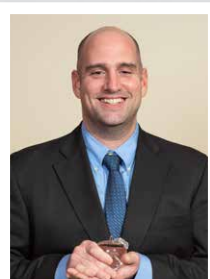


TOGETHER

December 2020/January 2021

Muscarella Receives Crystal Apple Award

by Amanda Dedie



It's a bird, it's a plane! It's ... Superman?

It's actually Rick Muscarella, but it's easy to get confused, because to everyone at the WEMOCO Career

and Technical Education (CTE) Center, he is Superman. He was recognized as such during the annual Employee Recognition ceremony on Dec. 3, where he was honored as the 2020 Crystal Apple recipient.

Here is what Muscarella's nominators had to say about him:

“

“Rick is known in the department as our ‘Superman’ because he always comes to the rescue.”

“Rick Muscarella is vital to the operation of CTE in a normal year, and he has earned the title of ‘Superman’ from faculty and staff.”

“He has been dubbed ‘Superman’ at WEMOCO because there is no problem that he can't solve when it comes to technology.”

“At WEMOCO, we like to call Rick ‘Superman.’ He is incredibly supportive, timely and efficient.”

”

The “S” on Muscarella's chest isn't for “Superman,” but for “Support” – technical support, that is. He has been a microcomputer maintenance technician at WEMOCO for 17 years.

“Rick doesn't just support our traditional instructional technology tools and office technology,” explained CTE Executive Principal Jill Slavny. “As the IT support in a CTE center, he has the added challenge of supporting technology associated with the 25 industry-aligned programs we offer.”

Muscarella has never been as busy as he has been during the pandemic. He has fielded calls daily from teachers, staff, students, parents, and even grandparents, asking for help troubleshooting technology issues for students trying to complete online learning.

“I'll be honest – at first, I was nervous when I started talking to parents; I thought that they might be a little irate,” said Muscarella. “I soon found out it was the opposite. Parents just wanted their students to succeed during a difficult time. Most of the students wanted to learn and just needed a little help with their tools. This is why we are here, directly or indirectly, to make it possible and easy for students to learn and succeed.”

He has expertise in a number of areas – Access databases, VSR reports, Blackbaud reports, Excel files, and SchoolTool reports. He troubleshoots technology that: allows the Automotive Technology program to issue NYS inspections, runs the simulators in the

Heavy Equipment Operation and Maintenance classroom, controls the digital x-ray equipment in the Dental Assisting program, powers the plasma cutter in Welding or the CNC machines in Carpentry and Machining ... the list goes on and on. It's Muscarella's knowledge, approach and capabilities that make him CTE's go-to guy.

“With all that he does, you might question how he manages it all and is responsive to everyone's needs,” said Slavny. “Well, I don't know what his secret is, but as captured by one nominator, if he tells you ‘it will be a while,’ that means about 15 minutes in Rick time. We're spoiled.”

A recent report from the Association of Career and Technical Education states that employers want workers with skills in the four C's: critical thinking and problem solving, creativity and innovation, communication, and collaboration. Slavny says Muscarella takes it a step further.

“Rick demonstrates all four C's, plus a fifth – caring,” she said. “He is truly a positive role model.”



From left, CTE Executive Principal Jill Slavny, Technology Services Director Ray Miller, Rick Muscarella, Assistant Superintendent Dr. Michelle Ryan, Systems Programmer Rich White and Senior Systems Administrator Mike Hoffman.

Celebrating You Award Recipients

Staff reaching milestones of 10, 15, 20, 25, 30, 35 and 40 years of service were recognized at our annual Employee Recognition Event on Dec. 3 in the Professional Development Center. This year, we honored 93 employees who have achieved a combined 1,640 years of service. The event also featured snacks prepared by Personal Services students. To watch a video of the ceremony, visit <https://ensemble.monroe2boces.org/Watch/k8JQq54H>.



10 years of service: Jim Belair, Lisa Doran, Ryan Maier, Carrie McKain, Heather O'Loughlin, Michelle Ryan

Not pictured: Lisa Bayer, Paula Boughton, Rose Brennan, Ginger Critchley, Robin DeZutter, Jodi Doescher, Anthony Gardner, Janet Hess, Susan Leege, Bridget Livingstone, Sarah MacCallum, Todd Masucci, Brenda Sharp, Lorena Stabins, Shelly Williams



15 years of service: Tammy Almeter, Karen Brown, Susan DeJohn, Colleen Dzwigal, Cynthia Lawrence, Gerald Maar, Barb Martorana, Dan McDermott, Michael Mirabella, Marijo Pearson, Angela Smathers, Christina Stickney, Matthew Wise

Not pictured: Michele Benedetto, Tamera Bolthouse, Marion Bulger, Lisa Constantine, Jeffrey Cook, Dominic Corona, Donna Farren, Aida Kuhlkin, Keri-Lyn LeBeau, Rosemarie Liberi, Gary Manuse, Gail Mundt, Lori Radford, Gregory Schuler, Lisa Soggs, Laurie Streb, Cherie Stuhler, Scott Sutton, Stacie Webster, Donna Wiemer, Ellen Wolfe



20 years of service: Colleen Bradfield, Robert Hill

Not pictured: Michelle Campanaro, Cindy Christensen, Susan Gilliland, Christopher Gold, Linda Irish, Bridget Kittel, Laurel Koch, Joanne Laurini, Patricia Mance, Pamela Morton, Doris Mothersell, Lori Pernes, Randall Peters, Debra Schwartz, David Seeley, Gerald Talbot, Kristin Tate, Carol Thiel, Deborah White



25 years of service: Robert Allen, Georgeann Beres, Michael Hoffman, Patricia James, David Mancuso

Not pictured: Deborah Hartung, Danny Milillo, Edward Pretko



30 years of service: Cindy Chilson, Cheryl Hamilton, James Jewell, Gretchen Schober



35 years of service: Daniel McGuire, Georgina Vaccarella

Not pictured: Laura Maxon, Laurie Stuart

40 years of service: Not pictured: Mary Etta Chorbajian

Building a Better Classroom at Ridgecrest Academy

by Chris Klem

Students at Ridgecrest Academy are used to starting the day with a peaceful routine. Four days a week, they walk into homeroom, where they are welcomed with calming music, participate in a mindfulness activity and get in touch with their feelings. When they are prepared and ready to learn, classes get going. This year's remote learning days disrupt that normal procedure.

Teachers Erin Mitchell and Ali Buchanan are collaborating to find a solution. Mitchell, who teaches ELA, math, science and more in grades 8 and 9, and Buchanan, an educator specializing in health and social-emotional learning, have created virtual homerooms with many of the same familiar calming activities their students have come to depend on. Now, on remote days, students can access these from home, along with their assignments for the day and all their learning resources.

By starting with the basic Schoology virtual learning environment and combining it with fun, brightly-colored Bitmoji avatars and graphics, these teachers created an online interface that is friendly and easy to navigate. With help from CaTS Instructional Technology Specialist Mike Neumire, they also found innovative ways to integrate Microsoft OneNote (a multi-user collaborative note-taking program) into the teaching mix.

"OneNote is so versatile," said Mitchell. "Support staff members or I can remote in and help a student with an assignment in real time before they get frustrated. If a student has problems with typing, they can dictate their answers. If they need something read to them, they can use the immersive reader function. It's fast and stress-free for them to add photos, screenshots or documents to their reports."

"OneNote gives my health classes an easy way to do confidential journaling," said Buchanan. "I can check on how they are doing while they are doing it, and write back to them."

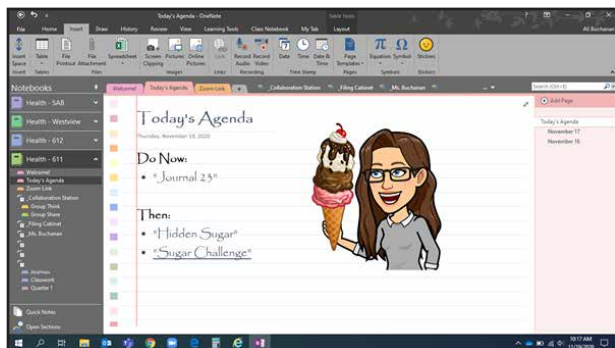
Students use the platform even on in-person learning days. "Everything they need is organized and explained for them," said Mitchell. "I don't have to spend valuable class time on directions; I can answer more complex questions, have individual, in-depth conversations, and build relationships."

Both teachers said their students are doing well with the online learning platform and actually like working on a computer as long as it's easy and things work as

they should. Their challenge is finding ways to cut out any computer frustration for their students. "It requires a lot of trial and error as you see what works and what doesn't," said Mitchell. "You have to really believe the effort is going to make a real difference for your students. So far, the benefits have made the work all worthwhile."



Erin Mitchell's Virtual Homeroom with links to social-emotional learning (SEL) activities.



Ali Buchanan's Health site with daily assignments.

After School Matters

by Chris Klem

When life is complicated (as it really has been this year for many students), it is all too easy to fall behind in schoolwork. At Westview in the Department for Exceptional Children, students in the 6:1:1 program are learning that they can still get back on track and excel. The intensive, personalized help they need is available every month at After School Matters.

The After School Matters initiative offers extra one-to-one attention from ELA teacher Tim Baker and other volunteer staff members. "We can help with whatever students need, whether it be ELA, science, global studies, using technology, organizing their Schoology account or writing papers," said Baker. "Just by attending an after school session and working with us for an hour or so, students can get extra academic credits. The study program is for learning, but it's also about building relationships. We care, and we're here for our students. We want to encourage trust and develop each student's confidence in their ability to succeed."

"Families provide transportation home after the study sessions, so it's also a great opportunity to meet parents," Baker said. "We're able to answer their questions and provide help with technology, remote learning, and many other educational and social-emotional issues. Parents are eager for practical ideas on how they can support their kids."



Westview teacher Tim Baker helps a student navigate a challenging assignment.

CTE Classes Collaborate on Halloween Project for St. Peter's Kitchen

by Mary Prusak

Career and Technical Education (CTE) students collaborate with St. Peter's Kitchen to spread joy to local residents. Three CTE classes worked together to provide Halloween treats for the Rochester soup kitchen's staff to distribute to guests.

In the weeks leading up to Halloween, Child and Family Development classes decorated 150 paper bags and delivered them to the Personal Services class to fill with candy. Baking classes made and frosted 150 pumpkin-shaped cookies, and Personal Services students packaged them. The treats were delivered to St. Peter's Kitchen on Oct. 29.

St. Peter's Kitchen provides those in need with hot lunches, access to a food pantry, holiday meals, emergency services and more. The soup kitchen provides opportunities for CTE students to participate in many of its endeavors. CTE Culinary Arts students support the meal program. Various CTE programs engage in holiday community service projects. CTE students earn work-based learning hours for community service when it is relevant to their programs.

"I am excited to use the skills I am learning in the Baking program to make something for others," said Caitlin O'Hara (Spencerport). "I feel it in my heart that we are helping people who need a boost in life or a little comfort."



Spirit Week at Westside

by Chris Klem

Academics are important, but school spirit is what connects classmates and builds a supportive community. October's Spirit Week at Westside Junior/Senior High Academy brought students and teachers together - for Rainbow Day, Hat Day, Mismatched Day, Pajama Day and Halloween Costume Day.

Principal Martha Willis, sporting her Halloween cow costume, said, "We've got a great group of students this year, and it's nice finally being settled now in the new building. Students are happy to be back on campus, and they are working hard at their classes. We're planning a lot of really fun learning and social activities this year for our Westside kids."



On-Air With the Westview Wire

by Chris Klem

Art teacher Carla Brunco's classroom at Westview in the Department for Exceptional Children buzzes with activity every Tuesday. In one corner, the art director focuses on creating striking digital backgrounds. The two news broadcasters sit in front of a large green screen. They review the script and discuss the day's show with guest talent. The cameraman and teleprompter operator are cued up and ready to go. It's time for another Westview Wire school news show.

Brunco began broadcasting the weekly show with class members in early October. "It was rough out of the gate, but Mike Neumire, CaTS Instructional Technology Specialist, helped with the video technology, and our staff are really enthusiastic and supportive," she said. "The kids have grown into their roles, and they get better and more professional every week."

The project gives the high school students the opportunity to practice reading, presentation and communication skills, work together to organize the many elements of the shows, exercise artistic and conceptual talents, plan content, and create entertaining short videos. They have become



Tyrone Jones (center) with Westview Wire news anchor Ryan (right) and guest commentator Gabe (left).

roving reporters, looking for stories around the school, and interviewing peers and faculty.

Co-anchors Ryan and Student Behavioral Assistant (SBA) Tyrone Jones share updates on school news, weather, sports and more. Brunco writes scripts and edits the video. Each episode has special features, like the Halloween Trivia Contest or the extremely funny public service announcement on the proper way to wash your hands, created by SBA Sarah MacCallum and a cast of stars.

The whole school has gotten in on the fun; the show airs on Friday afternoons for all to watch. The Westview Wire is building school spirit, helping everyone, from both the Westview 6:1:1 and 6:1:2 programs, get to know each other better.

Watch a sample episode at <https://ensemble.monroe2boces.org/Watch/Xp9d5K7C>.



Building Lives, a Button at a Time

by Chris Klem

There are many life skills that are essential for young adults preparing to strike out on their own. One talent that is often overlooked, but very practical, is basic sewing skills. Students in Kim (Lobdell) Stephenson's 6:1:2 class at Westview in the Department for Exceptional Children are learning how to replace a missing button, mend a tear, and perhaps, discover sewing as a creative craft.

"We are currently learning how to sew three different kinds of buttons, just in case we ever need to fix a shirt," said Stephenson. "Along the way, we are working on patience, hand-eye coordination and using tools to help make threading a needle easier. As students advance, we'll learn to make patches, mend holes and get artistic with handmade pillows."

"There's a great deal of pride in learning to do things on your own," she said. "As their skills increase, their confidence grows, too. My students are recognizing that they are incredibly capable young people."



WEMOCO Students Explore Scientific Careers Through Virtual Fair

by Mary Prusak

A dozen industry professionals presented to students in three of the Career and Technical Education (CTE) programs during a Virtual Scientific Career Exploration Fair on Oct. 29.

More than 30 high school students from the Dental Assisting, Phlebotomy and Laboratory Science, and Exercise Science programs participated in the virtual event to learn about a variety of careers.

"We wanted to bring together industry professionals from several important, but overlooked, career fields to help our students expand their knowledge of what is possible for them to strive for when they graduate," said Phlebotomy and Laboratory Science Teacher Jim Payne, who organized the virtual event.

The event was conducted via Zoom technology; guest speakers rotated through six breakout rooms to present to students. By the end of the hour-and-a-half event, students explored three major local scientific industries (medical, biotechnology and food production laboratories). Students learned about food production development and quality, toxicology, vaccine development, blood testing and banking, medical laboratory jobs, biotechnology, research laboratory work, and workplace skills.

Thank you to our guest presenters:

- Christopher Wendtland, biotechnology professor at Monroe Community College
- Greg Sharpe, food production professor at Genesee Community College
- Jeffrey Bemis, biotechnology researcher at Litron Labs
- JoAnn Christensen, blood banking scientist with the American Red Cross
- Maria Scrivens, biotechnology researcher with Vaccinex
- Megan Myers-Kelly, Lidestri Food & Drink
- Melissa Allen, clinical laboratory scientist with URMCLabs
- Lauren Brooks, medical microbiologist with Nazareth College
- Summer Killian, clinical laboratory scientist with Thompson Health Labs
- Lou Lotta, research laboratory technician with URMCLabs
- Earl Bartz, clinical laboratory scientist with Rochester Regional Health Medical Labs

"All of these industries are looking for qualified, skilled individuals, and they currently do not have enough staff to fully meet their needs," Payne said. "The CTE Phlebotomy and

Laboratory Science program prepares high school students to work directly in these industries and helps students learn what to major in at college, if that route is the direction they want to go."

Payne said he anticipates offering the virtual event again as an opportunity for more students to learn about laboratory careers. Students who participated in the virtual career fair had positive things to say.

"The career fair was great," said Jordan Bykowicz (Phlebotomy and Laboratory Science/Churchville-Chili). "I really liked that it showed me more careers that I haven't heard about before and let me research more in depth the ones that caught my attention. Professor Brooks from the career fair helped me see that it was a good choice. She talked about an internship at Nazareth College that lasts for a couple months and then you are almost guaranteed a job in the lab. The second portion of actually researching the careers was super helpful because I could learn about what they pay as well."

Ava Franklin (Phlebotomy and Laboratory Science/Kendall) was impressed with how much she learned from the fair. "I thought the career fair was very helpful and informative about the different science careers available," she said. "The fair has helped me confirm my laboratory-based career, but it has also shown me I need to think a little smaller and less generally because of all the options available in the field of science."

Caridad Cassady (Phlebotomy and Laboratory Science/Spencerport) enjoyed listening to the different presenters. "One benefit of the laboratory career fair is the opportunity to build relationships with prospective employers," she said. "Many teens don't know what they want to do when they're older, but attending at least one of these seminars can focus a student's job search efforts or give them the chance to explore alternate employment avenues."



Raponi Helps Students Tell Immigrant Stories

by Amanda Dedie

Recently, Jennifer Raponi, Professional Development Specialist at the Mid-West Regional Bilingual-Education Resource Network (RBERN), was presented with the Outstanding Individual Award for her involvement with “Green Card Youth Voices: Immigration Stories from Upstate New York High Schools,” a collection of essays by 29 student authors who are natives of countries outside the U.S.

“Jennifer has been just tremendous from start to finish,” said Tea Rozman, Executive Director of Green Card Voices. “It was an instant connection, and she’s so on top of things. This really has been a huge labor of love for all the people involved, and I really cannot thank Jennifer enough. Thank you from the bottom of our hearts. This would not be possible without you.”

Raponi was recognized for her efforts during the Virtual Book Launch. “Working on this book has really been the honor of my career, and this has really been the definition of a team effort,” said Raponi. “I would like to express my heartfelt gratitude for these student authors, whose willingness to be open, vulnerable and share their stories in a language they’re still learning is a true gift. Hearing their words is a gift for our community.”

Raponi helped shine the spotlight on three ninth grade Spencerport students, who shared their immigration stories in the essay collection and on the virtual book tour, which launched Dec. 9. Sultan Yahya (Yahya), age 16; Mysstorah (Sorah) Shaibi, age 17; and Abdulmageed (Abdul) Shaibi, age 15, are family members who all came to Rochester from Aden, Yemen.

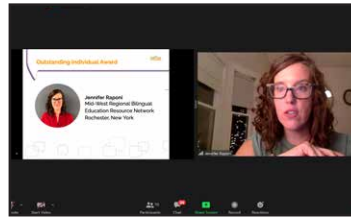
Siblings Sorah and Abdul both agree that their lives in Yemen were far different from the lives they lead in Rochester. For one thing, the Yemeni Civil War was – and still is – occurring. Food was scarce, and education was difficult. “My life in Yemen was not very good because of the war there, and the schools there are not very good,” said Abdul. “The teachers hit you, and there is not enough food there. The electricity only works for one hour.” Sorah agreed, stating that schoolwork was hard for her to focus on with the war going on outside, and her mother couldn’t help Sorah because she did not read or write.

Their cousin, Yahya, considers himself fortunate because he lived out in the country, where the war didn’t reach his family. Because of the war, he was limited in what he could do, and found himself excited to come to America.

All three students said that starting school in the U.S. was rough in the beginning, as they didn’t know any English. At their first school, Yahya faced a lot of bullying, and he would get into fights almost daily. Some students tried to remove Sorah’s hijab. Yahya, Sorah and Abdul are now thriving in their ninth grade classes, and they are enjoying the experiences, teachers and friends they have.

They all agree that there’s no place like their home in Yemen. Sorah wants to be a nurse who works with babies. Abdul wants to own a big store, and travel back and forth between Yemen and America to maintain his roots. Yahya would love to work on a boat and travel all over the world, while making stops in Yemen to visit his mother.

The stories told by these students are just a small representation of the essays written by other young people in “Green Card Youth Voices: Immigration Stories from Upstate New York High Schools”; a book made possible, in part, by Raponi.



Some Assembly Required ...

by Chris Klem

Does the phrase “assembly required,” along with a page of instructions and diagrams, strike fear in your heart? The master builders in Kim (Lobdell) Stephenson’s 6:1:2 class at Westview in the Department for Exceptional Children are not afraid of a little construction work. These students tackled a Build a Bulldozer workshop recently (kits donated by Lowe’s) and aced the project like pros.

The kits contained more than a dozen separate wooden pieces, along with two different sized nails and step-by-step building guidelines. Students learned how to read and follow instructions. They were able to identify the different shapes and piece them together correctly. They discovered how to safely use a hammer. Best of all, they were able to laugh at their mistakes, help each other through the tough parts and build their bulldozers by themselves.

“Projects like this help students develop patience, hand-eye coordination, and the ability to understand and follow instructions,” said Stephenson. “They built toy bulldozers, but more importantly, they built confidence.”



Condolences to:

Karen Brahm on the death of her father; **Martha Buseck-Fischer** on the passing of her stepmother; **Jennifer O’Shea** on the passing of her father; the family of **Robert Whelan** (retiree).

Ready to Roar at Paul Road Transition

by Chris Klem

Powerful art and interpersonal relationships are being built by students in the Paul Road Transition program. School social worker Cathy Gartland began a poster coloring project with her students last spring, but the dynamic image of a lion has really come to life since classes began again in September.

"I thought coloring would be a great outlet for students throughout their day," said Gartland. "They work on the poster for a few minutes as they transition into classes, during breaks, counseling, lunch, and times of dysregulation or quiet contemplation."

Students use colored pencils that are carefully sanitized between uses. Students began coloring in a very freeform way, but with time, they have developed respect for their collaborators, complimenting others' creative choices, and discussing color and style.

"It has helped them develop patience," said Gartland. "They're able to practice conversational skills without even knowing it, as they ask each other what to color next or what colors would look best. Then, the conversation evolves into a shared topic of interest, and they learn how to make personal connections."



Sensational Halloween Fun at Ridgecrest Academy

by Chris Klem

Ridgecrest Academy students were treated to a series of frightfully fun sensory challenges brewed up by occupational therapist Julie Moretti to celebrate Halloween.

The school's gym was eerily transformed for the day. Students climbed a creepy rope "spider web," scaled a looming cliff (rock climbing wall), piloted scooters around a shadowy obstacle course lit by glowing jack-o'-lanterns and created repulsive, squishy pumpkin slime. Activities also included some more traditional (and tasty) trick-or-treats.

"We are tailoring occupational therapy to student interests to make the activities more engaging," said Moretti. "This was a way to appeal to the students' imaginations and increase their willingness to explore different sensory experiences. We had almost 100% participation for our 'Halloween Sensations!'"



New Culinary Continuing Education Classes

by Jackie Finn

The Center for Workforce Development (CWD) is offering five new culinary continuing education classes taught by Chef Jeffery "Cheffory" McLean. McLean is an experienced Chef Instructor and the lead culinary instructor for CWD.

The new classes are:

- Sushi Rolling Workshop
- The Sauté Station
- Bread Baking
- Pasta-Palooza
- Whole Food Plant-Based Cooking

Classes are available for adults and children, age 12 and older. Classes are held at the Career and Technical

Education Center at 3589 Big Ridge Road in Spencerport. Each class is \$45 per person.

All CDC guidelines for social distancing and mask wearing will be in place. Class size is limited.

Go to: <https://bit.ly/CWDContEdClasses> to register for a culinary class today.

Learn more about what CWD has to offer for the Adult Learner at Monroe2cwd.edu.



Work-Based Learning Pivots to Adapt to New Worksites

by Beth Nash

Due to the COVID-19 pandemic, many of the traditional opportunities for students in the Department for Exceptional Children's Work-Based Learning (WBL) program were not available. This gave WBL coordinators a chance to work with new business partners to provide different environments and tasks for students.

Many BOCES 2 departments have opened their doors to WBL students this year. While Operations & Maintenance, BOCES 4 Science, Department for Exceptional Children (at RTP) and Exceptional Children Learning Center (ECLC) continue to participate in the WBL program, Communications and Technology Services (CaTS), Center for Workforce Development (CWD), and Ridgecrest Academy (at RCSD School 43) are new WBL worksites. Students clean workspaces, work on assembly lines, stuff envelopes for Special Education Parent/Teacher Organization (SEPTO) mailings, make Kindness Rocks and greeting cards, perform data entry, file, type, and sort donations for the BOCES 2 Clothing Closet. "With the changes and challenges of this year, different departments have stepped up and supported students with new opportunities," said WBL Coordinator David Liesegang. "We have been overwhelmed by the support of BOCES 2 staff in helping our program continue to provide meaningful and engaging work experiences for our students."

Other retail and food services partners include CoreLife Eatery, Gardens at Town Center, Goodwill of the Finger Lakes in Brockport, TOPS Markets in Gates and Spencerport, and TRIO Community Meals. All workplaces are compliant with safety regulations and Centers for Disease Control guidelines. The WBL team is optimistic that additional community opportunities will become available to students as the year progresses.

Job Training Specialist Barb Koza said, "Students gain skills and job readiness by participating in WBL. The worksites are supportive of our students, and employers find value in the students working there. Students learn how to be a part of a team."

One hundred students are participating in this unpaid work experience program, based on referrals from their schools. Students often start as young as age 14 and are able to remain in the program until they exit school. By working at jobsites four half-days per week, students acquire skills they use for employment and gain WBL hours, which many students apply towards elective credits or the Career Development and Occupational Studies (CDOS) Commencement Credential.

The Career Exploration Center is often the first step for new WBL students. It helps them learn about what to expect when they start at a job site, and it gives them a chance to develop skills. Normally, students tour potential job sites before choosing one; however this year, students are touring worksites through videoconferences, and the WBL team is developing virtual (video) site tours.

In addition to working at a jobsite, WBL students participate in Career Skills Center remotely on Wednesdays. Special Education teacher Emily Irish uses Zoom and Schoology to help students reflect on their jobs and discuss work skills of the month. In October, students focused on good attendance, and being punctual for work and their Zoom sessions.

"Students gain confidence and become advocates for themselves," said Liesegang. "They know how to ask for help, gain self-awareness, recognize their strengths and challenges, and utilize their supports." Koza agrees. "They know their capabilities, and they gain organization and time management skills," she said. "They often get hired by employers they're already working for."

"Work-Based Learning is part of a continuum of work-readiness programs that BOCES 2 offers," said Liesegang. "Each student has a custom experience, often blending various programs such as WBL, Hospitality and Applied Skills, Project SEARCH, and Career and Technical Education's Services and Trades or Middle Skills classrooms. Students engage in these programs as they progress through high school, and for some, through transition. Each program shares the theme of helping students explore areas of interest and develop skills to become more work-ready."

WBL Students Make an Impact at CaTS

by Beth Nash

Students Jalen Prior (Brockport) and D'Asija Glover (Wheatland-Chili), both age 18, work in the CaTS building, performing many cleaning tasks, such as wiping down all the high-touch surfaces, vacuuming, emptying garbage cans and washing windows. Prior is in his third year in the WBL program and Glover is in her first year. Prior has worked at Goodwill in Brockport, putting away clothes and pulling tags on items, as well as at TJ Maxx, where he collected toys, tagged shoes and put away pet supplies. He likes having a focus each day when he comes to work at CaTS, and he said washing windows is his favorite task. Glover said she likes having something to do for work each day, but couldn't pick a favorite task. She would like to work in an office environment in an administrative job in the future. By participating in WBL, she has learned the difference in classroom versus workplace expectations. She hopes her next assignment involves cosmetology or nursing.

"I feel more confident participating in the WBL program," said Prior. "I have a purpose every day. I know now how to apply for a job, go on an interview and talk to a boss. I would recommend WBL, I think it's a good program. It's a good place to start a job and increase your skills." He hopes his next WBL assignment will be in food services or working with kids. He hopes to one day be a chef and own his own restaurant.

Jerry Talbot, a microcomputer maintenance technician at CaTS, recently complimented the work students were performing in the building. "I've noticed an improvement in our surroundings," he said. "The students are doing a great job."



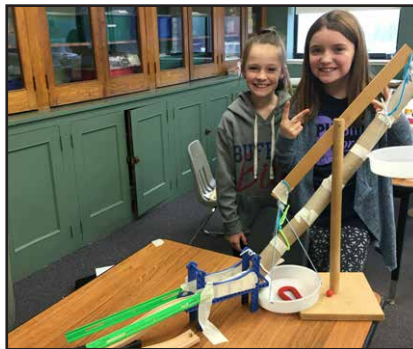
BOCES 4 Science Update

by Jackie Finn

BOCES 4 Science has been busy finalizing their final units of instruction. The next unit to be released is Invisible Forces, written by BOCES 4 Science teacher Antonietta Quinn. This unit is designed for Grade 3 students and builds off previous learning about forces. Students are given an opportunity to explore the effects of balanced and unbalanced forces on the motion of an object, and how data collected about an object's motion can predict future motion. An anchoring phenomenon throughout the unit is the Rube Goldberg machine; a complicated machine that performs a simple job. After learning about these machines, students create their own Rube Goldberg machines. Pictured are sample machines created by students piloting this unit.

BOCES 4 Science teachers continue to finish online and alternative setting resources designed to help district teachers engage students in hands-on science, regardless of what setting students are working in (at home, in school or hybrid). These resources include materials management, additional slide decks and other helpful tips.

BOCES 4 Science strives to provide support for teachers during these unprecedented times. This department provides NYSSLS-aligned, inquiry-based, hands-on experiences that engage students through active learning. Please visit www.boces4science.org for more information. BOCES 4 Science is also on Twitter: @BOCES4Science.



Editor's Note: The photo appearing on this page were taken in November 2019.

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Thank you for supporting our students by funding Make All the Difference Scholarships and Awards.

-The Monroe 2-Orleans Educational Foundation Board

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Learning How to Dress for Success

by Chris Klem

Students in teacher Samantha Fowler's class at the Hospitality and Applied Skills Center (HaAS) have been exploring jobs and what is required from people who perform them. Every month, these students and young adults with disabilities investigate another facet of working and career readiness training. November's focus was on workplace appearance.

"We spent over a week reading short stories about community helpers," said Fowler. "We discussed each career in-depth, and students paid special attention to the clothes workers wore and how important they were to being successful in each job."

Students then chose three jobs they might be interested in pursuing and began a research project. They considered several questions: What does the job entail? What do people wear and why?

Students working from home collaborated with Fowler to choose pictures illustrating their jobs and research results. She packed up their choices, along with glue, scissors and construction paper, and mailed materials home. That way, they and their in-person classmates could create colorful posters together during the next class time. Once completed, everyone presented their finished projects. Together, students explored a kaleidoscope of jobs, including cosmetologist, veterinary aide, sales associate, farm worker, painter, zookeeper and cook.



A display of the career research posters created by HaAS students.



A closer look at a poster.

WEMOCO CTE Center Hosts Traditional In-Person Outreach Events Virtually

by Mary Prusak

The WEMOCO Career and Technical Education (CTE) Center invites students in Monroe 2-Orleans BOCES' component districts to explore all that CTE has to offer during Career EXPO '20, a virtual event being conducted online until the end of January.

By visiting Career EXPO '20 at <https://www.monroe2boces.org/Expo2020.aspx>, students in grades 8-10 considering career and technical education will receive the latest insights into local career opportunities and employment trends. Students and families can take a virtual tour of 20+ programs.

In lieu of the traditional 10th Grade Tour Day, CTE will offer online "Watch Parties" with each district's high school counseling office and interested 10th grade students. Students will view CTE program videos and then return for an interactive Q & A session with CTE school counselors.

Questions about CTE programs may be directed to the WEMOCO CTE Center Counseling and Career Center at 352-2473.



CTE mailed this postcard to students in grades 8-10 in each component district inviting them to Career EXPO '20.

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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, religion, color, national origin, disability, creed, marital status, veteran status, military status, sexual orientation, prior criminal offense, domestic violence victim status, gender identity, gender expression or genetic status in its programs or activities, and it provides equal access to the Boy Scouts of America and other designated youth groups. The following person has been designated to handle complaints/inquiries regarding the BOCES' non-discrimination policies: Director of Human Resources, 3599 Big Ridge Road, Spencerport, NY 14559, 585-352-2420, and is also the Title VII and Title IX Officer.

For further information on notice of non-discrimination, visit <https://www2.ed.gov/about/offices/list/ocr/addresses.html> 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 <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>. See also New York State Executive Law 296.

Westview is Thankful

by Chris Klem

Students, teachers and staff members at Westview in the Department for Exceptional Children were invited to share what they are most thankful for this year. They wrote their personal thoughts - heartfelt, thoughtful or funny - on brightly colored paper feathers and added them to the tail of the school's Thanks-Giving Turkey.



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