

ANNUAL

REPORT



Your Educational Partner of Choice

BOCES 2

APRIL
2022



Dear Colleagues and Board Members,

We belong to a special community. The connections we have made over the years have created relationships that promote a spirit of achievement and support for those in our communities.

Over the past two years, these bonds have been tested like never before. School leaders and board members have continued to lead through this pandemic, providing essential instruction both in-person and remote, social emotional supports and the necessary health information while adhering to state and local protocols.

A salute to our component districts is only fitting. You have strived to maintain a student focus in the most difficult of times. Together we have tried to stay true to our mission through collaboration, respectful conversation and planning. We recognized in order to establish an environment of belonging, the attributes of equity, inclusion and diversity must exist.

In the pages that follow, you will see the emphasis on belonging that BOCES 2 fosters on behalf of our component districts. You'll also learn about the journaling project we launched for our staff. If you look closely, you'll see a journal-themed design throughout this publication as we share student success stories and highlights from the year.

The greatest compliment students, staff and families can give Monroe 2-Orleans BOCES is that they feel they belong. Thank you for the role you play in making that happen. We are honored to be your Educational Partner of Choice.

Jo Anne L. Antonacci

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

Expertise

Innovation

Integrity

Quality

Respect

Responsiveness



TURNING A NEW PAGE...

The 2021-22 school year began with renewed optimism, even amid an ongoing pandemic. However, the usual back-to-school enthusiasm was tempered by concern about an uncertain future dealing with COVID-19. Masking, testing, quarantine, distancing, isolation – all were challenges for students and the teachers and staff members who care for them in schools.

In preparation for the year, Monroe 2-Orleans BOCES and local schools put extensive resources in place to address the social-emotional needs of students. In addition to that, BOCES 2 focused on supporting staff, a unique challenge during a time when group gatherings, like our typical Opening Day celebration, were discouraged. With staff unable to connect in the usual in-person ways, a creative solution was developed: each staff member was given a personal BOCES 2 journal.

The idea was to reinforce the care and concern administration and staff members have for each other, even when they can't demonstrate that care and concern through traditional in-person socialization. Studies have shown that journaling can provide mental and physical benefits and improve overall quality of life. Journaling can reduce anxiety, cultivate gratitude, improve memory function and even help with goal setting.

Many staff members and departments embraced the concept and incorporated it into professional development and other activities. Career and Technical Education administrators created stickers with quotes on them to encourage staff, who may be new to journaling, to participate. District Superintendent Jo Anne Antonacci periodically sent inspiring and thought-provoking excerpts from her journal to staff via email.

Assistive Technology Specialist and BOCES 2 Teacher Association Co-President Melissa Pound is using the journal to strengthen her workplace relationships. "Our department spends a lot of time reflecting on our practice and journaling is one way to do that," Pound said. "During our department meetings we focus on different themes or questions, for example: why are you an assistive technology provider? Describe your best and worst self, and then we can use our journal to record our thoughts."

Pound works with a team of people to create customized solutions for each student. Teams consist of BOCES 2 staff, parents, school district representatives and the students themselves. "My journal has been a valuable tool in finding common ground with the teams I work with," Pound said. "Assistive technology specialists are always looking for where we can help our teams. For me, having a journal to record thoughts and ideas and then go back and refer to them makes me better at my job."

"It's gratifying to hear that staff members are engaging in the journaling project," Antonacci said. "I realize writing in a journal may not develop into a regular habit for most people, but perhaps giving it a try once or twice and knowing it is there as an option for them will be enough to bring them some solace during challenging times."

Sounds like another thought worth jotting down in a journal.



FROM THE JOURNAL OF DISTRICT SUPERINTENDENT JO ANNE ANTONACCI

3/11/22
I recently received by interoffice mail a worksheet nicely colored by a student. The heading on the picture said "make kindness the norm." Attached to the picture was a homemade wooden button that said: "Kind people are the best kind of people."

Wisdom beyond their years!

2/11/22
As I watch portions of the Winter Olympics words like persistence, ability, patience, disappointment, frustration, determination and hope come to mind. We are not on an Olympic ice rink, ski slope or indoor track but yet we are experiencing the same. It is inspiring to watch teams and families cheer the athletes on no matter what. There are days we wonder if anyone is in our corner or cheering us on. I'm reminded of this quote:

"ALONE WE CAN DO SO LITTLE
TOGETHER WE CAN DO SO MUCH"

The only reason we are getting through this school year is that we are functioning as a TEAM.
Not TEAM USA but TEAM BOCES 2.



1/4/22
Always bear in mind that your own resolution to succeed is more important than any other one thing.

-Abraham Lincoln

9/17/21
We are nine days into the school year. I'm reminded that "Children have more need of models than of critics." Don't we all? Focusing on how I can best do that.

12/10/21
There's value in everybody.

I hope you'll watch the video at this link for some perspective and inspiration.

https://www.youtube.com/watch?v=LuWJwfaT_fo

11/23/21
Thanksgiving is a fitting time to celebrate you because of the significant efforts you put forth to embrace and enrich the lives of others. When I count my blessings, you are among them. May you and yours have a wonderful Thanksgiving.

1/28/22
Don't forget, a person's greatest emotional need is to feel appreciated.

-H. Jackson Brown

11/5/21
Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all.

10/1/21
"My Why"
Decades ago, students and families grounded me; students of all ages continue to motivate me. Staff inspire me to advocate at the state and local level. I believe in finding better ways, making connections, and making those wins happen. I hang onto wins to keep me going. I'm energized by your work as it impacts our communities in many ways.

What Is Your Why?

STUDENT PROFILES

When you work or learn in an environment where you are surrounded by those who support you and have confidence in you and your abilities, it suddenly becomes much easier to fully apply yourself, making milestones you've envisioned and goals you've set to achieve much less daunting. It is exciting looking back at a goal, a plan - something - that may have, at one point, seemed impossible, eventually come to fruition. Here are just a few instances where staff and students from BOCES 2 programs excelled and received well-deserved recognition for their hard work and accomplishments.





EVAN NENNI

Evan Nenni's gift for introspection and self-awareness might be enviable to anyone who struggles to identify and solve problem areas in their lives. The Brockport High School senior is not afraid to identify skills he's struggled with, and he's happy to report on improvements he's made, thanks to his participation in the BOCES 2 Communication and Social Skills (CaSS) program over the past seven years.

The goal of the CaSS program is to help students in grades 6-12, who demonstrate characteristics of Asperger's Syndrome, work toward attainment of their full potential. The mission is to honor the unique individuality of each student.

"Essentially, it's a smaller class more focused on communication and social skills," Evan explained. "You also have academics built into it like mathematics, history, all that fun stuff. I was originally put in another program where I didn't feel it helped me enough. It was smaller and wasn't as beneficial to me as this program is."

Evan is a student who is more comfortable and works better with fewer people around. In the CaSS 8:1:1 smaller classroom environment, Evan feels supported because the attention of the instructor is divided amongst fewer students.

When asked to reflect on his growth in the CaSS program, he said, "Social skills are a little difficult for me. I've always been a shy child. I've always struggled with asking for help from people, and I still kind of do. My social skills are something I've improved upon a good amount since being in CaSS."

"The program has helped me understand how to communicate more clearly and effectively. If I have something going on, I now understand how to communicate with someone instead of screaming in their face because I'm 'upsetti-spaghetti,'" he joked.

His teacher, Amy Wood, corroborates Evan's assessment, and credits his hard work in the CaSS program, and participation in the BOCES 2 Work-Based Learning and Career and Technical Education (CTE) at WEMOCO programs, with his success.

"Evan has grown into an independent young man," Wood said. "He has been in the CaSS program since middle school, and he has developed important relationships with staff that have helped shape his future goals. He has worked hard to develop communication and social skills, and he has also taken part in

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classes that have led him in the direction of someday working in the food industry."

According to Wood, despite the pandemic, Evan's progress did not halt or decline, but continued to improve. His advances included working in the mornings before coming to school in the afternoons, managing his own schedule, driving himself to and from work and school, and keeping track of important meetings and deadlines.

In fact, Wood thinks the difficulties of the past two years may have had a positive impact on Evan's independence. "He is completely self-sufficient, and he likes to keep to himself," she said. "I believe the pandemic impacted Evan in an important way. He realized he can count on himself to be in charge of his life. I think it was an eye-opening time for him, and he flourished."

Evan has been accepted to Monroe Community College where he is going into accounting and business administration. With those skills, he'll have the practical foundation needed to eventually open his own bakery, an interest that was furthered with his CTE classes in food service and baking.

Evan is grateful for his time in the CaSS program, where he has found a safe and nurturing place to heighten his sense of belonging.

"Belonging is a place where you feel welcomed, where you're encouraged to be there," Evan said. "For me, I feel like you should belong everywhere and fit in everywhere. I have a couple of groups of friends that I hang out with outside of school. I feel like I belong with them, and I feel like I belong within this program."





GRACE OLAOSEBIKAN

Greece Athena High School senior Grace Olaosebikan is always looking for a challenge – a way to improve, new things to learn or opportunities to gain more experience. When searching for something to enhance her photography skills, Grace learned that the Digital and Visual Communication course at the BOCES 2 WEMOCO Career and Technical Education (CTE) Center could help.

After taking a photography course in her home district, Grace was intrigued by the opportunity to learn more from someone who had experience in teaching photography at WEMOCO.

"I feel like in our home schools, we can't get this type of education," Grace explained. "The course I took at my home district was limited. Learning from people with more experience here is better than a regular class at school. My teacher, Mrs. [Jennifer] Merkel, is amazing. She's the one who made me want to continue the program. You actually feel like you're having fun learning."

In addition to photography, Grace learned a number of skills and techniques that she plans to carry with her into college and adulthood. She will be going to college for a business administration-type program, with the goal of opening a café. She credited what she's learned at WEMOCO with increasing confidence in her future plans.

"Before I joined this program, I wasn't really confident," Grace shared. "Now I'm more comfortable talking to people. In class, we do reports and presentations, so that's helped me a lot. This course doesn't deal with the business side of things, but it does deal with how to present your products to an audience. Thanks to this class, I know how to get the audience's attention, advertise, and promote products and my business."

With Grace's newfound comfort in speaking with others, she's generously given back to the program by helping her peers. During the pandemic, Brockport High School senior Fayth Norway spent her entire junior year in the program doing remote learning. Integrating back into the classroom during her senior year was tough, but she found Grace to be a helpful resource.

"With remote learning, I didn't really interact with a lot of the class. I would just submit my assignments," Norway said. "When I came back to in-person learning my senior year, it was difficult for me to learn the software and equipment, and my classmates already

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knew how to use them from the previous year. I didn't have those things available to me at home, so I had to use substitute programs that weren't the same. Grace sits in front of me, and it was reassuring to have a peer who could help me."

Additionally, Grace recently volunteered to spend a day in her Digital and Visual Communication classroom to educate potential students about the program.

"Grace was articulate, descriptive, kind and helpful," said Merkel. "She explained how to appropriately use industry-aligned equipment, aided students in using complicated software and worked collaboratively with peers throughout the day. She went above and beyond to help positively influence younger students."

Grace doesn't just settle for learning or getting the assignment done – she strives for perfection and growth. This is reflected in her learning, education, actions and accomplishments.

"Grace was recently inducted into the WEMOCO Chapter of the National Technical Honor Society (NTHS), and rightfully so," said Merkel. "She exhibits all of the NTHS attributes: responsibility, scholarship, skill, honesty, citizenship, leadership and service. Her work ethic and abilities speak volumes for her. She is meticulous in all that she does, completing projects to an advanced level, with a care for detail and precision. Grace doesn't just aim to complete projects; she does them until she is proud of her work, persevering through challenges, pushing herself beyond her expectations and growing each step of the way. Her projects are not only representative of her skills, but serve as examples for other students."

Grace has one thing to say to anyone considering a CTE course at WEMOCO – "Just try it!"

"It's a great opportunity," she said. "You learn new things and meet new people, and those new people help you grow academically and as a person. It's really great that we have the administration and school board members that support programs like these, so just go for it!"





SAVANNAH TOOMEY

You can't help but smile when you're around 4-year-old Savannah Toomey – she's happy, confident and assertive at levels most adults have yet to master. One would never know that these are areas she struggled in before being enrolled in teacher Laura McNally's Preschool Special Education Class at the BOCES 2 Department for Exceptional Children's Learning Center.

Savannah started the program with limited language, communication, daily living and play skills. She didn't know how to carry out tasks such as removing clothing, cleaning up, toileting and holding writing utensils. Now, Savannah's teachers and family are thrilled to report that she is independent in all these areas.

"Because our program is five hours a day, five days a week, the team and I are able to build upon existing skills, while challenging students to reach individual goals and achievements," said McNally. "One of the things that makes our program so successful is that we have staff who are all dedicated to student success. The consistency of routine and expectations is another reason Savannah has flourished throughout the last 18 months."

In addition, Savannah has increased her ability to communicate by using a communication device and increasing her use of verbal language. The Preschool Special Classroom is immersed in literacy and language, using the Language Acquisition through Motor Planning (LAMP) approach throughout the entire day. The LAMP Words for Life® language application and approach strives to give students who are non-verbal, or have limited verbal abilities, a method of expressing themselves.

Savannah benefits from the fact that each therapeutic discipline practiced in the classroom (occupational therapy, physical therapy and music therapy) reinforces the language skills that are taught by her speech therapist and teacher. Now in her last year of the program, Savannah greets and interacts with peers and adults within the building, speaks in two-to-four-word sentences, expresses emotions and initiates play while at school, which are all concepts she previously struggled with.

"It takes very special people to work with our children, and they have gone above and beyond. We thank them from the bottom of our hearts!"

Julie Toomey, Savannah's mom, had nothing but positive things to say about their experience with the BOCES 2 program – especially considering they began the program mid-pandemic.

"2020 was our first experience with BOCES 2 and even in the middle of the pandemic, the entire process was smooth," said Toomey. "Savannah's teacher reached out to me a few weeks before the school year to introduce herself and explain what was going to happen as far as virtual learning and in-person learning. We set up a time to come see the classroom and introduce Savannah to her teachers, aides and therapists.

The classroom was set up very differently due to COVID-19; however, Laura assured us they would have the most inclusive learning environment as possible. I have been able to reach out to Laura and the entire team with any concerns regarding Savannah, and I have never been made to feel like it was a bother."

Toomey credits the BOCES 2 team, school board members and district administrators for the strides Savannah has made. A toddler with limited communication skills has grown into a vibrant and vocal young student.

"I am actually very sad that Savannah will be joining the Hilton Central School District for kindergarten this September and leaving BOCES 2," said Toomey. "The school, and especially Laura McNally and her team, have become a part of our family, and they have given me a whole new world with my daughter. It takes very special people to work with our children, and they have gone above and beyond. We thank them from the bottom of our hearts!"





KASHIF MAZHAR

"He's part of the community and greeted very warmly. We work with him; we work with his strengths. That's where we build his ability to get along and follow directions. I can see it's been invaluable to him – to have the relationships he has. Kashif has felt accepted here."

Behind Kashif Mazhar's quiet exterior is a hard-working, smart, friendly and funny young man. After four years in his 12:1:2 classroom at Spencerport Central School District, those traits have been unveiled to the world. There's no doubt that his work-based learning, speech therapy and English as a Second Language (ESL) services had a huge impact.

Theresa De Mattia, a special education teacher with the BOCES 2 Department for Exceptional Children, is impressed by how far her student has come.

"I have worked with Kashif throughout his four years here, and one thing I can say is that he has matured a lot," said De Mattia. "He likes using his device and using his voice; he's really come a long way since he's started with us."

The "device" De Mattia refers to is Kashif's speech augmentation device – a digital tablet. The tablet has Language Acquisition through Motor Planning (LAMP) Words for Life® technology installed, which strives to give students who are non-verbal, or have limited verbal abilities, a method of expressing themselves.

"When I first met Kashif, he was really non-verbal," said BOCES 2 Vocational Rehabilitation Counselor Annette Archer. "There's been a big change in the last 18 months where he's become more confident. He'll use his language and speech. I think he's done an incredible job, building relationships with his teachers and peers in the program. That's made a big difference for him."

Kashif was 14 when his classroom support staff first met him. At the time, he wasn't as verbal or interacting with his device much. The communication barrier was also significant because English isn't his first language – Punjabi is. Despite that, Kashif's support team noted that he was doing a good job; he was focused on what he needed to do, got along with people and had a great sense of humor.

A combination of factors helped Kashif develop his language skills – 1:1 ESL teacher Katherine Holbein worked mainly at his vocational and Work-Based Learning placements for the past couple of years, and 1:1 Student Behavioral Assistant Linda Chatfield worked with him for a few years and encouraged him to use his words and augmentation device. Those, in combination with his weekly speech therapy sessions, helped Kashif develop language skills, take initiative, follow directions and be independent.

"Work endurance – lasting through the job – was something Kashif struggled with," said Archer. "He would get super tired. We also had the language barrier that we had to be mindful of. He's had

someone work with him one-on-one, and now he no longer needs that. He can work independently now."

As a result of Kashif's progress, he was introduced to Job Club, which provided him the opportunity to tackle jobs and improve his skills. Through Job Club, he is currently working as a building cleaner, accomplishing tasks like signing in, learning what equipment needs to be used, following directions, asking questions when unsure and checking his work – all working skills that Kashif previously had trouble regulating. Job Club is run once a week by Archer and incorporates a classroom-wide Positive Behavioral Interventions and Supports (PBIS) system, where students earn "currency" for exhibiting positive behaviors like doing their work, following directions, behaving according to expectations and completing work in Job Club.

Fortunately, Kashif's experience working in his family's store helps him at work. His family owns the Clifford Food Market in Rochester – a.k.a. "Papa's Store." At Papa's Store, Kashif helps break down boxes, sweep and clean windows.

Kashif's educational team is looking forward to working with his family to explore other BOCES 2 programs that can benefit him when he leaves high school. There are transition program options that can further his social and work skills, and keep him connected to the community and school. It is important to find another place where Kashif feels like he belongs the same way he feels he belongs within his 12:1:2 classroom.

"Here, he's included," Archer explained. "Mrs. De Mattia is very diversity-oriented. She really does individualize her teaching with these students. He's part of the community and greeted very warmly. We work with him; we work with his strengths. That's where we build his ability to get along and follow directions. I can see it's been invaluable to him – to have the relationships he has. Kashif has felt accepted here. His BOCES 2 team set goals, and they helped him achieve and reach those goals. He has gone further, not just maintaining his achievements, but setting even higher level academic, workforce and interpersonal goals for himself."





ISABELLA SMITH

When Isabella Smith's dad signed her up for the Exercise Science program at the BOCES 2 WEMOCO Career and Technical Education (CTE) Center without discussing it with her first, she was understandably opposed.

"At first I was mad, because I felt like it really wasn't his choice," said Isabella, a senior at Churchville-Chili Central School District. "I'm big on exercising and movement, and I play basketball, so he chose this program for me because exercise is really important in my life."

Imagine her surprise when she took a chance on the program her dad suggested for her and ended up wanting to pursue a related career.

Isabella was delighted to discover that the applied learning CTE courses provide was exactly what she needed for her education. "I feel like when people think about WEMOCO, they think about hands-on learning," said Isabella. "At first, I was hesitant towards that type of learning, but it turns out it's a lot better for me."

The opportunities Isabella discovered in her CTE program have not only opened doors to learning, but they have opened her mind to all the potential career paths she can explore in high school, college and beyond. She first considered becoming a dietitian because of how important fitness is to her. Her brother has had success as an occupational therapist, and she also contemplated that direction.

It wasn't until her job shadow at Fairbanks Road Elementary School (FRS) with BOCES 2 Occupational Therapist Leah Parker that she learned she loved not only the physical side of things, but also working with children. Now she plans to pursue a career in physical education.

Isabella's job shadow at FRS includes observing Parker in a 6:1:2 elementary Autism Spectrum Disorder (ASD) classroom for grades K-2. She saw students arrive and all the behind-the-scenes documentation that occurs beforehand. She learned how Parker plans and prepares for the classroom sessions Isabella observes.

Parker notes the growth Isabella has shown, personally and in her program, thanks to the responsibilities she's been given at her job shadow.

"Isabella initially started very timid, sitting back to observe. Now she is joining the group to assist and participate," said Parker. "She also engages with students as though she has known them as long as the full-time staff have!"

"These programs change kids' lives, I feel like a lot of kids don't know what they want to do, but when you come here, it's such a different way of learning. It can open up a kid's eyes."

There's no question that Isabella will be successful in an exercise science career field. Parker and Isabella's CTE instructor, Matt Walther, both mentioned Isabella's natural abilities to work with anyone, whether it's her peers, her instructors, or students in Parker's classroom.

"Isabella is organized, and she'll keep the other students in order if they're getting off track – it's almost like having an assistant teacher in the room," said Walther. "She's a natural with working with people and making them feel comfortable."

"Isabella is very interested in pediatrics and working with children," added Parker. "She has a background in student behaviors and ways in which they complete a task that is different from 'the norm.' She does not fear it – she accepts it and asks questions as needed for clarity and learning. Isabella has really connected to one student. He will go out of his way to request her to assist in transitioning him to and from the classroom for specials, and he engages her with increased eye contact. It is great to see!"

Outside of finding a sense of direction and gaining valuable job experience, participating in a CTE program at WEMOCO has also increased Isabella's understanding of what it's like to have a sense of belonging, and she applies it to her day-to-day life.

"To me, belonging means I have a role in whatever I'm doing," Isabella explained. "We all have certain roles, and not one person is better than the other. This applies to the classroom I work in, to my program, my basketball team and my family. Belonging is doing what I need to do so others can be better, but also doing what I have to do to make myself as successful as possible."

Isabella is thankful to the district administrators that make educational alternatives like CTE at WEMOCO possible, and she hopes that other students can find a sense of belonging there as well.

"These programs change kids' lives," said Isabella. "I feel like a lot of kids don't know what they want to do, but when you come here, it's such a different way of learning. It can open up a kid's eyes."



STUDENT SUCCESS STORIES



ABIGAIL TANIS

Holley Central
School District

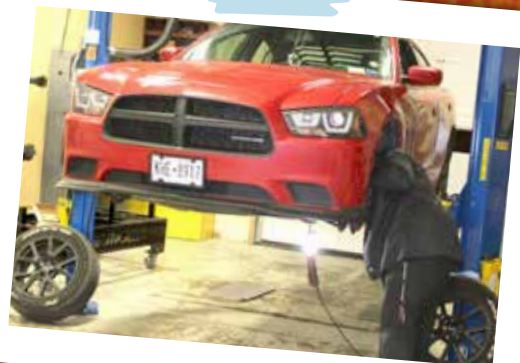
"I decided to take the Autobody and Collision Repair Career and Technical Education course because the idea of going to college for four years after school did not interest me at all. Throughout the course of my program at WEMOCO, I have learned that where you come from only affects you if you let it, so if you have the motivation, you will be just fine. To me, 'belonging' means not being looked at differently for who you are and what you look like. To our school board members and administration, thank you for providing a comfortable and engaging environment to feel welcome in when I attend WEMOCO."

"I decided to take a course at WEMOCO because I am a hands-on learner. I had an interest in dentistry, so I chose Dental Assisting as my program. I have learned many things that have made me become the person I am today. Skills like communication, organization and planning will help me to excel at whatever I put my mind to after high school, whether it be in college or the workforce. I have become good at talking to people, whether it be new faces or previous acquaintances, and I have my Dental Assisting program at BOCES 2 to thank for this. When I think about 'belonging,' I tend to think about my love and comfortability for the things I hold close to myself in life. Things like my family, friends and my dental classmates are just a few examples of things I 'belong' to. I am very grateful to all the people at BOCES 2 who give us high school students the opportunity to participate in these WEMOCO programs and to be able to acquire such useful knowledge and skills pertaining to the real world at such a young age. Thank you!"



ANTHONY WIZA

Hilton Central
School District



STUDENT SUCCESS STORIES



TYLER KIRACOU
Brockport Central
School District

"I decided to take a CTE course at WEMOCO because I wanted to pursue a career with something I knew I'd enjoy. WEMOCO has been a huge learning experience for my future career in Culinary Arts and has taught me enough about the adult world where I can say I am prepared for and confident in pursuing my career in culinary. When I think about 'belonging,' to me this symbolizes when you finally feel comfortable and welcome. This is something I have felt the whole time over my past two years at WEMOCO. I would like to thank administrators and the school board for giving students like myself a chance to learn about and pursue a career that they will enjoy and prosper in."

"I took a CTE course at WEMOCO because I knew I wanted to be a cosmetologist ever since I was little. I have learned that you must go step-by-step and try and progress as you go. It does get hard, but I've learned that the best way to get through that is to keep going and push through it because it does get better. To me, 'belonging' means being a part of something. For example, I belong to my Cosmetology team and class here at WEMOCO, where we all learn and grow together to eventually become the professional cosmetologists we would like to be. It is a really great opportunity, especially with all the advantages that come with it, and it is an honor to be a part of this program."



**NAZIERRA
HARRIS-YOUNG**
Gates Chili Central
School District



STUDENT SUCCESS STORIES



DALLAS WILSON

Wheatland-Chili
Central School District

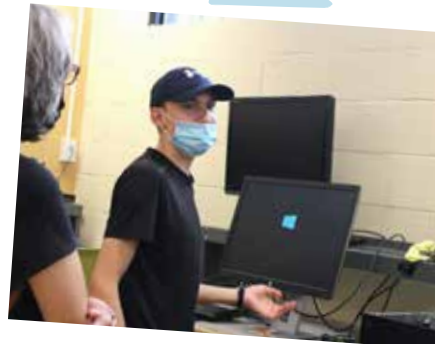
"I decided to attend WEMOCO and take Computer Tech because my friend told me about it. At WEMOCO, I have learned about self-initiative, and how to start and finish projects on my own, which has helped prepare me for post-high school life and life in general. To me, 'belonging' means using what I know to make things easier on people. I would like to say thank you for creating a place where we can work and develop skills and for providing the tools and equipment to do so."

"I am taking a Welding CTE Course at WEMOCO because I thought it was a great opportunity to do something I had a huge interest in, and WEMOCO gave me that opportunity. I have learned how to not be such a hot head, to have patience, and how to use my knowledge and put it down on a piece of metal to come out with something beautiful. 'Belonging' is being the person everybody goes to when there is something wrong in the shop. 'Belonging' is feeling like no matter what happens, you feel as though everybody has your back. 'Belonging' is walking into the classroom and shop every day with my class and it feels almost like home; nobody cares about what you say, but they're there when you need them. Thank you all for not giving up on me and pushing me to be the person I have become today. Without you guys I don't think I would have made it through."



MARISSA POKOL

Spencerport Central
School District



STUDENT SUCCESS STORIES



JENNA BAKER
Churchville-Chili
Central School District

"Growing up, I have always wanted to be in the military or be a police officer. At my home district, no classes were available; but then Criminal Justice became available to juniors for the first time, so I took the opportunity. I have learned a lot in this class, such as how to correctly do traffic stops, defensive tactics, penal laws and violations, handcuffing and fingerprinting. To me, 'belonging' is where I personally feel that I fit in, and where I feel welcome and comfortable in the environment. I would like to thank school board members and the administration for everything they do. We as a class are able to practice for our futures because the administration approves our equipment and allows us to do security detail around the BOCES 2, giving us an experience most kids won't get."

"I decided to take a Career and Technical Education course at WEMOCO because I knew what I wanted to pursue, and many had recommended WEMOCO to help me find my way. Phlebotomy and Laboratory Science has taught me skills such as CPR, first aid, and how to manage myself in a career setting, which has helped me feel more confident for future careers and life in general. When I think about 'belonging,' to me it means a group of people who can share a variety of ideas without negative judgment and accept one another for who they are and what they can offer. I highly respect and appreciate each member of the school board and administrators for supporting programs such as CTE courses at WEMOCO. Without your support I would not be this prepared for life, so thank you."



AVA FRANKLIN
Kendall Central
School District



JOSHUA COLON
Greece Central
School District

"I decided to take the CTE Electrical course because it will help me be a better worker and be prepared for my future. I have learned how to wire up light switches, lights, receptacles, bend conduit and troubleshoot. All the things I learned at WEMOCO will help me with my future. To me, 'belonging' means to have an emotional connection to something. I would like to thank the whole school board and administrators for having this program and for always supporting us."

BOCES 2



In an organization as expansive as BOCES 2, it's nearly impossible to curate an all-encompassing list of accomplishments, big and small. Everything we do on a daily basis feels like an accomplishment because everything we do is for the sake and betterment of our staff and students. With that in mind we've posted here in our journal a few additional accomplishments from the 2021-22 school year.



BACK TO SCHOOL:

Students returned to BOCES 2 programs and buildings for five days a week of in-person instruction for the 2021-22 school year! Based on New York State Education Department's (NYSED) recommendation that schools reopen, guidelines from the Centers for Disease Control (CDC) and information from the Monroe County Health Department, BOCES 2 is following protocols to ensure the health and safety of students, faculty and staff.



SNAPSHOT



CENTER FOR WORKFORCE DEVELOPMENT:

The Center for Workforce Development is excited to offer new training courses for those who aim to earn a Class B, and/or School Bus Driver Certification! There are a wide variety of trucking jobs available today including long-haul, regional and local runs. In addition, there is immediate demand for certified school bus drivers to transport our nation's future to and from school every day. The continued demand for certified drivers means CWD students who partake in the CDL training program will be more employable than ever and have the possibility of working for an industry that provides full-time, benefited employment and/or part-time and flexible employment!

DEPARTMENT FOR EXCEPTIONAL CHILDREN:

Ridgecrest Academy moved to a new location! There are many reasons to celebrate the new Ridgecrest Academy school in Westview Commons on Buffalo Road, but the most important is the permanence of their new home. There are currently around 40 students in grades 5-8 at Ridgecrest Academy, and now there is more room for the school to grow, from the large, bright, welcoming lobby, to the classrooms, calming areas and offices, and the large central gym/auditorium space, designed to be the heart of the school. Many Ridgecrest Academy students will move up to grades 9-10 at the Westview program - which just happens to now be across the parking lot! The new campus location also facilitates more sharing of ideas and information among program administrators, as well as increased opportunities for collaboration and training for teachers and staff. Like a phoenix, Ridgecrest Academy has been reborn - better than ever!



BUDGET UPDATES

2020-21 GENERAL BUDGET

Category	Amount	Percent
Administrative Services	\$2,939,000	3.11%
BOCES 4 Science	\$3,262,165	3.45%
Career and Technical Education (CTE)	\$8,299,098	8.77%
Center for Workforce Development (CWD)	\$18,824	0.02%
Communication & Technology Services (CaTS)	\$13,468,029	14.23%
Curriculum & Professional Development	\$1,044,129	1.10%
Department for Exceptional Children	\$38,530,833	40.72%
General Education	\$2,695,219	2.85%
MAARS	\$975,072	1.03%
Cross Contracts	\$12,522,412	13.23%
Administration	\$8,157,342	8.62%
Capital / Facility Rentals	\$2,713,681	2.87%
Totals	\$94,625,804	

2020-21 BUDGET COMPARISON

Expense Category	20-21 Adopted Budget	20-21 Year End Budget	\$ Difference
Professional Salaries	\$19,749,110	\$19,610,662	-\$138,448
Non-Professional Salaries	\$17,659,476	\$17,962,050	\$302,574
Benefits	\$23,862,668	\$24,120,706	\$258,038
Equipment	\$3,951,159	\$9,298,382	\$5,347,223
Supplies	\$1,571,723	\$2,241,267	\$669,544
Contractual	\$13,736,860	\$16,108,146	\$2,371,286
Internal Services	\$23,893,426	\$25,474,136	\$1,580,710
Internal Credits	-\$25,036,711	-\$26,537,226	-\$1,500,515
Capital / Facility Rentals	\$2,713,681	\$2,713,681	\$0
Cross Contracts	\$12,524,412	\$15,772,699	\$3,248,287
Budget Totals	\$94,625,804	\$106,764,503	\$12,138,699

ADMINISTRATION

Jo Anne L. Antonacci
District Superintendent
352-2411
jantonac@monroe2boces.org

Tom Schulte
Assistant Superintendent for
Instructional Programs
352-2415
tschulte@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

Karen M. Brown, Esq.
Assistant Superintendent for Human Resources
352-2420
kbrown@monroe2boces.org

Steve Roland
Assistant Superintendent for Finance
and Operations
352-2412
sroland@monroe2boces.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

Cindy Dawson
Wheatland-Chili Central
School District
cdawson@monroe2boces.org

Kathleen Dillon
Churchville-Chili
Central School District
kdillon@monroe2boces.org

Gerald Maar
Brockport Central
School District
gmaar@monroe2boces.org

Michael May
Spencerport Central
School District
mmay@monroe2boces.org

Mark Porter
Holley Central
School District
mporter@monroe2boces.org

Heather Pyke
Kendall Central
School District
hpyke@monroe2boces.org

DEPARTMENTS

Career and Technical Education
Jill Slavny, Executive Principal
352-2470
jslavny@monroe2boces.org

Center for Workforce Development
Shawna Gareau-Kurtz, Director
349-9100
sgareau@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

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



Churchville-Chili
Central School District



GREECE
CENTRAL SCHOOL DISTRICT
ONE VISION ONE TEAM ONE GREECE





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.