

Long Lake Central School Newsletter

Kevin O. Crampton - Superintendent

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www.longlakecsd.org

Dear Parents and Long Lake Community Members,

Happy New Year!

As we approach the halfway point of the school year please be reminded January Regents Exams, Mid Terms and mandated NYS tests will all be coming up. Please make sure your son/daughter has plenty of rest the night before an exam. If you have any questions on test dates, please contact Ms. White directly at 624-2221 ext. 308. You can also find this information on the school web site.

The time is here for us to start planning Spring Adult Education Classes. The Adult Education/Continuing Education classes are for adult members of our community and for the surrounding communities, with local residents given first preference.

The evening classes are for adults and recent graduates because our students have the opportunity throughout the day to experience the same or similar courses and instructors. As always, community members are encouraged to offer a class using their expertise and can set the length and time of the class to their preference.

January is the time for us to present our draft budget to the Board of Education and I welcome your questions regarding this process. Our next Board of Education meeting is January 11, 2007 in the cafeteria and is open to the public.

Best wishes to everyone in the New Year!

Sincerely,

Kevin O. Crampton
Superintendent

The logo features the words "Seasons Greetings" in a blue, stylized font with a white outline. Above the text are several blue snowflake icons of varying sizes, scattered across the top of the word "Seasons".

Guidelines For Parents and Guardians

How to Help “Keep Kids Connected and Protected”

The NCSA and various consumer and education organizations suggest implementing these recommended safety and security guidelines as a first line of defense in helping keep kids safe when using social networking sites:

Supervise Computer Use: Keep the computer in an open area and be aware of other computers and other devices children may be using outside of the home. Placing the computer in an area, such as the kitchen or family room, gives parents the ability to supervise a child’s online navigation. Pay attention to other computer and Internet-enabled mobile devices children are using. Consult with other parents to encourage them to use safety and security procedures at home.

Keep the Lines of Communication Open: Use the Internet with your child. Parents should be familiar with their child’s online activities. Interacting with children online sets the example and provides an opportunity for parents to engage in dialogue about websites their children visit and programs they are using. Parents should be open to learning about technology so they can keep up with their children. Understanding how children use the Internet will give parents a better idea of the risks they may face while on the Internet.

Virtual Parenting: Set-up the family’s Internet service accounts. Parents should take an active role in setting up Internet service accounts, including any online community services children may join. Parents should periodically monitor accounts to supervise online friends, chat areas and blogs.

Cyber Patrol on Duty: Consider installing software that allows parents to control where children go online. Monitoring software gives parents the ability to view activity on the Internet and the authority to determine their child’s usual online chat buddies. These programs give parents a better understanding of what their child is doing online and empowers parents to set online boundaries for their children.

Exercising Parental Control: Consider implementing parental control tools. Parental control tools are provided by some Internet Service Providers (ISP) or are available for purchase as separate software packages. These tools allow parents to restrict websites a child can view from their home computer. Settings are password-protected. Remember – *no program is a substitute for parental supervision.*

Restrict Access: Use privacy settings to restrict access to the child’s website. Social networking sites provide a variety of privacy settings that limit who can view the child’s website. By using these privacy tools, parents may be able to approve which friends from school, clubs, teams, and community groups are able to view a child’s profile or blog, or block unknown individuals from accessing a child’s information. On most social networking websites, you can access and change your child’s privacy settings by clicking on “account settings.”

Act Like the Child: Search blog sites children visit to see what information they are posting. To ensure that children are not engaging in risky online behavior, it is recommended that parents do a simple online search. Parents can type in their child’s name, nickname, school, hobbies, grade, or residence to determine information availability.

Pay Attention to Online Photos: Know the type of photos your child is posting online. Children use various forms of technology to post information and photos online, such as videos and web cams. Photos from camera phones can also be uploaded. Parents should be aware of the imagery children post on the Web—these images most likely pose a risk to their children, exposing them to online predators and strangers.

Be a Technical Geek: Secure the family computer by regularly updating the operating system and installing a firewall, and up-to-date anti-virus and anti-spyware software. The instant a computer is connected to the Internet or an “always on” broadband connection, hackers and thieves can attempt to gain access to the family’s financial and personal information. By securing your computer, you can protect against these Internet intruders and the malicious programs they can download onto your computer.

**All Information taken directly from www.staysafeonline.org. This website offers simple instructions, best practices and resources for securing your personal computer and teaching your children how to stay safe on the Internet.*

TIPS FOR EDUCATORS OR PARENTS

HOW TO TALK TO YOUNG PEOPLE ABOUT SOCIALIZING SAFELY ONLINE

Young people think they have it under control—they have heard the stories about people who are stalked by someone they met online or are the victim of an identity theft or computer hacker. Young people are naïve and usually think this could not happen to them—that they are immune to becoming a victim.

Although young people routinely apply common-sense principles and rules taught at home and school to avoid harmful situations in the physical world, they often don't apply these same rules in the online world. They do not make the connection that the same precautionary measures must be applied to both the physical and cyber world. That is why it is imperative that students be taught to understand why it is necessary to socialize safely online.

The NCSA, and various consumer and education organizations recommend using these tips to assist in talking to students about the importance of practicing safe online behavior when using social networking sites:

Protect Privacy: Keep personal information personal. Students should never give out their social security number, address, phone number, or family financial information like bank and credit card account numbers. Remind students that sharing information about other people in the family or about their friends can harm them. They should be cautious about sharing other information too, like the name of their school, sports teams, or hobbies, where they work or hang out, or any other information that can be used to identify them or locate them offline.

User Name Savvy: Ensure user names do not reveal too much personal information. It is inappropriate and dangerous for anyone to use his/her name or home town as their user name. Although having a user name gives one the feeling of anonymity, most user names made up of personal information are easily deciphered leading perpetrators to a student's identity and location.

World's Largest Billboard: Post only information that is appropriate for the entire public. The Internet is the world's largest billboard—anyone can see individual web pages, including teachers, law enforcement officials, college or university admissions officers, or potential employers. What is

posted on a website today may be harmful in the future.

Minimize Negative Publicity: Students should be aware that posting inappropriate photos can lead to damaged reputations and unwanted attention from others. It is important for students to consider the ramifications of posting visual content online by using Web cams, videos, and camera phones. Posting inappropriate visual content such as explicit photos can attract individuals who have bad intentions towards the user, putting them at risk. In addition, it can lead to suspension or expulsion from school.

No 'Take Backs': Remember that once information is posted online and deleted or modified, the original will never be completely deleted. Even if information is deleted from a website, older versions exist on others' computers.

Don't Talk to Strangers: Be careful about adding strangers to IM Buddy or friend lists—people are not always who they say they are. A friend is someone you know well and can trust. The online world has blurred the meaning and definition of a friend. It is important to understand the difference—if individuals cannot provide solid information as to how they know a person, decide if the person should be included in their IM buddy or friend lists. If you do not approve, delete the user name and block that user.

Flirting with Danger: Educate students about the dangers of flirting with strangers online. Virtual individuals can easily lie about their identity while they are online and it is impossible to verify their true identity. The same dangers exist. You can give the wrong impression when flirting with a real stranger as with an online stranger.

Go with Your Gut: Teach 'trust your gut.' If anyone feels threatened or uncomfortable by someone or something online, he/she needs to tell the educator or another trusted adult who will know whether or not to report an incident to law enforcement and your Internet service provider. Having students speak up can prevent someone else from becoming a victim.

Cyber Strangers vs. Physical Strangers: Online friends should not be met offline. Explain that strangers in the online world pose a threat to them as much as strangers in the physical world. If educators or parents allow students to physically meet up with

virtual friends, adults should chaperone the meeting. Never let them go alone—not even with a friend.

Don't Accept Unsolicited Mail/Unmarked Packages: Teach students not to click on links or download attachments in emails from strangers or emails they are not expecting. Emails from unknown individuals may contain viruses or spyware that could damage computers and steal personal information—including money from bank accounts. Some viruses can “spoof” the name and email address of friends and fool individuals into thinking the message is from someone known.

**All Information taken directly from www.staysafeonline.org. This website offers simple instructions, best practices and resources for securing your personal computer and teaching your children how to stay safe on the Internet*



READ TOGETHER

Learning to read doesn't happen magically. Parents and teachers play important roles in developing young readers. Supporting a child is best accomplished when parents and teachers share common methods and basic understandings about the reading process. This brochure describes ways you can help your child as a reader. As you work together, celebrate your child's efforts and successes—just as you did when your child learned to walk or talk.

Three Ways to Read Aloud:

1. **Child reads to parent.**
Your child gains confidence in reading ability. Emphasize your child's positive achievements. Have your child reread the same material to develop more confident reading ability.
2. **Parent reads to a child.**
Read aloud to your child to build positive attitudes towards books, to develop an understanding of written language, and to enjoy the sound of spoken language. You may choose books above your child's reading ability. Be sure the books will interest your child. You may even let your child choose the books.
3. **Child and parent read together.**
Take turns reading paragraphs or pages in a challenging or long book. Always be positive and lighthearted. Have fun sharing the reading material and your time together! Discontinue the reading if the reading experience becomes tense.

While you read the book.....

- allow your child to spontaneously comment on events and characters in the story.
- discuss the predictions, opinions, thoughts, ideas, connections, and questions you and your child may have.

Encourage your child to spontaneously comment on events and characters in the story. Explore comments or connections that might not yet make sense; all learners' responses are purposeful and show their attempts to make the reading meaningful.

Discuss the predictions, opinions, thoughts, ideas, connections, and questions you and your child may have. We know that readers

understand books differently, depending on their experiences. Differing ideas add value to conversations about stories.

These are natural and meaningful ways to know if your child is understanding the story.

How Can I Help My Child Learn to Read?

Research findings in early literacy have shown that the most important factors enabling children to become readers are:

- exposure to books and literature from infancy
- awareness of print around them (cereal boxes, store signs, freeway signs, etc.)
- awareness of letters, words, labels, and letter sounds in real-life contexts
- 10-30 minutes of daily reading aloud
- regular visits to the public library
- accessible books that interest children
- time to enjoy books by themselves
- parents/adults who read and value reading
- rich and varied experiences (visits to the zoo, aquarium, museums, fairs, etc.).

Most importantly, daily support from parents and adults significantly increases success in reading.

What Should I Do When My Child Gets Stuck?

- ask the child, "What would make sense here?"
- have the child look at the pictures to see if they give any clues
- skip the word or phrase and come back to it later
- ask the child, "What word would make sense and begins with that letter?"
- have the child look at the word and say it slowly as you run your finger under it

-ask the child, "Do you see a part of the word that you know?"

-telling the word to the child is okay at times.

More to come next month – different stages of readers and some books to try for each stage.

LONG LAKE CENTRAL SCHOOL DISTRICT PLANNING COMMITTEE MEETING MINUTES

Date: December 7, 2006

Time: 7:00 a.m.

Place: Room 316

Members Present: Sue Virostek, Lorrie Hosley, Kristen Lance, Hallie Bond, Cindy Austin, Julie Helms

Members Absent: Tyler Peter, Alex Holton, Kevin Crampton, Jim Pine

Call to Order:

The meeting was called to order at 7:16 a.m.

- ✓ Notes regarding FES (Foundation for Excellent Schools) were reviewed and questions still remain on where funds will come from, who will head the group, and if LLCS should participate.
- ✓ As of yet there are no updated requirements for the District Planning Committee.
- ✓ The committee is still looking for a faculty/staff member and a member at large.
- ✓ Open House/Parent Teacher conferences went well.
- ✓ The weekly activity schedule should be posted to the website in a timely manner barring any problems.
- ✓ The next meeting is scheduled for January 4, 2007 @ 7 a.m.

Meeting adjourned @ 7:58 a.m.

**LONG LAKE CENTRAL SCHOOL
DISTRICT DRAFT BOARD
MEETING MINUTES, NOVEMBER
9, 2006 REGULAR MEETING**

- ✓ Approval of the October 12, 2006 meeting minutes.
- ✓ Next meeting date is scheduled for Thursday, December 14, 2006 @ 7:00 p.m. in the cafeteria.
- ✓ Mr. Larry Reece presented the audit of the general purpose financial statements of Long Lake Central School as of June 30, 2006.
- ✓ Approval of the Long Lake Central School audit as of June 30, 2006.
- ✓ Ms. Cali Brooks of Adirondack Community Trust (ACT) gave a presentation.
- ✓ Approval of Warrants #8 & #9.
- ✓ Resolution for the establishment of a Tax Certiorari Reserve Fund effective November 9, 2006.
- ✓ Approval of a Resolution granting a sliding scale tax exemption to person(s) who meet statutory requirements as described in the Real Property Tax Laws, Section 467, as amended by the NYS Laws of 2006.
- ✓ The Tax Collector's Report of taxes received as of November 1, 2006 was presented.
- ✓ Mr. Crampton reported on conferences recently attended by staff.

- ✓ Grants have been received from Adirondack Teacher Center.
- ✓ Approval of mentors, Drama Production Director, unpaid basketball assistants, substitutes, and Technology Club Advisor.
- ✓ The Bus Evacuation Drill #2 was performed, and the Early Go Home/Sheltering Drill is scheduled for November 17, 2006.
- ✓ The 2007 Yearbook Deadline was handed out.
- ✓ Plans for the Class of 2007 and 2008 school sponsored field trip are progressing. The Holiday Craft Fair will be held December 2, 2006.
- ✓ The Board reviewed the presentation by Mr. Michael Nerney on "the Teenage Brain".
- ✓ Mr. Jules Comeau reviewed this year's NYS School Board Association Conference.
- ✓ The District Superintendent of our BOCES will be retiring therefore the Board is discussing the pros & cons of BOCES redistricting.
- ✓ Mrs. Lauren Walker-Arsenault is designated as part-time Family and Consumer Science teacher for the remainder of the 2006-2007 school year.

Official Board Minutes are available in the Long Lake Central School Business Office during normal Business hours.



Long Lake Central School
P.O. Box 217
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Administration

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Board of Education

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The Adirondack Park Agency Visitor Interpretive Center in Newcomb would like to thank Ms. Michele Gannon and the elementary students of Long Lake Central School for the art work display, as part of their annual Raptor Celebration Event. Many of their visitors have commented on the great art work! The paper bag owls were wonderful.

Thanks again.