Dear Hastings Community,

I have thoroughly enjoyed the last few months spent meeting with and speaking to community members, parents, faculty, staff, and students. One of my favorite experiences has been getting to know the District and community through the voices of students. The Hastings Board of Education and Student Liaison Committee, which includes the Hastings High School Student Union Officers, two Board Trustees, Mr. Adipietro, Ms. Szymanski and me, meets once per month to discuss issues that impact the experiences of high school students. Ultimately, this forum will also contribute to developing new ideas and identifying ways to further enhance the lives of students. At our first meeting in October, we started discussing the results from the Youth Needs Assessment Survey administered to students in grades 8, 10, 12 in April 2019 by the Hastings Working Alliance for Youth (W.A.Y.). Every two years, students in New York State and the country take this survey to examine student behaviors relative to the use of cigarettes, alcohol, and other controlled substances. This conversation continued at our November meeting where students discussed the data and shared perspectives on why there were increases in certain categories of the survey. Recently, a group consisting of community members, administrators, District leaders and a Board Trustee met to discuss how we could work together to raise awareness about some of the trends in the survey and consider how we can help students make better choices. Student representatives will be invited to the next meeting.

Another student group that I have enjoyed spending time with is the Superintendent’s Student Advisory, which meets monthly with Ms. Szymanski, either Mr. Adipietro or Ms. Hardesty, and me for lunch. The purpose of spending time with this group is to gain a sense of what it means to be a student in Hastings. With the assistance of Mr. Adipietro and Ms. Hardesty, who identified an amazing cross-section of students from each grade, we have learned that our group consists of someone who: is a songwriter, knows card tricks, wants to become a surgeon, is interested in acting, has been learning Japanese for two years, has a

Continued on page 3
As the first half of the 2019-20 school year is coming to a close, we want to thank all of you in our schools and community for being open to new connections. We have been grateful for the thoughtful dialogue in the book study groups led by Dr. Henning-Piedmonte; the active imagining in our Community, Teaching, and Learning Thought Group; the detailed explaining in the School Budget 101 sessions; and, the willing partnering in our reinvigorated Community Leaders Group. Our schools are, in large part, what defines Hastings as a village, and these newly active groups, with their different aims and lenses, are building the connectivity that will serve our children’s futures.

The Board, together with the Administration, and many dedicated district employees, community volunteers, and contractors, has been moving forward with the capital bond construction projects which make improvements to Hillside Elementary School, Farragut Middle School, and Hastings High School. We encourage you to review a detailed report of this work, 2019 Capital Bond Update, available on the district website (www.hohschools.org). In particular, we have been reviewing the plans executed by our architects PBDW for the addition at Hillside, and in the Update are sharing with you a rationale for funding the final design with community authorization to use capital bond reserves to address its budget. Please engage with us as we move forward with requesting authorization in a community-wide vote in February 2020.

We are fortunate for the forging of new connections, and look forward to seeing the ways they develop as the school year continues. If you haven’t yet made a connection, and are seeking a way to, we encourage you to reach out to a teacher, school leader, PTSA/SEPTA, or our Superintendent Dr. Henning-Piedmonte. We wish all of our students, families, faculty, staff, and administration a restful break from school, and warm wishes for 2020.

Happy Holidays!

The Hastings-on-Hudson Board of Education

GUIDANCE ADVISORY UPDATE

In alignment with the New York State Education Department mission, the Comprehensive School Counseling Plan has been posted on the school’s website.

The Advisory Board, comprised of various stakeholders, had its first meeting on November 4th to begin to review the plan. Another meeting will be planned for January in which the participants will continue to review the plan and advise on its implementation.

NOT RECEIVING OUR EMAILS AND TELEPHONE COMMUNICATIONS?

Please contact Public Relations at 478-6206 or email communications@hohschools.org

If you need information about the HASTINGS-ON-HUDSON SCHOOL DISTRICT contact Public Relations at 478-6206 or visit the District Website at: www.hohschools.org or watch WHOH-TV
A MESSAGE FROM THE SUPERINTENDENT

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twin, is an avid birdwatcher, plays classical piano, likes chess, moved here from Georgia, enjoys lapis lazuli as their favorite color, is a vegetarian, wants to travel to New Guinea and one who plays steel drums. What a marvelously eclectic lineup of interests! At our November meeting, students shared what job they expected to have after graduating from college and where they would be living. Mr. Adipietro, Ms. Szymanski and I shared our first job after graduating from college and where we lived. I look forward to future meetings with these students as well as opportunities to meet with others. These conversations bring us together and help us find common ground.

We appreciate what our students share with us about their experiences in school and to this end, we administered a school climate survey to students in grades 6-12. After the school leaders analyze these data, the faculty and students will be given an opportunity to review the results and provide their input about how to address areas of concern. We will be administering the survey again next semester so that we have two data points to compare and analyze.

I, along with Ms. Szymanski, value the time that we spent with community members, teachers, administrators and the Board of Education discussing the book What School Could Be: Insights and inspiration from teachers across America by Ted Dintersmith. Using examples in schools across the country, the author showcases (1) how students develop a passion for an idea, topic or subject because it is relevant, (2) how they apply a set of academic and social-emotional skills that are content-agnostic and prepare all students for a rapidly changing world, (3) how students take ownership of their learning, and (4) how students use the academic and social-emotional skills and knowledge that they acquire to identify and solve problems through means that are creative, innovative, and humanistic. A parent in one study group summed up what she considered to be the most significant message in the book when she said, “People need to focus on things other than “college readiness” and this book really brings that point home.” Another parent echoed this sentiment by stating, “[I] loved the discussion about how to make learning in schools more authentic and purposeful and how to make sure that our kids gain the skills that they will need once they leave Hastings.” It was reassuring to hear educators who joined one of the book studies recount ways they were building in “passion projects” and other opportunities for students to apply the content that they are learning to pursue an interest of their choice. I look forward to having more of these discussions and visiting classrooms when students share their projects. This is pretty exciting work!

We are going to keep reading, discussing ideas and considering how these ideas might reflect, enhance or influence curricula, instruction, assessment, the learning environment, and professional learning. Our next book study will start in February with the text Most Likely to Succeed: Preparing our kids for the innovation era by Tony Wagner and Ted Dintersmith. Please check our website for new book study dates. I am also exploring other ways to engage the community in discussions about the themes in this book, which don’t necessarily require people to attend a book study, especially on a cold winter evening. I welcome your suggestions as well. You can email me directly at piedmontev@hohschools.org to share your suggestions, including times or days of the week that you are most likely to be able to attend a book study.

Please also check our website for new dates to join a Superintendent’s Chat. During past chats, Ms. Szymanski and I had an opportunity to listen to parents share compliments and praise as well as suggestions for improvements. We take these suggestions seriously and will work collaboratively with our leaders to address them. Parents, community members, students, various members of the school District and the Board of Education have shared their thoughts with me about a broad range of topics in the areas of curriculum, assessment, teaching, and learning. The mechanism that has been established to process this information is a thought group made up of educators, administrators, Board Trustees, parents and community members who meet once per month to examine the following perspectives: (1) what we are currently doing to educate and prepare children for their future, (2) what parents and community members think about how we are educating and preparing children for success after graduation, and (3) how these views reflect the realities of a rapidly changing world deeply influenced by technological advances that have already reshaped the workplace. This thought group will be sharing some of our conversations with others in the District at our March 18th Superintendent’s Conference Day and with the community through podcasts, short videos, and a blog. We are excited about using the thought group to continue these conversations and plan to expand the group to ensure that all stakeholders are

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A MESSAGE FROM

THE SUPERINTENDENT

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represented. Students will be included in the near future.

I have developed an appreciation for podcasts as a medium
for telling a story about a topic that can inspire or motivate
various audiences. On our opening day in August when all
the members of the school District were present, I informed
the gathering that my favorite teacher in high school was Mr.
Ladd, my Latin teacher, because he made the stories that we
painstakingly translated interesting, lively and humorous. He
also connected the stories we read to his summer travels to
Italy, inspiring me to travel to Italy and other countries. To
continue this tradition, I want to celebrate great teaching in
our schools through a podcast that Ms. Szymanski and I will
create. I can’t think of a better way to honor great teaching
(and Mr. Ladd) than to have teachers talk about how they
engage students, help them develop a passion for something
that excites them, and what they have learned about their own
teaching that causes this to happen. Additionally, I want our
high school seniors to share their stories before they leave to
start the next chapter in their lives. They will be invited to
participate in Senior Moments, a podcast that will attempt to
capture their wisdom, worries, and wonders. Stay tuned.

One goal of the Board and Superintendent this year is to
balance the long-term financial health of the District with the
needs and desires of the public. One approach to this goal is
the establishment of a forum for the community called Budget
101. Ms. Caraballo and I look forward to conducting these
types of workshops to help the community better
understand the budget development process that starts long
before formal budget proposals are shared at Board meetings
beginning in February of each year. This information provides
an important foundation for understanding elements of
public school budgets such as the tax cap, tax levy, state aid,
revenues, employee contracts and benefits, and other areas of
school budgeting. For some, these elements may be esoteric
and confusing. Our objective is to define and connect
these elements so that the formal budget presentations make
sense. The Budget 101 workshops are recorded, captured
through Facebook chat and posted on our website.

As we prepare to start the winter break and welcome the
new year, my 2020 vision is filled with months listening,
learning and planning with others in and outside our
schools on what matters most in our school District. The
Hastings community is filled with people who place a high
value on education and want to ensure that we use our
collective beliefs, talents, and aspirations to celebrate those
things that we do exceptionally well, and there are many, as
well as courageously forge ahead to strengthen and enhance
the parts of the system that require our attention. I want to
thank the Board of Education for their support and
dedication to all children, the members of the District and
the Hastings community. Nothing happens in a school
District without the Board of Education’s awareness and
ultimately, endorsement and approval. I also want to
thank every person in every role in the District and every
organization in and outside the District that works on
behalf of all children through advocacy and fundraising.
You are greatly appreciated and I thank you for all that you
do for the children, families, faculty, and staff of Hastings.

I wish everyone Happy Holidays and a Happy New Year filled
with joy, peace, and love in the company and comfort of
family and friends.

Warm regards,

Valerie Henning-Piedmonte, Ed.D.

2019 A YEAR OF EXCELLENCE - HHS ALUMNI ASSOCIATION

2019 began with our annual scholarship fair held in conjunction with other local scholarships sponsors to get the word out
to graduating seniors about the many opportunities for scholarships. This year the Alumni Association offered 16 different
scholarships totaling $32,000. Awards were made to 20 students.

Our 2019 Homecoming Weekend events began with the 7th Annual All-Class Reunion. It’s always so great to provide
an event where all HHS graduates are free to gather to catch-up and reminisce. The Classes of 1974 and 1979 were in
town to celebrate their 45th and 40th year reunions. Our school tour was once again a big hit with alumni touring the
school to see what has changed since they were students. Ahhhh, the memories in those hallways!

The afternoon brought alumni to our table at Reynolds Field to watch the football game, ask about a classmate, and
reminisce about their own glory days. Many thanks to the Hastings Historical Society who dusted off their collection of
HHS yearbooks and opened their door for our alumni.

Finally, our homecoming weekend capped off with the induction of 6 alumni into the HHS Hall of Excellence. Congratulations
to Andrew Berends - Class of 1990 (deceased), Patricia Mehlhop - Class of 1963, Vanessa Merton - Class of 1966,

For more information on joining or making a donation to the HHS Alumni Association,
be sure to go to our website at www.hohalumni.org.
The Board of Education objectives and Superintendent’s goals include creating a positive and enriching educational environment, identifying and addressing areas of need, understanding the continuum of teaching and learning, communicating and meeting regularly with various stakeholders, building leadership and defining roles, implementing norms, balancing financial health with needs and desires, and developing and managing the budget. The curriculum, instruction and assessment work that has been taking place thus far in Hastings has been deliberately designed to move these goals forward and ensure systemic integration. Three groups are currently at the core of supporting the goals of the system and include the Chair Council, District Curriculum Teaching and Learning Thought Group and Professional Learning Committee.

The purpose of the first key group, Chair Council, is to ensure that there is regular communication across the educational system; that the various departments, such as art, English, math, music, science, social studies, special education, and world languages, are working collaboratively around areas of need; and that the successes the District is experiencing are celebrated. This year, Chair Council was expanded to include representation from across the K-12 system. This group designed shared goals around defining the role of a chair in relation to the needs of the district and identifying academic and social emotional skills that are essential for all children to develop within the educational environment. To anchor this work, the group has been discussing Ted Dintersmith’s *What School Could Be.*

A second key group is the District Curriculum, Teaching and Learning Thought Group. Dr. Henning-Piedmonte and I have been guiding this team to take a holistic look at our system and consider what the success of all learners looks like; a holistic look at our system focused on considering what the success of all learners looks like; particularly with consideration of what post-secondary institutes and employers value and our rapidly changing world. This group is considering curriculum, instruction and assessment practices across the K-12 continuum and the extent to which we are serving our range of learners. Other considerations will be the learning environment and professional learning for staff.

The third group is the Professional Learning Committee, comprised of members from all internal stakeholder groups. The purpose of this committee is to create a shared vision for adult professional learning, consider the use of available time, and to ultimately create a Professional Development Plan that is driven by research and data. The group will develop a plan to address areas of need throughout the school system. Foundational to their action steps as a committee, this group has explored the NYS Professional Development Standards and shared past meaningful professional learning experiences that were connected to these standards. The leadership of this group will be developed and leveraged through experiential learning, which means engaging the participants in the research-based learning experiences that enhance professional practice and support student learning.

Education is never static, meaning that systems are either getting better or getting worse. Because the landscape of education and the research are constantly evolving, the only way to ensure that we are serving our students in the best possible way is to ensure that we are all constantly learning. These three key groups will continue to pave the way for future learning successes of the system.

The Theater Program has gotten off to a wonderful, energetic, and entertaining start. Our first production, *The Music Man,* was the 7/8 grade musical, with a cast of 30 and a tech crew of 18. Mr. Jon Riss worked his usual magic with the students, and after the first performance, the audience was brimming for the second night.

Ms. Rachel Wineberg’s extraordinary production of *Peter and the Starcatcher* brought in almost full houses both nights, so next year we plan to do three shows, as word spread on the street that there was magic on the stage. It was so gratifying for the cast and crew to see a huge turnout for this challenging and rewarding show. Next up, Ms. Wineberg returns to direct the 7/8 grade one acts January 31st.

Ms. Laurie Walton will step to the stage to direct *Curtains, Jr.*, the 6th grade musical in February. We have not yet chosen a high school musical.

Attendance at our shows make it clear that the Hastings community is hungry for great drama and musicals. See you all at the shows, and thanks for your support!
The Hastings Education Foundation has had a busy fall raising money to award grants to passionate teachers and administrators (and sometimes students). We are always looking to spark innovative programs in our schools … and a love of learning in our children!

As an all-volunteer group in our community, HEF counts on moms and dads to keep the momentum going. Your belief in what the Foundation does is what makes our fall fundraising letter – a simple ‘ask’ for donations – such a great success. So please keep the Hastings Education Foundation in mind as you plan your year-end giving.

Your generosity with both your money and your time is what has fueled the Hastings Education Foundation since it began in 1997. Every dollar counts. In recent years, HEF has funded the purchase of snowshoes, so our kids can trek through Hillside Woods as a gym unit in the winter. Your donations funded The Maker Space -- when teachers at both Hillside and FMS were determined to get not one but two of these creativity incubators going for our children. Just this year, HEF grants got a robotics program started at the high school, along with a Design and Sewing Studio. HEF is the reason our kids can play in an Orff Ensemble or a Steel Drum Band or take up electric guitar. These are just a few of the dozens of innovative options that would never have been available to our kids without the ongoing efforts of the Hastings Education Foundation!

Hopefully you made it to our ‘FUN-raiser’ -- Family Movie Night, on November 22nd. The kids enjoyed a ‘drive-in’ showing of Toy Story 4, which was chosen by a vote conducted by the 4th grade student council at Hillside. Democracy at its finest!

Or maybe you enjoyed the intimate evening of music, overlooking the Hudson, featuring Hastings’ own Broadway legend Jenn Gambatese and longtime HHS theater director Laurie Walton, accompanied by Bob Walton. Their generosity with their time and talent allowed us to raise a substantial amount of money to help fill next year’s grant requests.

Did you join us for Pocketbook Bingo at the Riverview on December 4th? Maybe you were the one who won the gorgeous Valentino tote bag? If you missed it, keep an eye out next fall -- it’s always a great night, for a great cause.

Maybe you’re the parent of a new kindergartner and are counting the days until the 100th Day Celebration? The Hastings Education Foundation will help your children celebrate and help you catch a glimpse of the future as the kids receive HEF-sponsored shirts that boast their graduation year. That date feels like a million years from now, but don't blink. It sneaks up so quickly.

Most importantly, mark your calendar for the best party of the year -- the HEF Spring Fundraiser -- set for Friday, May 1st at St. Andrew’s Golf Club in Hastings. Last year’s event sold out, so don’t delay when tickets go on sale. You’ll be able to share a drink with your neighbors on the outdoor deck, listen to the musical brilliance of Push for Heat and bid on some fantastic auction items! You will also hear the familiar calls of our phenomenal auctioneer, Paul Molakides, who moonlights as the owner of Hastings’ own Boro 6 Wine Bar.

And – please join us to help. We can use all hands on deck to make the St. Andrew’s event a festive success again this year. For our kids and our schools!

However you choose to pitch in, the Hastings Education Foundation raises money for every single student. The grants that HEF funds are requested by passionate teachers, looking to spark innovative programs for our kids. They go above and beyond. So we should too.

So please donate, volunteer and come out to support the Hastings Education Foundation. For our schools — for our kids!

Hillari Freireich & Barron Lerner Co-Presidents
Hello Hastings community! Here are some brief updates in our Special Education Department. For the full Special Education newsletter please visit our page on the Hastings-on-Hudson website under Special Education Services.

**Introducing our New Special Education Staff**

As a follow up to the district newsletter in which all staff members were introduced, we want to highlight each new special education teacher:

- **Danielle Brennen**: 3rd Grade Integrated Co-Teacher
  brennand@hohschools.org
- **Venetta Davies**: 4th Grade Integrated Co-Teacher
  daviesv@hohschools.org
- **Gabriella Sokol**: 4th Grade Integrated Co-Teacher
  sokolg@hohschools.org
- **Melissa Vigada**: Special Class Teacher Grades 3rd-5th
  vigadam@hohschools.org

Please feel free to reach out to them if you have any questions.

**New Classroom**

We are happy to announce that we have opened a new classroom in Hillside. We have expanded our Special Class 8:1:2 from one section into two sections in order to meet the needs of our students. This has also enabled us to support children from other districts (tuition students) that do not have access to such unique and specialized programs.

**Professional Learning**

**Summer Leadership Institute at Syracuse University:**

Over the summer, Ms. Laura Sullivan, Mr. Tesfa Stewart, and Ms. Janet Lyons attended a three-day conference at the Syracuse Summer Leadership Institute sponsored by Dr. Julie Causton’s Inclusive Schooling Initiative.

During the 3 days we were able to hear perspectives from educators, and students about effective practices for inclusion. We are looking forward to collaborating with Ms. Julie Causton’s team to further enhance our inclusive practices.

**Crisis Prevention Intervention:**

Ms. Sullivan attended a four-day intense training through the Crisis Prevention Institute on Nonviolent Crisis Intervention*. “CPI training equips you with skills, confidence, and an effective framework to safely manage & prevent difficult behavior. She is now a certified CPI instructor and has already begun to train staff members.

**Special Education District Committee**

Our new Special Education District Committee is designed to promote the learning of students with Individualized Education Plans by working together to proactively find ways in which we are a system working towards success of all learners. Our first meeting was held on 10/2/19 with a focus on Indicator 13 (transitions).

**Upcoming Dates include:**

- February 24, 2020
- May 12, 2020

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**PARENT DISCUSSION GROUP**

Mondays, 9:30am at the Hastings Reformed Church. Led by a licensed social worker, this group comes together once a week to discuss parenting challenges.

**JANUARY 28**

SEPTA Annual Review Prep Night
7pm Lloyd Library

**FEBRUARY 8**

SEPTA Trivia Night Fundraiser
Southside Social & Athletic Club

**MARCH 5**

SEPTA Assistive Technology Night
7pm Lloyd Library

**MARCH 11**

SEPTA FMS
Spring Community Conversation
6:30pm Lloyd Library

**MARCH 23**

SEPTA Hillside
Spring Community Conversation
6:30pm Hillside Cafe

**APRIL 16**

SEPTA HHS
Spring Community Conversation
7pm Lloyd Library

**MAY 31**

SEPTA Community Carnival
[rain date June 7th]

**JUNE 7**

SEPTA General Meeting and Board Elections
6:30pm Lloyd Library
HASTINGS ART DEPARTMENT

Hillside Elementary School

Wandering through the hallways at Hillside is like being in an art wonderland. All students made paintings based on the book “Say Something”, as part of the One Book, One School initiative. Students were challenged to “say something with a paintbrush” when they see an empty canvas. Grade level projects include:

- Kindergarteners: making clay pinch pots.
- First graders: making clay coil pots.
- Second graders: making collages based on Matisse’s cut-outs.
- Third graders: exploring the meaning of circles as seen in work by Wassily Kandinsky and Gary Lang.
- Fourth graders: making linoleum prints.

Farragut Middle School

The FMS Art Club is growing in size and enthusiasm. Students experimented with Kinetic Drawing inspired by the work of Heather Hansen.

- 5th graders: working on surreal self-portraits after looking at work by Frida Kahlo, and exploring Surrealism, symbolism, and art as autobiography.
- 6th graders: creating maps.
- 7th graders: hand painting paper, developing color palettes as a group to create collages, exploring positive/negative space, constructing mini 3D models of architectural spaces designed for happiness.
- 8th graders: learning about visual rhythm and design elements in collages.
- AOK class: making giant cardboard sculptures of everyday objects like Claus Oldenberg.

Hastings High School

Students have been preparing artwork to submit to the Scholastic Art & Writing competition.

- Sewing: Students in our new Sewing class have been getting lots of use from our new sewing machines generously provided by the HEF. So far students have learned the basics of using a sewing machine and have created drawstring backpacks, altered clothing, and created pajama pants from a pattern. Soon they’ll be starting on laptop cases and clothing from their choice of patterns.
- National Art Honor Society: Students are working on Memory Project portraits of children from a Nigerian orphanage.
- HS Open Studio/Art Club: Students have been painting stools or working independently.
- Photo Club: Distributed their first magazine of the school year - 36 pages of photos from club members.
- AP Studio Art and Photo: Students are starting on their sustained investigations of visual ideas for their AP portfolios.
- Studio Art Challenge winners are displayed near the high school guidance offices. They represent creative responses to prompts such as “Freak” and “Opposing Forces.”
- Ceramics: The kiln has been quite active these last few months and the shelves are filling up with amazing 3D explorations in clay and glaze.
We Need You!

Would you like to volunteer to help out at future events, like the Used Book Fair, or participate in our initiatives and advocacy efforts? We welcome new faces, new ideas and new energy!

Contact hastingsonhudsonpts@gmail.com.

The PTSA is excited to announce an exceptional two-part event. On January 7, former NBA star Chris Herren will talk with HHS students about his struggle with career-ending addiction and his path to recovery. Mr. Herren's ability to connect with high school students and meaningfully explore such topics as drinking, drug use, peer pressure, bullying, and cutting was chronicled in the film “The First Day.” On January 9 at 7 pm, parents are invited to a screening of the film, directed by Hastings’s own Jon Hock. Mr. Hock, along with Fred Muench, President of the Center on Addiction, will be taking questions after the screening.

Once again this year we co-sponsored a celebration of our veterans at all three schools on November 8, always a moving occasion. An assembly was held at Hillside, and veterans spoke with students at FMS and HHS.

The New Book Fair at Hillside, which was held October 30 through November 2, gave children a chance to buy books by their favorite authors, while benefitting the PTSA. MacKenzie Cadenhead, writer of graphic novels, was this year’s featured author, giving a presentation and signing books.

If you have used books, games, DVDs or CDs you’d like to donate, bring them to the Hillside lobby between January 27 and February 28. Then come browse through the amazing selection donated by your neighbors at our ever popular Used Book Fair, which will be held March 4-7 at Hillside and March 9-10 at FMS/HHS.

Some of the newer initiatives by the PTSA include:

**The Be Yourself Club at Hillside and FMS:** This club provides a place for kids to come as they are and explore ways to work together for the betterment of the world around them. The FMS Be YourSelf Club for 5th graders is new this year and will have high school seniors as mentors. If you are interested in getting involved with the club as a parent volunteer, please reach out to Marie-Louise (marie.miller@navamill.org).

**HHS Student Advisory Committee:** The PTSA formed this committee to learn about students’ concerns and help determine which programs, speakers, and policies our students want and need. We have found their input to be very valuable. If your student is interested, please mail Anne Cunningham (acunningham@ptsahastings.org) for an application.

**School Supplies:** School supplies for the 2020-2021 school year at Hillside will be sold online by the PTSA (via Cheddar Up) from February to May 2020 for delivery by the time school starts next fall. This makes getting school supplies easier and faster, and will significantly reduce the cost for families. Stay tuned for further details.

**Grants:** Among the grants the PTSA has awarded for the 2019-2020 school year are:

- Bus transportation for a field trip for each grade in the district.
- Sweethearts and Heroes anti-bullying program for all children at Hillside.
- Windward Teacher Training Institute for Hillside and FMS special/general education teachers.
- Omer String Quartet performance at FMS and HHS, then working with our string chamber groups.
- Tickets to “West Side Story” on Broadway for HASP students.
- Gaby Cook — swing dance performance for 5th and 6th grades on December 12

**PTSA Traffic Safety Committee:** We continue to work with the village on improving traffic safety around FMS and HHS, such as establishing safe dropoff zones. Following recommendations from the Village’s traffic engineer, the District and the Safety Committee have created a new safe drop-off and pick-up zone located in the driveway in front of FMS.

Please use care when using these spaces (marked by “No Parking from 7:30-9:00 am and from 2:00-5:00 pm” signs), and be considerate of cars exiting the drop-off zone. Let’s work together to calm traffic around FMS and HHS!

**Parent Meetings:** One of the best ways to stay informed about what’s going on in the schools is attending the PTSA Parent Meetings held roughly every six weeks. The next HHS Parent Meeting is on January 13, FMS on February 10, and Hillside on January 27. Consult your PTSA calendar to see the full schedule.
On December 16, 2019 the Hastings on Hudson Board of Education will consider having a community vote in February 2020 to authorize the potential use of $1,347,371 from the District’s existing capital reserve fund. If authorized, the capital reserve funds will augment funds to be raised through bonds for the Capital Project approved on February 28, 2019 for construction of an addition to Hillside Elementary School (Hillside) and the construction of improvements to Hillside, Farragut Middle School (MS) and Hastings High School (HS). The purpose of this document is to explain why the Board of Education is considering asking voters to authorize the use of capital reserve funds for the Capital Project.

**SUMMARY OF KEY POINTS**

- The change in projected costs for the Capital Project comes from two primary places. (1) Changes in design following detailed post-bond requirements planning. (2) An increase in square footage costs driven by several factors, one of which is increases in raw material costs, such as steel.

- The use of the capital reserve funds will not increase taxes. This is money the District already has set aside for capital projects such as this.

- At this point in time we do not know if we’ll need to use the full $1,347,371. We are requesting this authorization now due to the tight timeframe for submission to and approval of construction documents from the New York State Education Department (SED) in order to start construction of the Hillside addition in the Summer of 2020.

- Whatever funds we use are 42% reimbursable by New York State (State). For example, if we use $1M, $420K would come back to us.

**BACKGROUND / TIMELINE**

On February 28, 2019, the Hastings on Hudson community approved a school construction bond for $18.38 million. Within days of the approval, the Board of Education (BOE) heard from a variety of community members, including several architects, who expressed concerns about the design and scale of the preliminary bond concept design for the Hillside addition. The BOE discussed and agreed to issue a request for proposal (RFP) to have architects submit proposals to complete the design for the approved Capital Project even though the RFP processes was expected to add a few months to the already-tight timeframe for the design of the Capital Project.

In March, members of the BOE and community together with District administrators interviewed five architectural firms that had submitted proposals to design the Capital Project. As stated in a memorandum submitted to the Board of Education by Maureen Caraballo, the District Treasurer, the interview committee “was in agreement that PBDW Architects stood out from the group. They [the Committee] were impressed with their [PBDW’s] presentation, work experience in additions and buildings, strength in design and depth of understanding of the project.” PBDW Architects (PBDW) is a New York firm where longtime Hastings resident Ray Dovell is a partner. The BOE approved PBDW’s proposal in May and they started work the same month.
PBDW’s first step was to undertake a programming and scoping exercise to define the exact physical requirements of each space identified in pre-bond conceptual planning documents. In early July, PBDW delivered a programming report detailing specific uses and needs of each space. Using this programming report, PBDW worked with District administrators throughout July and August to create a refined design for the addition to Hillside. PBDW presented its refined design to the BOE at its September 9th meeting. At this meeting members of the Board of Education commented on the design's (1) innovative use of space (2) slanted roof that helps bring the addition into scale with the existing building, (3) angled orientation that captures natural pathways and (4) retractable theater seating that improves site lines and storability.

At the October 21st BOE meeting, Triton, our construction manager for the approved Capital Project, presented a figure of $9,450,361 as an estimated construction cost for PBDW's refined design of the Hillside addition. This was an early estimate based on schematic designs and includes contingency and escalation costs. It was $2,253,761 higher than the estimated pre-bond construction costs of $7,197,000. The BOE expected the costs of the refined design to be higher due to the increased square footage but didn't expect the amount of the estimated difference. Two multi-hour conversations ensued at the BOE meetings held on November 4th and November 18th, and the BOE decided to proceed with the development of detailed construction documents for PBDW’s design.

ITEMS DISCUSSED AT THE NOV 4 AND NOV 18 BOE MEETINGS

Items discussed by BOE prior to its decision to proceed with PBDW’s current design

• Factors that contributed to estimated cost increases:

  o ~$1.46M in the increased cost estimate comes from increases in square feet to meet program requirements. This total increase in square feet is 2,675. Six things primarily drove this. (1) The basement storage/mechanical area under the kitchen was captured due to the natural grade change in the angle building. 300 sf is necessary for mechanicals and plumbing. 800 sf can be used for storage and converted to a classroom if needed. (2) Angling the building created 300 sf on the top floor that PBDW used to design a separate entrance for nighttime and community events and playground access. (3) The retractable seating proposed for the combined cafeteria-auditorium space requires 400 sf for storage. (4) Cafeteria tables require 200 sf storage. (5) Two of the four classrooms were increased in size by 100 sf each. (6) A 300 sf staircase was pulled out of corridor to allow for connection to any potential future extension of building.

  o $540K in the increased cost estimate comes from an increase in dollars/sq ft since pre-bond estimates. Pre-bond estimate was $450 sq/ft. Current estimate is $490 sq/ft. One of the drivers of this is the increased cost of raw materials—for example, the cost of structural steel has increased 25% over the past year.

  o $250K in the increased cost estimate comes from the retractable seating solution. This tiered seating will enable removal of the stage allowing for a bigger, more flexible multiuse space when seats are retracted.

• If we need the full additional $2,253,761 it can be funded in a tax-neutral way. Having gone through detailed requirements planning, The District anticipates ~$1M can come from projected cost-savings in other parts of the Capital Project bond. ~$1.3M can be authorized by the District voters to come from the existing capital reserve fund. Also, it’s important to note that the $1.3M we might use from capital reserves fund is aid-able at 42 cents on the dollar. That means we would receive reimbursement from the State of ~$500K. There is also a chance we will not need the full $1.3M in capital reserve funds. The cost estimate we received for the Hillside addition is conservative and the overall amount may come in lower.

• The Capital Reserve Fund makes up ~15% of our overall reserves and is set aside for situations like this. As designated by the State, a capital reserve fund can only be used to pay the cost of any object or purpose for which bonds may be issued.

FREQUENTLY ASKED QUESTIONS

Are there any tax implications with using money from the reserve fund?

No, authorizing use of these funds will not increase taxes. This is money the District already has set aside to address the capital needs of the District.

Why hold this vote? Why not wait until you know how much money you need before seeking authorization?

The vote is being considered now to obtain public authorization to expend the funds, if necessary, before submitting construction

Continued on page 12
documents for the Hillside projects to the State Education Department (SED). The project design needs to be submitted to SED in the spring for it to be feasible for the construction of the project to start in the summer. A delay in commencement of the construction of the project may increase the overall cost of the project.

What happens if the Board is not authorized to access the reserve funds if needed?

If the public votes down the use of the capital reserve funds, the Board could seek to do another vote or decide to have the addition redesigned.

How confident are you that other parts of the bond won’t also increase cost?

When we originally priced the bond, we were working off high-level conceptual designs for each project. At this point, we are working towards more detailed designs for each project. The difference between the conceptual and schematic designs for the Hillside addition was significant. Other parts of the project do not have the same degree of differences in design. As such we don’t anticipate increases in costs for other parts of the bond. In fact, we hope to find ways to decrease costs from the current estimates for the Hillside addition and elsewhere.

What if another repair becomes necessary? What are the BOE's options to address a needed repair if the capital reserve funds are used for the Hillside addition?

If the District uses all the capital reserve funds for the Hillside addition, that money is 42% reimbursable by the State. That means if all funds are used, we would receive reimbursement of ~$500K that, with voter authorization, could be used for a capital improvement in the future.

Furthermore, this current bond is addressing many large ticket items. With the roofing projects being done at both Hillside and Farragut, all the District’s roofs will be under 5 years old and will have a 20+ year warranty. We are also replacing our boilers at the MS/HS and they too will be warrantied for 20+ years. Between the last capital bond in 2013 and our current bond, all the major infrastructure work will be addressed.

If the entire amount being allocated from the Capital Reserve Fund isn’t needed, what happens to the excess funds?

The excess funds will remain in the capital reserve fund. The capital reserve fund money authorized to be expended on the capital projects approved by the voters will only be expended if and when needed for the costs of such projects.

How is the other work from the capital bond proceeding?

Our first project is expected to be submitted to SED this December 2019. This submission includes the roofing project on the existing building at Hillside, new windows, masonry work, and new flooring for some classrooms and hallways. It is anticipated that SED approval will be obtained in time to bid this work at Hillside for construction to commence in July 2020. The infrastructure work at Farragut which includes roofing, repointing and the new boiler is expected to be submitted to SED in January 2020. It is anticipated that SED approval will be obtained in time to bid this work at Farragut MS/HS for construction to commence in June 2020 The MS auditorium and HS music suite are both in the process of being designed and we expect the design and construction documents to be submitted to SED in the Fall of 2020. It is anticipated that SED approval will be obtained in time to bid this work at Farragut MS/HS for construction to commence in March 2021. The Hillside building addition is scheduled to be submitted in late Spring 2020 if the reserve funding is approved.

With the reorientation of the Hillside addition what if any additional actions needed to be considered under SEQRA?

Because of the updated design's orientation on the property and a better understanding of certain site conditions, the District had the SEQRA updated and amended to reflect the current footprint being proposed and newly discovered site conditions. The BOE, with input from its professional consultants, has examined the current footprint and site conditions, and determined that they will not produce or give rise to significant adverse impacts upon the environment. As a result, its prior determination, as expressed in a Negative Declaration, that an Environmental Impact Statement does not need to be prepared is unchanged. The Negative Declaration has been amended to acknowledge and account for the current proposed footprint and known site conditions and to clarify the work that would be occurring at the site and its physical location.
**Bond Approved February 2019**

**Hillside Projects: Beginning July 2020**

<table>
<thead>
<tr>
<th>Capital Projects</th>
<th>Submit Plans To NYSED</th>
<th>NYSED Approval</th>
<th>Competitive Bidding &amp; Contract Award</th>
<th>Project Start</th>
<th>Substantial Completion</th>
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<tr>
<td>Hillside Roof</td>
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<td>Late Feb 2020</td>
<td>March 2020</td>
<td>July 2020</td>
<td>Aug 2020</td>
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<td>Hillside Windows</td>
<td>Dec 2019</td>
<td>Late Feb 2020</td>
<td>March 2020</td>
<td>July 2020</td>
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<tr>
<td>Hillside Flooring</td>
<td>Dec 2019</td>
<td>Late Feb 2020</td>
<td>March 2020</td>
<td>July 2020</td>
<td>Aug 2020</td>
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<tr>
<td>Hillside Masonry</td>
<td>Dec 2019</td>
<td>Late Feb 2020</td>
<td>March 2020</td>
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<td>Aug 2020</td>
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**Farragut Projects: Beginning June 2020**

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<th>Capital Projects</th>
<th>Submit Plans To NYSED</th>
<th>NYSED Approval</th>
<th>Competitive Bidding &amp; Contract Award</th>
<th>Project Start</th>
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<td>High School/Middle School Music</td>
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<td>Jan 2021</td>
<td>Feb 2021</td>
<td>July 2021</td>
<td>Aug 2021</td>
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<tr>
<td>Middle School Auditorium</td>
<td>Oct 2020</td>
<td>Jan 2021</td>
<td>Feb 2021</td>
<td>April 2021</td>
<td>Sept 2021</td>
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Q & A on the Hillside extension program

What was the basis for the Hillside extension project?
The basis for the project was the bond referendum and its associated documents, prepared by others, consisting of a one page budget and simple block plan diagrams outlining the desired components of the project: i) a cafeteria / auditorium space, including a stage, ii) a kitchen, iii) four classrooms and iv) a resource room.

What was the first step in the design process?
Understanding the bond document’s preliminary nature, we initially undertook a programming and scoping exercise with the principal, department heads, and facilities management in order to identify the specific needs of each of the spaces. This process allowed us to define the exact physical requirements of each space for its intended use, occupancy number, and required support spaces.

What was learned from the programming exercise?
The results of the programming report identified the need for: i) a cafeteria for 280 students per seating, an auditorium to seat over 500 people with a stage for up to 120 students, ii) a kitchen for an on-site food preparation program, iii) kindergarten sized classrooms, and music program lesson areas and, iv) a special education resource room. With this detailed information in hand we could confidently begin the subsequent design tasks, knowing that we would address the intended use of each component of the project. The total area required by the program and its support spaces for the intended use of each component exceeds that illustrated by the preliminary bond diagrams. The additional square footage is required to deliver the full program for each component that was in the bond.
Q & A on the Hillside extension design

Was the design informed by the existing setting of Hillside?
Yes. Our firm believes that the best architecture reflects the unique culture of the institution it serves. Hillside is a one and two story building with wings nestled into wooded areas or fronting on to its numerous playgrounds and play fields. It is intimate in scale, open, and inviting. The school is reached by a single winding roadway and several informal pathways. It was this delicate, bucolic setting that we chose to address in the new design.

What was the design approach?
Our design approach was to orient the building addition with respect to the adjacent circulation pathways and playgrounds, focusing on the existing central activity core of the elementary school campus. The angled orientation is intended to capture established pathways and bring the glass front of the building into a dialogue with the playground it fronts on. The projecting front porch and pergola further reinforces the connections between the cafeteria and playground and will additionally serve as a shaded gathering area and formalized walkway from the informal paths to the main school areas.

In an effort to minimize the visual impact of the addition, we broke down its mass, with roof heights minimized over the classroom, stage and support areas, and by sloping the main roof of the cafetorium to mediate between it and the existing one story building it connects to. The high point of the sloped roof created an opportunity to introduce natural full-spectrum lighting to the cafetorium space above a bank of recessed telescopic seating, allowing for full daylighting of the multi-purpose space. The interior spaces are sized specifically for their intended occupant load and use and account for bathrooms, storage and mechanical space requirements.

The PBDW Architects

Ray Dovell
Rena Mande
2019 CAPITAL BOND UPDATE
HILLSIDE ELEMENTARY PROPOSED EXPANSION

View from drop off

Proposed Expansion Plan

Auditorium Plan

Cafeteria Plan

East Elevation
In 1987, a Hastings' art teacher and mother of three led a dozen student and adult volunteers into NYC late one Saturday night on something called a "Midnight Run." The intention was to meet some strangers who could use a little attention and kindness and a warm meal.

In 1989, Hastings High School hosted the first Thanksgiving Dinner for the homeless, where art teacher Jeanne Newman personally welcomed each of the 125 homeless and working poor guests who had been bused in from the city and surrounding area.

In 2019, the work continues, with more than 700 people being able to enjoy a homemade Thanksgiving meal at Hastings High School. This year celebrated the 30th Anniversary Thanksgiving Dinner for the Homeless, all in thanks to Jeanne Newman and the countless volunteers comprised of Hastings residents and students, and those who made donations to fund the dinner.

At the December 16, 2019 Board of Education meeting, Jeanne Newman was recognized for her unselfish efforts in bringing a day of compassion and giving to those in need for 30 years.
REFLECTIONS FROM OUR NEW TEACHERS

Ms. Jaime Bragg, First Grade, Hillside Elementary School

“The first grade team is wonderful. They work closely together and are open to listening and sharing new ideas. They are always available if I have a question or need support. The parents are also welcoming and willing to help. The relationship with families is great here at Hillside.” On her mentor Ms. Esther Fejer, she said, “Esther is one of the best teachers I have ever met. Always kind and calm, and always willing to stop and help me.”

Currently, Ms. Bragg’s students are becoming independent learners, understanding who they are as writers and readers as a result of the Writers and Readers Workshop at the school.

According to Ms. Eszter Fejer, “Jaime is a welcomed addition to our first grade team. She is hard working and dedicated, bringing fresh ideas to our grade level discussions. It’s a pleasure being her mentor.”

Mr. Eric Day, Music, HHS & FMS

“I feel so incredibly lucky to have landed at Hastings and I’m having a wonderful time working with all of the musicians! The students inspire me daily with their musicianship and humor; the families have been outgoing and supportive; and my new colleagues have been warm and welcoming. I’m looking forward to my first pair of winter concerts as well as the many exciting performances and collaborations to come.”

Mr. Jon Riss who is mentoring Mr. Day remarked, “Mr. Eric Day was left with a giant pair of shoes to fill upon the retirement of beloved music teacher Mr. Ken Jernigan, who set a very high bar not only for the 7th through 12th grade instrumental ensembles, but the music department as a whole. Mr. Day is already raising that bar, and it has already had a wonderful effect on his ensembles and our department. He is earnest, approachable, fun, intelligent, and professional. His first concert last night was a triumph in every aspect - there was exceptional music making, and smiles on the faces of his students and their families. Mr. Day keeps stating how lucky he is to have landed here, but I think we may be the lucky ones!”

Ms. Matea Shuto, Sixth Grade Science & English, and 5th Grade Reading Skills, FMS

“Everyday I come in knowing that I will get to see the students, and it is always a pleasure working with them. Balancing the three different subjects is both exciting and challenging, but I have learned how to manage my schedule and I love the variation. There is something new every day. The teachers and administrators have really helped me transition.

Ms. Jill Ochacher is assisting Ms. Shuto and said, “Matea is a warm, creative and patient educator who relates well to the students.”
The Music Department continues to offer a comprehensive music program for students of all levels. At Hillside, the general music curriculum provides a strong theory and skill base. Additionally, students are offered band, strings and chorus in 3rd and 4th grade.

At FMS, instruction continues in both the classroom and on stage. We have a computer music lab enabling us to teach theory, composition, film scoring and arranging in grades 5 through 8. Chamber Music, Jazz Band, and Select Chorus are added in our middle school program.

Our high school program offers Music Theory, AP Music Theory, Recording, and Technology in the classroom. Performing groups include the Sinfonia, which is a high level string group, and Madrigal Choir.

Our new music teacher, Mr. Eric Day, has done a great job stepping into our high school instrumental program, and the Harvest Moon Ball in November was a huge success.

A music parent booster group was created this year. The parents have been very helpful in their fundraising efforts. The funds they raise will help offset the cost of music trips. They also have some great ideas to bring valuable music experiences to all three schools. We are excited to move forward with their support.

Our goal is to maintain and add to our vibrant program, reaching as much of our student population as we can.

Diversity, Inclusion, Equity and Justice. These are the four pillars that are driving our work to help all of our students succeed in a global society. At the elementary level, teachers are being trained in how to teach topics and create a curriculum that focuses on racial literacy. The future goal is to share fundamental concepts of race and equity with our earliest learners. This will help students acquire an early awareness of their own socialization and how it may be similar or different from others, which leads to understanding and acceptance.

As students move on to the middle school level, the conversation deepens and touches on more complex topics. All students will participate in the course Courageous Conversations: Discussions About Race and Racism. Students learn that race is not biological, it is a social construct. Readings are used to spark conversations that help students recognize individual, interpersonal, and institutional racism. They come to understand that racism exists in many different arenas and capacities; and biases are often not obvious or immediately present on the surface.

Middle school students learn key racial literacy vocabulary and strategies to converse about racism; and acquire counternarratives that provide perspectives that have been silenced. A multicultural book club comprised of students in the 6th through 8th grade meet during lunch twice per month. These students voluntarily took it upon themselves to delve deeper into understanding the topics of diversity, multiculturalism, inclusion, equity, and justice. They have read books that cover topics such as homeless, the negative effects of microaggressions and implicit bias, and discovering agency within oppressive structures.

Hastings High School students have taken it upon themselves to continue conversations once they have left the middle school. This year an affinity group was started where students can share challenging experiences they encounter during the school day in a safe environment in the evening. They are also enrolling in courses such as, Facing Ourselves: Reading the “Other”. This course examines how we "read" race and gender in modern culture. Students study novels, poetry, film, and television, as well as read a series of essays on the topics of race and gender in America.

Educators have received training on the topic of implicit bias in educational spaces during Superintendent Conference Days. They are examining themselves to find where their own biases lie and questioning how that affects their own teaching and interactions. The district’s Diversity Committee and others are reading the book, White Fragility: Why It’s So Hard for White People to Talk About Racism by Robin Diangelo. This is certain to cause some discomfort but also growth in identifying underlying biases and then work toward minimizing them.

These initiatives are instrumental in the district’s work to implement the New York State Culturally Responsive-Sustaining Education Framework and the Every Student Succeeds Act.
HHS STUDENT HONORED AT NYS ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

HHS junior, Dahlia Seidel, was recently honored at the 2019 Annual Conference of the New York State Association of Foreign Language Teachers (NYSAFLT). As a recipient of a NYSAFLT Language Student of the Year scholarship, Dahlia spoke to an audience of several hundred educators about her summer 2019 experience in Paris, France, organized by the Council on International Educational Exchange (CIEE).

Dahlia expressed, "From living with a host family to interacting with locals, my experience abroad was unforgettable. My French skills have advanced and my perspective has widened."

"Through her willingness to share the benefits of her experience abroad with others, Dahlia is an inspiring goodwill ambassador for Hastings High School," stated Mme. Bertacchi, Chair, World Language, HHS.

DISTRICT MOVES TO GOOGLE PLATFORM

At the beginning of the school year, the district moved its email client from Microsoft Outlook to Google Gmail and using other Google products such as the Google Drive, Google Calendar, and more. There are many benefits to this change including unlimited storage space; email and files accessible anywhere; apps integration which helps making collaborating, organizing, communicating, and getting involved easier; and tons of support.

One of the most appealing reasons for the switch to the Google platform is that it provides a platform for members of the faculty to collaborate. This is very valuable as it enables educators and staff to enhance their collective efficacy and align experiences they create for children.

Assistant Superintendent for Curriculum and Instruction Ms. Melissa Szymanski has been instrumental in the change with a prominent role in designing professional learning experiences to support the requests of faculty and staff in order to ensure a smooth transition to the new platform. She has designed a series of Google training cycles, in partnership with Southern Westchester BOCES. Offerings have included Gmail, Google Calendar, Google Sheets, Google Forms, and Google Classroom. Training has taken place for all bargaining units, including teachers, teaching assistants, teacher aides, clerical employees, management, confidential employees, administrators and custodians. Training formats have included a differentiated large group late start, small group workshops, open drop-in clinics, training for faculty and staff members in job-alike roles, personalized sessions at workstations, and individual sign-up sessions.

According to Ms. Szymanski, one of the important things in the school district is to ensure we are building capacity and tapping internal expertise. Adriana Beaudreault, Secretary to the Assistant Superintendent for Curriculum and Instruction is also a Google Certified Educator and highly skilled at working with the various applications. She is providing additional real time support and sharing her expertise with the faculty members and staff. "It is my pleasure to train staff in our district on how to use Google Apps for Education to enhance their productivity and support students," expressed Adriana Beaudreault on the transition.
8 Hastings High School Seniors
RECEIVE ACADEMIC RECOGNITION

NATIONAL MERIT SCHOLARSHIP SEMI-FINALIST
Alexander Weitzman

NATIONAL MERIT COMMENDED STUDENTS
Ruby Bouhassira
Benjamin Halperin
Casey Ostrowski
Sawyer Pollard

Ian Ross
Markus Skelton
Katharine Yang

SENIOR FRIENDS’ DAY
AT FARRAGUT MIDDLE SCHOOL

Senior Friends’ Day is a longstanding tradition at FMS. Students bring in “senior” friends who can speak to them about moments in time, from the past, making history come to life.
**Fall Athletic Recognitions**

**CROSS COUNTRY**
- **All League Honors:** Caitlin Guilfoyle, Bliss Johnsen, Anna Thomas, Aidan Gemme, Sammy Muench, Felix Sprock
- **All League Honorable Mention:** Cara Novak, Noah Angoff
- **NYS Cross Country State Championship Participants:** Aidan Gemme, Caitlyn Guilfoyle

**FIELD HOCKEY**
- **All League Honorable Mention:** Caroline Anderson, Naomi van Hoogstraten, Kristina Caruso
- **All League:** Molly Furman, Benna McDermott, Cayla Ossen-Gutnick
- **Enterprise Player of the Year:** Molly Furman

**FOOTBALL**
- **All League:** Kyle Ryan, Max Schapiro, Daniel Campbell
- **All League Honorable Mention:** Eric Singh, Matthew Moore, Chris Rotiroti

**BOYS VARSITY SOCCER**
- **League Champs and Section Finalists**
- **All League:** Shane McDermott, Marcus Hirt, Ben Halperin, Elijah Weston-Capulong, Ben Zion, Julian Jacobs, Amaan Rai
- **All Section:** Honorable Mention: Elijah Weston-Capulong, Ben Zion
- **All Section:** Julian Jacobs, Amaan Rai
- **Enterprise Player of the Year and League MVP:** Julian Jacobs

**GIRLS VARSITY SOCCER**
- **All League Honorable Mention:** Charlotte Maineiro, Ava Nelson, Sola Kitazato
- **All League:** Micaela Ross, Alexandra Manly, Emily Penner, Eve Aronoff
- **All Section Honorable Mention:** Micaela Ross

**GIRLS TENNIS**
- **All League:** Emilia Franco, Ivy Mininger, Savoy Koken, Ruby Bouhassira

**GIRLS VOLLEYBALL**
- **All League Honorable Mention:** Zoe Fields, Allie Jobe
- **All League:** Marlee Edwards, T’nyas Catalan
- **All Conference Honorable Mention:** Marlee Edwards
The Yellow Jackets Booster Club was founded in 2010 with the vision of recognizing and supporting every student-athlete within the Hastings-on-Hudson school district. We aim to unite the community around sports in a way that enhances school spirit, fosters high-quality athletics, and builds lasting memories.

Over the past year, our volunteers have continued to grow—and we have built on many growing athletic traditions within the district. In early 2018, for the first time ever, we hosted a sectional tournament in wrestling and saw 2,000 fans visit our gym to support and cheer.

Our plans for this coming school year include:

- **CELEBRATING**—with seasonal Sports Banquets that honor all the varsity athletes and coaches who have represented HOH, and a two-day homecoming event that brings the entire community together;

- **LEARNING**—with youth clinics every season linking the varsity teams to their younger peers, and upcoming educational sports seminars for both youth and adults;

- **ENTERTAINING**—with fun events designed to build spirit, including an alumni basketball game, a fun run, youth community days, and more;

- **GIVING BACK**—with volunteer endeavors that support the larger community (like Sports Pop-ups for recycling and reusing equipment, and charity events run by the teams);

- **COMMUNICATING**—with our weekly newsletter (This Week in Sports) and our updated website and social media presence;

- **And of course, SUPPORTING**—with grants to the teams that help to enrich their athletic experience (most recently in the form of the school’s brand-new weight room equipment, as well as wrestling dummies, tennis ball machines, tournament fees, Breast Cancer Awareness matches, and more!)

We welcome participation, big or small, from anyone in Hastings who would like to become more connected to the future of athletics in our town. Please join us and get involved in whatever way inspires you:

- write us at hastingsboosters@gmail.com
- visit our website at hastingsboosters.com
- follow us on Facebook @hastingsboosters
  and Twitter @hastingsbooster

“Sports allow you to take risks, move out of your comfort zone, stretch yourself, prepare yourself for life’s challenges, and allow you to believe in yourself and find confidence…thank you to all the players and coaching staff in Hastings for making varsity sports so special to so many of us and for perpetuating such a positive sports culture that allows us to live these lessons.”

— Julian Jacobs,
Senior, Varsity Captain,
Boys Soccer
(during the keynote speech at this fall’s Sports Banquet)
If you need information about the Hastings-on-Hudson School District contact the District’s Public Information Office at 478-6206 or visit the District Website at: www.hohschools.org or watch WHOH-TV

Wishing You Happy Holidays and a Prosperous New Year

SI QUIERE UNA TRADUCCIÓN EN ESPAÑOL DE ESTE BOLETÍN, POR FAVOR LLAME AL 914-478-6206