SOUTHERN WESTCHESTER BOCES





SOUTHERN WESTCHESTER BOCES

BLUEPRINT FOR EXCELLENCE

STRATEGIC PLAN

2025 -2028

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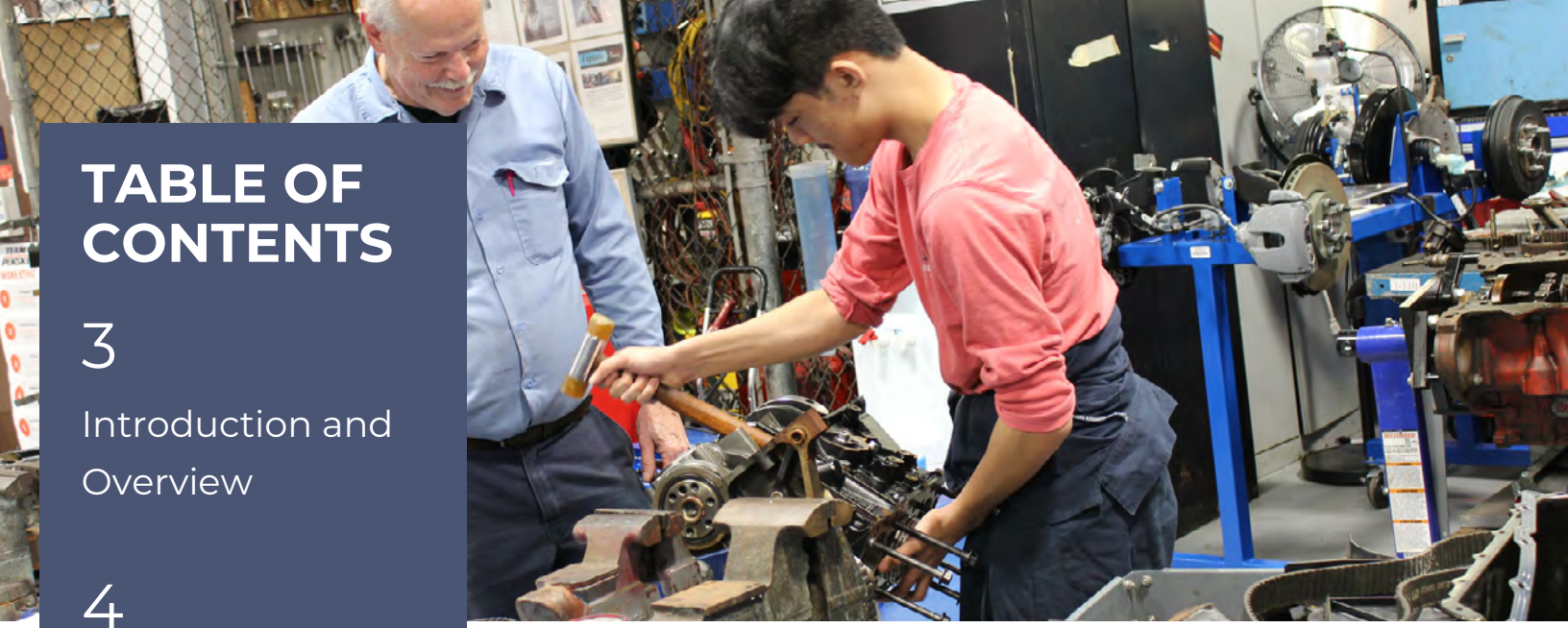


TABLE OF CONTENTS

3
Introduction and Overview

4
Mission/Vision/Core Values

7
Priority Areas

9
Action Plans

26
Accountability and Implementation Plan

27
Blueprint Committee Members

Dear Partners, Friends, Students, and Staff of the Southern Westchester BOCES Community,

It has never been more important to be focused, aligned and intentional in our work. We are very excited to share the results of our collaborative efforts to develop plans that will help us to continue growing and improving as we always strive for excellence in all that we do.

Our “Blueprint for Excellence” is the result of planning sessions that were held with our BOCES Board, Leadership Team, component district representatives, staff, parents, and community members. We worked with feedback gathered from throughout the BOCES this fall as we developed a plan that will help us continue to grow and always improve in our support of all members of the BOCES community.

This updated strategic plan will be the backbone for our work. It will serve as a roadmap in our efforts to connect with each partner while enhancing our connections as an organizational community. We’re in this together and look forward to being your teammate in our continued effort to be an organization of excellence.

Thank you for your feedback and support. Your collaboration and teamwork make all the difference in the lives of children, family members, and the communities in our region.

Sincerely,

Harold A. Coles, Psy. D
Superintendent of Schools

John V. Filiberti
President, Board of Education



PROCESS INTRODUCTION AND OVERVIEW

Blueprint Planning is intended to:

- Involve all members of the school community and reflect their shared perspectives.
- Allow stakeholder representatives to review community feedback to clearly define the organization's mission, vision and core values.
- Engage a team in defining the priorities of the organization and suggesting action steps to accomplish objectives.
- Facilitate action planning focused on identifying who, when and how the work will get done.
- Provide the BOCES with a road map that is transparent, accountable, and focused.
- Enable the organization's efforts to innovate, allocate resources and continuously grow in a coordinated, thoughtful, and aligned manner.
- Be an iterative, evolving, and ongoing process that builds from one year to the next while reflecting emerging needs and changing demands.

December 2024: Community feedback gathered.

January 2025: Community team assembled, mission/vision/core values reviewed, priority areas developed, strategies suggested.

March-May 2025: Revisions and review completed by the Leadership Team. Communication to the community and implementation of the plan with stakeholders.

1 2 3 4 5

January 2025: Draft mission/vision/core values developed by the Board of Education and Leadership Team.

February 2025: Action plans developed that specifically identify what will be done to meet the objectives of each priority area and who will be responsible for leading the work.

WHO WE ARE

Our shared core purpose, aspirations and expectations are clear:

MISSION

Southern Westchester BOCES supports students, districts and communities across our region through innovative, future-focused services, and forward-thinking leadership, centered on equity, access, and opportunity for all.

OUR VISION

We aspire to be a proactive, responsive, student-centered, and centralized hub of support, expertise and innovation, that serves as a model for our regional and state-wide partners.

OUR CORE VALUES

WE believe that we can achieve our vision and accomplish our mission if, in all of our work, we strive to uphold the following core values:

Service- We support our educational partners and stakeholders by maintaining the highest levels of responsiveness, expertise, and collaboration.

Integrity- We are committed to maintaining trusting and respectful relationships with all stakeholders.

Equity, Opportunity, and Access- We embrace the importance of wellness, inclusivity, and dignity for each individual.

OUR BOCES

Southern Westchester BOCES, with offices in Rye Brook, New York and locations throughout Westchester County, provides innovative educational programs and services to school districts and communities across the region. It offers specialized career and technical education, special education, and professional learning opportunities to support student success and district needs. The organization is committed to collaboration, equity, and excellence, ensuring that all learners have access to high-quality resources and instruction. Through its diverse programs, Southern Westchester BOCES plays a vital role in preparing students for college, careers, and lifelong learning while supporting their component school districts through a wide variety of services and programs.

OUR COMMUNITY

The Southern Westchester BOCES region is a vibrant and diverse area known for its strong schools, thriving businesses, and rich cultural opportunities. Situated in Westchester County, it offers a blend of suburban charm and urban accessibility, with close proximity to New York City. The surrounding communities value education, innovation, and economic growth, providing numerous opportunities for professional advancement and community engagement. With scenic parks, waterfronts along the Long Island Sound and Hudson river, and a dynamic mix of residential and commercial spaces, the region fosters a high quality of life for its residents.

OUR LEADERSHIP

Board of Education

John V. Filiberti, President
Dr. Joan Weber, Vice President
Dr. Sheryl Brady, Trustee
Lynn Frazer-McBride, Trustee
Nilesh Jain, Trustee
Robert Johnson, Trustee
Nan Mead, Trustee

Administration

Dr. Harold Coles, District Superintendent
Dr. Brendan Lyons, Chief Operating Officer/ Deputy District Superintendent
Daniel Belfi, Assistant Director of Athletics
Dr. Alexandria Connally, Assistant Director-Special Services
Suzanne Doherty, Director of Human Resources
Nicole Eschler, Director of Adult & Community Services
Brian Howard, Director of Communications
Dahlia Jackson, Director of Career Services
Michael Lewis, Director of Business
Dr. Ellen McDonnell, Executive Director-LHRIC
Jesse Merchant, Assistant Director of Athletics
Victor Pineiro, Director of Technology
Tracy Racicot, Assistant Superintendent-Educational Services
Frank Reale, Director of Facilities
Dr. Madalyn Romano, Assistant Director of Strategic Planning-LHRIC
Carlos Sanchez, Executive Director-RBERN
Todd Santabarbara, Director of Interscholastic Athletics
Christina Scalise, Assistant Director of Administrative/Management Services-LHRIC
Stephen Tibbetts, Assistant Superintendent-Business/Administration
Jessica Walker, Director of Special Services
Rachael Wasilewski-Alcantara, Assistant Director-RBERN
Dr. Mary Elizabeth Wilson, Senior Director-Professional Learning & Curriculum Support

OUR PLAN

The Southern Westchester BOCES Blueprint for Excellence outlines a commitment to supporting students, school districts, and communities across the region through innovative, futurefocused services and forward-thinking leadership. The mission of the organization centers on ensuring access and opportunity for all, while the vision aspires to position Southern Westchester BOCES as a proactive, responsive, student-centered hub of expertise and innovation. Through collaboration with regional and state-wide partners, Southern Westchester BOCES aims to provide exemplary educational programs and services that empower students and educators alike.

At the heart of this blueprint are core values that guide decision-making and daily operations. These values include equity, opportunity, and access, emphasizing the wellness, dignity, and inclusivity of every individual. Additionally, service is a cornerstone of the organization's philosophy, ensuring that educational partners receive the highest levels of responsiveness, expertise, and collaboration. Lastly, integrity remains central to the Southern Westchester BOCES culture, fostering trusting and respectful relationships with all stakeholders to uphold excellence in all endeavors.

A key priority area within the blueprint is operations and management, with a focus on creating an inclusive, supportive, and modernized learning and work environment. This commitment extends to attracting and retaining highly qualified staff, ensuring that students and school districts receive exceptional services. Investments in safety, infrastructure, and workplace culture play a critical role in sustaining an organization that effectively serves its community.

Another fundamental aspect of the blueprint is enhancing the student and staff experience. Southern Westchester BOCES is dedicated to fostering an inclusive and equitable educational environment where all students are empowered and supported through rigorous, outcome-driven programs aligned with workforce and employment needs. Equally important is the staff experience, which prioritizes open communication, collaboration, and professional growth. By upholding these priorities, Southern Westchester BOCES continues to lead as an exemplar of educational excellence within the region and beyond.

SOUTHERN WESTCHESTER BOCES

PRIORITY AREAS

Based on community feedback, the following areas were identified as priorities to be focused on in order to fulfill the mission of the district. Goals have been developed for each area.







The Student Experience

Operations and Management

The Staff Experience

PRIORITY AREA GOALS

The Student Experience	**Goal:** Southern Westchester BOCES will foster an inclusive and equitable environment where all students feel empowered, valued, and supported through rigorous, outcome-driven programs aligned with workforce and employment needs, high expectations, and strong stakeholder collaboration to ensure success for all.
Operations and Management	**Goal:** Southern Westchester BOCES will provide a learning and work environment that is inclusive, supportive, safe, and modernized, and that is conducive to attracting and retaining highly qualified staff, providing outstanding experiences and services for our students and school district partners.
The Staff Experience	**Goal:** Southern Westchester BOCES will advance organizational excellence by promoting a work environment characterized by open communication, collaboration, and commitment to professional growth while embodying our core values.

ACTION PLAN

Priority Area: The Student Experience		
Goal: Southern Westchester BOCES will foster an inclusive and equitable environment where all students feel empowered, valued, and supported through rigorous, outcome-driven programs aligned with workforce and employment needs, high expectations, and strong stakeholder collaboration to ensure success for all.		
Action Steps:	**Person/People Responsible**	**Timeframe**
Diversity, Equity, and Inclusivity		
Maximizing potential: Implement strategies that support all students in reaching their fullest academic and personal potential. Be informed, proactive, and at the forefront of changes under the NY Inspires initiative, including the new Portrait of a Graduate. Communicate changes to all stakeholders Promote high expectations for all students	• PLCS Instructional • CenterDirectors • School LeadersSchool • Counselingteam/Social • Workers(Clinical staff)	Ongoing 2025-28
Self-esteem: Promote programs and initiatives that build student confidence, self-worth, and a positive sense of identity.	• School Leaders • School Counselors • School Clinicians	Ongoing 2025-28
Safe classroom environment: Foster a welcoming, affirming, and supportive learning environment where all students feel valued and respected.	• Teachers • School Counselor and Social Workers • PLCS • School Leaders • Directors	Ongoing 2025-28



ACTION PLAN

Opportunities to hear everyone's voice: Create structured opportunities for students and families to share their perspectives and experiences. Examples: Student council CLNA -Comprehensive Local Needs Assessment Student school board members Inviting and encouraging regular communication between parents and teacher Forums/university experiences for parents/ students- proactively provide information QR codes to get feedback during/after events Senior exit survey Principal/building-wide informational newsletter - with imbedded feedback tool	• Instructional Center • Directors • School Leaders	2025-2028
Stakeholder involvement: Engage families, staff, and community members in decision-making to create inclusive policies and practices. Formalize structures/processes for Special Services campuses	• Executive Team and Board • Instructional Center • Directors • School Leaders	Ongoing 2025-28
Highly trained staff: Ensure all staff receive ongoing professional development in culturally responsive teaching and inclusive practices.	• Instructional Center • Directors • School Leaders • PLCS • Teacher Leaders	2025-27

ACTION PLAN

Curriculum review: Evaluate and update curriculum to reflect diverse perspectives, inclusive materials, and equitable learning experiences. Formalize structures/processes for Special Services campuses	• Instructional Center Directors • Teachers • Students • Director • School Leaders	Ongoing 2025-28
Equity walks/needs assessment: Conduct regular equity walks and assessments to identify and address gaps in student experiences and outcomes.	• Instructional Center Directors • School Leaders • PLCS • School community	2025-26
Review grading practices using an equity lens: Clearly communicate grading practices to students and parents Take a proactive and informed approach on changes to current practices	• Assistant Superintendent for Educational Services • Instructional Center Directors • School Leaders • Teacher	2025-28
Library audit: Review classroom and school library collections to ensure diverse, inclusive, and representative resources are available to all students. Include digital resources	• Instructional Center Directors • School Leaders • Teachers • Library Services • HVRBERN	2027-28
Leverage work of SWBOCES DEI Committee: Re-communicate the purpose and goals of the committee to the organization. Utilize insights and initiatives from the committee to inform student-related policies and practices. Have DEI building level committee members share what they are getting from being on the committee and how the administration can help support the work that they would like to see happen at the centers.	• DEI Committee • Instructional Center Directors • School Leaders	2025-28

ACTION PLAN

Specialized Supports		
Establish robust teams that are able to respond to challenging behaviors and associated demands. Utilize a proactive focus on the MTSS model and deescalation. Use data to inform BOCES-wide and programmatic decisions on de-escalation training and the structure of teams. Provide effective and ongoing training to team members.	• Assistant Superintendent for Educational Services • Trainers • School Leaders	2025-2028
Mental health: Integrate increased mental health support within SWBOCES to address student well-being and emotional needs. Update, communicate, and implement the School Counseling Plan. Provide professional learning for all staff.	• AssistantSuperintendent for Educational Services • School Leaders • School Counselors • Clinicians • School Nurses • Wellness Committee • Youth Mental Health Team (to be formed)	2025-2028
Promote vibrant connections in classrooms/on campuses: Encourage meaningful and engaging interactions between students and educators to enhance learning experiences. Conduct activities that allow for student interaction across classrooms and programs.	• School Leaders • Teacher leaders • Directors of Instructional Centers • Clinicians	2025-2028







ACTION PLAN

Community/relationship building: Develop programs and initiatives that strengthen relationships between students, staff, families, and the community. • Create structured/systemic parent connectionsBuild on existing models such as SEPTA, virtual meetings, social events, awards ceremonies, campus tours, and community events such as the Car Show, and create new opportunities. • Create additional opportunities for parents to provide insight into student needs, fostering stronger school-home connections and communitybuilding. • Participate in community based activitiesshowcase our programs.	• School Leaders • Teacher Leaders • Instructional Center Directors • Clinicians • SEPTA Leadership	2025-2027
Ensure students are prepared for successful transition when leaving SWBOCES: Implement structured check-ins and transition planning to support students as they move between grade levels or programs or move to their next educational or vocational setting. Enhance/expand existing models such as transition and job fairs, partnership with ACCES- VR, college visits and college presentations on campus, technical endorsements, job shadowing, internships, industry assessments, employability profiles, apprenticeships, industry placements, employability skills, and add career connected learning experiences across all student facing programs.	• Instructional Center Directors • Transition Specialist • Work-based Learning Coordinator • Community Aide Clinicians • School Counselors	Ongoing 2025-2028



ACTION PLAN

Professional Learning to Support Students		
Develop a structured and intentional professional learning plan aligned with yearly goals and aligned with the Strategic Plan. Organize year-long calendar/schedule/map with flexibility to address emerging needs. Adapt professional learning opportunities to meet evolving educational challenges.	• Instructional Center Directors • Assistant Superintendent for Educational Services • Deputy Superintendent • School leaders • Teachers • PLCS	2025-2028
Customized and specific professional learning that is both responsive and predictive: Conduct a survey of professional learning- What is needed? Provide a “menu” of differentiated options for various fields based on the unique needs of educators, staff, and students Utilize student performance data from SWBOCES and home districts to identify gaps and need for further professional learning. Promote collaboration between centers (CS, SS, ACS, PLCS and HVRBERN, and Technology)	• School Leaders • PLCS • InstructionalTechnology	2025-2028
Leveraging expertise from within: Utilize in-house expertise to provide professional learning opportunities and knowledge sharing. Provide structured opportunities for inter-visitation. Encourage peer observations and sharing to foster collaboration and best practice.	• Center Directors • School Leaders • Staff at the different centers • PLCS	2026-2028

ACTION PLAN

Professional learning and feedback continuously and systematically provided: Create structures for: Feedback loop 'in the moment' during professional learning: Implement real-time feedback mechanisms to enhance professional learning and instructional effectiveness. 'Look-fors': Develop clear criteria and indicators for best practices in teaching, learning, and program effectiveness. Provide staff with professional learning on student feedback/formative assessment and its importance for student growth.	• Instructional Center Directors • PLCS • School Leaders • Teacher Leaders	2026-2028
Instructional program evaluations: Conduct regular assessments of programs to measure effectiveness and identify areas for improvement. Process to include ongoing internal review. Learn from other BOCES.	• Assistant Superintendent for Educational Services • Instructional Center Directors • School Leaders	2027-2028





ACTION PLAN

Priority Area: Operations and Management		
Goal: Southern Westchester BOCES will provide a learning and work environment that is inclusive, supportive, safe, and modernized, and that is conducive to attracting and retaining highly qualified staff, providing outstanding experiences and services for our students and school district partners.		
Action Steps:	**Person/People Responsible**	**Timeframe**
Facilities		
Conduct a comprehensive facilities assessment: Evaluate the current state of all district facilities, identifying strengths, weaknesses, and areas for improvement to support the needs of the organization. Assess building capacity, safety, accessibility, and alignment with instructional and community needs.	• Director of Facilities • Cabinet • Asst. Supt. of Business • School Leaders • Community Partners • Student Program Directors	Ongoing 2026-2027
Analyze student placement based on enrollment, size of space, and specific needs: Explore potential relocations to optimize space usage and better align with student population trends. Consider proximity to local businesses and community resources to enhance learning experiences.	• Director of Facilities • Cabinet • Asst. Supt. of Business • School Leaders • Community Partners • Instructional Program Directors	Ongoing
Explore additional facility options: Identify potential new spaces, including existing buildings, partnerships, or expansions, to meet current and future demands. Assess feasibility, costs, and long-term benefits of alternative locations. Perform a community mapping of our partners and their spaces. Meet with component district leadership to assess space availability.	• Director of Facilities • Cabinet • Asst. Supt. of Business • School Leaders • Community Partners • Instructional Center Directors • District Superintendent • Deputy District Superintendent	2026-2027

ACTION PLAN

Develop a strategic plan for facilities beyond their useful life: Establish clear criteria to determine when buildings and infrastructure equipment should be replaced or repurposed. Outline contingency plans for aging infrastructure, including phased transitions or facility replacements.	• Director of Facilities • Cabinet • Asst. Supt. of Business • School Leaders • Community Partners • Student Program Directors	Following full assessment
Invest in long-term facilities planning and funding: Integrate facilities planning into the BOCES' broader financial strategy to ensure fiscal responsibility. Explore funding sources, including grants, bonds, and partnerships, to support sustainable facility investments.	• External Consultant • Director of Facilities • Cabinet • Asst. Supt. of Business	2026-2027
Assess the need for a capital project: Evaluate whether a large-scale capital project is necessary based on the facilities assessment. Engage stakeholders in discussions and planning to ensure alignment with educational and community needs.	• External Consultant • Director of Facilities • Cabinet • Asst. Supt. of Business • Deputy Superintendent	2026-2027
Review Program Equipment for Modernization and Useful Life: Conduct an inventory of existing program equipment to determine replacement and upgrade needs. Prioritize investments in technology and modern resources that enhance learning and operational efficiency.	• Director of Facilities • Cabinet • Asst. Supt. of Business • School Leaders • Student Program • Instructional Center Directors • Director of Technology	2026-2027
Recruitment, Staffing, and Retention		
Explore and expand different methods of recruiting: Assess current methods for recruiting by examining actual hiring results Research and implement robust recruitment strategies to attract top talent.	• Senior Director and Director of HR • Cabinet • Community Partners • Personnel Assistant	Ongoing

ACTION PLAN

Create Pipeline to foster expertise and boost hiring: Support systemic and ongoing professional development for career growth. Identify opportunities for center-specific, title-specific, and skill-specific professional learning. • Center collaboration with PLCS to identify current internalSWBOCES needs for PD • Provide on site training at start date or soon after • Utilize PLCS for pull-out training for staff Build affiliations/relationships/internships with higher ed. to promote pathways for professional growth andworkforce development. Identify/create a specific staff role to support this inleading the initiative Create Micro-Credentialing- Offer micro-credential opportunities to provide staff with targeted, competency-based learning experiences.	• Executive team • Human Resources • Center Directors • School Leaders • PLCS	2025-2028
Support professional pathways: Increase opportunities for student teachers and interns to gain hands-on experience and mentorship. Connect student teachers with Adult/Continuing Ed for NY Teaching test prep. Explore what programs at CTE and Adult/Continuing Ed. could feed into positions at SWBOCES. Define these paths. Provide clear, accessible guidance on the civil service process to ensure transparency and understanding among employees.	• Leaders of Adult/ Community Ed. • HR Leadership • Center Directors • Deputy Superintendent	Ongoing

ACTION PLAN

Review hiring, onboarding, and orientation practices: Evaluate for standard practices (onboarding is through SWBOCES HR; orientation is by center/department); define for centers what HR does during onboarding vs what centers do in orientation. Assess and refine hiring, onboarding, and orientation processes to improve employee experience and integration with the mentoring program. Ensure hiring processes and interview protocols emphasize alignment with Mission, Vision, and Core Values of SWBOCES.	• Director of HR • Cabinet • Center Leadership	2025-2027
On-the-job training and shadowing opportunities: Deliver job-specific training and/or job shadowing to enhance competency and efficiency in key roles in a timely manner. Create structured shadowing experiences that allow employees to gain insight into different roles and career pathways.	• Mentor Committe • eHuman Resources • Center Directors • Professional Learning Planning (PLP) Committee	2026-2027
Explore opportunities for employee recognition: Implement differentiated programs by center to recognize employees for their contributions to increase retention and engagement.	• Cabinet • Center Leadership	2026-2027

ACTION PLAN

Priority Area: The Staff Experience		
Goal: Southern Westchester BOCES will advance organizational excellence by promoting a work environment characterized by open communication, collaboration, and commitment to professional growth while embodying our core values.		
Action Steps:	**Person/People Responsible**	**Timeframe**
Communication		
Centers/programs establish commitment to consistent internal updates specific to each context: Calibrate within and across centers what expectations/ needs are. Solicit from staff what they're looking for. Assess current practice: What is in place? What/where are the bright spots? What does it look like when we are doing it well? Center newsletters and updates to be distributed SWBOCES-wide to promote understanding of full scope of work across centers/programs.	• Center Directors • Director of Communications	Summer 2025 and Ongoing





ACTION PLAN

Provide clear expectations of staff from supervisors: Establish and communicate clear expectations for staff roles and responsibilities to ensure alignment and accountability. Assess current practice: What is in place? What/where are the bright spots? What does it look like when we are doing it well? Gather feedback on staff's needs, including processes for soliciting feedback. Develop onboarding for clear expectations, followed by 30/60/90 check-ins. Provide more regular touch-points for reflection/feedback beyond single annual reviewincluding 2-way feedback, giving & receiving. Set expectation that supervisors share feedback in real time. Focus feedback on continuous improvement. Review job descriptions to identify if there are needs to update relative to actual tasks encompassed by role.	• Supervisors	Ongoing





ACTION PLAN

Solicit Staff Feedback on Support Needs: Regularly gather input from staff regarding areas where they need support and ensure consistent follow-up. Recognize the importance of building trusting relationships. Provide both formal and informal opportunities for feedback: Important to standardize it – but the environment must be safe. Putting it out thereopenness to hear from staff. Enabling two-way communication. "Walking Leadership" let's walk and talk vs just formal exchanges. Spending time getting to know staff increases comfort; consider alternate ways to communicate and locations for human connections. Reduce pressure around these kinds of conversations. Assess current practice: What is in place? What/where are the bright spots? What does it look like when we are doing it well?	• Supervisors	Ongoing
Consistency with staff handbooks across centers/programs: Standardize staff handbooks to ensure clarity, consistency, and accessibility across all locations. Audit what exists. Make adjustments to staff handbooks that incorporate staff feedback. Create a shared framework (e.g. WinCap across centers, connections to mission/vision/values, emergency closures, etc.)	• Center Directors	Summer 2027

ACTION PLAN

Ways to track success of communication: Develop and implement methods to measure and improve the effectiveness of internal communication strategies. Provide 2-way feedback opportunities	• Center Directors	2026–2028
Survey staff on support needs & job satisfaction: Conduct routine surveys to assess staff support needs and overall job satisfaction, using results to inform improvements.	• Center Directors	Periodically
Decision Making and Opportunities for Collaboration		
Formalized & consistent Professional Learning **Communities (PLCs):** Establish structured Professional Learning Communities (PLCs) that foster collaboration, continuous learning and improvement; where some opportunities are differentiated by role and others are core across SWBOCES and grounded in our shared values.	• PLP Committee • Leadership Across SWBOCES • Directors • Union Representatives • Teachers • Office Support Staff	2026-2027
Mechanism for connections across larger organization: Implement systems that promote cross-program and cross-departmental collaboration to strengthen organizational cohesion.	• All Centers- point of contact responsibilities designated to a Center employee by the Center Director	Ongoing
Workplace Supports		
Leverage existing supports (EAP): Maximize the use of Employee Assistance Programs (EAP) and other available resources for staff well-being.	• HR leadership • Union leadership • Center Directors	Ongoing
Explore flexible work schedules and locations: Assess staff needs in this area. Implement flexible scheduling options as appropriate to improve work-life balance and productivity.	• Cabinet	Following survey of staff needs

ACTION PLAN

Provide mental health first aid training: Offer training sessions to help staff recognize and respond to mental health challenges in the workplace. Investigate whether staff wellness days can be expanded to include this work.	• Center Directors • PLCS	2025-2027
Provide various forms of professional learning: Evaluate current practices. Periodically survey staff for their interests and needs. Target learning opportunities to those specific interests and needs. Ensure our offerings are labeled accurately to help staff find learning of interest. Offer diverse professional learning opportunities to support career growth and skill development.	• Cabinet • PLCS • Leadership Mentors	2026-27
Shadowing opportunities: Create structured shadowing experiences that allow employees to gain insight into different roles and career pathways.	• Mentor Committee • Human Resources • Professional Learning Planning (PLP) Committee	Spring 2026
Mentorship programs for all positions: Expand mentorship opportunities beyond state requirements for instructional staff to support all staff in professional growth and leadership development. Clarify expectations for mentors within a larger system of support/professional learning. Collect data via needs assessment for systems of support.	• Mentor Committee • Human Resources • Professional Learning Planning (PLP) Committee	Summer/Fall 2025

ACTION PLAN

Positive Culture		
Identify promising practices across SWBOCES: Recognize and scale successful strategies that enhance organizational performance and innovation. Develop routines for acknowledging and celebrating successes.	• All stakeholders	Ongoing
SWBOCES 'Welcome' onboarding process: Develop a structured onboarding experience to introduce new employees to SWBOCES mission, vision, values, and organizational culture.	• HR • Executive Team • Center Directors	Summer 2025
Routinely review exit surveys: Develop methodology to share feedback from departing employees to identify trends and areas for improvement. Develop a consistent exit process across all centers.	• Senior Director of HR • Center Directors • Technology Director	Ongoing



OUR NEXT STEPS AND ACCOUNTABILITY

Timeframe	Activity	Who
March-May 2025	1. Blueprint Plan Presented to the Community and Adopted by the BOE. 2. Blueprint Plan "unpacked" and shared with the faculty and staff. 3. Blueprint Plan unpacked with smaller groups.	• District Superintendent • Deputy Superintendent • BOE • Cabinet
Quarterly	Blueprint Updates provided to the BOE, Community and Staff	• District Superintendent • Deputy Superintendent • Cabinet
Annually: Fall	Blueprint Budget Recommendations Made Blueprint Expenditures Finalized	• District Superintendent • Deputy Superintendent • Cabinet
Annually: June	Final Report Blueprint Updates provided to the BOE, Community and Staff	• District Superintendent • Deputy Superintendent • Cabinet
Annually: July	Blueprint Planning Day Held Plan Updated for the upcoming year	• BOE • District Superintendent • Deputy Superintendent • Cabinet • Staff • Community Members
Spring 2027	Blueprint Refresh Conducted	• BOE • District Superintendent • Deputy Superintendent • Cabinet • Staff • Community Members
Spring 2028	Blueprint Phase 2 Developed	• BOE • District Superintendent • Deputy Superintendent • Cabinet • Staff • Community Members

2024-25 Blueprint Team

John V. Filiberti
Robert Johnson
Dr. Sheryl Brady
Lynn Frazer-McBride
Nilesh Jain
Eileen Miller
Dr. Joan Weber
Daniel Belfi
Dr.Harold Coles
Dr. Alexandria Connally
Suzanne Doherty
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Dahlia Jackson
Dr. Brendan Lyons
Dr. Ellen McDonnell
Jesse Merchant
Victor Pineiro
Tracy Racicot
Frank Reale
Dr. Madalyn Romano
Carlos Sanchez
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BLUEPRINT FOR EXCELLENCE

2025–2028



STRATEGIC PLAN

SOUTHERN WESTCHESTER BOCES

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17 Berkley Drive
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