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Affiliated With NYSUT [10-195] & AFT/NEA AFL/CIO-[Local 2991]

The Case for Summer Learning
Why Supporting Students and Families All Year Is Vitally Important

By Sarah Pitcock (Reprinted from AFT)

For many people, the word “summer” evokes easier days, a time when life slows down. So does the term “summer break,” a time parents, teachers, and students alike value as a well-deserved respite from the labor of the school year. Unfortunately, a growing body of evidence shows that summer is far from a time to recharge for many families. Instead, it’s a time of loss and lack, a time of struggle and stress. With half of all public school children today living in low-income households, the reality is that summer is actually no vacation at all.

The truth is, public schools are a critical lifeline for low-income students and families. When they are open, students of different income levels—rich, poor, and middle-class—achieve at roughly the same rate. When they are closed, achievement gaps widen and a variety of academic, health, and social-emotional outcomes decline. So why are schools closed in the summer?

A Brief History
It’s a question we hear journalists and commentators discuss from time to time. Many claim that the school year’s origins lie in our outdated agrarian school calendar, that our summer break is a vestige of a past when children’s responsibilities to the family farm trumped their educational needs. It turns out this is one of many myths associated with summer vacation. In reality, crops are planted in the spring and harvested and sold in the fall, making summer and winter historically good times for children in rural areas to attend school, which they did until the early 20th century.

Instead, the summer break as we know it today came from a desire to reconcile what were very different school calendars for urban and rural students. In 1842, New York City schools were open 248 days a year, significantly more than the 180 days or so they are open today. In many cities, school was essentially open year-round. Children came when they could; it was difficult to mandate attendance.

By the late 19th century, a variety of social and economic factors made standardizing the calendar seem prudent. The summer heat made schools uninhabitable in many parts of the country. Affluent and middle-class residents often left cities during the sweltering summer months, resulting in schools closing while they were away. In addition, public health advocates at the time said it was unhealthy to be inside so
## Important Dates for 2017-2018

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<th>Rep Council 900 bldg. (unless noted otherwise)</th>
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### SAVE THE DATE’S

**Capital Region BOCES**
**Spring Prom**
May 18, 2018

**TA Showcase**
May 24, 2018

**Celebration Bash**
May 31st at the Mohawk River Country Club

### SRP Recognition Dates

**National School Lunch Hero Day:**
May 4 2018

**National Nurses Week:**
May 6-12 2018

**National School Nurse Day:**
May 9 2018

### Capital Region BOCES Faculty Association Leadership

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<tr>
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</tr>
<tr>
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<tr>
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www.crbfa.org

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much. President Teddy Roosevelt was pushing the benefits of exercise and getting outside, and the Boy Scouts and Girl Scouts were taking root in the United States, adding to the nation’s growing interest in nature and exploration.

So a compromise was made to standardize urban and rural calendars around a long summer break. The time would give teachers an opportunity to train and students a chance to get outside and recover from the school year.

With more students on the same calendar, it didn’t take long for the issue of summer learning loss to arise. In 1906, William White tried to determine how much students forget academically during their summer break. White, a math teacher in New Paltz, New York, tested seven fourth-graders and eight seventh-graders on their recall of math facts before and after summer break. He found decreases in their learning, but didn’t attempt to explain the decline, writing that “neglect for three months may blur the memory; but three months of open-air life may give an increased vitality that quickens the memory.”

White was the first known researcher of what is now called the “summer slide.” Since he completed his small experiment, many researchers have taken on the issue in a similar way, comparing students’ knowledge and skills before and after summer.

Barbara Heyns is one such researcher. With her 1978 book *Summer Learning and the Effects of Schooling*, she demonstrated that the achievement gap widens when disadvantaged children are cut off from the learning resources available to them at school. Her research of Atlanta schoolchildren from low-income families found that poor African American children came close to keeping pace with their more-advantaged counterparts during the school year but fell back during the summer months.

As Karl Alexander, Matthew Boulay, and I wrote in the introduction to our edited volume, *The Summer Slide: What We Know and Can Do About Summer Learning Loss*, Heyns’s “findings fundamentally altered our understanding of the forces that impinge on poor and minority children’s learning.”

In 1996, Harris Cooper’s meta-analysis of 39 summer school program evaluations first quantified summer learning loss in terms of months of grade-level skills. He found that all students lost at least a month of math skills every summer, with an average loss of 2.6 months. Cooper’s findings confirmed what Heyns found: that children in lower-income families lost more than their middle- and higher-income peers.

Cooper revealed a personal impetus for the work in a published interview:

While I was serving as a school board member, there was a threatened federal reduction in summer school support. I didn’t think that seemed like a good way to save money, so after the meeting, I talked to some graduate students and said, “Let’s look at what happens over the summer.” …

...Across the board, all kids lose some math skills. In reading, the middle class holds its own, but the poor lose reading and spelling skills, and that pattern emerged as a possible explanation for the academic achievement gap between those who have financial resources and those who don’t. We also found that summer learning programs have a significant positive effect, and those positive effects are greater for middle-class kids than for poor kids.

Researchers have observed that the difference in reading and math outcomes over the summer is likely related to the fact that reading is more naturally embedded in a child’s life and that parents are natural reading teachers. On the other hand, math may not be a naturally occurring part of day-to-day life in many households, making math knowledge and skills more difficult to practice and quicker to decline.

As researchers such as Cooper have pointed out, middle-class students experience better outcomes from summer learning programs than their less-affluent
peers. One reason is attributed to the “faucet theory”: public schooling creates a flow of resources to all students during the school year—books, meals, teachers, and organized activities, among others—that keep all students learning and growing. In the summer, the faucet continues flowing for middle- and higher-income students because of their home environment and/or the enrichment their families provide. But the faucet runs dry for lower-income students, who lose access to critical services altogether when the school doors close. That inequity at home makes it harder for low-income students to keep up academically in the summer, even if they attend the same programs as their higher-income peers.

Three researchers at Johns Hopkins University, Doris R. Entwisle, Karl Alexander, and Linda Steffel Olson, introduced the faucet theory in their book, *Children, Schools, and Inequality*, published in 1997. Based on spring and fall test scores from their longitudinal Beginning School Study in Baltimore, they found that the difference in reading comprehension abilities between low-income children and middle-income children grew from half a school year in the fall of first grade to three school years by the spring of fifth grade. The real revelation, however, was that almost all of the increase in the achievement gap over the elementary school years could be traced to differences across social lines in summer learning experiences. They found that two-thirds of the ninth-grade reading achievement gap could be attributed to how students spent their summers in elementary school.

In 1992, Matthew Boulay, one of Alexander’s students, founded Teach Baltimore, a summer reading program, which paired Johns Hopkins undergraduates with low-income elementary students from Baltimore City Public Schools. An evaluation of Teach Baltimore showed that participating students returned to school in the fall with a learning advantage instead of the typical learning loss. With growing recognition of the issue, Teach Baltimore became the Center for Summer Learning in 2001, known today as the National Summer Learning Association.

This article will be continued in next month's issue of the TRIAD.

Earth Day 2018 is an event observed annually on April 22. It is a day held to demonstrate and promote environmental awareness and calls for the protection of our planet. Today, Earth Day, 2018 is celebrated in more than 193 countries each year.
Dear Constituents:

As I write this article, we are heading into our spring break. I want to give my appreciation to everyone for all the work you do on behalf of our colleagues and students. Spring is a time of rebirth and regeneration, I hope you are able to find some relaxation and fun over the break. Before we know it the end of the school year will be upon us and a new cycle will begin. For myself, I can hardly believe I will be heading into my 29th year working in Special Education. Time surely has flown for me but it is nice to take a step back and appreciate all the wonderful people I have met and recognize the accomplishments my students have made throughout the years. It has been a very rewarding experience.

Summer school forms came out this week. If you are still interested in working summer school, the registration is open until April 12th. The link can be found on Bert to fill out online. You will receive a confirmation email, saying your application has been received. Currently, administration is expecting there to be 26 classrooms and they will be using the same classroom ratios as the 2017-18 school year.

The Redesign committee will be meeting again on Thursday, March 29th for one of its quarterly sessions. I will update you with any information that comes forth from that meeting. As you should know, the Redesign has been scaled back and slowed down to accommodate the school districts we serve. They need to have a clearer picture of their budgets. Much is depending on the state budget and its impact on education. The governor is asking for an increase, but the Legislature is requesting a larger increase in spending on education. We will know soon on how the budget will impact all school districts.

I currently have nine tables for the TA/Aide Showcase on May 24th. If anyone is interested in showing their Special Project, please let me know. There is always room for a few more tables and projects. The Showcase is a recognition of your colleague’s achievements in the classroom. Please come out and give your support. Refreshments, food and cake will be served along with good conversations and a certificate of appreciation.

In closing, please take some time for yourself. As we move toward warmer weather and adults and students get itchy to be outside, we will need all the patience we can garner. Spring is also the time when testing gets out of control for our students and anxiety runs high for many. Remember to use your mindfulness techniques and breathe slowly. Take care of yourselves and take a moment to see the beauty surrounding you. If anyone has a question or concern, please do not hesitate to contact me.

In Solidarity, Colleen Condolora
Spring Greetings,

March has not left us with fond memories, and Riley, Quinn and Skyler were not gentlemen. They were a treat to our eyes when they arrived, covering every branch and twig with beautiful white. But each complicated the routines of our life and each left us with a great deal of untidiness to clean up.

These waning months of winter also filled us with compassion for the families in Florida, Texas, Alabama and too many places in our country and world, where lives are forever changed by persons who are mentally ill, angry, vengeful or religious fanatics, who neither value their own life nor the life of others. Each tragedy reinforces our awareness that places once thought safe, especially churches and schools, no longer are, and seem to be prime targets. We, and so many throughout the world have learned to live with the reality that some type of tragedy could befall us at any time.

The month of March will also be a memory marker for 100’s of thousands of students of this generation who took part in the “March for Our Lives”. One day, many of them will be the movers and shakers of America. Their media savvy provided an easy way to organize students throughout the country, to participate in the event in their own cities and town. Now comes the difficult part of working toward their goals: banning assault rifles, bump stocks, high capacity magazines and legislation requiring background checks before the purchase of a firearm. In fact, background check legislation does exist in many states. The problem is a lack of enforcement. Two of the recent shooters were known to have mental problems, were known to the authorities, but were not denied their purchases.

The students who organized the march were interviewed, but did not address the option of having a trained, armed guard or teachers at schools. Many will disagree and school boards may withhold approval. There are isolated, small towns in our western states, one of which approved this option and reports feeling that their children and teachers are much safer than they were with the sign that read, “GUN FREE ZONE”.

Our hopes and prayers spring eternal that this carnage will end.

UPDATE:

Among those contributing to, funding and organizing the march, were: Planned Parenthood, Oprah Winfrey, George Clooney, Everyone for Gun Safety, founded by Michael Bloomberg (billionaire) former Rep. Gabrielle Gifford and husband Kelly, GoFundMe, $3.5 million.

(Gazette, 3/26/2018, p.A-2, and NBC TV News.)


The Office Guide to Going Green

Want to do more to help the environment? The workplace offers plenty of opportunities where you and your co-workers can make a difference. Here are some eco-tips on how to easily incorporate going green into your work day:

8:00 AM  
**Think bright with energy-efficient lights.** Consider switching those office lights you turn on in the morning to Energy Star®-qualified bulbs. These bulbs last up to 10 times longer and use about 75% less energy than

9:00 AM  
**Go green with supplies.** Recycled copy paper, biodegradable pencils, and other earth-friendly office products can help your company make that commitment toward a more sustainable workplace

10:00 AM  
**Give paper cups a break.** It’s time for a coffee break—but back off from using that paper or Styrofoam™ cup for your daily intake of joe. Give the planet a break, too, by using reusable mug instead.

11:00 AM  
**Cut back on copies.** The average U.S. office worker goes through 10,000 sheets of copy paper a year, according to the Sierra Club. Rather than printing out all those memos or presentation handouts, send out electronic copies or use recycled paper and double-side your printing

12:00 PM  
**Set up a recycling station.** After having a nice lunch, do you throw your garbage away in a trash can? Make recycling a no-brainer by creating a recycling station.

1:00 PM  
**Ship with available resources.** Reusing old boxes is an economical way to ship while cutting down on waste.

2:00 PM  
**Say “no” to junk mail.** We spend an average of eight months of our lives dealing with junk mail, according to eco-cycle.org. To lighten the load, contact the Direct Marketing Association and register with their mail preference service so you can control the amount of direct mail you receive.

3:00 PM  
**Go eco-tripping.** We have many options for going in to work, such as car- and van-pooling, telecommuting and teleconferencing. Now there are more options when traveling on business, too. Hybrid vehicle rentals, environmentally friendly hotels and “green” event planning options are just some of the eco-conscious choices available, reports Shivani Vora in the article “Business Travelers Go Green” on Forbes.com.

4:00 PM  
**Monitor your indoor environment.** When the weather’s cold, keep blinds open to capture as much warmth from the sun as you can, advises energystar.gov. On hot days, draw the blinds shut. Also make sure building vents aren’t blocked and your computer has space around it so air can circulate and help you save energy.

5:00 PM  
**Good night, sleep tight. Don’t let the electric bill bite.** Before you pack it in for the day, make sure you shut down the equipment. Even during the day, it’s a good idea to switch your computer, printer and other electronic equipment to a “power save” mode when not in use.

When you and your co-workers support each other and make the effort to go greener, doing your part to help the environment will soon become second nature. Share these tips at your workplace, and inspire those around you to make a positive change. Going green isn’t just a passing trend, it can be a way of life.
After having a parent in a nursing home, I am far from an expert on everything although it has seemed at trying times, I am. Trying times can also mean trying my patience. As issues arise I work with the nursing home for the best solutions but their answers are not always what I think are in the best interest for my loved one. I don’t mean to put negative thoughts in your head, but I have been through more than I expected.

The lack of a side rail was a safety issue that I had to resolve. My parent sleeps close to the right side of the bed. A wedge was put under the right side of the mattress used as protection for just this reason but when the incident occurred the wedge went on the floor as well. It may have protected from head or other possible injuries. Unable to get up and out of reach of the bell, no one could really tell me how long it took for someone to arrive in the room.

Think of your loved one falling out of bed, lying on a hard cement floor possibly injured, bruised, or bleeding, helpless, cold and hoping for staff to come making their rounds.

What would your reaction have been to this? I can tell you mine. It wasn’t my diplomatic side. I was like a mother bear with her claws out. I went to a nursing supervisor and requested a side rail. I was told that all side rails (also called bed rails) were removed from nursing home beds because of potential risks like skin issues, bruises, entrapment and entanglement from bed covers. I was denied a side rail but was offered other safety interventions like floor mats, body pillows, cushions, and a bed alarm. My parent has a wheelchair alarm which on occasion has gotten activated and due to the location of the room I have yet to see staff respond quickly.

I wanted the side rail and I was going to make it happen. Patients have rights and I have the right to protect my parent. I refused to brace myself for another incident of possible life-threatening injuries. I called the nursing home administrator. I demanded to be heard and my ultimatum was made clear and when I arrived there in a matter of hours, a side rail better be on that bed. I threatened to call every TV station in the capital region. When I got off the phone, I called Channel 13 and spoke with the news director. I told him my dilemma and asked him to relay my story to Benita Zahn. On July 7, 2017, an in-depth news piece “Protecting Seniors from Falls in Nursing Homes” was aired. The story can still be found under the “Health” section and in the search bar type in the title.

I also contacted the Office of Assemblyman Angelo Santabarbara. The email I received on June 27, 2017 is as follows:

“Thank you for reaching out to our office concerning bed rails for the nursing homes. As a legislative office, we are not allowed to give legal advice. However, I have found information concerning the law that governs the bed rails prohibition. Please see information as follows:

“The use of bed rails in nursing/retirement homes is governed by federal law and is applicable in all 50 states. The Code of Federal Regulations (CFR) at 42 CFR 483.13 (a) states: The resident has the right to be free from any physical or chemical restraints imposed for the purpose of discipline or convenience and not required to treat the resident’s medical symptoms.” In other words, a bed rail or other restraint cannot be used for the sake of discipline or staff convenience when it is not necessary to treat a medical symptom. A doctor can prescribe bed rails to treat a medical condition, however.

Bed rails can serve more than one function. In addition to being a restraint, they can be a transfer aid (i.e., useful when the patient is moving from the bed to a chair, etc.) or a mobility aid (in the case of patients who can still get in and out of bed by themselves but need some help).

To summarize, “Federal Law does not place a unilateral prohibition on the use of bed rails. So long as the bed rails are not being used to restrict the mobility of a patient, they should be acceptable in a nursing home/retirement facility. But, if the bed rails are needed to restrict mobility due to a resident’s medical condition, a prescription from a doctor is necessary”.

Furthermore, for federal jurisdictions (as we are more of a local jurisdiction) you can contact Congresswoman Paul Tonko at the following phone number (518) 374-4547. Ana C. Rosario ● District Office Manager Office of Assemblyman Angelo Santabarbara ● 433 State Street, Center City Schenectady, NY 12305 518-382-2941 ● Fax: 518-382-5731

Yes, my parent did get the side rail. It was being installed as I arrived. I did however have to sign a side rail consent form stating that I have been educated on the benefits and potential risks for injury related to the use of side rails as well as being informed about other safety interventions. This happened after an assessment that was completed by the attending physician and nursing station supervisor for my parent’s ability to transfer in and out of bed for mobility, safety and security.

When your loved one is in a nursing/retirement home you can expect these kinds of problems. You need to constantly monitor what happens to them. These situations are stressful so don’t jump to conclusions but stop and assess the facts. As difficult as it is, try not to let your emotions rule but seek a reasonable solution for all involved. This will also help your relationship with those who work at the facility.
The meeting opened with the Special Education Division Budget Presentation by Mark Jones, Lynn Wells and Rita Levay.

Dr. Levay reported that the Special Ed Redesign will be spread out over the next three years, slowing down the implementation originally presented to the Board.

- The program will start this fall with the Autism Spectrum Disorder for K-12 Classrooms. There will be six in all. Two in elementary school (ES), two in middle school (MS) and two in high school (HS). More than 20% of our students in Special Ed are on the spectrum. The classrooms will be 8-1-2 classroom with half time speech and half time OT imbedded in the classroom.
- The 2019-20 school year will focus on Mental Health Classrooms located in center based programs. A goal at that time will be to start consulting and/or training the TEACCH methodology to the school districts that requested it.
- The 2020-21 school year will focus on Medically Fragile students.
  1. Elementary/Middle School models with embedded medical and therapeutic support.
  2. Creation of a Diagnostic Classroom for assessment
- Strands in place for the 2018-19 school year – Developmental Skills
  1. NYS Alternate Assessment – 6-1-2 ES/MS; 8-1-2 HS
  2. Regular Assessment – 8-1-2 ES/MS; 12-1-2 HS
  3. Medically Fragile – 8-1-2
  4. Life Skills – 8-1-2
  5. Functional Skills 12-1-2 or 12-1-4
- Mental Health –
  1. Ready to Learn 4-1-2; Social Emotional 8-1-2; Pathways to Learn 6-1-2 ES/MS; 8-1-2 HS
- Restructured DHH Program – 8-1-2 K-12 and 12-1-2 HS with Educational Interpreter as part of the program. There will be an Educational Interpreter as a floater for each building.
- The College of St. Rose program will be eliminated after the end of this year.
- Enrollment Projections for 2018-19 school year are 413 students.
  1. 214 – Developmental Skills 162 – Mental Health; 37 – DHH

Dr. Levay stated “How did we decide which program to offer?” We have worked with CSE’s monthly to identify emerging populations they cannot serve. We used current research to ensure program services meet the highest standards, we reviewed student learning characteristics to ensure proper placement.

The rollout has not gone well this year, Anita Murphy, DS stated. We are asking Superintendents to work with us as Special Ed is the hardest program to support.

Fiscal Adjustments made:
- Itinerant Services can only be purchased as a .1 full time equivalent (FTE) at a minimum
- Interpreters embedded 1 FTE per classroom and one floater Educational Interpreter per building
- Tuition Rate and program costs have been analyzed and adjusted where appropriate
- A projection was conducted in January 2018 to plan for staffing

Related service reviews will be conducted May/June of 2018 to program appropriately for staffing needed in the fall

Anita stated that if a classroom is listed as a 4-1-2 an extra student will not be added. Any time this happens we need to get a waiver from the State Education Department to add extra students.

Q – Do districts try to handle the service in district instead of going to BOCES?
A – Yes, but we try to give them all the different options if they need our help.

Q – Can districts send a student to other BOCES?
A – Yes

Locations of Classrooms
- 69 classrooms will be in 20 different locations
- $664,000 rental fees paid to districts
- $707,250 in ancillary fees paid to districts

Q – Diagnostic Classroom – How do you envision with each separate CSE Chair
A – A district with a few students and no diagnostics available. We can do the diagnostics at BOCES or help them set it up at their district.

Q – How have you worked with St. Rose Students and their parents? Are they happy with the results?
A – Yes we have worked with them and Rita gave many different scenarios.

Q – Where are Autism classrooms located?
- Two in Maywood School – Build a sensory room to accommodate
- Two elementary classrooms – RA I
- Two middle school classrooms – Fulton

The Elementary and Middle School locations may change.

Q – Psychiatric Nurse Practitioner – Are we considering adding one to staff down the road?
A – We had a presentation by Albany Med Pediatric ER recently and they have these staff on hand.

Q – How does IEP changes and Student on Spectrum (change)
A – We stay up with changes as they grow and change.

Q – Are DHH contained or mainstreamed?
A – Both

Q – Are there any students with multiple disabilities in the DHH room?
A – It is a question of learning disability or just DHH

Per Mark Jones the increase in Special Ed Budget is 5.5 percent.

District Superintendent and Chief Operating Officer spoke briefly about meeting with the legislature. Anita stated that they would be going down to the Legislature once a month to discuss different options for BOCES.

We have launched the Pathways Program (old Alt Ed Program) this week with 20 students. They will be housed at Albany CTE.

The Regional Calendar was discussed for 2018-19. It seems that there is a problem with the Spring break with Shenendehowa and Capital Region BOCES being on different weeks. All the other districts and BOCES have agreed to use the same regional calendar.

Meeting went into executive session to discuss a personnel item.
Please Join Us for our
2018
Spring Prom

Friday, May 18, 2018
6:00 PM to 10:00 PM
Albany Ramada Plaza
3 Watervliet Avenue Ext.
Albany, NY 12206 — Phone 438-8431

COST PER PERSON: $35.00 includes
• Alcohol-free social hour
• 3 Hours of Dancing
• Prom Favor
• Corsage or Boutonniere
• Set for taking photos
• Choice of 1 Entrée:
  Chicken Francaise,
  Lemon Pepper Tilapia, OR
  Penne & Broccoli Alfredo

Limited to First 200 Paid Reservations
Reservations Due by Thursday, May 3, 2018

Questions? Call Denise Capece at 862-4802 or Susan Kusalonis at 862-5369

We regret that we cannot extend this invitation to BOCES students younger than 15 (and one guest) or to individuals who are not alumni of a BOCES/CTE special education program.

Please make checks payable to:
CAPITAL REGION BOCES “Prom Scholarship Fund”

Complete the attached reservation form and send it along with PAYMENT IN FULL to:

Capital Region BOCES
Attn: Susan Kusalonis
NERIC
900 Watervliet Shaker Road
Albany, NY 12205

THE EDITORS CAN’T DO IT ALONE
WHO? WHERE? WHEN? HOW?
WHY?
WHAT?
LEND A HAND—SUBMIT NEWS ITEMS
Capital Region BOCES Faculty Association

Celebration Bash And Retirement Party
May 31, 2018

Mohawk River Country Club and Chateau
847 Riverview Road, Rexford, NY

5:00 – 6:00 Cocktail Hour with hot and cold hors d’oeuvres
6:00 – Dinner: Rainbow mesclun salad with cranberries and walnuts; “Turf and turf.” Sliced Sirloin and Poulet Francaise (chicken). Vegetables: Julienne vegetable purse and twice baked potatoes.
Vegetarian dinner available upon request with your check.
Dessert: Make your own sundae

All for: $40.00 per person Deadline: May 20th

Book a table of co-workers and bring your spouse/significant other for a wonderful evening. Entertainment, great food, camaraderie and send off for retirees.

Please make checks payable to: Capital Region BOCES Faculty Association

Mail checks and registration forms to:
Carolyn Pierce, 119 Iovinella Ct., Schenectady, NY 12306

Requesting Vegetarian? If registering for more than one, please list names of each person having vegetarian dinner.

Seating requests: Maximum of 12 per table.

Contact Name: ___________________________ Phone #: ___________________________

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Retirees this year include Flora Fasoldt, Louise McGann, Chris McDonough, Joan Brucker, and Dave Costello. Are you retiring? Know someone who is retiring? Contact Carolyn Pierce so we can be sure that everyone eligible is included in the celebration (618-5148 or carbeattie@aol.com)
The TRIAD is published monthly for the Capital Region BOCES Faculty Association Membership. We appreciate any comments or suggestions you may have.

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Things you might want to do

Allergy self-defense: Find out the symptoms, triggers and treatments for different kinds of allergies—seasonal, cats/dogs, dust, food, mold and more (ACAAI.org/allergies). You also can submit online questions to allergists at the American College of Allergy, Asthma & Immunology (ACCAI.org/resources/connect/ask-allergist).

Time to declutter: Organizing closets...conquering paper clutter...50 things you can throw out... strategies such as “Front Door Forward” and “The Penicillin Method.” Includes videos. HGTV.com/design/topics/decluttering

Tech know-how: How to buy, use and sometimes even fix digital cameras, drones, smartphones, smartwatches and other wearables, etc. LifeWire.com

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Please let either know if someone needs cheering up, congratulations, get well or condolences.

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