

Trumansburg Troubadour

Indirect Bullying

By Sophie Isacks, 6th Grade

Indirect bullying is probably not what you think of when you hear the word school, or bullying for that matter. When you hear the word “bullying,” what do you think of? Do you think of kids being shoved in lockers, or people taunting other people? Indirect bullying could count as bullying—it should count as bullying--but people don’t think of it.

Indirect bullying is defined as “when someone undermines another’s reputation through rumors or gossip between their social group” on nobullying.com. I like to think of it as these three elements in a school setting:

1. The tone of voice when you or people around you are talking to a certain person or group of people.

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In The Spotlight: Ithaca Ballet

By Bailey Baier, 5th Grade

Ithaca Ballet has been in business for over fifty years, and throughout those years the ballet has trained many young dancers. Trumansburg students can receive a true classical dance education at the Ithaca Ballet. This opportunity is very rare and we are lucky considering our town size. Chances like this are usually found in big cities. Ithaca Ballet is unlike other dance schools in our area because it encourages all students to believe in themselves and gives them an opportunity to be part of a repertory company.

Instructors are the heart and soul of Ithaca Ballet! Cindy Reid is the artistic director of the Ithaca Ballet. She is also the daughter of the late Alice Reid who co-founded the Ballet with Vergui Cornea (cor-neigh-ah) as the Ithaca Civic Ballet around 1960. It later became the Vergui Cornea Dance Company. Upon his resignation it became the Ballet Guild of Ithaca. And finally in the early 1980s Alice bought out the school officially changing the name to what we know it as today, the Ithaca Ballet.

As artistic director Cindy Reid chooses the ballets that are performed each season; there are many factors to consider. She has to think about the dancers she has and how to highlight them. When she chooses, she is looking slightly long distance because she wants to reach and expose ballet to new generations of people with the shows that are performed. She tries to pick kid-oriented ballets. The Nutcracker is a ballet that is performed each year, and it is a kid-favorite.

The Trumansburg Troubadour welcomes your feedback!

Please contact us with comments and story leads at

contact@tcsdfoundation.org

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Ithaca Ballet (continued)

Cindy believes that a dancer with fire in the belly is the best kind of dancer. What does this mean? Over the years, Cindy has had dancers who have perfect form but they don't have the drive and determination of those who have the true heart of a ballerina.

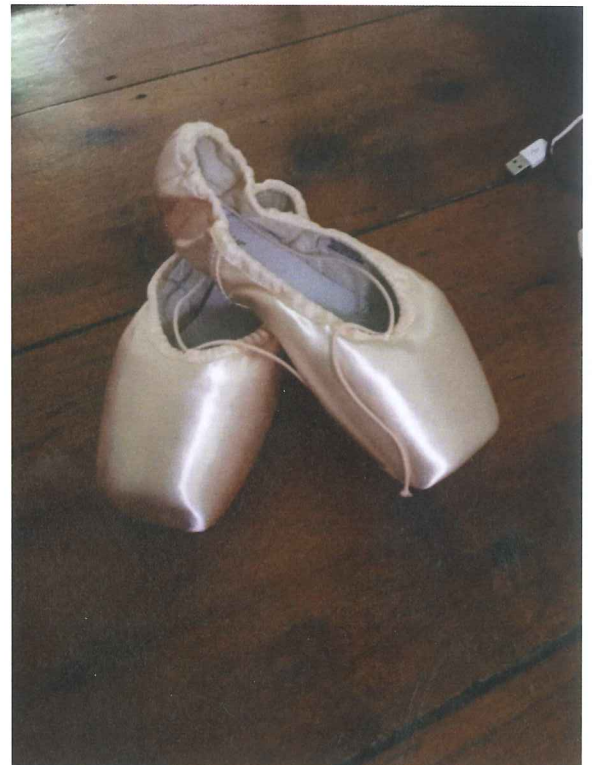
How would you know that you have the heart♥ of a dancer? Take a class! Come to performances! Maybe you want to become a professional dancer.

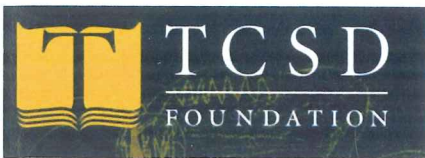
Our amazing example and teacher Rachel Myers became a professional dancer after training at Ithaca Ballet from the time she was nine-years old. Rachel majored in ballet at college and danced with the Kentucky Ballet Theatre and Lexington Ballet before returning to Ithaca Ballet. This amazing teacher and person thinks that the best part of instructing ballet is making a safe place for students to feel like they can make mistakes, be creative, and learn to express themselves. Rachel has the heart of a dancer. In order to become a professional dancer and instructor, Rachel had to overcome injuries, including one (plantar fasciitis) which kept her out of dance for her entire first year of college. She recently underwent meniscus surgery and will be unable to perform for many months. One challenge to being a professional dancer is going through injuries like these.

The dancers on stage are not making up the moves as they go along, someone has instructed them to make every leap, spin, and arabesque! This person is the choreographer. One of the Ithaca Ballet's choreographers is Cindy's sister Lavinia. At a very young age Lavinia **LOVED** music. She made up ballets with her best friend and knew that when she grew up she wanted to be a choreographer. She was lucky to be exposed to a lot of music. To be a choreographer you must have an understanding of ballet technique and you need to be able to physically do things. Lavinia also has written nine music scores for ballets. The trickiest ballet to choreograph was *The Little Mermaid* because it was completely original. This ballet was also one of her favorites to choreograph along with *Snow White*, *The Nutcracker*, and *Firebird*. Lavinia loves choreographing all ballets and it was probably hard to pick favorites because she has choreographed close



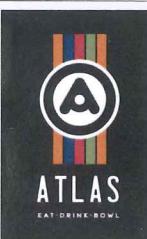
From left to right: Deayza Peebles, Bailey Baier, Talia Yarbrough. Photos provided by Leslie Appel.





Annual Report

The TCSDF Foundation is pleased to present our 2017 Annual Report. From January 1 to December 31, 2017, the TCSDF Foundation raised a total of \$23,425, including in-kind goods and services critical to our success. These funds were used to fund our Teacher Grant Program in excess of \$9,800, our district-focused community newsletter, *The Trumansburg Troubadour*, with two more issues written by students, our KDT! Trumansburg program, Farm to School and Wellness events including Salad Days and the Big Apple Crunch, and our student Award for Community Service, which we doubled in 2017 (\$1,000). We are proud to have supported many valuable projects in our school district through our Teacher Grant Program, including at the Elementary School: yoga training videos and yoga cards; a stipend to provide Sing Song Music classes to all pre-K classrooms; and supplies for a mural and art workshops to support Youth Art Month. At the Middle School: supplies for hands-on gardening and food preparation with Black Locust Initiative; and supplies for an aquaponics system to raise tilapia. And at the High School: a 3D printer for the Robotics team; a stipend for Mindfulness Meditation and Yoga ; support for student college visits; art supplies for a series of Free Sunday Open Art Studio sessions at the



Teachers' Week *Rock and Bowl* with Citizen O'Kane & Noon Fifteen

Atlas Bowl is hosting a Rock and Bowl Monday, February 19. Teacher admission FREE with a VIP badge. All others welcome for \$5 donation at the door, with proceeds donated to the TCSDF Foundation. Bands play 6-9pm.

Come say hello, rock, and bowl!



Conservatory; a stipend for a professional pianist to accompany the Jazz Ensemble at the Jazz Cabaret; and a stipend for professional musicians to work with the band on NYSSMA and public performances. More information on grant projects can be found on our website at tcsdfoundation.org. Applications now accepted for our spring grant cycle. Please like us on Facebook: <https://www.facebook.com/TCSDFoundation/>.

The TCSDF Foundation also received a very generous donation of \$13,338 from the Trumansburg Charitable Trust. These funds may be used to enhance the ability of teachers in the district to provide excellent education, through professional development activities, project-based learning, and other training opportunities. More information on the Trumansburg Charitable Trust can be found at trumansburgcharitabletrust.org.

Our efforts in 2018 will focus on developing our overall public relations and fundraising strategy, as well as on expanding our support of Farm to School and Wellness initiatives in the district. In addition, we will continue our existing programs, launching new, teacher-inspired initiatives, and focus on increasing our endowment to support our mission.

Junior Varsity Football *By Ashlynn Smith, 5th Grade*

The Trumansburg Raiders have officially won the championship game! They won on October 28, 2017. I think this was another good football year for the Trumansburg Raiders. But even for winning the season this year, some kids liked last year's season better. Kids on the team are even sad the football season is over. Lucas Grove has been a player for the Raiders for a while. When I asked him what sport he would choose if he was forced to pick one sport to play, he said football. I also interviewed Mason VonGordon and Quinn VanValen, who are players for the Trumansburg Blue Raiders. I asked them what their greatest accomplishment during the season was. Quinn said making goals and being on the team. Mason said that a great accomplishment was being on the team. I also asked what positions Lucas and Mason were. Lucas is a running back and Mason is a quarterback. I think it was a great season for the junior varsity players.

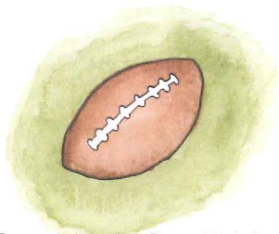


Illustration by Sara Belcher

The Power of Words: Growing Pains

A Column by Billie Plumlee, 5th Grade

This is Agent FD569 (aka Billie Plumlee, age 10, middle child) reporting live at the scene of a problem. For once, I'm solving my OWN problem, not someone else's. The problem? My 8-year-old brother, Winslow, is almost taller than me. I'm two and a half years older than him, and he's almost taller? Not cool. This is such a big problem because among my siblings, HEIGHT means POWER!!!!

For example, my older sister Bela (age 12) uses her height to her advantage WAY more than she should. She tricks me into not getting the front seat, she does pull-ups in front of me to show off her strength, she buys donuts in front of me on the walk home and doesn't share, she challenges me to a race and when I deny she runs ahead and says, "I beat you, I beat you," and she comes up behind me and bonks me on the

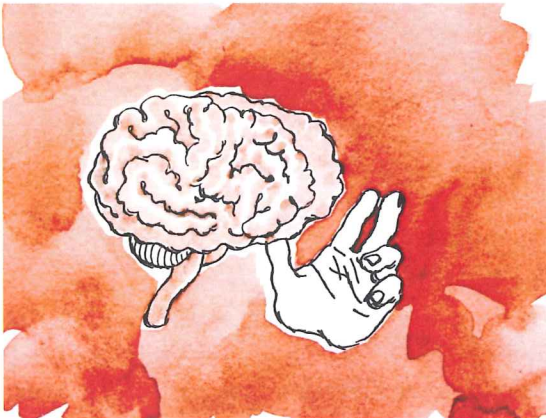


Illustration by Hanna Hertzler

head with her books in the hallway. You can't get much worse than that. I put up with it. But if my BROTHER gets taller than me I won't be able to trick him into not getting the front seat, wrestle him into not getting candy, intimidate him into giving me stuff, boss him around and make him get me drinks without him realizing. . . I could go on forever!

Middle children beware!! If you're not careful, olders and youngers shall take over! But, if you're smart enough, you will always be a step ahead.
AGENT OUT. ■

Global Humanism

Written by the Global Humanism Class

Global Humanism is a student-driven class that strives to create a difference in our community and in the greater world. The goal of the course is for students to raise awareness and pose solutions based on the United Nations 17 Sustainable Development Goals for 2030.

We have a fantastic opportunity to join with peers from around the world at the Student Leader Conference on Development (SLCD)!

This year the topic is SDG #13 Climate Change, and the effects it has on the governments and people of our world. We are creating relevant projects that will be implemented in the Spring, and will share our ideas to our global peers at a conference held at the United Nations in New York City this February.

The SLCD is being held on Friday, February 16 through Monday, February 19 at the United Nations in NYC. While there, our class will continue to develop their research and informed action plan projects on Sustainable Development Goal # 13, Climate Change. We will collaborate with peers from a number of other countries — peers that have simultaneously been researching shared sub-themes. The final product is a youth-generated resolution representing our findings and opinions. This resolution is then delivered by Youth Envoy to the General Assembly in the Spring.

We are fundraising in order to ensure that students in this class can attend this amazing international



Global Humanism (continued)

youth-led event regardless of socioeconomic status. We appreciated the funding support from the Myrtle Dee Nash Memorial Fund and local donors. However, we still need to cover our round trip Ithaca/ NYC bus fares and meals. We have set a goal for \$2000.

We have set up a go fund me page to help us fundraise. The link is [https://www.gofundme.com/global-](https://www.gofundme.com/global-humanism-class)

[humanism-class](https://www.gofundme.com/global-humanism-class). ■

Members of the Class:

Margaret McCurdy, 10th grade
 Logan Bonn, 11th grade
 Zoe Golden, 11th/12th grade
 Georgia Mechalke, 10th grade
 Lillian Oxley, 11th/12th grade
 Arianna Wright, 10th grade

Members of the Independent Study

Alexia Angulo-Stevenson, 9th grade
 Virginia Clifford, 10th grade
 Elizabeth Gardner, 9th grade
 Sarah Wertis, 10th grade



Photo provided by Margaret McCurdy

The Big Apple Crunch

By Grace Sturdevant, 5th Grade

This is Agent Skittles 4652 reporting on the recent participation of Trumansburg schools in the Big Apple Crunch. It happened at exactly 2:00 p.m. on October 19. With this, our school was entered for a chance to win \$1,000 to create a Victory Garden!

The Big Apple Crunch was created in 2012 with GrowNYC, which is a nonprofit that encourages buying NY apples instead of other apples. With schools participating all over the state, over 2,000,000 people participated.

I had a few questions about this, so I asked some students. First, I asked Clara Walker:

Grace: Were there lots of kinds of apples?

Clara: Maybe, different colors

Grace: What kinds?

Clara: I don't know

Next, I asked my cousin, Max Weinstein.

Grace: How did the apples taste?

Max: Juicy

Grace: Did you like the taste?

Max: Yes

Third, I asked my younger brother, Noah Sturdevant.

Grace: How did the crunch sound?

Noah: Loud. It hurt my ears!

Fourth, and last, I interviewed Billie Plumlee.

Grace: What's your estimate on how many people actually bit the apples?

Billie: Probably like most of the school.

A Little Bird Tells Us....

- The Big Apple Crunch started as a celebration of Food Day in NYC, and has since expanded to schools across the state
- The Big Apple Crunch hopes to bring local support to New York state apple farmers
- New Food Services Director Rose Hanson coordinated this year's Big Apple Crunch

Okay, that's it for the Big Apple Crunch. Agent Skittles out! ■



Rainbow Salad Days

From October 10-13, students in grades Pre-K through 4 enjoyed a free salad, funded by the TCSD Foundation, to encourage the students to consume a more colorful diet. They each chose at least three vegetables to add to their salad, with toppings from corn and beans, to carrots and cucumbers. Special thanks to the food service staff for their help with the event! Photos from the TCSD Foundation Facebook page.



Cayuga Nature Center

In October, the 6th grade class spent a day at the Cayuga Nature Center, where they spent the day completing group challenges and learning about environmental stewardship. Special thank you to the middle school PTO for providing a copy of *The Climb* by Gordon Korman for each of the students to read. Photos from the TCSD Foundation Facebook page.



You Are What You Eat — Changes in the School Cafeteria

By Clara Walker, 5th Grade

It all started with a small change. Not a big deal, like a new principal, but a small change that would change everything. The food system had been good, kids had loved the mashed potatoes, and most kids bought lunch on a regular basis — but it hadn't been perfect. Of course, nothing can be perfect, but most things can be improved. A change has begun. A change in the food that is served to the kids that buy lunch. Some people have been noticing the changes, and some people haven't. I interviewed a few people to see what they thought, including a parent with two children in the school. The first question was: Are you aware of the changes being made, and how did you know about them? Her response was, "I am aware of these changes, I received a letter at the beginning of the school year outlining some of the new initiatives." This surprised me because I was not aware that all the parents had received this notice.

I asked my second question, "What is new, are you excited?"

She answered after a slight pause, "I read there will be more local ingredients, less processed foods, and a simpler, more navigable menu. I am very excited. I feel better about letting my kids buy lunch."

The last question that I asked was about what changes still need to be made; her answer was that the communication between students, teachers, and parents needed to be better.

The most exciting change may have been Farm to School month. During the month of October, the school was focused on getting local vegetables and using them in their meals and soups. This was the first year that the school has participated in Farm to School Month. It is better for ourselves, the environment and our community. It's healthier, helps local farmers, and helps reduce pollution!

During the month, the school bought escarole, a green, leafy vegetable, from Sweet Land Farm, and made escarole, white bean, and sausage soup. "We got cooking greens, watermelon radishes, Chioggia beets, and summer squash from Stick and Stone Farm, escarole, leeks, and kale from Sweetland Farm, cherry tomatoes and garlic from Six Circle Farm, red bell peppers from Birdskog Farm, heirloom tomatoes and tatsoi from Remembrance Farms, and basil from Three Stone Farm." A Trumansburg cafeteria employee said. "In addition to super local produce, we are able to get produce from Central NY farmers from the Regional Market in Syracuse. We now carry Chobani yogurt, which is made near Norwich, NY, and we made grilled cheese with bread from Wide Awake Bakery," along with some others.

OMG!! I forgot the clock, I have to go, and meet someone at, well, Wide Awake Bakery. Gotta go! Bye! ■

Join us for our annual COMMUNITY ART AUCTION March 23

The TCSD Foundation once again will be celebrating the district-wide Youth Art Month with a Community Art Auction. Join us Friday, March 23 7pm - 9pm at the Trumansburg Conservatory of Fine Arts for appetizers and wine (sold by the glass). \$10 entrance fee.

Silent and live auction items. Door prizes.

All proceeds go to funding innovative teacher-inspired programs like Youth Art Month.

We are seeking donations from community artists!

Are you a local artist looking to build your network and support art in our schools?

Email contact@tcsdfoundation.org. Deadline for art donations March 15.



Indirect Bullying (continued)

2. How people act when they are put in a group with this person or people.

3. How people talk about these people or person. Ex: “[student] is so annoying” or “I feel sorry for you because you're in a group with [student]”

We experience these things in school life--sighing when you have to sit next to someone or hearing people say that other people are so annoying. And that's horrible! We all know that when schools are saying that every kid should and will be treated equally, we do understand, but it's a little bit like telling us to be quiet. We'll unintentionally start making the loudest noise you'll ever hear.

I asked Mrs. Thomas, a sixth grade ELA (English Language Arts) teacher if she sees this happening in class and she replied with, “I do see that sometimes. We do our hardest to prevent it.”

To follow this interview, I asked an anonymous student the same question, and they said, “yes.” While another said, “it's everyday life.”

I also talked to Mrs. Mayo, the school counselor, and asked her three different questions:

Q: Do you notice this issue?

A: I do. Oftentimes students don't recognize the tone they are taking can be taken the wrong way, but sometimes it is done intentionally.

Q: What do you think we can do (in the school) to stop it?

A: The biggest influence on student's behavior is their peers. If Russell I. Doig Middle School students step up and tell their peers that this is behavior they do not like, I think we will see a dramatic decrease in this behavior.

Q: Do you think this increased or decreased in the past years?

A: This has always been a lesson that we try to teach in Middle School. Every year different behaviors appear more often than others, but it is typically the same types of behaviors throughout the years.

This is the kind of issue that isn't fixed with a bribe--imagine saying to a bunch of middle schoolers, “If you start talking to one another all the same then you'll get candy!” We won't really do anything. That's the sad thing. It is bullying, even though it doesn't seem like it. All of us, kids and teachers alike, need to find a solution to what the teachers cannot see.

We can do this by recognizing it--congratulations. Now you can't stop seeing it.

Oftentimes the ‘victims’ of indirect bullying notice it. You can make them feel better by just hanging out with them, being their friend.

You can also notify your school counselor and/or teachers, so they can see it if they didn't already.

There is so little we can do to stop this, because most of the bullies are doing it without really trying! So, if you realize you've been doing this—it needs to stop. Notice your tone of voice when you speak to people, notice when you sigh if you're put in a group.

If we are conscious when we're speaking to others, of what our faces are doing when we're listening, we can stop (some) of this. If most kids don't realize they're doing it, you might not realize you're doing it too! Realizing what we're doing when we talk to people and stopping negative behavior can stop most of indirect bullying.

Indirect bullying is often not noticed, or just not what you think of when bullying drifts into a conversation. It can happen anywhere, any time. And if you notice it, you can stop it.

Like Mrs. Mayo said, students in Russell I. Doig Middle School should say what's bothering them and ask their peers (politely) to stop. If we notice this behavior, this tone, then we can stop it. If people know what indirect bullying is, we can put an end to it.

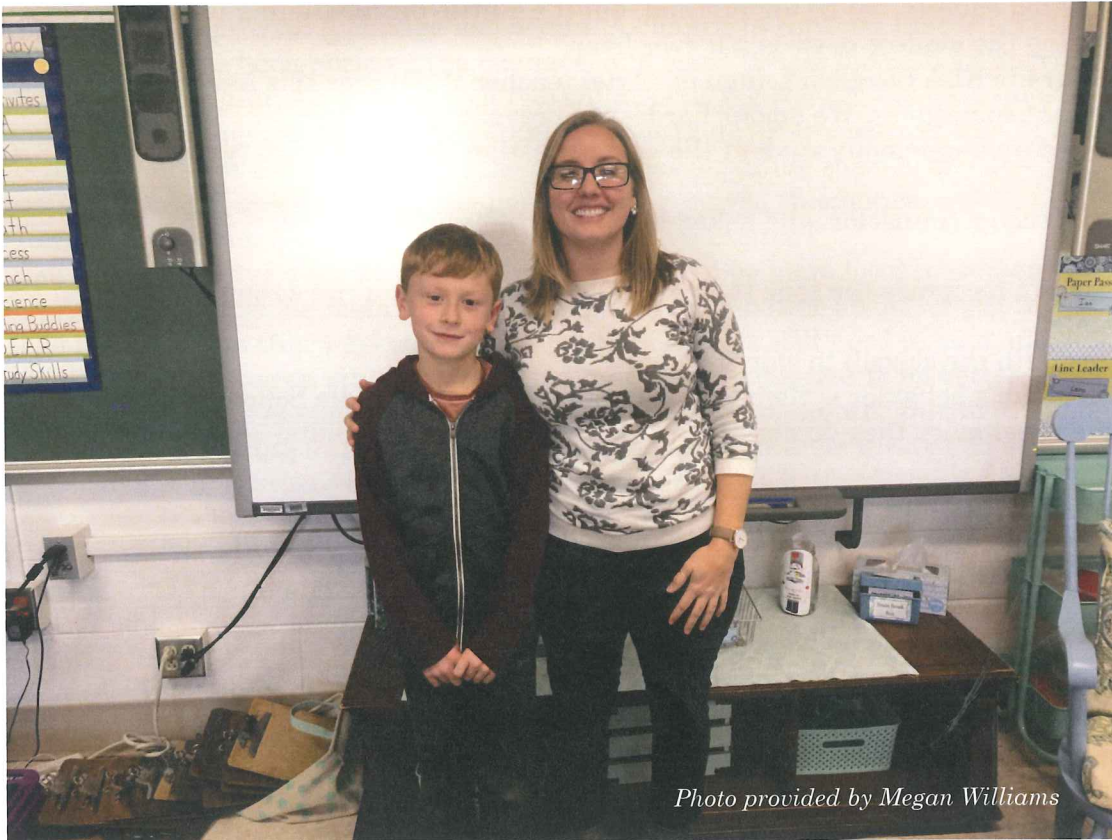
We can put an end to what teachers don't see. ■



Staff Spotlight!

Torrie VanDerzee, 3rd Grade Teacher

By Dafydd Williams, 3rd Grade



Dafydd Williams interviewed his third grade teacher, Ms. VanDerzee. She is new to our school this year.

Dafydd Williams:

Where are you from?

Ms. VanDerzee: I was born and raised in Trumansburg. I went to school here. I went away to college but then came back.

DW: Where did you go to school?

TV: I went to high school in Trumansburg and then went to Nazareth for college. I went to SUNY Cortland for my master's degree.

DW: What was your job before you worked here?

TV: I had lots of jobs. I

taught Pre-K at Cornell and I was also an aide here in Trumansburg.

DW: When did you decide to be a teacher?

TV: I always knew I wanted to work with kids. I originally thought I wanted to work in counselling and worked at BOCES. Both of my parents are teachers and the people I worked with at BOCES said I would be great in the classroom, so I decided to give it a try.

DW: What do you like most about your job?

TV: I like the people I work with -- the other teachers and the kids.

DW: What do you like least about your job?

TV: It's only my first year so I am lucky that there isn't a lot I don't like. I feel there is never enough time in the day to get everything done. I also find that is the hardest part of my job.

DW: What is the most fun thing about your job?

TV: I really enjoying teaching and seeing that spark when my students get a new concept.

I asked Ms. VanDerzee if there was anything else she wanted to add. She said it was the first time she had been interviewed and that it was fun to be interviewed by a student. She also told me she loves to play volleyball.▪



Ithaca Ballet (continued)

to 90 or 100 AMAZING ballets.

Repertory is a word for performing many times and many performances. And that is just what the Ithaca Ballet company does! Two Trumansburg students who are in the company are Talia Yarborough and Deayza Peebles. Talia started ballet at age three in Tennessee, where she was living at the time. Talia currently dances six days a week, taking multiple classes each day. It requires a lot of responsibility to balance her school work (Talia is in 9th grade at our high school) with her dancing. Talia rides the T-CAT after school from Trumansburg to Ithaca Ballet's studio on North Plain Street in Ithaca; she does her homework on the bus, during any breaks at the studio between classes, and when she gets home at night. Many ballet terms are French, and Talia studies French at school. Additionally Talia has participated in Ithaca Ballet's summer camp in the past. Her favorite role that she has performed was "Waltz" in last spring's production of *Sleeping Beauty*. Talia's advice for younger ballet students is to listen to and take care of your body, don't overdo it.

Many people recognize Deayza Peebles for her baton twirling, but she is also a very skilled ballerina. She has danced at many places from the time she was six. She now takes classes six days a week (sometimes 7 depending on rehearsals) at Ithaca Ballet. In school, Deayza takes French. This helps to enhance her understanding of ballet words. Deayza has to balance three things: baton, ballet and school work. She goes to Maryland on weekends for baton and she does her homework after school on Tuesdays and Thursdays at the high school. From 3:00 to 3:30 the high school offers time to do homework. She also does her homework in the car. Her favorite role that she has performed is Fairies in *Snow White*.

Ithaca Ballet is truly an opportunity for all. Whether it's choosing ballets to perform, working with inexperienced dancers, Ithaca Ballet is a wonderful place for everyone to learn and grow. ■

Music for Unity

By Lillian Covell and Skye Georgiadis, 5th Grade

Music For Unity is a program for 5th graders where Mrs. Harmony and Mrs. Alisa come to our general music class and teach 5th graders raps, chants, rhythms, dances, and songs from different cultures such as, Native American, Latin American, and African.

They came once a week on Fridays for four weeks. They encouraged us to have respect for others, respect for the environment, and, of course, respect for ourselves. Each lesson had its own unique theme, but every lesson discussed diversity, peace, and self acceptance. Lessons also tied in with our social studies lessons. Everyone loved their lessons and looked forward to them coming. We also hope they continue this program in the future.

Here's one of the raps they taught us:

Stop, think, choose peace (x4)
Eenie meenie miney moe, tic tac toe
Hopscotch, double dutch, please don't touch.
I am creative, Trumansburg I'm a native.
I'm a writer, I'm a poet, don't act like you don't know it!

We wish them good luck in their music and dance careers. ■



Illustration by Sara Belcher

Homecoming

By Mia DiLuzio, 7th Grade

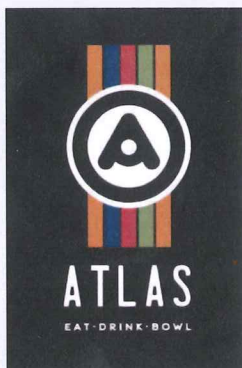
Homecoming is a very important game and event week for schools. The week of homecoming gives students and staff members something to get excited about. Most schools have events centered around the week of the homecoming game to get their students enthusiastic about the upcoming game, and also to support their classmates and players. And when there is homecoming there is spirit week!

Spirit week is a week where students and staff can participate in fun new activities. Spirit week starts on a Monday, normally the week of the game, and each day of the week is themed differently and students are encouraged to participate. I mean come on -- who doesn't want to participate in extra fun stuff?

Trumansburg's homecoming was from September 18—22. Out of all of those fun activities the homecoming football game is the main attraction because the current students, alumni, and anyone that wants to can attend. There's generally a huge crowd and lots of energy, so the pressure is on for the home team to win.

I asked Bob Furst, one of the head coaches, what homecoming meant to him and his team. He replied with, "Homecoming has always been an exciting time for myself and the teams I've coached. It's a way to connect with the past and realize that you are a part of something greater than ourselves. The team is always excited and looks forward to the game all season."

There we have it—homecoming is a totally fun time for everybody involved! Our team, the Tri Town Titans, practice for approximately six days per week for an hour and a half. Our hometown varsity Tburg players are: Caleb Ladd, Omar Godoy, Dustin Fowler, Ryan Benedict, Will Lovejoy, Drew Haskins, Owen Baird, Hunter Sherry, and Tanner Sherry. I hope to see all of you Tri Town fans in the stands next game! ■



Save the date for KIDS QUIZ BOWL!

The TCSD Foundation will be hosting Kids' QuizBowl at Atlas Bowl on Saturday, March 3rd from 1:00 – 3:00 pm. There will be snacks, free bowling & shoe rental for kids and parents, and a cash bar. No cover charge.

Trivia starts at 2:00 pm. Come with a team or join one once you arrive.

Parents are encouraged to stay, have fun, and try to outsmart their kids! Adult supervision is requested for Elementary School age Quiz Bowlers.



Meet Our Editor

Sara Belcher is a sophomore journalism and writing double major at Ithaca College. She is the co-founder and editor in chief of her own publication on campus: IC Distinct Magazine. She is also the editor in chief for the Ithaca College branch of *Odyssey*, an online publication. In her free time, she likes to attend local concerts and bake foods that probably aren't that good for her.



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FOUNDATION