

TST Weekly Bulletin

Tompkins-Seneca-Tioga BOCES

TST BOCES
TOMPKINS • SENECA • TIOGA

School Improvement Services

Leading and supporting school communities in their efforts to provide the best possible learning environment for all students.



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FOCUS OF THE WEEK

The New York State Learning Standards for the Arts state: *Together we create, present, perform, produce, respond, and connect.* This week, let's help bring the Arts up to the surface. Let's respond and connect by [watching/listening to this piece](#) with students and/or colleagues and then talking with each other.

NEWS & NOTES

Please help our TST BOCES School Improvement Services team with our efforts to plan for this winter and spring by completing [this brief needs assessment](#). Like the classroom visit data we are collecting, this survey focuses on what you notice students doing as they learn. Your input will help us plan Professional Development that is timely, relevant, and responsive.

Martin Luther King, Jr. - Going beyond myths, stereotypes, and generic information:

- [MLK Community Build](#)
- [Martin Luther King's 1963 Letter from Birmingham Jail Document and Audio](#)
- [MLK and Teaching Tolerance Social Justice Standards approach](#)
- [Project Look Sharp Media Constructions of Martin Luther King, Jr.](#)

[Memo Regarding Recent Amendments to Commissioner's Regulations Related to School Counseling](#) - Amendments to Commissioner's Regulations related to school counseling were adopted by the Board of Regents effective, July 1, 2017. The amended regulations impact the comprehensive developmental school counseling program beginning with the 2019-2020 school year and are available at: <http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>. A guidance document is being developed to provide additional direction for school districts as they implement the new regulations.

School Nurses and others - Public Health Law Article 30, Section 3000-c, was revised effective on 12/9/17 to include school contractors as qualified persons who may be trained to administer epinephrine auto injectors. This amendment adds school contractors, which may include school bus drivers, to the list of school personnel who may be trained to administer an epinephrine auto-injector. Under education law, unlicensed personnel may administer an epinephrine auto-injector during the school day, on school property, and at any school function to a student with a patient specific order for such medication from a health care provider, along with written parent/guardian consent. Click here view the amendment in full: [Public Health Law Article 30](#). Education Law Article 19, section 921-a requires such personnel are trained by a Registered Nurse (RN), Physician's Assistant (PA), Nurse Practitioner (NP), or physician in accordance with Commissioner's Regulation §136.7. See page 19 of [SED Guidelines for Medication Management in Schools](#) for further details.

Quote of the Week

"The recent statements of your executive committee are the sentiments of my own heart, and I found myself in full accord when I read its opening lines: 'A time comes when silence is betrayal'... The truth of these words is beyond doubt, but the mission to which they call us is a most difficult one." (Martin Luther King, Jr. 1967)

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UPCOMING WORKSHOPS & CONFERENCES

Offered through our folks here at TST BOCES

Have you been wondering about how to build into your teaching more formative assessment that really matters to you and your students? Wondering how to help students become more skilled and comfortable assessing their own work? Check out this [Using Assessment in Instruction Independent Study PD](#) opportunity.

Demonstration Classrooms - Don't miss out on this unique opportunity - there are still openings for January and February visits. Here's your chance to visit local classrooms to observe promising practices as they unfold in a live teaching environment with students engaged in learning. Regional Demonstration Classrooms in the areas of Math, ELA, and Science are now open and ready to accept visitors! Check out [this flier](#) for details, including information about how to sign up to participate.

The Progress Monitoring Workday, January 31

Open to all special education teachers, general education teachers and related service providers that want to work on progress monitoring IEP goals in a supported environment. The majority of each session will be dedicated work time for teams or individuals. Come ready to work and bring your questions about well-written IEP goals, new progress monitoring tools, and how to best utilize technology to organize data and track progress. Bring your IEPs or digital access and a device. Chromebooks and laptops will be available for anyone that needs a device. We encourage collaboration and resource sharing through the Inclusive Education Wiki and shared Google Docs. You may register for a half-day in the a.m. or p.m. or sign up for both and make it a full day! [Sign up for a.m. session here](#); [sign up for p.m. session here](#).

Color Theory and Color Therapy Workshop Color Matters: Intro to Color Theory January, 18

Have you ever wondered why school buses are yellow or why fast food chains employ red in their color schemes? Award-winning Ithaca artist and marketing consultant Ivy Stevens-Gupta will discuss why color matters. Focus will be on how color is integrated in business, communication, marketing and the visual arts. In this holistic workshop, you'll discover how the seven colors of the spectrum relate to the seven main chakras (our energy centers of the body). You'll learn how doctors and scientists are using color to help heal specific ailments. Overview of colors and their emotional effects on your psyche will be discussed. You will be working with crystals and semi-precious stones to create your own healing bracelet, keychain or bookmark. More information and registration can be [found here](#).

Connect, Create, Innovate - March 16, 2018

Connect: Connect participants to resources, research, programs and artists, and each other as well as connect students to best practices and cutting-edge pedagogy. *Create:* Many of the workshops are based in experiential learning. Participants will be actively doing while they learn. Many are hands-on and integrated with project and problem based learning that investigate the intersection of creativity and experience. *Innovate:* Innovation is sparked by collaborative creative thought and engagement. Participants will have opportunities to network with teachers in their content areas as well as integrate and connect with new educational partners. There will be tabling by artists and vendors from throughout the region. More information regarding presenters, sessions, and an agenda for the day can be found on our webpage connectcreateinnovate.wordpress.com. Please complete the session registration [here](#).

Offered by other organizations and/or our consultants

Youth Mental Health First Aid Tuesday February 27, 2018 8:30 AM – 4:30 PM at SUNY Cortland

Youth Mental Health First Aid is an 8 hour public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care. [Details can be found here](#). Register in [Frontline](#).

Mindfulness in the Classroom, Thursday March 1, 2018 from 9:00 AM – 3:00 PM at SUNY Cortland

Are you looking for ways to help calm, focus, and energize your students? The practices of mindfulness and mindful yoga in the classroom have been shown to decrease stress, improve both emotional and physical health, and teach self-regulation and focusing skills. Learn to bring these benefits to your student and your school. Participants will: Develop an understanding of the practices of mindfulness; Learn how stress affects the brain to impede learning and how mindfulness can change the brain's response to stress; Explain how mindfulness can support student mental health and wellbeing; Return to the classroom with techniques to try right away and resources for developing new approaches. [More information can be found here](#). Register in [Frontline](#).

Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER)

Training, Tuesday March 13, 2018 from 8:30 AM – 3:30 PM at SUNY Cortland.

RULER is an evidence-based approach for integrating social and emotional learning into schools by teaching the skills of emotional intelligence. Decades of research show that these skills are essential to effective teaching and learning, sound decision making, physical and mental health, and success in school and beyond. This approach, from the Yale Center for Emotional Intelligence, gives a unique depth and consistency to social and emotional learning that empowers school leaders and teachers to create a genuinely safe space for students to learn and grow. [More information can be found here](#). Register in [Frontline](#).

Looking for more PD opportunities?

Click [here](#) to access the PD catalog online.

FOR TEACHERS

[Choices Curriculum & Program](#)

Regular blogger and high school physics teacher Mike Mohammad shares how [Apple Maps was a helpful approach to begin to re-imagine his classroom](#).

Elementary school teacher Natalie DiFusco-Funk also [describes how her travels continue to signify the importance of flexibility and prioritizing what's really important](#) as you settle into personalized learning.

Craig Gastauer shares how an idea sparked by a local challenge can be [played out using the seven elements of personalized learning](#).

Our [2017 - 2018 Regional Priorities](#) will help us support every student:

1. [Supporting students' mental health, and their social & emotional well-being](#)
2. [Student-driven learning](#)
3. [Questioning and discussion techniques](#)
4. [Engaging students in learning](#)
5. [Using assessment in instruction](#)

Blueprint for Improved Results for Students with Disabilities:

This is a reminder about the work we did together last year to uncover the [Blueprint for Improved Results for Students with Disabilities](#), which included each district working with a team to generate an action plan. The majority of the action plans, as well as our [Regional Priorities](#), align with Principle 4: Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities. In response, we are prepared to support districts or buildings that are interested in receiving follow-up Professional Development aligned to Principle 4. In order to develop customized professional development plans for your school or district, we invite teams to participate in a collaborative [four-part planning process](#) with TST BOCES School Improvement Services. If you are interested, have someone from your team contact Beth Dryer, Regional Coordinator of Curriculum and PD.

FOR PRINCIPALS

[Resource to help you promote deep social studies learning in your school](#). With a free registration, you and your teachers will have access to all of the materials, many of which can help.

[This piece by Langston Hughes](#) could be a great prompt for engaging with staff in conversations about race.

Want to help your staff find resources to make their teaching relevant to students. [This piece about Toussaint L'Ouverture](#) (as well as the resource from which it comes) could be just what you are looking for.

LINKS, ARTICLES & BOOKS

[Girls for Gender Equity](#)

[A Case for Lifelong Kindergarten](#)

[Big Leap for School Libraries](#)

<https://www.cultofpedagogy.com/magic-of-validation/>

Kush, *The Jewel of Nubia: Reconnecting the Root System of African Civilization*, by Miriam Ma'at-Ka-Re Monges. 1997

Contact Barry to borrow a book or article

TST TECH CREW UPDATES

This week the TST Tech Crew discovered the Knight Lab at Northwestern University and we couldn't be more stoked to share what we found. One of our mantras here is "Creation over Consumption" which can be applied to many aspects of school life. We created a Martin Luther King "Timeline" at Knight Lab and shared it with you in [this link](#) as well as a quick description of how you and your kids can make their own! Contact us if you want to explore any of Knight Lab's other programs!

