

# TOGETHER

February 2019



## Restoring one home while building two others

The home at 4611 Mt. Read Boulevard in Greece has been vacant and decaying for more than two years, but when BOCES 2 students are through, it will be restored to its former glory and made available for purchase.

In late summer of 2018, the 1,330-square-foot home was selected to be the first house for rehabilitation as part of Monroe County's Make Monroe Home initiative. The goal is to transform "zombie properties" into affordable, livable and energy-efficient homes for local families, all while training the skilled trades workers of the future.

Through this project, BOCES 2 Career and Technical Education (CTE) students are gaining knowledge and experience in various aspects of remodeling a home. These skills include rough and finish carpentry, replacement windows, flooring, replacement of ductwork for HVAC, updates to electrical systems, plumbing upgrades, lot clearing/grading and landscaping.

"This project has added a rehabilitation dimension to our curriculum, which is a large part of the construction industry today," said Shawna Gareau-Kurtz, assistant principal for career and technical education. "Working side by side with a general contractor and

sub-contractors is an experience we would not be able to provide without this collaboration."

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However, this new venture isn't taking away from the students' regular projects. CTE programs in the construction trades cluster, including Carpentry, HVAC/Plumbing, Residential and Commercial Electrical, and Heavy Equipment Operation and Maintenance, are also simultaneously building two homes from the ground up. Seniors are finishing up the 2019 CTE-built house, a project they started as juniors. The plans for this 1,404-square-foot three-bedroom home include cathedral ceilings with custom-cut rafters and custom-made bathroom vanities. Meanwhile, this year's juniors are beginning the framework for the 2020 house.

"These students are involved in a unique experience that very few of their peers will share," said carpentry teacher Pete Sharpe. "They are being immersed in a variety of building and remodeling types and processes before they even graduate high school. This will give them an advantage as they go onto college, seek post-secondary training or enter the workforce."

Together, these two projects are giving students the opportunity for real-world experience and the feeling of giving back to their community.

"Knowing that a family is going to live in the house we spent two years building makes me feel good," said senior Dan Rush (Gates Chili). "The fact that we also get to restore the zombie house with a real contractor makes the feeling that much better."

The 2019 CTE-built house will be up for auction this spring. The Make Monroe Home house will be made available by the Greater Rochester Housing Partnership to an eligible first-time home buyer and/or military veteran who has undergone buyer education and secured affordable financing.

# MOVING FORWARD *together*

When Raeann Materise was a student in Felicia Robinson's cosmetology class, she never dreamed she would be teaching the same exact class just six years later.

"When I was a student I was really passionate about doing hair," said Materise. "My dream job was to work at a high-end salon and work on marketing and sales."

After graduating from Greece Athena in 2013, Materise started at Monroe Community College pursuing a business degree. Then during her second year at MCC, Materise came back to WEMOCO Career and Technical Education Center to help her former teacher proctor the National Occupational Competency Testing Institute (NOCTI) exam. She stayed to assist Robinson with a lesson and something clicked. Shortly afterward she changed her major from business to career and technical education and transferred to Buffalo State University to begin working toward becoming a CTE teacher.

"When I was a student I loved CTE," Materise said. "I really enjoyed being in an environment where everyone had a common goal. It gave me a creative outlet and the opportunity for hands-on learning."

Materise joins the ranks of several other former CTE students who have returned to BOCES 2 as teachers. Lewis Cucchiara, Josh Padlick, Jennifer Probst and Jim Slocum joined the CTE team as teachers within the last five years, teaching Health and Exercise Sciences, Engineering and Metal Fabrication Academy, Dental Assisting, and Heavy Equipment Operation and Maintenance, respectively. Meanwhile, Dominic Corona, also a former student, has been teaching HVAC/Plumbing for almost 15 years and several other teachers are graduates of other CTE centers.

"It's powerful when a CTE graduate values their experience so much that they want to be a part of providing that experience for the next generation," said Executive Principal Jill Slavny.



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"We have other graduates who are members of our advisory boards, some return to proctor exams and some take students for internships or as new hires in their industry."

Materise said she wants to be for her students what Robinson was for her. "I hope that through this program I can instill confidence in my students," said Materise. "Confidence in their cosmetology skills, but also in how they see themselves outside of the classroom in their everyday lives."

"I am so proud to have been part of encouraging Raeann to become a teacher and very excited to be working with her," said Robinson. "She was a remarkable student and will be an outstanding colleague. We are fortunate to have a teacher with her professional and educational background working with our students."

## It Counts at CWD

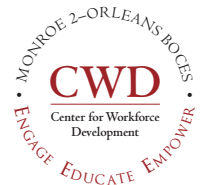
The Regents-HSE Exam Pathway has been a great success since its initiation on April 25, 2018, with almost 6,000 applications received and more than 1,770 HSE diplomas awarded. The Regents-HSE Pathway allows eligible individuals to receive credit for passing scores on any Regents exams in English, math, science and social studies. Any passing Regents exam score in those content areas can be used in place of the corresponding TASC™ subtest no matter when the Regents exam was taken. HSE applicants cannot earn diplomas based solely on Regents exams, so at least one TASC subtest must be taken and passed. To date, 75 percent of Regents-HSE Exam Pathway applications have been processed by candidates who are 16-21 years of age, while 25 percent of candidates are over 21.

At Monroe 2–Orleans BOCES Center for Workforce Development, incoming students learn about the Regents-HSE Pathway during orientation. They are provided with explicit directions for applying for Regents exam credits. Already dozens of students have explored this route, and many have successfully expedited their journey to their HSE. CWD's Career and Admissions advisor reports that two-thirds of the students he supported in exploring this pathway not only received credit, but are now either gainfully employed or pursuing college or job training. A student who had enough Regents credit for each of the five TASC subtests was able to choose which subtest to take. She received her HSE and is now pursuing a career in medical technology at Monroe Community College.

Another student was also eligible to choose the subtest to take and quickly found immediate full-time employment in the skilled trades due to his HSE achievement. A CWD Adult Education Instructor relates that one of her current students took Regents exams over 20 years ago. She is eagerly awaiting word from NYSED regarding her application for credit. Students of all ages are encouraged by this new pathway.

As one student expressed her excitement, "You mean it counts? All that work I did isn't wasted? I thought I had to start all over again!" Yes, it counts, finally. These few examples illustrate the importance of the new pathway still emerging in the first year of its launch. The staff at Monroe 2–Orleans BOCES CWD are happy to assist students in exploring the Regents-HSE Pathway. Interested individuals can also learn more at <http://www.acces.nysed.gov/hse/regents-hse-exam>.

To take advantage of this pathway, students must complete a form, Attachment R, (<http://www.acces.nysed.gov/what-hsetasc-test>), deliver it to their high school, and include the subsequent approval letter with their TASC test application. It is the responsibility of the high school to complete Attachment R and mail it to the HSE Office at NYSED. It is a simple application procedure for students and high schools to complete.





# New friends coming together over a good book



Distance Learning Specialist Donna Farren and teacher Susan DeJohn used reading and technology to bring students with different communication challenges together to share experiences.

Sharing a special book with a friend makes reading, and learning, a lot more fun. Monroe 2–Orleans BOCES teacher Susan DeJohn and her students at Brockport High School found a way to multiply the fun. They shared their book with dozens of new friends, hundreds of miles away.

The students were participants in this year's Global Read Aloud Project, an initiative created to connect young readers across 86 different countries. Through the project, DeJohn connected with dual language third-grade teacher Karen Peterson at Mary Endres Elementary School in Woodstock, Illinois. The two teachers decided to work together to help their students learn how to be more understanding and kind. Reading would be the personal connection that made it happen.

Both classes chose to read "A Boy Called BAT," a charming story by Elana K. Arnold about a boy on the autism spectrum and his relationship with a baby skunk. The students initially used Flipgrid®, an easy-to-use video application, to introduce themselves. They then



Students were delighted to meet their counterparts across the country via live video.

exchanged traditional pen pal letters to get to know each other better. All learned that they have a lot in common, even if they communicate differently and have diverse learning abilities.

After reading the book, each class prepared a short, multiple choice quiz about the book with an app called Kahoot®. They hoped to chat with their new friends to see how much they had all learned about BAT and his pet, but that would require a real-time, face-to-face meeting.

DeJohn made another connection, this time with CaTS Distance Learning Specialist Donna Farren. Together, they planned a live video conference as a final treat for all the readers. On the big day, students at both locations gathered in front of cameras. Questions were asked and answered; patience and sensitivity were on display, along with enthusiasm and humor. As the friends parted with smiles and waves, the intervening 600 miles seemed to disappear.

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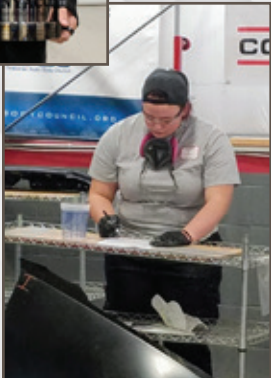
## CTE students take top honors

In their first time competing, BOCES 2 Career and Technical Education students took top honors at the Western New York Auto Collision Competition on Dec. 15 in Amherst, New York.

Senior Armani Rosario (Greece) captured overall honors as the top senior collision repair technician. He competed in three categories: refinishing and blending color, estimating, and plastic repair. Rosario was awarded a spray gun valued at \$300, a \$200 cash prize and a \$7,500 scholarship to Ohio Technical College. As a result of his win, a large traveling trophy will be housed at WEMOCO Career and Technical Education Center until the competition next year.

Elizabeth Cumbie (Brockport) was the top winner in the junior competition, taking first place in the dent repair and parts identification categories. She took home a \$100 cash prize. Cumbie said that her work in Mr. Boyler's Auto Body Collision and Repair Technology class prepared her for the competition.

Giovannie Rodriguez (Greece) and Zackery Brockman (Gates Chili) competed as well. Each participant received a \$1,000 college scholarship to Ohio Technical College, \$25 cash prize and a special shirt.



## Coding Unplugged in Churchville-Chili's Open Mind Zone

Each of Churchville-Chili's three elementary schools has plans to create its own unique makerspace, with a little help from Monroe 2–Orleans BOCES School Library Services (SLS) and CaTS Instructional Technology Specialist Megan Hugg. Teachers will use the spaces for advanced hands-on projects for their students, aligned to any grade-level curricula. Students may gather to collaborate, build or invent. Projects might include coding or robotics, science or engineering experiments, visual arts, or journalism and video production.

"Each school's space will evolve independently, focusing on their own school community's interests and needs," said Hugg. "Initially, much of the equipment will be borrowed from BOCES, so each space can see what their users want to explore. The shared goal in all the makerspaces, regardless of technology or materials used, is to encourage curiosity and help children learn lifelong skills, like teamwork and problem solving."

The first space to go live, Chestnut Ridge School's Open Mind Zone was filled with second-grade students being introduced to coding as part of the international Computer Science Education Week. This was their very first experience with writing lines of code to control the actions of robots. Hugg started with a lesson called Coding Unplugged. There wasn't a computer or a robot in sight: at this point the learning was all conceptual.

"We begin by getting students comfortable with the vocabulary of coding," Hugg said, "Terms like logarithms, bugs and debugging. Then they imagine the instructions they would need to write to direct a robot to move cups and place them into a pattern: pick up, move forward, put down. Students learn how to work in teams, writing simple code. They role play and become 'robots,' testing the code instructions to see if they actually work."



BOCES 2 Technology Specialist Megan Hugg explaining "bugs" to curious second-graders.

From this basic beginning, they can quickly move on to working with real robots and programming kits. The resources available through BOCES 2 give librarians and teachers many avenues to choose from.

School Library Services now has 19 different kinds of makerspace kits for schools, covering a range of interests and ages. More than 210 makerspace kits have been circulated to component school libraries and over 100 kits are booked for the rest of this school year. There has been increased interest in screen-less coding resources for younger students, and there are several options for that in the collection, including Cubetto®, and Robot Turtles™.

SLS's makerspace consultant Lindsay Neumire provides all the training schools need to use everything in the collection. She said, "We are happy to partner with our districts as they develop their own makerspaces, whether it is lending kits or providing guidance."

"Of course, the possibilities for learning in the new makerspaces aren't limited to STEAM (science, technology, engineering, arts, math) subjects," said Hugg. "It will be exciting to see all the places students and teachers take their future explorations."

Teams of second-graders write simple code to instruct a "robot" to pick up and place plastic cups in a preferred pattern.





## NYSCSH launches new Learning Management System

There are now even more reasons to make the New York State Center for School Health (NYSCSH) a tier-one resource if you are concerned with providing a safe, healthy learning environment for students. Long known as a trusted source of information and professional development for school health nurses, health educators, medical directors and school administrators, the NYSCSH has recently added several new features to help users improve their practice.

**Perhaps the most exciting development is the introduction of a new Learning Management System (LMS).** Professionals accessing NYSCSH's comprehensive catalogue of training resources and webinars will now be able to create free online accounts where they can store all of their associated learning in one place. They can build a library of courses taken for quick review, plus save links to resources and their own printable pre- and post-test results. All new training content on the NYSCSH site is mobile-ready for easy, on-the-go access.

**NYSCSH also offers webinars with Continuing Teacher Leader Education (CTLE) credit at no charge.** They include the NYS Department of Health approved training on Opioid Overdose Prevention and Epinephrine Auto-Injectors in Schools which were created specifically for NYS school staff. The newest webinars and presentations released by the Center include "Creating LGBT Inclusive Schools" and "E-Cigarettes and Vaping." Their recently improved webinar platform allows users to participate in interactive activities within the webinars, and offers a full user experience with the chance to review learning in real time. After passing a post "knowledge check," users can obtain their CTLE code and print their certificate immediately, as well as archive the document in their LMS account.

"We've recognized that our audience demographic is changing," said NYSCSH Director Linda Khalil. "Health professionals have become more active on social media. As the field becomes ever more challenging and fast-moving, there is a greater need for networking, relevance, interactivity and just-in-time learning. We are addressing those needs with multiple solutions, through a variety of communications channels that our audience can access when and how they prefer."

To meet these changing needs, NYSCH has recently initiated **a new Facebook page, @NYSCSH, with Group pages for School Nurses, School Health Education Teachers and School Medical Directors.** The pages provide opportunities for professionals to connect directly, share information and support one another.

NYSCH is part of the Department of Exceptional Children at Monroe 2–Orleans BOCES. If you are not yet familiar with NYSCSH, now is a great time to check out their website at [www.schoolhealthny.com](http://www.schoolhealthny.com) and share the information with your own health team.

“The LMS allows our users to measure their own learning growth over time. It also allows us as content creators to measure our training success, so we can constantly increase the quality and effectiveness of our offerings.”

– NYSCSH Director Linda Khalil

## Strategic Plan Update MAARS

### Strategic Goal

Customer Satisfaction

### Key Strategy

Provide programs and services to meet the needs of customers

Monroe 2–Orleans Accountability, Assessment & Reporting Services (MAARS) works directly with our component school districts to provide differentiated and targeted support in several areas. These areas include sharing information related to new data reporting requirements as a result of the Every Student Succeeds Act (ESSA), analyzing new district-specific data reports provided by the NYSED Office of Accountability, sharing regulations and best practices related to student and staff data privacy requirements, and supporting districts with professional development specific to their unique assessment platforms.

In the 2018-19 school year, MAARS has prioritized leading district meetings through a series of three unique ESSA meetings. These meetings included a consultation with district leadership teams to ensure the reporting of accurate data, which is used in accountability decisions, understanding the new district and building-specific measures of interim progress, and understanding the new 2018-19 accountability designations under ESSA.

In addition, MAARS has collaborated with Technology Services to provide enhanced support to districts that utilize various assessment platforms. This includes working with instructional staff to analyze reports, identify trends across classrooms and students in order to plan for student instruction that is targeted to individuals' strengths and needs.

Finally, as a result of the collaboration with the 12 Regional Information Centers (RICs) across the state, MAARS has continued to refine the Data Privacy Service to support district compliance with Ed Law 2D and the Parent Bill of Rights. This will provide updated information relative to recognizing and avoiding data breaches, providing resources for security leadership, and implementing the new state 2D regulations that are currently in draft form.

# New year, new look for *Together*

You may notice something a little different about this issue of *Together*. After nearly six years, the BOCES 2 flagship publication has undergone a transformation in the form of a sleek and modern redesign.

*Together* was launched in 1973 by then-District Superintendent Dr. Richard Ten Haken and School/Community Relations Coordinator Robert Thompson. The biweekly newsletter began as an attention-grabbing green sheet of paper, inserted into paycheck envelopes. It was the byproduct of the first organized attempt by the BOCES to establish a regular communications link with component districts, board members and staff.

"The name *Together* was selected to highlight the major purpose of the publication," said Ten Haken. "Bringing people together, letting each other know what was happening when we worked as a team."

*Together* quickly became a go-to for those seeking information about BOCES 2. After a few years the single green sheet evolved into a green tri-fold. It wasn't until 1995 that *Together* was transformed into the magazine-style publication we know today.

The last major redesign of *Together* came in October 2013 when the publication went from a maroon and black look, back to a simpler, red design. Now, in 2019, the goal was to further enhance the visual experience for readers in a way that reflects the BOCES 2 mission and vision. Along with the redesign, there also comes a new editor.

"*Together* highlights the very best of BOCES 2," said Iva Petrosino, communication specialist. "It shines a light on all of the wonderful achievement of our students and staff. As editor, I intend to continue to celebrate the ways in which BOCES 2 is moving forward together with our component districts."

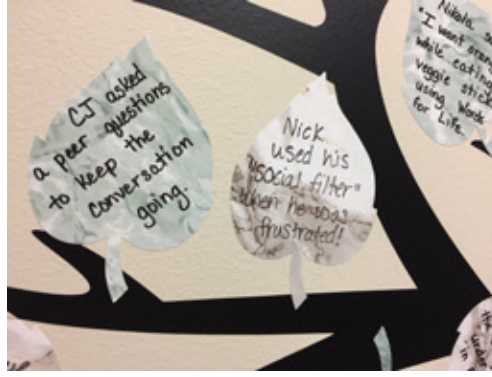


## Print shop upgrade

The BOCES 2 Print Shop has a shiny, new piece of equipment to help school districts and BOCES departments with their printing needs. A new collator/saddle-stitcher is officially up and running. This new machine is more efficient and helps the print shop keep up with the growing demand for district newsletters, calendars, student booklets and more. It replaces the old collating system which needed increasingly more attention from service technicians, leading to down time and additional costs.







## Flowers and speech achievements blooming at RTP

Despite having no sunlight, water or soil, a tree has been growing and blossoming in the lobby of one of our Rochester Tech Park offices for nearly two years. How is such a phenomenon possible? The only nutrient this tree needs is student success.

The project began in 2017 as a way to celebrate Better Hearing and Speech Month, which occurs every May. It started with leaves that featured various speech accomplishments attained by students in our programs. Speech teachers and therapists worked with the Work-Based Learning Program at RTP to use the die-cut machine to cut out each individual leaf. The following year, the same group worked together to add flowers. Now nearly two years later, it has become a beautiful work of art that many students from several programs can be proud of.

"The tree is a wonderful way to showcase student accomplishments and really represents the wide range of students and abilities that we work with at BOCES," said Speech-Language Pathologist Megan Knopp. "It's so nice to walk by the tree as I go into the office and be reminded of our students' achievements and hard work."

## Friends helping friends

Teacher Kelly Nauerth's preschoolers at Munn Elementary School practiced waving "Hello" so they could properly welcome the soon-to-arrive "big kids." After that very enthusiastic greeting, the visiting 12th-graders from school social worker Maria Tantillo's Therapeutic Day Program class got right down to work making friends. They each read a favorite book to their young audience, holding their attention with gentle humor and skilled showmanship. Then they patiently helped the little ones create handmade tree ornaments for the holiday. Each seemed to make a special connection to at least one or two of the younger students, who clearly looked up to their new role models.



Evan Rodgers (Churchville-Chili) spent some quality time getting to know this friendly youngster.



Tony Stone (Churchville-Chili) introduced younger students to Dr. Seuss's "Hop on Pop."

## SkillsUSA Fundraiser Vendor and Craft Show

benefitting Monroe 2-Orleans  
BOCES Career and Technical  
Education students participating  
in local, regional and state  
SkillsUSA competitions

**Saturday, March 30**  
**10 a.m. to 3 p.m.**

**WEMOCO Career and Technical  
Education Center**

**3589 Big Ridge Road, Spencerport,  
NY 14559**

**Come out and support students from more  
than 13 local high schools in their journey  
towards becoming tomorrow's workforce**

## Retiree Connections

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](mailto:ipetrosi@monroe2boces.org) or mail it to BOCES 2 Communication and Technology Services, 3625 Buffalo Rd, Rochester, NY 14624, attn. Iva Petrosino.

## Condolences to:

**Barbara Diehl** (retiree) on the passing of her father; the family of **Shari Shatzel** (retiree)

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*Award-winning publication*



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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 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.

## SkillsUSA gives back



New York State SkillsUSA officers presented Golisano Children's Hospital with a big check to help kids. Area 1 Vice President Madelyn Crowley (Gates Chili) and historian Skylar Wetzel (Churchville-Chili), pictured left, were part of the group to raise and present \$2,700 to the hospital to purchase three patient transport cars, known as Kiddle Cab Kruzzers.