



Weekly Bulletin



Meetings are indispensable when you don't want to do anything."

- John Kenneth Galbraith

Upcoming Events

- Sun., Feb. 8 – [Polar Plunge for Special Olympics](#)
- Fri., Feb. 13 – Jump Rope/Hoops for Heart (Bird/Morgan)
- Sat., February 14 – Valentine’s Day
- Mon., Feb 16 – Presidents’ Day (Recess)
- Thurs., Feb. 26 – Regular Board Meeting
- Sun., March 8 – Daylight Savings Time begins
- Thurs., March 12 – Regular Board Meeting
- Tues., March 17 – St. Patrick’s Day

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

A Message from Mike

Beginnings and endings matter. In this January 5, 2015, [Edutopia](#) article, “[The 8 Minutes That Matter Most](#),” Brian Sztabnik describes several strategies to capture students’ interest at the beginning of lessons and cement their learning after instruction:

That is the crux of lesson planning right there -- endings and beginnings. If we fail to engage students at the start, we may never get them back. If we don't know the end result, we risk moving haphazardly from one activity to the next. Every moment in a lesson plan should tell.

Here’s his list for beginning lessons:

1. Trend With YouTube – Starting with a video related to the content can grab students’ attention.
2. Start With Good News – A couple minutes of having students share good news at the start of the lesson can prime students for more open discussions and increase their comfort in the classroom.
3. Cross Disciplines – Finding ways to connect content with students’ outside-of-school prior knowledge can help them commit new learning to long term memory.
4. Write for 5 – Writing improves learning. Period.

Here are Sztabnik’s tips for ending lessons:

1. Level Up – Think video games. Having students chart their progress toward mastery can be very motivating.
2. Exit Tickets – Asking students to respond to a content-related question on the way out of class gives the teacher instant data on what worked and what didn’t.
3. Mimic Social Media – Having students write in the form of social media (e.g., a tweet) can have positive results.

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4. Post-It Power – Having students write what they learned on a Post-It and put it on the door on the way out of class is another way to capture feedback to use at the beginning of the next lesson.

This is not just about teaching children in classrooms. You could make an argument that meetings are like classrooms for adults. And aren't meetings great? How many times have you had to force yourself to pay attention? How about struggling to stay awake? If you are responsible for facilitating meetings, keep these ideas in mind and try to incorporate more ways for people to be actively involved. If you're a participant in a meeting, it's OK to ask how things might be structured differently to keep everyone more interested and involved.

- Mike Doughty, Deputy Superintendent

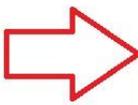
Technology Tip of the Week

Thanks to Diane Smith for the following tech tip:

Add More Than One New Row or Column

You may know the way to add one new row or column, but it really wastes a lot of time if you need to insert more than one of these by repeating this action X number of times. The best way is to drag and select X rows or columns (X is two or more) if you want to add X rows or columns above or left. To do this:

1. Right click the highlighted rows or columns.
2. Choose Insert from the drop down menu.
3. New rows will be inserted above the row or to the left of the column you first selected.



	A	B	C
Name	Country	Age	
Liza	USA	25	
Linda	USA	29	
David	CA	31	
Susan	CA	18	
Salina	CA	23	
Jim	Mexico	49	
Jorge	Mexico	29	

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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 **Lisa Magguilli**.

- **What are your primary responsibilities?** I am an Associate Teacher currently working with a transition age student at Creekside School.
- **How long have you worked for BOCES?** I have been with BOCES since 2010. All of my time has been spent at Creekside School.
- **What is your favorite part of your job?** My favorite part of my job is seeing our students delight in their successes. They are the ones climbing the mountain; my job is to fix the ropes ahead of them.
- **What do you enjoy doing in your free time?** In my free time I enjoy being outdoors, especially at our cottage on Seneca Lake.
- **What is one thing you would like people to know about you?** I spend every summer on Seneca Lake. I love to hike and am planning to hike some portion of the Appalachian Trail in my lifetime.



Professional Development

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

The Teacher Center has added additional TCI Refresher Sessions to the Internal Catalog. If you need to take a refresher, sign up before they are full.

Upcoming Professional Development Opportunities:

- Edmodo – February 10, 2015
- TCI Refresher – February 27, 2015
- TCI Refresher – March 13, 2015
- TCI Refresher – March 27, 2015
- TCI Refresher – April 10, 2015

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*

News and Notes

Measles has made its way across the country and was confirmed in a Bard College student in Dutchess County who traveled all across the state via Amtrak train #283 from Penn Station in NYC to Albany and then to Niagara Falls, around January 25. Please be mindful of the following:

- Consider measles as a diagnosis in anyone with a febrile rash illness and clinically compatible symptoms (cough, coryza, and/or conjunctivitis) who has recently traveled abroad or who has had contact with someone with a febrile rash illness, or has had potential exposure to someone with suspected or confirmed measles, such as the current case.
- Immunocompromised patients may not exhibit rash or may exhibit an atypical rash.
- Pregnant women should contact their obstetricians if they believe they may have been exposed to measles or develop a fever and rash.
- The incubation period for measles from exposure to fever is usually about 10 days (range, 7 to 12 days) and from exposure to rash onset is usually 14 days (range, 7 to 21 days).
- Isolate suspect measles case-patients and immediately report cases to local health departments [and school physician] to ensure a prompt public health response.
- MMR is still the single best way to prevent against contracting measles, mumps, or rubella. Parents should check with health care providers to check immunization status if they are uncertain if their child is protected. Adults can get measles.

More information about measles can be found at:

http://www.health.ny.gov/diseases/communicable/measles/fact_sheet.htm

SANE (Sometimes Acronyms Need Explaining)

LRE: Least Restrictive Environment

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