

# 2020 ANNUAL REPORT



WITH EDUCATION,  
ANYTHING IS POSSIBLE.

# DISTRICT SUPERINTENDENT



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

The 2019-20 school year has been like none other. The coronavirus pandemic has certainly brought about unprecedented challenges. Students, families and communities are coping as best they can, and they have looked to us for help. Our BOCES and component districts have stepped up to provide remote learning, meals, childcare and social-emotional support.

This Annual Report is an example of perseverance. It is traditionally a part of our Annual Meeting held each April, but the closing of schools in March caused the meeting to be canceled and halted production of this publication. However, the student success stories that were already in the works were seen to fruition due to the combined efforts of teachers, staff and component district colleagues.

On opening day 2019, I focused on intentionality with the BOCES staff; being purposeful in our thoughts and actions whether about teaching and learning or operations. I could have never predicted just how critical intentionality would be to this year, during this national emergency. The Monroe 2–Orleans BOCES and component partnerships have pulled us through this school year. Our collaborative ways have supported students, families and each other.

During the crisis this school year, we have learned that our foundation is strong, and with hope and perseverance, we can sustain whatever comes our way. We are proud to be your Educational Partner of Choice. I am proud to serve as your District Superintendent.

Sincerely,

Jo Anne L. Antonacci  
District Superintendent



**Churchville-Chili**  
Central School District



## ABOUT

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

## MISSION

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

## VISION

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



## STRATEGIC GOALS

### Customer Satisfaction

Provide excellent service while demonstrating care and respect for all

### Continuous Improvement

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

### Community Collaboration

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

### Resource Management

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

## CORE VALUES

⚡ Collaboration

⚡ Quality

⚡ Expertise

⚡ Respect

⚡ Innovation

⚡ Responsiveness

⚡ Integrity

## BOCES 2 RESPONDS TO THE CORONAVIRUS PANDEMIC

As the world dealt with an unprecedented health crisis, Monroe 2–Orleans BOCES responded with unparalleled support for students, families and component districts.

On March 14, BOCES 2 announced it was closing to students and suspending all classes and school-sanctioned events. Shortly thereafter, New York Governor Andrew Cuomo issued an executive order

stating that students and teachers would not return to in-person classes before the end of this academic year.

The coronavirus pandemic changed the way teaching and learning needed to be done. BOCES 2 faced the challenge by solidifying its reputation as a leader for innovative instruction and responsive support services.

Though school buildings closed, the learning never stopped. **The Department for Exceptional Children** used both new and old technology to connect with students and families. New technology included video conferencing and apps to engage with students. Old technology included phone calls with reassurance for students, or advice for a parent helping to support learning at home.

### Career and Technical

**Education** teachers at WEMOCO used their skills to keep students engaged and help them reimagine how they can learn skills remotely. Each of the 20-plus CTE programs provided students with some combination of learning resource packets and/or access to an online learning platform. Teachers engaged with students via online platforms such as Schoology, Microsoft Teams, Zoom, emails, the Remind app and phone calls on a regular basis to provide growth-producing feedback based on the learning activities.

At **Westside Academy**, teachers joined with social workers, parents and students to engage in technology like never before. The skills that students used will be essential when they graduate. The seniors especially experienced how independent learning is conducted at the college level.

### The Center for Workforce

**Development** continued with a distance learning model to help adults engaged in literacy instruction for High School



Equivalence and ESOL programs. The Phlebotomy, Dental Assisting, and Medical Office Assistant adult job training programs shifted their instruction to a distance learning model as well.

### The Office of Curriculum, Instruction and Professional Development

worked with individual teachers and administrators to assist with continuity of learning plans and provide instructional strategies for teachers to use during the school closure.

At **BOCES 4 Science**, staff finalized writing units and developed digital content for teachers and students while at home. They also examined current resources in science kits to determine how they could be converted for remote learning wherever possible.

The essential support services BOCES 2 provides to local school districts all took an active role during the pandemic. The **Finance and Human Resources** departments developed rotating schedules

of limited staff on-site to maintain basic functions such as paying bills, collecting revenue and continuing payroll. **Labor Relations** provided extensive legal support to districts and BOCES administration to keep up with regulatory changes.

**Technology Services** staff members provided devices to districts, students and employees on short notice. Device maintenance and repair became even more vital than in a typical school year. Technical support through the help desk was a lifeline on a daily basis.

**Communications** played a key role in maintaining an essential connection to the community: the BOCES 2 website. A coronavirus resource page was created on the BOCES 2 website for families, staff and community members. The page contains regular updates, learning resources, links to health information and community support services including food distribution locations within all local school districts.

The Monroe 2–Orleans BOCES Continuity of Learning Plan was developed, posted on the site and updated as needed using input from administrators and teachers.

In addition to the Coronavirus Resource page, Continuity of Learning web pages and the Instructional Learning Resources page, the team created a page to share positive developments and stories within the BOCES. This BOCES 2 Connections page features stories, photos and videos highlighting the resilience, creativity and compassion students, staff and families are demonstrating during this uncertain time.

## BOCES 2 RESPONDS TO THE CORONAVIRUS PANDEMIC

**Security** personnel continued to vigilantly patrol and monitor the facilities. **Operations and Maintenance** staff redoubled their efforts to deep clean buildings and cordon off vacant work spaces once disinfecting was completed.

**The New York State Center for School Health** (NYSCSH) team supports schools by providing vital health information and resources to nurses and other school district personnel around the state. Their website and social media accounts have received record traffic since the health crisis began and the extremely high levels of activity continue.



## STUDENTS USE REMOTE LEARNING TO BUILD ON CLASSROOM SUCCESS



For most of the school year, **Jasmine Hampton** thrived in the special education classroom at Neil Armstrong Elementary School in Gates Chili.

When schools closed due the pandemic, teachers and staff sprang into action to make sure Jasmine continued the positive momentum during her remote learning.

Jasmine received a loaned Augmentative and Alternative Communication device to use at home. Her parents have been assisting her with using it all the time especially during her academic tasks.



**Christopher Cosme**, (Gates Chili) entered the Autism Spectrum Disorder (ASD) program in elementary school. At that time, he required a full-time 1:1 aide, as well as a behavior plan, to help deal with his disruptive behaviors. Chris needed intense supports to help control his anger and to learn appropriate ways to cope with his feelings.

Upon entering middle school, Chris became more confident in his ability to identify his feelings and to utilize strategies to remain in the "green zone" as it relates to behavior. Because of this positive progress, Chris went from needing a full-time 1:1 to a shared arrangement due to his increased independence.

Currently, Chris is building successful relationships with all of the students in his class. He is a leader in the school's recycle club and enjoys coming to school each day. His parents have played an integral role in his success. They, too, are seeing his progress at home. Chris has progressed so well, that next year he will be transitioning into a 12:1:1 program. The entire team is so proud of Chris and all of his accomplishments!



**Frederick French** (Churchville-Chili) has worked together with his family to complete as much as he can during distance learning. While it has been challenging, Frederick's perseverance is commendable.

"When I started working with him in early October, Fred and I struggled to navigate our learning environment in a productive way," said Special Education Teacher Rob Coatsworth. "But, when we gave Fred the right tools: an organized work space, a clear, rigorous schedule, and opportunities to communicate emotions and vent them appropriately, he blossomed in a way few of us predicted."

Fred's true passion for learning about history, drawing the latest model Tesla and taking his class by storm in physical education (his nickname is Flash), all grew from unlikely and challenging beginnings.

"His efforts as a sixth grader during this time have been remarkable considering how Fred struggled with such tasks in the beginning of the year," Coatsworth said. "I am so proud to see just how much Fred has developed into a kind, conscientious learner when given just a few tools for success!"

# SUPER POWERS

**IT** has been said that knowledge is power. If that's the case, then **learning must be a superpower!** Monroe 2–Orleans BOCES students demonstrates their superpowers every day. They overcome challenges, they master advanced skills, and they make discoveries about themselves and how they can positively impact the world around them. What do you call people who develop superpowers? You call them superheroes – and that's just what our students are to us. Meet a small sampling of these big-hearted champions of learning in the next few pages.



# ALEX MENDOZA

## **Superpower:** Driven Advocacy and Compassionate Lifesaving

Phlebotomy and Laboratory Science student Alex Mendoza (Holley Central School District) knew she wanted to work in the medical field. She just wasn't sure of the specifics. As soon as she heard about the Phlebotomy and Laboratory Science program offered at the Career and Technical Education (CTE) Center, she knew she had to enroll.

Alex says it was through her experiences with the program that she fell in love with phlebotomy.

"I believe it's important to be an advocate for these programs because these programs can give us teenagers a feel for a career we want to pursue in the future," says Alex. "Most of the kids I know LOVE the CTE programs at WEMOCO. I want kids who don't know what they want to do to have to the opportunity to figure that out by going to WEMOCO."

Because of the first-hand learning experiences Alex has had through her program and the direction it has given her, Alex has been an advocate for the CTE programs in her home district. She has met with her principal and counselors to have them come see the program and encouraged them to promote the programs to the students at Holley Central School District.

"She's a very headstrong, devoted, committed and passionate young lady," says Holley Central School Counselor, Kristina Tese. "When she believes in something, she takes every step in order to fulfill her purpose."

Alex has even presented to her fellow Holley students about Career and Technical Education and the lifesaving skills she has learned, including a project she is working on with the biology teacher at Holley Central.



Through her program at CTE, Alex has been able to practice drawing samples from a prosthetic arm. Rather than simply learning about the technicalities that go into phlebotomy, she is able to learn first-hand what it takes. She has practiced honing her skill so she can leave CTE as a certified phlebotomist.

"My plan is to get my phlebotomy certification and go to college... I'm thinking for microbiology," says Alex. "During college, I'll be working

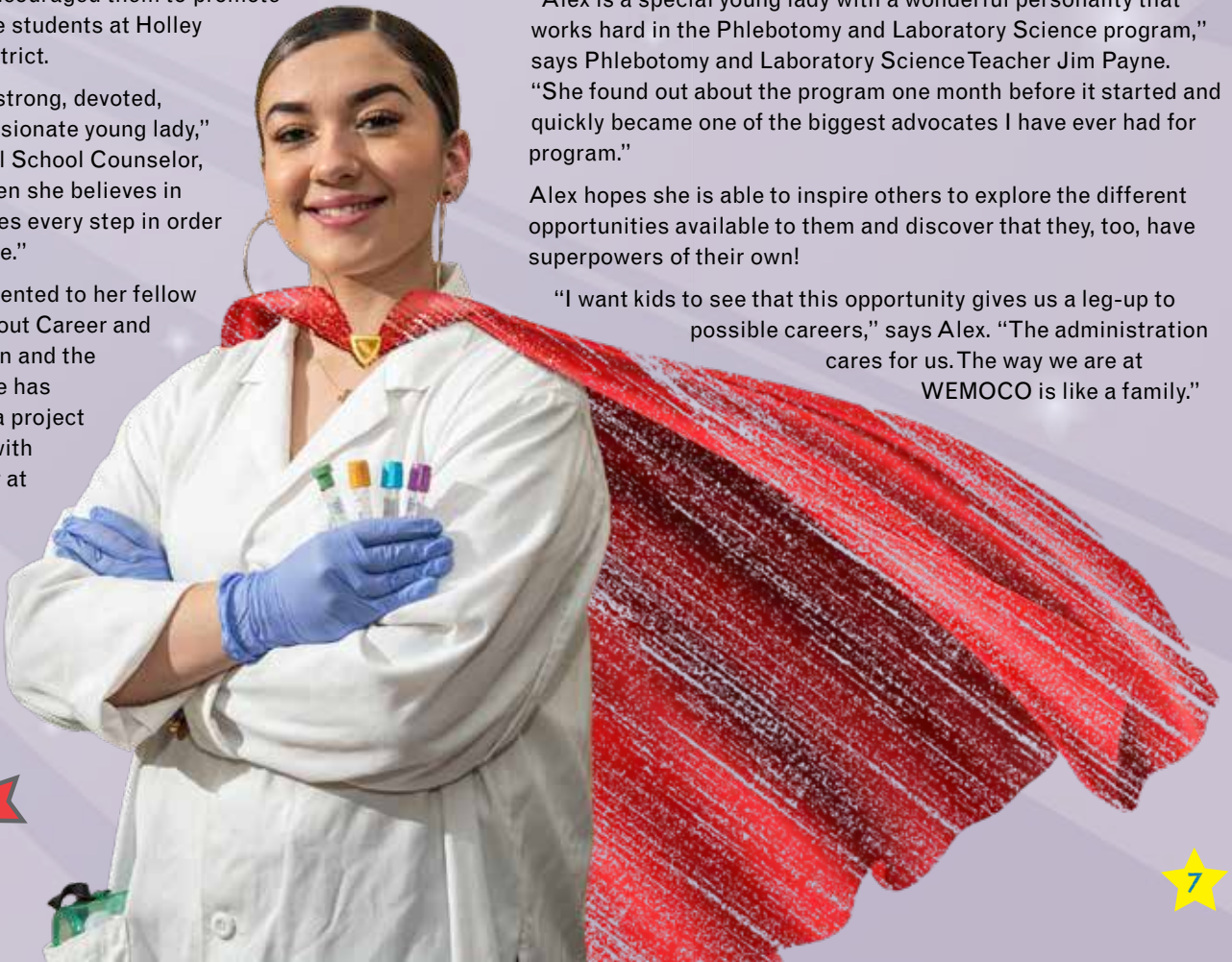
as a phlebotomist- doing something I love, helping people and earning money doing it!"

Though she's drawn to phlebotomy, Alex will readily promote the biochemistry and the microbiology units the program teaches. She'll even promote the other programs offered through CTE, if somebody is interested in other career paths!

"Alex is a special young lady with a wonderful personality that works hard in the Phlebotomy and Laboratory Science program," says Phlebotomy and Laboratory Science Teacher Jim Payne. "She found out about the program one month before it started and quickly became one of the biggest advocates I have ever had for program."

Alex hopes she is able to inspire others to explore the different opportunities available to them and discover that they, too, have superpowers of their own!

"I want kids to see that this opportunity gives us a leg-up to possible careers," says Alex. "The administration cares for us. The way we are at WEMOCO is like a family."



# SUPER POWERS

## KIRK WARREN

### *Superpowers:* Dynamic Trailblazing and Steadfast Determination

Beneath Kirk Warren's quiet exterior is a determined young man with a powerful work ethic and sky high expectations for himself. Now in his second year of the BELL Program (Bridge to Earning, Learning and Living), Warren has become a confident leader and role model, not only for his friends in the program, but also for fellow students at Roberts Wesleyan College. He is the first



BELL student to be nominated for the college's peer-chosen Ethics in Action Award, which recognizes highly-principled behavior.

"Kirk simply is who he is," said Job Training Specialist Tammy Thomas. "He doesn't give up. He sets a goal, reaches it, and then sets a new one, higher. He is a trailblazer for our other students. He is proof that they can dream bigger, aim higher and be successful."

Our BELL program, celebrating its 10-year anniversary, is a partnership between Monroe 2-Orleans BOCES, CP Rochester and Roberts Wesleyan College. It is for post-high school students with disabilities like Warren who crave a college-based

experience, complete with an active campus life, academic enrichment and the acquisition of social and vocational skills necessary for employment and independence. Warren has an internship in food preparation at the on-campus Garlock Dining Commons for several hours a week. Every semester, he has audited one general college-level class.

"I've done introduction courses in writing and business," Warren said. "Right now I'm reading eight books for Introduction to Literature. I read 'Coriolanus' by Shakespeare. We're doing Robert Frost poetry now. It's hard, but I like it."

Warren has his driver's license and owns his own car. He is thoughtful and has a disarming sense of humor. He has successfully balanced full-or part-time restaurant work with 12 hours of weekly BELL coursework and job internship still finding time to participate in college life and make friends. Warren especially likes bowling, but he's enjoyed Redhawks basketball games, Homecoming, Halloween parties and comedy night movies. Action movies are a special love: James Bond, Star Trek and Star Wars are favorites.

"I started with BOCES about five years ago," he said. "I began at WEMOCO. I really liked my Work-Based Learning internship working at Brockway Dining Hall at the College at Brockport. It was an opportunity to learn a lot about food service and try different things."

"He's been very focused on sending out resumes and preparing for interviews," said Thomas. "Kirk is not waiting for graduation to start planning his future. He is excited about getting a permanent full-time job in food service, most recently interviewing for a position with

Wegmans. Over the past two years, he has really changed his perception of asking for help and advocating for himself. He is still quiet, but now projects a very mature, confident and responsible persona. He is ready for this!"



# ANTHONY FAZZINA

## Superpowers:

### Earnest Communication and Joy Generation

It's impossible to feel bad when 11-year-old Anthony Fazzina is around. His smile is contagious. He loves to talk and connect with people. His energy and excitement light up the room. "When you are with Anthony, he makes you feel like the luckiest, most important person in the world," said teacher Kate McElhaney.

"Anthony was completely nonverbal for most of his life," said his mother Gina Fazzina. "Everything has changed for the better. His communication has been the biggest gain for him, but he has grown by leaps and bounds educationally and emotionally."

"He found his voice two years ago and hasn't stopped talking," said McElhaney with a gentle smile. "He has a great deal to say. We describe him with the single word, 'determined.'"

Anthony's speech therapist Jennifer DiLeo said, "I have never experienced another student with as much passion and drive to communicate as Anthony. He will push himself to be his best and will not give up until his message is clear and his voice is heard. It's beyond rewarding to witness his excitement when he excels with his speaking and communication."

Busy from the moment he walks in the door, Anthony is the center of his class community. He loves to socialize and always has a smile and greeting for friends, both adults and peers. Anthony is proud of his school work and his growing verbal communication skills. At home and in class, music is important

to him; he is an especially talented percussionist. He loves playing with soap bubbles, building marble mazes and exploring nature and his neighborhood. Perhaps his greatest joy is when his words are understood by others.

Anthony has been in Monroe 2-Orleans BOCES programs for seven years. Three years ago, he joined McElhaney's 6:1:1 Medically Fragile class at Neil Armstrong Elementary School in Gates Chili. The program helps students with complex needs meet their individual goals and thrive in an academic setting structured around sensory-rich activities. Anthony receives speech therapy, physical therapy, occupational therapy, music therapy and assistive technology support, as well as autism support.

His quest to communicate went into overdrive when Anthony began using the LAMP Words for Life® language application and approach (Language Acquisition through Motor Planning). One of the goals of LAMP is to give those who are nonverbal or have limited verbal abilities a method of independently and spontaneously expressing themselves in any setting. Having all of these services and supports in place has helped Anthony meet his annual educational goals and interact with peers while building confidence and become independent.

"Like most children, Anthony just wants to be accepted for who he is," said his mother. "He wants to learn and grow in school and be part of the community. If you ask him, he would tell you that he wants to work at McDonalds. We could not be more proud of everything he has accomplished so far. His growth has been amazing to watch, and we can't wait to see him continue to strive to be the best he can be. He works hard!"



# SUPER POWERS

Carter Harris is a little boy in a hurry to learn. Like his favorite cartoon hero, Sonic the Hedgehog, this 6-year-old has “gotta go fast.” After less than a year in the Monroe 2–Orleans BOCES 12:1:1 Preschool Special Class, Carter is absorbing knowledge and skill at supersonic speed.

“Carter says he wants to be Sonic when he grows up,” said his mother Jade Harris. “He says he wants to run as fast as Sonic does and have superpowers.”

“My first impression of Carter when he walked through the door in September, was that he was a shy, timid child,” said teacher Laura McNally. “He is different now. He willingly volunteers and is no longer anxious when speaking out. His apprehension has disappeared. Carter has excelled in many areas of the preschool classroom. He has increased both his speech and academic skills.”

“Carter is one of those students that you love working with because he makes your job easy and you see consistent growth,” said speech therapist Rachael McShea. “He loves to learn new vocabulary and use more words in one sentence, and he shows pride in doing so. Carter has gained so much confidence this school year since finding his ‘voice’ and we are so proud of him!”

“Carter’s vocabulary has grown tremendously,” said his mother, “Even when he has trouble with pronunciation, we can work through it together. Now he can ask for something to eat when he is hungry or to drink when he is thirsty. He gets his point across. Not only that, he is able to control his emotions and doesn’t get frustrated easily anymore. He is far more independent. He loves to draw, build things, play games and learn to write. He runs around and jumps on beds. He likes going to the movies, and singing along to ‘The Lion King.’ It’s great to see him be so happy.”

The Preschool Special Class is a comprehensive full-day program designed for children between 3- and 5-years-old with a variety of special needs. The program includes diverse learning activities designed to assist children with peer interaction and prepare them for a less restrictive educational environment. The focus is to help students like Carter develop their approaches to learning, physical development and health, social and emotional development, communication, language, literacy and knowledge of the world.

“Carter is gaining the confidence he needs to progress in all areas of his life, not just school,” said McNally. “I know he is most proud when he is able to effectively communicate with others using his own words. I think one of Carter’s greatest super powers is his ability to be a great friend to all his classmates, and his eagerness to help all of his friends. The growth he has made this year is astounding. I know he will go on to do amazing things throughout his school-age journey.”

“I can see Carter’s personality shine through as he opens up more,” said his mother. “It’s been a long road and this program has given him the attention and consistency that he needed. He has grown so much and I am forever grateful.”

## CARTER HARRIS

**Superpower:** Supersonic Learning  
and Unstoppable Vocabulary Building



Passion. It has the potential to drive us to greatness; to push us toward something that could be considered intimidating.

Passion. It's what drives welding student Emily Shackelford (Brockport Central School District) into a field that is traditionally male-dominated. It's what pushed her to accept a co-op, doing what she loves to do and now wants to turn into her career.

Emily started Welding when she was young. It was something her dad taught her to do. The two of them would spend time together throughout her childhood, welding sculptures to display around their house.

"[My father] is a mechanic. He does a lot of different things and knows a little bit about it, so he taught me the little bit that he knew," said Emily. "So, I just kind of wanted to be like him and be successful with my future."

## EMILY SHACKELFORD

**Superpower: Unwavering Passion  
and Humble Fearlessness**

When Emily learned she could take a class to hone her welding skills, she immediately knew she had to enroll. She came into the program at WEMOCO for her senior year of high school, after completing her junior year in a similar program at her former school in Hornell.

She is the only female in her class at the Career and Technical Education (CTE) Center, but she doesn't let that stop her. Emily throws herself into her work, no matter the project.

Currently, that involves helping her class create fish pens for the NYS DEC.

"Emily has a bright future ahead of her and I look forward to watching her go places that others cannot," said Welding teacher Josh Padlick. "She is an outstanding young lady, a fantastic welder, and a friend to all."



The passion Emily has for welding is one of the things that drew Lisa Anselm, her supervisor at her co-op at Graham, to her. "The reason Emily was chosen is because of her high energy and enthusiasm for the field of welding," said Anselm. "One of the traits we look for in a candidate is eagerness to learn and Emily sure has that."

Anselm continues to say the guts and determination to pursue a career in a male-dominated field is another thing that drew her to Emily. "She will have to work twice as hard to prove herself. I definitely admire [that] in her."

Her love for welding follows Emily outside of the classroom and the factory. At home, Emily spends time sculpting beautiful creations; sharing her sculptures with members of her family and people she loves.

"It's something different, I'm an artsy person and I like making creative things," said Emily. "It's really fun to me. I enjoy doing it."

To Emily, the fact that she will be one of the few women in her field is not a concern, nor why she chose this profession. She chose welding because it is something that she has always loved to do and she's excited to have the opportunity to turn what she loves into her career.



# SUPER TESTIMONIALS



**Jayda Avery**  
Wheatland-Chili  
Central School  
District  
*Nursing*

I decided to take the Certified Nursing Assisting program to help me get a head start in learning about my career path. Throughout the program, I learned about health-related things, work ethics, safety, self-discipline, responsibility and much more. This program helped teach me to be prepared for anything that comes along in life. Regardless, if there's obstacles to face, in the end you will achieve what's more important to you.

To the board and administration that support CTE programs, I would give a big thanks for setting up a program to help give students like me an opportunity to learn and do hands-on work.



**Gabriella Carter**  
Greece Arcadia  
Child and Family  
Development

I decided to take CTE courses at WEMOCO because I wanted to further my education, and get ahead in the game. In regards to college and my career, I have learned more work skills – and I have really learned that you should have a backup plan.

I appreciate all the work the teachers have put into my school career. Because of them, I will continue to strive in life.



**Gina Chen**  
Churchville-Chili  
Central School  
District  
*Computer  
Technology*

I decided to take CTE courses because I wanted to expand my knowledge about something I know I use every day - computers! I thought it would be easier to create my own computer rather than spend more money for someone else to make it for me.

During my time at WEMOCO, I learned more about working by myself and working individually and doing work on time. This forces me to focus on doing my ideal career on my own. On the flip side, I also learned how to become more social and talk to others. Communication is the key in life. The more communication with others, the easier it is to obtain your dreams.

I just have to say that school board members and administrators have done a good job, and I appreciate their help with the students.

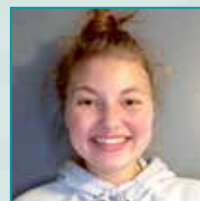


**Domenic Longo**  
Hilton Central  
School District  
*HVAC/Plumbing*

I saw CTE courses at WEMOCO as a great opportunity to go beyond my comfort zone and try out what I may like to do. I wanted to expand the confines of my mind, and to better myself.

I have learned a cornucopia of valuable things in my CTE program that has certainly prepared me for my future, such as how to be sure when tools are in use and also how to handle different types of people, as well as self-awareness. I also learned that in life there are going to be things that don't come easy at first and that if one presses forth success is inevitable, that when we fail we may succeed because if we are humble we will learn.

I would like to give a huge thanks for making my education fantastic.



**Kylie Maggard**  
Brockport Central  
School District  
*Dental Assisting*

I decided to take a CTE course at

WEMOCO because I thought it would be the most beneficial thing for me to participate in during high school to help me achieve my future plan. I have learned so many things at WEMOCO that have helped me in my future career like instrument names, tooth numbering systems and surfaces, patient interaction techniques, procedure steps, and instrument set ups.

WEMOCO has definitely taught me many skills to prepare myself for the rest of my life, including organization, critical thinking, interviewing skills, problem solving, communication, and many more.

I would like to thank the school board and administrators for providing us with amazing resources and chances to enhance our learning with great facilities and lots of modern technology. This has helped me be prepared to enter the job field I have dreamed of entering and made it very easy for me to figure out what I want to do with the rest of my life. I am beyond thankful for the opportunity to enter CTE at WEMOCO and to be able to go and do hands on work while in high school at the age of 16 and 17.



**Jaedon Ramirez**  
Spencerport Central  
School District  
*Culinary*

After I went to the Spencerport

WEMOCO tour in eighth grade, I thought taking CTE classes at WEMOCO would be a good choice. In doing so, I have learned the necessary skills to be efficient in the workplace, as well as how to effectively communicate and work together with others.

I would like to give a huge thanks to the administrators who support programs like CTE, for giving me the opportunities that I have every day.



**David Roe**  
Holley Central  
School District  
*Carpentry*  
In 10th grade  
I took a

construction class and wanted to expand my knowledge. When I found out what WEMOCO was and how it is hands-on learning, I was interested right away. I have learned carpentry skills, teamwork, work ethic and the importance of it, interviewing skills, real-life scenarios, courage, and time and financial management. I believe these have better prepared me for my future career, and for life.

I just want to say thank you to the school board members and administrators that support programs like CTE. Some people work best with their hands, and college is not for everybody, and I appreciate the board members that understand that.



**Laura Snyder**  
Kendall Central School District  
*Residential and Commercial  
Electrical*  
I decided to take this course at  
WEMOCO because I did not want

to go to college, and the trades are where a lot of the money is, and the information I learn will help me outside of work. I do not want the debt, and I do not consider myself book smart.

I have learned how to present myself and to work with others in the work place. I have been on a co-op and it taught me so much. It gave me a small taste of what work is like in the real world. WEMOCO has taught me communication skills. With me choosing the electrical field, I could apply my knowledge to my future house or to help other people.

I would like to thank school board members and administrators for the great opportunity that they gave me by supporting programs like CTE. If it was not for them, I would not have been able to do the things that I have in the classrooms or on co-ops. I would not have been able to meet the great people that I did. The board is a great group of people that think of the students and things that could benefit them.



**Emmah Taylor**  
Gates Chili  
Central School  
District  
*Automotive*

I wanted to be involved in the Automotive tech program and get experience working on cars, since it is what I want to do as my career choice.

I've learned all about everything related to the program and everything about the workforce and how it works when I get a job in a shop. I also learned that it isn't going to be like school – I have to work hard to be successful and have a good life for myself, which I plan to do.

To those who support programs like CTE: Thank you for making these programs possible and having students be able to experience hands-on work and learn about different trades in our world today.

## WEMOCO ALUMNI

### ON THE FRONTLINES DURING THE COVID-19 PANDEMIC

Former Career and Technical Education students have been on the frontline in the fight against the novel coronavirus.

Alumni who started careers in the health industry have spent the last few months seeing firsthand the impact this pandemic has had on our community.

Alaina DeCamella was a student in the Certified Nurse Assisting (CNA) program at WEMOCO. She now works as a patient care technician at Unity Hospital and a CNA at Monroe Community Hospital, caring for people who have the highest risk of contracting the virus.

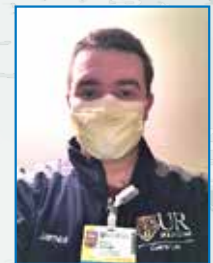
James Williams works as a clinical laboratory support technician at the University of Rochester Medical Center (URMC) Labs, working with COVID-19 test samples. When he was a student at WEMOCO, he was part of the Laboratory Technology program.

"WEMOCO prepared me for the real world of laboratory science," said Williams, who never imagined he would be facing a situation like this during his career.

"As an essential worker, we are doing our best to fulfill the emptiness and fear these patients are feeling, at the same time we try to keep ourselves protected," says DeCamella. Many of the patients she cares for have been experiencing overwhelming emotions throughout the last few months.



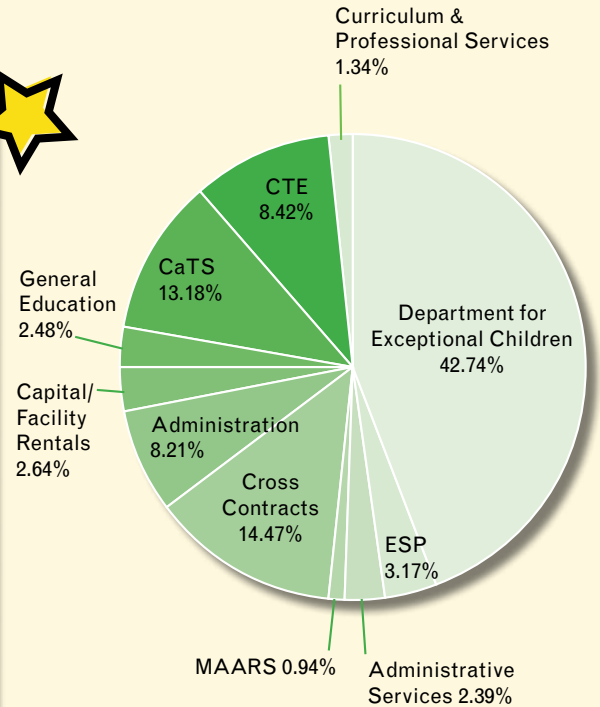
Alaina DeCamella



James Williams

# 2018-19 GENERAL BUDGET

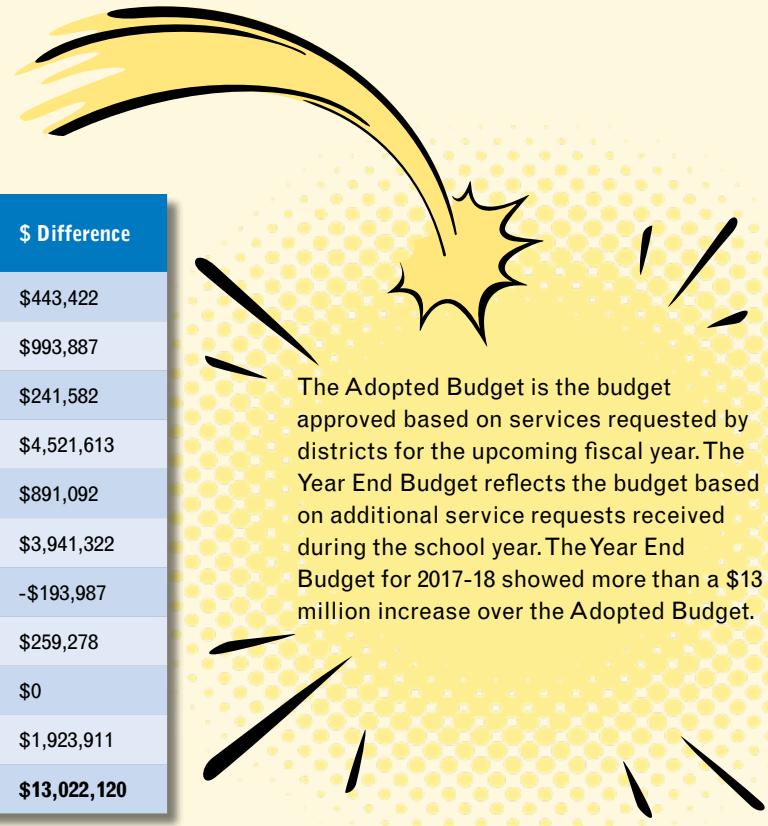
Category	Amount	Percent
Administrative Services	\$2,218,526	2.39%
Career and Technical Education	\$7,805,857	8.42%
Center for Workforce Development	\$19,192	0.02%
Communication & Technology Services	\$12,221,986	13.18%
Curriculum & Professional Development	\$1,242,237	1.34%
Department for Exceptional Children	\$39,634,365	42.74%
Elementary Science Program	\$2,936,895	3.17%
General Education	\$2,304,392	2.48%
MAARS	\$873,714	0.94%
Cross Contracts	\$13,422,776	14.47%
Administration	\$7,609,960	8.21%
Capital / Facility Rentals	\$2,448,519	2.64%
<b>Totals</b>	<b>\$92,738,419</b>	



The 2018-19 school year financial data is used because it is the most recent year available with final numbers.

# 2018-19 BUDGET COMPARISON

Expense Category	18-19 Adopted Budget	18-19 Year End Budget	\$ Difference
Professional Salaries	\$19,370,888	\$19,814,310	\$443,422
Non-Professional Salaries	\$16,779,921	\$17,773,808	\$993,887
Benefits	\$24,393,685	\$24,635,267	\$241,582
Equipment	\$3,633,921	\$8,155,534	\$4,521,613
Supplies	\$1,174,094	\$2,065,186	\$891,092
Contractual	\$12,678,470	\$16,619,792	\$3,941,322
Internal Services	\$23,689,956	\$23,495,969	-\$193,987
Internal Credits*	-\$24,853,810	-\$24,594,532	\$259,278
Capital / Facility Rentals	\$2,448,519	\$2,448,519	\$0
Cross Contracts	\$13,422,775	\$15,346,686	\$1,923,911
<b>Budget Totals</b>	<b>\$92,738,419</b>	<b>\$105,760,539</b>	<b>\$13,022,120</b>



The Adopted Budget is the budget approved based on services requested by districts for the upcoming fiscal year. The Year End Budget reflects the budget based on additional service requests received during the school year. The Year End Budget for 2017-18 showed more than a \$13 million increase over the Adopted Budget.

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

## ADMINISTRATION

### Jo Anne L. Antonacci

District Superintendent  
352-2411  
jantonac@monroe2boces.org

### Tim Dobbertin

Assistant Superintendent for  
Instructional Programs  
352-2415  
tdobbert@monroe2boces.org

### Dr. Marijo Pearson

Assistant Superintendent for Curriculum,  
Instruction and Professional Development  
352-2416  
mpearson@monroe2boces.org

### Dr. Michelle Ryan

Assistant Superintendent for  
Accountability, Assessment and  
Technology  
349-9061  
mryan@bocesmaars.org

## BOARD MEMBERS

### Dennis Laba, President

Gates Chili Central School District  
dlaba@monroe2boces.org

### R. Charles Phillips, Vice President

Greece Central School District  
cphillip@monroe2boces.org

### John Abbott

Hilton Central School District  
jabbott@monroe2boces.org

### Kathleen Dillon

Churchville-Chili  
Central School District  
kdillon@monroe2boces.org

### John Heise

Holley Central School District  
jheise@monroe2boces.org

### George Howard

Wheatland-Chili  
Central School District  
ghoward@monroe2boces.org

### Gerald Maar

Brockport Central School District  
gmaar@monroe2boces.org

### Michael May

Spencerport Central School District  
mmay@monroe2boces.org

### Constance Rockow

Kendall Central School District  
crockow@monroe2boces.org

## DEPARTMENTS

### Career and Technical Education

Jill Slavny, Executive Principal  
352-2470  
jslavny@monroe2boces.org

### Center for Workforce Development

Tom Schulte, Director  
349-9100  
tschulte@monroe2boces.org

### Elementary Science Program/ BOCES 4 Science

Steve Montemarano, Director  
352-1140  
smontema@monroe2boces.org

### Exceptional Children

Barbara Martorana, Director  
352-2447  
bmartora@monroe2boces.org

### Finance

Steve Roland, Director  
352-2412  
sroland@monroe2boces.org

### Human Resources

Karen M. Brown, Esq., Director  
352-2420  
kbrown@monroe2boces.org

### Labor Relations/Negotiations

Lynda VanCoske, Esq., Administrator  
352-2603  
lvancosk@monroe2boces.org

### MAARS

Bridget Harris, Assistant RIC Director  
349-9060  
bharris@bocesmaars.org

### Westside Jr./Sr. Academy

Martha Willis, Principal  
784-8428  
mwillis@monroe2boces.org



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# BOCES 2

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