



ANNUAL REPORT 2021

Your Educational Partner of Choice

BOCES 2

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



I want to thank you for your support as our BOCES and component school districts have risen to meet the challenges of a school year unlike any other. At a time when the ongoing pandemic has taken a significant toll on so many facets of our life, it has reinforced the importance of collaboration among our school districts.

Community partnerships have always been a hallmark of the critical role our educational community plays in serving students and families. This year, existing partnerships have grown stronger, and new relationships built out of necessity have become vital resources that now serve our entire region.

The pandemic has forced schools to become leaders in delivering community health information and coordinating responses to rapidly changing conditions. I am proud of how our districts have stood tall amid intense scrutiny from a community that is hurting due to health concerns and social-emotional trauma brought on by this pandemic.

Our main focus continues to be on the health and well-being of students. With so much uncertainty in their lives, we understand how important it is to provide the consistency that only school can deliver. In the following pages, you'll see many examples of the innovative instruction, essential support services and interdepartmental collaboration that make our BOCES a valuable partner for students, families and school districts.

I am proud to serve as your District Superintendent. With increased vaccinations providing renewed hope for full-time in-person instruction in the fall, we are optimistic that students' and families' needs will be met for 2021-22 school year. Whatever comes our way, rest assured that we will continue to strive to be your Educational Partner of Choice.

A handwritten signature in black ink that reads "Jo Anne L. Antonacci".

Jo Anne L. Antonacci
District Superintendent



ABOUT

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

MISSION

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

VISION

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

STRATEGIC GOALS

Customer Satisfaction

Provide excellent service while demonstrating care and respect for all

Continuous Improvement

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

Community Collaboration

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

Resource Management

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

CORE VALUES



Collaboration
Expertise
Innovation
Integrity
Quality
Respect
Responsiveness

APPLIED LEARNING IN A SOCIALLY-DISTANCED WORLD

CAREER AND TECHNICAL EDUCATION

Perseverance. Resiliency. Ingenuity. These are just a few words used while navigating life under the coronavirus pandemic during the last year. Teachers and staff at the Career and Technical Education (CTE) Center at WEMOCO exemplified the meaning of those words as they adapted lessons and found new ways to provide students with hands-on, career-based learning.

When students transitioned to online learning in the spring of 2020, it became evident that teachers, administrators and support staff needed to help students increase their proficiency with online learning tools. CTE teachers at WEMOCO have fully embraced using Schoology - the online learning platform that allows students to complete work, access documents, and receive grades and feedback.

Digital Communications Teacher Jen Merkel said Schoology helps keep learning organized and clearly communicates students' assignments and expectations. This includes her fully remote students and those in the classroom four days a week. "Schoology allows me to track student progress when they are working independently from home on Wednesdays," said Merkel. "Plus, I can even filter information to specific students, like remote-only students, which is great because it doesn't create confusion over modifications to assignments."

Teachers Dan DeFazio and Dominic Corona adapted the lessons for the Heating, Ventilation, and Air Conditioning (HVAC) class this year to coincide with digital learning, as teachers and students rely on technology more and more throughout the pandemic, both inside the classroom and remotely. This is the first year that students in the HVAC program at WEMOCO have been using the digital textbook, which has allowed them to perform virtual house calls that simulate what they would be doing while performing a service call in-person.

Students receive the call, visit the virtual location, and then work step-by-step through the order to replace parts and address the problem. They can work through the service issue, addressing the thermostat, checking pilot lights, refrigeration, gas furnaces, electrical circuits, heat pumps and more. If the student misdiagnoses the problem, it will not work and they will need to reassess the situation.

"It's useful to learn how to do the stuff, and it's pretty close to being the real thing, without being the real thing," said Tristan McFadden (Holley). Students were able to do their lab work at home while still in hybrid model, which allowed students to do work on remote days and then see it work in-person while on campus.

Perseverance.

Resiliency.

Ingenuity.



From left, Residential and Commercial Electrical students Brandon Barker (Brockport) and Eric Woodams (Kendall) install solar panels during a collaboration with the BOCES 2 Operations and Maintenance Department.



With in-person learning experiences and even on-site tours off-limits due to health precautions, WEMOCO staff had to again be creative.

Samuel Orozco (Greece) assesses a work call through a virtual learning program during HVAC/Plumbing.

In Building Trades, a handful of students learned 100% remotely this year. Instructor Steve Graham worked closely with families to provide those students opportunities for hands-on learning that mirrored what students were working on during in-person lessons. Graham said he usually has the remote students connect to the live lessons through Zoom for the whole class period. Classwork is aligned in a digital worksheet students can access wherever they are. Remote students work with a teacher assistant for one-on-one instruction as well.

To address the hands-on component of the program, Graham has students perform specific tasks using what they have available at home. "Our remote student, Zach, recently repainted his electric guitar and sent us images of every stage of the process," Graham said. "It was so great to see him doing this project on his own!" To combat any negativity that has risen during the pandemic, Graham asks his students to choose a positive quote and write it on the board during each class. "This brings so much intrinsic positive energy to the students rather than focusing on the negative impacts of COVID," he said.

Partnerships with industry are vital to connecting students with future career opportunities. With in-person learning experiences and even on-site tours off-limits due to health precautions, WEMOCO staff had to again be creative. Work-Based Learning Coordinators Cindy Christensen and Brandi Steves met the challenges with innovative ideas and persistent enthusiasm. Christensen and Steves invited guest speakers to WEMOCO virtually and even created new work-based learning opportunities on campus.

Seniors in the Criminal Justice program have been assisting the security team at WEMOCO during the school year. Students in the program are positioned at posts throughout the campus during arrival and dismissal periods, geared with radios and security vests. Students can be paired with members of the security team for a "shift" or they can be the only person at their station. Responsibilities consist of traffic control, monitoring hallways, checking parking passes and adding another security presence on campus.

APPLIED LEARNING IN A SOCIALLY-DISTANCED WORLD

CAREER AND TECHNICAL EDUCATION

“We have learned through all of this, just how essential our career areas are to the workforce,” said Steves. “Although there are some limitations in getting students into certain career areas this year, the majority of our programs are still in high demand. Students are taking advantage of the opportunities that present themselves. The majority of our industries were considered essential; they never slowed down during the pandemic. In some cases they are busier than ever, and they are in desperate need of our talented students.”

The Career and Technical Education Center has also reinvented its outreach during the past year. Several of the efforts have been spearheaded by the center’s Outreach Specialist, Amy LaGambino. LaGambino took the lead on moving the all-important annual EXPO event online. In a typical year, the event is an opportunity for potential students and families to tour the classrooms and lab space at WEMOCO and speak directly with teachers. Community organizations and agencies are also present to offer career planning insights. In this atypical year, a new plan was needed. Thus, an online event was born.

Each middle skills program was detailed in a video outlining the program content, skills that students learn, future opportunities in each industry and links to community resources. Students and parents who visit the in-person EXPO normally only have time to see one or two classrooms, but with the online version, they could research every program.

Another change was made to help middle school students get a head start on their planning for high school. Typically, middle school students from component districts tour WEMOCO every January. Since tours were not possible this year, a Middle School Career Exploration page was created, taking students through different activities and introducing the idea of linking interests to career clusters. This web page makes use of the same videos that were produced for the EXPO. A “career exploration worksheet,” as well as a career planning video, links to career planning resources and local career exploration organizations that have activities for middle school students.



From left, Erin Kuhn (Churchville-Chili) and Lauren Dauphinee (Greece) on their workbased learning assignment in front of the CTE Center during arrival.

“It has been inspiring to see all of the hard work and creativity result in positive outcomes for students.”

- Jill Slavny, WEMOCO Executive Principal



The creativity on behalf of students extended to interdepartmental collaborations as well. The BOCES 2 Operations and Maintenance (O&M) Department partnered with teachers at the Career and Technical Education Center as classrooms were rearranged for social distancing, and schedules for cleaning and disinfecting were created. In April 2020, O&M began working in partnership with the BOCES 2 Re-opening Committee and the nursing department to begin vetting personal protective equipment (PPE) as plans were developed for staff and students' return. O&M staff learned how to disinfect with newly purchased misters, and identified high-frequency touch points in classrooms and offices for disinfecting. To ensure that all occupied areas were cleaned and disinfected, O&M developed a "Room Entry and Exit Tracking" program for cleaning staff to date each room as it was cleaned and disinfected.

In preparing for the return to in-person learning in the fall of 2020, O&M mechanics worked with administrators on classroom arrangements, securing storage units and ensuring spaces would be cleaned and disinfected based on program needs. An O&M HVAC mechanic worked with vendors to install MERV 13 filters, as recommended by the Centers for Disease Control.

As students returned to classrooms, O&M staff also helped with specific class projects. Most notably, they assisted the Residential and Commercial Electrical program as students learned about and completed solar panel installations. This is the first year that students in the program have had the

opportunity to work with solar equipment, assembling solar arrays that produce a measurable amount of energy. In late spring 2021, students will have the chance to observe instructors Mark Chase and Michael Schmitt work with O&M to install an additional 16 roof panels to the roof of the Career and Technical Education Center at WEMOCO.

There is no doubt that this year has been a tumultuous one, particularly for students. Between the new, different methods of learning, the uncertainty over what lies ahead and the necessity to distance from others, times have been tough. It is support systems like the teachers and staff at the Career and Technical Education Center keeping students engaged, motivated and producing **amazing** work this year.

"It has been inspiring to see all of the hard work and creativity result in positive outcomes for students," said Executive Principal Jill Slavny. "The CTE teachers, with the support of our instructional specialists and academic teachers, have learned a variety of new instructional technologies. They have become so proficient with some of the new technology that it will remain as part of our available tools for learning even after this crisis passes. Collaborating with our Work-Based Learning Coordinators, teachers have modified their programs to align with the COVID-19 protocols required in industry by NY Forward. It has been a very challenging year, but the CTE department has met the challenge, and they will maintain the positive changes as we move forward."

COVID-19 CHALLENGES LEAD TO OPPORTUNITIES

DEPARTMENT FOR EXCEPTIONAL CHILDREN

For all the challenges this year of pandemic has created, it has also brought positive, transformative change to education. The Westview program in the Department for Exceptional Children has embraced technology, expanded communication with families, initiated new strategies to support students, and come together as a stronger school community.

In March 2020, Westview teacher Tim Baker took the lead on helping the staff master a gamut of technology tools: Schoology for resource sharing and direct classroom communication to students and parents, video conferencing, Schooltool, Remind mobile messaging for targeted texts, and more. “We had all the tools, we just had to make better use of them and learn to be efficient,” said Baker. “By delivering value to students in so many new ways, we engaged both them and their parents. Now we have active emails and phone numbers for all of them.

“We’re seeing more enthusiastic two-way communications – via email, text, phone calls, Zoom – however our students and parents are most comfortable. We meet them wherever they are.”

Adam Porter, Westview’s program supervisor, said, “The staff has done an incredible job engaging students and families during COVID-19, to the extent that families have become more engaged than in years past.”

Baker has also established several ways to provide extra help to students, including online office hours every Saturday morning and the in-person After School Matters, an after-hours study program held monthly. Both provide 1:1 help to get students back on track.

“The goal is as much about connecting on a human level and providing social-emotional support as it is about academics.”

– Tim Baker, Westview teacher



Westview staff and students begin their 53-mile walk honoring Martin Luther King Jr.

While some students have struggled with remote learning, others have found working from home helps their concentration and reduces school-related stress. “As life returns to normal, we need to find ways to keep the things that are working and to balance our approach so that all our students have what they need to excel,” said Porter.

Westview teachers have united in response to the COVID-19 situation. They have increased collaboration and felt more empowered to work together. Porter said, “They’ve established strong, cross-content teaching methods for making learning more effective, while encouraging meaningful discussion.” One result has been a more robust incorporation of current events and issues of equity into curriculum:

- During Black History Month, students explored Black culture and heritage through coordinated lessons created by the ELA, Global History and Science teachers. Even the speech therapist has incorporated content-specific vocabulary and concepts from each class into her sessions when appropriate.
- In order to make required reading come alive and commemorate 53 years since the death of Martin Luther King Jr., Baker invited students to join him on a symbolic 53-mile walk. It will be completed over several weeks, in laps around the Westview building.

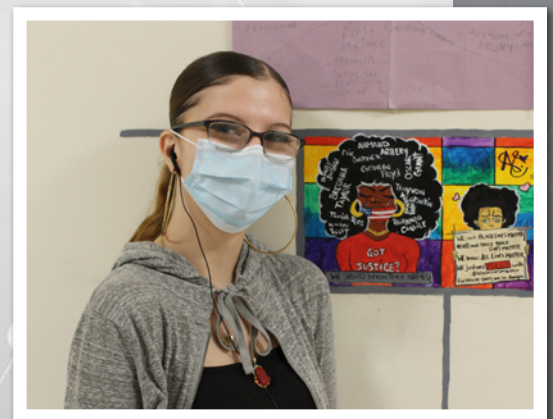
Westview’s staff continue their training in Restorative Practices, and their skills are already being used to help students in conflict. Student social interaction around the school has increased, powerful artwork fills the hallways, and school-wide activity days, recognitions and awards bring people together with pride. A new Student Council has been established to give students a greater voice in their school.

“Strengthening relationships and building community is at the heart of Westview’s approach to this pandemic year,” said Porter.



“In many ways, this year has been a gift. We’re more connected with our parents, more in touch with our students as individuals, and stronger as a learning community. The pandemic will end, but the positive changes we’ve made will not.”

– Adam Porter, Westview program supervisor



SUPPORTING OUR STUDENTS THROUGH THE PANDEMIC

DEPARTMENT FOR EXCEPTIONAL CHILDREN

The counseling and family support services provided by BOCES 2 Mental Health Department's school psychologists and social workers became more important than ever in 2020-21. As more than 600 of our students and their families navigated school closings, distance learning, technology needs, crisis intervention and community support resources, our team was there to guide them.

The Mental Health Department took a collaborative approach to the many challenging situations precipitated by the pandemic:

- Combining forces with teachers to set up welcoming online classrooms with friendly avatars, providing social-emotional support to students isolated at home.
- Alongside all the other related service departments, crafting impactful therapies using a multitude of digital tools designed for the virtual environment.
- Connecting to students with in-person therapy sessions, quick online check-ins and open door time, while creating round-the-clock virtual access to information on coping skills.
- Delivering class materials weekly to remote students so they can participate in science experiments or art projects.
- Extending the classroom to students' porches and making front yards into impromptu stages for birthday celebrations, letting fully-remote students know they are missed and loved.

Mental health team members assisted parents with obtaining and troubleshooting the technology students need to learn remotely, from 1:1 hardware and software to internet access. Families needing food, clothing, childcare or emotional support resources found advocates and partners at BOCES 2.

“In the complex and beautiful quilt that is the Department for Exceptional Children, mental health services is a thread that helps tie all the pieces together.”

– Betsy Armes, Mental Health Department chairperson





Alex (Hilton) and Ronnie (RCSD) helped create this art project at Paul Road Transition, designed by social worker Catherine Gartland to foster talent, build personal connections and aid in periods of dysregulation.

“We’re all here because our children have unique needs. Our programs and structures are built around those students, not the other way around.”

– Phil Ortolani, special education supervisor

“Right from the beginning, we had permission from administrators to try new things and do what makes the most sense for each student,” said Betsy Armes, Mental Health Department chairperson. For instance, staff who participated in the fully-remote Extended School Year program during the summer tested a range of digital tools and distance learning strategies with their students. They gained valuable expertise, then shared what they learned with others.

This went a long way towards ensuring a successful school opening in September, but hybrid learning’s mix of in-person and remote learners remained intimidating for adults and students alike. Our mental health professionals helped ease fears, relieve stress and find humor, reassuring everyone. “We have to remember that our students are native to the digital world,” said Phil Ortolani, the special education supervisor. “Many of them face learning challenges daily, but they can feel a sense of mastery and contribution when it comes to technology. It’s okay for us, as adults, to let them help; to laugh and model failure occasionally, as we push ourselves to try new things.”

One of the most exciting things to come out of the pandemic experience has been the removal of many barriers to parent participation. With online office hours and video conferencing, working parents no longer have to arrange to physically meet with their child’s counselor.

While this year has been trying in many ways, it has forced positive, lasting change. It has forged bonds between our mental health professionals and our parents, guardians and families. Online communications have made it easier for parents to track student progress, and stay in touch with educators and therapists. Distance learning, in some form, is also here to stay. Having access to a world of resources and experts makes learning exciting, and opens endless opportunities for all of our students.

The year has surely been a wild ride, but the psychologists and social workers in the Mental Health Department have led the way in finding healthy solutions for today and building better relationships for the future.

BOCES 2 NURSES

MEET THE MOMENT

NURSING SERVICES

In the early days of COVID-19, the nursing occupation changed overnight. That included the many Nursing Services provided by BOCES 2.

In addition to our departments for School and Occupational Health Services, BOCES 2 also manages the New York State Center for School Health (NYSCSH). Our Career and Technical Education (CTE) Center at WEMOCO offers an excellent Nursing Assisting student program. All of these components turned on a dime to accommodate for students and staff while adhering to strict COVID-19 guidelines.

School Health Services

The goal of School Health Services (SHS) is to provide nursing care to all BOCES 2 students, and to ensure that all students feel safe at school and are cared for in an equitable and respectful way.

Besides managing the usual components of the department – staffing, clinical guidance and communication of policies and procedures – this year

brought many new challenges to the SHS team. The first priority was to understand the COVID-19 virus and what it meant for staff and students to return to school. Since then, the department has significantly increased the use of Personal Protective Equipment (PPE) and provided instruction on the importance of its use to nurses and staff members. They have also developed new protocols and procedures for managing ill students and COVID-19 testing of students when required by the Monroe County Department of Health.

SHS Department Chairperson and Pediatric Nurse Practitioner Cindy Lawrence said, “We continue to manage COVID-related illnesses, procedures, interpretation and communication of the ever-changing guidance. We work closely with administrators to ensure that we are adhering to the regulatory guidance from NYSDOH, NYSED and the local health departments.”



“People have directly experienced the value of the knowledge base and expertise that advance practice nurses bring to the table.”

- Barb Swanson, School Nurse Practitioner

BOCES 2 Nurse Deborah Ventura-Tran takes a student's temperature in her office.

Occupational Health Services

The primary function of Occupational Health Services is to promote the health, safety and well-being of BOCES 2 staff. The goal is to go above and beyond simple compliance with regulatory agency requirements. Fostering staff understanding of the requirements and a “buy in” to the health and safety measures ultimately creates a sense of compassionate community.

At the beginning of the pandemic, it was the priority of Occupational Health Services to provide administrators and staff with accurate information and the means

to keep themselves and their students safe. The department expanded the reach of its services, opened a Limited Services Laboratory, provided COVID-19 testing, and implemented staff training. According to School Nurse Practitioner Barb Swanson, many, if not all, of the services will remain in place, or be adjusted, until we are well beyond the pandemic.

“A broader sense of community seems to have developed over the past year,” said Swanson. “People have directly experienced the value of the knowledge base and expertise that advance practice nurses bring to the table.”

CERTIFIED NURSING ASSISTING

Gates Chili senior Emily Eichas decided to sign up for the CTE Nurse Assisting class at WEMOCO because she wanted to learn more about the nursing field. She had no way of anticipating that she would be learning about nursing during a pandemic.

“I have been extremely interested in the medical field since I was very little, so when I found out about this course, I was super excited to have a chance to join,” said Eichas. “I also heard great things about the program from past nursing students who also recommended I sign up.”

Past nursing students, however, could not prepare her for what was ahead. In a typical Nursing Assisting curriculum, students learn the fundamentals of patient care necessary for entry-level employment in health care settings such as nursing homes, hospitals, medical offices and home health care agencies. Students participate in over 100 hours of clinical experiences. Luckily, this year’s education during remote and hybrid learning has not deterred Eichas in the slightest.

“Taking the nursing class during this pandemic has taught me how strong nurses are and how important our job is,” said Eichas. “My perception of the nursing field since getting a hands-on experience has changed in a very positive way. I have fallen more in love with this field since having the chance to experience real-life scenarios as well as clinical. The idea of helping a person or even making them a little happier makes me feel like I have chosen a great career path.”



Senior Emily Eichas (Gates Chili) and her classmates learn about different nursing techniques by practicing on realistic dummies.

BOCES 2 NURSES

MEET THE MOMENT

NURSING SERVICES

New York State Center for School Health

The New York State Center for School Health (NYSCSH), which is part of the Department for Exceptional Children at BOCES 2, supports school nurses, school medical directors, school health educators and other school professionals throughout the state.

“One of the center’s activities as a contract office for the New York State Education Department is to aggregate and curate current evidence-based resources for school health professionals,” said NYSCSH Director Linda Khalil. “Right now, an overwhelming amount of health information on COVID-19, some accurate and some inaccurate, is being shared through various media outlets, leading to confusion and anxiety. Our job is to be a one-stop source for credible information.”

The NYSCSH website is updated several times a day with current information on COVID-19 and other issues

from the Center for Disease Control, New York State Department of Health, New York State Education Department, Office of Children and Family Services, and other resource organizations. It includes job-specific resource pages, mental health resources, FAQs, real-time tracking tools and resources to use to work and teach remotely.

In addition to staying in touch with some 4,500 email subscribers and over 1,000 Facebook users, the NYSCSH team offers a suite of professional development training webinars. Topics include a range of interest areas, from asthma management to opioid overdose prevention. NYSCSH’s sophisticated online learning management system allows learners to easily track and measure their learning. Certified teachers and administrators receive Continuing Teacher and Leader Education (CTLE) credit upon course completion.

“Right now, an overwhelming amount of health information on COVID-19, some accurate and some inaccurate, is being shared through various media outlets, leading to confusion and anxiety. Our job is to be a one-stop source for credible information.”

- Linda Khalil, NYSCSH Director



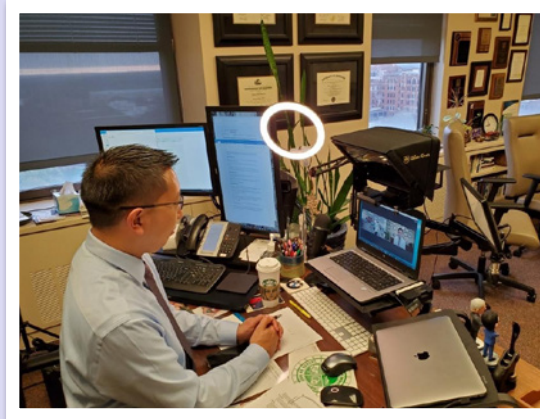
School nurses, school medical directors, school health educators and other school professionals peruse the NYSCSH website for up-to-date, credible information.

CTE STUDENTS RECEIVE VIRTUAL HOUSECALL FROM HEALTH COMMISSIONER

BOCES 2 Career and Technical Education (CTE) students are used to obtaining the highest quality instruction and expertise to prepare for their future careers. That concept was taken to a new level when Monroe County Health Commissioner Dr. Michael Mendoza spent an hour with certified nurse assisting and phlebotomy/laboratory technology students via videoconference.

Dr. Mendoza has become the public face of fighting the COVID-19 pandemic in the Finger Lakes region of New York State. He has drawn praise for his leadership, and clear and empathetic communication style. Those character traits were on display as he encouraged students to pursue careers in health care and joked with them about his own circuitous journey to becoming a medical doctor and public health leader.

Students assembled in a WEMOCO conference room, arranged in a socially-distanced manner, to connect with Mendoza. He was featured on a large screen participating in the meeting from his office. After he outlined his educational background and the career choices that led him from Chicago to Rochester, students took turns asking him questions. The topics ranged from pandemic-related restrictions in schools to highly technical questions about virus-testing methodologies in labs.



UNSUNG HEROES

OPERATIONS AND MAINTENANCE

The Department of Operations and Maintenance (O&M) at BOCES 2 typically provides preventive, corrective, fire safety equipment and device maintenance; minor and standard construction; grounds care; general floor and carpet care; and general cleaning amongst other things. At the start of the pandemic, they were also suddenly tasked with sanitizing and cleaning buildings according to new Center for Disease Control (CDC) standards.

O&M created sanitizing kits for each person in each building, including masks, hand sanitizer, a microfiber cloth and disinfectant spray. Signs were posted throughout all buildings regarding social distancing, room capacities and proper sanitation.

They kept track of room use and products used, and diligently moved through each building to sanitize spaces that had been utilized, replenished used supplies, and made sure everything was in order for the next person or group.

One example of O&M's extra effort was an annual event in the Professional Development Center. O&M assisted with BOCES 2's employee recognition ceremony, which recognizes those employees achieving years of service milestones. This year, more than ever, the organization felt it was important to recognize these employees.

Typically, there would be over 150 people at the event in the Professional Development Center, sitting in groups at tables, taking pictures and eating from the buffet. This year, the facility's capacity was reduced from approximately 700 people down to 25 people at a time. With 93 milestone recipients registered to attend, the logistical challenge to accommodate the event safely required innovative ideas.

O&M was instrumental in helping coordinate and implement precautions that allowed staggered arrival and departure times. This ensured attendees had limited, socially-distanced interactions, yet still felt appreciated and recognized for their achievements.



Unlike years past, conference rooms are set up with only one person per table in order to accommodate social-distancing requirements.

When groups arrived, they were split up into conference rooms where inhabitants could be socially-distanced. When the groups moved from the waiting areas to the ceremony site, O&M swiftly went in and sanitized all surfaces.

Two sets of chairs were sanitized on either side of the room, and milestone winners arrived by year. After the first group was done, O&M went in and sanitized, and the next group arrived and sat on the other side of the room. This alternated until the end of the program. A photography area was set up in an adjacent room where socially-distance photos were taken of the recipients.

The department continues to maintain this level of attention to health and safety in all areas. Daily, the cleaning crews are going from department to department and sanitizing work areas. There is a weekly replenishing of microfiber cloths for each location. No building, department or person goes without – whether that be in terms of sanitizer, disinfectant spray, masks or just a clean workspace.



“The Operations and Maintenance team wasted no time stepping up to the challenges of COVID-19. I am proud the team has gone above and beyond in ensuring a safe work environment for staff, students and visitors at the Monroe 2–Orleans BOCES campuses.”

- Tom Burke, Director of Operations and Maintenance

EMPOWERING REMOTE INSTRUCTION

TECHNOLOGY SERVICES

When learning went remote in March 2020, BOCES 2 Technology Services moved quickly to supply students, staff and teachers with the technology and training needed to work and learn from home. The department's Technology Support, Instructional Technology and Distance Learning groups each played a critical role in supporting our districts and our BOCES over the next year of hybrid learning.

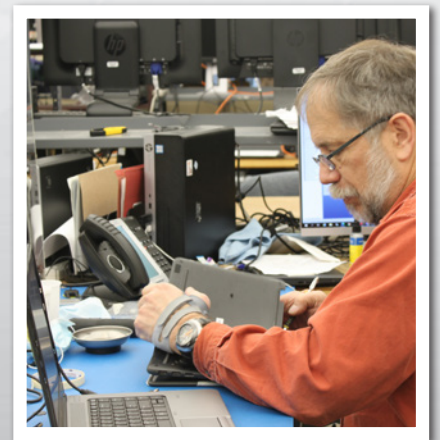
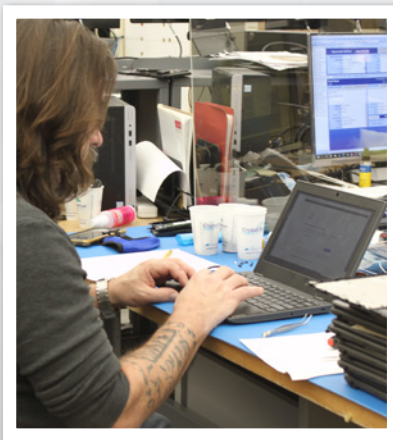
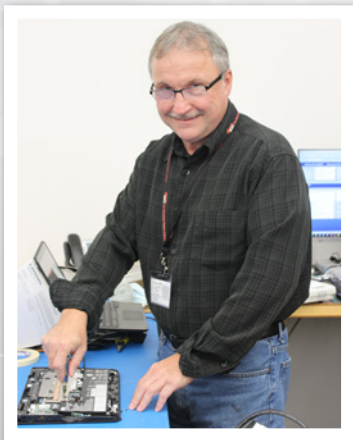
Tech Support experts prepared and delivered thousands more laptops, tablets and phones than ever before. Over the year, the Help Desk fielded more than 11,000 calls. The team kept hardware and software updated and functioning, and helped flustered users stay calm and find solutions. They solved problems with WiFi, laptops, phones, learning management systems, webcams and Zoom meetings – everything necessary for enabling learning during a pandemic.

“Getting districts’ technology teams set up to handle Zoom was the first big step,” said Distance Learning Specialist Donna Farren. “We had 150 accounts here, and in March and April, we set up over 20,000 accounts throughout the area. We went from having a thousand meetings a month to having hundreds of thousands. Now we have 6,000 meetings just in our BOCES every month.”

The Distance Learning component of the Technology Services department offers more educational options for students by connecting them with experts and areas of interest beyond what is available at the local or regional level. It had been growing in popularity over the past several years, however, its versatility and richness of experience has played a vital role this year as students learn from different locations. It is also a robust curriculum support tool for teachers.

Teachers have found that distance learning management systems, like Schoology, can be used to engage learners in authentic and relevant ways. With support from Farren and BOCES 2 instructional technology specialists, teachers have been using distance learning tools in new ways, giving students access, voice and choice to do things they would not otherwise be able to do.

“Teachers just needed to build their skills and confidence,” said Instructional Technology Specialist/Coach Vincy Murgillo. “The most important thing our team did was reinforce the connections to what teachers already knew, as they were being asked to use tools they had never used, in ways they had never done before.”



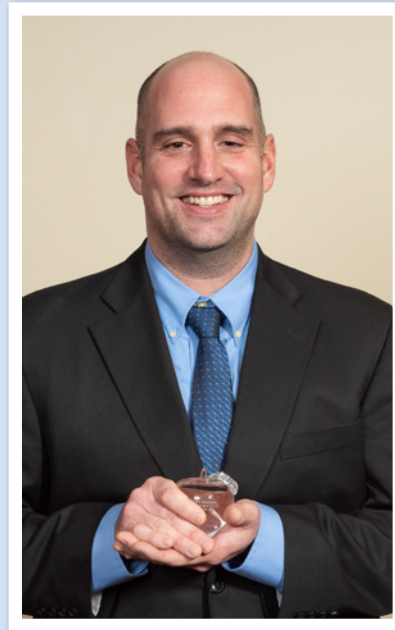
SPECIAL RECOGNITION

Every year, BOCES 2 hosts Celebrating You!, an event that recognizes milestone employees and the Crystal Apple award recipient, who is nominated by their peers for their outstanding work and customer service.

The recipient of the 2020 Crystal Apple award was none other than Rick Muscarella of the Technology Services department.

Muscarella has been a microcomputer maintenance technician at BOCES 2's WEMOCO campus for 17 years, and he has never been as busy as he has been during the pandemic. He has fielded calls daily from teachers, staff, students, parents and even grandparents, asking for help troubleshooting technology issues for students trying to complete online learning.

"This is why we are here, directly or indirectly, to make it possible and easy for students to learn and succeed," said Muscarella.



Murgillo supports district technology initiatives including software pilots, digital fluency and technology standards for curriculum integration. Her main job is to plan and provide diverse methods of in-person professional development (PD) for approved and purchased software and subscriptions in the district. This changed during the pandemic – rather than teaching hands-on, Murgillo had to learn how to teach online, in order to teach others how to teach online.

"I had to quickly learn how to deliver coaching and PD remotely," she said. "We moved to video conferencing and figured things out together as the tools were as new to us as they were to the teachers implementing them. I was spending evenings connecting with colleagues and learning Microsoft Teams to support teachers the next day."

How has the pandemic changed the technological side of learning? According to the folks in Technology Services, there are now more options which students and staff are comfortable with. Going back to "normal" may not work for everyone. Providing differentiated professional development and allowing participation, whether online or in person, is here to stay.

"People know technology plays an important role in our lives," said Assistant Superintendent for Accountability, Assessment and Technology Dr. Michelle Ryan. "In an unpredictable emergency situation like this, people realize that technology is not just important, it is essential!"

STUDENT SUCCESS STORIES



Jalisa Burandt

Brockport Central School District

"I decided to take the Dental Assisting course at WEMOCO because it's a great program and allows good credits.

I've learned how to be more professional and organized, along with how to prep for certain things. My program has helped me look at life in a different perspective. It's really guided me in

the right direction and has taught me how to get ready for the real world.

My CTE experience has been changed due to the pandemic because we only go to WEMOCO twice a week; there isn't as much hands-on experience as I would have liked.

I would like to say thank you for taking the students that attend WEMOCO seriously and for really pushing us to be successful."



Trinity Turner

Gates Chili Central School District

"I took courses at WEMOCO to get further learning and education in Cosmetology. I have learned the requirements needed to take my cosmetology state board, the benefits and struggles that come with working in a salon and starting my own business, and the step-by-step order on how to become a salon business owner.

It has been harder to continue with hands-on learning and extra work has been given to make up for the missed hours during quarantine.

To the administrators and board members, thank you. Because of your support, CTE provides students with a free education to further their learning in future trades they hope to take beyond high school instead of having to wait until college to pay for education."



Esabella Smith

Churchville-Chili Central School District

"I decided to take Exercise Science CTE courses at WEMOCO because I wanted to take a "sneak peek" of what I wanted to do when I was older. In addition to learning CPR and how to take someone's blood pressure, I also learned how important communication is.

In our class, we do a lot of hands-on working, but because of the pandemic, some of our courses we have to do online. We have to wear masks.

Coming here was one of the best things I could do. I feel I learn more here. I like coming to WEMOCO."



Benjamin Overchemco

Hilton Central School District

"I decided to take courses at WEMOCO because I really had an interest in learning electrical, and I knew CTE offered an Electrical course, so I decided to join. I learned many new electrical skills, and I believe I am ready to go into the electrical workforce.

My CTE experience has changed during the

pandemic because we took a really long break. It affected my experience because a lot of the things that I learned throughout junior year kind of faded away. All the skills I learned in junior year came back to me this year.

Thank for you letting me join CTE. Junior year I asked to join really late in the year, and they still let me in."



Sam Orozco

Greece Central School District

“I decided to take HVAC and Plumbing CTE courses at WEMOCO because I always liked doing hands-on learning and I couldn’t get that at my home school. I have learned a lot about the workplace and what is expected of me. I have also learned a lot of skills useful for the workplace, how to communicate better and work in teams to get a task done.

My CTE experience has been affected by the pandemic just like everyone’s. I spend less

time working hands-on and more time doing assignments because we spend less time at WEMOCO and more time at home. I am excited I will be able to come to WEMOCO four times a week and be able to practice my trade more.

I would like to say ‘thank you’ because this is an amazing program, and it really helps students who don’t necessarily have an interest in ‘normal’ classes. This program has helped me to learn skills that I would have possibly never learned if not for this program.”



Paxton Hofferton

Greece Central School District

“I decided to go to CTE because I wanted to learn the skills of Machining to be able to be better equipped for a trade in manufacturing or automotive mechanics. I have learned that through learning the skills of machining, I can use those skills for mostly any other trade or any jobs in that field.

My experience was affected because we weren’t in school on a normal basis and learning online is difficult after having in-school learning for the past 12 years. Now things are coming back to normal and life is becoming better.

I would like to thank my school board and administrators for these programs because without them, these jobs wouldn’t be improving or growing, and because it’s a head start in life.”



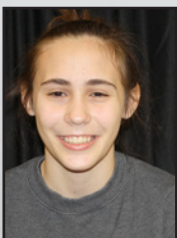
Tieshawn Walker

Wheatland-Chili Central School District

“I decided to take Culinary Arts at WEMOCO because I fell in love with cooking foods when I was younger. I thought this would be a great opportunity to expand my growth. I learned how to create a menu and also about how to run an

operation. I learned that WEMOCO is a good place to go to see what opportunity there is for you and what you can improve on.

I would like to thank the school board members and administrators for giving us students an opportunity to do what we want to do in the future.”



Ciera Kupkerschmid

Kendall Central School District

“I chose my CTE course because Carpentry is the starting point for all construction and can give you the most basic skills you need in the industry. At WEMOCO, I have learned how to use new power tools and basic hand tools that will help me in my future. CTE has taught me how to adapt and problem solve.

Due to the pandemic, it has been harder to start and finish projects. The pandemic has also made it harder to learn about carpentry and find co-ops.

I appreciate how hard school board members and administrators work and push for CTE courses to be a thing and help kids like me learn skills that will help them in the future.”

STUDENT SUCCESS STORIES



Robert Sixto Torres

Holley Central School District

"I decided to take Criminal Justice classes to expand my experiences and provide me with the tools to be a more adequate self-dependent employee. What I have learned at WEMOCO includes handcuffing techniques, self-awareness and situational skills, becoming more able to defend myself, and becoming a better speaker.

What I have learned at WEMOCO is a lot of independent skills such as team work, leadership, team management and first aid.

The pandemic has limited my experience in learning more about criminal justice, and I wish I could get more work-based learning hours.

I would like to congratulate the people that run CTE because I absolutely love coming here, and it really is clear to see how awesome of a job everyone is doing."



Caitlin O'Hara

Spencerport Central School District

"I decided to take Baking courses at WEMOCO because I wanted to come back, and I thought it would be good to get more experience. I learned that even if you mess up, it can be fixed. I also learned that if you practice, you can be better.

CTE has changed my learning experience. I learned a lot. It has been very helpful for me. I have been a lot better at communication with classmates.

I would like to say thank you to administrators and those in charge for all you do for me. Thank you for all your help on making me who I am today."



Zachary Piecuch

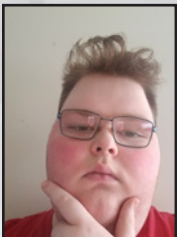
Gates Chili Central School District

"The responsiveness and one-on-one feel that was given by the teachers and support staff gave me a new level of confidence to at least finish high school. I went beyond that, and I have been accepted and will attend the Direct Entry Program for Physical Therapy at Utica College beginning in fall 2021. My BOCES program made me feel like I had a purpose in my life and gave me some direction. I continued to have struggles and dealt with the ups and downs that many teenagers go through, but being in my BOCES program and having the staff be able to work with

me and conform to my needs, taught me how to handle and cope with my emotions, and work around my stressors.

It was definitely harder to learn during the remote sessions of the pandemic. Thankfully, BOCES was very supportive and understanding during this time to ensure I had what I needed to be successful.

My BOCES program and support staff have prepared me to move on to college by teaching me to be independent and not scared to ask for help when it is needed. BOCES has also taught me the value of patience and developing coping skills."



Josiah Leggett

Brockport Central School District

“My teachers and aides are very supportive, care for me unconditionally, and help me realize my true potential.

After high school, I would like to go to college.

I have learned about the value of taking responsibility for important decisions, and also about how to earn the respect of others.

Due to COVID-19, I attended online classes, which has been a positive experience, due to the flexibility offered. Socialization has definitely been more limited.

To the Brockport CSD administrators, I would say thank you for the opportunities, which have had a big, personal impact. To future students, I would say that these type of programs have been enlightening to me, and I hope they can do the same for you.”



Alan McLean

Churchville-Chili Central School District

“The classes and the program that I am in help me be successful in school, because the teachers and staff are flexible, and that helps to get the work done.

After high school, my plans are to get a part-time job in the community, leading up to full-time employment in my preferred field.

I have learned through CTE what real job

expectations are, and the importance of the question, “Who are you when nobody is looking?”

Due to the pandemic, the schedule changes helped me learn how to adjust more quickly, and respond to sudden changes.

I just want to say thanks for being patient with us when we were acting foolish and stubborn. To future students, I would say, don't worry about what people around you say, just worry about what you do.”



Shawn Dukes

Holley Central School District

“Shawn is an incredibly resilient young man,” said Westview Exceptional Children Supervisor Adam Porter. “I believe his success is a testament to his hard work, receptiveness to support and feedback, and a very high degree of support from mom at home.”

“My son has benefited from the care and patience shown to him at school,” said his mother Nadine Dukes. “They have taught him how to focus, work through problems and utilize different ways to learn. He's learned to step back, think about it and develop a plan. instead of acting out.

Shawn has developed very trusting relationships with staff where he can express himself.”

“Shawn is a very likeable young man who advocates well for himself, said School Social Worker Brian Chaffee. “He is respectful of staff and peers, and is very caring and genuine.”

“Our family's experience in working with the BOCES team has been simply awesome,” said Nadine Dukes. “This year, Shawn has thrived even during the pandemic with the in-person learning model offered by BOCES. Small class sizes and being in a cohort have provided me with confidence and peace of mind in sending Shawn back to school.”

STUDENT SUCCESS STORIES



Ryan Walsh

Wheatland-Chili Central School District

Ryan has blossomed this year in first grade. He is more confident, takes risks, and is doing so well. He can now put on and take off his coat, shoes, hat, gloves, etc. all on his own.

Ryan has advanced academically, too. He can read simple patterned books, answer concrete questions, add to 10 and subtract from 10. Ryan is able to identify numbers to 100 and break double-digit numbers into tens and ones. He raises his hand to answer questions frequently.

“The BOCES program has provided Ryan with communication skills and independence in accordance with his age,” said his mother Raquel Walsh. “He used to be non-communicative, now he wants to speak and get others’ attention. Our family’s experience has been wonderful. It has had a huge impact on our lives. I would like to thank the Wheatland-Chili Board members and administrators, as well as all of Ryan’s teachers for supporting the BOCES program and the speech, occupational therapy and sensory teachers.”



Dean Landers

Spencerport Central School District

Dean started in the preschool program in September 2019 as a three-year-old. He was a smart, highly energetic little boy who needed lots of sensory input, and he had communication delays that made it difficult for him to share his thoughts/feelings. He had difficulty interacting with peers and needed quite a bit of redirection to follow the classroom routines. Now nearing the end of his second year with us, he has grown so much.

“Dean started school a shy little boy that had issues with anger and communication,” said his mother Christine Landers. “Now he’s a very loving, funny boy that is eager to learn and we can communicate with. He started school unable to say a sentence and having sensory processing

issues. Now he can put together sentences and express how he feels, making life less stressful for him. Dean doesn’t do well virtually, he’s not able to focus. Being able to attend school four days a week has allowed him to thrive and continue his therapies. His teachers and therapists are the best, and we owe everything to them. It’s going to be very sad to say goodbye at the end of the year.”

Dean has soared in all developmental areas, exhibits age-appropriate self-control at school, and is able to play confidently and happily with his peers. He can express his thoughts/feelings and share all his brilliant ideas. We are so proud of all his hard work, and we know he will be successful next year in kindergarten.



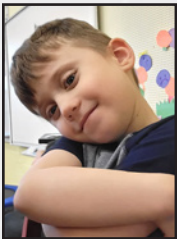
David Bissell

Kendall Central School District

“At the beginning of last school year, each student was asked to tell us one goal they want to set for themselves. David expressed his desire to be able to read.

Last year, reading anything would be very frustrating for David. There were tears, and he would shut down and not work. He needed a lot of encouragement and one-on-one assistance to get him to try to read and sound out words.

This year has been a whole different story for David. He can decode multisyllabic words and his assessments have shown great achievement in phonics and phonological awareness. He loves to read and share information to the class on things that he has learned from reading. As he reads, he asks the other students questions about the reading or to come up and point to something. The best part of his achievement is to see the excitement and confidence that David has gained. He is so proud of himself and so are his teachers, aides and family!”



Connor Ernstberger

Hilton Central School District

Connor has made amazing progress this year in his integrated preschool classroom. His ability to transition at drop off, engage in the classroom routine and attend to activities have shown great improvement. At the beginning of the year in therapy, he only really enjoyed movement activities, like throwing and kicking balls, and crawling through tunnels. Now, he is coloring, doing puzzles and stringing beads.

“Connor is very interested in his peers,” said Occupational Therapist Gabrielle Sharp. “He has started playing with same age peers and even sharing his highly prized car toys! He is showing great attention to adult-directed tasks that he never would have tolerated at the beginning of the year.”

“His language has also flourished,” said Speech Language Pathologist Megan Spatola. “Connor can now greet staff by name and label items in his environment. He is sharing his ideas and thoughts, and he can advocate for what he wants. Classroom staff and therapists are using aided language to continue to develop his skills, and help him verbalize his wants and needs.”

“This is Connor’s first year of preschool, and it has been a very positive experience,” said his mother Jessica Ernstberger. “His teacher and team have taken the time to look at his individual needs and come up with a plan to improve his success in the classroom. My husband and I are so thankful for all the wonderful services provided through BOCES and the people involved that make it all possible.”

BUDGET INFORMATION

2019-20 GENERAL BUDGET

Category	Amount	Percent
Administrative Services	\$2,817,126	3.00%
Career and Technical Education (CTE)	\$7,907,429	8.41%
Center for Workforce Development (CWD)	\$18,549	0.02%
Communication & Technology Services (CaTS)	\$12,696,598	13.51%
Curriculum & Professional Development	\$1,055,669	1.12%
Department for Exceptional Children	\$40,392,617	42.99%
BOCES 4 Science	\$3,041,451	3.24%
General Education	\$2,512,338	2.67%
MAARS	\$948,031	1.01%
Cross Contracts	\$12,185,521	12.97%
Administration	\$7,819,231	8.32%
Capital / Facility Rentals	\$2,574,160	2.74%
Totals	\$93,968,720	

* Data Source - 2019-20 Adopted Budget Booklet

2019-20 BUDGET COMPARISON

Expense Category	19-20 Adopted Budget	19-20 Year End Budget	\$ Difference
Professional Salaries	\$20,058,450	\$19,730,463	-\$327,987
Non-Professional Salaries	\$17,874,872	\$17,581,609	-\$293,263
Benefits	\$25,046,550	\$24,214,204	-\$832,346
Equipment	\$3,782,324	\$8,094,070	\$4,311,746
Supplies	\$1,298,487	\$2,047,364	\$748,877
Contractual	\$12,351,074	\$16,493,140	\$4,142,066
Internal Services	\$22,986,429	\$24,116,610	\$1,130,181
Internal Credits*	-\$24,189,144	-\$25,191,881	-\$1,002,738
Capital / Facility Rentals	\$2,574,160	\$2,574,160	\$0
Cross Contracts	\$12,185,518	\$14,306,252	\$2,120,733
Budget Totals	\$93,968,720	\$103,965,991	\$9,997,269

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

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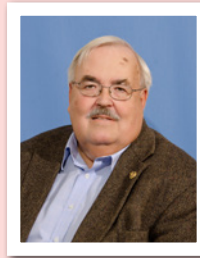
IN MEMORY

Monroe 2–Orleans BOCES suffered a terrible loss this school year. Board Trustee John Heise, our representative from Holley, passed away just before Christmas 2020.

John was a steadfast supporter of BOCES 2 during his time on the board, and before that, as a school principal and administrator. His knowledge of public education and enthusiasm for sharing the good news about BOCES 2 programs were unequalled.

We will miss John's sense of commitment to our cause, his willingness to take on tough issues to support students and staff, and his invaluable insight. Personally, we will miss John's unlimited kindness, his genuine concern for others and his ready laugh.

We were fortunate to have him as a colleague and blessed to have him as a friend.





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.