

CHAMPLAIN VALLEY EDUCATIONAL SERVICES

SUCCESS STORIES

ISSUE: XVIII 2025-2026
Miller.



Champlain Valley Educational Services

Clinton - Essex - Warren - Washington BOCES

ADMINISTRATION

Dr. Mark Davey

*District Superintendent/CEO of
Champlain Valley Educational Services*

Dr. Eric Bell

Deputy Superintendent

Amy Campbell

*Assistant Superintendent for
Educational Services*

Michele Friedman

*Executive Director of Career & Technical
Education*

Dr. Matthew Slattery

Executive Director of Rise Center for Success

Christine Myers

Treasurer

CVES BOARD

Michael St. Pierre, President

Ed Marin, Vice President

Bruce Murdock, Deputy Vice President

Leisa Boise

Bob Bourgeois

Kathy Comins-Hunter

Dina Garvey

Patricia Gero

Richard Harriman, Sr.

Donna LaRocque

Emily Reynolds Bergh

Emily Phillips

Lori Saunders

Eddie Webbinaro

Donna Wotton



Champlain Valley Educational Services

Clinton - Essex - Warren - Washington BOCES

OUR MISSION

Champlain Valley Educational Services is committed to being a valued and trusted partner by supporting students, schools, and communities to excel through high-quality education, training, and shared services.

OUR VISION

We aspire to be the premier provider of dynamic and innovative educational programs and shared services, serving as a catalyst for personal and regional growth and development towards a brighter global future.

OUR CORE BELIEFS

- Students are our first priority.
- Staff are essential to the health and well-being of our organization.
- We value open and honest communication.
- We embrace collaboration and shared decision-making.
- We promote creativity and innovation.
- ALL students can learn and be successful.
- We lead and act with integrity, fostering respect for all by ensuring the acceptance, inclusion, and celebration of our community members.
- Students, family and community are valued partners for success.
- We ensure a safe, supportive learning and work environment.
- We all impact the educational process and are dedicated to perform at the highest possible levels.

Public Non-Discrimination Notice:

Clinton-Essex-Warren-Washington BOCES a/k/a/ Champlain Valley Educational Services does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding this nondiscrimination policy may be directed to:

Civil Rights Title IX Compliance Officers

Matthew Walentuk - (518) 957-2363

Susanne Ford-Croghan - (518) 561-3101

1585 Military Turnpike

P.O. Box 455, Plattsburgh, NY 12901

Section 504 Compliance Officer

Dr. Matthew Slattery - (518) 957-2299

1585 Military Turnpike

P.O. Box 455, Plattsburgh, NY 12901

Dear Colleagues and Friends,

This year's edition of CVES Success Stories proudly celebrates the meaningful impact of our collective efforts to support students, schools, and communities across the North Country.

United by a shared commitment to student success, CVES continues to expand opportunities through innovative programs, responsive services, and strong partnerships with districts, families, educators, and community and business partners. These stories reflect the dedication, collaboration, and care that define who we are and the difference we make each day.

Career and Technical Education (CTE) continues to serve as a vital pathway for student achievement, with CV-TEC leading innovation by expanding access to career-focused experiential learning that supports workforce development and strengthens the regional economy. A notable milestone this year was the swearing-in of two new student board members, reflecting our Board's commitment to student voice and leadership. We also proudly celebrate a OneWorkSource graduate named Student of the Year, underscoring the impact of our programs and the success of our students.

At the Rise Center for Success, students thrive in engaging, authentic, real-world learning environments supported by high-quality, specialized programs and exceptional staff, maximizing each student's growth. Students at Duken are developing essential life skills by learning to prepare their own meals while gaining a strong understanding of food safety. The appointment of Ms. Danielle Janisewski to a new instructional coach position further reflects Rise's commitment to supporting and investing in its staff.

Management Services continues to drive innovation and organizational growth through strategic leadership to better serve our component districts. The CVES Benefits Team has experienced remarkable success, with its Employee Benefit Plan Administration service expanding seven-fold in less than four years, meeting strong district demand for valuable, trusted shared services. Their expertise, professionalism, and dedication play a critical role in advancing key initiatives and ensuring districts receive high-quality, responsive support.

School Support Services (S³) plays an invaluable role in strengthening the systems that support students, staff, and districts across the region, advancing academics and continuous improvement. The Grants Management team provides expert support throughout grant development and ongoing budget oversight to maximize the impact of competitive, federal, and formula funding. Professional learning also remained a priority through collaboration with Dr. Linda Jordan, Educational Consultant with the Successful Practices Network, who guided educators in exploring the neuroscience of learning and the role of modern technology in student engagement.

Together, these stories reflect the dedication, innovation, and collaboration that define CVES and our commitment to serving students, schools, community and business partners. Student success is made possible through the dedication of our staff, the leadership of our BOCES Board, and the strength of our partnerships across the North Country. Looking ahead, we remain focused on advancing our shared vision by expanding opportunities, supporting diverse pathways to graduation, and creating learning environments where every student can succeed. United by our Core Beliefs, we look forward to continued progress, growth, and meaningful impact for all learners.



In This Edition

CV-TEC Students Serve on Board
CV-TEC Division 4

Grants Co-Ser Provides Support
School Support Services Division 5

Cooking Opportunities Teach Life Skills
Rise Center for Success Division 6

Benefits Service Sees Dramatic Growth
Management Services Division 7

Courtney Davis Named Student of the Year
CV-TEC Division 8

New PD Offerings Create Great Opportunity
School Support Services Division 9

Rise Instructional Coach Adds Support
Rise Center for Success Division 10

O&M Team Creates Welding Room in Mineville
Management Services Division 12

Dr. Mark C. Davey
District Superintendent/CEO

CV-TEC Students Serve on Board

CV-TEC Division

Recently, a new state law was passed requiring all state boards of education to include at least one student member by July 1, 2025. Under this law, student board members are permitted to attend public board meetings and participate in discussions; however, they are not allowed to vote or take part in executive sessions. The goal of this legislation is to give students a direct voice in educational decision-making and to encourage greater student engagement within their school communities.

As a result of this new law, CVES has welcomed two student board members from CV-TEC. The young professionals selected for these roles are Logan Yeager and Dalton Garvey, both of whom attend CV-TEC and represent different districts and technical programs.

MEET THE STUDENTS

Logan Yeager is from the Ausable Valley Central School District and is enrolled in the Construction Trades program at CV-TEC. Dalton Garvey is from the Boquet Valley Central School District and studies Heavy Equipment and Diesel Technology. Despite their different backgrounds and career paths, both young professionals share a strong commitment to representing their peers and advocating for student perspectives at board meetings.

Both Yeager and Garvey expressed a desire to serve as voices for students who may not otherwise have the opportunity to be present at board meetings. They hope to bring student concerns, ideas, and feedback directly to board members in order to help improve programs and experiences at CV-TEC.

“If students have concerns or ideas for the board, they can bring those to me and I can relay that at board meetings and let them know how students are feeling,” Yeager said.

Garvey echoed this sentiment, emphasizing the importance of making sure every student feels comfortable sharing their thoughts. He recognizes that serving on the board is a unique opportunity and feels a responsibility to represent others respectfully and honestly.

“I would like to improve the voice of everyone. Make sure that everyone is heard, making sure everyone can have their own opinion, and that they can share it without being scared,” Garvey said.

THE VALUE

District Superintendent Dr. Mark Davey also highlighted the importance of including student representatives on the board. He believes their presence will strengthen communication between students and administrators and provide valuable insight into daily experiences within the schools.

“The addition of student board members is a very exciting and important inclusion to the board,” Dr. Davey said. “It is important that our board members hear directly from our students about what is going on in their buildings and keep that line of communication open.”

With the addition of student board members like Yeager and Garvey, CVES is taking an important step toward ensuring that student voices play a meaningful role in shaping the future of education within the district.

Dalton Garvey



Logan Yeager



Grants Co-Ser Provides Support

School Support Services Division

Working in the CVES Grant Management Services office has been a rewarding experience for Education Grant Specialist Amanda Buskey.

Since she started with CVES in 2021, Amanda shaped the service how she saw best fit for Component Districts.

As the sole member of Co-Ser 645, working independently as the unseen hand to countless school districts and students has become second nature.

“The support is always the primary goal we are providing in grants,” Amanda said. “Whether it’s sharing new developments and opportunities to school districts or writing and securing grants for schools and their communities, there’s a great familiarity that has formed since I have been at CVES that has made this service a well-oiled machine.”

A FOUNDATION OF SUPPORT

Grants Management provides expertise in the completion of all components of the grant application process and ongoing budget management support to maximize and integrate the impact of competitive, federal, and formula funding.

Boquet Valley, Chazy, Crown Point, Moriah, Northern Adirondack and Willsboro have all utilized the service and relied on Amanda’s expertise to help provide the best support possible to school communities.

“The support frees up more capacity for component district employees who had been working on grants to redirect their skillsets to other needs within the district,” Amanda said.

“In a time when we know everyone’s work capacity is stretched thin, someone like a principal or teacher or superintendent who may have been responsible for grants can shift their attention elsewhere and remain

confident in their ability to obtain grants through CVES resources.”

RELYING ON EXPERTISE

Thanks to experience in the grants world where there are many moving parts, a Co-Ser that began as a small resource for schools has grown to become a reliable outlet for many.

Amanda’s consultation with school districts to guide

them through grant writing processes or her talented writing abilities has proved vital countless times.

“One thing that has made me very proud is when schools come to me with a question during their submission process, I can usually have a conversation and solve their problems or concerns quickly since I am working on



grants on an everyday basis,” Amanda said.

If anyone wonders what these conversations may include, picture plenty of proactive or in-the-moment research based on need.

When you combine research methods with writing skills, data analysis, and program knowledge, the grants service that Amanda prides herself on comes to the forefront while she remains behind the scenes working hard.

“I love being the behind-the-scenes person,” she said. “There’s no need for the spotlight on a grant writer. It’s all about the programs and how the grants provide support that need the spotlight and the positive outcomes they have for school districts, students and communities.”

EXCITING DEVELOPMENTS

As the next grants cycle awaits and new opportunities come to light, Amanda is ready to support her schools

GRANTS: Continued on Page 11

Cooking Opportunities Teach Life Skills

Rise Center for Success Division

At the Rise Center for Success Duken building, students in the Post Graduate Life Skills Program start many of their mornings by preparing their own breakfast. This daily routine is intentionally designed to support independence, responsibility, and practical life skills. When students arrive, they are assigned specific kitchen roles such as preparing fruit, mixing pancake batter, cooking eggs, or managing the bacon station. Each task plays an important part in creating a shared meal and helps students practice teamwork and accountability.

Although staff members are present to provide guidance and ensure safety, students take the lead in most of the process. They work independently and alongside their peers, practicing communication, sequencing, and problem solving as they move through each step. These hands-on experiences allow students to apply skills in real time, helping them build

confidence as they recognize their growing ability to manage responsibilities and contribute to a group setting.

The meal preparation program at the Rise Life Skills Program at Duken was developed in partnership with Julie Holbrook and Barrett Miller from the CVES Food Service Program. This collaboration was built around a shared goal of promoting real

world independence through meaningful daily experiences. Each week, students receive food items that allow them to prepare breakfast using planned menus and recipes created by Barrett. Students also receive fresh fruits, vegetables, and salad ingredients to prepare ahead of time and pair with the daily entrée delivered from the school cafeteria.

Students are actively involved in managing the program's routines and expectations. They complete daily meal counts, conduct weekly food inventories, and monitor supplies to plan for future needs. These responsibilities help students develop organization, planning, and communication skills that directly support independent living and workplace readiness.

Food safety instruction is woven into daily routines. Students learn and practice proper food handling,



preparation, and storage while developing habits related to cleanliness, organization, and personal responsibility. These skills are reinforced through consistent practice, helping students understand why these steps are important and how to apply them in everyday life.

The impact of this program extends beyond meal preparation. Students strengthen independence, confidence, time management, and problem-solving skills while learning to work collaboratively and advocate for themselves. This structure mirrors real world expectations and prepares students for a variety of post school pathways, including independent living, supported environments, and community based employment.

By blending life skills instruction with daily tasks, the Rise Life Skills Meal Program at Duken empowers students to see themselves as capable and responsible individuals. Through this experience, students are not only learning how to cook but also building the skills, confidence, and independence needed for future success.



Benefits Service Sees Dramatic Growth

Management Services Division

The CVES Benefits Team is doing such an amazing job with their Employee Benefit Plan Administration service that business has grown seven-fold over less than four years.

The service offers districts the management of HRAs, FSAs, and now HSAs. A sub-Co-Ser of the Benefits Services Co-Ser, the service is called Employee Benefit Plan Administration, Co-Ser 602.7812.



offering employees some type of HRAs, FSAs and HSAs in the past, but they used external vendors. Now that they get the service through the BOCES, they get aid back on all the administrative costs involved – which means districts are saving money while also getting great service.

GROWING DEMAND

The service started in July 2022 after several districts requested it, with three CVES component districts enrolled.

By January 2026, there are 21 districts that take advantage of the Co-Ser. That includes all CVES component districts, as well as several from the Franklin-Essex-Hamilton BOCES region.

And that number keeps growing. CVES Benefits Director Vicki Demarse-Giroux gets more inquiries all the time. She expects to have 30 districts on board by July 2026 with the addition of districts from the Washington-Saratoga-Warren-Hamilton-Essex BOCES.

“Under the leadership of Vicki, we have seen this Co-Ser grow and enhance support to countless individuals,” said CVES Deputy Superintendent Eric Bell. “Now looking toward the future, we see more opportunity to grow and support fellow BOCES thanks to the professionalism and quality care this Co-Ser provides.”

SAVING MONEY AND GREAT SERVICE

Most of the districts that have joined were already

All that growth is without doing any initial outreach. Vicki and her team do such a wonderful job with helping customers that word-of-mouth recommendations have been the major driver for other districts getting involved.

The team that supports the Co-Ser is comprised of Vicki and benefits specialists Kaitlyn Bouyea and Jill Borrie. Sr. Benefit Specialist Emilee Quantock is also involved with some duties. The whole Benefits Coordination Office is ready to help out when one of the core group isn't available. That's how they ensure such fantastic customer service.

HOW IT WORKS

Vicki and her team work with a district to set up the options they'd like to give their employees. They worked with school business officials to build the service, so it's made to align easily with how school districts set up their budgets and billing.

All three types of accounts are meant to help with the costs of health care, but each has different uses and specifics.

With an FSA, or Flexible Spending Account, an employee can put money into an account that can be then used for health care costs. The employee chooses a specific amount of money they want to go into the FSA, then that amount is split up so it's spread out

BENEFITS: Continued on Page 11

Student of the Year: NYACCE Honors Courtney Davis

CV-TEC Division

Every individual carries a unique story shaped by perseverance, setbacks, and determination. This year, one such story was honored when Courtney Davis received the Student of the Year award from the New York Association for Continuing and Community Education (NYACCE).

Davis earned this prestigious recognition for her resilience and commitment to personal growth. Originally from Fort Worth, Texas, she moved around before eventually settling in Burlington. Her journey toward education began in Missouri, where she first considered pursuing her GED. At the time, financial constraints and life responsibilities made that goal feel out of reach.

After relocating to the area, Davis worked at Walmart before stepping away due to personal and family challenges. During that difficult period, the idea of earning her GED resurfaced. While searching for a path forward, she discovered One Work Source, a decision that would change the course of her life.

“I’ve always wanted to get my GED, but I didn’t think I had the time,” Davis said. “I felt like it was too late in life to start, but I also knew there was something bigger waiting for me. I had a bigger purpose, and the only way to reach it was to start with baby steps.”

Challenges at home ultimately became the final push that motivated Davis to fully commit to her education. She credits much of her success to the encouragement and support she received from the staff at One Work Source.

“I needed positivity to get through this, and I definitely found that here,” she said. “Penny [Bowers] was amazing. She pushed me even when I felt like giving up. Her spirit, her energy, and the connection we had really helped keep me on track.”

When Davis learned she had been named Student of the Year, her first reaction was disbelief. She described experiencing imposter syndrome, unsure if she truly deserved this award. With reassurance from her supporters and through reflection on her journey, she came to embrace the achievement and take pride in how far she had come.

During her time at One Work Source, Davis also worked with literacy volunteers, an experience that deepened her passion for adult education. She hopes to continue this work after graduation and plans to keep advancing within the field, where she has found both purpose and fulfillment.

“Never give up,” Davis said. “That’s the biggest thing I want people to take from my story. I gave up a lot at times, and life can be incredibly hard, but you cannot let go. You cannot stop fighting.”



PD Opportunities Reach New Heights

School Support Services Division

CVES and its component districts continue to invest in forward-thinking professional development that prepares educators for the evolving landscape of teaching and learning. This work began in fall 2024, when Dr. Bill Daggett, Founder of the Successful Practices Network, challenged regional leaders to rethink the future of education in a world shaped by workforce demands and artificial intelligence.

Dr. Daggett emphasized that educators are no longer simply deliverers of information, as students can access knowledge instantly online. Instead, schools must focus on helping students apply learning, think critically, and prepare for an ever-changing future. His message sparked important conversations among superintendents across the North Country about transforming education to better meet the needs of today's learners.

Building on this foundation, Thomas Hawkins, Manager of Content and Innovation at the Successful Practices Network and the National Dropout Prevention Center, provided deeper insight into the role of artificial intelligence in education. His presentation explored AI as a tool for efficiency, a creative resource for instruction, and an ethical responsibility that schools must thoughtfully manage.

Educators learned about ethical AI policy development alongside practical applications, including generative tools for creating images, videos, and instructional materials. Throughout the session, Hawkins emphasized responsible implementation that aligns with each district's values, culture, and instructional goals.

In May 2025, this professional learning journey continued with Dr. Linda Jordan, Educational Consultant with the Successful Practices Network, who focused on the neuroscience behind learning and the impact of modern technology on student engagement.

Dr. Jordan's training highlighted how understanding how the brain learns can help educators better connect with students and support meaningful learning experiences. Fifteen of CVES's 16 component districts participated in this session, demonstrating strong regional commitment to improving instructional practice. Additionally, 12 districts have engaged in ongoing training with Dr. Jordan on the R3 Learning Model, which emphasizes Rigor, Relevance, and Resilience. This work centers on building student resilience as a pathway to deeper learning and higher levels of academic rigor.

One district already putting this learning into action is the Northeastern Clinton Central School District. Superintendent Robb Garrand has been a strong example of how to operationalize the concepts from Dr. Jordan's training through five focused practice areas, ensuring that professional learning translates into meaningful change for students and staff. His leadership reflects the broader impact of this professional development initiative across the region.

By aligning professional development with research, neuroscience, and future-focused practices, educators across the North Country are strengthening their ability to engage students, build resilience, and prepare learners for success in school, careers, and life.



Rise Instructional Coach Adds Support

Rise Center for Success Division

Rise recently created a new position called Instructional Coach. The purpose of the Instructional Coach is to partner with teachers to build confidence, strengthen instructional practices, and ultimately improve student outcomes.

The Instructional Coach meets teachers where they are, identifying strategies that work best for each educator so they can reach their full potential and become the strongest teachers possible.

Danielle Janisewski was recently hired as the first person to fill this role, taking on the unique challenge of defining and shaping what the position would look like in practice.

Executive Director of Special Education, Dr. Matthew Slattery, said, “Our Instructional Coach, Danielle, has quickly become a trusted partner for our teachers. By meeting staff where they are and providing tiered, personalized support, she has elevated instructional practice while honoring the strengths of our educators. The success of this new role is a direct reflection of Danielle’s expertise, dedication, and commitment to growing great teachers in order to serve students at the highest level.”

Here is a bit of what Danielle had to say about herself and her position at Rise.

Can you tell me a bit about yourself?

I am a mom of three. I went to school to be a math teacher and completed my graduate work at NC State in special education. I taught special education for a while, but when I started having kids, I chose to stay home with them. Once all of my children were in school, I realized how much I missed being in schools. I became a Social Emotional Learning facilitator with CVES for three years, which brought me back into the school system and helped me realize exactly where I was meant to be. When

Rise created the Instructional Coach position, I knew it was the right fit for me.

What do you like about working at Rise?

In my role, I work closely with teachers, but I also get to spend time with students. I’m able to see where students’ needs are and help teachers meet those needs. I love going into classrooms and supporting teachers however I can. I also really enjoy visiting the classrooms of seasoned teachers and learning new strategies from them every day.

What are some tactics, goals, or practices that you have brought into the job?

I am very organized and place a strong emphasis on personal development. During my classroom pop-ins, I observe teachers and take note of what’s happening. Later, during our meetings, we work together to create goals. In follow-up meetings, we reflect on those goals and discuss progress and next steps.

What are you most proud of?

I wanted to find a way to help everyone better understand and express their strengths, as well as learn how to work together more effectively. I created a “super strengths” activity where staff members sit in a circle and share their own strengths. Then we go around again, and each person shares a strength they see in someone else. The activity was so well received that people began asking to join the circles. Seeing how meaningful this experience was for staff is something I’m really proud of.

Is there anything else you would like people to know about you or this position?

This truly is my dream job. When the position was posted, I was so excited. It felt like the perfect fit.



GRANTS: Continued from Page 5

and any others that may come calling.

There's plenty to be proud of already going on in schools. To name a few, Boquet Valley's extended-school-day grant that has made a positive difference for many, and Willsboro's Maple Sugar House was supported through the Generous Acts grant.

Meanwhile, new competitive grant opportunities await.

"That's really my focus right now is to get some competitive grants in the works," Amanda said. "That's why I am here, and I want to really make sure we are making a difference for school communities."

If anyone needs proof of the difference grants can make, head to Chazy next school year or speak to anyone in their community about the Universal Prekindergarten program.

What once was a financial burden for countless families now will vanish as the program will run through a statewide Universal Full Day Prekindergarten grant starting in the 26-27 school year.

"This is something I have been discussing with Chazy since this Co-Ser started," Amanda said. "Grants can take time, but when you know how much of a difference they make, all the hard work, time and energy is worth it. That's why I love what I do."

**BENEFITS: Continued from Page 7**

across pay periods, and it's withdrawn from their check each pay before taxes are taken out. Any money not used by the end of the year goes away.

An HRA, or Health Reimbursement Account, is similar but the money in the account is contributed by a school district.

The service also recently started supporting Health Savings Accounts, or HSAs. These are only available to people who have a high-deductible insurance plan.

The service offers some specific types of accounts too, including dependent day care FSAs and premium FSAs.

CLEAR COMMUNICATION

Does all this sound complicated? That's why it's so important to have a team of people ready to answer questions and address concerns in a way that's clear and easy to understand.

"We make budgeting easy; we make customer service easy. We really pride ourselves on making communication easy to understand and that people are getting the most for the dollars that they're spending," Vicki said.

Once the plans are set up, Vicki and the benefits team provide customer service directly to the district's employees as they set up and use their accounts. Customers can call in, and a member of the team will answer and help right away with any questions or concerns they might have.

The service also provides free debit cards as part of the service, and there's a mobile app and web platform where users can easily log in and keep track of their spending and how much money they have available in their accounts.

The service was built specifically around schools to help them— that's why our team can offer such a great service that really sets them apart.

O&M Team Creates Mineville Welding Room

Management Services Division

Picture a gigantic storage room filled with so many supplies that there is barely a path to even move around in.

Now picture that storage room evolving into a welding lab for CV-TEC young professionals in less than 5 months.

That is exactly the idea that members of the CVES O&M team turned into a reality.

Starting in the early spring of 2025, a storage room at the CVES Mineville Campus turned into a new welding lab by August.

“It’s a big brotherhood working with all these guys on projects like this,” Senior Building Maintenance Worker Jeff Coon said. “There are a lot of sleepless nights trying to make these things a reality, but it’s so worth it.”

THE PROCESS

Following initial discussions with members of the CVES Leadership Team and Purchasing Office, plans were in place to make the new welding room in Mineville a reality.

The quartet of Coon, HVAC Mechanic Devin LaPorte, Building Maintenance Mechanics Mike Clarke and Eric Roselli led the way through the revamp process.

They began cleaning out the storage room in March and then had to wait a bit for various supplies to come in.

“When we first walked in that room, you would have a hard time imagining just how full it was,” LaPorte said. “It was hard to even walk around and find a path, but we organized some storage boxes so we had a usable space for a canvas to make this happen. We really did work together well as a team.”

FINDING POWER AND SUPPLIES

One of the biggest challenges was finding enough power to



supply to the welding room.

The O&M team had to get creative and move a few existing circuits from one part of the building to another to ensure there was enough power for the class.

“Luckily, the gym used to be a shop class, so the couple circuits that were in there ended up being relocated to the welding room and combined with power with that was already existing in there,” LaPorte said.

Meanwhile, the wait for supplies was expedited.

Coon took multiple trips to Malone and Potsdam to locate supplies they needed to cut down on wait time rather than slowing down the process due to materials on backorder.

“It’s easy to be motivated and do whatever is needed because it’s for the kids,” Coon said. “That’s why we are here.”

FIRST-YEAR SUCCESS

By August, the welding classroom was ready to welcome students and has created new opportunities for students in Mineville.

“I have enjoyed every minute with our young professionals so far,” said Andrea Paige, who teaches the students in Mineville. “They seem to love our shop just as much as I do. Coming into this new environment, everyone was so welcoming. I couldn’t have asked for a better team next to me.”

And every now and then, members of the O&M team walk by the room and see all their hard work that paid off and a classroom that is kept in pristine condition.

“When you walk into a space that you completely remodeled and have someone who respects the work you did and takes care of it like Andrea does, it means everything and sets the standards for the students.”

