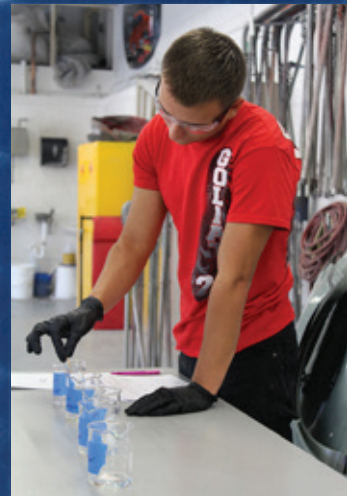


BOCES 2 BUILDS

ANNUAL REPORT

APRIL 2017





April 5, 2017

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

Each and every day we see tangible results of how you have helped build BOCES 2 throughout the capital project, made possible because of you. The enhancements made possible by the project will enrich programs and services for our students, component districts and communities. BOCES 2 Builds in ways that go far beyond laying foundations and raising walls on a construction site.

BOCES 2 Builds confidence in students by providing various settings to grow and learn. BOCES 2 Builds connections for graduates starting careers or heading to college. BOCES 2 Builds collaboration by working with partners to take programs and services beyond existing borders. BOCES 2 Builds instructional and operational opportunities through a cooperative that might not otherwise be possible.

The examples in this report only scratch the surface of how we serve districts, students and families. Monroe 2-Orleans BOCES has achieved a record of success built upon these stories and hundreds more like them.

Our component districts haven been instrumental in developing BOCES 2 through the years, bringing us to the capital project groundbreaking on June 17, 2016. The journey has been inspiring and rewarding.

Together we recognize that student success is the only measure that truly matters. It is our belief that BOCES 2 Builds a stronger community thanks to the confidence you place in us, making us your Educational Partner of Choice.

Sincerely,

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 11,266 students, to Wheatland-Chili with 705 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.



Vision:

Monroe 2-Orleans BOCES is the educational partner of choice. We serve the diverse needs of our community, helping all students achieve their full potential.

BOCES 2 BUILDS



In just nine and a half months, an amazing transformation has taken place on the Monroe 2-Orleans BOCES Big Ridge Road Campus. A building has been expanded by 15,200 square feet, the main parking lot has been reconfigured and expanded, a new bus loop has been created and necessary improvements have been made in drainage, electrical and other infrastructure on the site.

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

Following the June 17, 2016 groundbreaking ceremony, work progressed quickly on the site. Excavation and grading to prepare for the addition on the back of the Educational Services Center (ESC) were aided by excellent weather during the summer months.

Underground drainage and utility upgrades also benefitted from long stretches of rain-free days. The new bus loop along the east side of ESC was created and will enhance traffic flow and provide additional safety during the drop off and pick up of students.

The WEMOCO Career and Technical Education Center also received attention from construction crews. Floor tile abatement and ceiling tile demolition work was done in hallways in both the WEMOCO

North and South buildings. The work was completed in time for the return of students this past September. These buildings will see extensive improvements during the summer of 2017.

The most dramatic changes on campus have been at the ESC building. The 15,200-square-foot addition was fully enclosed before winter hit. On the inside, wall framing and drywall was installed and all the necessary mechanical, electrical and plumbing within the walls is complete.

The new professional development center has been created. The space is designed to be flexible: as a single large room, it can accommodate a group of 700 people at once, or room dividers can be put in place to create separate spaces for smaller groups. The latest presentation technology will also be installed including large video walls, audio systems and multiple display systems.

The next phase of construction at ESC will be demolition and refurbishment of the front portion of the building. ESC staff members have been moved temporarily to the completed areas in the new addition. That work is expected to be completed by this coming July so that staff can move back into their new permanent work areas.

Construction the project will continue into the 2017-18 school year with completion of the entire project scheduled for the summer of 2018.



CONSTRUCTION ACADEMY

The BOCES 2 capital project is still in the building phase, but career and technical education students are getting a sneak peek at the work thanks to the Construction Academy.

The academy is run by Campus Construction Management. Representatives from the company go over plans with the students, take the students on tours of the construction site and explain the work that is happening. The items that are discussed also correlate with the curriculum the students experience in their CTE classrooms.

Students in four different CTE programs participate in this shadowing opportunity: carpentry; plumbing and heating; heating, ventilation and air conditioning; and residential and industrial electrical. Seeing plans put into action at the construction site reinforces the opportunities students have to put their skills to use after graduation.

Spencerport students Alex Gunther (left) and Steven West (right) both had an opportunity to participate in Construction Academy. Both seniors, Gunther is a carpentry student while West enrolled in residential and industrial electrical. They are photographed with Campus Construction Project Engineer Marco Marascio during one of the site tours.



Department for Exceptional Children



BOCES 2 BUILDS

Connections

The Monroe 2-Orleans BOCES Work-Based Learning Program helps connect students with employers. Demand for this high-quality program is growing as BOCES 2 works in creative ways to find the best matches for students and employers.

Students with disabilities (up to age 21) gain valuable work-readiness skills through on-the-job experience. They can work toward their New York State Career Development and Occupational Studies (CDOS) commencement credential by obtaining the necessary amount of work-based learning hours needed. The credential recognizes preparation and skills for post-school employment.

The nine component districts BOCES 2 works with are increasingly looking for their students to connect with on-the-job experience through work-based learning as is evidenced by the growth of the program.

During the 2015-2016 school year, there were 86 students enrolled in work-based learning. The number grew by nearly 30 percent to 110 this school year.

Currently, there are about 25 worksites, including Sam's Club (Greece) and ABVI Goodwill (Brockport), accepting work-based learning students through BOCES 2. The number of worksites is also growing. For instance, BOCES recently added Hamilton Manor Nursing Home in Greece as a program worksite. Student responsibilities include getting residents to and from leisure activities, helping residents with their meals and cleaning.

Unity Hospital at Park Ridge has hired numerous BOCES work-based learning students. They perform duties such as laundry services, patient transport and food service.

Spencerport High School senior Alysha-Marie Rich (picture left) has been working at Unity's Park Ridge Hospital for the past two years as part of BOCES Work-based Learning Program.

Rich plans to enter nursing school after graduation and said she has gained valuable experience working with the nurses and emergency medical technicians at Park Ridge four days a week. The fifth day Rich attends BOCES Career Skills Center where students learn employment skills such as writing a résumé, filling out job applications and interviewing.

"I always wanted to be a nurse," Rich said. "Getting into work-based learning just increased my interest in it."

Her responsibilities at Park Ridge include restocking linens and helping the nurses prepare for transporting patients within the hospital.

Nicole Littlewood, supervisor for the Department for Exceptional Children, said the goal of work-based learning is to

help students such as Rich succeed in gaining full-time employment. This is accomplished by working with students to develop good work attitudes and habits. Meeting those benchmarks does not come without challenges.

"One of the biggest overall barriers for some students is they get hired, but they can't keep the job."

Therefore, BOCES 2 is working with adult agencies to improve student success rates as more students enroll and the program expands. BOCES 2 has also ramped up hiring for job coaches with about 15 job coaches now servicing students.

"The program has grown," Littlewood said. "We're projecting a 10 percent increase in the number of students next year."



Monroe County residents receiving Meals on Wheels may find a sweet treat from BOCES 2 Career and Technical Education Food

Services students on their plate.

Churchville-Chili student Kristina Giancursio works with her Food Services classmates to prepare approximately 1,400 baked items each week.

"I feel so bad for them so I like helping people get meals on time," said Giancursio about those who receive the meals.

From cookies, muffins and brownies to non-concentrated sweets, students use the work-based learning opportunity to master their baking expertise while learning time management and team building skills.

Services and Trades programs provide guided instruction, supported learning and practice and increased time to learn new skills, with the goal of independent performance as students transition into the workforce.



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Career and Technical Education



BOCES 2 BUILDS
Skills

The story of a house typically begins once it is inhabited, once memories are made, once the house is made into a home. Each year, a new house is put on a foundation in preparation to be turned into a home but with a story behind it like very few others.

BOCES 2 Career and Technical Education students from four different programs come together annually as part of their curriculum, using the skills they have begun mastering in their classrooms to start the story of a house.

Carpentry students build the walls, plumbing and heating students lay the pipes, residential and industrial electrical students run the wires and heating, ventilation and air conditioning students make sure the space is comfortable. Minds from all across the nine component districts build an end product with the hopes of memories being made.

Each year, two houses are on the WEMOCO campus in varying stages of finish. One house is in its second year and is worked on primarily by second-year students, while a second house is in the beginning stages with first-year students. Along the course of the project, students' work is overseen by CTE teachers and held to industry standards.

"We talk about real-world application of skills constantly when it comes to CTE and this house is an example of just that," said CTE Executive Principal Jill Slavny. "All of our programs find ways to bring lessons off the page of a book, into their classrooms and beyond, to show our students how their skills and abilities will translate to careers beyond high school."

The students' skills are ever-evolving with the technology available and the newest tools of the trade. Beginning in the 2016-17 school year, carpentry students learned the necessary skills to use a Computer Numerical Control (CNC) lathe to cut components of cabinetry and crown molding.

This machine not only adds value to the house that they're building, but it enhances the students' portfolios and increases their opportunities for employment.

"Using the CNC, students experience what they could be doing after high school, whether they continue in the field or choose to use their skills in another way," said Kyle Canfield, carpentry teacher. "As the curriculum evolves and students experience new challenges, they become better learners who are equipped with the necessary skills to succeed in their careers."

The three-bedroom house is put through every inspection required for a new build and is then put on the auction block through Auctions International each spring.

Once the house is removed from the WEMOCO campus, its story does not begin but instead continues, as the work and craftsmanship of BOCES 2 CTE students serve as chapter one.



Monroe 2-Orleans BOCES is proud of its mission to give all children the opportunity to build necessary skills, preparing them for kindergarten and beyond.

Hilton students Jackson Mueller (above) and Sullivan Brown (below) are both students in teacher Jennifer Kelly's preschool class.

Jackson came to BOCES 2 non-verbal and non-ambulatory, but is now communicating with the help of an iPad. He has made vast improvements in his motor skills.

Sullivan, who has autism, was non-verbal when he started at BOCES 2. He is beginning to communicate more with an iPad, and is increasing his interaction with adults. "Sullivan has improved his communication skills and decreased his negative expression of frustration since starting in this classroom," said Sullivan's mom, Jamie Osborne. "His teachers have contributed so much to his growth through their hard work. We cannot thank them enough." The energetic, happy-go-lucky boys have both made great strides during their time in her class.



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Department for Exceptional Children



It's not uncommon for a group of students to speak enthusiastically about a field trip adventure they shared. But to keep talking about it six months later? That's more than a field trip, that's a signature learning experience.

This past September, students from the Department for Exceptional Children's Communications and Social Skills (CaSS) classes traveled to the Camp Arrowhead Ropes Course. They participated in problem-solving and team-building activities as a group and overcome physical obstacles other challenges.

Students responded with enthusiasm. Many who are very shy came out of their shells to pull their weight in all group activities.

"What I liked about that trip is how I still hear them talk about it with each other. They comment on how well other students did, unexpectedly in their eyes," Special Education Teacher Amy Wood said. "The CaSS classes get together

throughout the year and they use this trip to start conversations and talk to the kids that they wouldn't have talked to before. They look at those who were really successful that day differently, with almost a higher level of respect."

"The highlight of my day was when Mrs. Wood helped me make it to the top of the rope tower and I got to ring the bell of accomplishment and determination. Everyone was proud of me and I was proud of everyone who tried the challenge!" said Angelina, a ninth grader from Hilton.

All the students but one climbed the giant rope and wood tower at the end of the day. Those who have difficulty dealing with close physical proximity overcame that discomfort, even touching one another at times to accomplish group tasks.

"We did tons of team building activities such as guiding a ball through a labyrinth maze, trying to go through the holes in a spider web, climbing the Alpine Tower and pretending that we're all stranded on a boat in a sea of hungry sharks," said Batavia senior Dan. "I learned about teamwork, problem solving and helping friends."

BOCES 2 BUILDS

Confidence

This first-of-its-kind trip was coordinated by the CaSS teachers, supervisors and administrators as a way to challenge and engage students in a new way to help them overcome cognitive and behavioral limitations they may face.

"The level of communication among the students when asked to complete group assignments has continued to improve after working together at Camp Arrowhead," Special Education Teacher Donna Edick said. "There is also a level of trust between the students that was not there previously."

The CASS program focuses on developing communication and social skills while maintaining academic strengths through standards-based curriculum for junior high students and Regents-based curriculum for high school students.



Staff members reported that students were wonderful ambassadors for Monroe 2-Orleans BOCES and their home districts during the field trip. They were respectful, well-mannered and very grateful with an avalanche of "Thank yous" heard throughout the day.

"Camp Arrowhead was a great place," said Matt, a Rush-Henrietta ninth grader. "The rope course was the most fun, a test of willpower. As a group though, some struggled, some finished, but we all participated and that is what counts, not how far you go, but how you do it."

The teachers are working to make sure the confidence and trust among students that were built that day will last through the school year and beyond.

"For me, this has been the most influential field trip I have ever had a part in," said Edick. "The students still talk about it on a regular basis, and I have seen the effects all year."

"It was a great way to start the year off to show my students what they are capable of, the importance of communication, and how we can always improve by setting goals, said Wood. "This trip helped foster relationships in our awesome, supportive CaSS family. I hope we can do it again."



Alternative High School builds confidence. Ask Michael Garcia. This 10th-grader came to Alternative High last fall from Gates Chili. The

large school setting there had too many distractions and too many people. Garcia did not feel comfortable or even safe. It was hard for him to concentrate and learn. He often found himself trusting the wrong people, and ended up in bad situations that made life and school even more difficult.

"Alternative High is a better environment for me; smaller, more personal," he said. "Teachers take time to work one-on-one with me. I've finally realized school is important. I can have a great future if I remove the distractions and focus on what is valuable to me."

After less than a year at Alternative High, Garcia is on the Honor Roll. He is taking advantage of the new STEM program. He hopes to get involved with engineering or construction classes at CTE next year. Garcia understands who he is and what he values, and confidently advocates for himself.

He is thoughtful when he compares where he was a year ago with where he is today. "I've changed, matured. This is the right place for me."

Center for Workforce Development



In order to better serve the area's adult population who are seeking new opportunities through job training, continuing education or literacy programs, the Center for Workforce Development has put several new initiatives in place.

The majority of students find CWD through online searches. However, there were constraints on how easily the CWD programs showed up in search results because of the structure of the BOCES 2 website that CWD was housed under. The best way to avoid those limitations was to move CWD under its own, separate website.

The new website, www.monroe2cwd.edu, was launched in November 2016, and was built using a platform that allows it to appear in search results more readily. The site is organized by career pathways, allowing someone interested

in a certain career area to easily find relevant information that guides them to the next step. Whether they are looking for job training or continuing education programs, all of the course information is available by career focus area, such as health care or building trades and manufacturing. From there, prospective students can review the information for the course or job training program they are interested in and either register to attend an information session or sign up for a continuing education class right online.

The online registration is possible due to a new Student Management System (SMS). Those interested in a job training program can register to attend an information session through the SMS, thus creating an account for themselves. This account can then be updated as they move through the program registration

BOCES 2 BUILDS

Opportunities

process, allowing for greater efficiencies. Continuing Education program students can register and pay for their classes online using the same system. Since the new website and SMS were launched, CWD has seen a marked increase in the number of people attending the weekly career training information sessions.

For those adults who are interested in a career training program but don't have a high school diploma, the new Adult Career Education and Diploma (ACED) program was established. The ACED program allows adult students to attend a career training class at the same time they

are preparing to earn their High School Equivalency (HSE) diploma, so they may be ready for a new career faster. With this innovative program, students prepare to enter the workplace with highly sought-after skills in one of three career areas while working with a literacy teacher to meet HSE requirements.

"These changes have made the process easier for adults in our area who are looking for training or literacy programs," said Dr. Karen Poland, CWD director. "Our focus has been on making it easier for our students to achieve their goals."



Kelsey Daniels knew she wanted to enroll in Career and Technical Education Certified Nurse Assisting to get a chance

to experience the world of health professions.

"By taking this course, you know about more things when you first start a job after high school," said Daniels, a Holley senior. "You aren't just fresh meat on day one."

Through the CNA program, Daniels has enjoyed going to clinical at Lakeside as a first-year student and the Wegmans Cottages at Unity during her second year.

"It is really nice making their day," Daniels said of the residents.

Daniels aspires to be a nurse practitioner, will enroll at Genesee Community College in the fall and hopes to complete a bachelor's degree at SUNY Brockport.

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Curriculum, Instruction and Professional Development



There is a continuing upward trend in the number of English Language Learners (ELLs) entering both the Rochester City School District and surrounding suburban and rural school districts.

As a result, the demand for the professional development services provided by the Mid-West Regional Bilingual Education Resource Network (RBERN) is increasing. The Mid-West RBERN is one of eight RBERNs in New York and is funded directly by the New York State Education Department.

The Mid-West RBERN services Monroe 2-Orleans BOCES and its nine component districts plus 58 additional districts and two additional BOCES stretching west to Pembroke and east to Geneva.

The goal for RBERN is to help administrators and teachers close the achievement gap and help increase graduation rates for ELLs in local education agencies. All of its work aims to meet this goal. One example of an activity RBERN assists districts with is promoting bi-literacy. Students who pass the Regents and demonstrate high levels of proficiency in English and another language, can now achieve a state Seal of Bi-literacy.

Daniela Aguiar-Delgado (pictured left), a senior at Greece Olympia, is one of the first candidates for the state seal. She moved to the United States from Cuba when she was 11 years old and now speaks both Spanish and English. Aguiar-Delgado, who was born in Havana, is studying cosmetology at WEMOCO and credits her language teachers for helping her to grow and prosper academically and socially.



BOCES 2 BUILDS

Literacy

In recent years, state regulations have changed to help students such as Aguiar-Delgado achieve better outcomes. These changes may create staffing increases for some school districts. For example, districts are now required to provide services to ELLs that are integrated in their core curriculum. The requirement for school districts is to ensure there are sufficient appropriately certified ESOL (English for Speakers of Other Languages) and/or bilingual teachers to provide quality instruction.

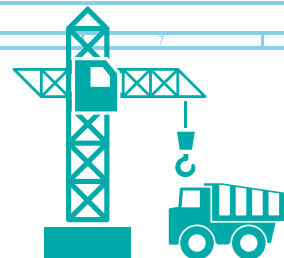
“We used to do a lot of training attended mostly by ESOL or bilingual teachers, but what we’re attracting are more participants from a broader group which includes general content teachers and administrators now,” said Lourdes Roa, coordinator for the Mid-West RBE-RN.

In 2015, the Mid-West RBE-RN hired two additional specialists to help in these efforts. RBE-RN has also created a consortium of Institutes of Higher Education (IHE) to bring together colleges and school districts to address the growing need for teachers of ELLs.

Roa said the number of ELLs in the Rochester City School District has grown by

hundreds in the last two years. These students speak languages such as Arabic, Nepali, Somali and Burmese. Roa added that suburban school districts such as Greece and Rush-Henrietta are also experiencing significant increases in their ELL populations. In total, Roa estimates there are more than 6,800 ELLs throughout the full Mid-West RBE-RN. Last year, RBE-RN hosted a parent event for the first time at School of the Arts (pictured below) to inform ELL families of the community services available to them.

Roa said the Midwest RBE-RN exists to help as many districts and their ELLs as it can. “There are some districts that still do not know we are here,” she said. “We are expanding our outreach in more technological ways so districts know we are here and can contact us.”



Brockport senior Zachary Ellersick struggled with writing throughout his high school years. His confidence was shattered after failing the Regents exam in English Language Arts. That’s when his Therapeutic Day Program teacher, Channon Piwowarczyk, introduced a new way for Ellersick to approach ELA. By breaking down each part of the writing process Ellersick learned new writing skills and was able to build more confidence. Fast forward just a few months later and Ellersick has passed his Regents exam, is the most improved in his class and now has the highest English grade point average of his peers.



“Whenever I thought I couldn’t do it, Mrs. Piwowarczyk was always there pushing me and helping me,” said Ellersick. “The teachers are definitely the reason that I was able to turn things around. They’re always behind you.”

Ellersick has been accepted to the Universal Technical Institute in Exton, PA. He plans to study to become a diesel technician, and he credits BOCES 2 for instilling in him the skills needed to pursue this dream.

Elementary Science Program



The Elementary Science Program (ESP) has entered into a collaboration with the science resource programs of the three other BOCES in the Mid-West Joint Management Team (JMT). This collaborative effort brings together science resources of the Monroe 2–Orleans BOCES, Monroe One BOCES, Wayne-Finger Lakes BOCES and the Genesee Valley Educational Partnership to focus on curriculum needs aligned with the new science standards. Referred to as BOCES 4 Science, the group is focused on

BOCES  Science

bringing beneficial science resources to the classroom.

With the adoption of new science standards in New York State, BOCES 4 Science is working to write curriculum and develop resources aligned to those new standards. The New York State Science Learning Standards (NYSSLS) are largely based on the Next Generation Science Standards (NGSS) developed for nationwide implementation. The new standards put forth a framework for science education for grades K-12 and represent a renewed focus on science education in our schools.

“We are looking forward to the integration of these new standards, and excited to be working with the other BOCES and the component districts in our JMT to develop resources for the

BOCES 2 BUILDS

Collaboration

classrooms,” noted Kathy Arminio, ESP director. “By working together, we are not duplicating efforts and will be able to develop a much stronger program in a cost-effective way.”

Representatives of the 66 school districts in the JMT worked with the four BOCES to put together a framework for the curriculum and activities aligned with the new standards. Currently, the first six units developed under this partnership are being tested in classrooms. Feedback from the pilot of those units will be incorporated into developing the next batch of units.

In addition to the curriculum unit writing, BOCES 4 Science offers professional development concerning the NYSSLS and the NGSS Equip Rubric. These sessions are planned and delivered by teachers and administrators from all of the four BOCES and offered at the various BOCES locations in order to make the sessions as accessible as possible for all districts in the JMT. By working collaboratively, BOCES 4 Science is helping to keep science education a priority for all students across the JMT.



This May, Zachary Adams (Kendall) will take the stage at Roberts Wesleyan College (RWC), as a graduate of the seventh class of the Bridge to Earning, Learning

and Living (BELL) Program. The two-year Certificate program is a collaboration between RWC, CP Rochester and BOCES 2. It gives students the opportunity to foster their independence while working at internships and taking classes.

“Being in BELL has been so awesome,” said Adams. “I get to be on a college campus and be independent all the time, but it’s nice to know there are still teachers there to help me if I need it.”

During his time in BELL, Adams has made many friends and become involved in campus events and clubs. He has had three job internships as part of his graduation requirements, including serving as assistant trainer at the campus gym.

After graduation from BELL, Adams will continue his journey in Project SEARCH.

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Communication and Technology Services



Phrases you may not normally hear in a school library probably include, “Whoa!” and “That just blew my mind!” but that’s exactly what third-graders in Wheatland-Chili were shouting when they had a chance to use Dash and Dot robots for the first time. While working with these quirky, little blue robots may seem like child’s play, these students are actually advancing their reading, logic and hands-on coding skills.

With the touch of an iPad screen, students can program Dot, a stationary robot, and Dash, a robot on wheels, to make noises and light up. Dash can also move in all directions. By using one of five iPad apps available, both robots respond to block-by-block coding entered by students. This type of code sequencing is the basis for making a machine – or in this case a robot – do anything.

The lessons for these students go beyond just coding and technology. Students use math concepts by making the robot turn 90 or 180 degrees; they use social studies knowledge to identify the robots, which are cleverly named after U.S. Presidents; and they also use interpersonal skills, by working as a team to solve puzzles and advance the code.

Librarian Karen Arendt loves to see the excitement in students’ eyes when their robot makes that first motion. “The really cool thing about these robots is that they engage students in learning about coding, sequence, critical thinking and problem-solving skills without the students even knowing they are learning something,” said Arendt.

Instructional Technology Specialist Lindsay Neumire facilitates the use of the

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Innovation

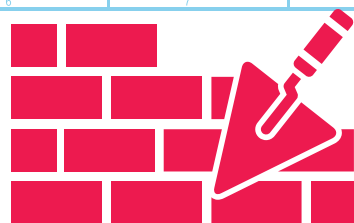
robots on behalf of Monroe 2–Orleans BOCES School Library Systems (SLS). “Coding is a critical 21st-century skill, and these robots make coding approachable and fun,” Neumire said. “The robots are cute, but they also engage kids in the real work of creating code, collaborating and solving problems.”

These robots are part of a fleet of robots and other innovative learning tools available in the BOCES 2 MakerSpace Program. The initial program began as a result of a grant from the Rochester Regional Library Council (RRLC). Thanks to the generosity of New York State Senators Robert Ortt and Joe Robach, the program has grown to

include a variety of tools that component school districts can borrow free of charge. Tools such as 3-D printing, littleBits electronics, Makey Makey circuit building, a complete green screen recording kit and more, are available to schools, along with one-on-one instruction on how to operate them in a classroom environment.

“This allows librarians to collaborate with their teachers in an entirely new format and sparks a new sense of inquiry-based learning,” said SLS Coordinator Jim Belair. “We are all about collaboration and working together.”

A complete list of SLS resources can be found by visiting <http://libguides.monroe2boces.org/makers>.



Traditional senior experience? Not for Levi Silvarole.

A senior at Wheatland-Chili, Silvarole enrolled in New Visions to

innovate his high school experience and expand his employment opportunity exposure through career placements. He has explored engineering careers through New Visions: Emerging Professions.

“New Visions has helped me figure out what I like and don’t like about certain careers,” said Silvarole. “As I move on to college, I will know what areas I want to go into in the future.”

Rather than the traditional school day, Silvarole’s day has included visits to companies such as Harris and Pike, where he has witnessed state-of-the-art work in action. He has learned that he enjoys the engineering opportunities, interpersonal relationships, customer service and processes surrounding bidding and design.

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Westside Academy



Life has not been easy for Kumba Tengbeh (pictured left). She and her older sister arrived in the U.S. from Sierra Leone when she was seven, and things got rough almost immediately. Students at Tengbeh's new school in Rochester made fun of her accent, clothing and religious beliefs. She fought back, beginning a long path of resentment, anger and bad decisions.

Her family sought a new beginning in Churchville-Chili and the school district recommended she try Westside Academy, an alternative junior/senior high school housed on the Gates Chili School District main campus.. "In the ninth grade, I came to Westside," said Tengbeh. "I didn't want to go. I was scared, failing and fighting. Westside accepted me as I was."

Students like Tengbeh who find their way to Westside Academy all find acceptance there. It is an educational home, where teaching is driven by a fierce

determination to help students find their own unique futures. Failure is not an option.

Westside Academy challenges students with the highest academic expectations, and gives them the educational and emotional support they need to excel. Individual attention, small class size (15:1) and assistance that extends outside the classroom are at the core of the school's success. For the past five years, the graduation rate has been 100 percent. Teacher and staff retention is high: connections made with young people are deep, and commitment to students is rock-solid.

For Tengbeh, becoming a single mother in 10th grade made school more difficult, but Westside Academy's TEAM program for teen parenting helped her transition into parenthood. She said, "The teachers made me realize that being a mother can't stop you from reaching your goals."

BOCES 2 BUILDS

Futures

She took advantage of the Dental Assisting program at the Career and Technical Education Center at WEMOCO the next year. “It felt good,” she said. “I felt proud of myself.” She became a U.S. citizen and passed every one of her Regents exams. She looked back at younger students struggling with the same issues she overcame, and guided them.

“I was happy for the first time in a very long time,” she said. “Westside celebrated with me. I would not have finished school without them.”



Today, Tengbeh has a full-time job in nutritional services, which supports her beautiful three-year-old daughter, and she has dreams. “I dream of writing a book, of having my own TV show, of going back to Sierra Leone and helping women and children,” she said. “Life is tough and rough, but you have to keep pushing. You can accomplish anything you want in this world. Westside opened my eyes. Being a teenage mom didn’t stop me from graduating, so I know nothing in this world can stop me.”

Although it wasn’t what she had planned for her future, Michelle Pilaroscia found her love of the dental field while she was a junior at Greece Athena high school. At that time, she was a student in the Monroe 2–Orleans BOCES Career and Technical Education dental assisting program. “My CTE teacher, Linda Pasco, was very passionate about her profession and pushed us to work hard in the course,” said Pilaroscia. “She really made it enjoyable for me and made me realize it could be my career.”



Pilaroscia went on to earn her degree in Dental Hygiene from Monroe Community College. She worked in an orthodontic office for several years before returning to MCC as an instructor. She eventually found her way to the dental assisting program at the Center for Workforce Development where she is currently a dental assisting instructor.

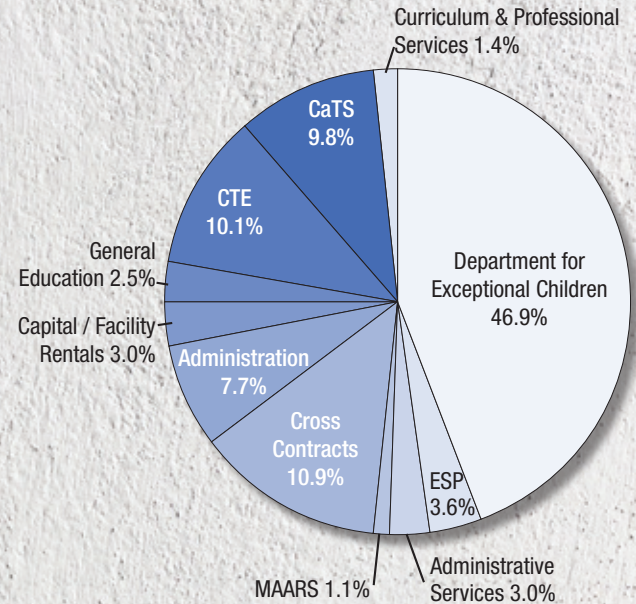
“I want to give the students in my classes the same passion for the dental industry that I found when I was a student,” noted Pilaroscia. “We hold our CWD Dental Assisting students to the highest standards. We are proud of the professionals we have graduating from our program.”

TECHNICAL DRAWING

SCALE	TITLE	AUTH BY		
		CHECKED BY		
		APPROVED		
DWG NO.				

General Budget for 2015-16

Category	Amount	Percent
Administrative Services	\$2,248,069	3.0%
Career and Technical Education (CTE)	\$7,678,367	10.1%
Center for Workforce Development	\$12,192	0.0%
Communication and Tech. Services (CaTS)	\$7,447,833	9.8%
Curriculum & Professional Dev. Services	\$1,083,785	1.4%
Department for Exceptional Children	\$35,568,708	46.9%
Elementary Science Program	\$2,750,420	3.6%
General Education	\$1,906,111	2.5%
MAARS	\$822,479	1.1%
Cross Contracts	\$8,285,573	10.9%
Administration	\$5,824,070	7.7%
Capital / Facility Rentals	\$2,270,631	3.0%
Totals	\$75,898,238	



Department for Exceptional Children

Total number of students served 2015-16 school year: 1183

Career and Technical Education

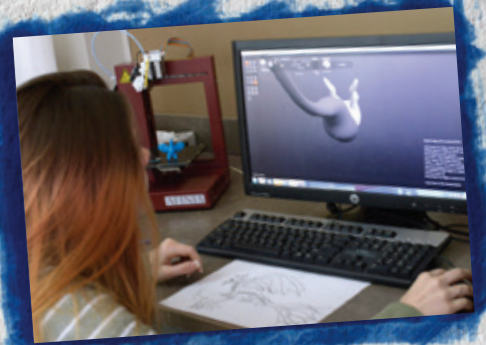
Total number of students served 2015-16 school year: 990

Budget Comparison for 2015-16

Expense Category	15-16 Adopted Budget	15-16 Year End Budget	\$ Difference
Professional Salaries	\$17,169,756	\$18,779,509	\$1,609,753
Non-Professional Salaries	\$15,225,178	\$15,655,767	\$430,589
Benefits	\$22,081,704	\$22,325,720	\$244,016
Equipment	\$649,563	\$8,229,323	\$7,579,760
Supplies	\$1,121,742	\$1,800,059	\$678,317
Contractual	\$10,014,849	\$13,038,713	\$3,023,864
Internal Services	\$17,911,103	\$19,907,349	\$1,996,246
Internal Credits*	-\$18,831,861	-\$20,839,704	-\$2,007,843
Capital / Facility Rentals	\$2,270,631	\$2,270,631	\$0
Cross Contracts	\$8,285,573	\$13,869,613	\$5,584,040
Budget Totals	\$75,898,238	\$95,036,980	\$19,138,742

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

The Adopted Budget is the budget approved based on services requested by districts for the upcoming fiscal year. The Year End Budget reflects the budget based on additional service requests received during the school year. The Year End Budget for 2015-16 showed more than a \$19 million increase over the Adopted Budget.



Monroe 2-Orleans

ADMINISTRATION

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

COMMUNICATION AND TECHNOLOGY SERVICES

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

CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT

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

CAREER AND TECHNICAL EDUCATION

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

CENTER FOR WORKFORCE DEVELOPMENT

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

speakers of other languages are offered in numerous formats to best meet the needs of a diverse population.



BOCES Departments

DEPARTMENT FOR EXCEPTIONAL CHILDREN

The Department for Exceptional Children provides programs to meet the needs of students with a variety of abilities which cannot be completely addressed by their local school districts. This includes four divisions: special education, education for the gifted and talented, English and a second language and the New York State Center for School Health (NYSCSH).

ELEMENTARY SCIENCE PROGRAM

The Elementary Science Program (ESP) provides hands-on, interdisciplinary curriculum that helps teachers maximize their success in the classroom. For more than 45 years, ESP has provided science materials and in-service training for elementary science teachers, and now offers resources for science instruction through 12th grade.

MONROE-ORLEANS ACCOUNTABILITY, ASSESSMENT AND REPORTING SERVICES

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

WESTSIDE ACADEMY

Westside Academy is a general education alternative junior/senior high school for young people who have experienced academic, behavioral or emotional challenges in their home districts. At Westside Academy they are challenged with the highest academic expectations and Regents-degree programming, but given the extra support they need to ensure success.



BOCES 2:

- Provides service of unparalleled excellence
- Demonstrates expertise
- Encourages innovation
- Shows caring and respect for all
- Demonstrates integrity and accountability
- Is cost effective
- Is responsive and flexible
- Employs a quality workforce

We are committed to customer satisfaction, continuous improvement, and personal and professional growth.



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

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

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