



# *Moving Forward Together*

Annual Report  
— 2019 —



# LETTER FROM THE DISTRICT SUPERINTENDENT

April 3, 2019

Dear Friends and Colleagues of the Monroe 2-Orleans BOCES,



This has been another year of accomplishment and celebration at our BOCES with the completion of our capital project. This first-of-its-kind facilities upgrade is a testament to the commitment our component districts have made to keep our cooperative moving forward together.

This Annual Report showcases the work of BOCES 2 departments, gives a glimpse into students' personal stories of success, and highlights just some of the many ways we serve districts, students and families. Behind every story there are staff members putting in the extra effort to help a student achieve a new level of attainment. Behind every story, there is a component district supporting our efforts with resources and thoughtful feedback on our progress. Behind every story there are community partners providing authentic connections for our students.

As we continue to move forward as your Educational Partner of Choice, our commitment to all students remains strong. Together our achievements are endless.

Sincerely,



Jo Anne L. Antonacci  
District Superintendent





## ABOUT

Monroe 2-Orleans BOCES serves nine districts in the western area of Monroe County as well as eastern Orleans County. Our area includes urban-suburban development and commerce, residential neighborhoods and rural farmland. Our districts range in size from Greece with 10,915 students, to Wheatland-Chili with 704 students.

## 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.

## *Strategic Goals*

### Customer Satisfaction

Provide excellent service while demonstrating care and respect for all

### Continuous Improvement

Seek innovative practices to promote organizational excellence by improving efficiency and effectiveness of services

### Community Collaboration

Partner with school districts and community organizations to provide creative educational solutions and foster growth

### Resource Management

Demonstrate integrity, accountability and effectiveness in all personnel and financial decisions with an emphasis on enhancing teaching and learning

## *Core Values*

Collaboration • Expertise • Innovation •  
Integrity • Quality • Respect • Responsiveness

# BOCES 2 CAPITAL PROJECT

The Monroe 2-Orleans BOCES Capital Project was a \$29.2 million investment in the Big Ridge Road campus approved by the voters in our nine component school districts. The project provided major classroom and lab space upgrades for students, created a new professional development space for training and brought significant new safety and security measures to the campus.



Monroe 2–Orleans BOCES celebrated the completion of its first-ever large-scale capital project on Oct. 15, 2018. Moving Forward Together: A Capital Project Celebration featured a ribbon-cutting, the unveiling of commemorative plaques and open campus tours.

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

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



# MOVING FORWARD *together*

**BOCES 2 CAPITAL PROJECT CELEBRATION**

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

of two plaques that now hang in the Educational Services Center and the WEMOCO Career and Technical Education Center.

Following the brief formal ceremony, attendees toured campus buildings and sampled food prepared by Career and Technical Education students in baking, culinary arts, food services and personal services programs.



“Our staff is experiencing a renewed energy around their work,” Antonacci said. “Communities continue to be informed about what 21<sup>st</sup> century learning means at BOCES 2 and our students are inspired by endless opportunities.”

## BOCES 2 Capital Project

Dec. 12, 2014

Voters approved the \$29.2 million Capital Project

Spring 2016

Construction began

Oct. 15, 2018

Celebration of the completion of the Capital Project



Libraries have always been a vital part of education, but lately they are becoming more dynamic: exciting centers of engaged learning. CaTS School Library Services (SLS) has been in the forefront of this movement, bringing school libraries a new digital library collection called OverDrive, and a mind-boggling variety of creative makerspace kits.

## A paradise for readers

OverDrive is thousands of ebooks and audiobooks – combining reading for every grade level and popular fiction with hundreds of existing resources, once on multiple platforms, to create a single super library. Students can use any internet-enabled device to read ebooks from the collection. They can link to the local public library and borrow ebooks there, too.

“Every one of our component districts signed up immediately for this service,” said SLS Coordinator Jim Belair. “Within the first six months of roll out, users in our districts had already checked out an extraordinary 25,000 items.”



## Makerspaces rock!

Many of our district school libraries are launching makerspaces: collaborative spaces where students gather to learn and share ideas, equipment and resources. While each makerspace is unique, the goal of all is to encourage curiosity and help children learn lifelong skills, like teamwork and computational thinking.

Instructional Technology and Media Library Specialist Lindsay Neumire provides the support and training schools need to use the collection. She said, “We are happy to work in partnership with districts as they develop their own makerspaces, whether it is lending kits or simply providing guidance.”



Makerspace facts by the numbers

19

different makerspace kits covering a range of interests and ages that can be tied into curricula from science and math to ELA and art.

210

makerspace kits had been circulated to component school libraries by February.

100+

kits were booked for the rest of 2019-20.

78%

of component district schools had used kits, along with one private school and a public library.

40+

advance bookings for the 2019-20 school year.

*Communications and Technology Services*

# CIPD

The Office of Curriculum, Instruction and Professional Development (CIPD) assists districts with long-range planning for school improvement, comprehensive district education planning, curriculum development and professional development for teachers, administrators and curriculum specialists. CIPD coaching services provide collaborative opportunities to support educators in ongoing reflective practice and offer specialized programming to prepare and support new and novice teachers and administrators. CIPD programs and services are aligned with the Regents Reform Agenda and the initiatives of our component school districts.



- School Improvement
- Education Planning

- Curriculum Development
- Professional Development



# Keeping up with New York State Next Generation Learning Standards: Phase II

*Building capacity on site, off site, and online*

Since the 2017 announcement of the NYS Next Generation Learning Standards, CIPD has been hard at work preparing local districts for the 2020-2021 rollout.

“We currently offer several professional development sessions focusing specifically on Next Generation Learning Standards capacity building for the districts we serve,” says CIPD Coordinator Stephanie Smyka. “Participants receive turn-key information to share in their districts. There is no fee for our component districts and a very nominal fee for others.”

In addition to formal instruction sessions at the ESC, CIPD instructors are out in districts providing onsite training and electronic instruction options.

“Educators’ time is valuable and in high demand. We have created online instruction tools that districts can use when they have available time,” adds Smyka. “We are committed to preparing our educational community for Phase III and providing continued support beyond 2020.”



## *Curriculum, Instruction and Professional Development*



### *Supporting All Students*

Mid-West RBERN is collaborating with CIPD and school districts throughout the region to support high quality curriculum development and instructional practices for meeting diverse student needs and strengths. One priority of the Next Generation Standards is the requirement that general instruction in ELA and Math include best practices for all subgroup populations of students, including English Language Learners (ELLs) and Multilingual Learners (MLLs). Mid-West RBERN supports training and tools for general education teachers to confidently instruct ELLs and MLLs.

**“It is exciting to have training opportunities where teachers can leverage creativity and innovative means for increasing student engagement with diverse learners. These Next Generation Standards take into consideration diverse experiences and respect the cultural, linguistic and academic literacy development of all students for planning rigorous, engaging, standards-based lessons.”**

- Mid-West RBERN Coordinator Lourdes Roa

**Follow the map** The NYSED Roadmap delineates the timeline for full adoption of Next Generation Learning Standards

Phase I: Raise Awareness  
Winter 2018-Spring 2019

Phase II: Capacity Building  
Spring 2019-Summer 2020

Phase III: Implementation  
September 2020-ongoing

# CTE

Career and Technical Education (CTE) offers high school students an opportunity to explore a career or technical field chosen from a variety of options. Students are graded on their knowledge of and their performance in their CTE course. Identified CTE courses allow students to earn English, math, science or social studies credit at the discretion of the home district.

There are 850 students attending the BOCES 2 Career and Technical Education Center courses in more than 20 career fields including precision machining; carpentry; electrical; heating, ventilation and air conditioning (HVAC); auto tech; culinary arts; cosmetology; laboratory technology and exercise science.





- Opportunities for High School Students
- Career & Technical Fields
- School-based & Work-based Learning

CTE programs by the numbers

CTE programs focus students with a clear plan leading to a fulfilling career. In many of these fields of study the future is so bright!

**\$86,850**

median salary for physical therapists

**2,955,200**

jobs in nursing in the U.S..

**25%**

growth rate in phlebotomy, much higher than the national average.

Not long ago Career and Technical Education was viewed as the end of the road for students not succeeding in high school. Today, CTE is widely recognized as a launching pad for students focused on getting the most out of college and a career.

“We are the best fit for many students who want to go into college with a plan for future success,” said Executive Principal Jill Slavny, “Our students leave here with foundational knowledge and a post secondary plan. Often they also leave here with employment to help pay for college.”

Through the capital project, CTE was able to complete a major reorganization, now locating programs in career clusters.

“The response has been great. Everybody benefits from the improvements in convenience and collaboration,” said Slavny, explaining that the new layout of the facility fosters more teamwork among staff, it allows sharing of equipment and gives students easy access to related programs.

For example, the facility now houses a Health Science Cluster and a Human Services Cluster, both concentrations offer rising career prospects.

## *Career and Technical Education*

**Health Science includes:**

Certified Nurse Assisting

Dental Assisting

Exercise Science

Laboratory Technology

**Human Services includes:**

Child and Family Development

Cosmetology



Center for Workforce Development provides a variety of industry-aligned educational solutions to prepare the 21st century workforce. The career and technical education programs are affordable, short-term and convenient for the adult learner. Career education programs provide the skills needed for employment. Community continuing education classes provide relevant content for the adult learner seeking to enhance their skills or learn a new skill. Free academic classes for individuals seeking to earn their high school equivalency diploma and free English classes for speakers of other languages are held in several locations. CWD also provides customized business solutions to meet employee-training needs.





The Integrated Nursing Assistant program for English Language Learners is for students whose first language is not English. Students attend the Nursing Assistant program classes three days a week and English for Nursing Assistants for two additional days a week. Students are motivated to receive job training while also improving their English language skills.

## *Center for Workforce Development*

- Career & Technical Education
- Industry-Specific
- Utilizing Latest Technology
- Customized Workforce Training



**Vocational assessment** involves the collection of information about a person's academic and vocational aptitudes, abilities, interests and occupational readiness. The trainer counselor uses paper and pencil tests, hands-on work samples, computerized programs, and observations to provide information about aptitude and achievement, transferable work skills, and behaviors.

**The GPS program** provides young adults – ages 16 through 24 – with the support they need to achieve their career goals. Youth Navigators assist individuals with securing basic needs while providing support with career exploration and job search activities. Students in both Adult Literacy and Job-Training programs have benefitted from these additional supports, as they work their way through their respective classes and transition into their next educational or employment opportunity.

### **ACED Scholarship**

Literacy is often a barrier for those seeking employment, and when combined with a lack of employable skills, adults are often left without many employment options. CWD is focused on supporting the adult population by providing training that incorporates academic content aligned to the TASC assessment with discipline specific content while pursuing their HSE.

# DEPARTMENT FOR EXCEPTIONAL CHILDREN

The Department for Exceptional Children's Special Education division provides programs and services to students aged 3 - 21 who are referred by the Committee on Special Education or the Committee on Preschool Education of their local school district. The student's program is tailored to meet his or her unique learning needs as outlined in the Individualized Education Plan (IEP).



- Special Education
- Education for the Gifted & Talented

- English as a New Language
- Statewide School Health Services

We all have the right to learn and participate in the world around us. This simple truth is the driving force behind the BOCES 2 Assistive Technology Services (ATS) department. Our assistive technology specialists help children unlock their learning abilities and flourish in their communities. They provide support to all students in BOCES 2 programs and to eight of our component school districts, plus five additional districts from our region.

“Our objective is to build independence and assure that students learn in the least restrictive environments possible.”

- ATS Chairperson Leigh Nenni

## Assistive Technology

According to Chairperson Leigh Nenni, the department’s approach is fluid and based on the needs of the moment. “We work closely with each student’s educational team to uncover barriers to learning success. We help guide the selection of adaptive equipment or software and provide training. The goal is to turnkey use back to the district professionals who work directly with students.”

The multidisciplinary ATS team can include special education teachers plus experts in occupational therapy, speech/language pathology and teaching for the visually impaired. Access to our multimillion-dollar Lending Loan Library provides the flexibility to test different tools and strategies to find the best solution for every student.

And “every student” is just who the program targets. While consultants primarily focus on children with exceptionally complex needs, districts can also make services available to any child who struggles with learning. Building relationships with all students and their teachers facilitates understanding and destigmatizes different methods of learning.



### Lending Loan Library

Participating school districts support and benefit from our vast collection of communication systems and assistive technology tools:

- Dedicated language systems to augment communication, from simple talking switches to speech generating devices.
- Screen reading technologies for students with low vision or dyslexia.
- Voice recognition tools that allow students to transcribe spoken words into meaningful text.

# DEPARTMENT FOR EXCEPTIONAL CHILDREN







## PPNR stats for 2018-19

- Nine participating school districts: Brockport, Byron-Bergen, East Irondequoit, Gates Chili, Greece, Hilton, Holley, Kendall and Spencerport
- 26 elementary, middle and high schools supported
- 560 different services provided to more than 200 students, with many receiving multiple services
- 11 full-time consultant teachers, plus scores of experienced educators providing related services

# Parentally-Placed Non-Residents Service

As the number of private and charter schools grows throughout our region, the demands on school districts to provide specialized assistance for students in non-public schools has also increased. Those services can include consulting teachers and autism consultants or specialists for the hearing or visually impaired; assistive technology, occupational and physical therapy, audiology, and music, art or speech and language therapies. Many districts contract the expertise they need through the Department of Exceptional Children's Parentally-Placed Non-Residents (PPNR) service.

At Hope Hall School in Gates, more than 67 percent of the student population receives special education services – 99 students are receiving 315 different services this year. Jennifer Arnold, the school's special education coordinator, said, "Many students come to Hope Hall educationally marginalized, with special learning needs. Our teachers rely on BOCES partners to bring a different lens and added depth to each student's educational experience. They work seamlessly, as a team. Together, they've helped us achieve a 100 percent graduation rate, preparing students for college, workforce, or post-secondary career training and transition programs."

BOCES school psychologist Timothy Hanson has worked full-time with Hope Hall for eight years and has seen the partnership grow. "BOCES staff bring a wide range of knowledge in educating children with special needs. Over years of building trust with Hope Hall's administration and faculty, we now have the unique opportunity to blend our experience with their founding principle, 'Every child gets what she or he needs.' The resulting collaboration has made a world of difference for many students."



**"Our Monroe 2-Orleans BOCES partners are integral, committed members of our faculty. They are part of our mission; we would not succeed without them."**

- Jennifer Arnold, Hope Hall School

# ESP

The Elementary Science Program (ESP) at Monroe 2-Orleans BOCES provides a hands-on, interdisciplinary curriculum that helps teachers maximize their success in the classroom. For more than 45 years, ESP has provided science materials and in-service training for elementary science teachers and now offers resources for science instruction through eighth grade.

All of the materials are developed by teachers who understand the challenges of today's classrooms. ESP resources meet the expectations of the Elementary Science Core Curriculum, and the leveled readers meet the needs of non-fiction text for ELA instruction under the Common Core. ESP is also actively involved with monitoring and understanding developments related to the Next Generation Science Standards.



# Elementary Science Program

BOCES 4 Science continues to exceed expectations thanks to increasing demand from school districts around New York State.

The collaboration formed by Monroe 2-Orleans BOCES, Monroe One BOCES, Wayne-Finger Lakes BOCES and the Genesee Valley Educational Partnership is retooling the science and STEM programs of the four BOCES by modernizing curriculum and developing shared science resources to strengthen education programs.

Building on the Elementary Science Program's successful formula of the past 45 years, BOCES 4 Science is creating kits that provide science lessons in a box. A new school year brought a new record level of orders for the science kits developed as part of BOCES 4 Science.



- BOCES 4 Science
- Science Activity Kits
- STEM Materials
- Teacher Training

Teachers schedule the units online or by phone. Kits come with all the necessary materials for hands-on activities for students and a detailed teacher's guide. Student science journals complete the package so students can record their observations and describe what they've learned.

BOCES 4 Science teachers developed each unit to align with the NYS Science Learning Standards. After being piloted in classrooms, feedback was incorporated in the final design. The first six BOCES 4 Science kits hit classrooms in January 2018 with another round of kits available to teachers around the state in January 2019.

BOCES 4 Science by the numbers

1,373

Science Kits ordered in the 2017-18 school year

2,928

Science Kits ordered in the 2018-19 school year through March 13, 2019

113%

growth change

101

total districts using the kits 2018-19



# MAARS

Monroe/Orleans Accountability, Assessment and Reporting Services (MAARS) is a collaboration of Monroe 2–Orleans BOCES and Monroe One BOCES. This service combines multiple departments into one high-tech operation. The staff provides a seamless service with guidance and training for component districts.

The service supports the 19 component districts and both BOCES as well as Charter Schools and Non-Public Schools with New York State reporting, data warehousing, student management systems, test processing, data analysis, as well as content area and graduation requirements. These services help the districts and BOCES to meet state and federal accountability, assessment and reporting mandates.



- Data Warehousing
- Test Reporting
- Data Analysis
- Guidance & Training

All students should succeed and thrive in school no matter who they are, where they live or where they go to school. That is exactly what the Every Student Succeeds Act (ESSA) is meant to ensure. In order to accomplish this educational equity, the New York State Department of Education adjusted the parameters of the school accountability system, resulting in extensive changes to data reporting requirements.

Greece Central School District is one of the many districts that has worked with Monroe-Orleans Accountability, Assessment and Reporting Services (MAARS) to meet these new requirements. “MAARS gave us the entry point to understanding our data,” said Keena Smith, Greece data support staff. “They presented the information in a digestible way that made it easier for us to understand how to apply it and how it impacts our departments.”

Bridget Harris, assistant director of Monroe Regional Information Center (RIC) and MAARS, and her team began the process by meeting with Greece data teams. MAARS organized and presented the district’s 2017-18 data reports, allowing data teams to understand how to use their data to make informed accountability decisions.

For the second stage, MAARS hosted informational workgroups and explained the new accountability measurements. They analyzed accountability data reports in a meaningful way that was used to guide the work of districts and their improvement teams.

Finally, in stage three, MAARS helped district leadership teams understand the district’s accountability designation. Follow-up meetings explained the accountability decisions that were reached, and allowed the district to highlight areas of success and examine areas in need of improvement.

“The multi-stage approach has allowed our department to partner with districts to accurately report data to the state, including the new required data fields,” said Harris.

“Ultimately, districts can use this data to build on their successes and make necessary improvements to better serve the needs of all students.”

“The MAARS team were instrumental in helping us understand what our data meant and how we could use it. They were there every step of the way to answer our questions and they allowed us to feel comfortable presenting our data.”

- Keena Smith, Greece Central School District

# Monroe/Orleans Accountability, Assessment, and Reporting Services

MAARS uses a simple three-stage process to help districts understand data and make informed accountability decisions:

- 1 - Collect
- 2 - Report
- 3 - Analyze



# WESTSIDE ACADEMY

Westside Academy is an alternative junior/senior high school for young people who have experienced academic, behavioral or emotional challenges in their home districts. At Westside Academy, they are faced with the highest academic expectations and Regents-degree programming, but given the extra support they need to ensure success.

Westside Academy staff members work with each student and family, dealing with self-esteem issues, depression, anger, parenting education, family difficulties or drug/alcohol problems. The goal is for graduates to leave with the belief that learning is not beyond them and that life holds infinite opportunities.





The staff here believe that if they don't deal with the trauma, their students can't learn. They have committed to being patient and showing students grace. "Our young people have difficult things happening in their lives," said Principal Martha Willis. "They have reasons behind their behavior. Our goal is to be a safe place for them to confront and cope with those reasons."

Westside Academy has focused on becoming a Trauma-Informed School, where students learn skills to successfully process adverse events and become resilient learners. It requires commitment, professional development, hard work and new mindsets, even from the school's seasoned educators and social workers. In combination with established Positive Behavioral Intervention and Supports (PBIS), a robust restorative justice program, and efforts in building mindfulness and self-regulation skills, initial results have been significant. One major effect is that teachers are empowered to work with students to understand and address disruptive behavior in the moment, often using a collaborative team approach. Now, only genuine crises result in removing students from the classroom.

"This means all students are spending more quality instructional time in the classroom learning," said Willis. "And the difference shows. By February, almost every child in our ninth-grade algebra class, for example, had already passed the Regents exam."

- Building Trust
- Focusing on Individual Needs
- Regents Exam Preparation

Many people might experience one or two traumatic experiences while growing up, like losing parents, or coping with abuse or mental illness. By the time students arrive at Westside Academy, however, they have faced an average of three or four of these crisis situations: Trauma has touched them on an almost daily basis. Life is often like a runaway bus coming at these children every day, and educators at Westside Academy are determined not to be one more bus.

## Meaningful Results

- More in-classroom instruction time
- Greater engagement in learning
- More positive interpersonal relationships
- Higher test scores
- Decreased absenteeism

# Alternative junior/senior high school



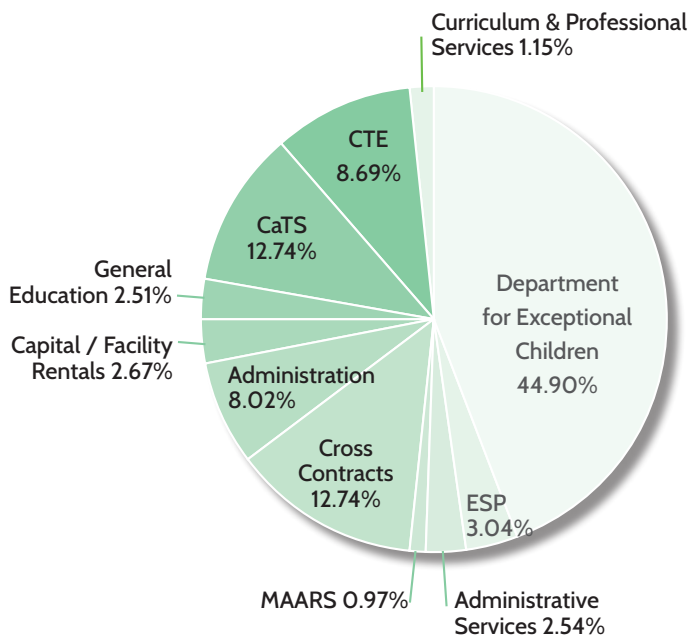
"We meet children where they are; empowering their strengths, not enabling their traumas."

- Martha Willis, principal at Westside Academy

# 2017-18 *General Budget*



Category	Amount	Percent
Administrative Services	\$2,252,253	2.54%
Career and Technical Education	\$7,706,925	8.69%
Center for Workforce Development	\$20,180	0.02%
Communication & Technology Services	\$11,303,108	12.74%
Curriculum & Professional Development	\$1,024,083	1.15%
Department for Exceptional Children	\$39,825,026	44.90%
Elementary Science Program	\$2,699,979	3.04%
General Education	\$2,224,556	2.51%
MAARS	\$858,823	0.97%
Cross Contracts	\$11,300,485	12.74%
Administration	\$7,115,676	8.02%
Capital / Facility Rentals	\$2,370,458	2.67%
<b>Totals</b>	<b>\$88,701,552</b>	





# Budget Comparison 2017-18

Expense Category	17-18 Adopted Budget	17-18 Year End Budget	\$ Difference
Professional Salaries	\$19,222,132	\$19,173,850	-\$48,282
Non-Professional Salaries	\$17,031,262	\$16,205,589	-\$825,673
Benefits	\$23,941,846	\$22,478,017	-\$1,463,829
Equipment	\$3,166,255	\$8,957,200	\$5,790,945
Supplies	\$1,102,061	\$2,063,155	\$961,094
Contractual	\$11,584,910	\$17,557,954	\$5,973,044
Internal Services	\$25,092,424	\$23,546,794	-\$1,545,630
Internal Credits*	-\$26,124,357	-\$24,450,263	\$1,674,094
Capital / Facility Rentals	\$2,370,458	\$2,370,458	\$0
Cross Contracts	\$11,314,561	\$14,475,913	\$3,161,352
<b>Budget Totals</b>	<b>\$88,701,552</b>	<b>\$102,378,666</b>	<b>\$13,677,114</b>

The Adopted Budget is the budget approved based on services requested by districts for the upcoming fiscal year. The Year End Budget reflects the budget based on additional service requests received during the school year. The Year End Budget for 2016-17 showed more than a \$13 million increase over the Adopted Budget.

\*Internal Credits include revenues through inter-departmental charges for services.



# STUDENT SUCCESS STORIES



## Nicole Ashley

Brockport Central School District  
Career & Technical Education

“WEMOCO has taught me how to be prepared for a work place. I have learned how to be more responsible and not mess around

while completing things. At WEMOCO I learned that later on if I don't want this to be my career, I can choose something else to do or choose something that involves machining.

I would like to thank the board members and administration at WEMOCO for allowing me to have a career and supporting me. Without their help, I probably wouldn't have been able to get a job right away. They have allowed me to go on field trips and set up everything in order for me to be successful in the career path I am taking, and for that I would like to say thank you for all the help you have given me.”



## Tristan Bowling

Kendall Central School District  
Dept. for Exceptional Children

“Tristan entered our program after being at home and out of a school program for several months,” says Teacher Carole Cook. “He made an

amazing transition to our classroom, so much so, that mom left after less than an hour on his first day when she realized he was not going to have difficulty in the new placement. A week later, Tristan had surgery which left him out of school for another extended period. When he returned, he was ready to be reintroduced to his eye gaze communication system and ready to start communicating with us. Tristan has a smile that can light up a room. He has demonstrated that he can indeed roll with the punches and come up smiling!”



## Megan Cardella

Hilton Central School District  
Career & Technical Education

“I knew since I was younger that sitting in a classroom all day reading from a textbook and just copying notes was not the way I learned best. I am more

of a hands-on learner and need to see visuals. Here at WEMOCO almost everything is hands-on. I still take notes, but because I'm learning things I truly am interested in, there isn't a time when I'm bored.

One thing I learned is how to manage my time so I do not stress myself out and I am able to complete a client's services completely. Another thing is how much it really takes to become a hair stylist: making sure all the tools are disinfected and sanitized, being professional all day in front of clients, coworkers and management.

Thank you for giving all these young adults like myself the chance to prove how hard we can work when we are working for something that will carry us into the future.”



## Abigail Collins

Kendall Central School District  
Career & Technical Education

“I decided to take CTE Child and Family Development courses because I had a love for people and I wanted to learn more about the development

of people. I also wanted to help kids with disabilities, like I have. This class has taught me that I can do anything.

I was also given the opportunity to work with real people and not just learn through theory. This was the difference. This was not just another class at high school it was real life. Child and Family Development is the reason I am considered a success story.”



### **Madelyn Crowley**

**Gates Chili Central School District  
Career & Technical Education**

“My life was completely changed from the moment I came to BOCES, not only did I fall in love with this Laboratory Technology class, I became a more confident student. Learning everything from how to

grow bacteria to how to draw blood, BOCES has prepared me for the rigor of college. Aside from learning within the lab, I have also learned how to do a presentation in front of anyone and how to become a more effective public speaker.

I made so many friends, I’ve gained confidence, found my dream career, have a brand new outlook on life, and I am genuinely a happy person. If I could take one thing I learned at BOCES with me through life, it is that I should never settle. I have to aim high and achieve my dreams because if you never try, you’ll always wonder.

Until I came to BOCES, I had never truly valued my education. Now two years later, I can say, without the slightest doubt, that I have never valued anything like I value the opportunity I had at WEMOCO. I will proudly promote Career and Technical Education for the rest of my life.”



### **Audrianna DeLuca**

**Hilton Central School District  
Dept. for Exceptional Children**

“Audrianna entered into our classroom in September 2017 when she was 2 years old,” said Preschool Special Education Teacher Jessica Weese. “She would cry and yell throughout the day to communicate her wants

and needs, but slowly learned how to trust the classroom staff and use an assistive and augmentative communication (AAC) device and gestures to communicate. Now, Audrianna has made so much progress in all of her skills and loves coming to school. She uses an AAC device and two- or three-word phrases to communicate her wants, needs and ideas. We are all so proud of the hard work she does to communicate in school, home and community settings.”

“When we started our process with our Audrianna she cried every day,” said her mom Amie. “She would not want to be around anyone at all. Jessica and the assistant teachers created a welcoming and structured environment for our daughter that made her feel safe and happy and finally let them in her life. Today, our girl hugs and welcomes everyone. She loves to get on the bus and even communicates to tell us how she feels. Without their dedication, we would not be as far as we are today. We thank you all!”

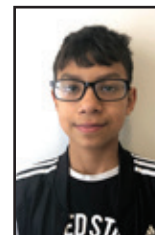


### **LaQuonna Figueroa**

**Greece Central  
School District  
Career & Technical  
Education**

“I decided to take cosmetology at

WEMOCO because I truly had a passion to do hair, doing other people’s hair and seeing their reaction to the work you’ve done on them is truly a pleasing thing to see. I’ve learned professionalism, the correct way to approach people regardless if its people in the industry or people in general. I would say thank you for providing a program for free that would usually cost a \$1,000. It really helps kids who don’t necessarily have a plan after high school start their life with this new-found trade.”



### **Michael Hedwig**

**Greece Central  
School District  
Dept. for Exceptional  
Children**

“Michael began at Ridgcrest in sixth

grade and transitioned this year into our middle school program,” said Supervisor Robert Nells. “During his first year, he struggled to make friends and control his temper when things did not go his way due to his severe difficulty regulating his emotional responses. With the support of his family and school team, he started to make progress. This year Michael has really worked hard on improving friendships and staying in control when faced with adversity. He is doing so well that he is running for his modified track team at Olympia. GO MICHAEL!”

# STUDENT SUCCESS STORIES



## Geoffrey Louis

Gates Chili Central School District  
Westside Academy

“When I first came to Westside Academy, I was 12 and always in trouble. I needed to mature and coming here was a godsend. The

smaller classes and one-on-one extra help was perfect for me. The teachers here accept you for who you are; they make the time to really get to know you.”

“I’ve worked hard and changed a lot since I’ve been here. I’m a junior now, and I’m most proud of my grades. They were high enough to get me into the Auto Tech program at WEMOCO, which I love. My grades there are way above average, too, and I’m confident that they’ll get even higher as I get more experience. I’m looking forward to my future.”



## Jared Phinney

Churchville-Chili  
Central School District  
Westside Academy

“I never liked math. I was so far behind I didn’t think I could ever catch up. Now math is my favorite class

and I’m really good at it. I’m getting 90s and 100s. The teachers here at Westside Academy take time and make sure that no one is left behind. They bring out what you don’t think you have.”

“Every day, they show that they care; I just enjoy talking with them. They’ve helped me academically, but also in life. I feel like I’m ready to move on to trade school and a good career. I’m very proud that I’ll be graduating this year with all my friends.”



## Kory Puente

Holley Central School District  
Career & Technical Education

“WEMOCO has helped me prepare for my career by showing me every aspect of the dental field to be sure I’m ready for any area of dentistry I

could be exposed to.

It has helped me prepare for life by showing me how my hard work can pay off and that with hard work opportunities come. It makes me appreciate things much more knowing that I worked hard and achieved something this soon in my life and pushes me to reach the highest level I possibly can.

I’d thank the school board members for supporting these programs because it shows that they aren’t just concerned with teaching students how to pass a test. It shows how much the schools genuinely care for our futures and care about us getting to that next step in our life outside of high school and to become successful.”



## Robert Richards

Churchville-Chili  
Central School District  
Career & Technical Education

“I have learned a lot throughout WEMOCO that will help me with my career and college. I have learned

many things in the automotive industry that I have the ability to carry over with me to a job and to college. WEMOCO has also taught me that being kind, caring and respectful to others goes a long way and will really help after graduation.

I couldn’t say enough to thank the school board members and administrators for supporting Career and Technical Education courses. WEMOCO has been the best decision I personally have made in my entire life. The teachers and staff have taught me key things to help me out further in life, whether it’s the career I choose to do or just life in general. I sincerely would like to thank the school board members and administrators for allowing me to have this great experience.”

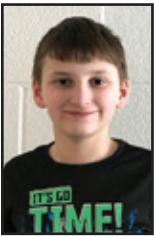


### Daniel Roe

Holley Central School District  
Career & Technical Education

“I wanted to take a class that would lead me to a career so I decided to go to WEMOCO. I didn't know what I wanted to take but eventually I

discovered that I enjoyed carpentry. WEMOCO has taught me it's important to have a good work ethic and to work hard in life.”



### Steven Sherwood

Brockport Central School District  
Dept. for Exceptional Children  
Steven Sherwood is a fourth grader with the 8:1:2 program. He has been with BOCES 2 since first grade. He is a caring young man who is very

sensitive toward other people. Over his time here we have seen improvement in his interactions with peers, and how he handles situations that can be stressful for him. He works hard in the classroom setting to improve his reading and writing skills daily. He is a student who always has a smile on his face, and doesn't complain when new or different tasks are presented to him. Whenever we start a lesson that he is excited about he says “Let's do this thing!” He is confident in sharing information in class when topics are of high interest for him. He is knowledgeable about topics such as dinosaurs and can relate his knowledge throughout the content areas. He is involved in the Terry Taylor Troubadors, the fourth and fifth grade chorus that performs monthly for school assemblies. He also participates in activities outside of school such as cub scouts and a youth hockey league where he was selected for an award after a recent tournament.

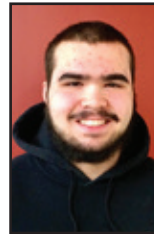


### Quan Thomas

Spencerport Central School District  
Career & Technical Education

“BOCES 2 has taught me how to communicate with others. It has also taught me how to use different kitchen equipment and how to bake.

I wanted to learn the basic skills in cooking so it would help prepare me for a job at a restaurant. I now do a lot of cooking at home for my family because of the skills I have learned in food service. Thank you for letting me attend WEMOCO!”



### Dakota VanEpps

Wheatland-Chili  
Central School District  
Career & Technical Education

“I decided to take CTE courses at WEMOCO because I was very interested in trades and wanted

to work on things hands-on because that's how I learn better. My Heavy Equipment Operation and Maintenance classes have helped me get certifications in excavating and OSHA to prepare me for my career. At WEMOCO I learned the skills I need to know for this trade to be successful and well-prepared for life. Thank you for talking to me when I was younger about skilled trades. It's a very important aspect in my life for what I wanted to do in life.”

# STUDENT SUCCESS STORIES



## Michael Vinci

Spencerport Central School District  
Career & Technical Education

"I decided to take CTE courses at WEMOCO because I knew I wouldn't be wasting my time. I knew I would gain knowledge I can use in the future.

I hope to become a firefighter, and taking carpentry has helped me better understand the structure of houses and buildings for when I'm on the job. I have learned a valuable trade at WEMOCO which has better prepared myself in the future. I am very grateful for the school board members and administrators for giving me the opportunity to take a CTE course and guiding me toward success."



## Devan Wagner

Wheatland-Chili  
Central School District  
Westside Academy

"I probably would have dropped out by now if not for Westside Academy. I was failing. I wanted to give up. I had

no plans for my life and would have ended up taking whatever low-wage job came along. Now my mom is proud and hangs my report card on the refrigerator. I want to go to college to study astronomy and I'm confident that I've developed the skills I need to succeed.

Westside Academy gives you options for learning. The atmosphere here is comfortable, relaxed. Teachers are here to support you, but if you don't get your work done, that's on you. I was getting zeros in some classes before I came here, but now I'm on track to graduate next year. If Westside Academy can do that for me, it can help others, too."



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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.