

# Together

April ▸ 2018

## Building relationships, one circle at a time

By Iva Petrosino

**M**any schools in our area and around the country are focusing more attention on social and emotional learning or SEL. SEL is the way that children manage their emotions, set goals, feel and show empathy for others, create positive friendships, and make good choices.

Seeing a need for training in this area, the BOCES 2 Office of Curriculum, Instruction and Professional Development (CIPD), together with Partners in Restorative Initiatives (PiRI), hosted a three-day training, which gave teachers an in-depth training in restorative practices such as peace circles.

“Restorative practices work very simply by bringing people together to build community,” said PiRI Executive Director Jeff Dillon. “Eighty to 90% of our time with restorative practices needs to be spent building relationships to avoid future conflicts. When conflicts arise or harm is done, restorative practices are designed to bring people together to discuss how the harm has impacted those around them. Once recognized that harm has been done, agreement can be reached on the best ways to repair the harm.”



*Wheatland-Chili Middle/High School Art/FACS teacher Megan Melville utilizes peace circles with her sixth-grade art class.*



*Students in Amy Richmond's first-grade class at T.J. Connor Elementary School gather around an inflatable campfire for their peace circles.*

The training drew attendance from teachers and administrators all over Monroe County, including several teachers from the Wheatland-Chili Central School District.

“The sense of belonging that the circles create helps to nurture the whole child,” said Megan Melville, Art/FACS teacher at Wheatland-Chili Middle/High School. “It helps to create a safe psychological environment that allows for mistakes, empowers the incorporation of a growth mindset philosophy, and creates connections with students who come from different backgrounds and experiences.”

In Wheatland-Chili, teachers from the elementary to the high school level have been implementing peace circles since the start of the school year. They take time to discuss social situations that may have occurred, academic goals or topics and celebrations.

“I was already using circles to engage the students in discussion and create community in my classes. But through the training at BOCES 2, I learned ways to enhance the experience and participation for my students,” said Kara Soule, English teacher at Wheatland-Chili Middle/High School.

“I have even found that engaging my students in a community-building circle that is not necessarily directly related to academics has helped them with their academic work as a whole,” said Melville. “Additionally, students who do not normally feel confident enough to participate in large group discussions, are eager to interact and engage when we sit in our circle format.”

The partnership with PiRI has been such a success that BOCES 2 is planning to develop the training into a CoSer to be offered to districts next school year.

“We’re grateful for the knowledge base and expertise of community partners such as PiRI,” said Dr. Marijo Pearson, assistant superintendent for the Office of CIPD. “Together, we have been able to host valuable trainings for districts that are focused on keeping social and emotional learning in the forefront of their district goals.”

If your district is interested in holding a peace circle training, contact the Office of CIPD by emailing [profdev@monroe2boces.org](mailto:profdev@monroe2boces.org) or calling (585) 352-2704.



*Teacher Kara Soule's English classes at Wheatland-Chili Middle/High School use circles for academic discussions as well as social and emotional ones.*



# BOCES 2 BUILDS Futures

By Grace Griffie

At this year's Annual Meeting, held April 11 in the new Professional Development Center, it was evident through the students who participated, component district officials who attended and the BOCES 2 as a whole that the future is bright.

Students were front and center throughout the program. Sydney Aguglia, an Introduction to Construction Trades student from Gates Chili, spoke confidently about how the skills she's learned are now second nature and that the opportunity for applied learning has made all the difference for her.

Carley Jordan was part of the crew that served guests a spectacular meal. "CTE helps you be career ready to reach your goals," she said. The Culinary Arts II student from Spencerport plans to further her study at Alfred State College in the fall.

When the three tables of fabulous desserts were brought out, Mackenzie Pandina, a Hilton student in the Baking program, was filled with pride. "The class gives a realistic experience of what it would be like to work in this field after graduation," she said. Her plans include furthering her baking career in college.

"It is only through gaining our components' trust and support that we will grow and build stronger programs and services for our districts and communities," said District Superintendent Jo Anne Antonacci.

In the Hilton School District, BOCES 2 has been an integral part of achieving goals outlined in the district's Strategic Plan for the next five years. Hilton sought BOCES 2 Director of Safety and Security Christopher Barrow's expertise when evaluating and implementing safety and security practices, and DASA Coordinator Ken Sharp guided the district through a Dignity for All Students Act audit.

"The Hilton Central School District is so fortunate to have a great relationship with all the outstanding educators of Monroe 2-Orleans BOCES," said Hilton Superintendent Dr. Casey Kosiorek. "The services and support that are provided by BOCES greatly influence the operation of our district from the safety of staff and students to the quality of instruction they receive. We greatly applicate the leadership of District Superintendent Antonacci and the BOCES 2 Board."

Travon Harper (Greece) helps to serve the appetizer at the annual meeting.



Sydney Aguglia (Gates Chili) talks about her experience with the Introduction to Construction Trades program while Instructor Chris Cummings looks on.

## Fundraiser success

WEMOCO was buzzing with activity on March 24 as the first ever SkillsUSA Fundraiser Vendor and Craft Show was underway. More than 30 vendors filled the halls and classrooms while students were providing services and items, all in the hopes of raising money for student participation in SkillsUSA competitions. The event was a huge success and plans are already underway to have it again next year.



Mark your calendars for March 23, 2019!

# Broadening career possibilities at CTE

By Jennifer Merkel

Each student's path to a career is unique, but with the help of nationally-aligned BOCES 2 Career and Technical Education programs, students can customize their route through a world of opportunities.

BOCES 2 CTE is adjusting the organization of its 27 programs to further assist students in exploring career possibilities. The CTE offerings are being correlated with the 16 National Career Clusters to further curriculum development, instruction, post-secondary connections and industry alignment.

"As we expand the collaboration with our sending districts, it becomes more important that we have a common language and an organizing structure that we can all work from," said CTE Executive Principal Jill Slavny. "The National Career Clusters provide that structure and common language."

According to Advance CTE, "The National Career Clusters Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study."

Advance CTE: State Leaders Connecting Learning to Work is the longest-standing national non-profit that represents state directors and state leaders responsible for secondary, postsecondary and adult Career Technical Education (CTE) across all 50 states and U.S. territories. Advance CTE is responsible for the creation and upkeep of the National Career Clusters.



There are 16 National Career Clusters and BOCES 2 CTE has programs that fit into each one of those clusters. For example, Health Science is represented at WEMOCO Career and Technical Education Center with the certified nurse assisting, laboratory technology, dental assisting, health and exercise sciences and New Visions Health Professions programs. Students enrolled in one of these programs are exposed to skills that are transferrable across each of the specialties and educated about the career opportunities beyond their program.

"Helping students understand career clusters allows them to realize what they are good at or what they enjoy doing and realize the large number of careers connected to the skill set or interest," said Jim Payne, CTE laboratory technology teacher. "Students rarely get a chance to think 'outside the box' in terms of what careers are possible."

"For example, they might like the concept of helping people who are sick, are good at biological science but are not a people person, so they could work in a medical laboratory helping doctors determine what is wrong with the patient," added Payne.

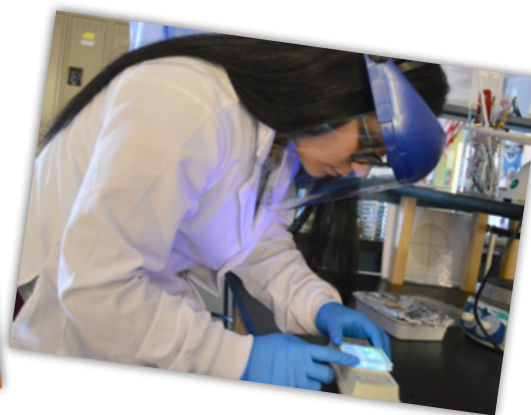
In addition to high school credits, students also have the possibility to earn certifications, dual enrollment credits and/or integrated academics credits.

The benefits of aligning with the National Career Clusters translate beyond the classroom when the students are looking for cooperative learning opportunities while in high school. Having a broad perspective on skill application and career development allows students to expand their career options.

"Our students learn they can explore jobs beyond a specific program, for example automotive technology. They go into engineering, machine maintenance and other related careers," said Career Program Developer/Coordinator Jeanine Gallina. "Looking at CTE on a career cluster level gives our students the big picture."

Aligning with the National Career Clusters also provides an opportunity to explore new program options and adjust programs to fit industry demand. Recently, BOCES 2 CTE expanded the personal fitness program and created the health and exercise sciences program to accommodate occupational and physical therapy curriculum, in addition to expanding kinesiology and biology framework.

Whether a student chooses to enter industry upon graduation or continue their education at a trade school or post-secondary institution, the National Career Clusters help to refine the path which they take to their life-long career.





# CAPITAL PROJECT UPDATE

By Steve Dawe



Spring-like weather has been slow to arrive at the Big Ridge Road campus, but indoors, the progress on the Capital Project has been right on schedule.

The new conference room in the front of the WEMOCO north building is now open, the new staff lounge is in use and demolition of the former Conference Room A & B is nearly complete. Work continues on the conversion of this space into a new computer lab. Construction continues on the building's main entrance. When completed, the new entranceway will feature many upgrades including enhanced safety and security measures.

New flooring was installed in the Educational Services Center over the Spring Recess, and workers inspected and adjusted HVAC on the ESC roof. Data loggers have been placed in the duct work and various rooms to monitor temperature and maximize efficiency.

The entire project is scheduled to be completed this fall. The latest developments can always be found on the Monroe 2–Orleans Capital Project page at [www.monroe2boces.org/capitalproject](http://www.monroe2boces.org/capitalproject)



Construction crews continue the demolition work at WEMOCO in the former Conference Room A and B.



Extensive work is being done on the new counseling office at WEMOCO.



The new staff breakroom in WEMOCO is finished.



The new conference room in WEMOCO just after completion and before furniture was installed.

# Escape from the ordinary

By Chris Klem

The determined second-graders in Churchville Elementary School Teacher Kristen Ockrin's class weren't going to let any sneaky leprechaun get the better of them. They wanted the hidden treasure in the magical box. In order to open the locked box, they had to decipher a series of clues in the form of tricky math problems. They couldn't wait to get started.

A fun math class? Filled with young learners excited about working together to solve math problems? What's going on here?

"We're using the concept of escape rooms to make learning more dynamic," said Churchville-Chili Instructional Coach Andrea Lynch. "It works great in elementary school math classrooms, like this. Escape rooms also work in high school psychology classrooms and middle school science classrooms.

Our district teachers are adapting the model to be used at all grade levels and for all subjects."

Lynch and Monroe 2-Orleans BOCES Instructional Technology Specialist Megan Hugg attended initial escape room training sessions led by BOCES 2 Instructional Technology/Media Specialist Lindsey Neumire and Instructional Technology Specialist Michael Neumire, and purchased kits for each district school building. The BOCES 2 CaTS team helped them develop training for Churchville-Chili teachers, and

then get up and running with ideas for using escape room activities.

The traditional escape room, or breakout, is a kind of scavenger hunt. It features a series of puzzles or riddles that players, working in teams, solve in order to win the ultimate challenge.

"In the escape room format, students learn how to collaborate," said Lynch. "They have to, in order to accomplish the objective

within the time limit. It's fascinating to see them become a cohesive team, focused on a goal. They take responsibility for their own learning. They use each other's strengths, respect their differences, and help each other along."

"We're teaching required math skills in a way that is fun, meaningful, memorable and student-driven. But we're also helping them build critical life skills: problem solving, creative thinking, collaboration and teamwork."

Meanwhile, back in Ockrin's classroom, the adult educators moved among the student teams, guiding and empowering them to find their own answers. As math problems were solved, one after the other, the individuals on each team grew in confidence. The experience was giving them much more than a mastery of math.

"That's the point," said Lynch. "Yes, we're teaching required math skills in a way that is fun, meaningful, memorable and student-driven. But we're also helping them build critical life skills: problem solving, creative thinking, collaboration and teamwork."



Students use online learning journal Seesaw to document their work.



BOCES 2 IT Specialist Megan Hugg works with students, helping them explore new ways to use technology tools.

## Strategic Plan Update

Department for  
Exceptional Children

### Strategic Goal

Resource Management

### Key Strategy

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

The Department for Exceptional Children has worked to advocate for an appropriate rate-setting methodology for preschool programs and services for students with disabilities. Director Barbara Martorana participated in a series of two-day stakeholder advisory meetings at NYSED throughout the year regarding regulatory requirements and program staffing models, improving reimbursement for greater opportunities for inclusion, developing a new SCIS methodology, and creating short- and long-term proposed solutions.

The recommendations made by this group were presented to the Board of Regents for approval, and were subsequently submitted to the Division of Budget in March. It is the expectation of the NYSED that these recommendations will provide fiscal relief to preschool programs in the short-term, and drive systems change toward greater inclusion opportunities for preschoolers with disabilities in the longer-term.



# Breaking the code: Elementary students learn coding fundamentals

By Heather Campo

Today's students are no strangers to technology. Classrooms utilize the latest software programs and apps for research, remedial practice or additional learning opportunities. Outside of school, smart phones and tablets are used to access social media and games.

But how do those programs, apps and games work?

Thanks to the Project ADEPT workshop, "Coding: The 21<sup>st</sup> Century's Literacy," some fourth, fifth and sixth graders at East Rochester Elementary School had the chance to find out.

"Learning how to code is like learning a language," explains Damon Piletz, a resource teacher with Monroe 2–Orleans BOCES Gifted and Talented Education which orchestrates the workshop. "If you learn how it works, there is no limit to what you can do with it."

Some of the students in the workshop had some previous experience working with code through websites like [hourofcode.com](http://hourofcode.com) and [codeacademy.com](http://codeacademy.com). These sites provide a simple overview of coding and help interested students explore aspects of computer science.



The workshop was designed as an introduction to coding and the logic structure behind many computer programs. Using Python, the programming language behind many popular apps like Facebook and Instagram, as well as sites like Google and Reddit, the students learned firsthand how to create commands to direct the computer.

"Python is a great language for beginners to learn because it is easy to read," said Gabriel Schickling, lead IT technician at Simple Tech Innovations and the guest presenter for the workshop. "But it isn't just a beginner language, it is used for many complex applications as well. The basic logic structure and if/then statements can be used in multiple ways to build larger programs."

Students built a joke-telling application that asked the user to provide their age and

would only tell them the joke if they stated that they were eight years old or older. They also built a random number-guessing game that applied multiple logic rules in a loop until the correct number was guessed.

While building their programs, the students had the opportunity to troubleshoot when something didn't work right. They found that there were common errors, like an extra space or a missing character, that could be easily identified and fixed. According to Schickling, those errors are also common when working on more complex programs, and the process to identify and fix them is the same. "The fundamental principles we are introducing to the students are the same principles used by professional programmers," said Schickling.

At the end of the workshop, the students saw how Python was used to easily create things in the popular online game, Minecraft. After exclamations of "wow!" and "that's cool!," the students were eager to try out their new skills to build their own cool programs.

*Part of BOCES 2 Gifted and Talented Education, Project ADEPT (A Diversified Enrichment Program for the Talented) offers a variety of enrichment workshops for students in grades K-12.*

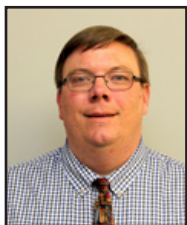
## Career exploration at Canal View

By Jennifer Merkel

On April 13, students from five career and technical education programs visited Spencerport's Canal View Elementary School to discuss Health Science Career Cluster career pathways. Fifth-graders had a chance to hear career options from students in certified nurse assisting, child and family development, dental assisting, health and exercise sciences and laboratory technology. This event is one way CTE is helping students of all ages explore careers and develop a plan to achieve their career goals.



## BOCES 2 employees honored



**Jim Belair**, coordinator of the Monroe 2-Orleans BOCES School Library System, was honored with the 2017-18 Distinguished Service Award at the NYS Educational Media/Technology Association's spring conference this year. The award is presented in recognition of professional leadership, information sharing, creative services, quality of programs and service.



School Counselor **Marguerite (Margie) Killip** was selected by the New York State Association for Career and Technical Education as the recipient of the state's Career Guidance Award. This award recognizes school counselors and career development professionals who have demonstrated commitment to connecting students with opportunities for success, shown innovation in career exploration and development, and have advocated for career and technical education as a viable option for all students.



Career Program Developer/Coordinator **Jeanine Gallina** was named New York State Work Experience Coordinator of the Year by the Work Experience Coordinators' Association. Gallina received the award for her dedication to connect industry and education through co-ops, as well as her advocacy for CTE programs and commitment to preparing students for careers.

## Steedman named Churchville Citizen of the Year

BOCES 2 retiree and mayor of the Village of Churchville, Nancy Steedman, was recently named Citizen of the Year by the Greater Churchville-Riga Chamber of Commerce. Steedman was nominated for this honor by former BOCES 2 Board member David Moore. In his nomination letter, Moore noted Steedman's tenure as a data processing teacher and staff advisor for the Vocational Industrial Clubs of America (VICA, now SkillsUSA) students at WEMOCO, as well as her long history of volunteer work with numerous community organizations. Of her time with BOCES 2, Moore said, "her willingness to give of her time and expertise to students (was) evident. She was perceived as a key component to the success of the students in those competitions." After retiring from BOCES 2, Steedman served on the Churchville Village Board from 1997 – 2007, and was elected mayor in 2007. "I was honored to have been nominated by Dave Moore and to have been selected for this honor," said Mayor Steedman.



## SAVE THE DATE!

### BOCES 2 Golf Tournament

Braemar Country Club  
4704 Ridge Rd. West  
Spencerport, NY 14559

**Friday, June 1, 2018**

Registration at 3:15 p.m.  
Tee off at 3:45 p.m. with dinner  
immediately following

Please RSVP with registration  
information and payment  
to Pete Sharpe at  
[psharpe@monroe2boces.org](mailto:psharpe@monroe2boces.org).

The deadline to register is  
Friday, May 18.



## Condolences to:

**Bruce Clark** (retiree) and **Lisa Clark** on the passing of their father and grandfather (respectively); **Margaret (Lynn) Szozda** (retiree) on the passing of her husband; **Carol Thiel** on the passing of her mother-in-law.



# Together

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## Mission

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

## Vision

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

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

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

## Representing CTE



Students were key in helping the Monroe 2-Orleans BOCES Annual Meeting run smoothly on April 11. Pictured here are two of our CTE student ambassadors from Kendall Central School District, Andrea Villalobos and Jeremy Browe, speaking with Kendall Superintendent Julie Christensen (left) and Kendall School Board members at the event.