

A Message from the Board of Education President

It is a pleasure to have an occasion each year to express our gratitude to our area School Board members and component school Superintendents for your dedication to the children and families you serve. It also gives me the opportunity, on behalf of your BOCES Board of Education members, to tell you how proud I am of the progress our BOCES is making. Whether it is shaping the Every Student Succeeds Act, standing out as a leader in data analysis, providing professional development, helping students with special needs, or creating pathways to great futures through our CTE and ETA programs, our BOCES is making a difference. This is thanks to you and your support of our staff and administration. They are providing students, educators and communities with the expertise they need to be successful, and unique experiences that they may not otherwise have.



This Annual Dinner is a wonderful way to showcase certain programs. You will see below and throughout the evening some interesting highlights. I hope you'll join us in continuing your support for WSWHE BOCES and to allow us to provide the best level of service to your school communities. We look forward to continued progress and to seeing the great things our students and staff can achieve.

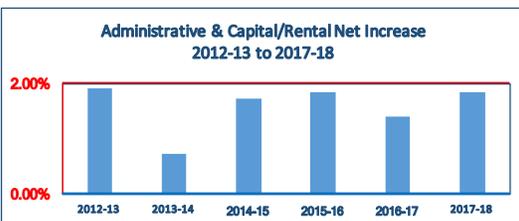
Continuing collaboration

On April 25 our component school district Boards will vote on the Administrative Budget and elect members to the BOCES Board of Education.

Budget

The 2017-18 Administrative, Capital and Rental Budgets total \$7,998,902. There is no increase in the 2017-18 Capital and Rental Budgets.

Prior to allocating the Administrative costs to component school districts, the associated costs are reduced by anticipated revenues. The 2017-18 Administrative Budget is \$6,387,728, an allocation increase of \$109,666, or 2.54%, over the current year. The allocation increase for the three combined budgets is 1.85% and has remained under 2% for six straight years.



The Administrative Budget includes the offices of the District Superintendent, Deputy District Superintendent, the Director of Human Resources, and related office staff. It also includes health insurance payments for retired BOCES employees, which accounts for 54% of the Administrative Budget or \$3.45 million.

Board of Education

There are 7 candidates seeking to fill 6 open seats on the BOCES Board of Education.

Candidate	District of Residence
Mike Erickson	North Warren CSD
Michael Glass	Fort Edward UFSD
Frank Grimaldi	Mechanicville City SD
Kevin Ostrander	South Glens Falls CSD
Mia Pfitzer	Saratoga Spings City SD
Dr. Paul Rice	Bolton CSD
Stephen Smoller	Queensbury UFSD

The top 5 vote getters will serve 3-year terms ending June 30, 2020. The candidate with the 6th highest vote count will fill a shortened term which ends June 30, 2018.

IMPORTANT DATES

Vote on Administrative Budget and Election of Board Members
 April 25, 2017

National Technical Honor Society Induction
 April 25, 2017 7:00 PM at Southern Adirondack Education Center

National Technical Honor Society Induction
 May 3, 2017 7:00 PM at the Saratoga Springs United Methodist Church

Saratoga County School Boards Association Meeting
 May 8, 2017 6:00 PM at Panza's Restaurant, Saratoga Springs

Adirondack Area School Boards Association Meeting
 May 11, 2017 6:00 PM at the Queensbury Hotel, Glens Falls

SAEC Special Programs Completion Ceremony
 June 9, 2017 9:00 AM at SAEC

Early College Career Academy Completion Ceremony
 June 12, 2017 6:00 PM at SUNY Adk Queensbury

Myers Special Programs Completion Ceremony
 June 13, 2017 7:00 PM at Gick Road Conference Center, Saratoga Springs

Myers CTE Completion Ceremony
 June 15, 2017 7:00 PM, Saratoga Springs City Center

Washington Street TLC End of Year Completion Ceremony
 June 16, 2017 12:30 PM

SAEC CTE Completion Ceremony
 June 16, 2017 7:00 PM, Glens Falls Civic Center

Sanford Street TLC Awards Ceremony
 June 21, 2017 12:15 PM

Practical Nursing Completion Ceremony
 June 22, 2017 6:00 PM, Saratoga Springs High School

School To Work

The School-To-Work program at the F. Donald Myers Education Center Special Education division prepares students, ages 16 to 21, for employment and independent living.

It is a comprehensive way for students to work toward career goals, soft skills for overall work readiness, and career exploration to best determine post-secondary plans that are appropriate for the student's abilities, skills, interests, and needs.

Job coaches support students in academic and work settings. Students have opportunities to intern at 20 local businesses, such as Jiffy Lube, Walmart, Holiday Inn, Market 32, Stewarts, Saratoga Hospital, and Strike Zone.

Special Education teacher Debbie Beaulieu, who coordinates community partnerships, says "one of the biggest benefits for us is we have so many possibilities for internships. There is already

a footprint in the community. Our goal is to prepare students for successful employment after completing school."

The career preparation curriculum utilized in the program meets Career Development and Occupational Studies (CDOS) standards. The program is available for a full day with integrated core academics, or half a day if students complete their academics at their home school.

"The operation of this program is like no other in the region. It's a total package," says the program's Transition Coordinator Jodi Facticeau-St. Gelais.

A CTE Work-Based Learning Coordinator oversees student programming based on the New York State (NYS) standards for Work-Based Learning. The Work-Based Learning Coordinator for Special Education ensures soft skills meet the CDOS Commencement Credential's Employability Profile on a quarterly basis. And a Transition Coordinator formally tracks, tabulates, and documents all hours

toward the CDOS Commencement Credential and NYS Indicator 13 standards.

The School-to-Work program team partners with districts to support students as they build their post-high school plans for employment or further training/education. They also collaborate with agencies such as ACCES-VR and organizations through OPWDD and assist in completing the students' NYS Career Plan document.

"Some parents don't know what is ahead. We ease their anxiety transitioning from school age to after school age," says Special Education teacher Ruth O'Connor.



Leah Constantino at a Market 32 bakery internship

What do Math and CSI have in common?

All CTE classes integrate math into their curricula. For the Criminal Justice Studies program, math is used in Crime Scene Investigation (CSI). Two of those instances may be the presence of blood spatter or gunshots. Students learn to apply facts toward evidentiary results that would lead to a logical conclusion. By integrating fundamental math and physics equations, along with measurements, students act as investigators to gain an understanding of these types of evidence and how they can explain the crime.

The presence of blood spatter at a crime scene initially indicates some kind of assault, whether by hand, instrument or firearm. Investigators normally look for place of origin, direction and pattern of blood drops, and velocity of blood spatter. Spatter can come from something as simple as droplets from a held instrument such as a knife or droplets falling from a victim-in-motion. Most often, spatter is widespread due to impacts, vigorous motions and repeated offenses. Individual droplets will show directionality when they strike a surface. Their size will indicate distance and velocity. Different patterns and angles can indicate the type of instrument used, how many impacts were inflicted and the direction of strikes used by the assailant which could also indicate whether the assailant was left or right-handed.



Criminal Justice Studies students measure blood spatter with vernier calipers

Students learn to measure the length and width of a blood stain on a flat surface and use trigonometry formulas involving sine, cosine and tangent. They examine the relationships that exist between the angles of a right triangle and the length of its sides to determine the blood's angle of impact. To find the point of convergence or place of origin of multiple stains, they draw lines through the long axis of the individual droplets until they meet.

Math also comes into play when students analyze bullet trajectories. They must find from where the shot was fired, in what direction, at what angle, and where the bullet ended up. Having the spent round or its casing as evidence is crucial to identifying the firearm and possibly the shooter. Most times, investigators only have a victim who was in motion at the time and had fallen a distance from impact.

Criminal Justice Studies Instructor David Foldi says "it is the same math that students learn in their home school. The difference is that we make sure it's hand's on, it's applied."

What's next?

Cole Albrecht (right), a 2015 graduate of Hudson Falls High School says the Early College Career Academy



Advanced Manufacturing program guided him towards what he wanted to do.

Only a few months after completing his associate's degree in Electrical Technology at SUNY Adirondack in 2016, Albrecht is working as a maintenance technician at Global Foundries, a silicon chip manufacturer in Malta, NY. He is responsible for maintaining the high tech tools that process silicon wafers.

Albrecht was in the first cohort of students to enter the Advanced Manufacturing program in 2013. When asked what kind of advice he would give to other students, he says "I would tell them to take a chance."

"This program provided so many opportunities for me and my fellow classmates," adds Albrecht.

Field trips and job shadowing with local companies give students exposure to different facets of manufacturing which helps them hone in on their interests.

Kim Wegner, the coordinator of the Early College Career Academy encouraged Albrecht to go to a Global Foundries job fair last August. He arrived with a stack of resumes and sold himself. That process yielded a full interview in the Fall.

"They were very interested because I am a young kid and they want to mold me," says Albrecht.

So what is in store for Albrecht's future? He plans to stay at Global Foundries for a couple of years, but also wants to complete a four year degree in Electrical Technology.

"If I can work at Global, I think I can work almost anywhere in the manufacturing industry," Albrecht says.

"I am in a good spot right now. I am just trying to build the experience," he added.

With his AAS in Electrical Technology, a job at Global Foundries at age 20, it sure sounds like Cole Albrecht is off to the right start.