

TOGETHER

June/July 2020

Nothing but the truth at NYSCSH

During this time, we are all facing many challenges. The New York State Center for School Health (NYSCSH) team, which is part of the Department for Exceptional Children at Monroe 2-Orleans BOCES, has stepped up to meet these challenges. NYSCSH is supporting schools by gathering and verifying important health information for school nurses, school medical directors, school health educators and other school professionals throughout the state.

“One of the center’s activities as a contract office for the New York State Education Department is to aggregate and curate current evidence-based resources for school health professionals,” said NYSCSH Director Linda Khalil. “Right now, an overwhelming amount of health information on COVID-19, some accurate and some inaccurate, is being shared through various media outlets, leading to confusion and anxiety. Our job is to be a one-stop source for credible information.”

NYSCSH recently launched the #ThinkCheckCorrect campaign, inviting school health professionals and others to take a pledge to make sure health information is reliable before using it themselves or sharing it with others. To make keeping the pledge easier, NYSCSH has created a resource page called Finding and Using Credible Health Resources that shares recommendations for evaluating credible health information

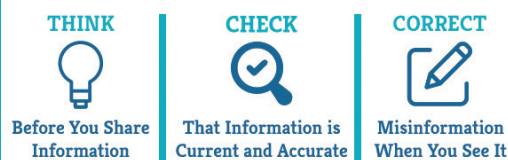
along with links to trusted sources. This campaign is not limited to the present COVID-19 pandemic, but addresses best practices in finding, evaluating and using health information as a life skill.

“We update the NYSCSH website several times a day,” said Khalil. “It contains current, credible, concise information on COVID-19 and other issues from the Center for Disease Control, New York State Department of Health, New York State Education Department, Office of Children and Family Services, and other resource organizations in one place. It also includes resource pages for school nurses, school medical directors and school health educators, along with mental health resources, FAQs, real-time tracking tools, tips for avoiding online phishing scams, and new resources to use to work and teach remotely. We collaborate with NYSED Student Support Services daily and are currently working on resources for school re-entry.”

In addition to staying in touch with some 4,500 email-subscribers and over 1,000 Facebook users, the NYSCSH team also offers a suite of professional development training webinars. Topics

#ThinkCheckCorrect
I Pledge To Teach and Remind Others To:

STOP the Spread of Misinformation



 New York State Center for School Health
Supporting Student Success Through Health and Education

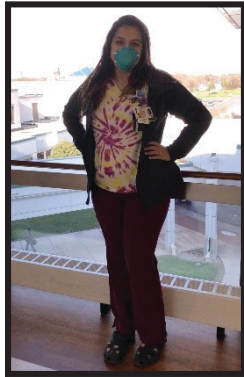
include a range of interest areas, from HIV prevention and asthma management to opioid overdose prevention and e-cigarettes. The newest course provides an overview of how to navigate the internet and use common computer shortcuts, which will be very helpful to school staff who are now working and teaching remotely. NYSCSH’s sophisticated online learning management system (LMS) allows learners to easily track and measure their learning. Certified teachers and administrators receive Continuing Teacher and Leader Education (CTLE) credit upon completion.

“You can use the LMS to take advantage of educating yourself no matter where you are,” said Khalil. “It helps you be better prepared to provide care, support and educate your students and families.”

WEMOCO alumni on the frontlines during the COVID-19 pandemic

Former Career and Technical Education students have been on the frontline in the fight against the novel coronavirus. Alumni who started careers in the health industry have spent the last few months seeing, firsthand, the impact this pandemic has had on our community.

Alaina DeCamella was a student in the Certified Nurse Assisting (CNA) program at WEMOCO. She now works as a patient care technician at Unity Hospital and a CNA at Monroe Community Hospital, caring for people who have the highest risk of contracting the virus.



Alaina DeCamella

James Williams works as a clinical laboratory support technician at the University of Rochester Medical Center (URMC) Labs, working with COVID-19 test samples. When he was a student at WEMOCO, he was part of the Laboratory Technology program.

“WEMOCO prepared me for the real world of laboratory science,” said Williams, who never imagined he would be facing a situation like this during his career.

“As an essential worker, we are doing our best to fulfill the emptiness and fear these patients are feeling, at the same time we try to keep ourselves protected,” says DeCamella, who says many of the patients she cares for have been experiencing overwhelming emotions throughout the last few months.

DeCamella said that working on the front end in the hospital throughout the COVID-19 pandemic has had a huge impact on her.

“It’s a 50/50 game every day,” said DeCamella. “Going to work and not knowing if you, yourself, are the carrier that could give this to a vulnerable co-worker and/or patient or if someone is going to give it to you and you take it home to your family. It’s nerve wracking.”

Williams said his job has changed in many ways since the beginning of the COVID-19 outbreak.

He said the laboratory technicians have been cross-training in other lab departments in order to help with COVID-19-related duties. His duties in the specimen receiving department, where he works, include receiving, registering and doing the pre-analytical processing of most outpatient samples for the URMC system. Once a person has the COVID-19 swab test, the doctor sends the sample to the lab so the technicians can register the patient and the specimen information. The pre-analytics tests include spinning blood into serum or plasma and aliquoting (dividing a sample into multiples) after it is delivered for testing and sent back for storage.

Williams said the lab he works in receives samples from a multitude of places including labs, clinics and hospitals both within and outside of the University of Rochester medical system. He said some days they see more than 100 samples

come into the lab, with that number increasing as testing continues to ramp up and become more accessible.

“It can be a little scary and intimidating working with and around COVID-19,” he said.

DeCamella said not having support from patients’ family members has been another huge change in not only the patients’ lives, but in the hospital staff members’ lives as well. In addition to losing their face-to-face time with families, some patients are unable to talk to them over the phone because of their condition.

According to DeCamella, as patients grow frustrated and upset, they lose the motivation and momentum they have been building with the staff.

“You do the best you can,” she said. “You play games, do their hair and nails, ask them if they want to take a walk or if they want to do a puzzle or just talk. You explain their family is waiting for them to come home, always.”

One ray of light that DeCamella mentions is that depending on the diagnosis of the patient, some have been able to see their families through a window while maintaining social distancing.

Williams and DeCamella both say the COVID-19 crisis has taken a toll on them, as well as their co-workers, both physically, and emotionally.

“Our faces are bruised, and we feel like we are about to pass out in every room we enter,” said DeCamella. “Emotionally, the staff is exhausted.”

She says it is difficult to watch people struggling with the virus and to hear first-hand stories about what people have been going through over the last few months.

Williams said that he has coped by taking things day by day. He said that on the days it seems hard to get through, he focuses on the present and doing what he can in that specific moment, rather than worrying about what might happen tomorrow.

The thing that helps Williams the most throughout this crisis is the support he receives from the university, the lab and his department administrators. He said that he also loves the fact that lab technicians are being recognized by the medical teams and the community they are helping because they do not always get the recognition and praise that other colleagues with more patient-facing duties get.



James Williams

“Knowing that the community is there for us and they are supporting us is what keeps us going,” said Williams, acknowledging that it is nice to be recognized during all of this.

Career and Technical Education staff congratulate scholarship award winners during scholarship parade

Horns and four wheels aren't typically things associated with scholarships, but this year, 10 BOCES 2 Career and Technical Education (CTE) students recently learned how they correlate.

On June 5, WEMOCO teachers and staff visited the home of each scholarship award winner during a scholarship parade. A line of cars decked out with messages of congratulations made their way through each neighborhood, honking in recognition of the award winner.

Families were waiting outside, eager to celebrate their student's accomplishment. Neighbors also made their way outside and upon seeing what the parade was for, were quick to offer up their own congratulations for the students.

Each student was presented a Scholarship Award Winner lawn sign before being handed their scholarship certificate and check. Students were also able to get a picture taken with their teacher and their lawn sign.

"The afternoon was an emotional celebration shared by students, families, faculty and staff," said WEMOCO CTE Assistant Principal Robert Hill.

All CTE completers were recognized during a drive-thru celebration at WEMOCO on Thursday and Friday, June 11-12.

Award winners include:

Vincent Ariola (Carpentry/Churchville-Chili)

- Rochester Home Builders Association Scholarship

Nicholas Blackburn (Automotive Technology/Brockport)

- John B. Barry Memorial Award

Elizabeth Davlin (Laboratory Technology/Greece)

- Association for Career and Technical Education Administrators (ACTEA)/WEMOCO Student of the Year Award
- Monroe County Council of Superintendents Dr. Michael C. O'Laughlin Outstanding Senior Recognition



Students were presented with a Scholarship Award Winner lawn sign before being handed their scholarship certificate and check. Students were also able to get a picture taken with their teacher and their lawn sign.



Cars decked out with messages of congratulations paraded through each neighborhood, honking in recognition of the award winner.

Matthew DeVos (HVAC/Plumbing/Hilton)

- Rochester Home Builders Association (RHBA) / Construction Industry Foundation (CIF) Scholarship

Nura Ibrahim (Certified Nurse Assisting/Spencerport)

- Ferris Goodridge Auxiliary Award

Crystal Lee (Laboratory Technology/Greece)

- John M. Dennis Memorial Scholarship
- The Victor and Janet Salitan Scholarship

Mario Milks (Advertising Design/Multimedia/Churchville-Chili)

- Donald F. and Maxine B. Davison Memorial Scholarship

Timothy Roesner (Engineering and Metal Fabrication Academy/Hilton)

- ROMOLD, Inc. Scholarship

Madison Spencer (Certified Nurse Assisting/ Spencerport)

- Donald F. and Maxine B. Davison Memorial Scholarship

Thomas Walter (Automotive Technology/Gates Chili)

- Cameron B. Estes Memorial Award
- The Victor and Janet Salitan Scholarship

WEMOCO Food Services student receives ServSafe certification

Throughout the BOCES 2 Career and Technical Education Food Services program at WEMOCO, students can receive industry certifications by participating in training courses. One of the Food Services students, Caitlin O'Hara, is the first in this year's Food Services class to receive the ServSafe Food Handler Certification.

O'Hara worked closely with her teacher Scott Barnard, Senior Teacher Aide Judy Merritt and Student Behavioral Assistant Loriann Zabawa throughout the process.

"Caitlin has many great qualities. She is a very trustworthy, responsible and kind-hearted young lady. She is reliable and does what is asked of her to the best of her abilities," said Zabawa. "Caitlin has also shown a good work ethic in and out of the classroom and will thrive in the future."

ServSafe is a food and beverage safety training and certificate program administered by the National Restaurant Association Educational Foundation, which is a curriculum partner with WEMOCO's Hospitality Cluster programs. The program is accredited by ANSI and the Conference for Food Protection. The ServSafe Food Handler Certificate verifies basic food safety knowledge and is for individuals in food handler employee-level positions.

During the remote learning period, students had the opportunity to register for the training course and then take the assessment that follows the training. Students are only able to take the test once and must complete the test in one sitting. If a student passes the assessment, they receive their ServSafe Food Handler Certification.

"Without Judy Merritt's hard work, we would have had a tough time getting the students registered," said Barnard. "Judy was instrumental in collecting the data needed for registration. She presented the data students needed for registration in a step-by-step format that was easy to follow."

"Caitlin has also shown a good work ethic in and out of the classroom and will thrive in the future."

-Student Behavioral Assistant
Loriann Zabawa

The certification is strongly encouraged by the Hospitality Cluster at WEMOCO, due to the impact it can have on students' future in the industry. Not all students receive this certification, yet all are encouraged to take the assessment. The training is an independent project and is not a graded assessment for the class, as it is meant as an extra opportunity for students in these programs.

"Chef Barnard is a fantastic teacher," said O'Hara. "My class is fantastic. It is good for beginners and middle-skill kids because it goes over all the stuff you need to know about cooking. I think it is a good idea for other kids to take this class!"

The challenge presented this year has been the remote aspect of the instruction for the certification. Although the class covered all the essential material this year, it was a challenge to remotely review and instruct students with limited interaction.

"I really am impressed with Caitlin's drive to succeed," said Barnard. "Most students have struggled with the at-home learning; however, Caitlin has demonstrated her ability to work independently and has the desire to succeed."



Caitlin O'Hara is the first in this year's Food Services class to receive the ServSafe Food Handler certification.

CTE students and staff speak with deployed airman

CTE students and staff recently had the opportunity to hear from Senior Master Sergeant Richard Gage via Zoom.

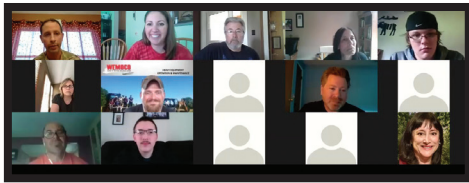
In December, students and staff from WEMOCO collected s'mores ingredients and greeting cards to send overseas to Senior Master Sgt. Gage and his troop in Bagram, Afghanistan. Sixteen boxes, fully loaded with graham crackers, Hershey's chocolate bars and bags of marshmallows were received by the troop on Dec. 30.



A look at all of the s'mores ingredients collected to send overseas to Senior Master Sergeant Gage's troop in Bagram, Afghanistan.

During the Zoom call, Senior Master Sgt. Gage shared his story of deployment. He told stories of what he and his troop went through, answered questions from students and showed a video montage of his troop overseas and their return home.

He also read a letter, detailing how much his troops appreciated the s'mores gift from WEMOCO students. He honored WEMOCO with a certificate of appreciation and an American flag, which flew during one of their missions. To watch the "thank you" portion of the call, visit <https://bit.ly/3cay6KL>.



CTE students and staff participated in a Zoom call with Senior Master Sergeant Richard Gage, who was one of the recipients of the s'mores ingredients that students collected in December.

Smyka completes RRTL program

Stephanie Smyka, coordinator at the Office of Curriculum, Instruction and Professional Development, recently graduated from the Ohio Reading Recovery Teacher Leader Program.

This year-long program is one of most rigorous programs and one of the most successful reading programs in the country.

"This is the most challenging, humbling, and rewarding accomplishment in my professional life," said Smyka in her announcement on Twitter. "I am ever grateful to the districts in our site for supporting this venture. I promise to lead your teachers well."

"She is such a hard-working and dedicated professional - I am so proud of her," said Assistant Superintendent for the Office of Curriculum, Instruction and Professional Development Dr. Marijo Pearson.



Connecting in Kendall

Boces 2 Special Education teachers and staff in Kendall have given students and their families plenty of cool ideas for fun things to do and learn at home. Teacher Brittany Marciniak and her colleagues brainstormed ways for using the school's Schoology site to host a growing video collection of crafts, science experiments and read-alouds for their students. Contributors Christin Cady (SBA), JoAnn Church (teacher aide), Chelsea Chatman (SBA) and Michael Guerrieri (SBA) created sock bunnies, explained the three states of matter, read stories and made little monsters from tissue boxes. Teacher aide Erin Schmeer even took students on a virtual tour of her farm where they met donkeys Kanga and Roo.



Staff at Kendall created sock bunnies via Schoology to give students and families one of many ideas of fun things to do at home.

A safe haven for preschool learning

The recent school closure proved to be strange and difficult, especially for our youngest students.

“My students are confused,” said Monroe 2-Orleans BOCES Integrated Preschool teacher Anne Schwartz. “They are confused as to why they can’t go to school anymore and they don’t understand why public playgrounds are closed. I am most interested in having my students stay connected with familiar things. I am trying to create some continuity for them.”



Preschool teacher Anne Schwartz reads Roaring Rockets to her students via YouTube video.

Schwartz and her classroom team of an autism specialist, a nurse and multiple related-service therapists found creative ways to do just that. Her two preschool classes (a dozen students in each) followed the standard UPK curriculum with weekly interactive Zoom lessons focused on integrating letters, numbers, shapes and colors. Virtual class activities ranged from yoga and music to planting seeds. The educators shared new versions of many of the favorite songs, books and videos students got to know earlier in the year. Weekly story time sessions were added to the mix.

The team created a weekly newsletter for parents that detailed the educational goals of the week’s classes, suggested fun things to do, and included tips and links to valuable resources. Schwartz also launched her own YouTube channel, Classroom Fun, which features themed videos that follow each week’s learning explorations.

Both the students and their parents responded enthusiastically to the preschool outreach program. “I have a parent who sends me pictures of their child watching my videos,” said Schwartz. “One parent told me that the Zoom classes help break up their day, and several have sent me pictures of their children engaged in the educational activities suggested in the newsletter.”

Ridgecrest stays in touch

Since March 25, every weekday morning finds the Ridgecrest Academy “family” gathering around a Zoom meeting for a virtual check-in. “The uncertainty in today’s situation has been overwhelming for all of us at times,” said Special Education teacher Kate Bulmahn. “It’s important to connect with students on both a social and emotional level to help them find healthy ways to cope.”

The teachers and social workers take turns leading the meetings. The seventh- and eighth-grade students and staff play games, discuss life and participate in mindfulness activities. “Students have become more comfortable with the format as time goes by,” said Bulmahn. “At first very few students showed their face or shared. Now we have four or five students who participate daily. We’ve seen almost all of the students at least once.”



“This has been a difficult time for everyone, but this how we stay connected,” said Bulmahn. “It’s definitely better than nothing, but we’d all rather be at Ridgecrest.”

Career and Technical Education Center receives Quality Recognition

SkillsUSA advisor Rachael Piccolo and the WEMOCO Career and Technical Education Center received a Quality Recognition at the SkillsUSA State awards. That recognition is in the Chapter Excellence Program (CEP), which recognizes achievement as it relates to the integration of the SkillsUSA Framework in chapter program of work activities.

To earn the recognition, the WEMOCO chapter needed to use the SkillsUSA Framework as a guide in creating relevant activities that

encourage participation and foster an understanding of student learning attained during the day. The goal of using the SkillsUSA Framework is to link students to the application of personal, workplace and technical skills demanded by industry.

“Students took part in the planning, organization and implementation of activities that helped develop their workplace, personal, and technical skills,” said Piccolo. “They then were able to document their achievements and submit to SkillsUSA. This award

is a testament to our student officers for the great leaders that they are becoming.”

The SkillsUSA State competition in Syracuse was canceled this year due to the coronavirus pandemic. Students did compete at a regional competition in Alfred in early March. The SkillsUSA Board announced the State award recipients during the first week of May. This is the second time WEMOCO has been recognized for the Quality Recognition award.

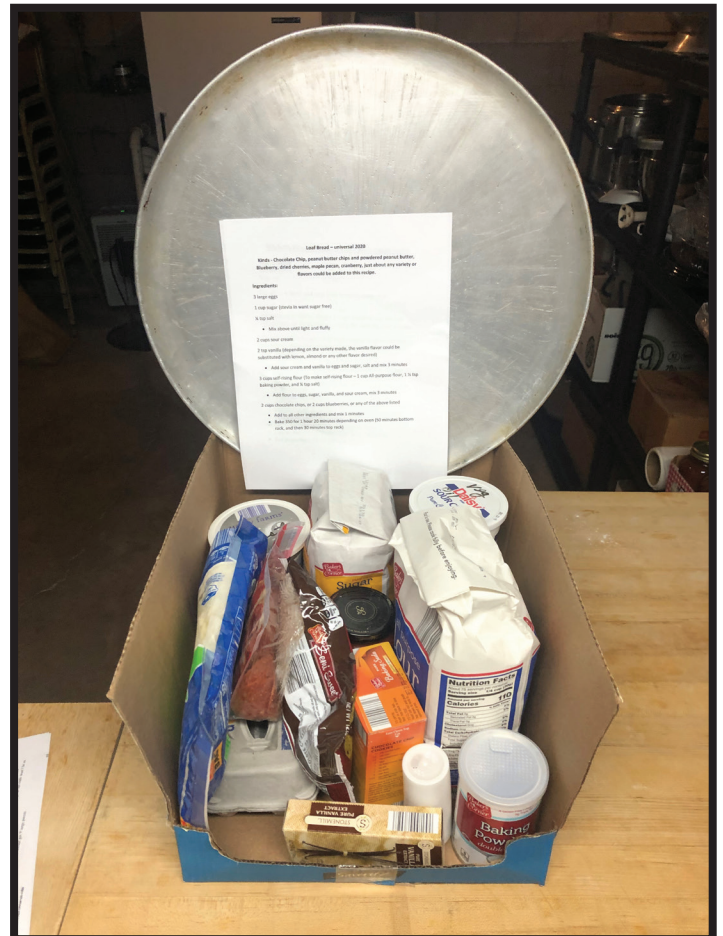
WEMOCO Baking teacher provides students with recipe kits

As schools closed and students began distance learning, some of the students enrolled in the Baking program at WEMOCO found themselves without the supplies they needed to continue their career and technical education learning. Typically, students would use culinary equipment and learn proper food handling procedures. So, to ensure students were able to continue baking at home, teacher Tom Noto assembled kits to offer his students.

The kits include two easy recipes that can be universally used to make many varieties of loaf breads, lean breads, lean dough items and pizzas. Noto also included a pizza pan the students can use. Students expressed interest in the kits by reaching out to Noto, and he coordinated deliveries to those students so they could continue the recipes associated with the units they were learning.

“Teaching through distance learning was interesting, different for sure, and fun in certain ways,” said Noto. “I had to learn how to engage certain students in different ways and different formats.” He hopes students can take their mind off some of the chaos everybody is currently going through by spending time baking.

The Baking program at WEMOCO allows students to plan and prepare baked goods: breads, pizza, rolls, cakes, cookies and pastries. This course includes merchandising, customer relations, and the opportunity to operate a retail bakery. The baking program is completed in one year.



George Howard retires from BOCES 2 Board

George Howard has volunteered to serve as a board member at Monroe 2-Orleans BOCES as the representative from the Wheatland-Chili Central School District 34-plus years.

BOCES 2 board members typically serve three-year terms alongside volunteers from the other nine component school districts. Over the years, the representatives from Brockport, Churchville-Chili, Gates Chili, Greece, Hilton, Holley, Kendall and Spencerport fluctuated, but Howard remained a constant on behalf of Wheatland-Chili.

Prior to serving on the BOCES 2 Board, Howard was on the Wheatland-Chili CSD Board of Education for 12 years beginning in 1974. "As the smallest district in Monroe County, our Board of Education liked the concept of partnering with BOCES 2," said Howard. "It gave our district opportunities we couldn't afford to do on our own." By serving as a BOCES 2 Board Member, "I believe I helped to build the quality and quantity of programs for all students," he said.

"George has dedicated over 46 years between the Monroe 2-Orleans BOCES Board of Cooperative Education Services and the Wheatland-Chili Board of Education. He has volunteered countless hours on behalf of students and educators," said Jo Anne Antonacci, District Superintendent of Monroe 2-Orleans BOCES. "George is a staunch supporter of our cooperative."

"I enjoyed volunteering on the BOCES 2 Board," he said. "I especially enjoyed when students came to present to the Board about what they were learning." Board members would also attend open houses, program events with students and families, and talk with District students attending the WEMOCO Career and Technical Education Center (CTE). "We learned about their program and what the opportunity to explore a career field meant to them."

Howard recalls a proud moment: "When attending a New York State School Board Association conference, I remember seeing a WEMOCO CTE student as the instructor. He was presenting to adults who were attending

the conference and he was poised and knowledgeable. He didn't just memorize a speech. He put together a project and he knew all the reasons why it worked."

A graduate of the University of Rochester with a Bachelor of Science in Business Administration, Howard worked for 40 years at Eastman Kodak Company in the film and paper testing division, which became the Quality Service Organization testing all film, paper, and chemical for Kodak.

Now retired from both his career at Kodak and his 46 years of volunteering on school boards, as of June 30, 2020, he hopes to learn something new. "I've always been the student and there is a lot more I would like to learn about." He feels his public school education growing up in the Buffalo area has served him well.

"His affinity for education and desire to be a lifelong learner has kept George's mindset focused on what students needed most," said Antonacci. "We are so thankful for his dedication to students and families across our region."

BOCES 2 Board Member Dennis Laba, representing Gates Chili CSD, has worked on the Board with Howard for 14 years. "One accomplishment that stands out is how our Board worked together to maintain the Preschool Program to BOCES 2. Because of George's career background, he really watched all the financial pieces and how funding the program could be possible. He has a wonderful sense of humor and it has been great to work with him."



"My wife, Marion, has always been my biggest supporter," said Howard. "Over the 46 years, she has gotten me out of the house to attend all these meetings. She always supported the time I put in on school boards. You can't do it without family help." Howard and his wife have two daughters, Terry Pullmans and Lori Brei; and a son, Geoff Howard.

"I don't think any of us have come anywhere close to giving so much to the communities we live in as our dad has," said Pullmans. "I think he started on the WCCSD school board when I went to college – and I had my college years, my career, 10 years of retirement, and he is just ending his time on school boards."

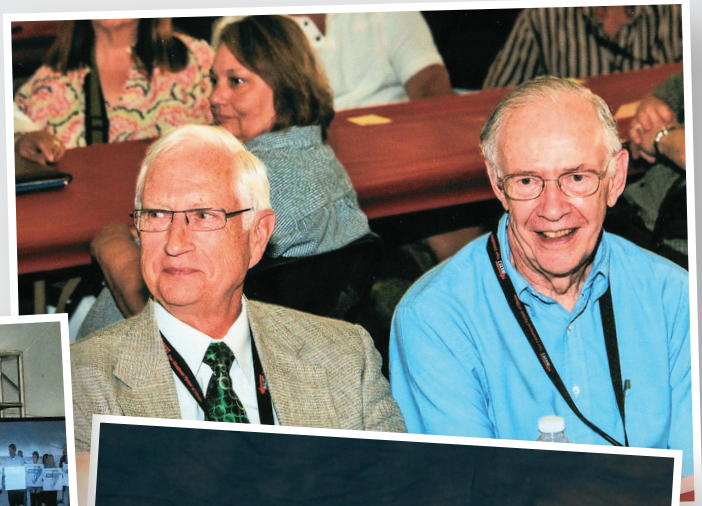
"I am very proud of my dad for all he has done," said Brei. "He enjoyed putting in the time, questioning everything until he got the answers he needed, working on budgets, following through with projects, and attending conferences. He put his whole heart into every meeting."

"As long as I can remember, my dad has been active in the community," said Geoff. "He has been a Lion, Rotarian, and the budget officer for the Town of Wheatland. His true calling was the Wheatland-Chili School Board and BOCES 2 Board. He has always wanted to ensure that

the schools were providing the best education possible in the most efficient manner. His ability to see the big picture when dealing with difficult situations has definitely been beneficial. I am very proud of all of my father's accomplishments. He has given much to his community, while being the best father and role model I could ever ask for."

"I truly hope I have helped enrich the learning opportunities for students," said Howard.

On Friday, June 5, 2020 Marion Howard passed away. George and Marion were married for almost 66 years. "What I will always remember most about Marion is how loving and kind she always was," said Antonacci. "The world is a better place because of the Howards."



Heavy Equipment student advocates for CTE as senior project

Heavy Equipment Operation and Maintenance student Zach Hursh is a senior at Brockport High School. For his senior project, he chose to use the opportunity as a chance to advocate for Career and Technical Education (CTE).

For the project, Brockport seniors were asked to respond to the following questions:

- “What is my motive?”
- “What inspires me?”
- “What moves me forward?”
- “What is my story?”
- “What is my legacy?”
- “What are my strengths and how can I best use them?”
- “What do I alone have that is valuable, and what can I contribute to my community?”
- “How does my inspiration connect to the world around me?”

Knowing that the audience for the project is Brockport staff and future students, Hursh came up with the idea to focus on his time attending WEMOCO and why it is a good option for high school students who want to explore their career interests.

Hursh said that he chose to advocate for CTE because he is not sure he would have graduated from Brockport without the hands-on learning he was offered throughout the CTE program. He says he likes that he can ask the question “when am I going to use this?” and learn the answer by experiencing it.

“I want future students to know that there is more out there than just college, and to just explore and see that WEMOCO can even help you with college, if that’s your path,” said Hursh. “Most of all, I want them to know that WEMOCO offers so many different classes and to just at least go on a tour or check it out.”

Hursh had family attend WEMOCO, so he was familiar with the options to explore career interests through the different programs offered. He chose to take Heavy Equipment Operation and Maintenance, being familiar with the program through his cousin.

Hursh said that the Heavy Equipment Operation and Maintenance teacher, Jim Slocum, is a great teacher and is



Heavy Equipment Operation and Maintenance student Zach Hursh (Brockport) works alongside teacher Jim Slocum during his class at WEMOCO.

always willing to help with whatever his students need. If he is not able to, he will find somebody who can. He enjoys the different ways Slocum uses to teach his students, trying to keep students as involved and engaged as possible. Hursh said that he is not sure he would be ready to graduate high school without him.

“It’s refreshing to see the value our students see in our programs and how eager they are to share their experiences with others,” said Slocum.

Far apart, yet close together

The relationships between Westside Jr./Sr. High Academy staff and students are stronger than distance. They've all been finding many ways, both large and small, to stay connected.

Like schools everywhere, Westside Academy and its teachers have been working to keep students involved and engaged with their school work. Staff reached out daily with email, phone, text, Schoology and Zoom conferences. Principal Martha Willis initially spent several days personally visiting and delivering laptops to students to help them get set up.

"With a school our size, we are like a family and really care about each other," said counselor Kelly D'Angelo. "I have had many exchanges with students regarding activities that have helped to keep them centered and focused. One student has shared many drawings and paintings with me and has challenged me to take up this hobby, hoping to receive pictures of my progress. Another student has shared pictures of family pets and has also inquired about my pet. We've both enjoyed sharing pictures."

Teacher Mark Donnelly gathered student pictures taken earlier in the year by physical education teacher Aida Kuhlkin and created a video tribute for the students all the staff are missing. "We are far apart; under stress; filled with questions," the video begins. "But we are hopeful, looking forward, confident and strong."

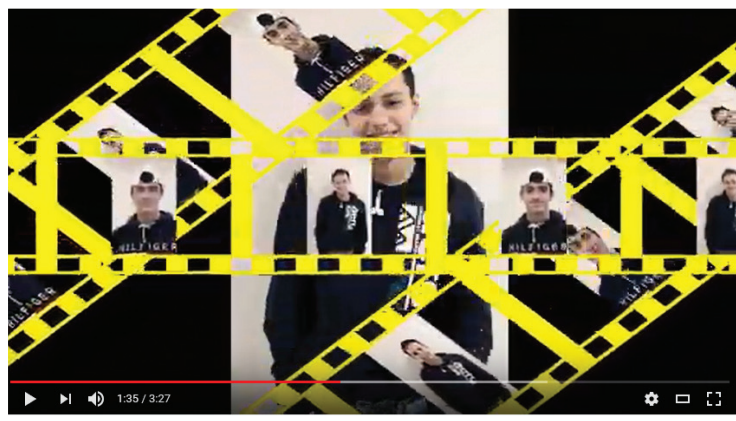
Missing the students is even more difficult for secretary Gail Moore. "The teachers and social workers still all connect, but my work doesn't necessarily include that now," she said. "I loved seeing the kids every day at school and I miss them. When I heard that one student was having a hard time, the



Handmade cards let every student know how much they are missed.

thought came to me to send him a card of encouragement and tell him I miss him. Then I thought, why not do that for all the students! I have scrapbooking supplies, so I wrote each student a little note and tried to make it as personal as possible. It was very therapeutic for me because, as I made each one, I thought about that student. I sent 36 cards."

"Our students have expressed gratitude for the support they have received from Westside," said D'Angelo. "But they have also provided a level of support to me and to the other staff that they are most likely unaware of. Each one of them is a silver lining in an otherwise uncertain time for us all."



Staff at Westside Academy used photos from earlier in the school year to create a video tribute for students.

WEMOCO teacher gets creative with virtual lesson plans

Students enrolled in the Engineering and Metal Fabrication Academy Welding program, taught by Josh Padlick, learn to weld metal together using industry-standard processes such as Shielded Metal Arc Welding (SMAW-Stick), Gas Tungsten Arc Welding (GTAW-TIG), and Gas Metal Arc Welding (GMAW-MIG), as well as plasma arc and oxy-acetylene cutting. Things like this aren't easy to learn virtually, but Padlick did what he could to keep students educated and engaged.

Padlick began the first few remote lessons with challenges he had come up with and deemed difficult for his students. He said he enjoyed being creative and finding new ways to teach his students hand-eye coordination while being away from school. He has been known to have an unorthodox style when it comes to teaching his students how to have a steady hand when welding. As the days progressed, the challenges got more elaborate and he looked for new ways to test his students' abilities.

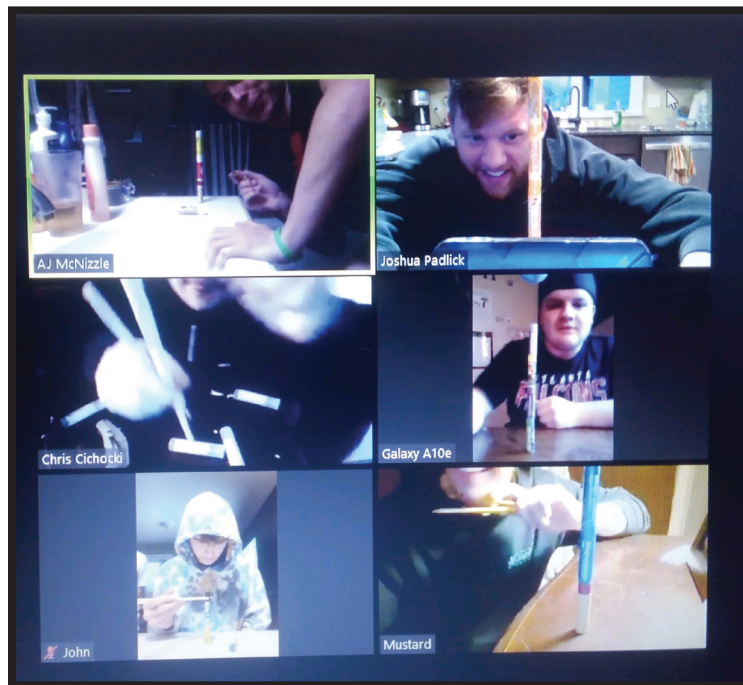
That's when he found "Minute to Win It" videos with some great challenges that focus on hand-eye coordination and relate perfectly to what he teaches. He started to modify and incorporate some of those challenges on a weekly basis for his students.

A recent challenge presented to his class was stacking tubes of Chapstick on top of each other using chopsticks. Another challenge included racing to see who could balance five quarters on their side the fastest.

"It's awesome to see the students interact with each other again, all while competing in what really are quite silly challenges," said Padlick. "Who would have ever thought that using chopsticks to stack Chapsticks would be taught in a welding class! But what better way to have fun and engage students, all while working on your hand-eye coordination and keeping a steady hand. All of which are traits that one must possess to be a successful welder."

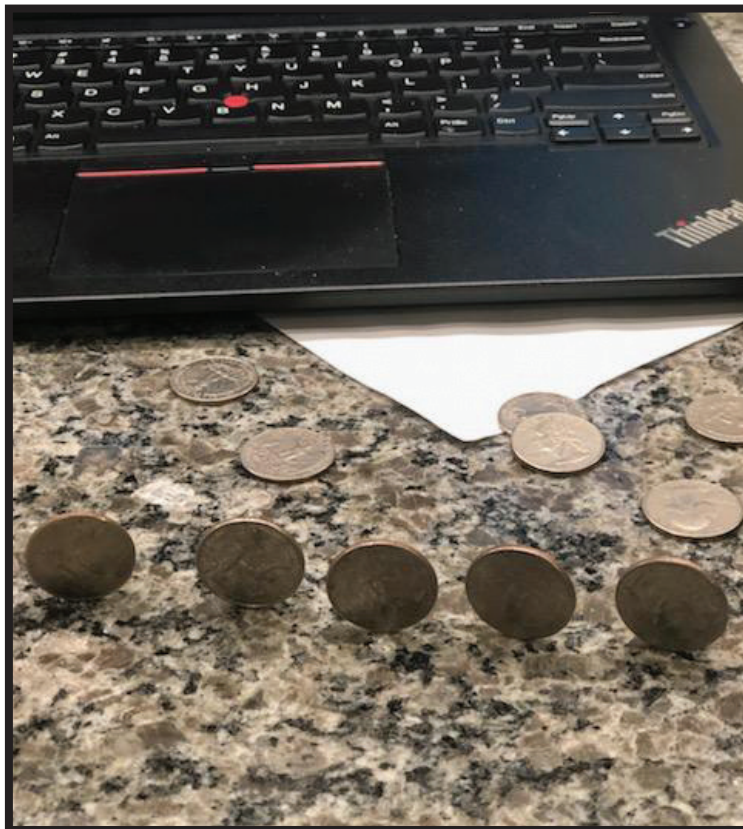
Padlick said his hand-eye coordination lessons last about an hour, with students excited and engaged throughout the entirety of the challenges. He thinks students are excited to see each other and to have the opportunity to compete against one another. Siblings have even been known to join in on the challenges from time to time.

"I love the lessons! It's a great way to keep everyone in contact through these hard times and give us something to look forward to," said student Andrew McKee. "Mr. Padlick's enthusiasm just spreads through the class. The work he gives out online is engaging and very useful for us students who aren't able to be taught the material in person."



Padlick incorporated modified "Minute to Win It" challenges into his lessons.

A recent challenge presented to his class was stacking tubes of Chapstick on top of each other using chopsticks (above). Another challenge included racing to see who could balance five quarters on their side the fastest (below).



CTE program featured on WBER

As Career and Technical Education Month came to a close at the end of February, BOCES 2 CTE Executive Principal Jill Slavny joined DJ Joe Guisto, EMCC Principal Mike Ehret, EMCC Automated Manufacturing and Machining Teacher Len Hall, Chris McGee from Micro Instrument Corp. and EMCC mother Kelly Cheatle during a radio segment on WBER. The segment focused on career and technical learning.

The panelists discussed what CTE is and how it works. They talked about courses offered, the skills that students are able to develop and the work-based learning opportunities offered to students through CTE. Panelists discussed some of the misconceptions people have about CTE and how students benefit from the applied learning CTE offers.

"I am always excited to spread the word about CTE and the benefits of career exploration and skill development for students," said Slavny. "All students can benefit from more career exploration and applied learning, and there are CTE opportunities beyond the traditional half-day programs for juniors and seniors."

To listen to the interview from Feb. 28 visit <https://bit.ly/2IzjFDC>



DJ Joe Guisto of WBER hosted a CTE panel with (pictured left to right) Micro Instruments Corp Senior Job Leader Chris Magee, EMCC parent Kelly Cheatle, Eastern Monroe Career Center Principal Mike Ehret, WEMOCO CTE Executive Principal Jill Slavny, and EMCC Teacher Lenny Hall.

Condolences to:

Emily Lathers on the passing of her father and **Josh Padlick** on the passing of his brother.

Strategic Plan Update

Center for Workforce Development

Strategic Goal

Resource Management

Key Strategy

Promote efficiency, quality, and cost effectiveness in the daily management of staff and budgets.

In a continued effort to reduce overall operating expenses, the Center for Workforce Development (CWD) established the goal of relocating its main offices as a priority action in 2019-20. Through interdepartmental collaboration and BOCES Board approval, CWD is relocating this summer into the former site of Monroe 2-Orleans BOCES Alternative High School on Buffalo Rd. Since the approval of the lease agreement, the Operations & Maintenance team have been hard at work renovating the site to prepare for our entry. When the transition to the new facility is complete, CWD will realize a nearly 30% reduction in lease costs alone. In addition to cost savings, the new space is being renovated to increase our ability to deliver student support services, expand onsite testing, and provide additional operational efficiencies.

Welding student selected to attend AMS Student Leadership Symposium

Senior Engineering and Metal Fabrication Academy Welding student Matt Gemerek (Brockport) has been selected to attend the American Welding Society's Student Leadership Symposium in Miami, Fla. later this year. Attendees of the symposium gain valuable training in leadership and get the opportunity to exchange ideas with each other and AWS Staff.



Matt Gemerek

Gemerek is the first student from WEMOCO to apply for the symposium. To be selected, there is an open application process through AWS. Teachers need to endorse a student and write a letter of recommendation.

In an effort to build the society's future base of leaders, up to five qualified students per district are selected annually to attend the event. Gemerek was one of the five students selected in our AWS District. The district is made up of Rochester, Syracuse, the Twin Tiers, the Buffalo/Niagara frontier, and northern New York.

"My favorite part about welding is the feeling of accomplishment after completing a project with my fellow classmates," said Gemerek. "Being selected for the Student Leadership Symposium felt amazing. I'm humbled and honored to have been selected for such a great opportunity!"

Gemerek said he had to submit a summary of why he should be selected for the Symposium. He says he would not have attempted to be part of it if it wasn't for his teacher, Josh Padlick, encouraging him to put his name out there.

"Matt Gemerek is a highly skilled and highly motivated young man. Matt possesses poise and has the ability to lead others by his actions," said EMFA Welding teacher Josh Padlick. "It has been exciting to watch Matt grow and develop into a leader during his time here at Monroe 2 BOCES. I look forward to seeing Matt further develop his leadership ability, and I am eager to hear stories of his success."

In addition to being selected for the AWS Student Leadership Symposium, Gemerek also was recently hired for a co-op at Graham Manufacturing.

“

My favorite part about welding is the feeling of accomplishment after completing a project with my fellow classmates.

- Matt Gemerek, WEMOCO Welding Student

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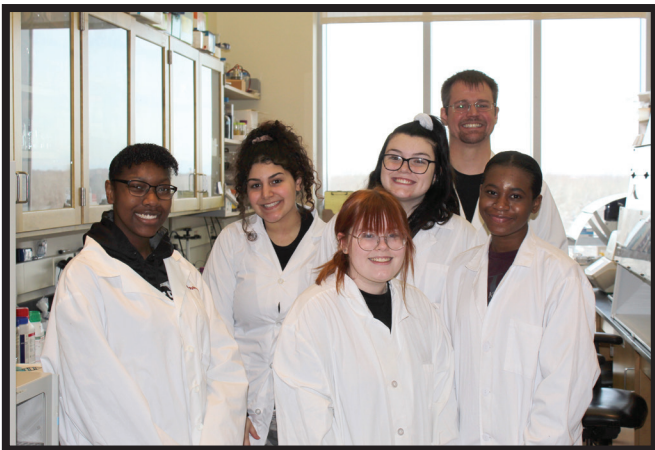
Phlebotomy and Laboratory Science students explore career options

Walking into the Phlebotomy and Laboratory Science classroom, one might find a student practicing drawing blood out of a prosthetic arm. One might also find a student gazing into a microscope, studying fungi. Some might walk right into a guest lecture, featuring professionals from the field.

Students in the Phlebotomy and Laboratory Science program, along with all of the programs at the WEMOCO Career and Technical Education (CTE) Center, have many exciting opportunities to explore career options and prepare themselves for jobs right out of high school. The combination of classroom and laboratory learning helps prepare students for their careers, allowing them to perform some of the same tasks they will be performing once they are hired.

During the Phlebotomy and Laboratory Science program, students practice drawing blood from prosthetic arms that have tubes in place of veins. This hands-on experience prepares students for a career in phlebotomy - a career in high demand right now - straight out of school.

To supplement the skills being developed in class, many CTE programs provide opportunities for students to visit a workplace in their desired careers. Whether through co-ops or job shadows or field trips, students are able to learn from professionals in the environment they hope to one day be working in.



Phlebotomy and Laboratory Science students visit Dr. Osgood's lab at RIT.

Jim Payne, the Phlebotomy and Laboratory Science teacher, is one of the many teachers at WEMOCO who has coordinated such opportunities for his students. On their most recent field trip, his class spent the day at RIT visiting laboratories,



Phlebotomy and Laboratory Science students visit Catholic Health medical labs in Buffalo.

conducting experiments using DNA and attending a college professor's lecture. Students were able to learn about their options if they choose to continue their education, and where that might lead them career-wise.

Payne said that it's important to provide the students with opportunities to learn about the options they have ahead of them, after graduating high school.

"I believe that our students come out truly college - and career - ready because they have had to apply their theoretical knowledge to form employable skills," he said. "This applied learning allows for effective career exploration because students know with greater certainty that they not only like a subject but that they actually are skilled in what an employer will want to pay them to do. We have numerous students who are currently working in local laboratories with most of the graduates who go to college being in laboratory science-related majors."

Whether students choose to begin their careers after graduating high school or they choose to continue their education in their desired career field, the opportunities they have through their CTE programs provide them with the experience they need to excel.

“ I believe that our students come out truly college - and career - ready because they have had to apply their theoretical knowledge to form employable skills.

- Jim Payne, Phlebotomy and Laboratory Science teacher

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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.

Outstanding amphibians – frogs vs. toads

In Wheatland-Chili, T. J. Connor Elementary students in Pauline Emelson's class discussed the differences between frogs and toads with the BOCES 4 Science lesson on Astounding Amphibians.

