



Weekly Bulletin



If you want to see competence, it helps if you look for it.”
- Douglas Biklen

Upcoming Events

- Thurs., Sept. 18 – Regular Board Meeting
- Sun., Sept. 21 – International Peace Day
- Tues., Sept. 23 – Autumnal Equinox Day
- Wed., Sept. 24 – Rosh Hashanah begins at sundown
- Fri., Sept. 26 – Native American Day
- Wed., Oct. 1 – World Vegetarian Day
- Thurs., Oct. 2 – Regular Board Meeting

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

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A Message from Mike

What immediately comes to mind when you hear that a person is deaf, or blind, or has a developmental disability? Is your first thought about what the person can't do, or do you imagine the many things that he or she might be capable of doing? In other words, do you presume that the person is competent? "Presuming Competence" is something that you can see every day in our programs and services for students. Our BOCES faculty and staff focus on what students know and can do, and then use that as a way to teach new knowledge and skills. [Christi Kasa, Ph.D.](#) of the University of Colorado identified the following strategies for presuming competence:

- **Examine your attitude**—practice saying, “How can this work?”, “How can this child be successful?”
- **Question your stereotypes**—how someone looks, walks, or talks does not tell you about how they think and feel.
- **Use age appropriate talk**—examine your tone of voice and topic.
- **Support communication.**
- **Listen openly**—work to shed judgments.
- **Teach peers and others** how to interpret potentially confusing behavior.
- **Do not speak in front of someone** as if they were not there.
- In conversation, refer to the person in a way that **includes them in the conversation.**
- **Ask permission** to share information with others.
- **Be humble.**
- If possible, always let the person explain for himself or herself and **do not speak for them.**
- Assume that **every student will benefit** from learning age-appropriate academic curriculum.
- Look for **evidence of understanding.**
- Support students to **show understanding using their strengths.**
- Design adaptations and accommodations to **support access to academics.**
- Be sure to **acknowledge the presence of a person with a disability in the same way** you would acknowledge others.

- Mike Doughty, Deputy Superintendent

Technology Tip of the Week

Thanks to Diane Smith for the following tech tip:

A Neat Data-Entry-Across-Rows Technique

By default, when you enter a value in a cell in Excel and press Enter, the active cell moves down. You can change that option under **Excel Options**, or by using the **Move Down After Pressing Enter option**.



If you want to input data that goes across the rows, instead of pressing Enter each time, you can press Tab to move one cell to the right. That's pretty easy right? But when you get to the last column and need to get back to the first column in the next row, how do YOU do it? Do you reach for the mouse then point and click the cell in the first column or do you use the arrow keys to move to that cell?

You may have noticed that sometimes when you enter a value at the end of a row, Excel jumps the active cell back to the beginning of the next row. It took me a long time to realize why this was happening. Then I discovered that when you press **Tab** to move to the right and then press **Enter** on the last column, Excel remembers which column you started (tabbing) from and automatically jumps one row down and back to that column.

Give it a try now.

	A	B	C	D	E	F	G	H	I
1	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
2	978	943	1,536	1,229	1,051	1,599	1,007	1,368	
3	937	1,054	1,116	1,030	1,309	938	1,269	1,391	
4	1,578	1,169	919	1,306	917	1,553	1,493	953	
5	1,421	1,038	1,465	938	1,175	1,244	1,087	1,254	
6	1,575								
7									

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This makes for much easier data entry when you need to enter data across and then down (as long as you remember this trick). Tab, tab, tab, tab, tab, Enter, tab, tab, tab, tab, tab, Enter, etc...

If you make a mistake, use **Shift + Tab** to go back to the previous cell on the same line.

This is from a newsletter by Francis Hayes from this website <http://theexceladdict.com/>

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 **Sarah Walluk**.

- **What are your primary responsibilities?** I am a traveling Consultant Teacher who goes directly into the homes of students. I primarily work with medically fragile non-verbal students with multiple disabilities.
- **How long have you worked for BOCES?** I have been a Consultant Teacher/Tutor with BOCES for 6 years and before that I subbed at Creekside.
- **What is your favorite part of your job?** I love that I get to know my students and their families in a more intimate way than when I worked in the classroom. When you are going into someone's home, there is a level of trust and respect that must be established or no one feels comfortable.
- **What do you enjoy doing in your free time?** I have 3 young sons ages 6, 3, and 1 that keep me very busy. I am not sure what free time is anymore, but I do love to cook and read.
- **What is one thing you would like people to know about you?** I was a student with a special need growing up (dyslexia) and I had many teachers fail me. I was lucky to have a mother who constantly told me I was not stupid and that I just learned differently. She told me that it might take me longer than most to get it, but that just made me smarter because I had to work for it. I feel this message is important to many of our students who are often frustrated and have failed time and time again by the time they get into many of our programs. Perseverance is so important in life; if we can teach that to our students we have truly prepared them for their future.



Programs & Services Update

Robots in the Classroom – Distance Learning CoSER

During the 2013-2014 school year, Monroe #1 BOCES piloted the use of a robot in the classroom. A home bound student was able to learn and socially interact with peers while at home through the robot technology (video of pilot: <http://bit.ly/1qBF5QT>).

We now have 3 robots for student use for districts who participate in the Distance Learning CoSER. Frosty (VGO Robot), Thing 1 and Thing 2 can be borrowed simply by emailing Doreen Pietrantonio at doreen_pietrantonio@boces.monroe.edu. Monroe #1 BOCES will facilitate the usage with technology and instructional assistance.

- Doreen Pietrantonio, Instructional Technology Specialist



iPad Pilots!

Classrooms have enjoyed the learning and engaging experience of using iPads in the classroom. The Model Schools CoSER has created a pilot process in which teachers can borrow iPads to use in the classroom to experience the technology, gauge student learning with the technology, and/or create a project with iPads. There are 2 options for the iPad Pilot:

1. Mini Pilot - 4 weeks, no pre and post assessments, facilitated by Instructional Specialist.
2. Full Pilot - 6 - 8 weeks, pre and post assessments, facilitated by Instructional Specialist.

[iPad Pilot Registration Form](#)

- Doreen Pietrantonio, Instructional Technology Specialist

Professional Development

The Monroe #1 Internal PD Catalog - Keeping Us #1

We have a wide variety of professional development sessions coming up over the next few weeks. Check the list below to see if any topic fits with your learning goals.

Upcoming Professional Development Opportunities:

- TCI Refresher - September 19
- Effective Use of Paraprofessionals – September 22
- SMARTboard Training 101 & User Group – September 23 & 25
- Fountas & Pinnell Benchmark Reading Assessment Training – September 24
- Using Excel in the Classroom for Data Tracking – September 26
- Curriculum Work Time – September 26
- Teaching Critical Communication Skills – September 26

Follow this [link](#) to our Internal Catalog in **WinCapWEB** and enroll today!

- Annette Hauenstein, Coordinator of Curriculum, Instruction & Professional Development
Jodi Coniglio, Teacher Center Director

Monroe #1 BOCES Technology Services Professional Development

A new year is upon us and a new selection of professional development opportunities have been added to the catalog. Many of the workshops are free of charge to Monroe #1 BOCES Component Districts.

[Monroe #1 BOCES Professional Development Opportunities](#)

- Doreen Pietrantonio, Instructional Technology Specialist

SANE (Sometimes Acronyms Need Explaining)

ILC - [Independent Living Center](#)

Notice of Non-discrimination

The Monroe #1 BOCES does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York state and/or federal non-discrimination laws in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. In addition, students are also afforded protection based on weight.

For more information, contact one of our Civil Rights Compliance Officers: Nancy Carr, 585-249-7010, Nancy_carr@boces.monroe.edu; James Colt, 585-383-2298, James_colt@boces.monroe.edu; Dennis Glaser, 585-383-2232, Dennis_glaser@boces.monroe.edu