

Together

June ▶ 2018

Therapeutic Day Program keeps future in focus for graduating senior

By Mark Ball

Imagine struggling to learn a new concept, and then waking up tomorrow to learn it all over again.

That's been the journey for Anna Dehond, a senior in the Monroe 2–Orleans BOCES Therapeutic Day Program. And while a lack of short term memory has been a life-shaping challenge, DeHond will allow bigger pursuits to define her.

The funny, bright, charismatic senior is an avid painter, adventurous dirt biker and aggressive kickboxer. Since coming to BOCES 2 in 2014, DeHond has grown tremendously as a student, earning Honor Roll the last two years. She will graduate with her Career Development Occupational Studies Commencement Credential (an alternative to a traditional Regents Diploma) and attend Project SEARCH in the fall. She will attend the Monroe One BOCES program, which partners with Wegmans to offer an intensive year-long internship program.

“When I understand something I never thought I’d understand, I start to believe that I’m going somewhere,” DeHond said.

In truth, she has already been somewhere. And when you understand where she has been, it is amazing to consider where she is going.

Just before the age of eight, DeHond was first observed having a seizure. Over the next two years, her episodes continued without doctors being able to find a way to control them, sometimes up to a dozen seizures in one day. Surgery became the answer to remove one quarter of her brain, the L temporal lobe including the hippocampus and amygdala. It was determined that at some point a virus damaged this area of her brain rendering it dysfunctional.

The surgery helped to greatly reduce DeHond’s seizures, but the result of the virus has been life changing. Her short term memory is severely limited and both her personality and learning style have been drastically altered.

She went into the surgery a dancer and cheerleader, and now she paints, kicks and rides. School was one of the biggest changes. DeHond’s diagnosis is Traumatic Brain Injury after viral illness,



“This school has made me believe I can do this, and that I’m smarter than I thought.”

epilepsy and short term memory loss. A traditional route was no longer possible, and a positive attitude would take years to develop.

“I wouldn’t be succeeding in life if I wasn’t here,” she said. “They understand me. They don’t judge me. I get accepted here.”

Maria Tantillo, school social worker, said her immediate goal was to help DeHond feel safe. After that, it was to make sure that she be understood as a learner.

“Her willingness to work with us has been extraordinary,” said Tantillo. “She is so brave and so strong.” DeHond has had to work with her teachers to find new ways to hold information. Even remembering the names of teachers and classmates poses a challenge.

“I have a nickname for everyone here,” DeHond said with a laugh. “This school has made me believe I can do this, and that I’m smarter than I thought.”

DeHond has her sights set on a full and independent life. However, now she stays focused on what is right in front of her. She is especially grateful for her mother’s unwavering support, and the help of her doctors.

“I realized the other day that I will be graduating soon, at the same time I would have graduated if all this didn’t happen,” she said. “My main goal is to learn.”

BOCES 2 BUILDS Awareness

by Iva Petrosino

Lights, camera, action! BOCES 2 students are ready for their close-up! The close-up in question? Helping future doctors treat patients. Seemingly no easy task, but BELL and Transition Program students faced the challenge head-on during their interviews for the nationally-recognized video series Positive Exposure.

Positive Exposure, founded 20 years ago by photographer Rick Guidotti, collaborates with nonprofit organizations, hospitals, medical schools and other entities to promote a more inclusive world where differences are understood and celebrated. Their work has been featured in publications such as *People*, *The American Journal of Medical Genetics*, *The New York Times* and others.



“Positive Exposure is doing groundbreaking work and we are so excited to be a part of it,” said Kym Woodard, BELL Program Director. “We are thrilled that the faces and personalities of Roberts Wesleyan College BELL Program students can help tell this important story.”

This particular video is a part of a project called FRAME, or Faces Redefining the Art of Medical Education. The FRAME films introduce medical professionals to various intellectual and developmental disabilities, but they also model valuing people over diagnoses. Students spoke candidly about their experiences growing up with intellectual disabilities in order to help medical professionals gain a better understanding of life from their patients’ viewpoint.

The students also spoke about ways in which programs like BELL have helped them become stronger advocates for themselves.

“Being in BELL helped me to feel more confident,” said Haley Wentworth (Spencerport). “I was nervous to be on my own. Now I feel confident that I can do things myself. My friends support me. They encourage me and tell me that I can do it.”



“Being in BELL has really helped me learn to speak up for myself,” said Samantha Majchszak (Churchville-Chili). “People don’t always understand what I want, but by advocating for myself it helps people know what I need.”

The BELL program has also helped the students prepare to be more independent.

“I’m going to live in a dorm with a roommate from BELL in the fall,” said Adam Tharrett (Greece). “I’ve never lived by myself before, so next year is going to be a new start for me. I want to be on my own, not have to rely on someone all the time.”

To see other works that have been part of the FRAME project go to:

<https://positiveexposure.org/frame/>

BELL graduate excited for the future

By Iva Petrosino

Thousands of people gathered at Roberts Wesleyan College on May 5 to celebrate spring commencement. One of the graduates honored in this year’s ceremony was BOCES 2 student Michael Vargas (East Irondequoit), who completed the Bridge to Earning, Learning and Living (BELL) Program.

Vargas walked amongst his peers during the processional into the Voller Athletic Center; he smiled as he turned his tassel with his fellow students; and he beamed as he walked on stage to receive his completion certificate.

The BELL program, a collaboration between BOCES 2, CP Rochester and Roberts Wesleyan College, is a two-year transition program that has been housed on the RWC campus since 2010. This is the third time that BELL graduation has been incorporated into the college’s commencement ceremony. For Vargas and his family, it was a very special moment.

“I liked receiving my certificate at graduation,” said Vargas. “I’m going to miss BELL. I liked doing the work in my college classes. I learned how to be social with my friends in the program.”

During his time in BELL, Vargas has been working on campus at the Garlock Café and the new Crothers Nursing Building. His off-campus internships have been at Rochester Regional Health and most recently at Gates Volunteer Ambulance. Vargas has been accepted into Project SEARCH this fall. While in this internship program, he will report to work at Strong Memorial Hospital, and focus on honing the skills needed to get and keep a job.

“I would really like to become an EMT someday.”



Michael Vargas with
Roberts Wesleyan
College President Dr.
Deana Porterfield.

Ideas for the future at Career Day

By Chris Klem

Curious BOCES 2 students took turns speaking with helpful representatives from a number of local businesses at the Exceptional Children Career Day in May. As they met each visitor and asked questions, students learned about potential career paths in health services, auto repair, precision machining, food services and facility operations.

Visitor Yahzmin Little, from Lifetime Assistance, particularly enjoyed the experience of speaking with BOCES 2 students. Little, a 2016 Alternative High School (AHS) graduate, explained that she now works with older adults in a group home, encouraging them to participate and get out into the world. She told students her job requires patience and caring, but that helping people is extremely rewarding.

Jimmy Zisovski, the owner of Brockport restaurant Jimmy Z's, was asked what the best part of his job is. He shared that it is seeing how enthusiastic people are about eating at his restaurant. He told students that he likes hosting fundraisers, knowing that he is helping to support good causes in his community.



Restaurant owner Jimmy Zisovski gives students a behind-the-scenes look at running a business and working with the public.

BOCES' own Scott Mason of the Operations and Maintenance department, was impressed with the interest and politeness all the students showed to visitors. Also on hand were representatives from East Avenue Auto and Precise Tool & Manufacturing. Experts from the BOCES 2 Center for Workforce Development (CWD) spoke to students about their GPS Services, which can provide career mentors, financial incentives and assistance to eligible youth.

Students came away with lots of ideas and positive energy. AHS student Marquis Boga

said that Career Day "gave me confidence and hope for opportunities available to me in the future."

Participating students were from Alternative High School, the Therapeutic Day Program (TDP) and our Communication and Social Skills (CaSS) classes. Many are specializing in STEM (science, technology, engineering and math) areas of study. The BOCES 2 Exceptional Children's first formal Career Day was coordinated by STEM Transition Specialist Toria Frank and AHS Transition Specialist Karrie Freeman.



Students were able to ask questions and get advice from a wide variety of local professionals.

Teachers pilot BOCES 4 Science units

By Heather Campo

BOCES 4 Science is a collaboration of the science resource programs of the four BOCES in the Mid-West Joint Management Team (JMT); Monroe 2-Orleans BOCES, Monroe One BOCES, Wayne-Finger Lakes BOCES and the Genesee Valley Educational Partnership. With the adoption of new science standards in New York State, BOCES 4 Science is working to write curriculum and develop resources aligned to those new standards. As the new units are developed, the resources are then piloted in classrooms across our districts with feedback from those teachers being used to finalize the unit.

By piloting the unit with students, the teacher can provide valuable feedback about which lessons were most effective for impacting learning, which lessons the students enjoyed and which lessons were difficult. This allows the BOCES 4 Science educators to incorporate that feedback as they finalize the unit resources.



Krisann Craney, a fourth grade teacher with Hilton Central School District, recently used the pilot version of the Earth Processes in New York State unit that was developed based on the New York State preK-12 Science Learning Standards for Grade 4 Earth & Space Sciences.

The Earth Processes unit presents the scenario that local children believe they have discovered a dinosaur bone buried in their backyard. The students are then encouraged

to think like scientists in order to determine the origin of the bone, where fossils come from, how the New York landscape has changed over time and how weathering and erosion contribute to the land as it looks right now. They then use the evidence they have gathered to determine whether or not the bone that was discovered was indeed a dinosaur bone. As part of the unit, students learn about natural processes such as earthquakes, volcanoes, and tsunamis in order to prepare a solution that reduces the impacts of those events on humans.

"The students had a great time unearthing the mystery of the bone and engaging in experiments as they thought like scientists," said Craney. "I loved being able to provide feedback to help shape the science resources that will be used in classrooms throughout the state."

CAPITAL PROJECT UPDATE



By Steve Dawe

There is one final summer of construction for the Monroe 2–Orleans BOCES Capital Project. School buses full of students rolled out and construction vehicles full of workers rolled in during the last days of June.

Summer 2018 will see a heavy volume of construction as crews work to complete the remaining large-scale portions of the project before students return in the fall.

Even before students headed off for the summer break, many parts of the project were completed. The CTE Counseling and Career Center renovation is complete. New flooring and ceilings were installed in two computer labs. Restrooms at the corner of A and B wings were completed and are now ready for use.

The equipment for the Exceptional Children Learning Center playground was delivered and preliminary site work and installation has begun. With the arrival of warmer temperatures, the WEMOCO South roof restoration has resumed.



A renovated restroom at WEMOCO.



The finished WEMOCO conference room just before furniture was moved in.



The Counseling and Career Center in the midst of renovation.



A worker puts the finishing touches on the WEMOCO roof.



Headed to Nationals

In April, BOCES 2 Career and Technical Education students participated in the New York SkillsUSA State Leadership Conference at the NYS Fairgrounds. Eight BOCES 2 CTE students placed in the top three at the competition with first-place finishers in plumbing, cake decorating and dental assisting. BOCES 2 students also were selected for New York State SkillsUSA leadership roles for 2018-19 including Area 1 vice president, state historian and delegate. The first-place finishers and leadership representatives now head to Louisville, Ky. for the SkillsUSA National Leadership and Skills Conference from June 25-29.



Mackenzie Pandina
(Hilton)

Braden Ferranti
(Holley)

2018 New York State SkillsUSA Spring Conference Competition Award Winners

Student (Home District)	Place	Contest
Leeanna Dalheim (Brockport)	First	Dental Assisting
Braden Ferranti (Holley)	First	Plumbing
Mackenzie Pandina (Hilton)	First	Cake Decorating
Kayla DeJesus (Greece Athena)	Second	Action Skills
Alexander Henion (Brockport)	Second	HVAC
Zachary Maier (Greece Athena)	Second	Electrical Construction Wiring
Rachel Haller (Greece Arcadia)	Third	Medical Terminology
Joshua Lein (Brockport)	Third	Precision Heavy Equipment

Elected Positions

Student (Home District)	Position	CTE Program
Madelyn Crowley (Gates Chili)	New York State Area 1 Vice President	Cosmetology
Skylar Wetzel (Churchville-Chili)	New York State Historian	Cosmetology
Malina Endulovski (Gates Chili)	New York State Delegate	Cosmetology

2018 Make All the Difference Scholarship

The Monroe 2–Orleans Educational Foundation awarded \$5,000 Make All the Difference scholarships to 17 students. Students, families, board members and staff members from BOCES 2 and component districts gathered for a reception in the students' honor at the Monroe 2–Orleans BOCES PD Center.

Each spring, the Foundation awards scholarships to help students in alternative programs pursue further education or career training after high school.

The Foundation's main fundraising event is the Annual Fall Celebration, which will be held this year on Saturday, Nov. 3 from 6 to 11 p.m. at Ridgmont Country Club.



Seated: Joseph Cavallaro (Hilton), Sapphire Lumley (Gates Chili), Ayana Gordon (Gates Chili), Jillian Palmer (Gates Chili), Paola Serrano (Greece), Tyler Mitchell (Spencerport) and Carley Jordan (Spencerport) Standing: Joshua Lein (Brockport), Mark Morrison II (Gates Chili), Anthony Wilson (Gates Chili), Austin Susa (Gates Chili), Jonathan Jobes (Gates Chili), Megan Sweeney (Churchville-Chili), Parker Palmer (Gates Chili) Not Pictured: Patrick Bower (Holley), Garrett Lisowski (Churchville-Chili) and Tyler White (Churchville-Chili).

EARTH DAY FUN AND GAMES

On April 20, Kristy Pincelli, ESP/BOCES 4 Science resource teacher, visited Nicole DiBattisto's kindergarten class at Quest Elementary School in Hilton to teach the class about Earth Day (April 22). Students, including her daughter Grace, had fun playing Earth Day BINGO and "Minute to Win It" with recycled items; spotting items in the classroom that could be reduced, reused or recycled; and taking an Earth Day pledge. Here, (l-r) Warren Burke, Sebastain Smyth and Raymond Trice show off their Earth Day pledges; and Penny Tracey (left) and Emma Spreter play "Minute to Win It" to see who can stack the most recycled cups.



Integrating technology into instruction

By Chris Klem

Churchville-Chili Central School District is in the sixth year of a technology plan to roll out 1:1 computer access to all students in grades K-12. Recently, the District's 21st Century Technology Planning and Advisory Committee, a group of district administrators, teachers and librarians, reviewed the progress being made to ensure that instructional programs at all grade levels meet the International Society for Technology in Education (ISTE) standards for learning in the digital age.

"After reviewing examples of student work from over 300 teachers from all subjects and grade levels," said BOCES 2 Instructional Technology Specialist Megan Hugg, who works closely with the Churchville-Chili district, "we are proud to say that our district has kept pace with the changing ISTE standards and is meeting or exceeding them. Our teachers are thoughtfully incorporating a wide range of technology into the curricula that engage students and empower them to take charge of their own learning."

For example, fourth-grade students are studying local history and sharing their digital presentations via distance learning technology with fourth-graders in other parts of New York State. At the Ninth Grade Academy, students create mock Instagram posts with visuals and hashtags that demonstrate their understanding of plot, theme and literary techniques used in Hemingway's classic, "The Old Man and the Sea."

"It's really exciting to see how much our students can accomplish using the technology we've provided them with!" said Hugg.



BOCES 2 Instructional Technology Specialist Megan Hugg works with a team of Churchville Elementary School students using online resources to understand math problems.

ISTE standards have evolved since their introduction in 1998. Initially, they focused on ensuring that all students had access to digital tools and knew how to use them. Now, the goal is more ambitious: to leverage 1:1 access to internet-connected devices to transform student learning. There are seven current ISTE standards for students: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator and Global Collaborator. Each standard represents skills and qualities that will enable students to thrive in a connected, digital world.

Thanks to a detailed analysis of these hundreds of projects, the committee identified two focus areas for improvement. Topping the list is Empowered Learner. "This ties in exceptionally well with the district's commitment to Learner-Centered Principles," said Hugg. "Ensuring that students can leverage technology to take a more active role in achieving their own learning

goals is central to district guiding principles and core beliefs."

The forward-looking plan also calls for emphasis on skills represented by the ISTE Digital Citizen standard. "Students need more help becoming responsible, kind, positive and alert while online," said Hugg. "We want them to stay safe and be aware of privacy, respect the intellectual property of others, and also understand the moral and legal issues that come along with the misuse of technology. Above all, we want them to be able to create a positive reputation for themselves online and to display ethics and good character."

"Teachers are already doing a great job of using technology to enhance the learning experience at our schools," said Hugg. "The challenge is to expand our incorporation of digital tools, actually embedding them into the learning experience. We are seeing more and more classrooms adding higher levels of collaboration with classmates, connecting to global experts, engaging in data collection and analysis, and showcasing learning in creative ways."

"The Churchville-Chili district is committed to giving teachers the professional training and support they need to continue to adapt to new roles as expert guides and motivators. As we open doors for students to become more autonomous, self-directed and responsible learners, it is critical that teachers know how to leverage technology in designing authentic and engaging learning activities."

BOCES 2 runners conquer Seneca Lake race

Seven Monroe 2-Orleans BOCES staff members braved sub-freezing temperatures, 30-mile-per-hour winds, snow and rain while running 77.77 miles in a relay race around Seneca Lake. They did this voluntarily.

The race is called the Seneca 7 and the team named "BOCES 2: Your Running Partner of Choice" survived the worst conditions in the history of the event, completing the course in a little over 12 hours and 44 minutes. Despite the cold, there were smiles all around at the finish line – or maybe those were just chattering teeth!



Front row: Maria Tantillo, Chris Gold and Michelle Gallinger. Back row: Ken Sharp, Steve Dawe, Amy Glass and Nick Lord.

Dinner Dance

Students and staff of the Department for Exceptional Children came together with friends and family for the annual Spring Dinner Dance. The gathering took place at the Italian American Community Center on May 4. Students enjoyed having their pictures taken against a starry backdrop and a delicious buffet dinner. There was a high winds warning that night but it was nothing compared to the energy stirred up on the dance floor!



Congratulations TO THE BOCES 2 RETIREES

On June 12, more than 150 retirees came together at the new Professional Development Center to celebrate their BOCES 2 roots. Twenty-one new retirees, 16 of whom attended, joined the veteran retirees for an introduction from District Superintendent Jo Anne Antonacci, lunch including desserts crafted by the Career and Technical Education (CTE) baking students, and a presentation of commemorative gifts and appreciation for the newly retiring staff members.

In addition, twelve student volunteers from various CTE programs helped expedite the meal and make the event enjoyable for all.



Back row, l-r: Frank Cimino, Terry Stowell-Springsteen, Donna Cimino, Janice Alaimo, Janet Van Zile, Arlene Covella, Gaie Goodness, Shirley Tinkous, Sandra DiStefano, Linda Porterfield

Front row, l-r: Terry Butler, Gail Knab, Luise Bush, Deborah Brooks, Susan Pryntz, Donna Clookey

Not pictured: JoAnn Cox, Kimberly Cubitt, Jeffrey Muchard, Paul Root, Celia Syer

Retiree Connection

We would like to feature brief updates from our retirees in Together. If you are a BOCES 2 retiree and have news you would like to submit for consideration, please contact Heather Campo, editor, at hcampo@monroe2boces.org or mail it to BOCES 2 Communication & Technology Services, 3625 Buffalo Rd, Rochester, NY 14624, attn. Heather Campo.

Condolences to:

The families of retirees **Deborah Hart** and **Edward Lindsey**

Together

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Mission

We provide quality, cost-effective educational services in partnership with school districts and the community in a manner that supports excellence and equity for all learners. We are committed to customer satisfaction, continuous improvement, and personal and professional growth.

Vision

Monroe 2-Orleans BOCES is the educational partner of choice. We strive for continuous improvement in serving the diverse needs of our community, helping all students achieve their full potential.

The Monroe 2-Orleans Board of Cooperative Educational Services does not discriminate on the basis of age, sex, race, color, national origin, disability, creed, marital status, veteran status, sexual orientation, prior criminal offense, domestic violence victim status, or genetic status in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle complaints/inquiries regarding the BOCES non-discrimination's policies: Director of Human Resource, 3599 Big Ridge Road, Spencerport, New York 14559, 585-352-2420, and is also the Title VII and Title IX Officer.

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481. Please note that those wishing to file a complaint may also do so through the Department of Education's Office for Civil Rights at <http://www2.ed.gov/about/offices/list/ocr/qa-complaints.html>. See also New York State Executive Law 296-a.

In my sister's shoes



Photo by Iva Petrosino

Sometimes you just need your sister. Melody Kostarellis (Churchville-Chili) was a little nervous about participating in the Monroe 2-Orleans BOCES Special Education Moving On Ceremony on June 12. That's when proud sister Anna (left) stepped in, donning Melody's cap and gown, to accept her certificate. After the ceremony, the sisters shared a sweet moment in the family's car, delighting in Melody's accomplishments. Congratulations Melody and all of the other students!