



# Weekly Bulletin

“ Wars of nations are fought to change maps. But wars of poverty are fought to map change.

- Muhammad Ali

## Upcoming Events

- Mon., Nov. 11 – Veterans’ Day
- Fri., Nov. 15 – National Clean Out Your Refrigerator Day
- Tues., Nov. 19 – School-Related Professionals Recognition Day
- Thurs., Nov. 21 – Regular Board Meeting
- Wed., Nov. 27 – Hanukkah begins at sunset
- Thurs., Nov. 28 – Thanksgiving
- Thurs., Dec. 5 – International Volunteer Day
- Mon., Dec. 16– National Chocolate Covered Anything Day

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

## A Message from Mike

There are many factors that are correlated with student achievement. Chief among them is socioeconomic status or poverty. Consider these numbers for the Monroe Regional Information Center (RIC) – the 19 component school districts of Monroe #1 BOCES and Monroe 2-Orleans BOCES. The total number of 3-8 ELA and math assessments that students took in spring of 2013 was 63,243. Remember that this number represents two exams for

each student (it’s interesting that it’s an odd number). Of that total, 46.6% of the scores reached proficiency (3 or 4). Of those tests, 19,981 of them were taken by students who are eligible for free or reduced price lunch – the measure we typically use to quantify the level of poverty in a school district. Of those 19,981 tests, only 22.0% of the scores reached proficiency. This graph shows the average proficiency rates on 3-8 ELA and math exams for each of our 19 RIC component school districts against each district’s percentage of students eligible for free or reduced price lunch.

It’s clear that poverty is closely correlated with student achievement. According to the [Children’s Defense Fund](#),

which compiled U.S. Census data, “In 2010, 16.4 million children were poor in the United States, and 7.4 million of those children lived in extreme poverty.” We have a problem, even in Suburban Monroe County.

- Mike Doughty, Assistant Superintendent for Instruction

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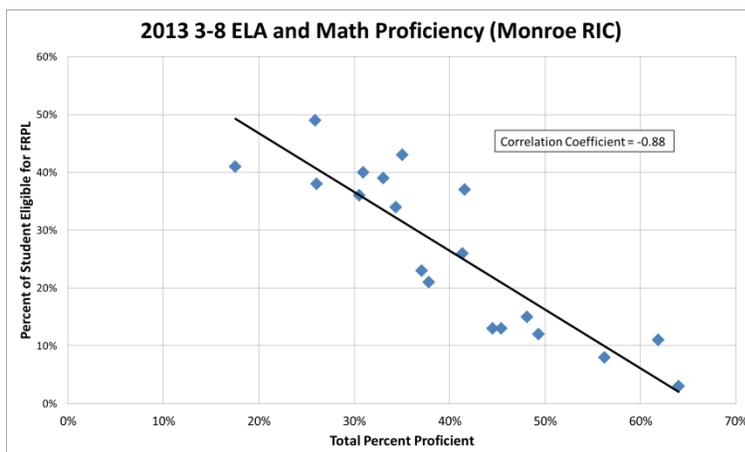
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### Data Snapshot

**1,475**

The number of Monroe #1 BOCES email users’ accounts that were migrated from our current email system – Lotus Notes to our new system – Microsoft Exchange. This amounted to 396 GB of data.



# Technology Tip of the Week



## Sticky Notes

If you want to make a list or jot down a note without using pen or paper, using electronic Sticky Notes is a great tool.

1. Click on your **Start Menu**.
2. In the search bar, type **Sticky Notes**.
3. Click on the words **Sticky Notes**, when they pop up. (a Sticky Note will appear on your desktop)
4. Click on the **Sticky Note** and type.
5. Click the **plus sign** on the Sticky Note to create additional Sticky Notes.
6. Click the **X** on the sticky note, to delete the note.
7. If you right-click in the middle of the sticky note, you can change its color.

## News and Notes

### “Be Safe Online” Poster Contest Results

Electronic communication and social media have become a big part of many of our students' lives. For staff and students alike, demonstrating safe online behavior is a responsibility we all share. Monroe #1 BOCES has launched a "Be Safe Online" campaign to initiate the conversation with students about responsible online behavior. To highlight this effort, we held a "Be Safe Online" poster contest in the month of October, "National Internet Safety Month." In all, over 100 students participated. As individual or classroom-wide projects, students produced creative and colorful messages on how to avoid the down-side of electronic communication. Students used their artistic talents to send messages such as: "stand up to cyber bullying", "Keep personal information private" and "Don't post if it could hurt someone."

The judges were universally impressed by our students' work. Every poster was so well done that they had a very difficult time deciding winners. In a very close vote, the winners are:

- Creekside School Winner: Mr. Buchanan's Class**
- Runner-up: Ms. Boor's Class**
- START/ALA Winner: Alexis Blackman**
- Runner-up: Grace Wlodarszyk**
- Overall Winner: Alexis Blackman**

Alexis's poster will be reproduced and displayed in our buildings as a reminder for our students to: "turn back cyber bullying" and "be safe online". Thank you to all the students and staff who supported the poster contest.



Creekside's winning poster



Alexis Blackman and her winning poster

- Bill Hurley, Program Coordinator, Mental Health

### Email Migration

The email migration to OWA (Outlook Web App) took place over the weekend. OWA user guides can be found on the Monroe #1 BOCES website at <http://www.monroe.edu/>. Click on **Online Documents & Forms**, then **Campus Technology Documents**, and finally **OWA** (Outlook Web App).

The Email Team has also created an online site that provides very useful information in regards to OWA. You can access this site by going to <http://outlookhelp.monroe.edu/>. This site is continually being updated so please do not hesitate to visit the site often for new information.

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## Dr. Michael Doughty Chosen as Forty Under 40 Honoree

Dr. Mike Doughty, Monroe #1 BOCES' Assistant Superintendent for Instruction, was recently named as a 2013 Rochester Business Journal Forty Under 40 Award Honoree! Based on his nomination outlining his many professional and civic achievements, Mike was selected by a panel of former honorees in recognition of reaching impressive professional heights, giving freely of his time and talent in supporting our community. Congratulations, Dr. Doughty! For the complete story, click [here](#):

- John Walker, School-Community Relations Coordinator



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## Connecting with a Colleague

Each week, a staff member is selected to complete a brief questionnaire to help us get to know him or her. This week we are connecting with **Dennis Glaser**, Program Coordinator, Student Admissions and Records Office.

- **What are your primary responsibilities?** In this role, I am responsible for previewing all new students referred for special education programs here at BOCES, maintaining their central files while they are with us, and working with our clerical team to facilitate the information and document exchanges as students come into, transfer, and/or leave BOCES programs. Our office maintains the IEP Direct and BOCES Direct system, provides data to our district and internal programs/services, and handles all of the requests for records for program students. I'm also one of the Title IX Investigators for BOCES #1 and have a long list of "other jobs and duties to be determined by..."
- **How long have you worked for BOCES?** I have been here 6 years this month (November). I was at Creekside as an A.P. and Interim Principal for my first three years and then switched to my current role in Admissions and Records. But, I always tell people that I cut my "special education teeth" here at BOCES as a paraprofessional in the summer program way back when we still used a sundial to tell the time.
- **What is your favorite part of your job?** It is not always easy, but I love playing Switzerland. Often my role is to share information – not to necessarily pass judgment on it. I spend a great deal of time communicating with people within our agency and also in our components and with families. I love the spirit of the special education services and how committed people are to ensuring that our students with special needs get the best of what we can offer them.
- **What do you enjoy doing in your free time?** I'm a committed father and husband. My time away from work is spent supporting my kids Emma and Jackson and my wife Meghan. I've also been an adjunct instructor at MCC for the past 13 years teaching developmental math courses. True free time is not a real thing for me, but once everyone else in the house goes to sleep, I'm an avid sports fan. My wife teases me that if Frisbee competitions were televised, I'd be watching them... sadly... she's right.
- **What is one thing you would like people to know about you?** It may sound cliché, but I'm very proud to work for Monroe #1 BOCES. I really enjoy working with the committed staff of this organization.



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## Programs & Services Update

### EMCC Student Spotlight

Joining the National Guard is not a decision to be made lightly. It requires an eight-year contract, six years on active duty followed by two years in the reserves. Three of **EMCC's advanced criminal justice students, Jamie Wagner, Kaylee**

**Masucci, and Rob Gallup** have already made this commitment and are current members of the National Guard. They all attended ten weeks of basic training this summer which included physical fitness, artillery training, and gun maintenance. Kaylee and Jamie did their basic training at Fort Leonardwood in Missouri. Rob did his basic training at Fort Benning in Georgia.

### Kaylee Masucci

- **What is your school district/high school?** Webster Thomas
- **Why did you choose to come to EMCC?** My dad works in the criminal justice field as a probation officer, and ever since I was young, this is what I wanted to do. I decided to come to EMCC to get a taste of what the criminal justice field is like. This program is what I expected. There is a lot to learn and know!
- **How did you hear about EMCC?** My cousin was in criminal justice here last year and he told me to come.
- **What is your favorite part of this program?** I like seeing how it all works together and how it all plays out. I really liked the forensic science component in the basic year. The articles we read this year are really interesting and current. I was surprised by how many penal laws there are and how many I need to know.
- **What classes at your home school have helped you in this program?** I am currently taking forensics right now at Webster Thomas, which reinforces what I have learned here at EMCC.
- **When did you know you wanted to pursue this career?** I knew by sixth grade that I wanted to do this because of my dad.
- **Who most influenced your decision to pursue this career?** My dad--I love listening to all his stories. One story is about how he had to tackle a guy in the snow because he was running from him. He also talks about the opportunities he has; he's now going to school to become a canine officer.
- **What is one thing you want people to know about you?** I really like the idea of helping people; this is why I joined the National Guard and why I then want to pursue a career in criminal justice.
- **What are your future goals beyond high school?** I will be attending college while in the National Guard. I want to major in psychology so that I can become a criminal profiler.



Kaylee Masucci (left) and Jamie Wagner (right)

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### Jamie Wagner

- **What is your school district/high school?** Rush-Henrietta
  - **Why did you choose to come to EMCC?** I have always wanted to be a police officer. I thought coming here would give me more opportunities for hands-on learning in criminal justice.
  - **How did you hear about EMCC?** I think it was through my home school counselor during sophomore year. I came for a visitation and decided I definitely wanted to come. I was excited to start!
  - **What is your favorite part of this program?** Meeting all the new people from all the different schools and knowing that we share the same interests.
  - **What has helped you in this program?** I have been involved with Explorers in the town of Henrietta.
  - **When did you know you wanted to pursue this career?** I don't know. I just always have! If I have to put a date on it, it would probably be when my cousin joined the military; he was going to be a military police officer, and that made me want to start my own journey towards becoming an MP. I knew that taking the criminal justice program would help me reach that goal.
  - **Who most influenced your decision to pursue this career?** My cousin has positively influenced me because I look up to him and he talks so positively about his military experience.
  - **What is one thing you want people to know about you?** I like the whole idea of being in the National Guard or a being a police officer; I like living on the edge. I don't want to be "safe," because otherwise life can get boring.
  - **What are your future goals beyond high school?** To further my career in the U.S. Army; eventually, I really want to become a city of Rochester police officer.
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### Rob Gallup:

- **What is your school district/high school?** Honeoye Falls-Lima
- **Why did you choose to come to EMCC?** I want to become a police officer so I chose the criminal justice program. This was a great decision for me because I knew I wanted a career in police work and a large portion of the whole program revolves around this.
- **How did you hear about EMCC?** I learned about it at HFL. I was told that the class would be more in depth than a similar course at HFL--especially the forensic science part.
- **What is your favorite part of this program?** I have enjoyed learning all about police work—particularly the hands-on portion, which includes foot casting, DNA analysis, and fingerprinting.
- **What classes at your home school have helped you in this program?** I would have to say English; HFL has really good English teachers.
- **When did you know you wanted to pursue this career?** A lot of my family has been in the military so it was just natural for me. My grandpa was in the Air Force, a cousin has had two tours in Iraq, and I had an uncle in Vietnam.
- **Who most influenced your decision to pursue this career?** I don't really know. I have always wanted to join the military and then be a police officer.
- **What is one thing you want people to know about you?** I am a really nice and funny guy; you might not know that because I am kind of quiet.
- **What are your future goals beyond high school?** I want to become a police officer anywhere there is a position open!



Rob Gallup

### Literacy Fun in District Based:

During the month of October, students in Lindsey Forma's class at JP in Fairport and Theresa Sanna's class at Barker Road in Pittsford studied the literary work of Matt McElligott. On Tuesday, October 29<sup>th</sup>, Mrs. Sanna used her Community Based Instruction Time to go to the JP library where the two classes were able to participate in a Skype interview with Mr. McElligott. The students had an opportunity to hear about his work and to ask questions. Students prepared very thoughtful questions and learned a lot about his work and the author as a person. Special thanks go to Mrs. Hughes, the JP Librarian, for her assistance with the technology support for this wonderful literacy event.



- Cyndi Lembo, Principal, District Based Program

### Career and Technical Education (CTE)

Whenever I speak with people who remember the "shop programs at the Foreman Center" in the 1970's, they recall a very different program than what EMCC is today. They are often amazed to learn that high school CTE programs offer integrated core courses such as English, math, science and social studies as well as college credit. They are equally surprised that CTE students who pass a technical assessment, and meet other criteria, can earn a technical endorsement on their Regents diploma that distinguishes them as having met higher standards. The chart below shows how vocational education has evolved into today's career and technical education (CTE):

<b>VOCATIONAL (then)</b>	<b>CTE (now)</b>
<ul style="list-style-type: none"> <li>• Learning to do</li> <li>• Job specific skills in the skilled trades</li> <li>• Prep for lifetime employment</li> <li>• A non-college track</li> <li>• Apart from academics</li> <li>• Credentialed by Diploma</li> <li>• Text and manual based information</li> <li>• Trade and Technical High Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Doing to learn</li> <li>• Specific and job “intelligence” skills</li> <li>• Prep for employment based on skills and projects</li> <li>• College and Career ready</li> <li>• Convergence with academics</li> <li>• Credentialed by Diploma and Certification</li> <li>• Digitally based information</li> <li>• All schools and all students</li> </ul>

- Joyce Cymber, Director, Career & Technical Education, Cooperative Summer School, Driver Education, ESOL & Translation Services, School to Career Services, Grants



## SANE (Sometimes Acronyms Need Explaining)

Developmental Disabilities: **DD**