



BUILDING THE FUTURE

Annual Report *April 2018*



April 11, 2018

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

As we enter the final months of our first-ever major Capital Project, we continue to focus on the ways we build upon the strong foundation of Monroe 2-Orleans BOCES. We strive to collaborate with you to build optimism within students, component districts and communities. The smiling face you see on the front cover of this Annual Report is just one example of enthusiasm which comes in all shapes and sizes within our programs and services.

Our community has begun to enjoy the fruits of the Capital Project work on our Big Ridge Road campus. Students, staff and visitors are using new classrooms, new workspaces and a state-of-the-art professional development center. That center has hosted national speakers and large conferences in its first few months of operation. You will read more about the project and its impact in the pages that follow. We will be forever grateful to our component districts for their staunch support of our facility upgrades and improvements.

This Annual Report also includes student success stories and highlights ways BOCES 2 departments serve districts, students and families. You will learn about our youngest students in preschool all the way up to our adult students in the Center for Workforce Development. These real-life stories reinforce and serve as a reminder to all of us that crucial links between BOCES 2 and our component districts generate valuable outcomes for the communities we serve.

We look to the future in which the cooperative spirit we share continues to grow, a future in which BOCES 2 remains your Educational Partner of Choice.

Respectfully Submitted,

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

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.



BOCES 2 CAPITAL PROJECT

Upgraded and renovated classrooms are opening as rapidly as crocus petals in early spring as the Monroe 2-Orleans BOCES Capital Project moves towards its conclusion. Taking a look back through the past twelve months, the list of work completed is staggering.

Construction crews renovated nearly two-thirds of the WEMOCO Career and Technical Education Center including upgrades to multiple classrooms along with new plumbing, electrical, HVAC, flooring and other infrastructure. A brand new professional development center was finished and opened for groups of all sizes and national speakers.

A 15,200-square-foot expansion to the Educational Services Center (ESC) opened to students for the first time. Its own secure door, adjacent to a new bus loop that has helped traffic flow on campus, accesses the addition known as the Exceptional Children Learning Center (ECLC). The existing portion of ESC was completely gutted and refurbished with a new entranceway and lobby, a new boardroom with major technology upgrades, reconfigured offices and workspaces and enhanced safety and security measures.

The project on the Big Ridge Road campus in Spencerport is the first of its kind for BOCES 2: a massive rehabilitation of aging infrastructure and expansion of capacity necessitated by the growing demand for our programs and services.

Voters approved the \$29.2 million project in December 2014. BOCES submitted final designs to New York State the following year and once the plans were approved, a June 17, 2016 groundbreaking ceremony took place. Work progressed quickly on the site in the first year and the project has stayed on schedule.

Construction on the project continues into the 2018-19 school year with a busy summer schedule. Finishing touches will be made after classes resume in September with completion of the entire project scheduled for the late fall of 2018.

▶ Workers used a large crane to place rooftop air handling units on top of WEMOCO. Extensive site work required numerous construction vehicles on site through much of the summer months.



▶ BOCES 2 Career and Technical Education culinary arts and food services students are now working in new classrooms and lab spaces, which include brand new kitchen equipment.



▶ Construction crews completed renovations in all three cosmetology classrooms including theory space, new shampoo sinks, state-of-the-art styling stations and new flooring. Automotive technology and auto body and collision repair technology were also among the classrooms receiving upgrades including new theory spaces.



▶ Safety and security upgrades include new LED lighting in the WEMOCO bus loop and a reconfiguration of the main entrance to WEMOCO, which will be completed in the coming months.



Administration

Developing a strategic plan serves a greater purpose than just heeding the maxim “If you fail to plan, you’re planning to fail.” A well-conceived and consistently-implemented strategic plan can be a roadmap to success and a measurement tool for accountability.

With a widely-diverse range of departments, programs and services, the strategic plan plays a critical role for Monroe 2-Orleans BOCES. With that in mind, updating the plan might have been a daunting task for the BOCES 2 cabinet, but a deliberate, thorough and collaborative two-year process yielded a blueprint that can be embraced by all employees.

That process began when the BOCES 2 cabinet formed a subcommittee comprised of Assistant Superintendent for Instructional Programs Tim Dobbertin, Assistant Superintendent for Curriculum, Instruction and Professional Development Marijo Pearson, Elementary Science Program Director Kathy Arminio and Center for Workforce Development Director Karen Poland. The subcommittee facilitated an analysis by cabinet of the existing strategic plan and compared it to the current services BOCES 2 offers and operating structure of the organization.

The analysis revealed that the previous strategic plan, first implemented 19 years ago, needed an update in order to better align with current BOCES 2 services and the changing

needs of component districts and the communities they serve.

The cabinet then began the process of updating the plan and developed comprehensive goals and strategies that aligned with all departments. A work session with the BOCES Board provided valuable feedback in the development of the plan. The strategic plan goals and strategies are designed to guide the work of all departments in BOCES and will be reviewed regularly by cabinet. The new plan was adopted in the summer of 2017.

“We don’t want to embark on anything that’s not aligned with what we consider our most important goals,” said Dobbertin, “it becomes a lens that leaders need to go through when they want to start a project.”

The updated strategic plan lists as core values: collaboration, expertise, innovation, integrity, quality, respect and responsiveness. The plan also includes four strategic goals: customer satisfaction, continuous improvement, community collaboration and resource management.

Each goal has multiple key strategies to guide the work towards achieving each goal. Departments and programs are already implementing these key strategies and reviewing their progress.

Career and Technical Education’s (CTE) implementation of a new tool called Qualtrics is one example of working toward the goal of continuous improvement. Qualtrics is a web-based survey system. Administrators use it to gather information from CTE graduates in order to gauge

their satisfaction with the program and make program improvements where necessary based on actual data.

“One of the biggest challenges is really integrating this into our practice and that’s going to take time,” Dobbertin said. “It’s not going to take just one year. This is going to be something that as a cabinet we’re going to have to continually focus on, and we plan to do that.”

Now that sounds like a plan.

“We don’t want to embark on anything that’s not aligned with what we consider our most important goals,” said Dobbertin, “it becomes a lens that leaders need to go through when they want to start a project.”



Career and Technical Education

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

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

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

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

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

There are 16 National Career Clusters and BOCES 2 CTE has programs that fit into each one of those clusters.

For example, Health Science is represented at WEMOCO Career and Technical Education Center with the certified nurse assisting, laboratory technology, dental assisting, health and exercise sciences and New Visions Health Professions programs. Students enrolled in one of these programs are exposed to skills that are transferable across each of the specialties and educated about the career opportunities beyond their program.

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

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

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

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

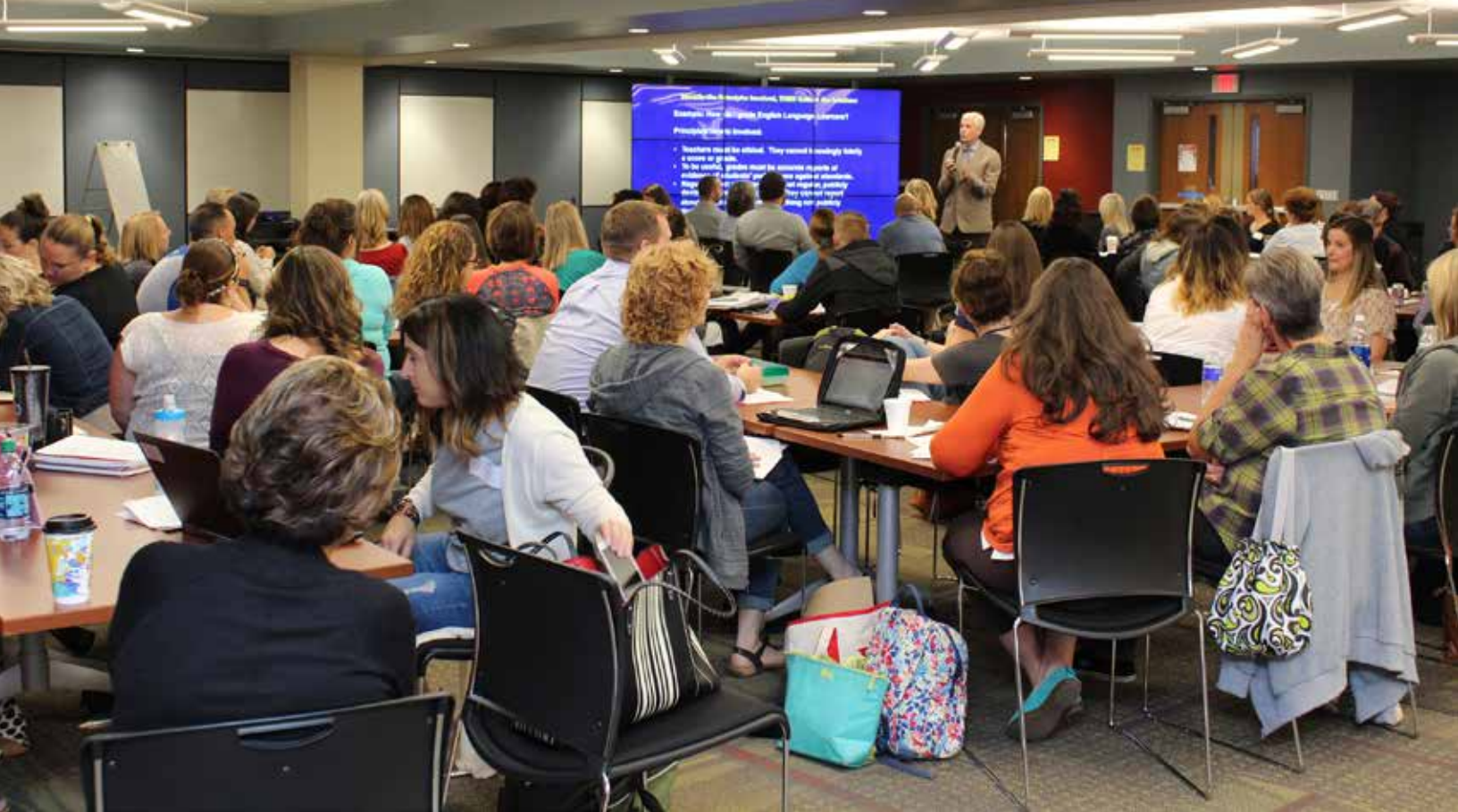


“Our students learn they can explore jobs beyond a specific program, for example automotive technology. They go into engineering, machine maintenance and other related careers,” said Career Program Developer/Coordinator Jeanine Gallina. “Looking at CTE on a career cluster level gives our students the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

Aligning with the National Career Clusters also provides an opportunity to explore new program options and adjust programs to fit industry demand. Recently, BOCES 2 CTE

expanded the personal fitness program and created the health and exercise sciences program to accommodate occupational and physical therapy curriculum, in addition to expanding kinesiology and biology framework.

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



Curriculum, Instruction and Professional Development

The opening of the new Professional Development Center has afforded the Monroe 2–Orleans BOCES Office of Curriculum, Instruction and Professional Development (CIPD) the opportunity to give hundreds of local teachers and administrators access to nationally-known experts and distinguished authors.

“We are extremely excited about the benefits that a PD center of this size affords to us and our component districts,” said Dr. Marijo Pearson, assistant superintendent for curriculum, instruction and professional development.

“In the past, the size of our venue was a limitation to our ability to attract national presenters, who typically draw audiences of more than 100 participants. Now that we are able to accommodate larger numbers of attendees, this provides opportunities for far greater numbers of our constituents to receive direct access to national speakers and their important messages.”

So far this school year, the Office of CIPD has been able to host dozens of large conferences with participants anywhere from 200 to well over 500 people in attendance.

The 9,000-square-foot space is outfitted with 12 screens, which allow conference attendees to easily see what is happening on the stage, or follow along with a speaker's presentation. For smaller groups and workshops, the room can be divided using movable walls. The various configurations of the space provide the flexibility for multiple groups to meet simultaneously. The space is also available for districts and other BOCES to use.

"The space was absolutely perfect for the needs of our group," said Sarah Callahan, planning supervisor at Genesee Valley Educational Partnership. "It allowed the presenters and their materials to be visible throughout the sessions and also allowed for plenty of space for the sessions to be interactive. From booking the space, to preparing for the days of learning, to the follow up after each session, no detail went unnoticed."

Conference and training subject matters range from important topics such as assessments and grading, to building resiliency in our youth, to understanding diversity and more, ensuring there are plenty of offerings for a variety of learners, including teachers, administrators and school social workers.

"In addition to the important offerings on standards and assessments, we have been focusing our attention on providing our local educators with trainings that are comprised of innovative instructional strategies," said Pearson. "These types of skillset-building sessions allow attendees to leave with practical knowledge that can be applied in classrooms right away."

Students have even been able to directly benefit from the PD Center. The Roc2Change Student Summit on Race, hosted by Brockport Central School District, was held on Nov. 17. The event brought nearly 600 students and staff from around the county together to engage in discussions surrounding race, diversity and understanding.

"Finding a venue to host an event the magnitude of the Roc2Change Student Summit on Race was challenging," said Dr. Lesli Myers, superintendent of the Brockport Central School District. "The BOCES 2 Professional Development Center allowed nearly 600 students and staff to collaborate in the same room on deep and meaningful topics to promote social change. The room was equipped with various technologies that were integrated into the summit throughout the day to spark discussions and enhance understanding. I look forward to using the Professional Development Center again to fulfill our future professional development needs."

The Office of CIPD works directly with component school districts to develop offerings that align with district initiatives. Follow-up sessions and coaching to assist with implementation are also available.



Center for Workforce Development

The health care industry is one of the Rochester area's largest employers, and the Center for Workforce Development's related career training programs are keeping pace with the demands through collaborative community partnerships and integrated learning. This combination of classroom instruction, industry collaboration and relevant integration of key skills ensures that our adult program students graduate highly prepared for employment in their chosen field.

In order to begin any of our career training programs, interested students must first take an entrance assessment to evaluate their math and language skills. In some cases, the scores may indicate a need for remedial instruction prior to beginning a program to better prepare the student for success. In other cases, literacy training is built into the program to allow students to prepare for a new job faster. For example, the Adult Career Education and Diploma (ACED) program is designed for adults who do not have a high school diploma to prepare to earn their high school equivalency diploma at the same time they are attending career training classes. One of the career options for students in this program is Nurse Assistant, a critical piece of the health care puzzle.

Our Dental Assisting program has a longstanding partnership with Eastman Dental program and several private dental practices that allow our students the opportunity for real experience within a clinical setting before they graduate our program. Our Dental Assisting program students spend time shadowing and working alongside dental professionals in order to apply their skills and learn firsthand about a variety of dental techniques and specialties. The students also receive training in basic computer literacy.

Many of our former phlebotomy students have gone on to work for the Red Cross. Several of them have returned to our class to speak with current students about the career and how well our program has prepared them. We also have former phlebotomy students who have moved into managerial positions within the Red Cross who currently sit on our Advisory Board. The board is instrumental in guiding our program to ensure that our students get the training needed for today's workplace.

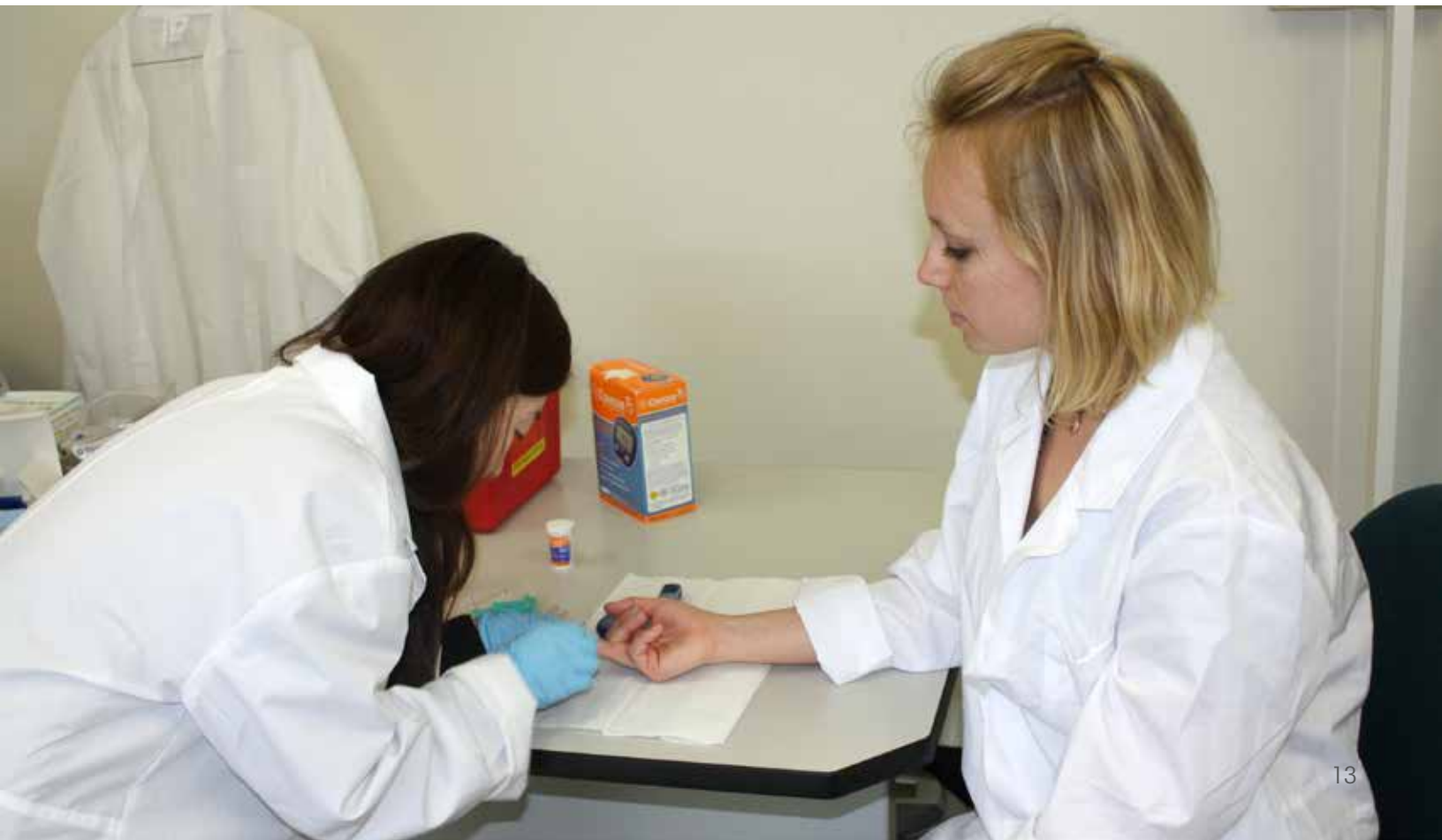
The Medical Office Assistant program has had many partnerships over the past 15+ years that have led to program enhancement and improved employability for graduates. There are internship, advisory, employment, and guest-speaker relationships within the two main hospital systems, Rochester Regional Health and UR Medicine, in addition to relationships with many private doctor offices, college health care campuses and other health care settings. This robust program boasts a 100% employment rate for our graduates in 2017.

CWD has recently entered into a collaboration with Genesee Valley Educational Partnership to offer a Licensed Practical Nursing (LPN) program. There is a shortage of qualified nurses in the health care system, and by partnering with GVEP, we can bring this much-needed training to this area. We anticipate partnering with other organizations to expand our health care program offerings even further in the near future.

In addition, computer literacy is built into the training to provide a strong base for essential technology skills, and

all of our career training programs include employment skills development to provide program graduates with fundamentals on finding and maintaining a job in today's market.

By focusing on the complete package with job-specific skills and soft skills, and working with community partners to keep pace with today's industry needs, CWD prepares students to be successful in their chosen careers.



Department for Exceptional Children

Intensive Management Program



A fresh start – that’s what happens every morning in the Intensive Management Program at Terry Taylor School in Spencerport.

“I think I love the warm environment here the most,” Ken Sharp, BOCES 2 supervisor, said. “The students are greeted enthusiastically by their teachers waiting for them in the hallway every morning. It’s not dependent on how the day before went.”

The Intensive Management Program at Taylor serves students in grades K-5 who aren’t able to handle the challenges that come with being in a larger school. There are about 40 students enrolled in 8:1:2 classrooms, some of whom have additional one-to-one assistance to provide behavioral support.

The program receives students from each component district who have needs that go beyond district programs.

“Ultimately it’s the additional academic and emotional supports and the small setting that make what we offer here unique,” said Sharp (while sliding out of the way to allow a student to zoom by on a scooter). One occupational therapist, one physical therapist and four mental health professionals help to support the teaching team.

Key in this program is teaching students strategies that can help them better manage school and life. Sharp said parents have responded favorably to placing their children in this program after witnessing the positive, supportive culture that exists here.

“Terry Taylor has been a super partner in this effort,” Sharp said. “Monica Macaluso, the principal, has done a nice job including us in the activities of the whole school.” BOCES students are able to serve as safety patrol, join chorus or play intramural sports. These are all opportunities that our children would never get if they weren’t here.”

For Alicia Granville, Special Education teacher, it is the cohesiveness of the team that makes the Intensive Management Program at Taylor so special.

“The connections we have made help to make the struggles our students are going through a little bit easier,” said Granville.

And even when it seems like the struggles have won the day, tomorrow is always a fresh start here.



Department for Exceptional Children

Preschool



For children who fall on the autism spectrum, communication does not come easy. That's why Monroe 2-Orleans BOCES has introduced a preschool program aimed at helping children learn to communicate. The 8:1+3 preschool program consists of a ratio of eight students to one teacher and three student behavior assistants. The focus of the class is to help the students develop their academic, social and emotional strengths to maximize their learning and growth.

"The first five years of a child's development are crucial," said teacher Laura McNally. "The sooner a child receives services, the more time there is to influence not only positive learning experiences, but learning outcomes as well."

The full-day program consists of structured play, small group learning centers, sensory exercises and motor time. Throughout all of these activities the goal is for the students, who are mostly non-verbal, to make connections and communicate with teachers and peers.

"Effective communication with others is essential in any setting," said McNally. "In order to help our students become more successful with language it takes an entire team to increase individual abilities. We would not be able to accomplish all that we have if it were not for our amazing team."

"When working with students who have communication barriers, consistency and patience are required in order to develop language skills," said speech therapist Rachael Wall. "It is important to incorporate language through modeling and visual supports not only in the speech setting, but throughout our student's entire day."

Students are immersed in language throughout their entire day through the use of communication devices. Classroom staff model core language across all settings and activities. The goal is to aid in language development through continuous exposure within the school setting. If students are successfully utilizing the device to communicate, the speech therapist may assign a dedicated device for that individual. Luanne Marsh's son, Logan (Greece), is one such student.

"This device has reduced his negative behavior and has helped me understand his needs and wants," Marsh said. "I am also hearing more sounds from him. This program really works. Thank you for taking the initiative in my son's education."

The 8:1+3 program, offered at Autumn Lane Elementary and Craig Hill Elementary schools in Greece, was added due to increased needs for preschool programming in our region. Lakesha Day-Blake's son, Darren (Hilton), is in the program at Autumn Lane.

"My son has started saying words," said Day-Blake. "He's trying to copy words he hears from other children or TV shows. He is finally making a connection."

"We are proud to offer this level of support to preschool students in our region," said Heather Malone, special education supervisor. "We believe that a high-quality preschool program is the foundation for future and on-going success."

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Communications and Technology Services/ Elementary Science Program

The success of a BOCES is based on collaboration (the word cooperative is right there in the middle of Board of Cooperative Educational Services). There is no better example of this than the ongoing collaboration and cooperation between two BOCES 2 departments: Communication and Technology Services (CaTS) and the Elementary Science Program (ESP).

In fact, the CaTS-ESP collaboration is actually part of an even larger collaboration between four BOCES in the region: BOCES 4 Science. BOCES 4 Science is a collaboration between the Elementary Science Program (BOCES 2), Monroe One BOCES, Wayne-Finger Lakes BOCES and the Genesee Valley Educational Partnership.

BOCES 4 Science is retooling the science and STEM programs of the four BOCES by modernizing curriculum and developing shared science resources to strengthen education programs. The ultimate goal is to create instructional materials that are based on the recently adopted New York State preK - 12 Science Learning

Standards and, in this way, contribute to the development of more scientifically-literate adults. These efforts will better prepare students for careers in research and development, sciences, and fields such as next generation manufacturing and technology; optics, photonics, and imaging; and higher education and research.

Building on ESP's successful formula of the past 45 years, BOCES 4 Science is creating kits that provide science lessons in a box. 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.

Graphic Designers and printers at CaTS are designing, laying out and printing materials for new BOCES 4 Science kits used in classrooms around New York State and beyond. The designers are working closely with ESP and science educators from the three other BOCES.

"The team at CaTS has been instrumental to the success of these science kits," said ESP Assistant Director Mary Thomas. "The teacher's guides and student science journals are beautiful to look at and easy to follow. You will not find higher quality design anywhere."

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.

"Our designers embraced the challenge," said CaTS Printing and Graphics Coordinator Ken Maley. "The intricacies of the curriculum and the aggressive timeline put our designers and printers to the test, but they took ownership of the project and got the job done."

The first six resource units include one for each of the grade levels K-5:

- Kindergarten – Weather for Kindergarten
- Grade 1 – Sending Messages with Light and Sound
- Grade 2 – Save the Bees!
- Grade 3 – Investigating Weather and Climate
- Grade 4 – Riding the Waves of Information
- Grade 5 – Deer Deer Everywhere!

BOCES 4 Science plans to release six more units in each of the next two years. The CaTS printing and graphics team will be working on the design and layout throughout the project.

"The designers have brought our curriculum to life with their illustrations. The organization of the text and visuals helps teachers be more effective in presenting material that engages students," said Thomas. "To get so much done so quickly is a testament to teamwork."

BOCES ⁴ Science



Westside Academy



When new students arrive at Westside Academy, they've come from different districts all over Monroe County. They're nervous and don't know what to expect. They quickly discover that everything is different here. It doesn't matter what problems they've had before at other schools. What matters is what they do now. They can expect a fresh start.

This year's seventh- and eighth-graders didn't know each other when they entered Westside Academy's Middle School Program. They used their new beginning to become a unified group of friends and learners, compassionate and supportive of one another.

"Middle school years are notoriously difficult to navigate," said Principal Martha Willis. "These students watch out for each other, take care of each other. They are empathetic, accepting and engaged. They are great kids, and I credit our teachers and staff for helping them build their new peer support system."

The Middle School Program epitomizes Westside Academy's educational process and philosophy. In the 2017-18 school year, there are 43 students in grades 7-12 at the school. Teachers and staff take the time to get to know all of them as individuals: their families, academic challenges, dreams and goals. This degree of personalized support is often difficult for larger junior and senior high schools to provide.

Building relationships is number one at Westside Academy. The educators here employ a variety of tools to build community and make the school a safe place to learn, including morning attendance meetings and bonding exercises throughout the day. The school's efforts have resulted in a steady decrease in the number of suspensions: from 81 in 2016, to 49 in 2017. This year, there have been only 30 suspensions.

Westside Academy is a leader in using Restorative Healing Circles to develop relationships by respectfully listening to all sides. There is a special room dedicated to the practice, making it possible to hold impromptu Circles whenever needed. The use of Circles has helped clear up disputes before they can escalate to fights.

"Circles give students a chance to get to know their peers and teachers on a different level," said Willis. "They learn



“No student falls between the cracks at Westside Academy. Our team is determined to reach every student no matter what it takes.”

kindness and civility. Sometimes close friendships come out of the Circles.”

High academic standards and student achievement are also front and center. Many students come to Westside Academy to participate in credit recovery. Often, due to a wide range of circumstances, students may come up short on credits needed for graduation or advancement to the next grade. In a traditional environment, they may not be

able to catch up in time. But Westside Academy teachers and social workers help students develop personalized plans that include Self-directed learning, Co-ordinated efforts, Independent study, and Teacher instruction (SCIT).

“Our students often balance school with work and family responsibilities,” said social worker Sandra DiStefano. “We have to find ways to be flexible, so they can succeed at school without becoming overwhelmed.”



MAARS

Write your name on the top of your answer sheet in number two pencil... or, log in?

During the 2015-16 school year, the New York State Education Department launched voluntary computer-based testing in mathematics and English language arts for third through eighth grades with a goal of 100% statewide participation by 2020.

Computer-based testing (CBT) is designed to improve test delivery, test integrity, scoring validity and turnaround time for results. Participation requires technological readiness,

participation in computer-based scoring, and well-trained staff. That's where Bridget Harris and her team come in.

Harris is the Coordinator of MAARS (Monroe-Orleans Accountability, Assessment and Reporting Services). MAARS provides support to districts through all stages of the transition. Using their expertise, they help districts write strategic plans projecting out to 2020. What actions does a specific district need to take to meet the 2020 goal?

In the initial stages, MAARS assists the district in determining if they have the technology in place to accommodate CBT

and what updates, if any, will be necessary. Then, MAARS facilitates interface training. The district will understand the students' CBT experience and can plan training activities so that student test scores reflect only their understanding of the subject matter, not their computer interface skills.

Churchville-Chili is in their second year of CBT. Data Analyst and District Testing Coordinator Geri Pehta thinks that, with MAARS support, the transition is going well. "We are very comfortable in continuing to move forward with CBT, not only from a technology standpoint, but also because of the devoted support we receive from our BOCES MAARS group," said Pehta. "Every member of the support team at BOCES MAARS is there to help us with any questions or concerns we may have – and if they don't have the answer, they will get it – and they get it promptly."

CBT offers accommodations that are unavailable with paper-based testing. For example, visually-impaired students will be able to add overlay or background color to their screen. These accommodations need to pair correctly with students' individual education plans (IEP). According to Harris, this is largely a matter of getting the information to the right audience. After giving a presentation on testing accommodations at a regional meeting of special education directors, MAARS was invited to share the information at the district level with teachers and district leaders.

When the district is ready to begin CBT, MAARS provides support to ensure ordering of the correct tests for each grade, in each subject, and in the correct format from the State Board of Education. Then, during the testing, MAARS staff can log in to monitor the students' progress in real time and be ready to troubleshoot if a district has a technical interruption. To aid, MAARS hosts a representative from Questarai, the CBT provider, for immediate on-hand assistance.

After the tests have been administered there's nothing left to do but score them. Unlike paper tests, teachers in the same school district as the test-taker cannot grade their CBT. To accommodate these additional regulations, MAARS acts as a scoring consortium. Essentially, a district will provide their tests, both computer-based and paper-based, and the required teachers to do the scoring and MAARS will work out the logistics.

The goal for 100% by 2020, Harris noted, is aspirational and that the state's mantra is "As fast as we can, as slow as we must." It remains top priority that the students have the necessary computer skills before testing.

Ultimately, computer-based testing is coming. Harris believes that the functionality, tools, and opportunities to interact with the test are supportive of kids and ensures MAARS will be there to smooth the transition.

"We are always kept informed of the latest events, schedule changes, updates, anything related to testing in a very timely manner. BOCES MAARS also conducts Data Manager's Meetings which not only provide all of their component districts of the latest news, but also allows an open forum for discussion," Pehta said. "We could not ask for better support."

Student Testimonials



Jacob Booher-Babcock

Brockport Central School District
2017 Project SEARCH™ graduate

"I really loved my time at Project SEARCH. It was a great stepping stone for me to transition from high school to real life. My mentors at Project SEARCH helped guide me and reach my goals and my full potential. They gave me the confidence to be able to go out and get a job. I've been working for almost a year and I thank everyone at Project SEARCH for helping make that possible."



Gabe Callazo

Greece Central School District
Therapeutic Day Program at Ridgcrest Academy

"I started at Ridgcrest this past summer and it's helped me a lot. I used to have problems with my behavior, but I noticed that my

behavior is changing now. I meet with my counselor a lot and she helps me talk about things that bother me. I really like my school and my class. It's a really good fit for me."



Alexander Hare

Churchville-Chili Central School District
Auto Body and Collision Repair Technology

"We learn things that we can use regardless if we do this as a job. Based on what I have learned so far, collision repair is what I want to do. I enjoy how everything we learn in

this program comes together, how we learn the basics of everything and can do anything with the knowledge we have."



Jordan Mekus

Holley Central School District
Alternative High School

Finding the match between a student and the right support system can lead to success. Jordan Mekus and the BOCES Alternative High School are a match.

Jordan is well liked by staff and students. He has a great sense of humor and likes to joke around. His grandmother reports that since starting at the Alternative High School, he is excited to come to school.

"I have only missed three days of school this year and have not had any suspensions," Jordan said. "I talk to people here. I never used to talk to anyone at my old school. I'm proud of completing my school work and earning Positive Behavioral Intervention and Support (PBIS) points to go on field trips."



Alexia Monroe

Gates Chili Central School District
Westside Academy

"I still can't believe that I picked myself up and got myself together and am where I am now," Alexia Monroe said. "Graduating from Westside Academy this June will be the proudest moment of my life."

"I couldn't have done it anywhere else. They promised me that if I did the work, they would see that I graduated on time. Now I will."

BOCES 2

BUILDING

THE FUTURE



Faith Mullens

Hilton Central School District
Therapeutic Day Program at Spencerport
Administration Building

"Before I came here, it was hard for me to go to class because of how bad my anxiety was and still is. I didn't know how to manage it. I used to skip class and make up stories about myself for fear that no one would like me for who I really am. That is no longer the case. Everyone here at TDP has helped me crack my shell to shed light on who I am and how to cope with my depression and anxiety. I fully intend to keep getting up and keeping my battle scars to show my strength. I will get to where I want to be and nothing and no one will keep me from getting there."



Alexes Snow

Spencerport Central School District
Advertising Design/Multimedia

"The biggest thing I enjoy is coming in and learning things that I wasn't sure I was going to be interested in but now that I am here, it has become something that I want to do with my career. CTE introduced me to a lot of different media. I knew graphic design because I took a graphic design class but when I came in here it was my first time working with animation, stop motion, video production, things of that nature and I have found out that I like that so much more. The experience at WEMOCO is worth a lifetime."



Jordan Sobolew

Wheatland-Chili Central School District
Engineering and Metal Fabrication
Academy

"I enjoy building and designing things. Because of what I've learned at WEMOCO, I have made trailers, picture frames and metal sculptures at home, and I want to do welding as my career. I would highly recommend WEMOCO because you learn a lot and it's really beneficial to get a job in the future. You can get one straight out of high school after coming to WEMOCO."



Payton Walters

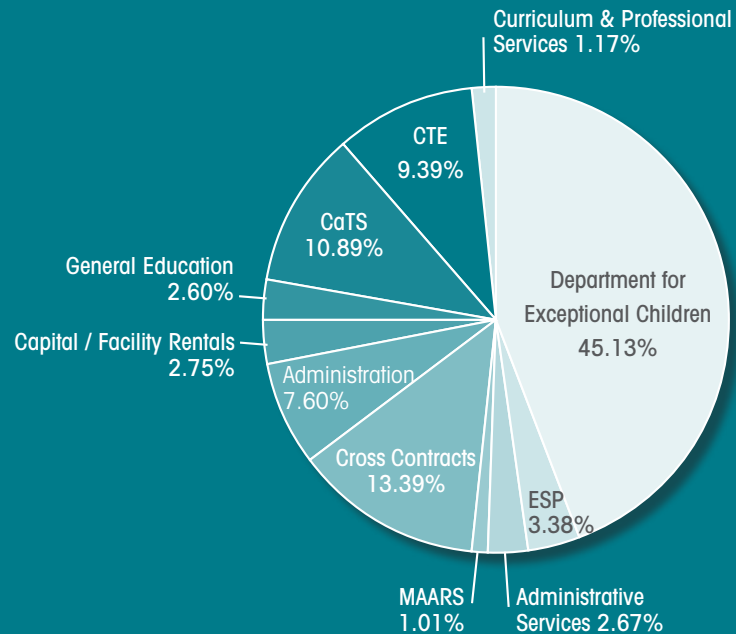
Kendall Central School District
Residential and Industrial Electrical

"CTE sets me up on a pathway for my future so I can have more knowledge of the field coming right out of high school and I can more easily get a job in the future. I want to join the electrical union once I graduate."

General Budget for 2016-17



Category	Amount	Percent
Administrative Services	\$2,215,759	2.67%
Career and Technical Education (CTE)	\$7,786,793	9.39%
Center for Workforce Development	\$19,031	0.02%
Communication and Tech. Services (CaTS)	\$9,035,220	10.89%
Curriculum & Professional Dev. Services	\$969,089	1.17%
Department for Exceptional Children	\$37,426,203	45.13%
Elementary Science Program	\$2,800,534	3.38%
General Education	\$2,158,343	2.60%
MAARS	\$837,151	1.01%
Cross Contracts	\$11,104,072	13.39%
Administration	\$6,306,980	7.60%
Capital / Facility Rentals	\$2,277,312	2.75%
Totals	\$82,936,487	



Expense Category	16-17 Adopted Budget	16-17 Year End Budget	\$ Difference
Professional Salaries	\$18,215,841	\$19,104,033	\$888,192
Non-Professional Salaries	\$15,551,809	\$16,435,404	\$883,595
Benefits	\$22,447,315	\$23,045,231	\$597,916
Equipment	\$1,309,554	\$7,312,467	\$6,002,913
Supplies	\$1,217,347	\$1,663,300	\$445,953
Contractual	\$11,725,862	\$13,765,472	\$2,039,610
Internal Services	\$19,005,608	\$25,443,645	\$6,438,037
Internal Credits*	-\$19,918,233	-\$26,406,307	-\$6,488,074
Capital / Facility Rentals	\$2,277,312	\$2,277,312	\$0
Cross Contracts	\$11,104,072	\$13,330,382	\$2,226,310
Budget Totals	\$82,936,487	\$95,970,939	\$13,034,452

Budget Comparison for 2016-17

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 2015-16 showed more than a \$19 million increase over the Adopted Budget.

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



Monroe 2–Orleans BOCES Departments

Administration

The Offices for Finance, Human Resources and Labor Relations help districts stretch available resources. Central services such as cooperative bidding, workers' compensation claims processing, online web recruitment, labor relations and negotiations and a student attendance program help districts maximize scarce human and financial resources. Streamlined school operations leave administrators free to focus on direct instructional services.

Communication and Technology Services

Communication and Technology Services (CaTS) helps districts integrate the newest technologies into their classrooms, manage their instructional hardware and software systems and communicate important information to their communities. The department is made up of Instructional Technology, Technical Support and Communication Services.

Curriculum, Instruction and Professional Development

The Office of Curriculum, Instruction and Professional Development (CIPD) provides professional development for teachers and administrators and assists districts with long-range planning for school improvement. CIPD also provides directed technical assistance and professional development to improve instructional practices and outcomes of students with disabilities. The Mid-West Regional Bilingual Resource Network (RB-ERN) is another service provided under CIPD which assist districts and schools in creating an educational environment for English Language Learners (ELLs) which engages everyone in meaningful teaching and learning.

Career and Technical Education

Career and Technical Education (CTE) at WEMOCO offers high school students an opportunity to explore a variety of career and technical fields. There are currently more than 800 students attending BOCES 2 WEMOCO Career and Technical Education Center in more than 20 career fields, including precision machining, carpentry, electrical, heating, ventilation and air conditioning (HVAC), auto technology, culinary arts, baking and cosmetology.

Center for Workforce Development

The Center for Workforce Development (CWD) provides a variety of industry-aligned educational solutions to prepare adult students for the 21st century workforce. Our affordable career and technical education programs provide the skills needed for employment, and our continuing education classes provide relevant content for the adult seeking to enhance their skills or learn a new skill. In addition, free academic classes for individuals wanting to earn their high school equivalency diploma and free English classes for speakers of other languages are offered in numerous formats to best meet the needs of a diverse population.

Department for Exceptional Children

The **Department for Exceptional Children** provides programs to meet the needs of students with diverse abilities which cannot be completely addressed by their local school districts. This includes four divisions: Special Education, Gifted and Talented, English as a New Language and the New York State Center for School Health (NYSCSH).

Elementary Science Program

The **Elementary Science Program (ESP)** provides 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 12th grade. ESP also plays a key role in BOCES 4 Science, a new collaborative science program launched by Monroe 2-Orleans BOCES in partnership with Monroe One BOCES, Wayne-Finger Lakes BOCES and the Genesee Valley Educational Partnership. Working with the 66 school districts within the region, our science educators are creating a comprehensive best-practice science program based on the recently adopted New York State Pre-K – 12 Science Learning Standards.

Monroe-Orleans Accountability, Assessment and Reporting Services

Monroe-Orleans Accountability, Assessment and Reporting Services (MAARS) is a department comprised of both Monroe One BOCES and Monroe 2-Orleans BOCES staff. MAARS assists school districts in meeting state and federal accountability, assessment and reporting mandates. This service includes guidance and training in New York State reporting, data warehousing, student management systems and test processing, as well as content area and graduation requirements.

Westside Academy

Westside Academy is an alternative school designed for both general education students and students with disabilities where student's needs are met in unique ways. In our school the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. We continue to work towards the model of a trauma informed school. This program builds character, teaches to individual needs and gives students the social/emotional support necessary for success in the world of work and in the community. Westside Academy is a novel teaching community, which enhances student strengths, fosters commitment to goals and dreams, and builds positive citizenship skills to foster college/career ready students.

Monroe 2–Orleans BOCES

▶ Core Values

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

▶ 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



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Churchville-Chili
Central School District





Your Educational Partner of Choice

BOCES 2

The Monroe 2–Orleans BOCES Annual Report is a collaborative project of BOCES 2 Communication Services including writing, photography, design and printing.

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

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

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