



Weekly Bulletin

“ If I'd known I was going to live so long, I'd have taken better care of myself. ”

- Eubie Blake

Upcoming Events

- Tues., Feb. 26 – Tell a Fairy Tale Day
- Wed., Feb. 27 – No Brainer Day
- Sat., Mar. 2 – Read Across America Day
- Mar. 3 - 9 – National School Breakfast Week
- Fri., Mar. 8 – International Women’s Day
- Sun., Mar. 10 – Daylight Savings begins
- Tues., March 12 – Plant a Flower Day
- Sun., Mar. 17 – St. Patrick’s Day

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

A Message from Mike

I hope you had a safe, restful, and productive Winter Recess. During the week, I had the opportunity to teach two CPR/AED classes to BOCES administrators and security staff. We had a great time. I have been an American Heart Association CPR instructor for more than ten years, and I still enjoy teaching a few courses a year to keep my chops up. Here are some of my favorite quotes from participants in the classes:

- “You would have known that if you were on time.”
- “It’s important to remember to throw your gum out first.”
- After the direction to get a child mannequin, one person said, “Get one that behaves.”
- “You want me to show up with the AED now?”
- “Whoops, now there’s lipstick on this mannequin.”
- “I’m sweating.”
- “Is that like man-scaping?” after learning that you might need to use the razor in the AED kit if the victim’s chest is too hairy for the pads to stick.
- “I think it’s Billie Jean by Michael Jackson,” the end of a discussion about which song would fit the 100 beats per minute rhythm for chest compressions.

As I was preparing to teach these classes, I found some interesting facts about CPR:

- Four out of five cardiac arrests happen at home.
- Statistically speaking, if called on to administer CPR in an emergency, the life you save is likely to be someone at home: a child, a spouse, a parent, or a friend.

In this Issue

Upcoming Events 1

A Message from Mike 1

Did You Know? 2

Why Do You Give to United Way? 2

Technology Tip of the Week 3

Programs & Services Update 3

Connecting with a Colleague 4

News and Notes 5

SANE 5

Data Snapshot

Seven in ten (69%) U.S. adults track a health indicator for themselves or a loved one:

- 60% of U.S. adults say they track their weight, diet, or exercise routine.
- 33% of U.S. adults track health indicators or symptoms, like blood pressure, blood sugar, headaches, or sleep patterns.
- 12% of U.S. adults track health indicators or symptoms for a loved one.

However, their tracking is often informal:

- 49% of trackers say they keep track of progress “in their heads.”
- 34% say they track the data on paper, like in a notebook or journal.
- 21% say they use some form of technology to track their health data, such as a spreadsheet, website, app, or device.

(Source: [Pew Research Center](#))

- Effective bystander CPR provided immediately after sudden cardiac arrest, can double or triple a victim's chance of survival, but only 32 percent of cardiac arrest victims get CPR from a bystander.
- Sadly, less than eight percent of people who suffer cardiac arrest outside the hospital survive. ([American Heart Association](#))

If you would like to take a CPR/AED class at BOCES, here are several upcoming dates:

- Wednesday, March 13
- Monday, April 15
- Wednesday, May 22
- Monday, June 3

The classes run from 8:30 AM until noon.

For more information and to register, please contact the Health-Safety-Risk Management Office at 383-2289. I can't promise that I will be the instructor, but I know you will have a good time.

- Mike Doughty, Assistant Superintendent for Instruction

Did You Know?

- Nine staff members, based out of the Harris Building on Baird Road, support the Itinerant Speech-Language Pathology Department.
- Speech-Language pathologists (SLPs) provide articulation, fluency, language, social skills, and augmentative communication therapy. They also complete initial evaluations to determine whether students are eligible for Speech-Language services.
- SLPs communicate with a variety of stakeholders on a daily basis, collaborating with other BOCES and district personnel, and are often responsible for case managing student services.
- Approximately 100 to 150 students receive SL services each school year from the Itinerant SLP Department.

- Christine Lembach, Assistant Program Coordinator for Speech-Language, Audiology, and OATS

Why Do You Give to United Way?

UNITED WAY - Do you have a purpose? Do you have a passion? What does this mean? Am I talking about United Way? Yes, I am talking about United Way because it does have a very special meaning for me and my family. My purpose is to give as much as I am able to give and my passion is to designate part of my contribution to something that is very close to my heart. My first born son, Mikey, was a healthy and happy 13 month old when he contracted Meningitis. He was only sick for a few short hours before he passed away. It was a sudden loss that ripped our hearts out and a tragedy that a parent should never have to go through. Unfortunately, many of us have had this experience or have had a family member or friend experience the same type of tragedy.



After we lost our son, many generous people donated money to us and we wanted to make this money meaningful. With this money, we set up a scholarship fund at the School of the Holy Childhood in Mikey's memory. Since then, United Way has been a vehicle to keep my son's memory alive. I contribute to the United Way and designate a large portion of my contribution to the School of the Holy Childhood for Mikey's Scholarship fund. This fund pays tuition for

children who do not have the funds to fully support the tuition. Every year we get thank you notes from the children who are supported by Mikey's Scholarship fund and with those thank you notes we have a wonderful memory of our son. The other portion of my United Way contribution goes to the general fund so that other families may benefit from many of the organizations that support our community. So please, I am asking you to take a minute and think about how your donation may support your purpose and your passion. Thank you for reading about my story.

- Sheila Wallenhorst, Assistant to the Superintendent

Technology Tip of the Week

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

Saving Word or Excel Documents as PDF Files (Adobe - Portable Document Format)

Not everyone has the same version of Word or Excel. This can be a problem when you need to send a file. Almost every computer WILL have free "Adobe Reader" software that can display pdf files. This makes pdf an ideal way to send a file, especially if you don't want the recipient to change the content. **This is also the format you should use when sending documents to the Print Center.**



To convert a file to pdf:

1. Open the file you want to convert. (with either Word or Excel)
2. Click on **File** ribbon.
3. Click on **Save as Adobe PDF**.

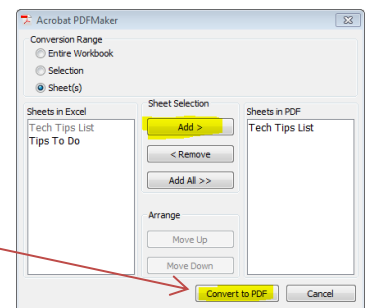
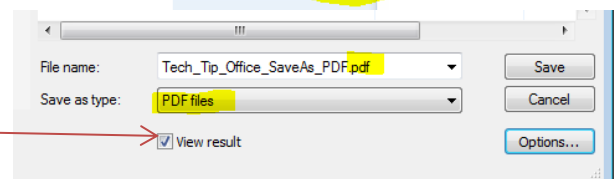
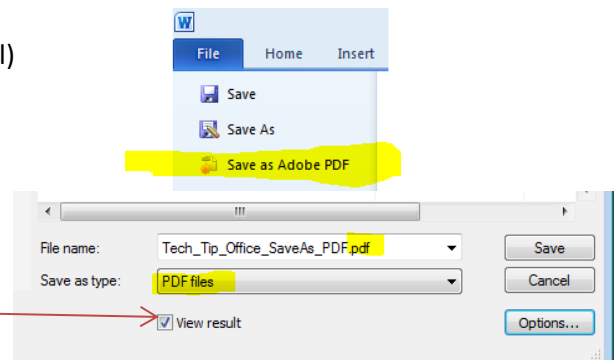
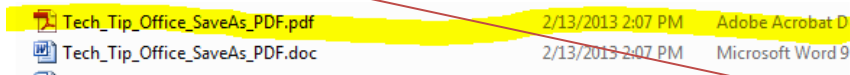
In **Word**, click **Save**. It will automatically assume the same file name.

If you leave the "**View Result**" checkmark, the new file will open up.

In **Excel**, you will be asked which Worksheets you want to save.

Click on the one(s) you want. Then click the **Add** button. When done, click the **Convert to PDF** button.

When it is time to attach the file, remember to attach the one with the **PDF** name and red Adobe icon.

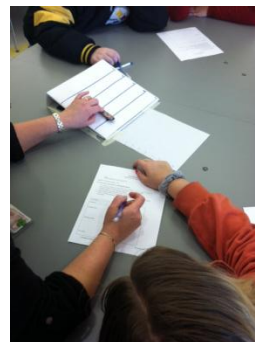


Programs & Services Update

Lois E. Bird/Morgan

Middle School students at Bird/Morgan had a unique opportunity to enhance their science instruction through the Relevant Education in Math and Science (REMS) Program. It's a program that grew out of a collaborative effort between the Toyota Production Systems Lab at RIT and the Women in Engineering (WE@RIT) Program. Two of the goals of the program are:

1. to use real world engineering problems to make Math and Science fun and meaningful to students in 4th-12th grades
2. to create effective Math and Science curriculum with a hands-on engineering focus.



Arlene Meyer, REMS Coordinator from RIT, worked with Jackie Conti, Bird/Morgan Middle School Science Teacher, to deliver an interactive and engaging lesson focused on potential and kinetic energy. Students worked with mini and actual-sized skateboards and ramps to make predictions and test their hypotheses. It was an opportunity enjoyed by all!

- Ellen Howe, Principal, Lois E. Bird/Morgan School

Instructional Programs

On Tuesday, February 26 at 9:00 AM, 10:00 AM, 12:00 PM, and 1:00 PM we will be connecting live with Peter Robson at the bottom of the Atlanta, Georgia Aquarium. Click on this [link](#) for an introductory video of this conference. Calin Czubinski, Mark D'Annunzio, Peter Robson, and Andy Raab all worked together to create this video. Nice job.

- Steve Orcutt, Director of Instructional Programs

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 **Andy Raab**:

Hey there, Newsletter readers! My Name is Andy Raab. You know, the guy in the astronaut spacesuit. I know how I must look to you...goofy looking guy in a spaceman costume, right? Well, it's true. I love to laugh. But behind the silliness, there is a teacher who loves to make learning fun for kids.



- **What are your primary responsibilities?** As a specialist in science and math instruction, I spend quite a bit of my calendar flying missions to Mars at the Challenger Learning Center. I also take frequent voyages to the bottom of Lake Ontario at the BUBL Project. I visit area schools to conduct CSI Investigations from our Mobile Laboratory. I fill the rest of my time developing and delivering live interactive learning experiences with students all over the world via our distance learning studio.
- My challenge is to create meaningful, rigorous, standards-based content for all learners, steep it in technology, and deliver an experience that not only meets district needs, but provides kids with a learning opportunity that is unbelievably exciting, fun, and memorable. I work very hard at balancing fun with content rigor.
- **How long have you worked at BOCES?** In 2001, I left my teaching job at Hilton to be a Mission Commander at Challenger for 2 years, with the intention of returning to the classroom. I must have done something right, because I'm still here.
- **What is your favorite part of your job?** Alright, I'll be honest. My job has some amazing perks. I get to work with new kids every day, with a fresh chance to make them smile or look at their world differently. I really do have the satisfaction in knowing that I've made a difference in a young person's life. Plus, I get to be a teacher, actor, filmmaker, editor, software designer, and television personality all in one. As a kid, I'd make rocket ships out of cardboard appliance boxes. Now, I get to do that on an enormous scale.
- **What did you enjoy most about last year's Superintendent's Conference Day?** I'm afraid my job is so specialized, that I don't always have a schedule that allows me to attend the Superintendent's Conference Day. My first responsibility is to my students, and so I'm often required to remain at the Challenger Center on the days of the Conference.
- **What do you enjoy doing in your free time?** I'm a family man first, with a lovely wife and 9 year old daughter. In my spare time, I'm a huge fan of geeky movies and pop culture. I'm very lucky to have a basement that I've converted into my Star Wars Museum. I've created my own suit of Stormtrooper armor that I wear at events with a costuming club. And I'm just beginning work on building my own lifesize working R2-D2 robot
- **What is the one thing you would like people to know about you?** There's a very serious side to the work that I do. While I may appear silly or goofy, I am very serious about the quality of the product we offer our schools. When it

comes to hitting the right beats in terms of rigorous, standards-based content, I'm a bit of a perfectionist. I don't like to settle for "good enough".

Whether I'm donning a space helmet, Einstein wig, or superhero cape, it's all done out of a very serious desire to enhance learning for children. I'm proud of the opportunity I have to play a tongue-in-cheek role in making a learning experience memorable or exciting.

News and Notes

District Based

The District Based team proudly congratulates Angela Bijak on receiving her BCBA. She is a Board Certified Behavior Analyst! Angela is our Autism Consultant, who works tirelessly to support students, families, and staff with innovative instructional and behavioral techniques that support learning and modify behaviors in the school, community, and home environments. This certification just solidifies what we all know about Angela; that she is a knowledgeable, hard-working, and dedicated District Based team member who always puts forth her best effort each and every day for our students. Please join us in congratulating her on this outstanding achievement!



- Cyndi Lembo, Principal, District Based Program

SANE (Sometimes Acronyms Need Explaining)

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

Functional Behavioral Assessment (FBA): involves the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment