




ANNUAL REPORT 2023



A young girl with blonde hair in a bun, wearing glasses and a patterned shirt, is smiling and holding a book. The background is a warm, orange-toned image of a group of people. The text is overlaid on the image in a white, cursive font.

*"Everybody has a story. And
there's something to be learned
from every experience."*

-Oprah Winfrey

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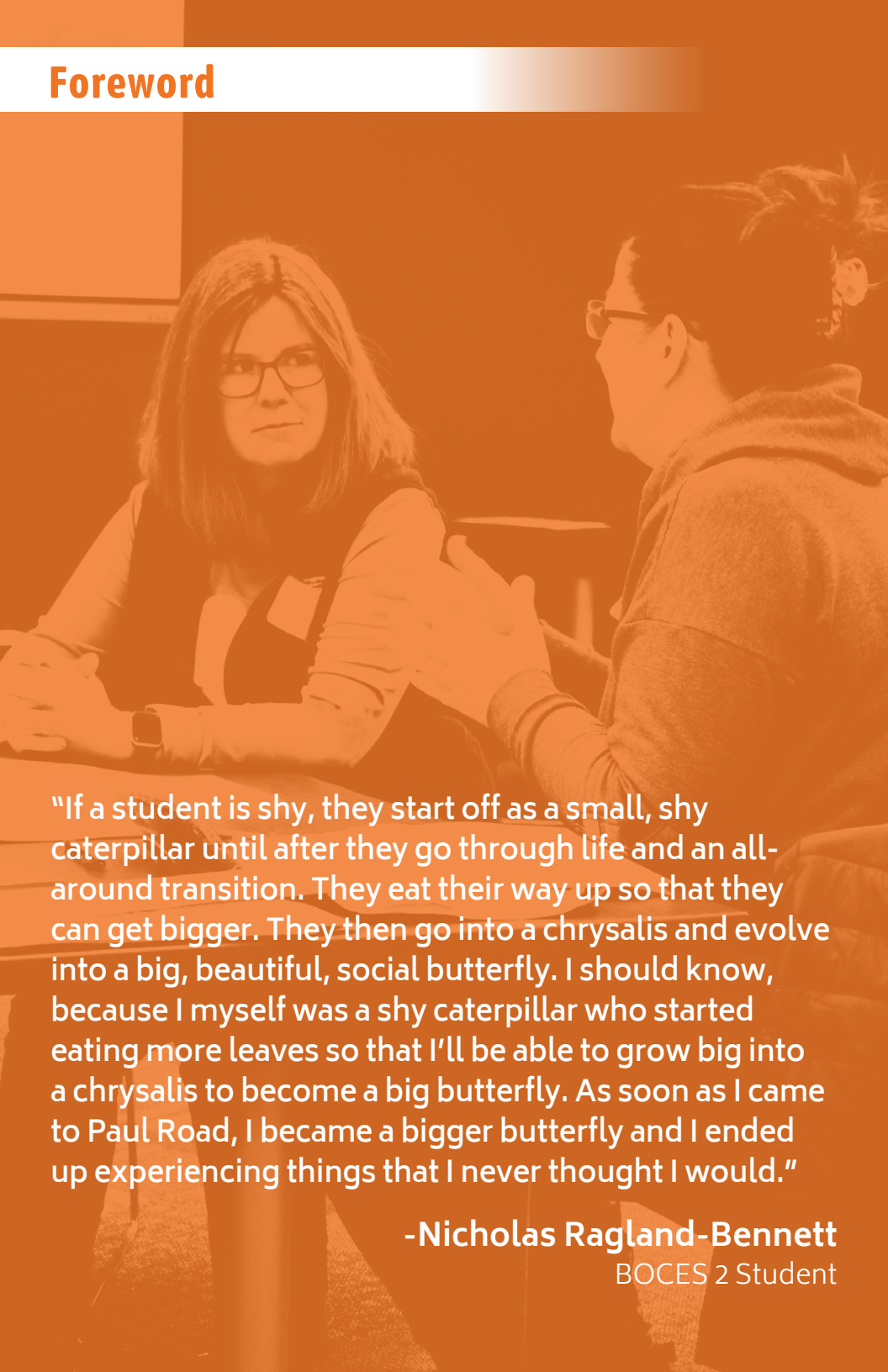
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Foreword



"If a student is shy, they start off as a small, shy caterpillar until after they go through life and an all-around transition. They eat their way up so that they can get bigger. They then go into a chrysalis and evolve into a big, beautiful, social butterfly. I should know, because I myself was a shy caterpillar who started eating more leaves so that I'll be able to grow big into a chrysalis to become a big butterfly. As soon as I came to Paul Road, I became a bigger butterfly and I ended up experiencing things that I never thought I would."

-Nicholas Ragland-Bennett
BOCES 2 Student

A Letter from the DS



Dear Colleagues and Board Members,

Everyone has a story. The Monroe 2–Oleons BOCES story is one of connections, partnerships and an on-going dedication to achievement and support for those in our communities.

As you turn through the pages of this year's annual report, you will find perspectives woven throughout. You will hear from students, staff members, parents and community partners on how they are part of the BOCES 2 story. You will find that our cooperative is diverse in its makeup but united in the goal of human connectedness.

The views of these individuals do not just live on the pages of this report. I encourage you to visit www.monroe2boces.org/stories to watch video interviews and learn more about the people who represent BOCES 2.

These personal highlights are just a sampling of the work that occurs day in and day out in welcoming and affirming environments on our campuses and in the districts we support. Clearly, this is only a snapshot from the hundreds of individuals who contribute to our cooperative.

The BOCES 2 story goes beyond the walls of our classrooms and offices thanks to the valued partnerships we have with our component districts. Every day, we foster growth through collaboration and innovation to achieve success and improve efficiency and effectiveness of services for all learners.

Thank you for helping us write our remarkable collective story. We are grateful to be “Your Educational Partner of Choice.”

A handwritten signature in black ink that reads "Jo Anne L. Antonacci". The signature is written in a cursive, flowing style.

Jo Anne L. Antonacci
District Superintendent

Mission, Vision & Values

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

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.

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.



Churchville-Chili
Central School District



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The Concept

A man with short dark hair and a goatee, wearing safety glasses and a dark t-shirt, is looking down at a workbench in a workshop. The background shows various tools and equipment on shelves. The entire image has a red tint.

"Everyone in my department and everyone at this school helps me feel welcome. It's both a team and a family. Everyone that just now works here or they've been working here for a very long time, it really doesn't matter. We treat each other like family."

-Cameron Lowry
BOCES 2 Employee

"Everyone Has a Story"

Everyone at Monroe 2–Orleans BOCES has the opportunity to be part of something bigger than themselves. Everyone, regardless of their job, has a role in accomplishing the first principle of the Culturally Responsive-Sustaining Education Framework – fostering a welcoming and affirming environment within BOCES 2 and creating a place where employees, board members, and the community it serves are treated with respect and dignity. This focus supports the work of the BOCES 2 Diversity, Equality and Inclusion (DEI) Committee, as they work to create a welcoming, accepting environment for everyone at BOCES 2.

"We strive to be a cooperative in which all cultural identities – disability, language, race, ethnicity, age, gender, sexual orientation, religion and socioeconomic background – are valued," said District Superintendent Jo Anne Antonacci.

To establish such an environment, the DEI committee, which consists of staff members from all areas of the organization, created an equity statement that was approved by the Board. The statement reads: "Monroe 2–Orleans BOCES is a service organization committed to creating an inclusive, responsive, safe environment and promoting a sense of belonging that allows everyone to learn and grow. We are dedicated to embracing kindness, empathy, curiosity and diversity. Our organization will ensure that communication and decision-making are done respectfully and responsively by honoring the diverse perspectives of all."

In tandem with this philosophy, "Everyone Has a Story" became the focus for the 2022-23 school year. As the saying goes, "you can't judge a book by its cover", but what's equally true is that one can't judge a person by their looks, abilities or background. This year, the mission is to hear the stories of staff, students, families and partners in order to provide BOCES 2 with broader perspectives and understanding of the world, and nurture the ability to respect differences.

In this report, there is just a small sampling of the stories that have been shared with the BOCES 2 community throughout the year.



The BOCES

A young man with short brown hair is smiling broadly, looking towards the left. A hand is visible near his face, possibly applying something. In the background, a person is wearing a white shirt with 'ST. THOMAS' printed on it. The entire image has a red overlay.

"When you work at a BOCES, you have to be someone who is innovative and creative, can take on challenges, can partner with your school districts and families, can change at the drop of a dime. I think those are some big elements that really make BOCES 2 stand out among many providers. I worked for BOCES for 27 years. It's a real joy to come back and try to lend help where I can."

-Joe Kelly
BOCES 2 Retiree

BOCES 4 Science

When a BOCES 4 Science box arrives in a classroom, it is a welcome sight for teachers and students alike. To a teacher, the box contains standards-based curriculum, supporting documents and activity materials. To the students, the box signifies interactive lessons, new discoveries and scientific inquiry. It is a win-win for both parties.

“BOCES 4 Science was built based on the best science teaching and learning,” said BOCES 4 Science Director Steve Montemarano. “We aim to support teachers and encourage students to be active in the learning process. We provide the materials necessary for hands-on instruction, so teachers are ready to engage students and do not have to worry about materials management.”

The power behind BOCES 4 Science isn't just one organization - it's four. Genesee Valley BOCES, Monroe One BOCES, Monroe 2–Orleans BOCES and Wayne-Finger Lakes BOCES come together to enrich science learning experiences across the state.

“Our curriculum and kits represent collaboration at its finest - as we brought together 66 districts and hundreds of teachers to write, field-test and pilot our units of instruction,” said Montemarano.

The Next Generation Science Standards dimension of Science and Engineering Practices is where BOCES 4 Science truly shines. Students not only use the Disciplinary Core Ideas and apply the Crosscutting Concepts, but they are challenged to physically practice science. Students are immersed in the science by asking questions; analyzing and interpreting data; developing and using models; planning and carrying out investigations; designing solutions; constructing explanations using mathematics and computational thinking; and obtaining, evaluating and communicating information.

“Each unit provides students with deep, hands-on experiences allowing them to engage in phenomena and authentic scientific inquiry,” said Montemarano.

The roots of science curriculum development at Monroe 2–Orleans BOCES began more than 50 years ago. In 1972, BOCES 2 became the operating arm for what was then called the Science Center for Instructional Materials and Processing (SCIMAP). As the program hired more employees and spread across the region, it became known as the Elementary Science Program. Even in the early days of the program, the goal was very similar to that of BOCES 4 Science: provide materials and live specimens for science and biology units, test the materials, standardize the kits for easier transportation and storage, and research more cost-effective ways to provide the high-quality items for local teachers.

Today, BOCES 4 Science provides products and professional learning to 158 school districts across New York State. The kits are aligned to the New York State Science Learning Standards (NYSSLS), standards that BOCES 4 Science staff were actively involved in shaping. Representatives led the charge among science educators to review and comment on draft standards.

BOCES 4 Science is determined to keep science in the classrooms from an early age in order to maintain and grow an understanding and affinity for science among all students.

“We want students to love science as they prepare to enter the workforce,” said Montemarano.

Career and Technical Education

Monroe 2–Orleans BOCES Career and Technical Education supplements the standard high school experience with the technical, academic and work-related skills needed to be successful in a variety of industries.

More than 55 years after the doors of WEMOCO CTE Center opened, classrooms continue to be filled with the next generation of construction workers, mechanics, welders, cosmetologists, nurse assistants, chefs and more. BOCES 2 CTE offers 26 programs and courses to more than 1,000 students each day. CTE students share common goals of gainful employment after graduation and are more than students from their home districts; they are WEMOCO students.

“We hope that when students reflect back on their time in CTE they feel a sense of belonging and pride and that WEMOCO was just as significant in their K-12 education as their home district,” said CTE Executive Principal Jill Slavny. “We want them to grow and explore while with us and to graduate with work-related skills that will serve them in all future employment.”

Students engage in industry-aligned theory lessons to learn the knowledge necessary to perform skills. These lessons can be delivered in a traditional format, such as a lecture presentation, but can also be through demonstrations and videos. Cosmetology students learn the chemistry behind hair coloring. Dental Assisting students explore the biology behind infection control. Machining students master the mathematics necessary to manufacture parts with precise measurements.

Often minimized as merely hands-on learning, CTE students bring the content-area knowledge into the high-tech lab spaces and apply their learning. It's not just tinkering around until something works; applied learning is a strategic process involving observation, problem solving and communication skills. Child and Family Development students use their knowledge of cognitive and social-emotional development to create lessons for and work with preschool-aged students. Digital and Visual Communication students apply their knowledge of the exposure triangle to photograph moving objects. Baking students use their knowledge of measurements and weights to appropriately concoct a confection.

Throughout their time at WEMOCO, CTE students are refining their work-related skills. They are learning how to communicate effectively, provide customer service, present themselves professionally and collaborate with peers. Students become accountable for the work they produce, show initiative throughout the process, adapt to changing situations and take on leadership roles.

Students' technical, academic and work-related skills are on full display when they participate in work-based learning experiences. Whether it is creating a product for a customer while at WEMOCO, shadowing a mentor in the field or working in the field as part of a co-op, CTE students gain valuable experience.

“Students leave WEMOCO with skills and expertise that provide them with opportunities and allow for career advancement,” said Slavny. “CTE prepares the future workforce for fulfilling, rewarding employment and continuous growth.”

Center for Workforce Development

The Monroe 2–Orleans BOCES Center for Workforce Development (CWD) works to help adult learners become empowered, educated and, most importantly, employed.

CWD offers a variety of programs including high school equivalency, English language learning, technical training and test preparation. These programs are intended to provide adults with the skills to improve their daily lives, the knowledge to navigate the world and the experience to enter the workforce.

“CWD changes the lives of adults in our community by giving them an educational foundation and technical training for high-demand, living wage employment,” said CWD Director Shawna Gareau-Kurtz. “While at CWD, students experience a small classroom environment, individualized student instruction, and a supportive and caring staff.”

Not only does CWD offer programs to support the education goals of adult learners but does so at no cost. Free academic classes for individuals seeking to earn their high school equivalency diploma focus on the academic areas of the GED exam: social studies, science, reading, math, and writing. Free English classes for speakers of other languages are offered in numerous formats to best meet the needs of a diverse population so they can communicate effectively for work and daily living. These programs are offered in small classes with qualified, knowledgeable, caring instructors. CWD also provides transition support into a CTE program or other educational institutions, as well as employment preparation support.

For those looking to enter the trades in high-demand careers, CWD provides career and technical education programs that are affordable, short-term and convenient for the adult learner. With options for part-time programs, in just a few short months, students can be ready for careers in fields such as healthcare, transportation, construction trades and manufacturing. Funding resources are available for qualified individuals, making a new career accessible for everyone. These programs offer the opportunity for the adult learner to enter or re-enter the workforce with new or upgraded skills. In fact, several employers enroll their employees in CWD classes to earn related instruction hours for NYS-registered apprenticeship training and to upgrade the skills of their current workforce.

Dual enrollment in an academic program and a career training program is also available, allowing adults to be ready for a new career even more quickly. With this innovative program, students prepare to enter the workplace with highly sought-after skills while at the same time acquiring the necessary reading, writing and mathematical skills to be workplace ready.

For those equipped with the skills necessary to enter the workforce but require a license or test, CWD supports adults' paths to successfully applying their knowledge on the applicable exams. Test and license preparation courses include driver license courses; EPA 608 and OSHA 10 certification exam; LPN entrance exam; cosmetology license preparation; and civil service exam preparation.

“My hope is that CWD empowers students with the tools they need to navigate a better future for themselves and their families,” said Gareau-Kurtz.

Department for Exceptional Children

There is no cookie cutter or mold to make human beings. Differences make individuals who they are. The Monroe 2–Orleans BOCES Department for Exceptional Children identifies, embraces and celebrates students' unique attributes while building their abilities.

“The Department for Exceptional Children provides innovative programs and services to our students with the support, tools and diverse opportunities to grow into contributing members of society,” said Barb Martorana, Director of the Department for Exceptional Children.

Special education programs benefit students from age 3 to age 21. In the 2021-22 school year, the department served more than 850 students across the nine component districts and neighboring communities.

For the youngest learners, BOCES 2 is one of only a handful of BOCES in New York State still offering special education preschool. For this, the organization is as a recognized leader in working with the state to overcome the fiscal challenges involved in running such a vital service.

At the other end of the age range, programs like Transition, Project SEARCH and the Bridge to Earning, Learning and Living (BELL) program give young adults the skills they need to build an independent life. These programs also provide community connections they can use to find support as they move beyond our classrooms to achieve their dreams.

“We create dynamic learners who possess social awareness, confidence and a belief in their ability to succeed through high quality and personalized learning opportunities,” said Martorana. “Our staff works to enhance students' communication and advocacy skills to reach the highest levels of independence.”

Special education services began early in the organization's history and have been a staple ever since. After adding its first special education teacher in 1958, the demand for collaborative services increased and the department grew exponentially thereafter.

BOCES 2 has maintained a consistent focus on educating students in the least restrictive, most appropriate setting as close to home as possible.


“The Department for Exceptional Children not only supports the students in our programs but works to engage families and communities in a network of support,” said Martorana. “This work puts the focus on student achievement and continual improvement.”



"I think BOCES is very respectful of everybody's point of view, but I think it's important that information gets shared and people take a step back and respect other viewpoints. Just having the diverse population that we have, we have so many different students from so many different backgrounds and just to take a step back and see where these kids are coming from."

-Jeff Lootens
BOCES 2 Employee

The Students



"Kynedi is my four-year-old daughter. She's very, very smart. She is extremely beautiful. I noticed that when she was about two years old, she wasn't really speaking. I just had to accept the fact that my baby is just little different. If this is what she has to go through to stand out, she won't be standing alone. I really do see it only getting better from here, thanks to this BOCES 2 program."

-Dominique Green
BOCES 2 Parent

Eloy "EJ" Soto

Carpentry
Brockport



and it feels good to know other students that have been through what I've been through."

"Ever since I've come here, I've noticed that I have matured a lot in different aspects. The staff gives me a lot of reminders and let me know that they're always there for me. I had to teach myself how to control my anger and my anxiety. I had to get over the fears of what other people think of me. I'm doing very well in carpentry, I'm a very likable student, and I'm not getting in trouble as much as I used to. Everybody around me is always supportive, helpful

Julia Lennon

Auto Body and Collision Repair Technology
Churchville-Chili



I get the jokes, the, 'Oh, this is a male-dominated field, you don't know this.' I just prove them wrong. I was very nervous because I knew it was a male-dominated class and industry. I would say give WEMOCO a try, because it could be something that you absolutely love and don't know it."

"The idea of going to college was a big thing for me until I realized I am not a big school person. My dad and I always went to car shows and worked on cars so I decided, 'Hey, there's a free opportunity here, so why not try it?' The teachers we have are really amazing. Mr. Nowicki always says I have a natural ability to do this, so it really interests me and I love doing it. The environment is really great to work in, and there's everything for everybody there. You know,

Coby Blue

Culinary Arts
Gates Chili



if they like hands-on learning. I would ask them, 'What do you like to do?' Whatever they say, I think it would be great for them to try, and I think they would make great connections with their teachers and classmates. Being here is different, because if you don't know what you want to do yet, people will help you try to decide the right thing you would like to do."

"At our school we don't have a lot of hands-on learning, and I do best when I'm doing hands-on stuff. Every time I ask a question, the teachers are right there to help me. I do better when I can ask a lot of questions, but usually people would not like to answer my questions, and they would just continue on. But Cheffory (Chef Jeffrey), he loves answering questions for me and helps me a lot. That's what I like about this school. I think WEMOCO is great for people to learn something

The stories of...

Victoria Torres
Cosmetology
Greece



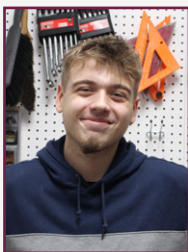
"When I came here and I heard about WEMOCO, I kind of just took the leap of faith and was just like, 'Let's do it.' I get to learn new things, get to meet new people and just expand on learning more about hair, skin and nails. I was able to get out of my shell and learn new things. I didn't know how to pronounce many words, so people at WEMOCO helped me learn words and feel more confident with pronouncing stuff and with performing my own skills, and making me feel like I shouldn't be afraid to try. When I come here, I feel more at home here. Everyone here wants to learn something, and wants to expand on their future. Who I am today is strong and independent, and I'm able to do stuff as long as I work hard and do it."

AllaSandra Maciuska
Child and Family Development
Hilton



"I want to be an elementary school teacher, so when I first found out that there was a Child and Family Development program at WEMOCO, I wanted to have the opportunity to work with children. Working with kids has really helped me, because I used to be really quiet, but being in the classroom and interacting with kids has helped with that a lot. It makes me so happy to be able to help a kid through a problem, whether it be as simple as tracing letters or a little more complicated, like supporting a child who misses their mom every day. It's great to see the impact you're having on a child. Taking classes at WEMOCO is great, because you can see if you want to do that career when you're older. I'm glad that I can go to WEMOCO and experience this career before I go to college and go into my teaching career."

Ryan Frank
HAVC/Plumbing
Holley



"Coming to WEMOCO has been a really great experience for me. I did a course at Holley called Geometry and Construction, and we ended up building a barn up at Homesteads for Hope in Gates. From there I realized that I liked working with my hands and doing different types of construction. I looked into HVAC, and that was the one thing that I just fell in love with and I've been doing since. We have kids that attend from all over. It's nice to see how we're all so different, yet we come together each morning. I look at that class as like my second family. We all have a common goal of getting the job done and learning how to do it the best way we can. Everyone has a job and all those puzzle pieces come together for the big picture at the end."

Nick Barrett

Welding
Kendall



"I started out as a kind of troublemaker. I came here, and Mr. Prince is really strict on being crazy. Mr. Prince is a good teacher because he's good with kids and he's not mean. He really knows how to work with us and get us very engaged in the class. I really like doing this better, because it's more hands-on. We learn how to read tape measures, how to measure lengths, width, all that, add them up. We have all banded together as a team. We all help each other out. I feel

like the more we meet new students, the more we learn about different areas. We learn about what it's like out in other districts versus Kendall, my home district. We're all bonding every single day to get to know each other more and more."

Ahmed Shaibi

Nurse Assisting and Associated Health Careers
Spencerport



"In seventh grade they started telling us about WEMOCO, and it interested me because I've always wanted to get into the medical field. I saw nursing and I was very interested and I started thinking about it. I had to adjust and make friends with new people, which it was interesting. I just went and sat next to them and we just started talking and we found we have a lot of similarities and we become friends. I like to believe I'm part of the WEMOCO

community right now. The principal and my teachers are amazing. Being part of it, I feel like I'm not just a Spencerport student. I feel like I'm also a WEMOCO student who has a different experience, who is on his way to become a CNA by the end of the year, which feels good, knowing that I'm graduating with a CNA certification. I'm hoping to use my CNA degree to get me into the medical field, start to get to know people, and make some connections. I'm just hoping that me being at WEMOCO will give me the opportunity to join the medical field and be successful."

Carly Beckford

Digital and Visual Communication
Wheatland-Chili



"WEMOCO has helped me become a more of a confident person. WEMOCO is a better environment for me. I like the people, I feel more comfortable and safe, and I just like it a lot more because like I'm doing something I enjoy. You just feel like a community. We all are really creative, and I think that's really cool.

That's something we can all bond over. Coming to WEMOCO is a relief. It's less intense than if I knew I had to just go straight to school in the morning. It was worth it to go through all the bus rides and stuff to come to WEMOCO because it is just such a good environment, and I learn so much."

The Highlights



"We are a wonderful gem for our communities and for all those we serve. My story is one that is very much influenced by the students, families and staff I worked with in my early years. When I look back on our past, I'm amazed at what we have accomplished through the years. Today, I continue to be inspired by students, staff, board members and component colleagues. I'm motivated by the work we do. Our work is my why."

-Jo Anne Antonacci

BOCES 2 District Superintendent

A Year to Celebrate

*Exciting anniversaries and recognitions made the year
a special one for Monroe 2–Orleans BOCES.*

10 Years of Happier Holidays!

The Holiday Connections program was established in 2012 to festively fulfill basic needs and “wish lists” for the families of BOCES 2 students and employees during the winter holidays. Since that first year, the joy of giving has touched the hearts and brightened the season for both generous donors and the more than 300 families who participated. “It’s an emotional feeling,” said District Superintendent Jo Anne Antonacci when reflecting upon that number. “It is really heartwarming and fulfilling, but certainly overwhelming to know that our people, regardless of their own circumstances, are willing to share with others to the degree that they have.”

20 Years of “Making All the Difference”!

The Monroe 2–Orleans Educational Foundation, an independent organization that has worked with our BOCES for 20 years, has awarded scores of “Make All the Difference” scholarships and awards to our students. Every year, student honorees explain how alternative education programs at BOCES 2 have made a difference in their lives and prepared them for the future in ways that traditional education is not designed to do.


45-Year Career Built on Leadership and Integrity!

BOCES 2 District Superintendent Jo Anne L. Antonacci was selected as one of Rochester Business Journal’s ICON Honors recipients for 2022. A representative for the publication explained that ICON recipients “displayed sustained leadership and integrity” and “made an indelible mark in their fields and beyond.” Antonacci has unerringly guided our organization for 45 years, the last 12 as District Superintendent. We share in celebrating this recognition of a committed, collaborative and caring leader who has truly made a difference to the students and community we serve.

50 Years of Supporting Outstanding Science Education!

Generations of students from all over New York State explored the wonders of science through innovative learning kits created by our Elementary Science Program (ESP). Past and present ESP staff members gathered in December to remember the history and anticipate the exciting future of the new BOCES 4 Science.

The Finances



"BOCES 2 takes our strengths and what we can give, and puts us in a place where we can be the most successful but also the most beneficial to our students. Our students are our number one priority above everything, and I feel like we do a good job at putting them first."

-Kim Stephenson
BOCES 2 Employee

Budget Breakdown

2021-22 General Budget

Category	Amount	Percent
Administrative Services	\$3,071,178	3.25%
BOCES 4 Science	\$3,068,339	3.25%
Career and Technical Education (CTE)	\$9,013,580	9.55%
Center for Workforce Development (CWD)	\$24,200	0.03%
Communication & Technology Services (CaTS)	\$13,764,236	14.58%
Curriculum & Professional Development (CIPD)	\$1,088,465	1.15%
Department for Exceptional Children	\$35,491,074	37.59%
General Education	\$2,981,677	3.16%
MAARS	\$926,541	0.98%
Cross Contracts	\$13,708,276	14.52%
Administration	\$8,362,133	8.86%
Capital / Facility Rentals	\$2,905,031	3.08%
Totals	\$94,404,730	

* Data Source - 2021-22 Adopted Budget Booklet

2021-22 Budget Comparison

Expense Category	2021-22 Adopted Budget	2021-22 Year-End Budget	\$ Difference
Professional Salaries	\$18,703,420	\$19,040,642	\$337,222
Non-Professional Salaries	\$16,863,579	\$17,512,002	\$648,423
Benefits	\$23,272,484	\$23,557,605	\$285,121
Equipment	\$4,071,842	\$11,194,889	\$7,123,047
Supplies	\$1,513,705	\$2,047,980	\$534,275
Contractual	\$14,547,914	\$18,091,044	\$3,543,130
Internal Services	\$22,003,835	\$24,299,960	\$2,296,125
Internal Credits*	-\$23,187,356	-\$25,297,183	-\$2,109,827
Capital / Facility Rentals	\$2,905,031	\$2,905,031	\$0
Cross Contracts	\$13,710,276	\$15,961,809	\$2,251,533
Budget Totals	\$94,404,730	\$109,313,779	\$14,909,049

*Internal Credits Include Revenues Through Inter-Departmental Charges For Services

**Data Source - 2021-22 WinCap Report - State Object Code



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

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

