building Principal**

Dignity For All Students

No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex by school employees or students on school property or at a school function.

Call us if you need us!

High School—926-2301

Middle School— 926-2400

A.J. Schmidt Elementary—926-2350

Highland Elementary— 926-2460

J.T. Waugh Elementary— 926-2370

W.T. Hoag Educational Center—926-2270

Transportation—926-2240

Main Switchboard/Information—549-2300

PARENT NOTES ...

Child Care Transportation ... Transportation child care requests must be renewed each year and now is the time to do it. You may download the Special Transportation Request Form from lakeshorecsd.org or pick up the form at your child's school. Please complete and sign and fax it to the Transportation Office 549-4369, or send/drop off to Lake Shore Central Schools Transportation, 8710 N. Main, Angola, NY 14006. Requests are processed in the order received. Requests received after Aug. 23 will not be honored until the second week of school. Please note, only written requests can be accepted.

Can Your Child Get Free/Reduced Price Meals ...

Depending on household income and the number of children in your household attending school, your children may be eligible for free or reduced price school meals. It's worth a few minutes of your time to submit an application! Go to lakeshorecsd.org for the application form or pick one up at any school.

Please note: A new application must be submitted each year - forms from the 2018-19 year are only valid through Oct. 15, 2019. If your child was approved for free or reduced price meals last year and you do not file a new application form with the District before Oct. 15th, you will be responsible for the full cost of your child's meals beginning on Oct.16th. For additional information or assistance with the application, call 926-2222.

FREE Online Reading Open through Sept. 30 ... Access to free digital children's books remains open through Sept. 30: summerreadingnys.org/myon/

Safe Schools ...

Firearms and Weapons are Forbidden: State and Federal regulations stipulate that bringing a firearm or similar dangerous weapons on school premises can result in a one-year suspension from school.

Building Visitors: Parents are always welcome to visit schools. Please make arrangements with the school principal if you would like to visit a classroom. Check in at the office to pick up a visitor's pass when stopping at a school. Do not go directly to an individual classroom.

We Are a Tobacco-Free School District: Schools are in a unique position to reduce the use of tobacco, tobacco products, e-cigarettes, and vaping products/devices, hence the adoption of comprehensive tobacco-free policies.

Who is Dr. Darryl Tonemah



... He is an American Indian health psychologist and musician of Kiowa, Comanche and Tuscarora heritage.

... He was born on the Tuscarora Reservation in New York, the son of an Indian Health Service worker and a nurse.

... He has three degrees:
1) in psychology, sociology and gerontology,
2) a master's degree in community counseling,
3) and a Ph.D. in counseling psychology and cultural studies.

... He will speak about trauma's impact on learning and how schools can help when Lake Shore Central Schools' employees gather on staff opening days.

Learn more at <https://tonemah.com/about>.



Charles Galluzzo, Ed.D.

From the Superintendent's Desk

Hello Everyone,

Students return to school on Sept. 3rd, but instructional staff will return earlier to prepare for the start of school.

On Aug. 26, they will hear from Dr. Darryl Tonemah, who has been part of our cultural program for our K-12 Native American students.

Dr. Tonemah is an expert on the impact of trauma in children and how it affects learning. This program was arranged by Melissa Bergler, our Assistant Superintendent for Instruction, as part of Lake Shore's ongoing commitment to ensuring the best learning environment for our school-community's children.

Research has led to deeper awareness of how trauma affects child development and learning. Prolonged adversity can lead to toxic stress that can damage the developing brain and impair future learning and health. There is no escaping life's adversities, but we can help children develop their capacity for resilience. Bullying, for example, can be a traumatic experience. A divorce—even a healthy divorce—can be traumatic for a child. Much depends on how a child responds and interprets the event, not the event itself.

A network of supportive adults can help children develop a stronger stress-response and re-focus their attention on learning. No one can erase all stress and adversity from life. But we can create a positive learning environment and be a source of support for children and their families. More information follows on pages 4-7.



- File photo by Nancy Klemens, Title VI, Home-School Liaison

Many Lake Shore students are familiar with Dr. Tonemah, who last year conducted monthly Haudenosaunee Culture classes at J.T. Waugh and A.J. Schmidt elementary schools. He also met with Middle and High School students in small groups for discussion and guidance on healthy lifestyles.

**Providing
a safe,
predictable
setting for
children
to be,
learn and
thrive.**

“You have to make a connection to make a difference with kids.

“Just that little round table and chair ... it creates a different atmosphere than the hard chairs.

“With soft chairs, it's more like a living room, and with the small table, it's like being in your kitchen. It puts people at ease and helps to make that connection.”

*- Jill Clark
Principal
A.J. Schmidt
Elementary School*



Making School A Positive Learning Environment

Three years ago, Lake Shore Schools began an initiative to recognize and support students whose reactions to traumatic experiences were compromising their achievement in school. Such experiences don't have to be life-threatening, but an array of adverse childhood experiences can trigger a trauma response affecting a child's development and learning.

The National Child Traumatic Stress Network reports that one out of every four children attending school has experienced trauma that can affect learning and/or behavior. The issues—maybe it's alcohol or chemical dependence in the home, welfare dependence, a parent absent due to divorce, arrest, incarceration or untimely death — may bring disruptive behaviors and distractions to the classroom.

It happens across communities and cultures. "Our area is not immune to poverty and society's issues," points out J.T. Waugh Elementary principal Paula Eastman.

In school, symptoms can include cognitive delays, problems processing relationships and emotions, and not understanding cause and effect. With that in mind, Lake Shore is providing educators with strategies to support the healthy development of students. That work began at J.T. Waugh and A.J. Schmidt elementary schools and the Middle School and has shown early success: calmer, more focused students (and

How Parents & Guardians Can Help

The goal of trauma-informed response is to make school a safe setting, and keep students calm and focused on the learning at hand.

Parents and guardians can help, too, with "co-regulation," which means helping their children manage their emotions - together. "So, instead of telling a child to calm down and take a deep breath, the parent/guardian should take a deep breath *with* the child and help calm them down," says FirstBook.

Parents can also develop the skill of recognizing variations in their child's emotions. How does the child look when emotions are escalating or they are upset or frustrated? Swift recognition of these cues means parents can more quickly help them manage their emotions as they arise. It's important also to understand how a parent's interaction with the child may agitate or calm them.

A parent facing adversity may have little time or energy for education or other needs if they are focusing all their efforts on securing safety, food and shelter for their family. If this is the case, please contact the school for help connecting to the appropriate medical, legal, and/or social support services.



teachers), and an early uptick in student achievement. The key is for adults to recognize what is happening and be ready with support and a plan of action, says A.J. Schmidt principal Jill Clark. Building relationships and making connections is key. Helping students recognize their stress level—which they compare to flip-

ping their lid—and how to respond to "lower the lid" (getting back to the "downstairs brain") can return the focus to learning. The student learns to cope and break the cycle of traumatic response. That's the goal of the Trauma Sensitive Teaching/Classrooms initiative, which now expands to Highland Elementary and the High School.

‘We still have high expectations for them but we know what they’re going through.’

**- Paula Eastman,
Principal, J.T. Waugh
Elementary School**



“We’re looking at restorative practices, not punishment,”

says Principal Paula Eastman. **“We want to build a sense of safety. When kids are upset, hungry, hurt or tired, they are not ready to learn. We need to convey assurance, then build on behavioral, social and self-regulation skills, and the confidence for acceptance in the workforce and to be academically successful.”**

J.T. Waugh Elementary School classrooms have calming areas where children can learn to destress and decompress themselves. Bulletin boards list things they can and cannot control. They work on actively changing their vocabulary. Instead of “I can’t do math,” it’s “I can’t do that math YET.”

Lake Shore’s effort to recognize trauma’s effects and implement a plan of support has included training from Kristin Souers, author of “Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom.” Her workshops on interventions and strategies will continue this year along with support from Buffalo State College professional development students under the direction of Dr. Chris Shively; Dr. Maryruth Morris and her service dog Molly, as well as Erie 2CC BOCES for curriculum development.



'We're moving forward with stuff that makes sense for this particular age group.'

Is it tough to keep Middle School kids focused on learning?

"Because of the nature of the age, they are in emotional turmoil to begin with," observes Principal Erich Reidell. "So we're moving forward with stuff that makes sense for this particular age group."

This year, that includes a 10-minute morning homeroom period for groups of 10 students. There will be the usual Pledge of Allegiance and announcements, followed by seven minutes for homeroom teachers to touch base and do a quick assessment of the students' readiness to learn.

"They will ask things like, 'Have you studied for that science test,' or say, 'Hey let's check your grades; where are those last math assignments? They're in your locker? Well, go get them and hand them in!'"

"This falls under the umbrella of trauma-informed practices," says Mr. Reidell. "Some kids won't need this at all, but we cut down on

the number of kids who are just not ready to go into class." Being "trauma-informed" has nothing to do with say, an accident in the parking lot, he notes, but everything to do with making sure students are ready to learn without distraction from other issues. To that end, two teachers from each Middle School team received Level 1 trauma-informed practices training last year. This year, they will receive Level 2 training and Erie 2 BOCES will conduct a primer training for the rest of the faculty.

When it comes to ensuring an environment for learning and discipline, Mr. Reidell is committed to peer remediation, "where we talk about dignity and bring kids to the table, making them accept responsibility and fixing it."

He also believes in the power of peer education.

The Middle School partners with WNY United and Prevention Focus to address the substance abuse and social-emotional health strands in the health curriculum. There also is a Leaders in Training program where 8th grades come back and teach things like anti-vaping/anti-smoking behaviors to 6th graders.

Does it work? "Peer education is the only thing that works," he declares. "With peer teaching, it engages them and they see the 8th graders as role models."

What they Say:

"Everything gets wiped down by hand, everything gets vacuumed and washed.

We wash the walls. We wash the door frames, the desks, the chairs, the cabinets, the cupboards, the windows, the blinds, the lights, the floors. EVERYTHING.

A lot of my friends say, you work at the school, what do you do, there's no one there in the summer. I say, who do you think cleans everything? Little elves don't come in to do the job!"

- Jennifer Riccio,
High School laborer



Part of Bob Gifford's job this summer involved changing more than 1,000 locker combinations.

By the second week in July, Bob Gifford figured he had changed the combinations on some 200 student lockers at Lake Shore High School. He had about 800 more to go.

Ryan Ayers wouldn't hazard a guess at how many floors he had scrubbed, but once those floors were cleaned, Becky Haskins came through to wax them. The carpeted floors were vacuumed by James Will, then Jennifer Riccio ran the carpet scrubber over every one of them.

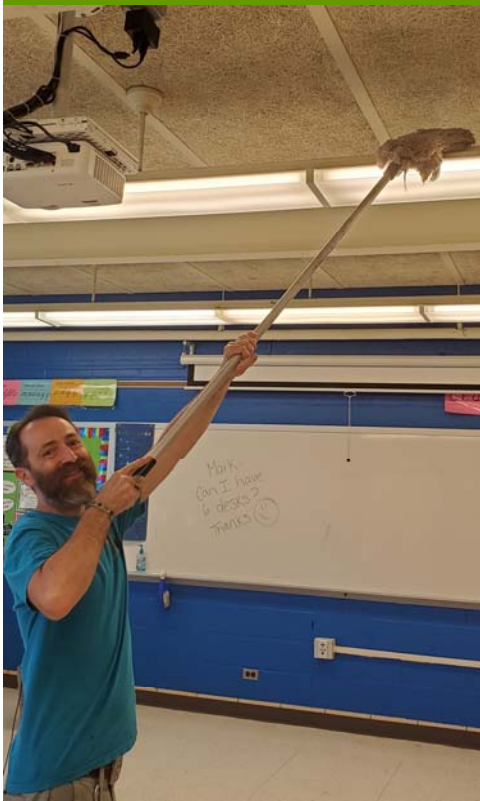
When school opens in September, the crew will have cleaned two floors of classrooms, plus the cafeteria, rest rooms, gym, library, athletic facilities and more throughout the nearly 150,000 square foot building. Similar activity took place throughout the district as custodial staff used the summer weeks to give buildings a deep clean.

Their pride in their work shines just as brightly as the windows and floors they care for. These buildings will be sparkling for students' return to classes on Sept. 3rd.

'Little Elves

Don't come in to do the job.'





Brian Edwards uses a long pole to dust the very tops of classroom light fixtures at A.J. Schmidt Elementary School.



Linda Misiak, in her 36th year with the District, runs the floor stripper in the Highland School cafeteria.



Not only are they a great team, they're great pals, says Jennifer Riccio, right, about co-worker Christine Misiak. Both work at the High School.



Mike Sciarrino runs the waxer on the Middle School's 10,000 square foot gymnasium floor.



John Haskins puts a fresh coat of paint on the technology office walls at W.T. Hoag.



Every chair gets washed, every chair leg scraped and scoured, every table gets turned over, its legs scraped and cleaned and underside washed, then flipped back again to wash on top, says Barb McCormack. At this point in the summer, she and co-workers had finished 13 classrooms and had 17 more to go before the start of school.

Many thanks

to the graduating seniors who responded to the Lake Shore High School exit survey and to district parents who responded to the parent communication survey.

These surveys are part of our ongoing effort to assess how we're doing in terms of the experiences of our students, parents, employees and community.

The more responses we get, the more reliable the information and the more information we have, the more it helps us ensure that the Lake Shore experience is valuable, responsive, meaningful... and on a path of continuous improvement.

Employee and community surveys will get underway this Fall.



2019 Parent Survey

More than 300 parents of Lake Shore students responded to a survey asking how satisfied they were with communications from their child's school and the school district.

Eighty to 90%

of respondents were completely or somewhat satisfied with communication from their child's school.

Overall satisfaction levels ranged from

70 to 90%

regarding communication from the school district.

Most parents who

responded said they get most of their information from:

school district mailings, school district web site,

followed by Facebook.

Parent preferences for receiving information ranged far more widely, however, and included

robo calls, texts, emails,

& information brought home by students,

followed at a distance by Blackboard Connect, the Parent Portal, REMINDER, Blooms and Seesaw apps.

Suggestions for improvement included:

- * Make website (s), more current, user-friendly and content rich.
- * More timely communication to home if student is falling behind.
- * More advance notice of events, activities.
- * Use more than one method to make announcements: use voice mail, text and email.
- * Provide more opportunities for parent involvement at school.

2019 Senior Survey



85 of Lake Shore's 177 graduating seniors responded to a High School exit survey.

So, where are they headed and how was High School?

We found:

- Most respondents are going on to **2- or 4-year university programs (68%),** with the remainder going straight to the workforce, trade school or the military.
- The most popular majors for college-bound students are **health/medicine (24.1%)** followed by science/technology/math majors 14.46%, and education 12.05%.
- If headed to college, **school counselors (63.29%)** were cited as most helpful overall in navigating that path, including completing applications, exploring career options, and figuring out how to pay for it.

- Regarding who helped most in planning for life after high school, the top answer by far was **parents (81.93%),** followed by teachers (43.7%) and friends (43.37%).

Not far

behind were other family (31.33%) and school counselors (30.12%).

- Those who said they would have liked **more help with** some things in High School most often cited **math,** followed by **college and career planning.**
- Students who listed their favorite **experience** at Lake Shore High School most often said it was **sports,** followed by friends/people, and clubs/extracurricular activities and the Mr. Lake Shore competition.
- Regarding how prepared they felt to **tackle the world** beyond High School: **66% felt college-ready, 42% felt work-ready 35% felt life-ready.**
- **15%** said they weren't ready ... to leave High School!

Capital Project Update

High School

The High School pool re-opens with the start of school, sporting new ventilation units installed in the ceiling to reduce the area's moisture level.

The new units replace the original units that had reached the end of their useful life span.

Because of inadequate ventilation, surfaces were deteriorating in the upper seating levels and rust was forming on metal surfaces in the pool area.

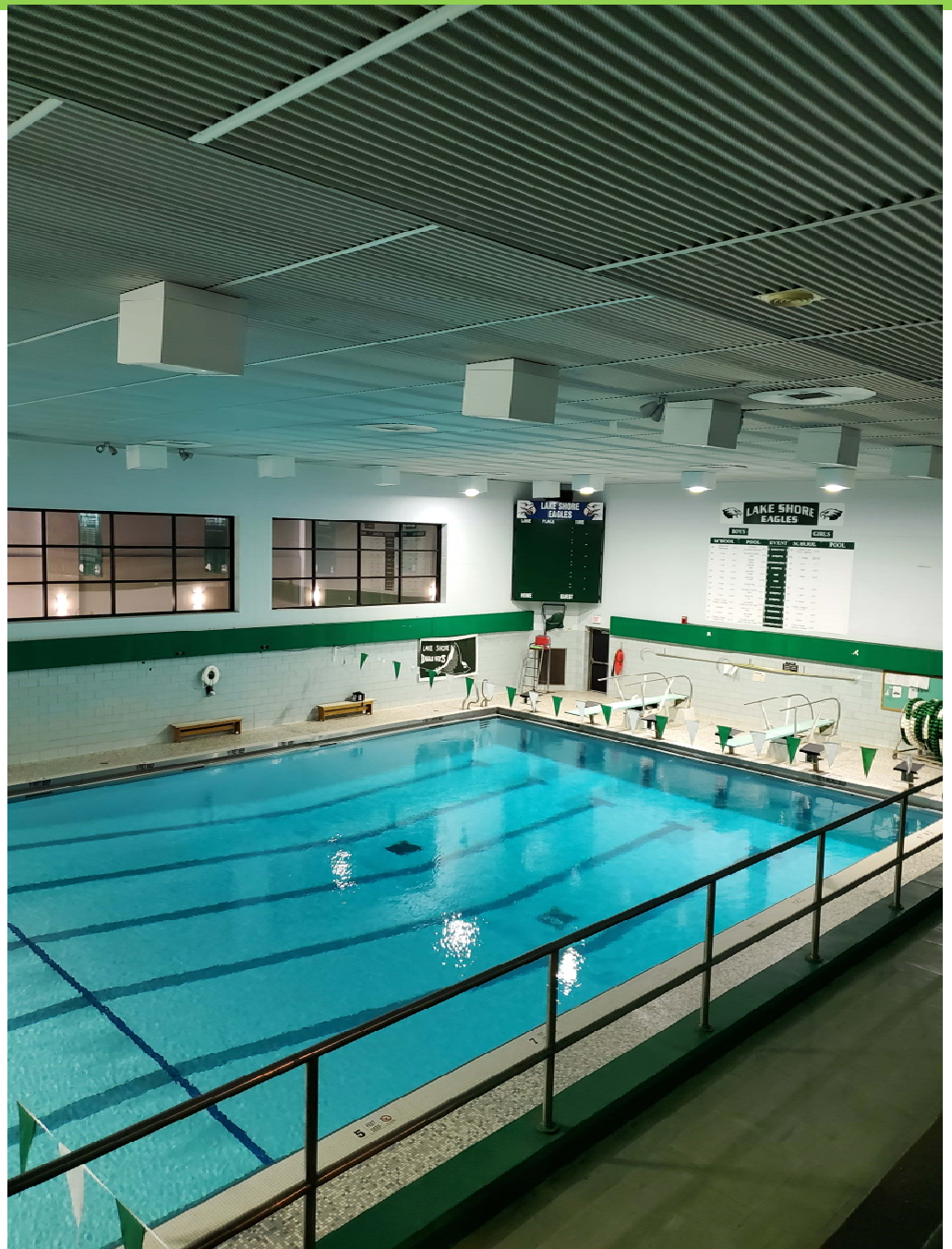
Powering the new units are massive fans that operate out of sight above the pool, in the "pool pak" area.

Along with the huge dehumidification unit will be an electric pool cover to reduce moisture and save on chemicals and heat.

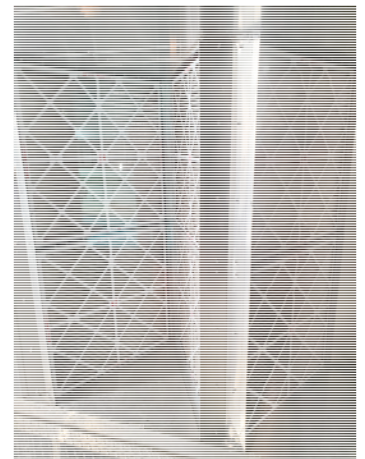
Top: The High School pool.

Bottom left: The "pool pak" unit that houses the fans ventilating the pool area.

Bottom right: A view of some of the fans housed in the pool pak unit.



In addition to the High School physical education and athletics programs, the school's pool is used for life guard training and, in non-construction years, in the Eagles Landing program.



Moving In ...



Reconstruction of key High School offices brings more secure and efficient layouts to service areas in the High School, including the main office, counseling center and health office.

By early August, High School principal Christine Koch (top of page) was working in her new office, and school counselors Heather Boncore (above left) and Greg Tomasik

(above right) were among those settling into their offices in the High School Counseling Center.

The reconstructed area also provides space to meet privately with parents and students, and a new health office with an exam room and “sick bay,” as well as an ADA-compliant restroom and shower area.

Next Steps ...

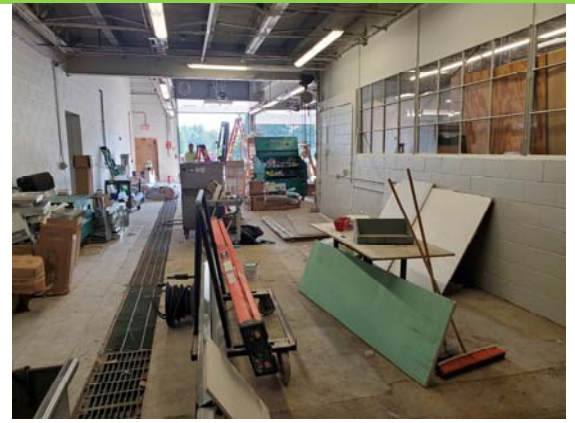
With Phase 1 of the capital project well under construction, wheels are in motion for Phase 2.

Approval from the NYS Education Department is anticipated this Fall, with construction starting in early 2020.

The scope of Phase 2 includes an addition at the High School for technology and athletics, along with renovations to the pool locker rooms, pool and gymnasium.

At the Middle School, a secure entrance will be created and renovations will take place in the auditorium, main office, nurse’s office, gymnasium, pool and locker rooms. Various mechanical, plumbing and electrical upgrades will take place at both buildings.

Elementary work will be addressed in a subsequent phase and will include secure entryways at all buildings, as well as replacement of water mains at the A.J. Schmidt and W.T. Hoag buildings.



Above left: Traffic flow is entirely one-way on the reconstructed transportation campus. Buses, buildings and grounds vehicles, passenger cars and pedestrian traffic are structured to keep separate vehicles, with separate purposes, as separate as possible.

Above right: The bus wash bay under construction. The wash bay is used daily by drivers and attendants to clean their vehicles inside and out. Twice a year a crew of drivers does a thorough cleaning by removing seats and cabin air filters and washing interior walls, ceilings and windows.

Perry Oddi, Transportation Supervisor, stands in what will be the training area for bus drivers. The door behind him leads upstairs to a crisis command station that will be activated in case of emergency.

The Bus Story

Transportation Capital Project Updates

Safety Focus Driven Home

Safety and efficiency are priorities in school district capital projects. The point is driven especially close to home with the transportation department reconstruction at Lake Shore Central Schools. The access and egress path for buses is one way, with no backing up and no cross traffic through the lot, whether going to refuel, park, wash or have mechanical work done on a bus. Currently, a large fuel truck has to back in to reach the fuel tank and this redesign also will prevent that from happening in the future. Safety components of today's project include sidewalks around the transportation area, and a sidewalk from the High School to North Main Street, so pedestrians do not walk in the roadways.



The reconstruction of a bus lift starts deep underground where the old bay is removed and space is excavated for the mechanical device that lifts buses weighing from 9,500 to 17,500 pounds. Once installed, the area around the lift is cemented. The district's 54 DOT-certified vehicles transport more than 2,800 public and non-public school students daily, traveling nearly 5,000 miles to 37 schools. The district also operates 24 buildings and grounds vehicles.

Transportation News



We Have A Winner!

The poster theme was "Red lights mean STOP!" and she took 1st place locally in the WNY Association of Pupil Transportation school bus safety poster contest, then went on to take 2nd place statewide at the NY Association of Pupil Transportation level.

CONGRATULATIONS to Highland Elementary 2nd grader Dakota Bastedo for creating one of the top transportation safety posters in all of New York State!



- Photo by Perry Oddi

We Have Safe Buses!

Lake Shore's 54-bus fleet travels 607,186 miles a year transporting the district's students. And it's done very, very safely ... in fact, the fleet closed in on a near perfect 100% on its 2018-2019 New York State Department of Transportation annual inspections. The district's buses are inspected twice a year – every six months. Lake Shore's score of 99.1% is derived from the total number of inspections and number of inspections passed. Above: mechanic Dan Ricotta.



Wondering Where the Bus Is? You Can Track it with MyStop!

You can track your child's bus with MyStop!

You can download the app to an iPad, iPhone or Android mobile device, or access it through the lakeshorecsd.org web site.

To use it, click on the logo and sign in using your child's student identification number for both the user name and password. (You can locate your child's Student Identification Number through the Parent Portal.) MyStop lets you know exactly where the school bus is, displaying its location on a map along with the ETA to the student's bus stop.

The school bus location is automatically updated every five seconds. ETA recalculates to accommodate any delays due to traffic en route.



THE EAGLE EXPRESS
is a publication of the
Lake Shore
Central School
District

lakeshorecsd.org

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Angola NY 14006
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2019-2020 Instructional Calendar

STAFF Opening Days

AUGUST

26-28 Opening Days for Staff

SEPTEMBER

2 Labor Day

3 First Student Day

OCTOBER

4 Emergency GO HOME
EARLY DAY

14 American Heritage Day

25 Superintendent's
Conference Day

NOVEMBER—

**Native American Heritage
Month**

11 Veterans' Day

27-29 Thanksgiving Recess

29 Native American Heritage
Day

DECEMBER

5-6 Parent-Teacher Conference
Day K-8 Only/Half Day

23-Jan. 1 Winter Recess

JANUARY

20 Martin Luther King, Jr. Day

24 Regents Rating Day

FEBRUARY

17 Presidents' Day

17-21 Mid-Winter Recess

MARCH

20 Superintendent's
Conference Day

24-31 Gr. 3-8 ELA/3-8 Math

APRIL

10 Good Friday

9-17 Spring Recess

20-28 Gr. 3-8 ELA/3-8 Math

MAY

22 Memorial Day Recess

25 Memorial Day

JUNE

26 Regents Rating Day

27 Graduation: Class of 2020

Regents Exams:

JANUARY 21-24, 2020

JUNE 2, 2020

JUNE 17, 2020

All Registered for UPK?

Universal Pre-K starts on Sept. 3rd at the William T. Hoag Educational Center. Morning classes are 8:45-11:15 a.m. and afternoon classes are 12:15-2:45 p.m. It's free for Lake Shore School Central District residents. For an additional cost, a wrap-around program is available from 6:30 a.m. to 6 p.m. Applications are available at W.T. Hoag Educational Center, 42 Sunset Blvd., Angola. For more information, contact Crystal Bunic at 674-9622 or cbunic@ymcabn.org.