

Together

October ► 2018

Capital Project Celebration

Monroe 2–Orleans BOCES celebrated the completion of its first-ever large-scale capital project on Oct. 15. Moving Forward Together: A Capital Project Celebration featured a ribbon-cutting, the unveiling of commemorative plaques and open campus tours.

The project increased classroom capacity for students in career and technical education and special education. It provides the region with a large professional development center for training educators from around Western New York and the Finger Lakes region. The project also made long overdue upgrades to infrastructure, such as plumbing, HVAC, electrical and site work.

“I have never seen as much cooperation, collaboration and teamwork as I did pulling this project together,” said Monroe 2–Orleans BOCES District Superintendent Jo Anne Antonacci during her remarks. “We did it together, and we are moving forward together: students, families, component districts and their communities.”

Much of the event was focused around Moving Forward Together, the BOCES 2 initiative introduced at Opening Day on Sept. 4 (see page 2). To signify how BOCES 2 is Moving Forward Together with its component districts, the nine school superintendents joined Antonacci to cut the ribbon in the new Professional Development Center. BOCES 2 Board of Cooperative Education members took

part in the unveiling of two plaques that will be hung in the Educational Services Center and the WEMOCO Career and Technical Education Center.

Following the brief formal ceremony, attendees toured campus buildings and sampled food prepared by Career and Technical Education students in baking,

culinary arts, food services and personal services programs.

“Our staff is experiencing a renewed energy around their work,”

Antonacci said. “Communities continue to be informed about what 21st-century learning means at BOCES 2 and our students are inspired by endless opportunities.”

Voters approved the \$29.2-million project approved on Dec. 16, 2014 and construction began in the spring of 2016.

CAPITAL PROJECT UPDATE INSIDE



MOVING FORWARD *together*

By Heather Campo

On Sept. 4, District Superintendent Jo Anne Antonacci welcomed more than 650 staff members back for the 2018-19 school year with an upbeat Opening Day gathering in the Professional Development Center.

In her remarks, Antonacci highlighted how we are focused on Moving Forward Together, which signifies the momentum we all have when working toward our goals. She offered examples from all over Monroe 2-Orleans BOCES on ways that various departments have demonstrated how they move forward for the good of their constituents. From the

cooperative bid service available through Purchasing, to the partnerships being formed by the Center for Workforce Development with various agencies to create a prepared local workforce, BOCES 2 employees are making a positive impact.

With the Capital Project being in the final stages, a video update on the progress was well-received. Many of the areas that will be most impactful to students, such as the updates in the WEMOCO Career and Technical Education Center and the new Exceptional Children Learning Center, are already in use for this school year. All of the



upgrades and improvements made through the capital project will allow us to better serve our students for years to come.

Antonacci concluded her remarks by reminding the audience, “it is only by your collective strengths that we will be successful and sustain a respectable reputation – ‘Moving Forward Together’ is the key to our success.”

Restorative justice at Alternative High School

By Chris Klem

“Our goal at Alternative High School (AHS) is to create a culture of caring, a place where everyone feels welcomed, supported and safe,” said Program Supervisor Adam Porter. The school has already come a long way towards achieving that aim, and this year, staff and students have a new tool: restorative justice.

“Our kids often have to deal with difficult social and emotional stressors related to obstacles outside of school,” said Porter. “One of our goals is to help students build their capacity to manage these stressors in a more socially-acceptable way. Restorative justice can help us achieve this. It is an approach to dealing with problematic behavior that focuses on building relationships and repairing harm, rather than simply punishing students.”

This summer, Porter, along with AHS Math Teacher Chris Kneller and Social Workers Elissa Viele and Lee Palmer, participated in intensive training on restorative justice. Individual training for all AHS teachers and staff will be introduced in the fall; capacity will then build slowly and thoughtfully, evolving to the school’s specific needs. Over

the next two years, restorative justice will be embedded in the school culture. “It will become a staple of the Alternative High School program,” said Porter.

“Our goal at Alternative High School (AHS) is to create a culture of caring, a place where everyone feels welcomed, supported and safe”

– Program Supervisor Adam Porter

Restorative justice is, in some ways, a more systematic approach to methods teachers and staff already use at AHS. It is based on trust and on creating a community. It also provides a consistent process for interventions. Negative actions still have consequences; in fact, students are held accountable to their peers and to the educational community. Instead of immediately being disciplined or suspended, students will explore how their actions have affected the school community. They must

find ways to make things right. Restorative justice flips the traditional model of reacting to challenging student behavior, to understanding why the behavior happened and building skills to help prevent it from happening again.

Healing or mediation circles are century-old tools of conflict resolution and an integral part of the practice of restorative justice. A circle brings opposing parties together, along with a neutral facilitator and sometimes other concerned school community members. It offers a safe platform for students to share thoughts and feelings. Circles encourage respectful dialogue and understanding in order to find mutually agreeable solutions.

At Alternative High School, said Porter, “our job as educators goes far beyond teaching academics. We teach our kids how to have healthy social and emotional lives; how to respect others and build their own capacity to solve conflicts. Each of our kids is important, a trusted member of our community. What they learn here will help them lead happy and productive lives long past high school.”

New York State Science Learning Standards units are developed by teachers for teachers

By Jackie Finn

The BOCES 4 Science educators and administrators, including: Marijo Pearson, BOCES 2 assistant superintendent for curriculum, instruction and professional development; Jessica Sheridan, Wayne Finger Lakes BOCES & Genesee Valley Educational Partnership; Kathy Arminio, BOCES 2 director of Elementary Science Program (ESP); Sharon Bassage, Wayne Finger Lakes BOCES; Nancy Shellenberger, ESP; Antonietta Quinn, ESP; Kristy Pincelli, ESP; Nicki Klingensmith, Monroe 1; Dave Thompson, Monroe 1; Steve Orcutt, Monroe 1; and Mary Thomas, BOCES 2 assistant director for ESP facilitated the week of writing and professional development.

Sixty-three teachers from 15 school districts participated in the BOCES 4 Science summer curriculum writing held at the BOCES 2 Professional Development Center.

“Teachers from districts throughout the Joint Management Team (JMT) worked with other teachers in grade level groups to carefully study the new New York State Pre-Kindergarten – 12 Science Learning Standards (NYSSLS) topic for that grade,” said Mary Thomas. “They brainstorm and develop an outline for the new unit.”



Connor Elementary teacher Amy Richmond provides feedback on the week-long professional development summer curriculum writing.

After the week was over, the facilitator/educator from BOCES 4 Science worked with the outline and suggested lessons to develop a pilot unit of lessons. Later in the school year, the teachers involved in writing the outline will then teach the pilot unit to their own classroom of students. Those teachers provide detailed feedback to the unit writer who incorporates their suggestions into the final draft. Writing the science units is a three-year process: year one is summer science curriculum writing; year two is development of unit, piloting, and revising and in year three the kit is available for distribution.

The BOCES 2 Communications and Technology Services graphic designers create the graphics and layout for the teacher’s guides and student science journals. The materials are then printed at the BOCES 2 Print Shop.

“The summer curriculum writers and the teachers who teach the pilot units from the districts are absolutely essential for the science units to be successful,” said Thomas. “They are the experts on student interest, as well as student abilities at that grade level. They have great reserves of creativity that inform the lessons.”

BOCES 4 Science kits include: Deer, Deer Everywhere; Save the Bees; Waves: Sending Messages with Light and Sound; and Weather for Kindergarten. New kits are expected to launch in 2019 and 2020.



Sixty-three teachers from 15 school districts participated in curriculum writing of new units based on the NYS Science Learning Standards.



Wheatland-Chili T.J. Connor Elementary teachers (l-r) Donna Gronemeyer, Amy Richmond, Shirley Marotta, Jennifer Howard and Alison Hughes take an end-of-the-week selfie.

CAPITAL PROJECT UPDATE



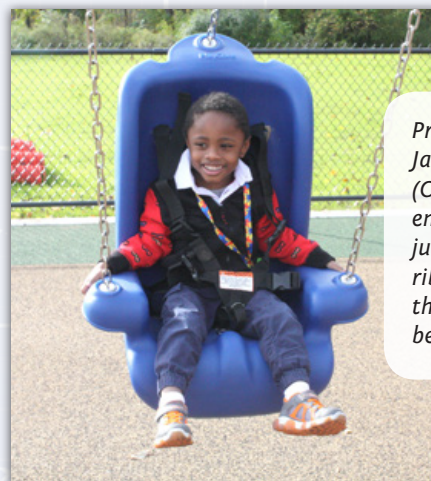
By Steve Dawe

The last portion of the Monroe 2-Orleans BOCES capital project to open brought the biggest smiles to the littlest faces on the Big Ridge Road Campus. Preschool students joined staff and cabinet members to cut the ribbon on the new playground behind the Educational Services Center.

The small ceremony took place just days after the Capital Project Celebration (see cover). The new playground features a durable, cushioned synthetic surface and a variety of play spaces for the children. It is also completely enclosed by a fence to provide a safe area for students to play while staff members provide monitoring and support.

The rest of the major work was completed in early September in time for school to open. As students arrived at WEMOCO on the first day, there were many “oohs” and “ahs” and “wows” as they walked in the new entrance. Teachers continue to personalize their new spaces and adapt to the new designs in the renovated classrooms.

Our capital project construction partners will continue the closeout process that includes training, submission of operation and maintenance manuals, as-built drawings and any remaining loose ends.



Preschooler Jaxson Fredrick (Churchville-Chili) enjoys a swing just after the ribbon-cutting for the new playground behind ESC.



Students building school pride and a special home for frogs

By Chris Klem

Ridgecrest Academy started the year with some very unusual new friends, thanks to the efforts of four dedicated young nature lovers in the school's summer program. Students Ryan D'Acquisto (Gates Chili), Michael Helwig (Greece), Ciara Santangelo (Brockport) and Elijah Zicari (Gates Chili) worked together almost every day after classes to create a vivarium for the resident Ridgecrest Academy frogs.

The vivarium, a glass-enclosed environment filled with tropical mosses and plants, like flowering bromeliads and orchids, was built for the new tenants with the help of Ridgecrest Academy Student Behavioral Assistant (SBA) Eric Warren. Warren has a background in science, animal husbandry and art; he helped construct the frog environments at Seneca Park Zoo. Warren explained that all of the equipment, plants and animals used for the project were generously donated to the school by community organizations and individuals. "The vivarium is a self-sustaining ecosystem with its own water table and bioactive substrate, with microfauna to maintain the health of the environment," he said. "That's just a bit of the science that these students needed to understand."

Indeed, everything about making the vivarium was a learning experience for its young creators. "We had to prepare the aquarium and used spray foam, wood and silicone to create the realistic background," said Ryan. "In order to mix the food properly to raise the fruit flies the frogs will eat, we had to learn about math and ratios." Ryan was able to apply what he learned to a science class discussion on the process of decomposition. He even confidently presented a talk on the subject to fellow students.

You really can learn a lot from these enthusiastic naturalists.

"Did you know that tadpoles are cannibalistic and they need to be separated from one another?" asked Michael. "One of our tadpoles was missing part of his tail because another one ate it." Elijah can identify and describe all the plants in the vivarium. "Some of these are very delicate. And that one isn't really a plant," he said with a smile. "It's a plastic toy plant-creature from 'Fantastic Beasts and Where to Find Them.'"

What Elijah likes most about the project is that he and his friends worked together, collaborating and creating as a team. Michael agrees, adding, "I love animals and nature. I'm really proud that we were able to do this for our school."

The vivarium includes safe places for the frogs to hide and a small, relaxing water feature. It resides in the school's library, where students can also take a quiet moment to commune with the school's new frog family during their busy days. Each class will learn about frog biology and rotate the responsibility of caring for the small amphibians. Warren hopes to build another vivarium during the school year, so that more students have the opportunity to get involved.



The creative team (l-r) Ryan D'Acquisto, Michael Helwig, Elijah Zicari (Ciara Santangelo was not present) with SBA Eric Warren and the vivarium as a work-in-progress. Completed now, the vivarium serves as a home for the Ridgecrest Academy frogs.

Strategic Plan Update

Instructional Programs

Goal

Community Collaboration

Key Strategy

Respond to emerging federal, state, and local needs to guide programs and services

We are all aware of the opioid epidemic that continues to spread across the nation, New York State and Monroe County. To support those affected by opioid and other substance abuse disorders, Assistant Superintendent for Instructional Programs Tim Dobbertin and Director of the Department for Exceptional Children Barbara Martorana are representing Monroe 2-Orleans BOCES as part of a consortium of agencies in Monroe County that have proposed a Recovery High School program that, if approved, would begin in September 2019. A Recovery High School will provide students struggling with addiction a Regents-level high school education coupled with substance abuse services by The Villa of Hope, before and after the school day. After school programming for students will be coordinated by ROcovery Fitness, Inc. and other organizations who provide ongoing support to individuals recovering from addiction and their families.

The team is working with representatives from the New York State Office of Alcoholism and Substance Abuse Services and the New York State Education Department to create the Recovery High School in Monroe County. This effort truly represents the Monroe 2-Orleans BOCES Mission to "provide quality, cost-effective services in partnership with school districts and the community in a manner that supports excellence and equity for all learners."

Opening new doors to learning

By Chris Klem

Online learning is nothing new to the Instructional Technology team at Monroe 2–Orleans BOCES Communication and Technology Services (CaTS). What is new are the evolving ways that online learning can be used to benefit students. This year, with the team's expert help, teachers in the BOCES 2 Department for Exceptional Children are bringing diverse and challenging courses like AP English Language and Composition, Physics, Media Literacy and Geometry to their classrooms.

Students performing at grade level in BOCES 2 programs like the Therapeutic Day Program (TDP), Communication and Social Skills (CaSS), Alternative High School and Ridgcrest Academy often have academic interests that go beyond traditional classroom offerings, or may need to attain

extra elective credits. Online courses give them new options.

"Teachers who work with exceptional children can't be specialists in every subject and topic," said Distance Learning Specialist Donna Farren. "These courses give them the specialized curriculum they need to open doors for their students. We think this can make a difference for both high school and middle school students who might not respond to traditional learning tools, with classes on topics they normally would not have the opportunity to explore."

CaSS Teacher Mark Straub has been successfully using online courses in his high school summer program for several years. This summer's group of students enjoyed taking the courses online for credit attainment. Each was focused on a different coursework, including classes on Psychology and Health.

The courses can be personalized and students have the opportunity to work independently. Straub and his teaching assistant have access to real-time knowledge of where students are in their courses and when they might need assistance.

"I like being able to take things at my own speed," said Connor Carlin, a CaSS student who was working on the Writing Skills

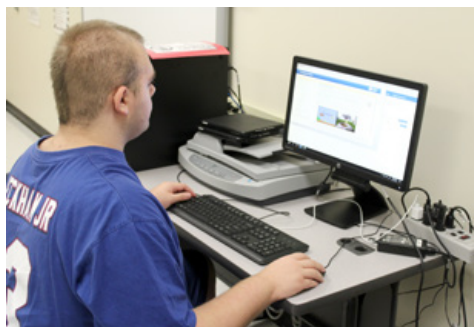


CaSS student Connor Carlin (Gates Chili) enjoys the online delivery model because he can control the pace of instruction and focus on learning without distraction.

and Strategies class. "Everything I need is right here, so if I need to go back to review something, it's easy to find and I can."

"Art is not my favorite and the Art Appreciation course was really challenging," said student Dylan Renehan proudly. "But I did it, and I got an 89 on the final test."

"There are different types of learners," said Straub. "When schools put them all in one classroom with one content delivery model, the students with different learning styles often don't succeed to the best of their ability. It's like trying to force a square peg into a round hole. This online model is self-directed and self-paced. Many of our kids respond very well to learning this way."



The Art Appreciation class gave student Dylan Renehan the opportunity to survey several thousand years of art history in an easily-accessed online format.

Honor Flight

By Steve Dawe

BOCES 2 retirees and staff members demonstrated their patriotism at the Greater Rochester International Airport recently. They joined other community members in welcoming home the first-ever Rochester Honor Flight made up completely of Vietnam War veterans. Honor Flight's mission is to transport veterans to Washington, DC to visit memorials dedicated to honor the service and sacrifices they and their friends made for our country.

Retiree Susan Pratt's husband, Jim, served in the Marine Corps and was one of the Vietnam War veterans who made the trip. He was escorted by his son, Jason, and toured the Vietnam War Memorial, the World War II Memorial, Arlington National Cemetery and several other historical sites. Sue Pratt was joined by BOCES 2 colleagues and fellow retirees at the celebration at the airport welcoming the veterans home.



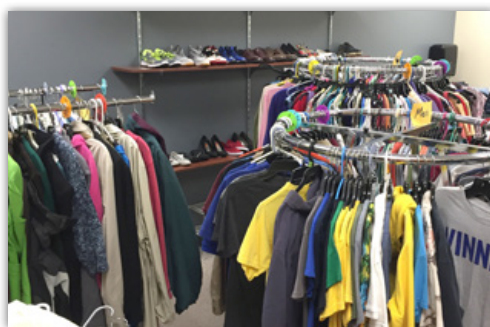
BOCES 2 staff and retirees join in the celebration to welcome the Honor Flight veterans home.

BOCES 2 retiree Sue Pratt and grandson Tyler greet her husband Jim and his son Jason after the Honor Flight trip.



Clothing Closet sets up shop

The BOCES 2 Clothing Closet has relocated to the Exceptional Children Learning Center, located in the back of ESC. Through the Clothing Closet, the Hospitality and Applied Skills (HAS) Program is partnering with the McKinney-Vento Grant to support families facing homelessness within our nine component districts. In order to expand this support, the Clothing Closet is seeking donations of the following items:



- Toiletries (travel-sized shampoo, conditioner, lotion, toothpaste, toothbrush, mouthwash, hand sanitizer, bar soap, brush/comb)
- School supplies (pencils, pens, crayons, notebooks, markers)
- Quart-sized Ziploc bags
- Feminine products

- Backpacks and/or reusable shopping bags
- Winter coats for men, women and children (all sizes)
- Long-sleeved shirts for men, women and children (all sizes)
- Hats and gloves for adults and children

We appreciate your support as we continue to assist those in need within our community.

College fair for CTE students



The pathways of career and technical education may lead to higher education or to employment. Students exploring higher education options recently attended a college fair at WEMOCO where they met with representatives of 13 colleges.



AHERA

Notification

The Asbestos Hazard Emergency Response Act (AHERA) is a federal law enacted in 1987 requiring all school districts to re-inspect their facilities for asbestos-containing building materials.

The Monroe 2-Orleans BOCES asbestos inspection plan is available for review through the operations and maintenance department. The plan outlines the current and planned inspections and appropriate response actions to ensure a continuously safe environment.

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 Iva Petrosino, editor, at ipetrosi@monroe2boces.org or mail it to BOCES 2 Communication & Technology Services, 3625 Buffalo Rd, Rochester, NY 14624, attn. Iva Petrosino.

Condolences to:

the family of **Judy Hollister** (retiree); **Georgeann Beres** on the passing of her father-in-law.

Together

Editor

Heather Campo
hcampo@monroe2boces.org
585-349-9070

Contributors

Mark Ball, Heather Campo, Steve Dawe,
Jackie Finn, Chris Klem, Jennifer Merkel, Beth Nash,
Iva Petrosino, Jade Rood, Kerry Sharp
and Gretchen Spittler

Graphic Design

Lisa Constantine

District Superintendent

Jo Anne Antonacci

Board

Dennis Laba, President
R. Charles Phillips, Vice President
John Abbott
Kathleen Dillon
John Heise
George Howard
Gerald Maar
Michael May
Connie Rockow

NYSRA
New York School Public Relations Association
Award-winning publication



Monroe 2-Orleans Board of Cooperative
Educational Services
3599 Big Ridge Road
Spencerport, New York 14559-1799
Telephone (585) 352-2400
www.monroe2boces.org

NONPROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 34
SPENCERPORT,
NY 14559

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.

Flying high over campus



The New York State Police recently worked with Director of Safety and Security Chris Barrow to take aerial photos of our campus. The drone was used to get pictures of our updated campus now that construction is complete. These photos ensure we have accurate information for our emergency plans.