



Shenendehowa

Central Schools

the
great
plains

Students helping students with technology needs...

Shen Help Desk (SHED): Don't worry, we've got I.T.

In September 2018, the 1:1 (one student to one device) technology initiative was implemented at the high school completing the gr. 6-12 implementation.

The distribution of nearly 3,000 Chromebooks at High School East and West was a major undertaking, requiring extensive plans for logistics and troubleshooting. Engaging the end user, students, was a key component to the overall implementation success.

"Creating a help desk manned by students seemed like the perfect opportunity to broaden the learning experience," said Lucas LaBarre, class assistant principal. "Students supporting students helps to build and strengthen this community of learners."

Prior to the launch, the high school administration began researching and visiting other districts that had implemented student help desks, including Guilderland and Bethlehem. "They really gave us great information that helped to build the foundation for the SHED," said John Bullington, lead teacher for technology.

The high school put out a call for applications and students were interviewed. This summer, the SHED staff spent two full days training with a focus on customer service. They developed branding for the SHED (logo, motto, etc.) and a video that was shown during advisory period to launch the opening.

A help desk system was set up for SHED volunteers to track student help tickets.

Approximately 45 students volunteer at the East/West SHED. Since the start of school, they have received nearly 1,600 help tickets. John Bullington and Ken McDermith, director of Information Management Services (IMS), created several videos to help train students on common problems such as broken screens or battery replacement. Students are not allowed to work on apps or hardware until they have attained a proficiency level.

While the SHED staff works repairing a device, students are given a loaner so that no student goes without one.



SHED volunteer Ethan Quillinan works on a machine at HS East during a free period at school.

John Bullington and Lucas LaBarre talk with Dominic Rizzo and Mandy Krug at HS West SHED via live streaming.



The help desk system also notifies administrators about broken devices so that they can determine the cause and if it is something that will need to be billed to the student.

Samantha Jacobson works at the SHED in High School East and thinks it is a great experience because she may want a career in technology someday. "I like helping people and I love that I am learning how to figure out how things work."

Dominic Rizzo and Mandy Krug work at the SHED in High School West.

"It is so cool because we are learning so much. I like that we get to meet so many new people at East and West," says Rizzo.

When asked about having the live streaming between the SHED at East and West, Krug said "It's great because we can talk to them about fixing a particular issue and they can actually show us how to do it." She also mentioned that the extra knowledge she has gained has been a great help at home with her family's devices.

Eventually, the high school would like to be able to offer working at the SHED as a credit-bearing class.

The SHED is open from 7:30 a.m. to 2:40 p.m. ■

*Community Skills Development/Community-based Work Program***Preparing for a fulfilling life after Shen**

Taking a CDTA bus into Albany, learning how to cash and write checks, cooking, voting, jury duty... these are all the things that Shen's Community Skills Development/Community-based Work Program teach to prepare students with special needs for independent living.

The program includes 15-20 Shen students with varying levels of need between the ages of 18-21. The students spend half their days in the classroom and half their days out in the community doing internships.

"In the classroom, students learn what they need to know to live independently or in the least restrictive environment" said teacher Heather Green. "This includes personal finance, civic responsibility, cooking, career-readiness skills, travel, shopping and much more."

Students also go on field trips. Last year, they went to Washington D.C. They spend weeks planning the trip... what sites to see, why the sights are significant, transportation, maps, budget, etc.

The second half of the day, the students intern at various job sites around the community (i.e. Ace Hardware, Sparetime, McDonalds, etc.).

"We typically have 15-20 internships sites," said teacher Kristi Drinkwater. "Students start with a job coach. The goal is for students to become confident in their employability skills making them more independent."

According to N.Y.S. Part 200 Regulations, students who are unable to graduate with a diploma may continue their education through age 21.

"Students may walk across the stage at graduation when they are 18, and then if not continuing to work on meeting the Regents diploma requirements, may enter the Community Skills Development program," said Michelle Mylod, director of Special Education. "Most students who exit the program are employed when they leave." ■



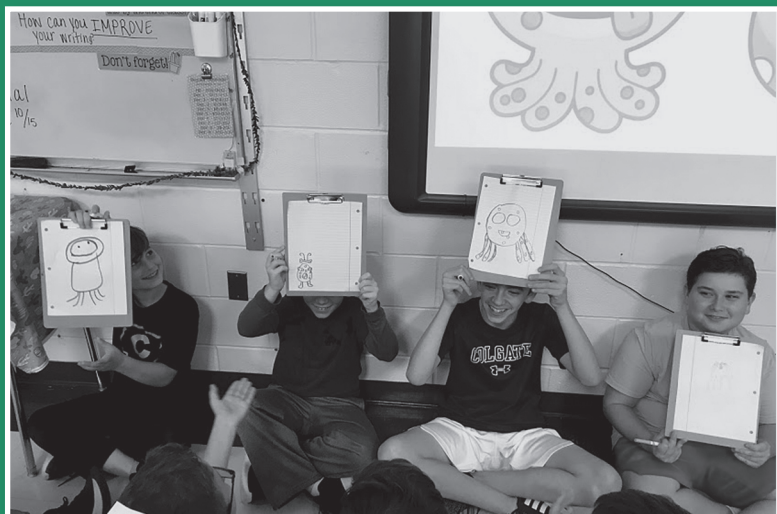
Student J Cadrette is currently interning with Shen's Public Information Office. "When I got the job I was excited," said Cadrette. "I feel like I am starting something great for people after me." Follow him as he covers and tweets Shen News and sports at @cadrette_j!

Happenings at Shen...

Senior calculus students work on new whiteboards to evaluate and explain how to solve limits using different algebraic methods.



Third grade students at Orenda study geography using Quizlet Live.



Gowana gr. 6 students in English class paired up to work on descriptive writing skills. One partner described the image displayed behind the other partner's back using the "Show, Don't Tell" strategy. The second partner had to draw the image without looking, based on the details alone!

**Special Education-
Parent Workshops:**

Nov. 27, 7pm,
Supporting Students
with Learning
Disabilities, Acadia
Library

Jan. 15, 7pm,
Preparing for your
Student's Annual
Review Meeting,
Gowana Library

Jan. 30, 6pm,
Special Education
Transition to HS, HS
West Library

Feb. 6, 6pm, Special
Education Transition
to MS, Gowana
Library

Feb. 27, 6pm,
Special Education
Transition to
Kindergarten,
Gowana Library

The Educational Journey

Today's kindergartners, tomorrow's leaders

In 1994, students, parents, business leaders and staff collaborated to shape the district's graduation expectations for generations of students by creating the Profile of Shenendehowa Graduate. The agreed upon expectations defined the knowledge, skills and attitudes students must learn and be able to demonstrate to graduate.

Eventually the Profile of a Shen Graduate was expanded to include a Profile of Middle and Elementary student as well as a Profile of a Shen Employee.

In 2001, the Shen learning community was brought together once again to identify HOW and WHY students learn.

The fundamental premise is that all students can learn if common values and beliefs guide the actions and behaviors both in the classroom, at home and in the community.

2018 Update

Over the years, these guiding documents have been updated to ensure they stand the test of time.

Most recently, a group of stakeholders were brought together in June to provide feedback and suggestions. The updated documents were approved by the Board of Education in August.

Values and Beliefs

Defining HOW and WHY our students learn. Students learn best...

- when adults care about them and act as positive and inspiring role models;
- when they are psychologically and cognitively available, engaged (methods of instruction are responsive to their needs) and

learning at the highest level;

- when self-directed learning is cultivated, pedagogical practices are modernized, and learning is contextualized;
- when the content is personally and globally relevant, incorporates students' cultural backgrounds and taught by motivated and well-prepared staff;
- when clear and consistent academic and behavioral expectations are communicated and understood;
- when their individual strengths and efforts are acknowledged and celebrated, and specific and timely feedback on their learning is provided lending to growth and improvement;
- in a culturally-responsive and inclusive school community where respect and civility are modeled by all;
- in a safe environment that promotes and facilitates positive mental health and wellness;
- when their families are encouraged and supported in taking an active and collaborative role in their education and they are provided with basic human needs (i.e. shelter, nutrition);
- in schools that are clean, well equipped, safe, inviting and conducive to learning; and
- when school personnel actively and intentionally form meaningful relationships.

Profile

The Profiles define what students and staff should learn/be able to demonstrate at each level and include:

- Responsible and Caring Individuals
- Critical and Innovative Thinkers
- Collaborative Participants
- Globally Competent Persons
- Digital Citizens

Each Profile statement listed above is further defined for each level (elementary, middle and high school) as well as for Shen employees. The complete document can be found on the website.

"By making a commitment to live, learn and work by these expectations and principles, we all make a commitment to excellence," said Superintendent Dr. L. Oliver Robinson. ■

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Happenings at Shen...



After completing their study of crayfish, fourth-grade students at Arongen bid farewell and release them into the creek.



Chango third graders work hard to build strong bridges.

Working to fight hunger during the summer break

Shenendehowa Food Services Department helps to keep kids fed throughout the summer months.

Along with CAPTAIN Community Human Services, more than 10,000 meals (lunches and weekend backpacks) were served at 19 feeding sites throughout Saratoga County this summer.

“We worked hard this summer to pack lunches that fed children that would normally have nothing to eat in the summer time because they participate in the free and reduced program during the school year,” said Katy Headwell, director of Food Services.

“This hard work and dedication of our staff made a difference in the lives of more than 900 children.”

During the summer, Shen staff packed more than . . .

- 15,000 slices of bread
- 2,000 pieces of pizza
- 10,000 cartons of juice
- 10,000 cartons of chocolate milk
- 1,500 bagels and cream cheese
- 2,000 peanut butter and jelly sandwiches

The Summer Food Service Program is a federal program that runs through CAPTAIN. Any child under 18 years old can eat for free at any of the sites. To find a location that serves free meals, contact CAPTAIN at 518-371-1185 or Shen Food Services at 518-881-0630.

During the school year, the National School Lunch Program, a federally assisted meal program, provides nutritionally balanced, low-cost or free lunches to children each school day. To find out if you qualify, contact Shen Food Services.

Happenings at Shen...



Acadia students in the sixth-grade Reading and Critical Inquiry classes enjoy a “flexible seating” classroom. The seats were funded by a grant applied through the Shenendehowa Educational Foundation.



For the first art lesson of the year with Okte art teacher Sara Braglia, students were asked to make a feather telling “What lifts you?” The inspiration was artist Kelsey Montague’s #whatliftsyou interactive murals.