

2025 ANNUAL REPORT



Your Educational Partner of Choice

Boces 2



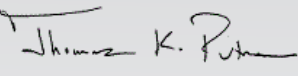
Dear Colleagues and Board Members,

Since joining Monroe 2-Orleans BOCES, I have been continually impressed by the breadth of services this organization provides and the dedication of those who make it all possible. Across our programs and departments, BOCES 2 is uniquely positioned to meet the evolving needs of students, districts and communities.

Looking ahead, the organization's focus remains on service and responsiveness. Whether helping districts navigate new state initiatives, providing professional learning that strengthens instruction, or expanding career pathways for students, BOCES 2 is committed to being a resource that districts can rely on. Education is constantly evolving, and we will continue to evolve with continued commitment to providing high-quality, cost-effective solutions to meet the needs of all students.

Thank you for your partnership, trust and dedication to education. I look forward to continuing this work together.

Sincerely,



Thomas K. Putnam, Ed.D.
District Superintendent
Monroe 2-Orleans BOCES

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.

Monroe 2-Orleans BOCES Component Districts and Board Members

Monroe 2–Orleans BOCES serves nine districts located in the western Monroe and eastern Orleans counties. The area includes urban-suburban development, commercial and residential areas and rural farmland. Component districts range in size from 700 students to more than 10,000. Each district is represented on the Monroe 2-Orleans BOCES Board of Cooperative Education by a selected community member.

 Brockport Central School District BOCES 2 Board Member Gerald Maar	 Greece Central School District BOCES 2 Board Vice President R. Charles Phillips	 Kendall Central School District BOCES 2 Board Member Christa Bowling
 Churchville-Chili Central School District BOCES 2 Board Member Kathleen Dillon	 Hilton Central School District BOCES 2 Board Member John Abbott	 Spencerport Central School District BOCES 2 Board Member Michael May
 Gates Chili Central School District BOCES 2 Board President Dennis Laba	 Holley Central School District BOCES 2 Board Member Trina Lorentz	 Wheatland-Chili Central School District BOCES 2 Board Member James Musshafen

BOCES 2 by the Numbers



BOCES 2 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

BOCES 2 Core Values

- Collaboration
- Expertise
- Innovation
- Integrity
- Quality
- Respect
- Responsiveness

“CTE students learn more than trade-specific skills—they develop problem-solving, teamwork and communication skills that will be essential in any career.”

- CTE Principal
Jon Koeng

A skilled community doesn’t happen by chance—it’s built through education, training and strong partnerships. Monroe 2-Orleans BOCES equips learners of all ages, abilities and aspirations with the skills to succeed.

Through BOCES 2 Career and Technical Education (CTE), students learn the theory behind in-demand skills and then apply the knowledge using industry-aligned tools and processes. Work-readiness skills are also present, whether collaborating to build a house or teaming up to prepare a culinary entree.

“CTE students learn more than trade-specific skills—they develop problem-solving, teamwork and communication skills that will be essential in any career,” said CTE Principal Jon Koeng.

Student work transcends the classrooms through work-based learning opportunities. In 2023-24, students completed 12,000+ hours of customer-oriented projects in CTE’s professionally outfitted spaces. In collaboration with business partners, student experiences were heightened in industry settings through shadowing and co-ops. More than 6,300 paid co-op hours were tallied by students last year, allowing them to earn money and build their resumes before high school graduation.

In a cross-departmental collaboration, CTE students transformed into adult education teacher assistants through Center for Workforce Development (CWD) paid co-ops. Last year, high school students spent nearly 700 hours demonstrating mastery and higher-order thinking while supporting adult students’ learning, potentially influencing the skillset of future coworkers.



In the same classroom where she learns as a CTE Medical Laboratory Assisting and Phlebotomy student during the day, Savannah Wehner steps into a leadership role in the evening as a CWD teacher assistant. The Spencerport CSD senior (left) observes as a CWD Phlebotomy adult student performs a blood draw, exemplifying the power of shared learning and collaboration in workforce training.

CWD’s low- to no-cost career training programs develop adults’ skills and confidence. While working towards careers and success, adult students are supported from enrollment to employment. Additionally, CWD bridges adult literacy gaps through English classes and High School Equivalency Diploma programming.

“By equipping adults with career and education skills, CWD is changing individual lives and strengthening the entire community,” said CWD Director Shawna Gareau-Kurtz.

Given the breadth of student abilities, the definition of success beyond BOCES 2 varies in the Department for Exceptional Children. Students, staff and families collaborate on individualized, forward-thinking planning to best prepare for life beyond school. Through academic, social-emotional and physical development, students gain skills that foster independence and employability.

“Students are challenged and supported to exceed expectations, ensuring they’re equipped to take on the world with purpose and pride,” said Department for Exceptional Children Director Kerry Macko.

Whether it’s preparing high school students for skilled trades, supporting adult learners or empowering individuals of all abilities, BOCES 2 builds a skilled, prepared and innovative community.



Through tailored programs in the Department for Exceptional Children, students build skills that match their abilities and goals. Gaining work experience at a local Goodwill helps this student strengthen her readiness for the workforce and daily life, supporting a confident transition into adulthood.

“By equipping adults with career and education skills, CWD is changing individual lives and strengthening the entire community.”

- CWD Director
Shawna Gareau-Kurtz



In the literacy classroom, this adult student is building the skills to unlock new opportunities. Whether improving language skills or working toward a high school diploma, CWD’s literacy programs equip students with the tools to succeed, benefiting both their futures and the workforce.

“Students are challenged and supported to exceed expectations, ensuring they’re equipped to take on the world with purpose and pride.”

- Department for Exceptional
Children Director Kerry Macko

Shining on a National Stage: To cap off the 2023-24 school year, BOCES 2 CTE students and staff represented the department at the national level in Atlanta during the SkillsUSA National Leadership and Skills Conference. Eight students competed in six different competitions thanks to top-level performances at the state level. Additionally, two students participated in leadership training to serve in local and state roles during 2024-25, as well as their future careers.



From Student Work to a Family Home: Construction-related programs collaborate annually to build a house. The expertise of Carpentry, HVAC and Residential and Commercial Electrical students are leveraged to create a professional-grade blank canvas that is auctioned online each summer. After the 1,400 sq. ft. building is transported from the WEMOCO CTE Center campus, the buyer transforms the three-bedroom, two-bathroom construction into their ideal living space. The house is a reminder of the power of applied learning and the impact it has on both students and the community.



Dishing Out Skills: Meal planning is taken off the plate of staff members thanks to Culinary Arts and Food Services. Students work with chef instructors to create menus, review digital orders, calculate ingredient quantities, prepare meals and reconcile physical and online payments. The customer-facing feature of the programs allows students to interject additional skills beyond those they leverage in the kitchens, further preparing them for futures in a variety of careers in the culinary arts industry.



The Driving Force to Meet Transportation Needs

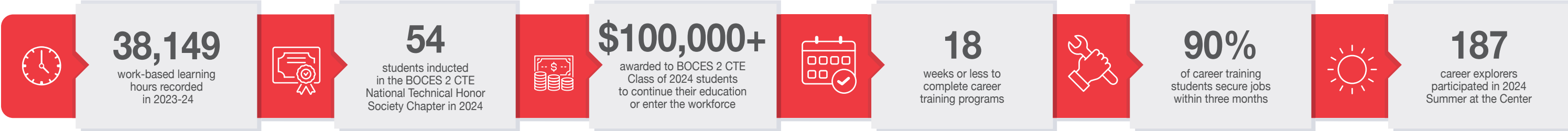
Recruiting and training qualified bus drivers and monitors continues to be a challenge for districts. CWD is in the driver's seat on the road to a solution. A new CO-SER for the 2025-26 school year, Pupil Transportation Services will help districts stay in compliance with the state by providing state-mandated training, CDL road testing and 19A services—reducing the district's administrative burden while ensuring drivers are well-prepared and students are transported safely. Long-term plans include expanding training opportunities, introducing custom trainings, acquiring buses and providing transportation for adult learners to attend classes in the evening. This service will evolve based on community needs, providing innovative, practical solutions for districts.



Free to Succeed: Access to education is life-changing, and free English language and High School Equivalency (HSE) Diploma programs provide the opportunity to build a brighter future—at no cost. Whether improving English skills for daily life and work, or earning a diploma to unlock opportunities, these programs remove barriers and help adults take the next step. With small class sizes, flexible scheduling and dedicated instructors, students receive the support they need to succeed. Career-focused training options, including pathways to employment in education and transportation, further enhance opportunities. By meeting this critical need, these programs empower individuals while strengthening the workforce and community.

Leading the Regional Workforce: Quantifying and qualifying the skills of potential employees can soon be simplified in the region thanks to CWD's leadership. The ACT Work Ready Communities framework identifies essential workplace skills through industry-recognized credentials. Assessments measure applied math, graphic literacy and workplace document skills, leading to a National Career Readiness Certificate (NCRC). In April 2025, the Regional ACT Work Ready Communities Educator Summit will be hosted by CWD to further this initiative. By advancing this program, students gain clearer career pathways, businesses find qualified candidates and the region builds a skilled workforce.

The POWER of Partnerships



Sharing Best Practices: Over the past year, CIPD supported districts in a wide range of educational areas, from early learning and literacy instruction to supporting students with disabilities and fostering access for all. The department has led impactful workshops in Therapeutic Crisis Intervention for Schools (TCIS), Multi-Tiered Systems of Support (MTSS), instructional coaching and more. Among the standout sessions were “Understanding the Science of Reading,” “Equitable Grading Practices,” the Regional Equity Network (REN) Summer Institute and the NYSED Literacy Conference.

Leadership Development: CIPD provides extensive leadership professional development focused on conducting evidence-based observations and evaluations, emphasizing growth-producing feedback to help teachers grow, learn and develop their leadership skills. Additionally, CIPD hosts several leadership forums aimed at helping leaders continue to learn and build strong professional networks.

Filling a Need with Fellows: The Teacher Immersion Fellows (TIF) Program continues to recruit and support college-level students from local colleges and universities in various majors to serve as substitute teachers in local districts. Besides substitute teaching, fellows also engage in paid professional development courses to enhance their skills.

Mid-West Regional Bilingual Education Resource Network (RBERN)

Empowering Multilingual Learners: Mid-West RBERN is a driving force in supporting multilingual learners across the Rochester region. With a growing emphasis on addressing the teaching shortage, the organization is developing innovative solutions to meet the evolving needs of educators. A key focus is improving services for dually identified English Language Learners with disabilities, while also integrating Indigenous languages and cultures into the next grant cycle. By staying adaptable and responsive, Mid-West RBERN is shaping a more inclusive and equitable future for all students.



Inspired Professional Development

CIPD consistently meets the diverse professional learning needs of districts, covering areas such as special education, ELA, math and behavioral needs. With a focus on innovation and adaptability, the department provides ongoing professional development with a focus on statewide trends and priorities. The next major initiative will be assisting with the implementation of the NYSED Inspires plan, a step toward fostering greater equity within the education system. As districts implement this plan, the department will be a key resource, offering targeted professional development and training. Educators will gain the tools and strategies needed to adopt inclusive teaching practices, personalized learning and culturally responsive methods. Through collaboration and specialized training, the department will continue to ensure that every public school student has access to the necessary educational opportunities and supports for success.



New York State Center for School Health (NYSCSH)

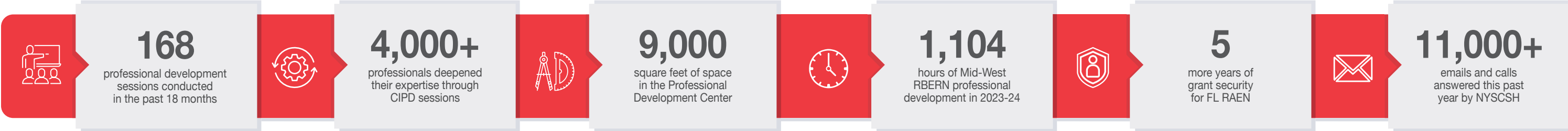
Supporting School Health Professionals: Since 1992, NYSCSH has been a crucial resource for school health professionals. The team handles over 15,000 inquiries each year, providing support to school districts statewide. As the administrator of the Youth Risk Behavioral Survey and School Health Profiles, NYSCSH identifies and addresses policy gaps to reduce disparities. On April 26, the annual seminar will bring professionals together to focus on student mental health and safety. NYSCSH continues to empower school health professionals to improve student well-being across the state.

Finger Lakes Regional Adult Education Network (FL RAEN)

Continuing to Advance Adult Education: FL RAEN provides professional development to agencies offering adult literacy services. After a successful 2023-24 year, FL RAEN secured a five-year partnership grant with the NYSED Office of Adult Career and Continuing Education Services - Adult Education Program and Policy (ACCES-AEPP). This continued collaboration ensures ongoing support for adult education initiatives in the region.



The **POWER** of Partnerships



Staff at ECLC said the new rooms proved their worth immediately, helping to alleviate first-day anxiety and increase interaction, play, focus and language skills.

A talented team of occupational and physical therapists have created state-of-the-art sensory rooms for students of all ages in classrooms around BOCES 2. From the Exceptional Children Learning Center (ECLC) and Taylor Elementary to Ridgecrest Academy and Westview, thoughtfully designed sensory spaces provide safe, engaging environments to help students regulate and get ready to learn.

The sensory needs of students have driven the creation of these new sensory rooms. Within these spaces, staff can help students practice emotional regulation and coping strategies, develop motor and social skills, and explore different sensory stimuli. Sensory rooms have been proven to improve student social-emotional learning (SEL) and academic performance.

ECLC hosts two dedicated sensory rooms: one for active play, and the other for calming and regulating activities. The youngest students begin each day burning off energy and learning how to play with others in the Rainbow Room—which holds a colorful assembly of modular, soft play equipment to jump on, crawl through or imagine in.

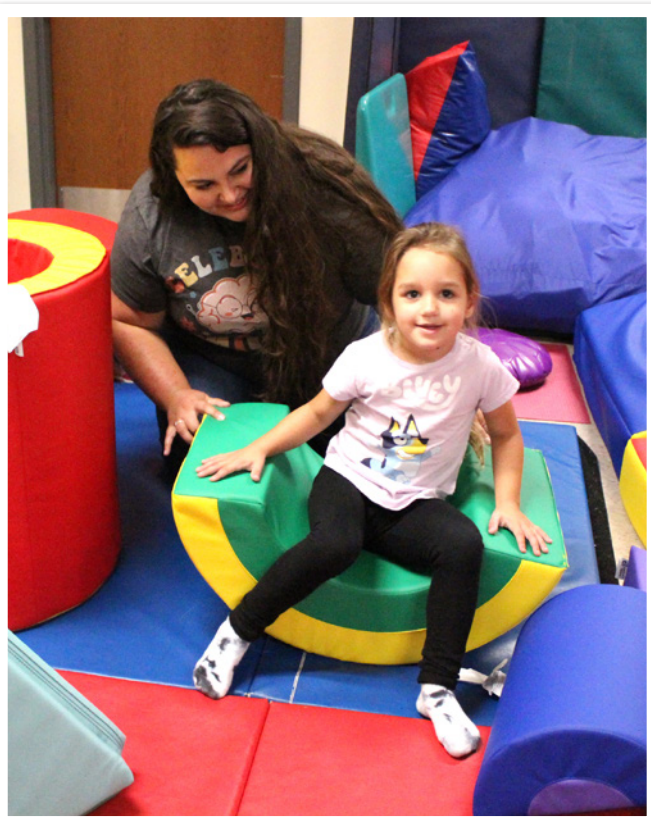
The second space is dark and quiet, a calming sensory environment with interactive light panels and fiber optics; mirrors; gentle bubbling columns; fiber optic tunnels; and comfortable seating. Children explore their environment with cause-and-effect activities, like using large buttons to change the colors of the light displays.

“We’re seeing their play and language skills develop much more quickly than usual here.”

- OT Gabby Westcott



One of the classroom calm spaces at Taylor Elementary.



OT Mackenzie Hoven helps a student coordinate movement and balance in ECLC's Rainbow Room.

Each of the other locations—at Taylor, Ridgecrest Academy and Westview—has its own unique take on the sensory room, designed for their specific students and age groups. As students move through the educational continuum at BOCES 2, they can depend on having access to comforting, supportive sensory rooms that will meet their changing needs.

At Taylor, the darkened sensory room is filled with soft nature sounds, rhythmically bubbling displays and fiber optics, a sparkling star wall panel and an assortment of seating options, including a swing. Each of the individual grade K-4 classrooms contains its own corner Calm Space with a carefully curated selection of fidgets, puzzles and other tools.

At Ridgecrest Academy, students in grades 5-8 will find an updated OT/PT therapy room, and an all-new sensory room complete with enveloping bean bag chairs, a rhythmic bubbling display, Velcro wall puzzle boxes, and a variety of movement activities in a calming environment.

In addition to the dedicated rooms, each classroom has adaptive seating and a sensory resource box, full of small tools like fidgets, noise-cancelling headphones, and textural items, like sensory putty and Velcro, that students can use to help them focus on lessons.

“For (grades 5-8), we’re focused on giving students greater awareness of their bodies in space and more age-appropriate strategies for regulation.”

- OT Julie Moretti, Ridgecrest Academy

At Westview, two new What I Need (WIN) rooms give older students the option of heavy work (exercises using resistance as a means of regulation) or strategic calm. Students can work off excess energy and de-escalate anxiety with a punching bag, slam balls or a variety of exercise equipment in the well-padded, heavy work WIN room. If they need a quieter approach, they will find comfortable adaptive seating, a relaxing bubble column, fiber optic lights and sensory equipment, like weighted blankets, fidgets, lap pads and body socks, in the calming WIN room.



A welcoming environment at Taylor Elementary for students needing sensory supports.



Students explore the tranquil space at ECLC with OTs Mackenzie Hoven and Gabby Westcott.

“The focus for students in grades 9-12 is on increasing awareness of what they need to achieve balance, understanding which strategies work best for them, and independently taking responsibility for helping themselves.”

- OT Gabriella Milgate

Together in Sport: Building school spirit and bringing students together to support each other is a vital part of daily life at Westview in the Department for Exceptional Children. For the past three years, one small piece of that goal has been aligned to March Madness. For 15 minutes each day, students gather in the gym to watch fast, action-filled 2-on-2 basketball games, with each team comprised of one student and one staff member. This year, there are 15 teams – the most ever. Games are timed, scores are kept and winning teams move through the brackets to the championship. At the end of each hard-fought bout, however, it is hard to tell who won or lost, as everyone seems to leave happy.



Holiday Cabaret Showcases Student Talent: Transition program students at Roberts Wesleyan University and Village Plaza hosted their first Holiday Cabaret this year. Family and friends were invited to the event, which included more than 20 vocal and instrumental performances of holiday tunes and pop songs. Students performed solos, or in duets, trios or small groups. A slideshow of student artwork was also shown at intermission. It was an awesome way to bring the community together and recognize students’ creative talents.

Ready for the Future: As each student in Exceptional Children programs prepares to move beyond school, they can choose one of four unique pathways: Community and Career Readiness 12:1:2, Community and Transition Readiness 8:1:1, Professional and Technical Prep 6:1:1 and Work-Based Learning. Each program is designed to help students with disabilities, ages 14-22, reach their highest levels of achievement, with access to a variety of learning experiences and life skills that are right for them. These programs teach basic transition-related skills of daily living and community navigation; work readiness; handling social and emotional challenges; plus, supported introductions to carpentry, skilled trades and culinary. They can prepare students for their next educational steps, like industry-aligned CTE programs or unpaid internships in community workplaces. Now every student can explore their own career interests with the expert support needed to ensure their success as they move to adulthood.



Building a Foundation of Trust

Positive change is in the air at the Recovery High School at Westside Academy thanks to a new partnership with local behavioral health agency Delphi Rise’s prevention counseling and education program. Prevention counselor Lauren Hedeem joined the Westside staff full-time in 2025. She has a master’s degree in school counseling and recently completed additional training in mental health counseling. Prior experience with Delphi Rise included working with their Outpatient and Open Access programs. All Westside Academy grades 7-12 students may self-refer or be referred to Hedeem by teachers or staff. Students will receive individual counseling on substance abuse or many other mental health issues as needed. As the prevention counseling and education program develops, its services will eventually expand to other BOCES 2 classroom locations with the goal of benefitting even more students.



Conquering Trauma: For almost 25 years, Westside Academy has been deeply committed to providing a safe and supportive learning environment for students who may have experienced significant trauma. Small class sizes, individualized attention, rigorous academic expectations, positive relationships with staff, built-in supports and access to counseling help avoid re-traumatization and make students feel secure and capable of success. As a Trauma-Informed School, Westside Academy actively integrates social emotional learning, allowing students to develop self-awareness, emotional regulation and resilience. Staff members meet regularly to build growth plans for each student; collaboration with families is a vital part of building a consistent support system, in and out of the classroom.

Coordinated Credit Recovery: At Westside Academy, earning a NYS Regents diploma is within reach for every student, even if they’ve fallen behind on credits. Unlike traditional high schools where students may struggle to catch up, Westside’s Coordinated Studies program offers a unique, interdisciplinary approach. Teachers from different subject areas collaborate to design courses that cover multiple learning standards, allowing students to recover credits more quickly and effectively. This flexible, engaging system gives students the advantage of a cohesive learning experience, helping them stay on track for graduation in a supportive environment.

The **POWER** of Partnerships



Providing Access to a Regional Professional Group: The Regional Science Leadership Cadre is a professional learning network of K-12 science educators committed to supporting high-quality, equitable science learning for all students in the region. This professional learning group is made possible through a partnership between BOCES 4 Science and the University of Rochester's Warner Center for Professional Development and Education Reform.

Delivering the Latest in Science Education: It is easier than ever to stay informed about BOCES 4 Science with a newly redesigned catalog that combines all offerings options in one streamlined guide. Plus, "Science News 4 You," a monthly digital newsletter, keeps educators connected with featured kits, NYSSLS-Aligned Curriculum updates and upcoming professional learning opportunities. BOCES 4 Science is committed to reaching educators and spreading the word about exciting science resources.



Regional Summer School

Summer Success: Designed to keep student success in the forefront, Regional Summer School focuses on achieving positive outcomes with students and supporting credit recovery. Much of that work starts with shifting students' mindsets towards achievement and instilling confidence. Students work towards earning credits in core subjects, along with possible opportunities in physical education, art or health. The learning is tailored to students' needs and provided by staff members with expertise and care. With a structured schedule allowing for two subject blocks daily across the full six-week session, Regional Summer School helps students attain success and get the support they need to reach grade-level proficiency.

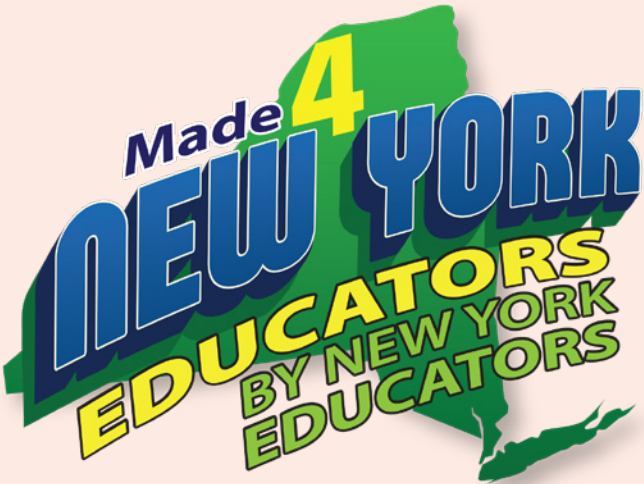


Extended School Year (ESY)

Summertime Fun with Academic Focus: In summer 2024, three locations ran ESY programs for students in Pre-K through age 22. Students were engaged in ELA, math and differentiated academic interventions to support their continued learning over the summer months. They participated in outside water fun on Fridays and themed spirit weeks. Students also learned about positive behaviors, character traits and social-emotional learning competencies.

Results Made 4 New York

Districts using BOCES 4 Science with full implementation are seeing real results—proficiency rates 11.5% higher than those using other curriculum resources. Schools using all units in grades 3-5 are giving students a stronger foundation in science and better preparation for the NYS Grade 5 Science Assessment. Designed by New York educators for New York educators, this curriculum is built for success, aligning seamlessly with the rigorous New York State Science Learning Standards. The data proves it—when science instruction is hands-on, standards-driven and fully implemented, students thrive.

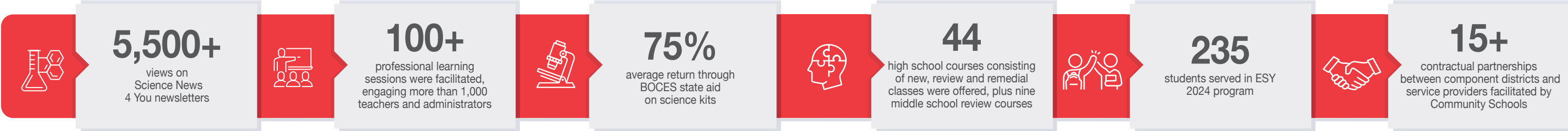


Community Schools

Connecting Students, Families and Resources: Doubling in district participation this past year and now serving nearly 14,000 students and their families, Community Schools continues to grow. BOCES 2 helped establish the Community Schools Coalition of Monroe County, bringing together more than 90 partners from the nonprofit, government, higher education and K-12 education sectors. Additionally, BOCES 2 provides technical assistance to 18 community school sites, strengthening support systems and expanding access to vital resources for students and families.



The POWER of Partnerships



A Legacy of Award-Winning Communication

For more than two decades, the BOCES 2 Office of Communications has produced award-winning work, and the past year was no exception. In the 45th Annual New York School Public Relations Association (NYSPRA) Communication Awards, team members garnered an impressive 20 awards for their work in writing, photography, video production, graphic design, social media and strategic campaigns. This year's awards were won on behalf of seven districts and BOCES 2 and are a testament to the team's expertise in a variety of communications disciplines. The wins highlight the staff members' commitment to creativity, storytelling and impactful communication as demonstrated by communication specialists, graphic designers and a video production specialist. Additionally, work completed by Printing and Graphics Services on behalf of other districts produced additional NYSPRA awards.



The 20 NYSPRA Communication Awards presented to the BOCES 2 Office of Communications in 2024 included honors in multiple communication disciplines such as: (clockwise from upper left) writing, video production, photography and community newsletter development on behalf of BOCES 2, Hilton CSD, Kendall CSD and Gates Chili CSD, respectively.

Expanding Print Horizons: BOCES 2 Printing and Graphics takes projects from concept to creation with a team of expert graphic designers, print shop personnel and support staff. This year, the Print Shop is expanding its horizons by offering new services, such as four-foot-wide banners of any length, repositionable stickers and posters.

Video Storytelling: The BOCES 2 Video Production Services work to produce high quality, professional digital media pieces. From drone operating to live streaming with a teleprompter, the service can provide multi-camera and full video production.

School Library System (SLS)

Eliminating Language Barriers: SLS has addressed the growing need for more diverse, engaging and inclusive reading materials in languages other than English with the launch of the new NY Reads LOTE Collection in Sora. In partnership with 24 BOCES throughout the state, BOCES 2 led this initiative, providing students, teachers and districts 24/7 access to 1,500+ popular titles in 20 languages.



Ever-Evolving Resource Guides: SLS has developed useful resource guides for teachers and students in the region, which aim to build the capacity of librarians as instructional leaders in their schools and districts. These guides contain curated eBooks, databases and streaming video. Recent guides have covered topics like Holi, Women's History Month, Video Streaming Options and Neurodiversity Awareness.

Investment in Professional Support: SLS offers professional development opportunities for librarians in various formats, including workshops, individual support and the New York Library Association's Section of School Librarians Conference held in May 2025. The conference is being chaired and supported by BOCES 2 and nearly 40 component school librarians. PD topics include the Science of Reading and Media Literacy, curating and updating library collections, and support for MakerSpace kits, along with training on the new library automation system.

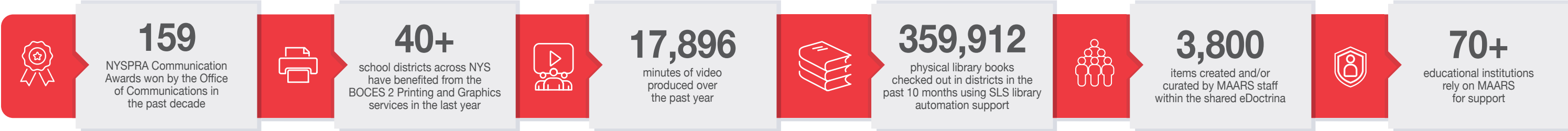


Monroe/Orleans Accountability, Assessment and Reporting Services (MAARS)

Supporting Schools with All Their Data and Assessment Needs: MAARS supports districts and BOCES in the Rochester region, including BOCES 2, Monroe One BOCES, the 19 area districts, charter schools and non-public schools. MAARS services include support with New York State reporting, data warehousing, accountability, student management systems, state assessments and data analysis, as well as content area and graduation requirements.

Making Sense of Alphabet Soup: New York State has no shortage of acronyms related to testing and accountability—NYSELAT, NYSAA, ESSA and more. Luckily, districts and BOCES in the region have MAARS as a resource. MAARS provides accurate, timely data on English Language Learner (ELL) achievement, attendance trends and student performance on Regents tests, common assessments and grades 3-8 exams. By identifying areas of opportunity, MAARS transforms data into actionable insights that inform instructional decisions. Experience educators also deliver engaging professional learning sessions to support Professional Learning Communities (PLCs) and school improvement teams, helping drive continuous improvement.

The POWER of Partnerships



Creating Civic and Career Opportunities Virtually

Utilizing key elements of the portrait of a graduate, the Distance Learning team has facilitated more than 15 civic, career and cultural connections. With these opportunities, students have learned from inspiring figures like the founder of Bills Mafia, Board of Elections officials, veterans, nurse practitioners, acupuncturists, pastry chefs and professionals in NFL careers. With a mission to provide authentic learning experiences that broaden students' horizons and ignite their passions, cultural connections have been provided as well. Students have been able to celebrate and learn about Lunar New Year, acknowledge World Water Day, explore Music around the World, speak with a Holocaust survivor, and learn about Ghanaian cuisine. These experiences have helped to foster a sense of global citizenship and encouraged students to appreciate and engage with diverse cultures and global issues.



Keeping Up With AI: Artificial Intelligence (AI) is everywhere and quickly becoming a major force in education. To keep educators on the cutting edge, Technology Services actively explores AI trends and shares insights. In November 2024, the second Artificial Intelligence Conference was held, offering a series of engaging breakout sessions and an expert panel. The event provided attendees with valuable knowledge on how AI is shaping the future of education, giving them the tools to harness its potential in the classroom.

Expanding Horizons with Distance Learning: Since the start of the 2024-25 school year, the Distance Learning program has transformed education by offering over 375 free virtual field trips to students in BOCES 2 classrooms and component districts. These interactive trips have taken teachers and students to new heights and places with over 30 National Parks. Students and staff have been able to visit Acadia National Park in Maine, Glacier National Park in Montana, Hawai'i Volcanoes National Park, and so many more extraordinary landscapes from the comfort of their classrooms.

Operations and Maintenance

Snow Problem: This winter was one of the most challenging in recent memory, with heavy snowfalls and frequent storms far exceeding those of previous seasons. Yet, in the face of inclement weather and supply chain disruptions, the O and M team demonstrated ingenuity and adaptability. When a salt shortage threatened to disrupt snow clearing efforts, the team leveraged its strong partnership with the Town of Ogden to secure necessary supplies. The situation was closely monitored, and proactive planning allowed O and M to continue providing uninterrupted service, even under extreme conditions.

Streamlining Requests: A new electronic work order system was implemented this year. The system not only streamlines processes but also offers more flexible, comprehensive reporting, making it easier to track activities and improve efficiency. This tool enhances the team's ability to respond to needs quickly and effectively, ensuring smoother operations across the board.



Expanding Workforce Solutions: Staffing has continued to be a central challenge, but the organization has responded by hiring more part-time and substitute employees and partnering with a temporary staffing vendor to secure additional labor. O and M has also ramped up efforts to recruit full-time staff while embracing technology to ease the workload. This year, the team introduced Jarvis, a robot vacuum cleaner, to handle hallway cleaning at the WEMOCO buildings, allowing staff to focus on other critical tasks.

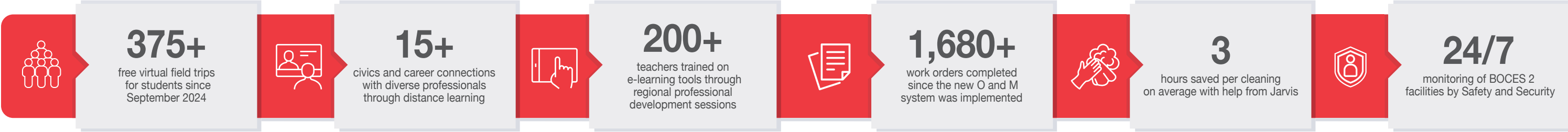
Safety and Security

Revolutionizing Safety: To enhance safety and communication across all facilities, a new emergency alert system was implemented last October. The system expands communication capabilities, ensuring that everyone in BOCES 2 buildings remains connected during emergencies. With alerts delivered instantly across a variety of devices, notifications are delivered simultaneously to staff, students and local law enforcement. The system, which works alongside existing safety protocols, is another way to keep everyone informed and safe.

Student Safety Insights: Currently in the early stages of implementation, a comprehensive threat assessment system is being added to the safety and security toolbox. The software provides school-based teams with tools to assess potential threats. By addressing various concerns like bullying, harassment, self-harm and targeted violence, the system ensures a proactive approach to student and staff safety. The tool also offers secure reporting capabilities and data analytics, enabling customized threat management plans aligned with best practices in the field.



The POWER of Partnerships



Human Resources

Going Green: As of winter 2025, both paystubs and 1095-Cs for each employee are no longer printed. HR has gradually integrated the use of a web portal for employees to have access to these documents, as well as other useful details like attendance transactions. With this change, BOCES 2 employees now avoid the wait of the mailing process and participate in sustainability efforts.

Celebrating and Supporting: In a continuation of celebrating employees, 77 employees were honored in 2024 for their milestone years of service in five-year increments, from 10 through 35 years. Along with celebrating organizational achievements, HR helps employees navigate the impact on benefits of any life changes such as marriage, birth or needing medical leave. With frequent communication from HR and assistance available as needed, support is there for any benefits concerns from employees.



Finance

Boosting Efficiency and Savings: In collaboration with 20 school districts, 30 cooperative bids were successfully completed this past year in adherence with bid law requirements. This initiative generates savings and enhances operational efficiencies for all participating districts. The streamlined process maximizes resources and delivers value to the educational community.

Fiscal Responsibility Meets Facility Improvement: BOCES 2 is committed to maintaining the facilities the community has graciously invested in over the years. As part of ongoing efforts to preserve these assets and ensure fiscal responsibility, BOCES 2 strategically leverages capital reserve funds when appropriate, balancing prudent money management with necessary improvements. A recent example of this is the enhancement of safety and security in the lobby area at the Educational Services Center (ESC).

District Superintendent

Gaining Understanding, Building Connections: Since Thomas K. Putnam, Ed.D., began as district superintendent in September, he has gained valuable insights into the organization. Moving from a K-12 district to leading BOCES 2 has brought a deeper understanding of the unique needs and opportunities within the network of specialized programs. Dr. Putnam's visits to various departments and programs have highlighted the strength of BOCES 2's staff members and their dedication to serving a diverse student population.

Leading the Way Forward: Looking to the future, Putnam is focused on building connections across departments and ensuring BOCES 2 remains a leader in educational services. Commitments include fostering innovation, addressing challenges with a solutions-oriented mindset, and continuing to support the needs of students and districts. With emphasis on transparency, thoughtful leadership and collaboration, Putnam plans to guide BOCES 2 through the evolving landscape of education, ensuring that every decision made strengthens the organization's impact.

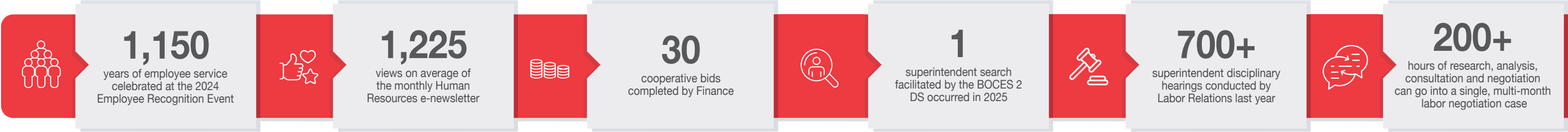


Labor Relations

Trusted Advisors: Over the past year, team members provided guidance to 22 school districts in Monroe and surrounding counties with labor relations matters and personnel issues. School districts can count on experienced representation by a team of dedicated attorneys, from beginning to end.

Comprehensive Services: The department offers superintendent disciplinary hearing services, school investigator services for residency and attendance, labor relations and negotiation services, and members-only confidential data, surveys and mandated law posters.

The POWER of Partnerships

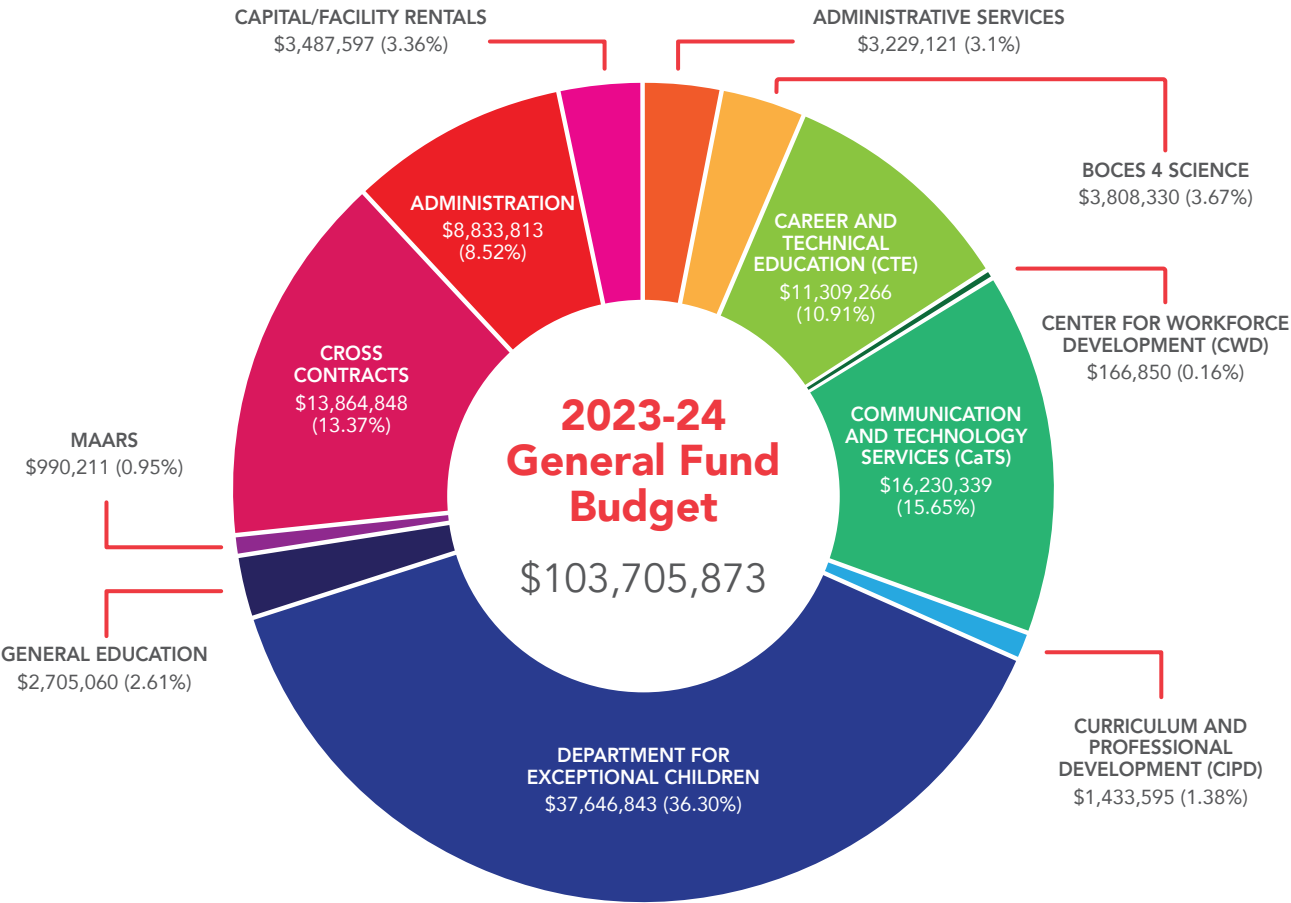


Budget Comparison

2023-24 Budget Comparison

Expense Category	2023-24 Adopted Budget	2023-24 Year-end Budget	\$ Difference
Professional Salaries	\$20,330,578	\$20,132,111	-\$198,467
Non-Professional Salaries	\$18,938,913	\$18,384,245	-\$554,668
Benefits	\$26,473,035	\$24,734,968	-\$1,738,067
Equipment	\$5,594,665	\$10,883,744	\$5,289,079
Supplies	\$1,814,692	\$2,928,719	\$1,114,027
Contractual	\$14,410,431	\$25,278,659	\$10,868,228
Internal Services	\$26,244,776	\$25,581,024	-\$663,752
Internal Credits	-\$27,559,411	-\$26,797,714	\$761,697
Capital / Facility Rentals	\$3,487,597	\$3,514,443	\$26,846
Cross Contracts	\$13,970,597	\$24,226,258	\$10,255,661
Budget Totals	\$103,705,873	\$128,866,455	\$25,160,582

Budget Breakdown



BOCES 2 Leadership

BOCES 2 Executive Cabinet

- Thomas K. Putnam, Ed.D.
District Superintendent
- Karen M. Brown, Esq.
Assistant Superintendent for Human Resources
- Dr. Marijo Pearson
Assistant Superintendent for Curriculum, Instruction and Professional Development
- Steve Roland
Assistant Superintendent for Finance and Operations
- Thomas Schulte
Assistant Superintendent for Instructional Programs
- Jill Slavny
Assistant Superintendent for Accountability, Technology and Regional Services

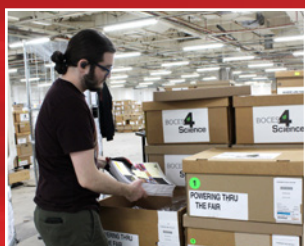
BOCES 2 Department Leadership

- BOCES 4 Science**
Steve Montemarano, Director
- Career and Technical Education**
Jon Koeng, Principal
- Center for Workforce Development**
Shawna Gareau-Kurtz, Director
- Communications**
Stephen Dawe, Director
- Exceptional Children**
Kerry Macko, Director
- Finger Lakes Regional Adult Education Network (FL RAEN)**
Andrea Parker, Director
- Internal Claims**
Cindy Evanetski, Auditor
- Labor Relations/Negotiations**
Lynda VanCoske, Esq., Supervisor
- Monroe/Orleans Accountability, Assessment and Reporting Services (MAARS)**
Ryan Maier, Coordinator
- Mid-West Regional Bilingual Education Resource Network (RBERN)**
Nicole Bell, Coordinator
- New York State Center for School Health (NYSCSH)**
Melissa Trau, Director
- Operations and Maintenance**
Travis Sleight, Director
- Payroll**
Anne Johnson, Supervisor
- Procurement**
Wendy Vergamini, Director
- Regional Community Schools**
Joseph Fantigrossi, Coordinator
- Safety and Security**
Doug Comanzo, Coordinator
- School Library System**
Jim Belair, Coordinator
- Teacher Immersion Fellows Program**
Adrienne Loftus, Coordinator
- Technology Services**
Ray Miller, Supervising Manager
- Westside Academy**
Ed Mongold, Principal
- Workers' Compensation**
Bridget Livingstone, Supervisor



Your Educational Partner of Choice

BOCES 2



This publication was produced by the BOCES 2 Office of Communications:

Project Manager: Jennifer Merkel; Graphic Designer: Lisa Constantine;
Contributors: Amanda Dedie, Chris Klem, Sonya Kordovich, Beth Nash, Ashley Roys, Hannah Sanson

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