



# Weekly Bulletin

“ Talent wins games, but teamwork...wins championships.  
- Michael Jordan

## Upcoming Events

- Mon., Feb. 11 – Don’t Cry Over Spilled Milk Day
- Tues., Feb. 12 – Lincoln’s Birthday
- Wed., Feb. 13 – Ash Wednesday
- Thurs., Feb. 14 – Valentine’s Day
- Thurs., Feb. 14 – National Organ Donor Day
- Mon., Feb. 18 – Presidents’ Day
- Fri., Feb. 22 – Washington’s Birthday
- Sat., Feb. 23 – Purim begins at sundown

Follow this [link to the BOCES Calendar of Events](#)

## A Message from Mike

Virtually no one works in isolation. From classrooms, to departments, to buildings, to programs, we are all part of many different teams. Last Monday I had the opportunity to present to two different groups of paraprofessionals on the IEP Day. The topics for the presentation included communication and teamwork. The first group was in the Foreman Center Cafeteria and included paraprofessionals from Creekside and START/ALA. In the afternoon I was able to work with a group at Bird/Morgan. Both groups were lively, and I was thrilled to see such large groups of professionals engaged so actively in learning and working together. As a “ticket to leave” the presentation, I asked the participants to note the following:

- Three things you learned...
- Two things that surprised you...
- One change you will make to be a better team member...

Based on the completed ticket to leave at the right, at least one person enjoyed the workshop. The final prompt on the ticket generated many thoughtful and insightful comments that are worth sharing:

- Listen without judgment.
- Ask for help when I need it.
- Make a point of telling someone they are doing a good job.
- Always treat team members with respect.
- Share all you can. Attitudes are contagious.
- Check your ego at the door.

## In this Issue

Upcoming Events ..... 1

A Message from Mike ..... 1

Staff Zone ..... 2

Technology Tip of the Week ..... 2

Programs & Services Update ..... 2

Connecting with a Colleague ..... 3

Health Services Update ..... 4

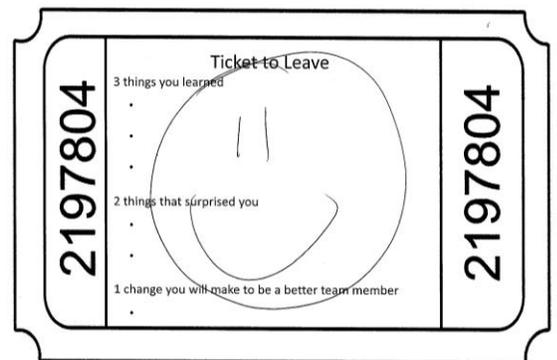
News and Notes ..... 4

SANE ..... 5

## Data Snapshot

2,600

The number of articulation agreements that NYS BOCES has with colleges and universities where students can earn college credit, guaranteed admission, or advanced standing



- I will remember to look for the good during the day and reinforce that; complain less.
- Stand up and say something if I think I have something good to contribute.
- Ask more questions
- Focus on team first.
- Be more flexible.

- Mike Doughty, Assistant Superintendent for Instruction

## You are about to enter *the...Staff Zone*

Click this link to check out what's new in the [Staff Zone](#):

- Soon to be on the New York Times Best-Seller List...be one of the first to see the newest brochure highlighting our transition programs.
- Did You Know that the District Based Program supports 165 students in 21 classrooms in 7 districts in 16 different buildings...Learn more in the [Staff Zone](#).

- John Walker, Coordinator of School-Community Relations

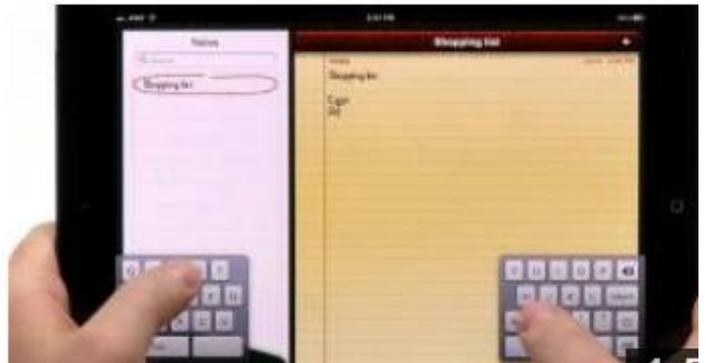
## Technology Tip of the Week

Thanks to Diane Smith for sharing this Tip of the Week:

### **Split the iPad Keyboard**

If you are more comfortable typing with your thumbs (like texting) you can split the iPad keyboard into two halves at the sides of the screen.

1. Open the keyboard.
2. Put both thumbs in the middle of the keyboard.
3. Drag them to the sides.
4. Type with your thumbs. (Notice both sides have a space bar.)
5. To re-set keyboard, just pinch them back together.



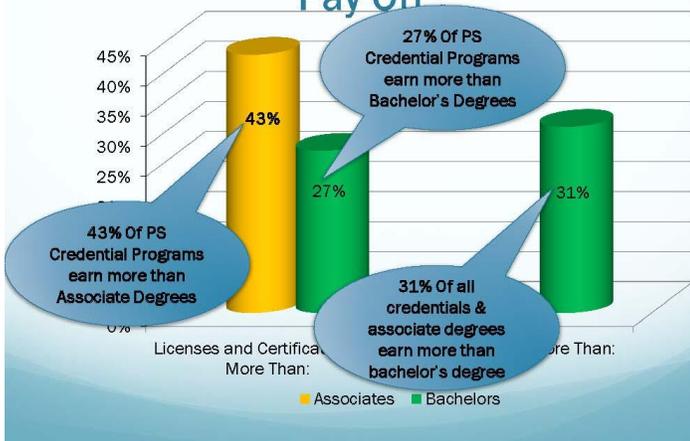
## Programs & Services Update

### **Career and Technical Education**

A team of EMCC staff (Diane Barone, Delia Tee, Nancy Hammerton, and Shannon Speranza) joined me at the National Technology Centers That Work Leaders' Forum in Greenville, South Carolina, January 29 - 31. Our participation was fully funded by our Perkins grant as part of our *Technology Centers That Work* initiative. James R. Stone, Director at the National Research Center for Career and Technical Education, delivered a powerful keynote speech on the critical role that quality career and technical education programs play in preparing our youth for college and careers. We will be sharing what we learned from Jim and the other presenters at an upcoming EMCC faculty meeting. Here are a few data "points" from Jim's presentation:

## Sub-Baccalaureate Credentials

### Pay Off



## Why Technical Education Matters



- Joyce Cymer, Director, Career & Technical Education

## Connecting with a Colleague

Each week, a staff member will be selected to complete a brief questionnaire to help us get to know him or her. This week we are connecting with **Katelyn Kelly**.

- What are your primary responsibilities?** I am a resource teacher at McQuaid Jesuit High School and work with students ranging from grades 6 to 12 with diverse learning needs. My primary responsibilities are to ensure students are actively working towards their IEP learning goals, to provide appropriate modifications and accommodations as needed, and to collaborate with classroom teachers to encourage academic success. When I meet with students, we focus on organization, time management, comprehension, study and test taking strategies, and communication skills. When necessary, challenging concepts are pre-taught and/or retaught to allow students to stay on pace and retain important information.
- How long have you worked at BOCES?** I have worked at BOCES for about 3 ½ years. In that time I have carried out special education and literacy assignments.
- What is your favorite part of your job?** I love to see that little spark in a student's eyes when he/she makes a connection or tackles a challenge. I think it is important to encourage students to face challenging situations with enthusiasm; rather than anxiety. I encourage them to develop the mentality of "I can do it; I may have to work hard but I know I can do it".
- What did you enjoy most about last year's Superintendent's Conference Day?** I enjoyed the introduction to the Common Core Learning Standards. It was informative and helped break down the challenges we are going to face in the future.
- What do you enjoy doing in your free time?** In my free time I like to spend time with family and friends, read, bike, garden, and take my dog, Jack, for walks.
- What is the one thing you would like people to know about you?** I love teaching and learning new things; they go hand in hand. I try to always keep in mind that as an educator I have a great deal to learn from children and adults alike, and should never stop improving.



# Health Services Update

## A Surprising Effect of Soda Drinking

In this *Harvard Magazine* article, Elizabeth Gudrais reports on a study of 1,878 Boston public high-school students that found heavy consumers of non-diet soda (five or more cans a week) were significantly more violent than peers who drank less soda. Specifically, those who drank more soda were more likely:



- To have behaved violently toward peers (57 percent versus 39 percent of those who drank less soda);
- To have behaved violently toward another child in their own families (42 percent versus 27 percent);
- To have behaved violently in a dating relationship (26 percent versus 16 percent);
- To have carried a gun or a knife during the previous year (40 percent versus 27 percent)

These correlations to violent behavior were as strong as those of alcohol and tobacco use, in some cases stronger, and they surprised researchers. “When you think about the causes of violence,” said the study’s lead author, David Hemenway of the Harvard School of Public Health, “soft drinks are not on the map of variables that you tend to look at.”

The findings of the Boston study have since been replicated in a survey of 5,000 California adolescents, 16,000 students in public, private, and parochial schools across the U.S., and 3,000 low-SES American five-year-olds (the question about guns and knives was dropped for this group). Hemenway plans to study school disciplinary and police records to see if the correlation holds up with more objective data.

What’s behind this link between soda and violence? Is there a third variable, perhaps the quality of parenting, that influences soda consumption and aggressive behavior? The researchers controlled for parenting and still found a strong correlation. Do excess caffeine and sugar produce a blood-sugar crash that leaves soda drinkers irritable and prone to violence? Or does drinking soda deprive youth of nutrients from healthier fare that might promote calmer behavior? More research is needed.

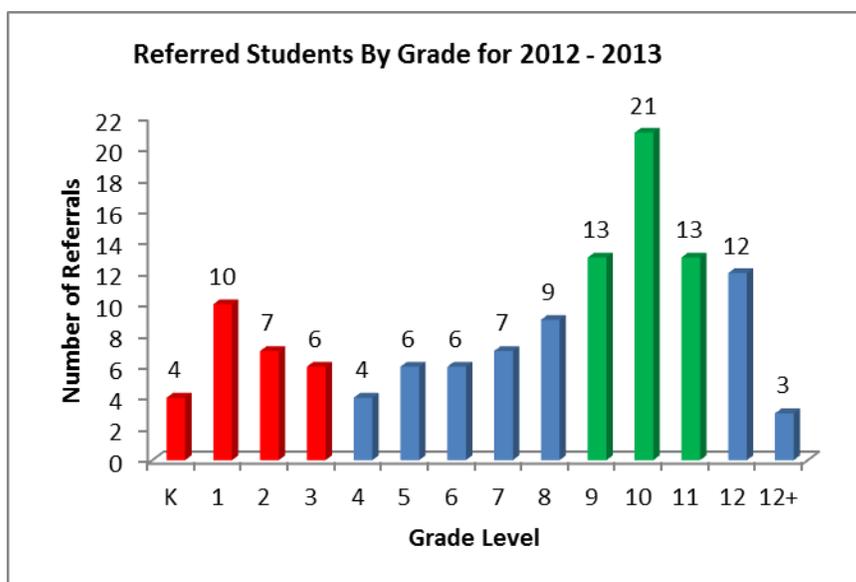
“Soda and Violence” by Elizabeth Gudrais in *Harvard Magazine*, November/December 2012 (p. 9-10), <http://harvardmagazine.com/2012/11/soda-and-violence>

- Kathy Mackay, RN, SNT, FNP, Executive Coordinator of Health Services

## News and Notes

### Admissions and Records Office

2012 – 2013 is proving to be a very complex year at Monroe #1 BOCES from the special education program referral standpoint. Through the first five (5) months of this year we have seen a 60% increase in the number of referrals when compared to the same period of time last year. While it is difficult to identify all of the reasons for this increase, there are some significant points of interest as BOCES examines the services and students that we are now providing programming for. By the end of February, we will likely have students from 45 different districts, representing six (6) different counties. We have students from as far west as Medina,



Albion, and Batavia; as far south as Keshequa, Honeoye, and Dansville; and as far East as Lyons, Newark, and North Rose-Wolcott. Of particular note are some sharp increases in the number of Kindergarten through 3<sup>rd</sup> grade referrals that we have processed this year. As you can see in the chart above, BOCES has processed 27 referrals for students in that range. Many of our districts have been struggling to manage the needs of these very intensely involved young people within the general education settings or have been unable to find other options within their county/region. You may also note the large number of 9<sup>th</sup> – 11<sup>th</sup> grade referrals as districts continue to experience challenges with students that are not able to meet the rigor of Regents curriculum in more traditional settings. While not inherent in the referral numbers, it is also important to note the distinct change in the complexity of the students that we are now receiving as referrals. As districts have increased their capacity to manage students within their own districts, the students that BOCES is now being asked to support often have multiple diagnoses, complex psychiatric and mental health needs, and significant histories of conduct and disciplinary actions in other placements.

We hope to continue to provide real-time data to our constituents so that they can utilize that information to support program and/or service changes or recommendations.

- Dennis Glaser, Program Coordinator, Student Admissions and Records Office

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### From the Office of School Improvement

*Dan Meyer's TED Talk* - Today's math curriculum is teaching students to expect -- and excel at -- paint-by-numbers classwork, robbing kids of a skill more important than solving problems: formulating them. In his *TED talk* Dan Meyer shows classroom-tested math exercises that prompt students to stop and think. Dan's great talk focuses on the idea that if we are to teach our students to become thinkers, we must move them away from formulas and simplicity and away from the idea that the real world always has absolute answers. We must become more comfortable with discomfort, with lack of clarity, with a lack of simple or certain solutions.

Dan does a great job of explaining how we should rewrite typical math problems to make them more meaningful by stripping them of the rote steps, taking out some of the information to leave that for students to seek and by using multimedia to bring the world into the classroom and engage kids.

His 5 tips:

- Use Multimedia.
- Encourage Student Intuition.
- Ask the Shortest Question You can.
- Let Students Build the Problem.
- Be less helpful. The textbook is helping you in all the wrong ways



***"We need more, patient, problem-solvers."*** Follow Dan at <http://blog.mrmeyer.com/>

- Todd Smith, Math Instructional Specialist

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## SANE (Sometimes Acronyms Need Explaining)

Thanks to Nichole Outhouse, Director of Teacher Center, for the following explanation:

**Family Life Education and Counseling Service (FLECS):** confidential family counseling as well as consultation/training to professionals in public and private agencies serving students from birth to 21 years