



STRATEGIC PLAN

2026-2031

Adopted by the Cooperative Board
June 10, 2026





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A MESSAGE FROM THE COO & BOARD PRESIDENT

Dear Orange-Ulster BOCES Community,

As we look toward the future of education in our region, it is with great pride and a shared sense of purpose that we introduce the Orange-Ulster BOCES Strategic Plan. This plan serves as our roadmap, guiding our collective efforts to support our component districts, empower our educators, and pave clear pathways to success for every learner we serve. Built upon a foundation of collaboration and forward-thinking leadership, our vision for the coming years is anchored in five core themes that will shape the future of our organization.

First and foremost, we are committed to fostering a Positive Culture. We believe that our greatest asset is our people, and we are dedicated to building a workplace where every staff member feels deeply valued, supported, and inspired to grow professionally. Alongside this investment in our people, we are intentionally focusing on our Resources. By modernizing our infrastructure, expanding our vital shared services, and managing our regional resources with the utmost care, we ensure a sustainable and innovative foundation for all of our programs.

At the heart of our mission is Quality Programming. We are continuously strengthening our Career and Technical Education (CTE) programs, enhancing our special education services, and expanding student support systems to meet the unique and diverse needs of every individual. To build lasting trust throughout this journey, we pledge Transparency and Communication. We are dedicated to creating clear, consistent, and open lines of communication with our staff, our families, and our component school districts so that we always move forward as a unified community.

Ultimately, everything we do is driven by one defining goal: Positive Student Outcomes. Whether a student is exploring a trade, preparing for higher education, or mastering essential life skills, our ultimate measure of success is ensuring that every single student leaves Orange-Ulster BOCES fully prepared for life, college, and career. Thank you for your continued partnership as we bring this strategic vision to life.

Sincerely,



Deborah McBride Heppes
Chief Operating Officer



Eugenia Pavek
Cooperative Board President

ACKNOWLEDGEMENTS

STRATEGIC PLANNING COMMITTEE

Forrest Addor	<i>Director of Technology</i>
Adrianna Andrade	<i>Director of Finance</i>
Mikayla Ardizzone	<i>Coordinator of Health</i>
Lawrence Berger	<i>Cooperative Board Member</i>
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Sophie Peterson	<i>Paraeducator</i>
Sara Puccio	<i>Director of Career and Technical Education</i>
Kerri B. Stroka, EdD	<i>Deputy Superintendent</i>
Kevin Sullivan	<i>Director of Operations</i>
Jodi Tanner	<i>Instructional Specialist</i>
Erin Tavormina	<i>Special Education Teacher</i>

STAKEHOLDER PARTICIPANTS

The development of this strategic plan was informed by the voices of:

- Students across BOCES programs
- Parents and family members
- BOCES staff from all departments and roles
- Component district administrators and board members
- Community partners

ABOUT ORANGE-ULSTER BOCES

OUR MISSION

The mission of the Orange-Ulster Board of Cooperative Educational Services (BOCES) is to serve our component districts and community in the development of continuous learners who will be successful in meeting the challenges of living in our society today and in the future. We will accomplish this mission in a cost-effective manner with a dedicated, skilled, caring staff providing quality educational services in a safe, nurturing and accessible environment.

OUR VALUES

People Matter Most

The strength of the Orange-Ulster BOCES begins with its people. When staff feel recognized, supported, and connected to a shared purpose, the quality of everything we do for students and districts follows naturally. We invest in our people because that investment pays forward to every student we serve.

Responsible Stewardship

We manage public resources with care and intentionality. Every budget decision, every shared service, and every facility we maintain reflects a responsibility we take seriously. The communities and districts that depend on us deserve an organization that makes their resources go further.

Commitment to Quality

We hold ourselves to a high standard in every program, every classroom, and every service we deliver. Quality is not something we achieve once and then preserve. It is something we examine, question, and improve continuously.

Honest Communication

Trust is built by saying what we mean, sharing what we know, and being transparent when things are difficult. We communicate with the families, staff, and districts we serve in ways that are clear, consistent, and grounded in respect.

Student Success as Our True North

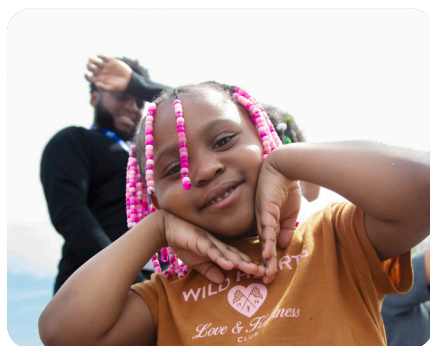
Every decision we make traces back to a single question: is this good for students? Academic growth, career readiness, personal belonging, and safe transitions are not aspirational goals. They are the measure of whether our work matters.

ABOUT ORANGE-ULSTER BOCES

WHO WE SERVE

Orange-Ulster BOCES (OUB) is a regional educational service agency headquartered at 53 Gibson Road in Goshen, New York, that has supported public education in the region since 1957. We serve 17 component school districts across Orange County and parts of Ulster County, providing shared educational programs and services that individual districts would find cost-prohibitive to offer on their own. Our agency's core program areas include Career and Technical Education (CTE), Special and Alternative Education, Adult and Continuing Education, Instructional Support Services, Educational Technology Services, and centralized Business

and Management Services. OUB operates 33 CTE programs supported by more than 187 business and community partners. Our Instructional Support Division delivers more than 1,500 professional learning sessions to educators each year. Technical Services manages the purchase of more than 10,000 computers and technology devices annually on behalf of local districts. Each component district selects the services it needs, pays only for those services, and benefits from State Aid that offsets a portion of the cost, making the cooperative model both flexible and fiscally responsible for participating communities.



OUR PLANNING PROCESS

The Orange-Ulster BOCES Strategic Plan 2026 to 2031 was developed through a nine-month collaborative process involving a diverse Strategic Planning Committee and extensive stakeholder engagement.

TIMELINE

Period	Activity
September 2025	Committee formation and orientation
October to November 2025	Stakeholder surveys and data collection
December 2025	Data analysis and theme identification
January 2026	Priority setting and theme selection
February 2026	SMART goal drafting by theme groups
March 2026	Goal refinement and action planning
April 2026	Executive workgroup sessions and document finalization
May 2026	Full committee review
June 2026	Board presentation and adoption

WHAT WE HEARD

Between October and November 2025, Orange-Ulster BOCES reached out to students, parents and guardians, staff, district administrators and board members through structured surveys. A total of 319 responses were received. This input shaped this plan's strategic themes and goals.

STUDENTS

N=81

Eight out of ten students responded positively about their BOCES program, with 53% saying they really like it and 27% saying they like it. When asked to identify supports they wanted more of to prepare for their futures, nearly half pointed to job search and interview skills (46%) and life skills such as budgeting and time management (43%). Hands-on career training (32%), help planning their career path (31%), and connections with local employers (31%) followed closely. A large majority of students said BOCES staff listen to their opinions at least some of the time.

BOB STAFF

N=192

Eight out of ten staff members reported being satisfied or very satisfied with working at BOCES. At the same time, only about two-thirds said they always or usually feel valued and respected as members of the team. The challenge most commonly named in open ranking was student behavioral and mental health needs, cited by nearly half of all respondents (49%), followed by insufficient staffing and high workload (43%) and communication gaps (36%). When asked to rank organizational priorities, staff placed strengthening culture and staff morale first of twelve options. Staff described the organizational culture as student-centered (46%), supportive (39%), and collaborative (31%), while 13% also noted resistance to change as a characteristic of the organization.

DISTRICT ADMINISTRATORS AND BOARD MEMBERS

N=8

All eight district administrators and board members reported being satisfied or very satisfied with BOCES as a strategic partner. The top challenge identified for their districts was special education costs and service demands, named by 88% of respondents, followed by budget constraints and fiscal sustainability (62%) and meeting diverse learner needs (62%). BOCES rated highest on collaboration and meeting contractual obligations (4.38 out of 5) and had the most room to grow in the area of innovation (3.50 out of 5). Three-quarters of administrators said BOCES facilitates regional collaboration effectively or very effectively.

WHAT WE HEARD (CONTINUED)

PARENTS AND GUARDIANS

N=38

Nearly nine out of ten parents and guardians reported being satisfied or very satisfied with their child's BOCES programs. The areas rated most highly were support for individual student needs (5.43 out of 6), quality of instruction (5.42), and child safety and wellbeing (5.32). Parents ranked parent education and family engagement opportunities as their top priority for BOCES focus, followed by post-secondary transition support. When asked about communication, 68% said BOCES keeps them well or very well informed about their child's progress. Eight out of ten parents said they always or usually feel welcomed and valued as partners in their child's education.

What These Voices Have in Common

Several priorities appeared across all four respondent groups. Organizational culture and communication came up in each conversation, whether staff were describing challenges they face, parents were asking for more involvement, or administrators were identifying areas for growth. Student mental health and behavioral needs were named as pressing concerns by staff, students, and administrators alike. The desire for stronger post-secondary preparation ran through student responses, parent priorities, and administrative concerns. And staffing, the capacity to attract and keep talented people, registered as a challenge for both staff themselves and the administrators who depend on them.

These cross-cutting patterns gave the Strategic Planning Committee a clear foundation. They are reflected directly in the five themes and fifteen goals that follow.



OUR STRATEGIC THEMES

Based on comprehensive stakeholder input, the Strategic Planning Committee identified five interconnected themes that will guide Orange-Ulster BOCES for the next five years.

1. POSITIVE CULTURE

Building a workplace where staff feel valued, supported, and ready to grow.

2. RESOURCES

Modernizing infrastructure, expanding shared services, and managing resources with care.

3. QUALITY PROGRAMMING

Strengthening CTE, special education, and student support services to meet every learner's needs.

4. TRANSPARENCY AND COMMUNICATION

Creating clear, consistent communication with staff, families, and component districts.

5. POSITIVE STUDENT OUTCOMES

Ensuring every student leaves BOCES prepared for college, career, and life.

THEME 1: POSITIVE CULTURE

Why It Matters: Staff surveys cited organizational culture and morale as the number one priority. A positive internal culture is the foundation that makes every other theme possible.

GOAL 1.1: STAFF MORALE AND SENSE OF BELONGING

Goal Statement	By October 2027, BOCES will implement a structured staff recognition and appreciation program and achieve a staff satisfaction rating of 80% or higher on the annual climate survey in the areas of recognition, belonging, and workplace culture.
Key Metrics	▪ Annual climate survey results (baseline established October 2025) ▪ Participation rates in recognition programs ▪ Number of staff recognized quarterly ▪ Exit interview data tracking culture as a factor in departures
Timeline	▪ Baseline climate survey: October 2026 ▪ Recognition program launched: December 2026 ▪ End-of-Year 1 survey results reviewed: October 2027
Key Action Steps	1. Create an above-and-beyond award to recognize staff. 2. Operationally define recognition, belonging, and workplace culture. 3. Develop and distribute climate survey (engage Technology department). 4. Interpret results and chart progress. 5. Establish a Climate and Culture Committee
Lead(s)	Cabinet and Directors group

THEME 1: POSITIVE CULTURE

GOAL 1.2: STAFF RECRUITMENT AND RETENTION

Goal Statement	By June 2028, BOCES will reduce staff vacancy rates by 20% from the 2026 to 2027 baseline and achieve a year-over-year retention rate of 88% or higher across all employee groups.
Key Metrics	▪ Annual HR vacancy and retention reports ▪ Exit interview themes coded and tracked ▪ Time-to-fill data for open positions ▪ Retention rates disaggregated by employee group
Timeline	▪ Vacancy baseline established: Fall 2026 ▪ Targeted retention strategies launched: January 2027 ▪ Year 1 retention data reviewed: June 2027 ▪ Full target assessment: June 2028
Key Action Steps	1. Define vacancy rate and employee groups operationally. 2. Engage HR to capture baseline data from 2026 to 2027. 3. Conduct exit and stay interviews. 4. Create talent pipeline partnerships with local colleges. 5. Conduct compensation and benefits benchmarking study.
Lead(s)	Human Resources Department

THEME 1: POSITIVE CULTURE

GOAL 1.3: PROFESSIONAL GROWTH AND CAREER DEVELOPMENT

Goal Statement	By June 2028, BOCES will establish a tiered career development program serving at least 20 staff members annually, with 80% of participants reporting increased confidence and readiness for expanded responsibilities as measured by program participant surveys.
Key Metrics	▪ Number of staff enrolled in career development cohorts annually ▪ Pre and post participant confidence and readiness surveys ▪ Number of participants who move into expanded roles within 2 years ▪ Program completion rates
Timeline	▪ Program design completed: Spring 2027 ▪ First cohort launched: September 2027 ▪ Annual report: June 2028
Key Action Steps	1. Engage all employee constituent groups in program development. 2. Identify and evaluate current initiatives (e.g., TRP). 3. Create referral and self-referral pathways for staff interested in expanded roles. 4. Design a three-tier pathway (emerging, developing, advanced). 5. Embed coaching and mentorship across all tiers.
Lead(s)	Cabinet and Directors group

THEME 2: RESOURCES

Why It Matters: Staff identified inadequate resources and outdated technology among their top challenges. Resource stewardship is essential to BOCES credibility as a cost-effective regional partner.

GOAL 2.1: TECHNOLOGY INFRASTRUCTURE

Goal Statement	By June 2027, BOCES will complete a full technology infrastructure assessment and put in place a 3-year technology modernization plan (2027 to 2029) so that 100% of instructional and operational spaces have reliable, current-generation equipment, and connectivity.
Key Metrics	▪ Completion of technology audit (inventory, age, condition, connectivity) ▪ Percentage of spaces meeting updated standards ▪ Help desk ticket volume for equipment and connectivity failures (baseline vs. Year 1 vs. Year 2) ▪ Staff and student technology satisfaction survey results
Timeline	▪ Technology assessment: 2026 to 2027 school year ▪ New technology purchased: Summers 2027, 2028, and 2029 ▪ Follow-up assessments conducted each January after 6 months of use to inform next purchasing cycle ▪ Annual progress review each June
Key Action Steps	1. Complete a full technology assessment across all sites. 2. Apply for E-Rate and capital funding where applicable. 3. Set up a 3-year hardware replacement cycle. 4. Provide staff technology training alongside new equipment rollout.
Lead(s)	Director and Assistant Director of Technology

THEME 2: RESOURCES

GOAL 2.2: FISCAL EFFICIENCY AND SHARED SERVICES EXPANSION

Goal Statement	By June 2028, BOCES will identify and launch at least three new shared service opportunities.
Key Metrics	▪ Number of new shared services launched ▪ Number of districts participating in new shared services
Timeline	▪ District needs assessment: Fall 2026 ▪ First new shared service launched: Spring 2027 ▪ Second shared service launched: Spring 2028
Key Action Steps	1. Send a district needs and interest survey for potential new services. 2. Run a feasibility analysis for the top five service opportunities. 3. Pilot highest-priority shared services with volunteer districts.
Lead(s)	Cabinet and Director group

THEME 2: RESOURCES

GOAL 2.3: FACILITIES AND LEARNING ENVIRONMENTS

Goal Statement	By June 2028, BOCES will develop and begin carrying out a Facilities Master Plan that addresses deferred maintenance and instructional space quality, with at least 60% of identified priority projects in progress or completed.
Key Metrics	▪ Establish facilities advisory committee ▪ Number of priority projects identified vs. started vs. completed ▪ Staff and student ratings of facility quality on annual surveys
Timeline	▪ Establishment of facilities advisory committee: Fall 2026 ▪ Facilities Master Plan adopted: Spring 2027 ▪ Priority projects started: Summer 2027 ▪ 60% completion target: June 2031
Key Action Steps	1. Examination of existing Building Condition Survey (BCS). 2. Engage staff, students, and district partners in facilities planning. 3. Rank projects by safety, compliance, and instructional impact.
Lead(s)	Director of Operations and Director group

THEME 3: QUALITY PROGRAMMING

Why It Matters: Students want hands-on career training, mental health support, and inclusive programming. Parents prioritize CTE, special education, and post-secondary transition. All groups value quality instruction.

GOAL 3.1: SPECIAL EDUCATION CONTINUUM AND INCLUSIVE PROGRAMMING

Goal Statement	By June 2028, BOCES will review and strengthen the special education program continuum so that least restrictive environment (LRE) options exist for students whose needs are not met by current program structures, resulting in at least two new or expanded program options and 85% of participating students showing measurable academic or functional growth on individualized assessments.
Key Metrics	▪ Review of current continuum and program offerings ▪ Addition or expansion of program offerings ▪ Program-specific assessments ▪ IEP goal attainment rates
Timeline	▪ Special education program review: Fall 2026 ▪ Stakeholder input from families and districts: Winter 2026 to 2027 ▪ New or enhanced programs launched: Beginning September 2027 ▪ Growth data reviewed: Annually, beginning September 2027
Key Action Steps	1. Conduct a special education program review against LRE continuum standards. 2. Gather family and district input to identify unmet needs. 3. Identify gaps between current offerings and district referral needs. 4. Develop a phased plan to address highest-priority gaps. 5. Strengthen transition planning for students ages 14 and older.
Lead(s)	Director and Assistant Directors of Special Education

THEME 3: QUALITY PROGRAMMING

GOAL 3.2: STUDENT MENTAL HEALTH AND WELLNESS SERVICES

Goal Statement	By June 2028, BOCES will put in place a tiered mental health support system across all programs so that all students have access to Tier 1 universal supports and a reduction in referral-to-service time for Tier 2 and Tier 3 supports is realized.
Key Metrics	▪ Percentage of programs with Tier 1 universal supports in place ▪ Referral-to-service time tracked in student support system ▪ Student self-reported wellness data on annual survey ▪ Number of staff trained in Mental Health First Aid or equivalent
Timeline	▪ Mental health needs assessment: Spring 2027 ▪ Tiered system design: Summer 2027 ▪ Tier 1 in place in all programs: September 2027 ▪ Referral tracking operational: January 2028 ▪ Year 1 data review: June 2028
Key Action Steps	1. Conduct a mental health needs and assets mapping. 2. Adopt or adapt a tiered support model (e.g., MTSS). 3. Train all staff in Mental Health First Aid. 4. Set up referral tracking and service response protocols. 5. Co-design student wellness survey with student input.
Lead(s)	Director and Assistant Directors of Special Education and CTE

THEME 3: QUALITY PROGRAMMING

GOAL 3.3: CAREER AND TECHNICAL EDUCATION EXCELLENCE

Goal Statement	By June 2031, BOCES will expand or redesign at least four CTE program pathways to align with regional workforce needs, resulting in 90% of CTE completers earning at least one industry-recognized credential and 80% reporting a post-secondary plan at program exit.
Key Metrics	▪ Number of CTE pathways reviewed and updated ▪ Industry-recognized credential attainment rates by program ▪ Post-secondary plan completion rates at exit ▪ Active employer partnership agreements per program
Timeline	▪ Regional employer needs assessment: current and ongoing ▪ CTE program review: annually ▪ First two redesigned pathways: September 2029 ▪ All four pathways updated: September 2031 ▪ Publish annual survey results and potential future innovations in response to results. ▪ Full report June 2031
Key Action Steps	1. Conduct a current regional labor market analysis. 2. Convene active program advisory committees for each pathway. 3. Align curriculum with current industry-recognized credential requirements. 4. Formalize employer partnership agreements. 5. Track credential attainment and post-secondary placement data. 6. Development and distribution of post-secondary plan survey.
Lead(s)	Director and Assistant Director of CTE

THEME 4: TRANSPARENCY & COMMUNICATION

Why It Matters: Communication was the only theme cited as a priority by all four stakeholder groups at the same time. Trust is built through consistent, honest, and accessible communication.

GOAL 4.1: FAMILY AND COMMUNITY ENGAGEMENT

Goal Statement	By June 2028, BOCES will put in place a family and student communication and engagement plan resulting in 80% of families reporting they feel informed about their child's program and progress, and at least three community engagement events or workshops offered annually.
Key Metrics	▪ Annual family satisfaction survey communication results ▪ Attendance at family engagement events ▪ Number of families reached through each communication channel ▪ Parent and guardian response rates to school communications
Timeline	▪ Family communication audit and survey: Fall 2026 ▪ Engagement plan adopted: September 2027 ▪ First community workshop series: Fall 2027 ▪ Year 1 family satisfaction survey: June 2028
Key Action Steps	1. Survey families about current communication preferences and gaps. 2. Select and consistently use preferred channels (app, text, email, social media). 3. Set up a family engagement calendar including potential district-embedded sessions 4. Design and launch annual community workshop series including potential district-embedded sessions. 5. Create a BOCES family portal or resource hub.
Lead(s)	Cabinet and Director group

THEME 4: TRANSPARENCY & COMMUNICATION

GOAL 4.2: TRANSPARENCY WITH COMPONENT DISTRICTS

Goal Statement	By December 2027, BOCES will set up a formal district partnership reporting process providing each component district with an annual report on services used, outcomes achieved, and value delivered, with 80% of superintendents rating the reports as useful and informative.
Key Metrics	▪ Completion of annual district reports ▪ Superintendent satisfaction ratings ▪ District administrator survey data on BOCES resources
Timeline	▪ Report template designed: Fall 2026 ▪ First annual reports delivered: August 2027 ▪ Superintendent feedback survey: September 2027
Key Action Steps	1. Convene a superintendent advisory group to co-design the report format. 2. Identify key data points for each service area. 3. Develop data collection and reporting tools. 4. Publish a BOCES Annual Report for public distribution.
Lead(s)	Cabinet and Director group

THEME 4: TRANSPARENCY & COMMUNICATION

GOAL 4.3: INTERNAL STAFF COMMUNICATION

Goal Statement	By June 2027, BOCES will put in place a revised internal communication system resulting in 80% of staff reporting they consistently receive timely, clear, and relevant communication from leadership as measured through the annual climate survey.
Key Metrics	▪ Annual staff climate survey communication results (baseline Fall 2025) ▪ Usage data from communication platforms ▪ Number of all-staff communications issued per quarter ▪ Staff focus group feedback
Timeline	▪ Communication review: Fall 2026 ▪ New system adopted: January 2027 ▪ Year 1 climate survey results: June 2027
Key Action Steps	1. Review current internal communication channels and identify gaps. 2. Set up a regular all-staff communication calendar. 3. Create a leadership communication protocol (what, by whom, how often, through what channel). 4. Train all administrators on consistent communication practices. 5. Pilot a staff feedback loop.
Lead(s)	Cabinet and Director group

THEME 5: POSITIVE STUDENT OUTCOMES

Why It Matters: This theme is the ultimate purpose of everything BOCES does. Students want to feel prepared. Families want success and safe transitions. This theme unifies all others.

GOAL 5.1: POST-SECONDARY PREPAREDNESS AND TRANSITION

Goal Statement	By June 2030, BOCES will put in place a Post-Secondary Preparedness Program across all programs, resulting in 90% of graduating students showing readiness indicators (credential earned, college acceptance, military enlistment data, employment placement, or individualized transition goal met) at the time of program completion.
Key Metrics	▪ Annual post-secondary readiness indicator data by program ▪ Credential attainment rates ▪ College acceptance and enrollment data ▪ Employment placement data collected 6 months after graduation ▪ IEP transition goal attainment rates
Timeline	▪ Baseline data collected: Spring 2027 ▪ Preparedness program designed: Spring 2028 ▪ Program rolled out: September 2028 ▪ Year 1 outcome data: June 2029 ▪ Full report: June 2031
Key Action Steps	1. Define post-secondary readiness indicators for each program type. 2. Put in place a student goal-setting process at program entry. 3. Build transition planning checkpoints into all programs beginning at Grade 6 equivalent. 4. Set up alumni tracking (6-month post-program survey).
Lead(s)	Directors of Special Education and Career and Technical Education

THEME 5: POSITIVE STUDENT OUTCOMES

GOAL 5.2: ACADEMIC ACHIEVEMENT AND LEARNING PROGRESS

Goal Statement	By June 2027, BOCES will set program-specific learning benchmarks and see that 80% of students across all programs show measurable academic or skill growth from entry to exit as measured by program-specific pre and post assessments.
Key Metrics	▪ Program-specific pre and post assessment data ▪ Percentage of students showing measurable growth
Timeline	▪ Program assessment review: Fall 2026 ▪ Student Learning Objectives (SLO) assessments administered: Annually Fall/Spring
Key Action Steps	1. Review current assessment practices across all programs. 2. Develop data dashboard for tracking and reporting. 3. Report data to Cooperative Board
Lead(s)	Directors and Assistant Directors of Special Education and CTE

THEME 5: POSITIVE STUDENT OUTCOMES

GOAL 5.3: STUDENT VOICE, BELONGING, AND SAFETY

Goal Statement	By June 2030, BOCES will run an annual student experience survey across all programs and achieve a student satisfaction rating of 80% or higher in the areas of belonging, safety, and feeling heard.
Key Metrics	▪ Annual student experience survey results (belonging, safety, feeling heard) ▪ Number of programs with active student advisory groups ▪ Incident and behavioral referral data trends ▪ Student focus group feedback
Timeline	▪ Student advisory groups launched: January 2027 ▪ Baseline survey: Fall 2027 ▪ Student experience survey designed with student input: Spring 2028 ▪ Year 1 survey results: June 2028 ▪ Conduct annual surveys and review accomplished successes as well as ongoing needs.
Key Action Steps	1. Co-design the student experience survey at developmentally appropriate levels with student input. 2. Set up student advisory groups or equivalent in each program/division. 3. Create feedback loops so students see their input acted upon. 4. Train staff on creating inclusive, student-centered settings. 5. Report student experience data alongside academic data to the Cooperative Board.
Lead(s)	Cabinet and Director group

ACCOUNTABILITY AND PROGRESS MONITORING

Orange-Ulster BOCES is committed to transparent, measurable accountability for this strategic plan. The following structures will ensure consistent progress.

Annual Progress Report

Each June, BOCES will publish an Annual Strategic Plan Progress Report documenting progress toward each goal, data collected, and adjustments made. This report will be presented to the Cooperative Board.

Quarterly Leadership Review

BOCES leadership will conduct quarterly reviews of action plan progress, identifying goals on track, goals at risk, and resources needed.

Stakeholder Feedback

Annual stakeholder surveys will continue throughout the plan period to ensure community voice remains central to decision-making.

Mid-Plan Review

At the midpoint of the plan (December 2028), the Strategic Planning Committee will reconvene to assess progress, review data, and determine if any goals require adjustment.

Plan Achievement Report

At the end of the plan in June 2031, a Strategic Plan Achievement Report will outline the achievement of goals aligned to key metrics. Further, future strategic plan goals will be suggested.

APPENDICES

Appendix A: Stakeholder Survey Summary

Appendix B: Strategic Planning Committee Members

Appendix C: Detailed Action Plans by Theme

Appendix D: Glossary

APPENDIX A: STAKEHOLDER SURVEY SUMMARY

SURVEY OVERVIEW

Appendix A: Stakeholder Survey Summary

Between October and November 2025, Orange-Ulster BOCES conducted a structured stakeholder survey process as the foundation for the 2026 to 2031 Strategic Plan. Surveys were designed and distributed to four stakeholder groups: students, parents and guardians, BOCES staff, and component district administrators/board members. The data gathered through this process directly informed the identification of the five strategic themes and all 15 goals contained in this plan.

Stakeholder Group	Number of Respondents
Students	81
OUB Staff	192
Parents and Guardians	38
Component District Administrators and Board Members	8
TOTAL	319

Surveys were administered digitally between October and November 2025. Each instrument was designed specifically for its stakeholder group, with questions tailored to that group’s relationship with and perspective on Orange-Ulster BOCES. All responses were collected anonymously. Results were analyzed and presented to the Strategic Planning Committee in December 2025 as the basis for theme and priority identification.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 1

SECTION 1: STUDENT SURVEY RESULTS

N = 81 RESPONDENTS

The student survey was designed to capture the direct experience of students enrolled in BOCES programs. Questions addressed their overall satisfaction, what they valued most, what supports they wished they had more of, and their sense of whether BOCES staff listened to them. Eighty-one students responded.

Overall Satisfaction

Response	Number of Students (n=81)
I really like it	43 (53%)
I like it	22 (27%)
It's okay	12 (15%)
I don't like it much	2 (2%)
I don't like it at all	2 (2%)

Eight in ten students responded positively about their BOCES program, with 53% saying they really like it and 27% saying they like it. Only 4% responded negatively.

Program Experience Ratings

Students rated five aspects of their experience on a 1 to 6 scale. Higher scores indicate stronger satisfaction.

Area of Experience	Mean Score (out of 6)
Feeling safe and supported	4.27
Quality of instruction and teachers	4.25
Help and support received when needed	4.16
Equipment and facilities	4.15
Preparing me for my future career	4.11

Scores were reasonably consistent across all five areas, suggesting students experience BOCES programs as broadly supportive. Preparation for career and college, while still positive, received the lowest rating among the five areas.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 1

SECTION 1: STUDENT SURVEY RESULTS (CONTINUED)

N = 81 RESPONDENTS

Program Experience Ratings

Students rated five aspects of their experience on a 1 to 6 scale. Higher scores indicate stronger satisfaction.

Area of Experience	Mean Score (out of 6)
Feeling safe and supported	4.27
Quality of instruction and teachers	4.25
Help and support received when needed	4.16
Equipment and facilities	4.15
Preparing me for my future career	4.11

Skills and Supports Students Want More Of

Students were asked to select their top three skills or supports they wished they had more of to prepare for their futures.

Skill or Support	% of Students Selecting (multi-select, top 3)
Job search and interview skills	46% (37 students)
Life skills (budgeting, time management, communication)	43% (35 students)
Hands-on career training	32% (26 students)
Help planning my career path	31% (25 students)
Connections with local employers	31% (25 students)
Help with college applications	31% (25 students)
Technology skills	20% (16 students)
Mental health and counseling support	15% (12 students)
Help with reading, writing, or math	11% (9 students)

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 1

SECTION 1: STUDENT SURVEY RESULTS (CONTINUED)

N = 81 RESPONDENTS

Do Students Feel Heard?

Response	Number of Students (n=81)
Yes, definitely	28 (35%)
Yes, sometimes	38 (47%)
I'm not sure	8 (10%)
Not really	5 (6%)
No	2 (2%)

Eighty-two percent of students felt that BOCES staff listen to them at least some of the time. Only 8% said not really or no, which is a meaningful signal about student voice but also suggests significant room to strengthen that connection.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 2

SECTION 2: OUB STAFF SURVEY RESULTS

N = 192 RESPONDENTS

The staff survey was the largest in number, with 192 responses. It addressed overall job satisfaction, ratings of organizational performance across twelve areas, greatest challenges in their role, organizational priorities for the next five years, and descriptions of the organizational culture. Staff were also asked open-ended questions about what BOCES does well and what they would change.

Overall Job Satisfaction

Response	Number of Staff (n=192)
Very Satisfied	66 (34%)
Satisfied	91 (47%)
Neutral	28 (15%)
Dissatisfied	6 (3%)
Very Dissatisfied	1 (1%)

More than eight out of ten staff members reported being satisfied or very satisfied with working at BOCES. However, 15% responded as neutral, which alongside the small percentage of dissatisfied staff, points to meaningful room for improvement in staff experience.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 2

SECTION 2: OUB STAFF SURVEY RESULTS (CONTINUED)

N = 192 RESPONDENTS

Organizational Performance Ratings

Staff rated BOCES performance across twelve organizational dimensions on a 1 to 6 scale. Higher scores indicate stronger performance.

Dimension	Mean Score (out of 6)
Collaboration with colleagues	4.81
Work-life balance	4.77
Technology and equipment	4.70
Professional autonomy	4.50
Compensation and benefits	4.47
Communication from administration	4.46
Leadership and organizational direction	4.53
Professional development opportunities	4.38
Resources and materials	4.35
Facility and workspace quality	4.33
Support for innovation and new ideas	4.24
Recognition and appreciation	4.19

Colleague collaboration, work-life balance, and technology scored highest. Recognition and appreciation scored the lowest of all twelve dimensions, a finding that connects directly to the goals under Theme 1 and was consistent with open-ended staff comments throughout the survey.

Do Staff Feel Valued and Respected?

Response	Number of Staff (n=192)
Always	46 (24%)
Usually	76 (40%)
Sometimes	54 (28%)
Rarely	10 (5%)
Never	5 (3%)

While 64% of staff said they always or usually feel valued and respected, 36% said only sometimes, rarely, or never. This finding was among the most significant in the entire survey process and is a central driver of Theme 1.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 2

SECTION 2: OUB STAFF SURVEY RESULTS (CONTINUED)

N = 192 RESPONDENTS

Organizational Priority Rankings

Staff selected their top three challenges from a provided list.

Focus Area	Average Rank (1 = highest priority)
Strengthening organizational culture and staff morale	6.17 (ranked 1st)
Improving facilities and work environments	6.29 (ranked 2nd)
Recruiting and retaining quality staff	6.31 (ranked 3rd)
Diversifying and expanding program offerings	6.49 (ranked 4th, tied)
Enhancing internal communication systems	6.49 (ranked 4th, tied)
Promoting innovation and continuous improvement	6.50 (ranked 6th)
Increasing competitive compensation and benefits	6.51 (ranked 7th)
Improving technology infrastructure and tools	6.64 (ranked 8th)
Supporting staff mental health and wellness	6.71 (ranked 9th)
Expanding professional development opportunities	6.81 (ranked 10th)
Developing leadership capacity at all levels	6.93 (ranked 11th)
Strengthening partnerships with component districts	7.33 (ranked 12th)

Strengthening organizational culture and staff morale ranked first out of twelve potential priorities. Facilities and recruiting and retaining quality staff followed closely. These three findings together shaped the entire structure of Theme 1 and parts of Theme 2.

Organizational Rankings

Staff selected their top three from a provided list.

Descriptor	% of Staff Selecting
Student-centered	46% (89 staff)
Supportive	39% (74 staff)
Professional	38% (73 staff)
Collaborative	31% (59 staff)
Inclusive	23% (44 staff)
Responsive	22% (42 staff)
Mission-driven	21% (40 staff)
Resistant to change	13% (25 staff)
Innovative	11% (21 staff)
Siloed	10% (19 staff)

Student-centered, supportive, and professional were the most common descriptors, which reflects genuine organizational strengths. The presence of resistant to change (13%) and siloed (10%) in the same list points to cultural work that still needs to happen and informed the action steps under Goal 1.1.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 3

SECTION 3: DISTRICT ADMINISTRATOR & BOARD MEMBER SURVEY RESULTS N = 8 RESPONDENTS

Component district administrators/board members, including superintendents, assistant superintendents, directors of special education, and other district-level leaders, were surveyed about their satisfaction with BOCES as a strategic partner, their district's greatest challenges, and their priorities for BOCES focus over the next five years. Eight administrators/board members responded.

Overall Satisfaction with BOCES as a Strategic Partner

Response	Number of Administrators/Board Members (n=8)
Very Satisfied	3 (38%)
Satisfied	5 (62%)
Neutral	0
Dissatisfied	0

All eight district administrators/board members reported being satisfied or very satisfied with BOCES as a strategic partner.

BOCES Performance Ratings from District Administrators and Board Members

Administrators/board members rated BOCES performance across ten dimensions on a 1 to 5 scale.

Dimension	Mean Score (out of 5)	
Collaboration and partnership approach	4.38	Highest rated (tied)
Meeting contractual obligations	4.38	Highest rated (tied)
Overall quality of services	4.25	
Responsiveness to district needs	4.25	
Communication and transparency	4.25	
Regulatory compliance support	4.12	
Professional expertise of staff	4.12	
Cost-effectiveness and value	3.88	
Flexibility and customization	3.88	
Innovation and forward-thinking	3.50	

BOCES rated highest on collaboration and meeting its contractual commitments to districts. Innovation and forward-thinking received the lowest rating, a finding that points to an opportunity and connects to Goal 1.3 on professional growth and career development as well as Goal 3.3 on CTE excellence.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 3

SECTION 3: DISTRICT ADMINISTRATOR & BOARD MEMBER SURVEY RESULTS (CONT.) N = 8 RESPONDENTS

Most Critical Challenges Facing Districts in the Next Five Years

Administrators/Board Members selected their top three challenges from a provided list.

Challenge	% of Administration Selecting
Meeting diverse learner needs	62% (5 of 8)
Student mental health and behavioral needs	38% (3 of 8)
Staffing recruitment and retention	25% (2 of 8)
Community and stakeholder engagement	25% (2 of 8)

Special education costs and service demands was the dominant concern, named by 88% of district administrators/board members. Budget constraints and meeting diverse learner needs followed. These findings directly shaped Theme 2 (Resources) and Theme 3 (Quality Programming).

How Effectively Does BOCES Facilitate Regional Collaboration?

Response	Number of Administrators/Board Members
Very Effectively	1 (12%)
Effectively	6 (75%)
Somewhat Effectively	1 (12%)
Not Effectively	0

Eighty-seven percent of district administrators/board members said BOCES facilitates regional collaboration effectively or very effectively.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 4

SECTION 4: PARENT AND GUARDIAN SURVEY RESULTS

N = 38 RESPONDENTS

Parents and guardians of students enrolled in BOCES programs were surveyed about their overall satisfaction, the areas they most valued, their communication experience with BOCES, their priorities for their child's education, and what they wanted BOCES to focus on going forward. Thirty-eight parents and guardians responded.

Overall Satisfaction with BOCES Programs and Services

Response	Number of Parents and Guardians (n=38)
Very Satisfied	22 (58%)
Satisfied	11 (29%)
Neutral	4 (11%)
Dissatisfied	1 (3%)

Eighty-seven percent of parents and guardians reported being satisfied or very satisfied with their child's BOCES programs and services.

Program and Service Ratings

Parents and guardians rated eight dimensions of their BOCES experience on a 1 to 6 scale. Higher scores indicate stronger satisfaction.

Area of Experience	Mean Score (out of 6)	
Support for child's individual needs	5.43	Highest rated
Quality of instruction and programs	5.42	
Child's safety and well-being	5.32	
Accessibility of programs and services	5.37	
Communication from BOCES staff	5.21	
Responsiveness to parent concerns	5.16	
Facilities and learning environment	5.29	
Preparation for child's future	4.76	Lowest rated

All eight dimensions received strong ratings above 4.7 out of 6. Preparation for a child's future received the lowest score, and while still positive, this finding directly informed Goal 5.1 on post-secondary preparedness.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 4

SECTION 4: PARENT AND GUARDIAN SURVEY RESULTS (CONT.)

N = 38 RESPONDENTS

How Well Does BOCES Keep Parents Informed?

Response	Number of Parents and Guardians (n=38)
Very Well	18 (47%)
Well	8 (21%)
Adequately	8 (21%)
Not Very Well	3 (8%)
Poorly	1 (3%)

Sixty-eight percent of parents and guardians said BOCES keeps them well or very well informed about their child's progress and program activities. However, 11% said not very well or poorly, and 21% said only adequately. These findings directly informed Goals 4.1 and 4.2 on family engagement and district communication.

Top BOCES Focus Area Priorities

Parents and guardians ranked nine potential BOCES focus areas. Lower average rank indicates higher priority.

Focus Area	Average Priority Rank
Parent education and family engagement opportunities	3.63 (ranked 1st)
Post-secondary transition support	4.42 (ranked 2nd)
Early childhood programs	4.84 (ranked 3rd)
Improving communication between BOCES and families	5.00 (ranked 4th, tied)
Building partnerships with local employers and colleges	5.00 (ranked 4th, tied)
Supporting students with diverse learning needs	5.21 (ranked 6th)
Expanding mental health and counseling services	5.39 (ranked 7th)
Strengthening CTE programs	5.43 (ranked 8th)
Enhancing special education services	6.06 (ranked 9th)

Parent education and family engagement ranked as the top priority for BOCES focus, a finding that speaks directly to what parents most want from this organization. Post-secondary transition support ranked second, reinforcing the student data and connecting to Goals 5.1 and 5.2.

SECTION 4: PARENT AND GUARDIAN SURVEY RESULTS (CONT.)

N = 38 RESPONDENTS

Do Parents Feel Welcome and Valued?

Response	Number of Parents and Guardians (n=38)
Always	23 (61%)
Usually	9 (24%)
Sometimes	3 (8%)
Rarely	1 (3%)

Eighty-five percent of parents and guardians said they always or usually feel welcome and valued as partners in their child’s education at BOCES. This is a strong relational foundation on which to build the family engagement work outlined in Goal 4.1.

APPENDIX A: STAKEHOLDER SURVEY SUMMARY | SECTION 4

CROSS-CUTTING FINDINGS

Several priorities appeared consistently across two or more stakeholder groups. These cross-cutting patterns carried the greatest weight in shaping the five strategic themes, because they represent concerns that are not isolated to one perspective but shared across the organization.

1. Student Mental Health and Behavioral Needs

This was the single most consistent theme across all four groups that responded. Staff named it as their top challenge (49%). Students identified mental health and counseling support among the skills they wanted more of. District administrators named student mental health and behavioral needs among their top district challenges (38%). This finding drove the creation of Goal 3.2.

2. Communication and Transparency

Communication was the only theme that emerged as a top concern across all four stakeholder groups simultaneously. Staff cited communication gaps as the fourth most common challenge they faced (36%) and communication ranked fourth in their priority rankings. Parents identified improving communication between BOCES and families as a top-four priority. District administrators rated communication and transparency fourth-highest in BOCES performance but also named it as an area for continued attention. This finding shaped all three goals in Theme 4.

3. Staff Culture and the Experience of Being Valued

Staff satisfaction was high overall, but the gap between the 64% who said they always or usually feel valued and the 36% who did not was one of the most striking findings in the data. Recognition and appreciation received the lowest rating of any performance dimension staff were asked to rate. This finding, combined with culture and morale ranking first among all organizational priorities in the staff survey, drove the structure of Theme 1.

4. Post-Secondary Preparedness and Transitions

Preparing students for life after BOCES emerged as a shared concern. Students ranked career path help, employer connections, and job search skills among their most wanted supports. Parents rated preparation for their child's future lowest of all program dimensions, and ranked post-secondary transition support as their second-highest BOCES priority. District administrators consistently cited the need for stronger post-secondary outcomes data. These findings shaped Goals 5.1 and 5.2.

5. Staffing and Organizational Capacity

Insufficient staffing and high workload ranked second among staff challenges (43%). District administrators named staffing recruitment and retention among their district's critical challenges. The staff priority ranking placed recruiting and retaining quality staff third of twelve options. This shared concern connects directly to Goals 1.2 and 1.3.



APPENDIX B: DETAILED ACTION PLANS BY THEME

STRATEGIC PLAN 2026 TO 2031

Appendix C: Detailed Action Plans by Theme

This appendix contains the detailed action planning tables for all 15 goals across the five strategic themes. Each table lists the specific action steps, the lead responsible for each step, the start and completion dates, and the resources needed.

THEME 1: POSITIVE CULTURE

THEME 2: RESOURCES

THEME 3: QUALITY PROGRAMMING

THEME 4: TRANSPARENCY & COMMUNICATION

THEME 5: POSITIVE STUDENT OUTCOMES

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 1: POSITIVE CULTURE

GOAL 1.1: STAFF MORALE AND SENSE OF BELONGING

By October 2027, BOCES will implement a structured staff recognition and appreciation program and achieve a staff satisfaction rating of 80% or higher on the annual climate survey in the areas of recognition, belonging, and workplace culture.

Action Step	Lead	Start Date	Complete By	Resources Needed
Establish a Climate and Culture Committee with cross-departmental representation.	Cabinet and Director group	Sept 2026	Oct 2026	Staff time for committee meetings. Administrative support for scheduling.
Operationally define recognition, belonging, and workplace culture for survey and program purposes.	Cabinet and Director group	Sept 2026	Oct 2026	Committee meeting time. Existing research or exemplars from comparable organizations.
Develop and administer baseline climate survey with support from the Technology department.	Cabinet and Director group	Oct 2026	Annually	Survey platform (e.g., Google Forms). Technology department support. Communication plan for distribution.
Design a tiered recognition program (peer shout-outs, quarterly awards, annual celebration) and gain leadership approval.	Cabinet and Director group	Oct 2027	Dec 2027	Modest budget for awards and certificates. Communication plan for launch.
Launch recognition program, collect Year 1 climate survey data, interpret results, and report progress to leadership.	Cabinet and Director group	Jan 2028	June 2028	Recognition program materials. Data analysis support. Leadership presentation slot.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 1: POSITIVE CULTURE

GOAL 1.2: STAFF RECRUITMENT AND RETENTION

By June 2028, BOCES will reduce staff vacancy rates by 20% from the 2026 to 2027 baseline and achieve a year-over-year retention rate of 88% or higher across all employee groups.

Action Step	Lead	Start Date	Complete By	Resources Needed
Define vacancy rate and employee groups operationally and engage HR to establish baseline data from the 2026 to 2027 school year.	Human Resources Dept.	Sept 2026	Nov 2026	HR data systems. 1 to 2 meetings with HR team.
Design and begin conducting exit interviews for all departing staff and stay interviews for a sample of current staff.	Human Resources Dept.	Nov 2026	Ongoing	Interview protocol template. Approximately 30 minutes per interview. HR staff time.
Create talent pipeline partnerships with local colleges and universities.	Human Resources Dept.	Jan 2027	June 2027	Outreach time. Possible MOU templates. HR and program director coordination.
Conduct a compensation and benefits benchmarking study comparing BOCES to surrounding districts and comparable BOCES.	Human Resources Dept.	Jan 2027	Mar 2027	Salary and benefits data from comparable organizations. HR and Business Office time.
Review Year 1 retention data, assess progress toward targets, and adjust strategies as needed.	Human Resources Dept.	Apr 2027	June 2027	HR reporting. Leadership review time.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 1: POSITIVE CULTURE

GOAL 1.3: PROFESSIONAL GROWTH AND CAREER DEVELOPMENT

By June 2028, BOCES will establish a tiered career development program serving at least 20 staff members annually, with 80% of participants reporting increased confidence and readiness for expanded responsibilities as measured by program participant.

Action Step	Lead	Start Date	Complete By	Resources Needed
Survey all employee constituent groups to identify what career growth and professional development opportunities they want and what barriers they face.	Cabinet and Director group	Sept 2026	Nov 2026	Survey tool. Time at staff meetings or professional development days to promote participation.
Review existing initiatives (e.g., TRP, mentoring programs) to identify what is already working and where the gaps are.	Cabinet and Director group	Nov 2026	Jan 2027	Program records. Conversations with current participants and coordinators.
Design a three-tier career development pathway (emerging, developing, advanced) with clear entry points, expectations, and support structures.	Cabinet and Director group	Feb 2027	May 2027	Models from other BOCES or districts. 4 to 6 planning sessions. Program design team time.
Create referral and self-referral pathways and launch the first cohort of 20 or more participants in September 2027.	Cabinet and Director group	June 2027	Sept 2027	Promotional materials. Coaching or mentorship pairing logistics.
Administer pre and post participant surveys, report Year 1 cohort outcomes, and refine program for Year 2.	Cabinet and Director group	Sept 2027	June 2028	Survey tool. Data analysis. Leadership presentation.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 2: RESOURCES

GOAL 2.1: TECHNOLOGY INFRASTRUCTURE

By June 2027, BOCES will complete a full technology infrastructure assessment and put in place a 3-year technology modernization plan (2027 to 2030) so that 100% of instructional and operational spaces have reliable, current-generation equipment and connectivity.

Action Step	Lead	Start Date	Complete By	Resources Needed
Build a full inventory of all technology across every site: computers, networking equipment, projectors, and software. Record age, condition, and connectivity status.	Director & Assistant Director of Technology	Sept 2026	Dec 2026	Technology staff time. Inventory tracking tool or spreadsheet.
Survey staff and students on technology satisfaction, pain points, and highest-priority needs. Use results to rank upgrade priorities.	Director & Assistant Director of Technology	Oct 2026	Nov 2026	Survey platform. 15 to 20 minutes of class or meeting time per group.
Write and submit E-Rate and capital funding applications for highest-priority purchases.	Director & Assistant Director of Technology	Jan 2027	Mar 2027	E-Rate consultant if needed. Grant writing time. Business Office coordination.
Finalize and publish the 3-year technology modernization plan (2027 to 2029) with annual purchasing targets.	Director & Assistant Director of Technology	Mar 2027	June 2027	Technology Director. Business Office. Leadership approval.
Provide staff technology training alongside new equipment rollout each summer. Conduct follow-up assessments each January.	Director & Assistant Director of Technology	July 2027	Ongoing	Training materials. Professional development time. Technology staff.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 2: RESOURCES

GOAL 2.2: FISCAL EFFICIENCY AND SHARED SERVICES EXPANSION

By June 2028, BOCES will identify and launch at least three new shared service opportunities.

Action Step	Lead	Start Date	Complete By	Resources Needed
Send a needs and interest survey to all component district superintendents asking which services they would value or use if BOCES offered them.	Cabinet & Director Group	Sept 2026	Dec 2026	Survey tool. Follow-up calls to non-respondents.
Run a feasibility analysis on the top five service ideas: projected cost, staffing needs, district interest, and legal requirements.	Cabinet & Director Group	Jan 2027	Mar 2027	Financial modeling support. Legal review. 3 to 4 planning meetings.
Begin first shared service offering	Cabinet & Director Group	Apr 2027	Ongoing	Startup costs for pilot service. Tracking spreadsheet. Quarterly check-ins with pilot districts.
Launch second and third shared services based on feasibility analysis results.	Cabinet & Director Group	Jan 2028	Ongoing	Staffing and operational startup costs. District communication plan.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 2: RESOURCES

GOAL 2.3: FACILITIES AND LEARNING ENVIRONMENTS

By June 2031, BOCES will develop and begin carrying out a Facilities Master Plan that addresses deferred maintenance and instructional space quality with at least 60% of identified priority projects in progress or completed.

Action Step	Lead	Start Date	Complete By	Resources Needed
Commission a facilities condition assessment across all BOCES sites. Document safety issues and deferred maintenance and instructional space quality.	Director of Operations & Director Group	Sept 2026	Dec 2026	Assessment tool or outside consultant. Staff time for site visits.
Hold 2 to 3 input sessions with staff and students to identify which facility improvements matter most to the people who work and learn in these spaces.	Director of Operations & Director Group	Jan 2027	Feb 2027	Meeting space. Simple feedback form. Facilities Director coordination.
Rank all identified projects by safety, compliance, and instructional impact. Present ranked list to leadership for approval.	Director of Operations & Director Group	Mar 2027	Apr 2027	Cost estimates per project. Scoring rubric. Business Office and Facilities Director.
Adopt the Facilities Master Plan.	Director of Operations & Director Group	Apr 2027	June 2027	Leadership and Board approval process. Capital planning documentation.
Begin work on 60% of identified priority projects.	Director of Operations & Director Group	June 2027	June 2031	Board Approvals, SED Approvals, Design and bid documents.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 3: QUALITY PROGRAMMING

GOAL 3.1: SPECIAL EDUCATION CONTINUUM AND INCLUSIVE PROGRAMMING

By June 2028, BOCES will review and strengthen the special education program continuum so that least restrictive environment (LRE) options exist for students whose needs are not met by current program structures, resulting in at least two new or expanded program options and 85% of participating students showing measurable academic or functional growth on individualized assessments.

Action Step	Lead	Start Date	Complete By	Resources Needed
Conduct a special education program audit against LRE continuum standards. Pull enrollment, referral, and waitlist data. Identify where districts are sending students elsewhere because BOCES does not have a matching program.	Director & Assistant Director of Special Education	Sept 2026	Nov 2026	Student data systems. Conversations with district CSE chairs. Special Education Director time.
Host family and district input sessions (one for families, one for district special education administrators) to identify unmet needs.	Director & Assistant Director of Special Education	Dec 2026	Feb 2027	Meeting space. Childcare for family sessions. Translation services if needed.
Identify the highest-priority gaps between current offerings and district referral needs. Develop a phased plan to address them.	Director & Assistant Director of Special Education	Feb 2027	Apr 2027	Review findings report. Special Education Director and program team.
Design the top-priority new or expanded program option (staffing model, space, curriculum, admission criteria) and present proposal to leadership.	Director & Assistant Directors of Special Education	Mar 2027	June 2027	Program design time. Budget projections. Space assessment.
Launch at least two new or expanded program options. Begin tracking student growth data on individualized assessments.	Director & Assistant Directors of Special Education	Sept 2027	June 2028	New program staffing and materials. Data tracking system.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 3: QUALITY PROGRAMMING

GOAL 3.2: STUDENT MENTAL HEALTH AND WELLNESS SERVICES

By June 2028, BOCES will put in place a tiered mental health support system across all programs so that all students have access to Tier 1 universal supports and a reduction in referral-to-service time for Tier 2 and Tier 3 supports is realized.

Action Step	Lead	Start Date	Complete By	Resources Needed
Map current mental health resources across all BOCES programs: who is available (counselors, social workers, psychologists), what they do, and where the gaps are.	Director and Assistant Directors of Special Education & CTE	Mar 2027	May 2027	Staff roster. Program schedules. 2 to 3 coordination meetings.
Select or adapt a tiered support model (e.g., MTSS) for BOCES. Define what Tier 1 universal supports look like in every program.	Director and Assistant Directors of Special Education & CTE	June 2027	Aug 2027	Research on MTSS models. Planning time. Input from counseling staff.
Train all program staff in Mental Health First Aid or equivalent before the start of the school year.	Director and Assistant Directors of Special Education & CTE	July 2027	Sept 2027	Certified trainer or training provider. Substitute coverage if needed. Training materials.
Set up referral tracking and service response protocols. Launch operational referral tracking system.	Director and Assistant Directors of Special Education & CTE	Sept 2027	Jan 2028	Student support data system. Protocol documentation. Staff training on system use.
Co-design a student wellness survey with student input. Administer survey and review Year 1 data.	Director and Assistant Directors of Special Education & CTE	Oct 2027	June 2028	Survey platform. Student advisory group time. Data analysis.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 3: QUALITY PROGRAMMING

GOAL 3.3: CAREER AND TECHNICAL EDUCATION EXCELLENCE

By June 2031, BOCES will expand or redesign at least four CTE program pathways to align with regional workforce needs, resulting in 90% of CTE completers earning at least one industry-recognized credential and 80% reporting a post-secondary plan at program exit.

Action Step	Lead	Start Date	Complete By	Resources Needed
Conduct a regional labor market analysis to identify current and projected workforce needs across Orange and Ulster counties.	Director and Assistant Director of CTE	Sept 2026	Ongoing	Labor market data sources (e.g., NYSDOL). CTE Director. Possible partnership with SUNY Orange or local workforce board.
Conduct a CTE program review to assess current credential alignment, employer connections, and pathway quality across all programs.	Director and Assistant Director of CTE	Sept 2026	Ongoing	Program documentation. CTE staff time. Credential requirement research.
Convene active program advisory committees for each CTE pathway. Gather employer input on skills gaps and credential needs.	Director and Assistant Director of CTE	Oct 2026	Ongoing	Meeting logistics. Employer outreach. CTE program directors.
Redesign and launch the first two priority CTE pathways with updated curriculum and employer partnership agreements.	Director and Assistant Director of CTE	Jan 2028	Sept 2029	Curriculum development time. Employer MOU templates. Professional development for CTE instructors.
Redesign and launch remaining priority pathways. Begin tracking credential attainment and post-secondary placement data for all CTE completers.	Director and Assistant Director of CTE	Sept 2030	June 2031	Curriculum development. Student outcome tracking system. Annual data report.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 4: TRANSPARENCY AND COMMUNICATION

GOAL 4.1: FAMILY AND COMMUNITY ENGAGEMENT

By June 2028, BOCES will put in place a family and student communication and engagement plan resulting in 80% of families reporting they feel informed about their child's program and progress, and at least three community engagement events or workshops offered annually.

Action Step	Lead	Start Date	Complete By	Resources Needed
Survey families about current communication preferences and gaps. Identify which channels they prefer and what information they are not receiving.	Cabinet and Director group	Mar 2027	May 2027	Survey tool. Translation support if needed. Communications department coordination.
Select and consistently use preferred communication channels across all programs (app, text, email, social media).	Cabinet and Director group	June 2027	Sept 2027	Platform selection and setup. Staff training on consistent use.
Develop a family engagement calendar with at least three community workshops or events scheduled for the 2026 to 2027 school year.	Cabinet and Director group	Sept 2027	Oct 2027	Event planning time. Space and logistics. Communications department.
Launch the first community workshop series. Collect attendance and participant feedback.	Cabinet and Director group	Oct 2027	June 2028	Workshop facilitators. Space and materials. Feedback forms.
Administer Year 1 family satisfaction survey on communication. Analyze results and adjust the engagement plan.	Cabinet and Director group	Apr 2028	June 2028	Survey tool. Data analysis. Communications and program director review.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 4: TRANSPARENCY AND COMMUNICATION

GOAL 4.2: TRANSPARENCY WITH COMPONENT DISTRICTS

By December 2027, BOCES will set up a formal district partnership reporting process providing each component district with an annual report on services used, outcomes achieved, and value delivered, with 80% of superintendents rating the reports as useful and informative.

Action Step	Lead	Start Date	Complete By	Resources Needed
Identify what data points each district most needs to see.	Cabinet and Director group	Sept 2026	Nov 2026	Superintendent meeting time. Facilitation support. Draft template.
Identify key data points for each service area and develop the data collection and reporting tools needed to produce customized district reports.	Cabinet and Director group	July 2026	Aug 2026	Data system access. Business Office and program director coordination.
Deliver the first annual report to each component district.	Cabinet and Director group	Aug 2026	Aug 2026	Report production time. Communications department formatting. Distribution logistics.
Administer superintendent feedback survey on report quality and usefulness.	Cabinet and Director group	Sept 2026	Nov 2027	Short survey tool. Follow-up calls for non-respondents.
Publish the BOCES Annual Report for public distribution.	Cabinet and Director group	Aug 2027	Aug 2027	Meeting logistics. Impact report design and printing. Public distribution plan.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 4: TRANSPARENCY AND COMMUNICATION

GOAL 4.3: INTERNAL STAFF COMMUNICATION

By June 2027, BOCES will put in place a revised internal communication system resulting in 80% of staff reporting they consistently receive timely, clear, and relevant communication from leadership as measured through the annual climate survey.

Action Step	Lead	Start Date	Complete By	Resources Needed
Audit current internal communication channels and identify gaps. Document what is being communicated, by whom, how often, and through which channels.	Cabinet and Director group	Sep 2026	Oct 2026	Communication inventory tool. Conversations with department heads. HR coordination.
Create a leadership communication protocol: what gets communicated, by whom, how often, and through what channel.	Cabinet and Director group	Dec 2026	Jan 2027	Protocol drafting. Leadership team review and approval.
Set up a regular all-staff communication calendar. Begin implementation.	Cabinet and Director group	Jan 2027	Ongoing	Communication platform setup. Administrative support for calendar maintenance.
Train all administrators on consistent communication practices and the new protocol.	Cabinet and Director group	Jan 2027	Mar 2027	Training session. Protocol documentation. HR support.
Pilot a staff feedback loop. Review Year 1 climate survey communication results and adjust system.	Cabinet and Director group	Sep 2027	June 2028	Feedback mechanism (e.g., anonymous survey or suggestion process). Data review meeting.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 5: POSITIVE STUDENT OUTCOMES

GOAL 5.1: POST-SECONDARY PREPAREDNESS AND TRANSITION

By June 2031, BOCES will put in place a Post-Secondary Preparedness Program across all programs, resulting in 90% of graduating students showing readiness indicators (credential earned, college acceptance, military enlistment, employment placement, or individualized transition goal met) at the time of program completion.

Action Step	Lead	Start Date	Complete By	Resources Needed
Define post-secondary readiness indicators for each program type.	Director and Assistant Directors of Special Education and CTE	Mar 2027	May 2027	Program director input. Special education transition planning resources.
Put in place a student goal-setting process at program entry. Build transition planning checkpoints into all program schedules.	Director and Assistant Directors of Special Education and CTE	June 2027	Sept 2028	Goal-setting template. Staff training. IEP coordination for eligible students.
Collect baseline post-secondary readiness data across all programs.	Director and Assistant Directors of Special Education and CTE	Sept 2027	June 2028	Data collection tools. Program director coordination. Student services staff.
Set up an alumni tracking process: 6-month post-program survey to track employment, enrollment, and placement outcomes.	Director and Assistant Directors of Special Education and CTE	Sept 2028	June 2029	Survey tool. Contact management system. Communications support.
Disaggregate Year 1 outcome data by subgroup (race, disability status, socioeconomic status). Publish full disaggregated report.	Director and Assistant Directors of Special Education and CTE	Sept 2029	June 2030	Data analysis support. Equity review process. Report design and distribution.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 5: POSITIVE STUDENT OUTCOMES

GOAL 5.2: ACADEMIC ACHIEVEMENT AND LEARNING PROGRESS

By June 2027, BOCES will set program-specific learning benchmarks and see that 80% of students across all programs show measurable academic or skill growth from entry to exit as measured by program-specific pre and post assessments.

Action Step	Lead	Start Date	Complete By	Resources Needed
Perform program assessment review across all programs. Identify where pre and post data is already being collected and where gaps exist.	Director & Assistant Directors of Special Education and CTE	Sept 2026	Ongoing/Annual review	Program assessment documentation. Program director conversations. Special Education Director coordination.
Set shared growth benchmark standards per program type based on audit findings.	Director & Assistant Directors of Special Education and CTE	Nov 2026	Mar 2027	Benchmark-setting meetings with program directors. Research on comparable standards.
Develop a data dashboard for tracking and reporting student growth across programs.	Director & Assistant Directors of Special Education and CTE	Jan 2027	June 2027	Data system or dashboard tool. Technology department support. Training for program staff.
Train staff on data-informed instruction: how to use entry and exit data to adjust teaching and support.	Director & Assistant Directors of Special Education and CTE	Mar 2027	June 2027	Professional development sessions. Instructional coach support if available.
Collect baseline pre and post data. Report growth results to families and districts.	Director & Assistant Directors of Special Education and CTE	Sept 2026	June 2027	Assessment tools by program. Reporting templates. Communications support.

APPENDIX B: DETAILED ACTION PLANS BY THEME

THEME 5: POSITIVE STUDENT OUTCOMES

GOAL 5.3: STUDENT VOICE, BELONGING, AND SAFETY

By June 2027, BOCES will run a student experience survey across all programs and achieve a student satisfaction rating of 80% or higher in the areas of belonging, safety, and feeling heard.

Action Step	Lead	Start Date	Complete By	Resources Needed
Co-design the student experience survey with student input. Engage students directly in identifying the questions that matter most to them.	Director and Assistant Directors of Special Education and CTE	Mar 2028	May 2028	Student advisory group or focus group time. Survey design support.
Administer baseline student experience survey across all programs in Fall 2026.	Director and Assistant Directors of Special Education and CTE	Sept 2027	Nov 2027	Survey platform. Program staff time for administration. Data collection support.
Set up student advisory groups or equivalent structures in each program.	Director and Assistant Directors of Special Education and CTE	Oct 2027	Jan 2028	Program schedule time. Staff advisors. Simple meeting structure and agenda templates.
Create feedback loops so students can see how their input is being used. Report what was heard and what changed as a result.	Director and Assistant Directors of Special Education and CTE	Jan 2028	Jun 2029	Communication plan for students. Program director follow-through. Student-facing summary of survey results.
Train staff on creating inclusive, student-centered settings. Report Year 1 student experience data alongside academic data.	Director and Assistant Directors of Special Education and CTE	Jan 2028	Jun 2030	Professional development session. Training materials. Data report template.

APPENDIX C: GLOSSARY OF TERMS

This glossary defines key terms used throughout the Orange-Ulster BOCES Strategic Plan 2026 to 2031. Terms are organized alphabetically. Definitions should be written in plain language accessible to all readers, including families and community members who may not be familiar with education-specific terminology.

Term	Definition
IEP	An Individual Educational Plan (IEP) is a special education plan for a student based upon their documented special education needs.
LRE	The least restrictive environment (LRE) is the education setting that has the fewest restrictions and allows for the greatest learning for a student.
MTSS	Multi-tiered System of Support (MTSS) is a system of three levels of learning and assessment supports.
SLO	Student learning objective (SLO) describe key learning objectives for a group of students and how they will be assessed
TRP	The Teacher Residency Program (TRP) is a teacher training program for paraeducators and teaching assistants. Residents earn a masters degree and teacher certification.
UPLIFT	The UPLIFT Program is a teacher training program for paraeducators and teaching assistants. UPLIFT participants earn a bachelors degree and initial teacher certification.







STRATEGIC PLAN

2026-2031
