

# Astor Family

Autumn 2013

Vol 2 Issue 2

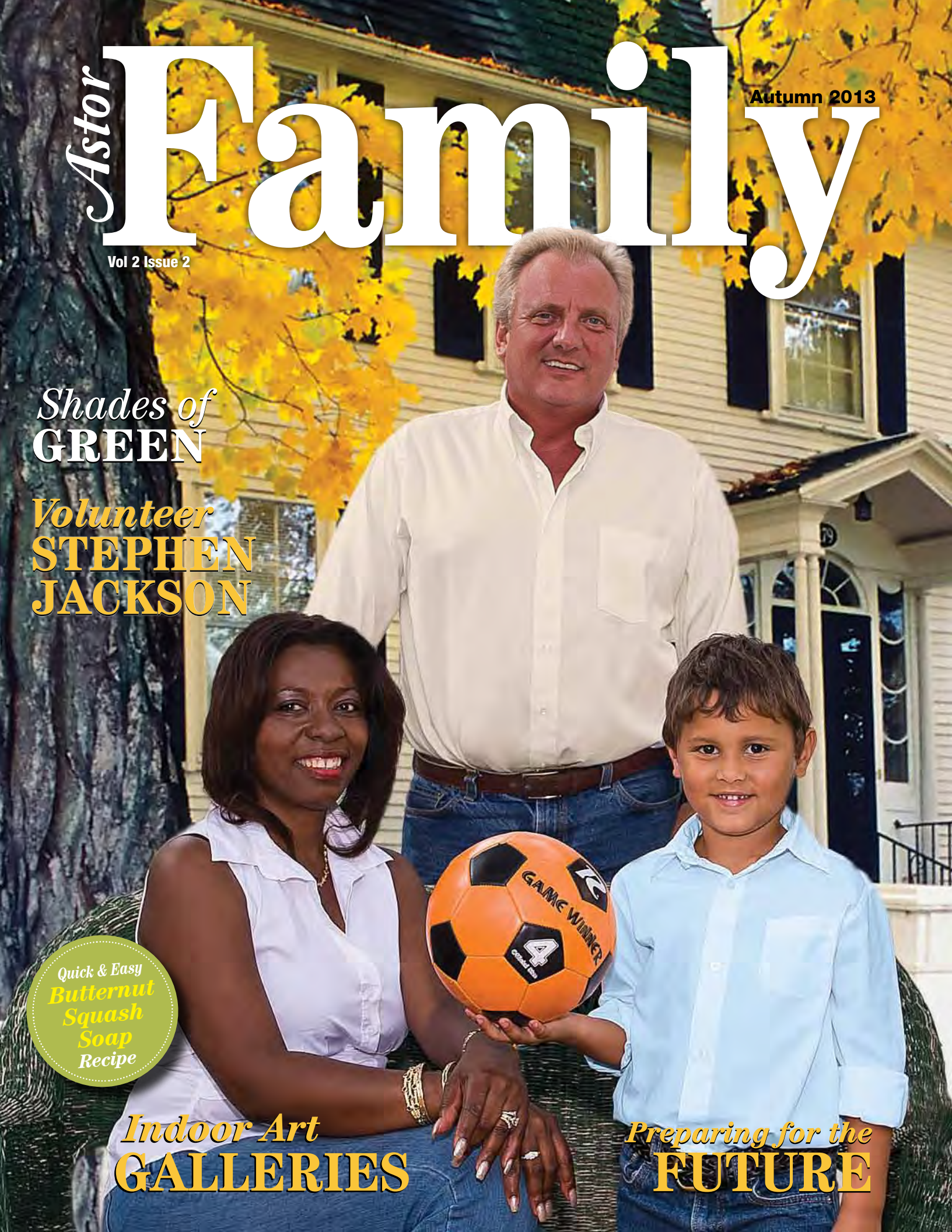
*Shades of*  
**GREEN**

*Volunteer*  
**STEPHEN  
JACKSON**

*Quick & Easy*  
**Butternut  
Squash  
Soap  
Recipe**

*Indoor Art*  
**GALLERIES**

*Preparing for the*  
**FUTURE**





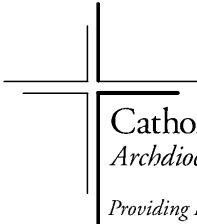


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PREPARING FOR THE FUTURE I



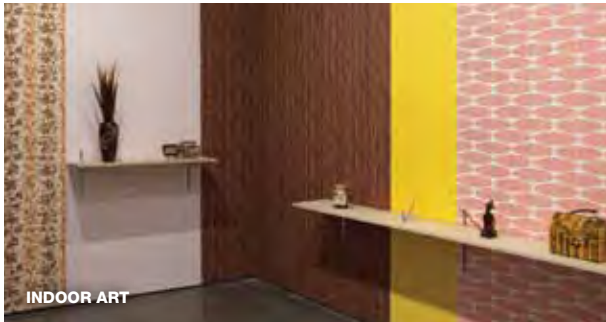
STEPHEN JACKSON



BUTTERNUT SQUASH SOUP



PREPARING FOR THE FUTURE II



INDOOR ART



GREEN IS THE HOTTEST COLOR THIS YEAR!



ASTOR'S ST. NICK'S HOLIDAY FAIR

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# Contributors



## Benjamin Krevolin

Benjamin Krevolin grew up in the Hudson Valley attending Poughkeepsie High School and Vassar College. His education continued at the Juilliard School of Drama, later he freelanced around the world for many years before returning to the region.

After eight years as President of the Dutchess County Arts Council he is now happily back at Vassar College in the Office of Alumnae/i Affairs & Development. At Vassar, he works with The Frances Lehman Loeb Art Center. He said, "It really is an amazing cultural resource and a perfect spot for an hour of thoughtful art viewing on any afternoon." Benjamin is very concerned about the culture and environment of the Hudson Valley.

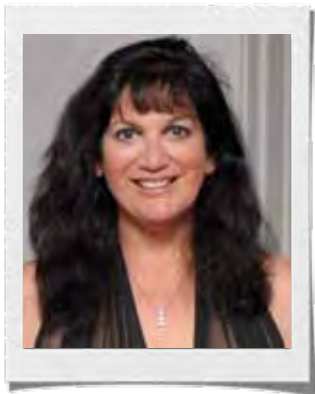
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## Kimberley M. McConville

Kimberley M. McConville, mother of two, is an Independent Marketing and Advertising Professional, based in Red Hook, NY. Kimberley has over 20 years' experience in the advertising and culinary industries, holding senior positions at Saatchi and Saatchi and SAVEUR Magazine (she received culinary honors from the CIA). Recently, Kimberley was Associate Director at the Peter Jay Sharp Center at Asphalt Green, where she worked on both in-house and community-based programs in health, fitness and nutrition. A competitive runner on the Central Park Track Club, her relay team holds the World Masters indoor record in the 4x800m. She is also a gold medalist in the 800m Indoor Masters Nationals (Boston: March 2002; and placed fifth Masters World Games 800m and 1500m (Melbourne, Australia: October 2002).

---



## Linda Weisbrod

Linda Weisbrod has always been a proud New Yorker. While growing up in Queens, she met her high-school sweetheart and soon to be husband Joel. Linda earned her degree in psychology from York College but chose to focus on family rather than her career. While bringing up two children, Linda worked as a bookkeeper for 13 years helping Joel build his computer business. In 2005, Linda and Joel retired to the Hudson Valley and currently reside in Rhinebeck. Her father grew up in Rhinebeck, son of Abraham Gazen, the village blacksmith from 1915 until 1960. Linda has many fond memories of visiting her grandparents and the blacksmith shop.

Linda's degree in psychology and fondness for children brought her to volunteering for various family-oriented organizations. On Long Island, she volunteered at the Helen Keller National Center, is currently on the Events Committee for Astor Services for Children & Families, and is an active member of the Northern Dutchess Hospital Mothers' Club.

*If you would be interested in contributing to future issues of Astor Family, please contact  
Sonia Barnes-Moorhead – Executive Vice President, Astor Services for Children & Families  
Phone: (845) 871-1117 or e-mail: [smoorhead@astorservices.org](mailto:smoorhead@astorservices.org)*

Pictured on cover is the Baer Family of Wappingers Falls, New York.





# Welcome

## Dr. Suzanne Button

Assistant Executive Director,  
Quality & Clinical Outcomes  
Astor Services for Children & Families

**In any year, between 13% and 20% of children in our country experience a “mental disorder.”**

Emotional and behavioral struggles in American youth include the significant presence of substance use and abuse, risk-taking behaviors, and suicide. At Astor Services for Children and Families, we know these struggles well and are committed to walking the road with these youth and their families so they can find ways to heal and regain hope.

There is so much parents can do to help youth who are struggling. Whether they are depressed, anxious, trying to handle family stressors, or dealing with learning problems, a vast toolkit exists in every adult’s hands that can help put youth on a path to recovery and to find the childhood that he or she deserves.

We know building connections with and among youth are paramount to fostering healthy development. Helping children make friends, spending time with our youth, supporting strong relationships between teens and their teachers, or being a mentor and support youngsters who need personal connections, these are all ways you can build healthy connections.

We are certain that early recognition and treatment leads to better outcomes for youth. If your child may need mental health services, do not be afraid to reach out.

In this issue of Astor Family Magazine, two articles highlight programs at Astor. The first is how a volunteer works with Astor kids. The second is about the valuable lessons learned in Astor’s Bronx Transitions Program. A third article complements the two stories about Astor programs. It is about how the Rhinebeck Central School District is going about implementing the common core curriculum. I will say further, that reading about Astor’s work in the Bronx in contrast to Rhinebeck presents a sobering view of the education challenges different families confront. Most important, all three articles are filled with ideas that parents of all kids can use to help their children deal with a complex and challenging world. Read them! Enjoy reading Astor Family Magazine, and as always, let us know what you are thinking.

Dr. Suzanne Button

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# Astor Family

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## Dear Astor Family...



The new *Astor Family* magazine is a keeper.

It has contemporary and useful information that remains relevant beyond the seasonal date on the cover. And for the old fashioned reasons too... enjoyment, relaxation

and reading something that I can hold, instead of staring at a computer screen. What a concept!

—Susan Ragusa, Rhinebeck, NY

I am aware of Astor Services because a very good friend is employed in a senior role there.

Over the years, I've supported the organization by attending various events. Now it's great to see

the organization's reach go beyond the wonderful in-person events it hosts to include a quality, accessible publication that will have broad appeal. Good luck with the magazine – I hope it touches many lives positively.

—Oslene Carrington, Pawling, NY

What a perfectly lovely job you have done with *Astor Family Magazine*.

Susan, having been Director of Donor Cultivation and I, a past board member, proudly applaud your continued efforts to reach out to the community. With budget cuts effecting Astor and all your programs - now more than ever you need the community to back you in spirit and with donations. The magazine is also a great way to stay in touch with Astor.

—Bob and Susan Davis, Woodbridge, VA

We would like to receive your feedback & suggestions. Please email letters to Sonia Barnes-Moorhead, Executive Vice President, Astor Services for Children & Families | E-mail: [smoorhead@astorservices.org](mailto:smoorhead@astorservices.org)

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## RIGHTS & RESPONSIBILITIES

# Special Education Law

by **Jennifer Frankola, Esq.**

### What is special education?

Special education is specially designed instruction for children with a disability.

### Who can receive special education?

Children determined to have an eligible disability; and the child is between age 3 and 21.

### What disabilities are eligible for special education?

The Individuals with Disabilities Education Act (IDEA) identifies these categories of disability: Autism, Deaf, Deaf/Blind, Emotional, Intellectual, Orthopedic, Language, Speech, Visual, Learning, Traumatic Brain Injury

### Where do children with disabilities receive their special education and related services?

The law requires that school districts ensure placements to meet the needs of children with disabilities. They take place in virtually every type of educational setting.

### How do I get started? In other words, how can parents request special education and what happens next?

It is very important to put everything in writing. And be sure to get some form of confirmation that you sent/delivered the letters (fax confirmations, mail receipts, etc.)

These are the key steps in the process:

- Write to the school district for a comprehensive special education assessment/evaluation of your child
- Share all private assessments and reports with the school district

- Attend an Individualized Education Program (IEP) meeting and bring a friend, advocate or attorney with you.

If your child is eligible, an IEP will be developed. You will be given reports on your child 3-4 times a year.

### What if the school district ignores me?

The school district has 60 days to evaluate your child and hold an IEP meeting to determine what services are appropriate. If you are not satisfied, request an Independent Educational Evaluation to be paid for by the school district.

### How often does the school district evaluate my child?

At least once every three years a “triennial review” is called to determine if your child still requires special education.

### What happens if I am not happy with the program?

Write to the school district and ask for a meeting to discuss the IEP, request mediation, or ask for an impartial due process hearing.

### Do I need a lawyer for an IEP meeting, mediation or impartial hearing?

No. However, lawyers will protect your rights and help you with your case. Sometimes it can be daunting and challenging to go alone.

### How can I pay for a lawyer?

There are many good free and low cost special education advocacy agencies. See if you qualify for their help. There are also private lawyers. If your case is successful, you may be entitled to reimbursement for all or part of your lawyer’s fees.

*Jennifer M. Frankola is a New York City based civil rights attorney dedicated to special education and disability issues at Lewis Jobs Avallone Aviles, LLP. She can be reached at [jmfrankola@lewisjobs.com](mailto:jmfrankola@lewisjobs.com) or at 212-233-7195. Follow her on Twitter @NYSpecialEdLaw.*



# Questions & Answers

by **Kim Seeger, M.D.**

## I want to answer some common question I get from my patients, as well as some that I think should be asked.

### **How should I prepare for a “Physical”?**

A Physical (sometimes called a “Comprehensive Exam”) is primarily a time to review your health history, medications, and to figure out what steps we can take to maintain and improve your health. Depending on your age and medical problems, a comprehensive exam is recommended every 1 to 3 years. Bring a list of the questions you have about your health, a list of your medicines and drug allergies, if any. It is helpful to know your family’s health history as well. Write these down before coming in. If you have more than a few NEW health issues that are important to you, we would defer the “physical” so we can focus on the things most important to you.

### **I have an acute (“recent”) problem I want to discuss with you. How should I prepare for this?**

Be prepared to discuss this in detail: When did the problem start? How has it changed over time? What interventions have you tried so far? What helps, and what makes it worse? Has this ever happened before? Do your best to have as many details as you can!

### **Why is my doctor late?**

This is a tough one. Most doctors really do value your time. Your doctor’s staff will do its best to determine how much time you will need for a visit, but it is just a “best guess.” Doctors truly want

to answer your questions and solve your health problems. Sometimes that means spending a bit of extra time with a patient, making us late for the next one. But maybe the patient we spent extra time with was YOU! If you feel your doctor is not respecting your time, or the office is not working efficiently, it should be OK to say so!

### **I have a cold. Do I need antibiotics? Are antibiotics safe?**

Viruses can cause many illnesses. Most upper respiratory infections (URI’s) – even bronchitis – are caused by viruses. Antibiotics are only helpful in the treatment of bacterial infections. If your URI does not get better after about 7 days or if you have a persistent fever, you should consider going to the doctor. You might have a secondary bacterial infection causing a pneumonia, sinus, or ear infection. In that case, antibiotics or other treatments might help.

We now know that use of antibiotics when they are not necessary may actually cause harm. Antibiotics may kill helpful bacteria in the intestines.

If you are given antibiotics, consider taking probiotics such as yogurt or probiotic pills. Taking probiotics may decrease or prevent common side effects such as stomach ache or diarrhea from occurring.

Always remember that the cornerstones of good health are a proper diet and regular exercise! If you attend to these, I will probably see a lot less of you!

*Kim Seeger, M.D. is an internist and has a family practice at Mid-Hudson Medical Group in Rhinebeck*





Stephen Jackson  
and wife Jennifer

by **Jerrie Basile**

# Just a **BIG KID** at Heart

## What are the qualities of a great volunteer?

It is different from person to person. In the case of Stephen Jackson, as head of RDZ Media Group, it began with working on videos for Astor's web site. While listening to parents tell him how Astor helped them with their kids, Stephen instantly knew he had found a cause.

Astor's day treatment programs serve youngsters with a wide range of problems. Most of the problems are likely to become worse if early intervention efforts are not made.

Stephen saw needs beyond those that day treatment offers. Job #1 was to begin raising money for the Lawrence F. Hickey Center for Child Development (Little Red Schoolhouse), a famous old school in the Williamsbridge section of the Bronx. This led to getting his wife and five daughters involved. They became part of Astor's Adopt-a-Family Program.

And he was just warming up. The next step was

thinking about how kids could get good guidance on future careers.

Stephen works with 7th and 8th grade children at Astor. He helps them uncover their passions. He explains, "When you put in the work now and focus on the outcome, you're ahead." He talks about the reality of certain career choices using real world examples. He challenges the youngsters and does not accept excuses.

Musing about his passion for volunteering, Stephen recalls Dr. Adelaide Sanford, Vice Chancellor Emerita of the New York State Board of Regents. An influential person in his life, she taught him, "Your life can be full of blessings, but it doesn't mean anything if you don't pass them on." How to pass them on? The answer to this challenge for him is working with Astor's kids.

Stephen grew up in Harlem. However, Stephen says that when he was a child, "he did not think about

*Continued on page 11*

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*Continued from page 9*

the fact that his family was poor.” Of course there were struggles, but he believes “it is how a person shows up that determines how they turn out.” His needs were met by “his family, a roof over his head, and plenty of kids with whom to play basketball.”

There were people in his life that cared about him, and so his world was complete. His Mom stressed the importance of speaking, and writing well and being the best at everything you do. Today Stephen truly appreciates the value of this knowledge.

Looking ahead at Astor, Stephen would like to have more in-depth discussions by bringing guests into the classroom from the occupations in which the children

are interested. Through his network of friends and colleagues, he expects to find speakers.

The children look forward to seeing Stephen as much as he enjoys seeing them. Perhaps they all relate so well to each other because he calls himself, “A big kid.” He says, “I love to play video games, watch cartoons and play with new tech toys

On technology and parents, Stephen says, “Parents must take the opportunity to be educated about it. It is a reality we cannot hide from them.” He reminds parents “not to be afraid of the social media. Today, this is how people find jobs and find influential people who can help them make the right life decisions.”

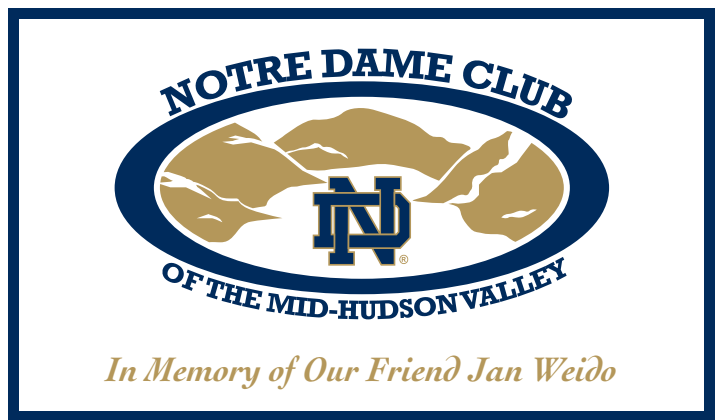


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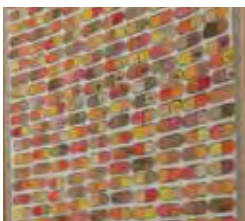
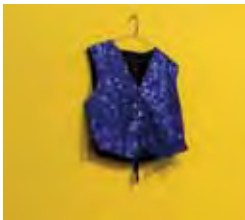
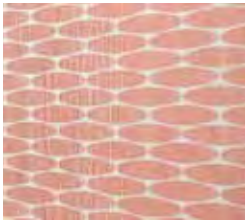
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# Indoor Art: A Guide to Outstanding Places in the Valley

by Benjamin Krevolin



**Soon cold winds and grey skies will drive us inside for entertainment, contemplation and nourishment. Perfect museum weather!**

One of the region's best is Vassar College's Frances Lehman Loeb Art Center, which offers an impressive, diverse collection spanning from antiquity through today. The collection is comprised of outstanding works by the best artists of the Hudson River School including Asher Durand, Sanford Gifford, Frederick Church, and Tomas Cole. These 19th Century paintings capture the essence and spirit of the Hudson Valley from New York City through the Catskills.

The works on view at the Art Center go well beyond the 19th Century: there is strong representation by painters from the middle of the 20th Century like Georgia O'Keeffe and her circle. In these painting you will be able to see an American vision expressed through abstract and expressive styles. Throughout the collection you will find bursts of humor including works by Florine Stettheimer and Andy Warhol; masters of Impressionism, Abstract Expressionism, Pop Art and Minimalism including works by

recognizable artists such as Picasso, Matisse, Cezanne, Rothko, Munch, and Pollock.

On view now through December 15, you will be able to see a wonderful exhibition of Japanese prints and books from the 18th and 19th Centuries. In January, you will be able to see the evocative photographic portraits by Malick Sidibé, a celebrated West African photographer who captured the rapidly shifting culture of Mali through his candid portraits.

This October and November the Art Center will present its Artful Dodger Program, a series of talks by leading professors. These relaxed presentations bring new perspectives to art. A schedule of these events is at <http://flac.vassar.edu/>. AND it's all FREE!

The Frances Lehman Loeb Art Center is but one of a number of acclaimed museums in the Mid-Hudson Valley. For more experimental art and presentations check out the Center for Curatorial Studies at Bard College ([www.bard.edu/ccs/](http://www.bard.edu/ccs/)). The Hessel Collection at Bard has wonderful works by masters of the later 20th century including some of the leading conceptual artists of the last 50 years. Great stuff!

One cannot discuss museums





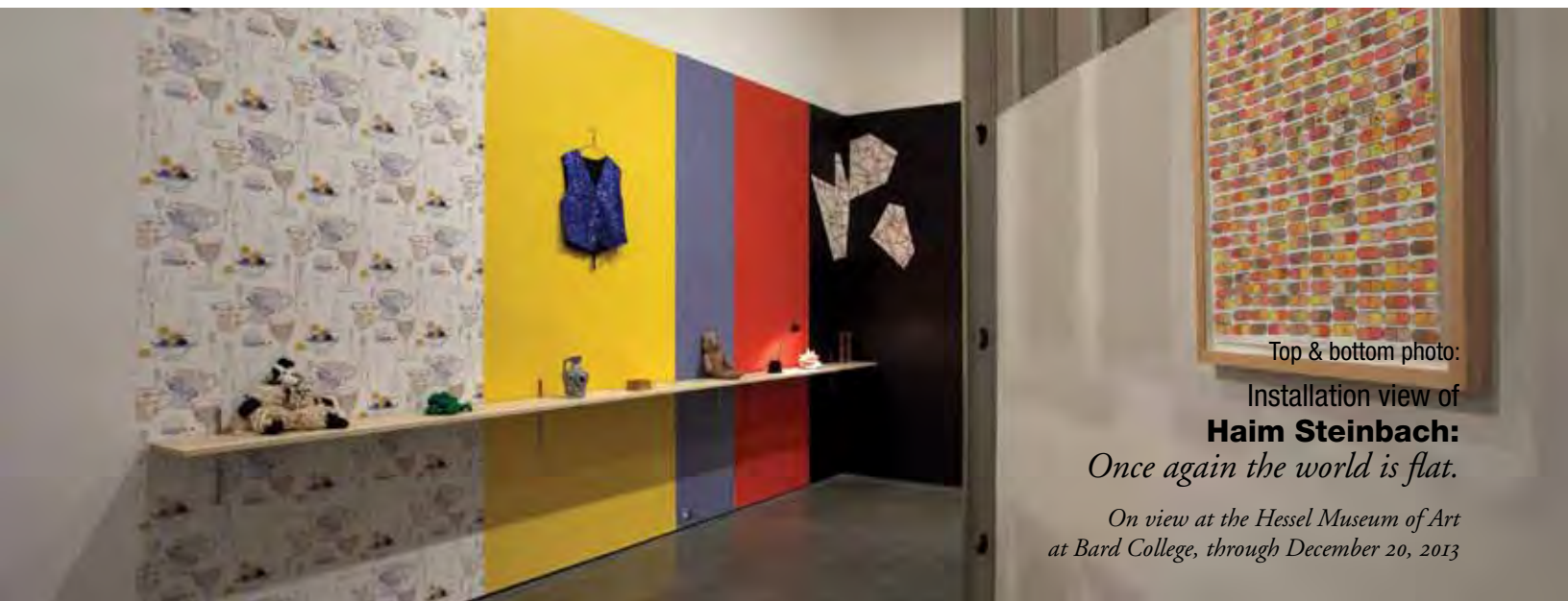
in the Hudson Valley without mentioning Dia: Beacon, celebrating its 10th year. Located in Beacon, this remarkable collection of monumental minimalist art will make any dreary late-fall/early-winter Sunday a rich and astounding artistic feast. Give yourself lots of time to fully experience the subtleties, humor and depth of these masterworks. Dia: Beacon has a modest admission fee, but there are Community Free Days. Visit [www.diaart.org](http://www.diaart.org).

So when the apple pies are done, pack up the kids, the house guests, and your couch-potato spouse: head to one of the region's great museums.

Statue at right: Photograph courtesy of the Frances Lehman Loeb Art Center Galleries.



Frances Lehman Loeb Art Center Galleries



Top & bottom photo:  
Installation view of  
**Haim Steinbach:**  
*Once again the world is flat.*

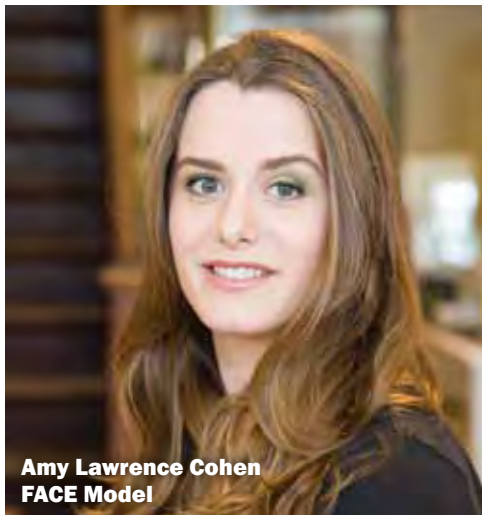
*On view at the Hessel Museum of Art  
at Bard College, through December 20, 2013*



*The Hot Color This Fall, Shades of*

# GREEN

by **Kimberley M. McConville**



**Amy Lawrence Cohen**  
FACE Model

*From juicing kale to reimagining recyclables into hip new products for hearth and home, denizens of the Hudson Valley aren't just riding the wave of living "green," they're at the crest of it.*

And let's face it, there's no better time to rock the ecological trend than right now, when it's easier than ever to "go green," from make-up, home décor, and clothing. Green is one of the hottest colors this year!

From the handmade papers, Matt and Nat recycled leather goods, eyeglasses and jewelry at Paper Trail to the vintage cotton Kantha throw, table linens, coffee-table books, and hand-tufted couches at Hammertown by Cisco Furniture, you can decorate to your heart's content.

You can also dress head to toe accessorizing with Swedish beauty products at FACE Stockholm, and wear beautiful selections from Woolrich and Habitat at the Rhinebeck Department Store. Don't forget the all-important Williams Lumber and Decorating Center, your resource for all your DIY needs.

We've selected our product picks in Home Design, Fashion/Beauty and Home/Lifestyle projects that will make others green with envy.



**Barbara Schreiber**  
Owner of  
Rhinebeck Dept. Store



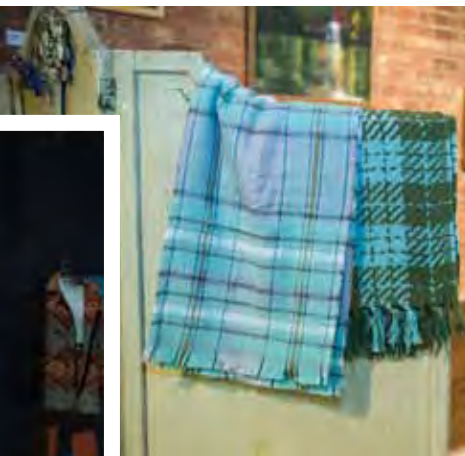




**Rhonda Cayea**  
Manager of Hammertown



**Serine Hastings**  
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by **Arthur Schiff**



# ARE PARENTS READY

## for the Common Core Learning Standards?

*As little Barney said when his friends asked him what he was going to do when he grew up, "I don't know, but you're all going to need pants."*

So it is with the future. We are all going to need jobs. But after spending billions of dollars on every education reform imaginable, we are still struggling with reading, 'riting and 'rithmetic.

"No Child Left Behind" is a controversial federal educational program that emphasizes test results. As a means of elevating the standards of education, it has failed. Partly in reaction to the program, the states got together to create the Common Core Learning

Standards (CCLS). CCLS is a monumental attempt to improve the ability of public school students to be ready for college and career opportunities.

The first test results from the program are in. As expected, students across the nation did not score as well on the new common core tests as they did on the old tests.

That's not all bad news. The results clearly lay out the benchmarks where schools have to work harder to make their pupils ready for education and job attainment.

The Rhinebeck Central School District is striving to meet higher expectations for student performance. With a grant from the Rhinebeck Science Foundation, the District hired a firm to conduct a study that would show the district the best way to implement CCLS.

There is a lot of jargon in the study report, but it boils down to finding out how to communicate and coordinate good teaching, including the use of all the

latest technology gadgets.

Generally, the more parent involvement, the better. This is especially true in the elementary school years. It is also important during these early years that parents establish routine times for events such as dinner, homework and family togetherness. Parents also should establish routine contact with teachers.

As kids go into middle school, instilling good work habits begins to pay off. From acting as supervisors of their children, parents evolve into monitors. Again, parents are encouraged to remain in contact with teachers and attend parent/teacher conferences.

By high school, kids need to be able to work on their own. Parents need to encourage their kids to be independent, resourceful, and self-disciplined. Students may want to engage in peer group tutoring.

During all of their kids' grades, parents should routinely monitor teachers' websites for information such as tests, upcoming events, homework due dates and school events.

Who are the winners and losers? As expected, parents continue to be the best predictors of their children's fortunes in school and careers. Job #1 of the CCLC is to make sure the combination of good schools and good parenting continues to create superior students.

Equally or perhaps even more importantly, is the question of how effective the CCLC will be for students coming from disadvantaged environments. The good

news is that we are not talking about rocket science or even advanced algebra. We are talking about language, arts and basic math. These are the foundations for all learning.

Research pivots two ways in addressing the best way to help students. The first says the earlier kids can be helped, the more likely they are to do well in school. That leads to early childhood intervention and parent, child and school cooperation.

A second approach focuses more on parents. Mothers who are poorly educated and poorly employed often head single parent households. Paying attention to such parents'

education and job needs might really pay off in lowering the burden of the school to act in loco parentis (acting as a parent).

Having more time for teaching will mean children will have more choices. The new kid on the block is Science, Technology, Engineering and Math (STEM). H-1B (foreign workers in specialty occupations) immigrants are filling all those jobs you read about. Schools are now asking their students to start reading more technical material sooner as they move up the educational ladder. Future jobs are going to be demanding and require more skills.

Mindful that every program will have winners and losers, the managers of the CCLC will have to put a great deal of effort into making sure that the gap between winners and losers does not grow larger.

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This is especially true  
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# MANAGING CHILDREN:

## Astor's Bronx Program Shows How

*Parents with school-age children know very well the problems they sometimes have to face. Kids who do not want to go to school. Kids who are disruptive at home or when they get to school. Kids who are anti-social and easily distracted. In other words, kids causing problems for themselves and others.*

When you add to these issues, the impacts of poverty, single-parent families, drug and alcohol abuse, sub-standard housing and/or unemployment, you begin to get an idea of the challenges faced by some families.

Astor has two programs in the Bronx for children and families beset with these kinds of problems. The first is the Day Treatment Program; the second is the Transitions Program. The children in these Programs range from pre-kindergarten through 12th grade.

When youngsters are ready, they graduate from Day Treatment into Transitions. Meaning, they are ready to go into special-education settings in traditional public schools. Getting them a high school degree is the aim and work of the program.

The key element in transitions includes a lesson for all families with children who have problems. It is that the whole family – kids and parents – are the solution.

The Transitions Program was jump-started with grants from Robin Hood four years ago. This allowed the program to expand staff, so on average there are now five caseworkers dealing with 125 kids.

While the premise of the program is simple, the execution is very difficult. The family and the child are the focus of Transitions staff attention. Their jobs involve working with children and families living in complicated, sometimes highly stressful environments. The systems – schools, housing, health, mental health, and social services - in which these families function are complicated and sometimes even contradictory. Students and parents are supported in the navigation of such complexities. The work is demanding, challenging, frustrating, and definitely rewarding.



As problems are solved, the families become stronger and better able to handle things that happen down the road.

With this kind of help, preliminary data shows kids and families can be rescued from some of the most difficult waters. Of course, some kids are lost – families move, families break up - stuff happens.

But the good news is the great news. Astor's first nine students eligible to graduate high school are now in their senior year.

Parents everywhere would do well to consider the approach of the Transitions Program for their own families, especially if they are spotting trouble at home.

Parents should build relationships with teachers and guidance counselors. Discuss your child's attendance, academic progress, and what you should know about your child that you don't. What are the upcoming school-related events such as test dates and homework due dates? Make sure your child's homework is completed and submitted on time.

Parents should search for tutoring services, outpatient clinics and recreational after-school activities to complement academic, social and behavioral health

achievements.

Parents should reach out to religious, social, and neighborhood-based organizations that help families.

And there are small things. Make sure your child actually gets to school, monitor your child's access to social media, check the contents of backpacks on a regular basis, know your child's friends and the parents of the friends. Make sure your home is educationally friendly with books, magazines, and newspapers; make visits to museums; and be sure there is access to computers in your home or the local library.

If you are the parent of a child for whom prescription drugs have been recommended to address behavioral issues (such as aggression, depression, attention deficit, or hyperactivity), findings strongly suggest drug treatment should be combined with therapy. Please explore such options for your child.

The pioneering work of the Transitions Program and the people who manage it, hold promise for many families. Not every family needs a caseworker, but those that do should be able to find the resources they need in their own communities.

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# Astor's St. Nick Holiday FAIR

**Astor will hold its annual St. Nicholas Holiday Fair on Sunday, December 6 from 9:00 AM to 3:00 PM at 6339 Mill Street in the Village of Rhinebeck (on Rt. 9, south of the traffic light).**

The children, staff and volunteers at Astor work all year to create specialty, handmade crafts for this Fair. Included in the Fair is a variety of artwork by the children, decorations, knitted items, ornaments, cards and more.

A wide selection of raffle prizes (i.e., ipad, ifit, etc.), and theme-based gift baskets will also be on available at this fun-filled day for shoppers.

Adding to all this excitement will be Santa Claus, appearing in all his glory! Visitors may choose to have their picture taken with him! All proceeds from the Fair will benefit recreation and family-strengthening activities for Astor's clients.

**Mention code "Astor Family" upon arrival at the Fair to receive a free raffle ticket!**







# Adopt-A-Family

**Astor's 2013 Holiday Adopt-A-Family Program matches children and families in need with volunteers that are able to buy gifts. With generous donations of time and money, Astor help hundreds of children and families during the holiday season.**

The support of volunteers help to make the holidays warm and merry for some of the neediest children and families. Many of the children helped through this program need just basic goods, such as winter clothes, hats and gloves, to go along with some toys.

Every child deserves to have happy memories associated with the holiday season. Astor asks you lend your support to make their wishes come true.”

## Adopt-A-Classroom

Because of the impact the 5.75% budget cut on our Head Start and Early Head Start Programs that amounted to over a \$350,000 cut in Astor's program, Astor is launching the Adopt-A-Classroom/Student Program.

This program will give donors an opportunity to give directly to a student or a classroom for an entire year.

You can “adopt” a student for \$200 or a classroom for \$4,000. These funds will go towards books, health supplies, art supplies, materials to support individual goals, puzzles, and more.

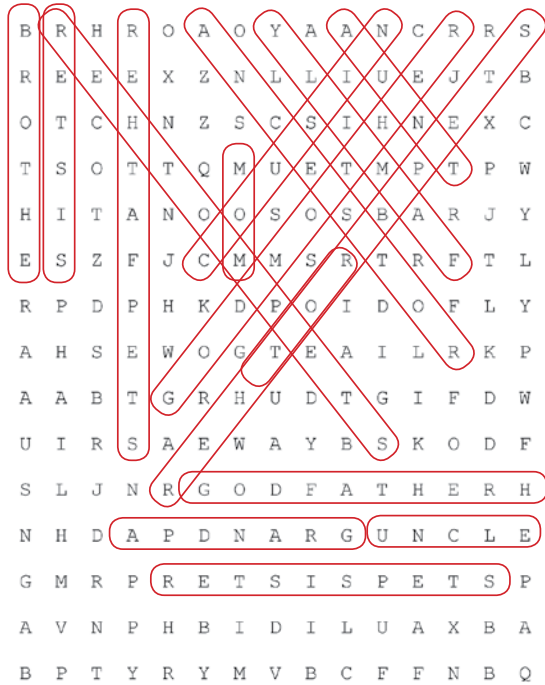
*If you are interested in helping, please contact Sam Lowe at [slowe@astorservices.org](mailto:slowe@astorservices.org) or (845) 871-1171*





# Word Find Answers

Puzzle on page 26



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Jim, Beth & Sean McGuirk



## INGREDIENTS

4 cups peeled and cubed butternut squash  
8 Tbsps. sweet butter  
1 large yam (sweet potato) peeled and cubed  
1 Tbsp. powdered or fresh ground ginger  
1 ½ cups of diced celery  
1 clove minced fresh garlic  
1 ½ cups of diced and peeled carrots  
4 cups chicken or vegetable broth  
1 ½ cups of diced sweet onion  
1 Tbsp. vanilla extract  
1 can pure pumpkin (15oz)  
celery leaves or parsley for garnish

## Healthy Butternut Squash Soup *by Linda Weisbrod*

*Autumn presents a bounty of beautiful and fresh vegetables. Gourds are incredibly sweet and readily available at any farmer's market or local supermarket. Enjoy a hot and healthy bowl of soup on a cool crisp day!*

### PREPARATION:

Peel the carrots, butternut squash, onion, and yam. Cut the squash and yam into small ½ - ¾ inch cubes and set aside. Cut and dice the celery, onions, and carrots. Clean and mince the garlic clove. If you are using fresh ginger, clean and grate the ginger.

### SAUTÉ VEGETABLES:

In a 5 ¼ quart stock pot (or equivalent) melt the butter on low heat to prevent burning. Add the diced onions, carrots, celery, garlic, and ginger. Cook on medium heat, stirring frequently, approximately 10-15 minutes or until the onions have become translucent (clear).

### COOK THE SOUP:

Into the same stock pot, add the cubed squash, yam, and the entire can of pumpkin. Carefully add the broth while stirring to blend all ingredients together. Turn the heat up to a medium-high setting and bring to a slow boil. Immediately lower the heat to a high-simmer and cook for 15-30 minutes or until squash and yam cubes are easily mashed with a spoon.

### PURÉE THE SOUP:

Remove the pot from the stove. Using an immersion blender, purée the mixture until it is completely smooth without lumps. If you do not have an immersion blender, let the soup cool and purée small amounts in a regular blender and then return to the stock pot to reheat. Once puréed, add the vanilla extract and thoroughly stir into the soup.

### SERVING:

Finally, ladle the soup into bowls and garnish with celery leaves or parsley. Add salt, pepper, and nutmeg to taste. Serves 8.



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# Family Tree

WORD FIND



B R H R O A O Y A A N C R R S  
 R E E E X Z N L L I U E J T B  
 O T C H N Z S C S I H N E X C  
 T S O T T Q M U E T M P T P W  
 H I T A N O O S O S B A R J Y  
 E S Z F J C M M S R T R F T L  
 R P D P H K D P O I D O F L Y  
 A H S E W O G T E A I L R K P  
 A A B T G R H U D T G I F D W  
 U I R S A E W A Y B S K O D F  
 S L J N R G O D F A T H E R H  
 N H D A P D N A R G U N C L E  
 G M R P R E T S I S P E T S P  
 A V N P H B I D I L U A X B A  
 B P T Y R Y M V B C F F N B Q

Ancestor  
 Aunt  
 Brother  
 Cousin  
 Dad  
 Family

Godfather  
 Godmother  
 Grandma  
 Grandpa  
 Mom  
 Sister

Stepbrother  
 Stepfather  
 Stepmother  
 Stepsister  
 Uncle



# Do you have a sense of Humor?



1. **Your boyfriend forgets your birthday and the dinner he promised. You...**
  - A. Break-up with him.
  - B. Plan to get even with him.
  - C. Smile and tell him you know how he can make it up to you.
  
2. **You are talking about a co-worker's bad habits, when you notice she is listening. You...**
  - A. Tell her not to listen to other people's conversations.
  - B. Tell her you knew she was listening and you were joking.
  - C. Look into her eyes and say, "I was just coming over to talk to you."
  
3. **Your 10 month old son has wet you while you are changing his diaper. You...**
  - A. Yell at him.
  - B. Finish changing him and wash up.
  - C. Laugh and say you needed a shower.
  
4. **The bus went through a puddle and gets you soaking wet at the bus stop. You...**
  - A. Turn around and go home.
  - B. Go buy new clothes.
  - C. Start yelling at the bus driver.
  
5. **As a joke, your friend gives you a bathing suit that reminds you of how overweight you are. You...**
  - A. Go into a rage.
  - B. Say, "It's a good thing I have a sense of humor."
  - C. Tell them thanks, but this must be for someone else.

## SCORE YOURSELF

My Score:

- |    |      |     |      |       |
|----|------|-----|------|-------|
| 1. | A=10 | B=6 | C=2  | _____ |
| 2. | A=10 | B=6 | C=2  | _____ |
| 3. | A=10 | B=6 | C=2  | _____ |
| 4. | A=2  | B=6 | C=10 | _____ |
| 5. | A=10 | B=6 | C=2  | _____ |

**Total Score:** \_\_\_\_\_

*Add up the numbers to find your total score.*

### Explanation of the score:

#### 10 to 18

You have a great sense of humor. It makes your life very pleasant. Make sure you know when to be serious.

#### 19 to 30

You are well-balanced. Try to learn some jokes.

#### 31 to 50

Lighten up! Don't be so serious. Laughter is healthier than anger.



# Horoscopes

**ARIES** – Work, work, work! This year is a busy one for Aries with enough activity to keep you busy from morning ‘til night. Do not fear though! Mercury comes to your rescue with some much needed fun, allowing you to balance work with play.

**TAURUS** – Life will be anything but dull for you this year Taurus with surprises around every corner. You’ll be tempted to dismiss them, but embrace these great opportunities while you can.

**CAPRICORN** – You have been balancing your work and home responsibilities like a pro this year Capricorn, but unfortunately an unforeseen personal situation will throw you off balance. You can’t fix it all, so take the time to make sure you are OK before moving on to helping someone else.

**CANCER** – So far this year has been full of surprise issues, crises, and emergencies for you Cancer and it will not be changing anytime soon. Luckily though you are more than prepared to deal with each one, but don’t get too cocky, you don’t want to make a bad situation worse.

**LEO** – Watch out Leo a big change is headed your way, which will make an impact on your lift. Instead of reacting quickly and emotionally, take the time to think things through and decide what is important to you.

**VIRGO** – You have been on an emotional roller coaster lately Virgo and hiding it will just make things worse. Take a look around at those who care about you, they will be there to help you through this tough time.

**LIBRA** – This year has been business as usual until now. Mercury has brought some fun for the rest of the year. Remember there is still plenty to do, but some fun is also on the list.

**SCORPIO** – As much as you schedule and prepare, things just never go the way you plan. Stop trying to control the chaos and just work with it. If it was meant to be it will be.

**SAGITTARIUS** – This year you have been the picture of responsibility, stability and professionalism, but it is now time for you to take a break, Sagittarius. An opportunity to do something out of character is making its way to you. The time for thinking things through is over, just say yes!

**GEMINI** – You are on a roll this year Gemini! You are working hard and getting things done with still enough energy to accomplish even more. Uranus and Mercury are responsible for the extra boost of energy, remember to take a break or you may lose control.

**PISCES** – Little issues are starting to pile up Pisces and you can’t ignore them any longer. As much as you want to brush things aside they need to be dealt with before these little issues become big issues.

**AQUARIUS** – Your head has been up in the clouds all year dreaming of what’s to come instead of problems at hand. Planning for the great vacation six months from now is a great idea, but don’t let it distract you from the here and now.



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