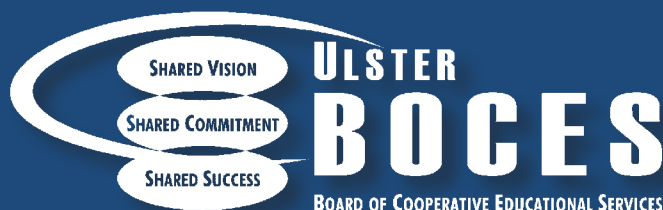


2025-2026

PROGRAM DEVELOPMENT GUIDELINES

for

INSTRUCTIONAL PROGRAMS



PROGRAM DEVELOPMENT GUIDELINES *for* INSTRUCTIONAL PROGRAMS

Center for Innovative Teaching & Learning at Port Ewen

"Whole Child Education"

Special Education (6-12)

TASC (Test Assessing Secondary Completion)

Center for Innovative Teaching & Learning at Anna Devine

"Whole Child Education"

Special Education (K-8)

Center for Innovative Teaching & Learning at Mt. Marion

TTP (Therapeutic Transitional Program)

LTTP (Long-Term Therapeutic Program)

Career & Technical Center

TASC (Test Assessing Secondary Completion)

Phoenix Academy at the Career & Technical Center

Hudson Valley Pathways Academy (PTECH) at SUNY Ulster

New Paltz Campus

Mid-Hudson Regional Information Center

Instructional Services

Business Office

A Message from Dr. Schenker	3
North Star Shared Decision Making at Ulster BOCES.....	4-5
Topics for Shared Decision Making.....	6
BOCES-Wide Shared Decision Making Team	7-8
Characteristics of BOCES-Wide Teams.....	9
BOCES-Wide Targets of Transformation	10-11
Polaris Labor Management Protocol	12-15
Ulster BOCES Quarterly Policy Review Process	16-17
Annual Code of Conduct - Review, Evaluate, Revise Process.....	18
Dispute Resolution Process.....	19
Definitions	19
Shared Decision-Making Evaluation Process.....	19

A Message from Dr. Schenker

The Power of Stakeholder Voice

At Ulster BOCES, we believe that transformation is not a one-time event but a continuous and collective journey. The Ulster BOCES Targets of Transformation Coalition for Shared Decision-Making serves as a foundational framework to guide that journey. It is one that is deeply aligned with our North Star: Deeper Leading and Learning through CREW and Equity-Based, Project-Based Learning, all grounded in the principles of Diversity, Equity, Inclusion, and Belonging. This guidebook was created to support our community in engaging with collaborative practices that elevate voice, foster shared responsibility, and drive meaningful change across our agency.

This work is grounded in Project-Based Learning (PBL), and driven by continuous cycles of inquiry. Our approach calls on students, staff, leaders, parents/guardians, and community members to center and honor voices, especially those historically left out of decision-making spaces. Through collaborative reflection, courageous conversations, and a commitment to equity, we identify areas across our agency that we are called to transform.

Shared decision making at Ulster BOCES is not about consensus for its own sake, but about building a culture where authentic engagement leads to better outcomes for all learners. It requires us to listen deeply, reflect honestly, and act intentionally. This guidebook is both a tool and an invitation to pause, to ask bold questions, and to take meaningful action together.

This is forever work. It is not bound to a single year or initiative, but to an enduring commitment to become the agency our students and communities deserve. We thank you for being part of this journey and for choosing to lead transformation from wherever you are.



NORTH STAR SHARED DECISION MAKING AT ULSTER BOCES - 2025-2026

In keeping with our North Star Educational Commitments, the purpose of planning and shared decision making shall be to improve the performance of BOCES-Wide learners, regardless of such factors as socioeconomic status, race, sex, sexual orientation, language background, or disability.

All Learners will Develop their Unique Self

We believe that learning is a process of discovery through which one increases self-awareness, explores identities, finds personal joy, and clarifies core values. This involves fostering different paths to success and providing opportunities to reflect on one's life, strengths, needs, and goals.

All Learners will Contribute to Community

We believe that community means helping others through communication, engagement, connections, learning, caring, a safe environment, trust, and celebration of our diversity. We will create a safe and positive environment to prepare our learners for success at BOCES and beyond.

All Learners will Build their Capacity

We believe that given support and opportunities, all learners will be continually inspired to persevere and maximize their potential. We support each individual's unique way of learning, giving them an understanding of themselves as lifelong learners. We honor each learner's learning path, energize them to develop skills, expand their mind, grow in all areas, and meet current and future goals.

All Learners will Engage in Cycles of Inquiry

We believe that we must develop the motivation in learners for them to investigate the world, understand multiple perspectives, and fully engage in meaningful experiences. This requires a method of setting goals, creating a plan, implementing strategies, observing, assessing, and revising. This reflection leads to new understandings, questions, and evolving collaboration.



THROUGH SHARED DECISION MAKING WE WILL:

Focus on Student Learning through Deeper Leading and Learning:

The core objective is to enhance learning and create a more supportive and effective learning environment.

Embrace Diversity, Equity, Inclusion and Belonging:

By including different perspectives, the process aims to develop well-rounded and informed decisions that consider the diverse needs of the BOCES-Wide population.

Improve Outcomes by Embracing CREW and the Equity Dispositions of Process Based Learning:

The involvement of stakeholders in the decision-making process can lead to increased student/leader engagement, better-tailored programs, and improved overall BOCES-Wide climate.



TOPICS FOR SHARED DECISION MAKING

Targets of Transformation

Targets of Transformation is a BOCES-Wide commitment to elevating student outcomes by strengthening the capacity of adults to meet their needs. Through causal analysis and targeted professional learning, we'll drive meaningful change while fulfilling the NYSED requirement for a comprehensive professional development plan (PDP).

Why it matters: Every professional we empower multiplies opportunities for student success.

Quarterly Labor-Management Meeting with Polaris

The revised labor management collaboration at the central office is a structured partnership designed to build trust, foster collaboration, and reduce conflict between administration and bargaining units. This proactive process addresses challenges before they escalate, protecting the climate and culture that support our mission.

Why it matters: When adults work together with trust, students thrive.

Quarterly Policy Review

Ulster BOCES will launch a comprehensive, ongoing review of all organizational policies. Members of the BOCES-Wide Program Team will be invited to actively participate, ensuring the process is inclusive, transparent, and forward-looking.

Why it matters: Policies shape practice. By keeping them current, we create the conditions for innovation and equity.

Annual Code of Conduct Review

Each year, Ulster BOCES will convene a representative stakeholder team to review and refine the Code of Conduct in alignment with the latest NYSED requirements and regulations. This process ensures that all related policies remain relevant, reflective of best practices, and responsive to our community.

Why it matters: A living Code of Conduct helps ensure fairness, consistency, and a safe environment for every learner.



BOCES-WIDE SHARED DECISION MAKING TEAM

At Ulster BOCES we believe that when a single mind makes a decision, it sparks an idea. But when a team comes together, those sparks become a fire. Teams don't just make decisions, they build bridges between perspectives, turn challenges into opportunities, and transform uncertainty into collective confidence. The true power of a team is not in agreeing quickly, but in thinking deeply together because the best decisions aren't made by one voice, but by many harmonizing toward a shared purpose.

BOCES-Wide Team

A representative, shared decision-making team that meets bi-monthly to design, implement, and monitor transformation plans aimed at improving outcomes for students, teachers, staff, and leaders. The team also:

- Reviews the Ulster BOCES Code of Conduct annually
- Reviews policy changes throughout the year
- Evaluates the Wellness Policy every three years

Team Composition

- Students: 2 high school and 2 middle school from each program
- Teachers: 2 from each program
- Staff: 1 from each program and 1 from each New Paltz department
- Parents: 1 from each program
- Administrators: 1 from each program and 2 from New Paltz
- Community & Higher Education Representative: Selected at the District Superintendent's discretion
- Polaris: 1 lead facilitator, 4 support facilitators

Selection Process

- Students: Chosen by principal-led process
- Teachers: Elected by UBTO Executive Team, with principal input
- Staff: Appointed by administration
- Parents: Recruited via BOCES-Wide or district parent organizations
- Administrators: Selected by Polaris Team
- Community Members: Recruited by Polaris Team
- Polaris Members: Superintendent, Assistant Superintendent for Administration & Chief Operations Officer, Assistant Superintendent for Instructional Services, Assistant Superintendent for Career Pathways

TARGETS OF TRANSFORMATION TEAM

A sub-team of the BOCES-Wide Team focused on solving a specific problem using the Targets of Transformation process.

Program Team

School- or site-based program team that meets monthly to support the BOCES-Wide Team in developing and implementing transformation targets. They create site-level implementation plans and monitor progress throughout the year.

Composition

- Students (high school and middle school)
- Teachers representing programs and student groups
- Staff (office, cafeteria, custodial, other)
- Parents
- Administrators
- Community members
- Director/Assistant Director (at principal's discretion)

Selection

- Membership numbers set by principal, ensuring all stakeholders have a voice

Polaris Labor Management Team

Modified shared decision-making team composed of bargaining unit members and central administration.

Ulster BOCES Policy Review Team

Modified shared decision-making team; members invited based on the policy under review.



CHARACTERISTICS OF BOCES-WIDE TEAMS

Analytical & Systems Thinkers

Analytical and systems thinkers are root cause investigators who go beyond surface-level issues to uncover and address deeper challenges. Having a systems-oriented perspective means they recognize how people, policies, and processes across BOCES are interconnected and how each influences the others.

Collaborative Innovators

Collaborative innovators are team-centered problem solvers who thrive when brainstorming and co-designing prototypes alongside others, refining ideas before they are scaled more broadly. A consensus-driven commitment means they not only support team decisions but also take shared responsibility for outcomes and ongoing monitoring.

Equity-Focused and Empathetic

Equity-focused and empathetic members are empathy practitioners, skilled at conducting interviews and focus groups to deeply understand the lived experiences and needs of diverse stakeholders. Being an equity advocate means working actively to identify and dismantle systemic inequities that create opportunity gaps for students and staff.

Transparent & Inclusive Communicators

Transparent and inclusive communicators are multichannel communicators who ensure updates are shared clearly and consistently across multiple platforms. This means faculty, staff, students, families, and the community remain informed and engaged with progress and changes.



BOCES-WIDE TARGETS OF TRANSFORMATION

A Pathway to Collective Growth and Lasting Impact

Transformation doesn't happen by chance—it happens through intentional action, collaboration, and courage. The BOCES-Wide Transformation Process is designed to empower every team to turn challenges into opportunities and to celebrate meaningful progress along the way.

STEP 1: DEFINE THE CHALLENGE

The BOCES-Wide Team begins by breaking into smaller Targets of Transformation Teams (TOT). Each team identifies a problem statement that represents a barrier holding students, teachers, staff, or administrators back from success. This is our first act of leadership—naming the obstacles that matter most.

STEP 2: ASK BOLD QUESTIONS

Each (TOT) reflects deeply on the problem and generates guiding questions or identifies data that will uncover the root causes. These questions fuel curiosity and open doors to understanding—not just “what” is happening, but “why.”

STEP 3: LISTEN & LEARN WITH EMPATHY

The Program Teams engage in empathy interviews and gather data. Through listening, observing, and analyzing, they begin to see patterns and narrow their focus. Out of this work, each team identifies 2–3 key causes that they have both the authority and administrative support to address.

STEP 4: IMAGINE THE POSSIBILITIES

Now comes the creative spark: ideation. Teams generate bold, innovative ideas that could transform their identified challenges. From a wide field of ideas, they commit to the 1-2 most promising solutions—the ones with the power to make real, lasting change.

STEP 5: TEST WITH PURPOSE

Before going big, the TOT develops a small-scale pilot of their solution(s). This safe space allows for experimentation, refinement, and learning. Failure here is not defeat—it's feedback.

STEP 6: IMPLEMENT WITH INTENTION

Armed with lessons from the pilot, the (TOTs) scale their solutions across the school or program. Implementation includes:

- Resourcing: Identifying human and fiscal supports.
- Action Planning: Outlining clear, step-by-step actions.
- Measurable Outcomes: Defining what success will look like.
- Progress Monitoring: Checking impact at 3, 6, and 12 months.

This stage is about persistence, teamwork, and staying focused on the goal.

STEP 7: CELEBRATE & SUSTAIN

At year's end, all teams come together to celebrate their wins, reflect on lessons learned, and recommit to addressing barriers still in the way. This isn't just closure—it's the spark for the next cycle of transformation.

REMEMBER

Transformation is not a one-time event—it's a journey. Every step we take brings us closer to the vision of success for every student, educator, and leader. Together, we build momentum. Together, we achieve impact.

LEADING *for*

DL
NY

DEEPER
LEARNING

Project Title: Write the title of your project here, giving a clear indication of the focus of the project.

Project Topic: Provide a brief overview of the topic or focus of your project.

Team Lead: Name of the person leading the project.

Team Members: List of all individuals involved in the project.

1 TARGETS OF TRANSFORMATION

Create a concise problem statement that identifies a current need or challenge.

2 EMPATHIZE

To gain a full understanding of the change needed, conduct empathy interviews/observations by listening and asking open-ended questions to understand the emotions, experiences, and perspectives of individuals who will be impacted by the change.

- Who do you need to talk to?
- What questions do you need to ask?
- What did you learn?

3 DEFINE/THEORY OF ACTION

The Define mode of the design process is about bringing clarity and focus to the design space. Create an "If...Then" statement that proposes a solution.

4 IDEATE

Ideate is the mode of the design process in which you concentrate on idea generation. Emerging Ideas:

-
-
-

PROTOTYPE

Describe your model, or the experience.

- Gather feedback.
- What did you learn?
- How are you refining?

TEST

[TUNING/REFLECTION PROTOCOLS USED]

- How and who are you testing?
- How are you evaluating?
- What did you learn?
- Iteration or Scaling-up Plan:

5 INPUTS

Who are the individuals you need for this project and how will you support them?

What resources do you have or need to make your project a success?

ACTIONS

The steps you will take to implement your plan.

OUTPUTS

Tangible products or outcomes that result from your actions.

OUTCOMES

How you will measure progress and the expected timeline. Break this into short, medium, and long-term goals.

SHORT TERM: _____ months

MEDIUM TERM: _____ months / year

LONG TERM: _____ years

Rev. 08/25

DOWNLOAD A
TARGETS OF
TRANSFORMATION
TEMPLATE.



QUARTERLY LABOR-MANAGEMENT MEETING WITH POLARIS

The purpose of the Polaris Quarterly Labor-Management Meetings is to build a culture of trust, transparency, and collaboration between leadership and all bargaining units. These meetings provide a structured, consistent forum for open communication, joint problem-solving, and continuous improvement.

Together, Polaris leadership and union representatives will:

- Honor identity and voice – ensuring each union has equitable representation and opportunities to be heard.
- Address issues at the right level – resolving concerns locally whenever possible and escalating only when necessary.
- Focus on solutions – moving beyond identifying problems to creating and implementing shared strategies for positive change.
- Engage in a transformation cycle – following a step-by-step process to define challenges, ask bold questions, listen with empathy, generate solutions, test them in practice, implement with intention, and celebrate success.
- Commit to accountability and transparency – documenting discussions, decisions, and next steps to ensure follow-through.

By working together in this structured way, the quarterly labor-management meetings with Polaris foster shared ownership of challenges and solutions while sustaining a positive, collaborative culture across Ulster BOCES.

Each bargaining unit will be asked to share topics that require the attention of the Polaris Team and must be submitted to Mrs. Roxanne Babcock one week prior to the scheduled meeting. It is understood that resolutions of each topic prior to escalating to the Polaris Team were attempted.



AGENDA

1. OPENING CIRCLE (5 MIN)

- Welcome, review of purpose, and check-in.
- Reaffirm commitment to collaboration, respect, and problem-solving.

2. OPENING ROUND (10 MIN)

- Union leaders briefly present areas of concern submitted in advance.
- Polaris provides updates on the areas of concern.

3. TARGETS OF TRANSFORMATION (40 MIN)

Note: Each quarter's agenda builds on the Transformation Process steps. The group will focus on the step(s) most relevant to where they are in the cycle.

Collective Issues:

Identify and discuss topics that affect multiple unions.

Determine which are ready for the transformation process.

PROCESS – CLARIFIED STEPS

STEP 1: DEFINE THE CHALLENGE

- **Purpose:** Establish a clear, shared understanding of the issue that most impacts staff and students.
- **Actions:** Draft a concise problem statement that describes the barrier to success.
- **Outcome:** A focused challenge statement that the group agrees needs attention.

STEP 2: ASK BOLD QUESTIONS

- **Purpose:** Shift from problem-identification to deep inquiry.
- **Actions:**
 - Generate guiding questions that dig beneath the surface (e.g., “Why does this issue persist?” “What’s getting in the way?”).
 - Identify any data, stories, or perspectives needed to answer these questions.
- **Outcome:** A set of questions that frame the root causes and guide further exploration.

STEP 3: LISTEN & LEARN WITH EMPATHY

- **Purpose:** Ensure solutions are grounded in real experiences.
- **Actions:**
 - Conduct empathy interviews, focus groups, or surveys with staff, students, or administrators.
 - Look for patterns and themes across responses.
 - Narrow focus to 2-3 causes that can realistically be addressed.
- **Outcome:** A root-cause map that reflects lived experience and identifies key leverage points.

Continued on page 14

STEP 4: IMAGINE THE POSSIBILITIES

- **Purpose:** Encourage creative, big-picture thinking.
- **Actions:**
 - Brainstorm a wide range of ideas—no idea too small or too bold.
 - Use tools like “Yes, and...” thinking to build on one another’s ideas.
 - Select the 1-2 most promising solutions that balance ambition with feasibility.
- **Outcome:** A shortlist of innovative solutions ready to test.

STEP 5: TEST WITH PURPOSE

- **Purpose:** Learn quickly in a low-risk way.
- **Actions:**
 - Design a small-scale pilot or prototype.
 - Clearly define success criteria and data collection methods.
 - Monitor progress and document what works and what doesn’t.
- **Outcome:** Evidence-based insights about what needs to be refined or scaled.

STEP 6: IMPLEMENT WITH INTENTION

- **Purpose:** Move from pilot to system-wide practice.
- **Actions:** Develop a full implementation plan that includes:
 - Resourcing: Identify staff, time, and funding needed.
 - Action Steps: Define who does what, by when.
 - Measurable Outcomes: Define what success will look like.
 - Monitoring Plan: Establish regular progress checks (e.g., at 3, 6, 12 months).
- **Outcome:** A coordinated plan that ensures accountability and follow-through.

STEP 7: CELEBRATE & SUSTAIN

- **Purpose:** Recognize progress and maintain momentum.
- **Actions:**
 - Highlight successes and share stories of impact.
 - Reflect on lessons learned from challenges.
 - Revisit unresolved barriers and recommit to the next cycle of work.
- **Outcome:** A culture of continuous improvement, with achievements honored and new challenges ready to be addressed.

4. CLOSING CIRCLE (5 MIN)

- Review decisions, action items, and next steps.
- Name points of celebration and acknowledge progress.
- Confirm alignment for the next quarterly meeting.

POLARIS LABOR-MANAGEMENT YEAR-AT-A-GLANCE

QUARTERLY TRANSFORMATION CYCLE

QUARTER 1 – LAYING THE FOUNDATION

- **Focus Steps:**
 - **Step 1:** Define the Challenge – Identify key cross-union issues and draft a shared problem statement.
 - **Step 2:** Ask Bold Questions – Generate guiding questions and determine what data/evidence is needed.
- **Outcome:** A clearly defined challenge and inquiry plan to guide listening and data collection before Q2.

QUARTER 2 – DEEP UNDERSTANDING

- **Focus Steps:**
 - **Step 3:** Listen & Learn with Empathy – Gather perspectives from staff, students, and administrators. Identify root causes that can realistically be addressed.
 - **Step 4:** Imagine the Possibilities – Brainstorm solutions, commit to 1–2 promising ideas.
- **Outcome:** A refined understanding of the problem and a shortlist of innovative solutions.

QUARTER 3 – TESTING CHANGE

- **Focus Step:**
 - **Step 5:** Test with Purpose – Launch pilots of chosen solutions. Collect evidence, refine strategies, and document successes and failures.
- **Outcome:** Evidence on what works and what needs refinement, ready for scaling.

QUARTER 4 – IMPLEMENTATION & REFLECTION

- **Focus Steps:**
 - **Step 6:** Implement with Intention – Scale solutions with clear action steps, resourcing, measurable outcomes, and progress monitoring.
 - **Step 7:** Celebrate & Sustain – Share impact stories, celebrate wins, reflect on lessons learned, and set the stage for the next cycle.
- **Outcome:** Implementation progress across the system and a celebration of achievements.

VISUAL RHYTHM OF THE YEAR

- Q1: Define & Question
- Q2: Listen & Imagine
- Q3: Test & Refine
- Q4: Implement & Celebrate

ULSTER BOCES QUARTERLY POLICY REVIEW PROCESS

Ulster BOCES will undertake a comprehensive review of all district policies over a two-year period, with support from the New York State School Board Association (NYSSBA). This process ensures alignment with the latest New York State Education Department (NYSED) regulations and statutory requirements.

A dedicated Policy Review Team (PRT) will be responsible for evaluating revised policy drafts submitted by NYSSBA. Led by the Ulster BOCES Board of Education, the PRT will consist of key stakeholders associated with each policy domain.

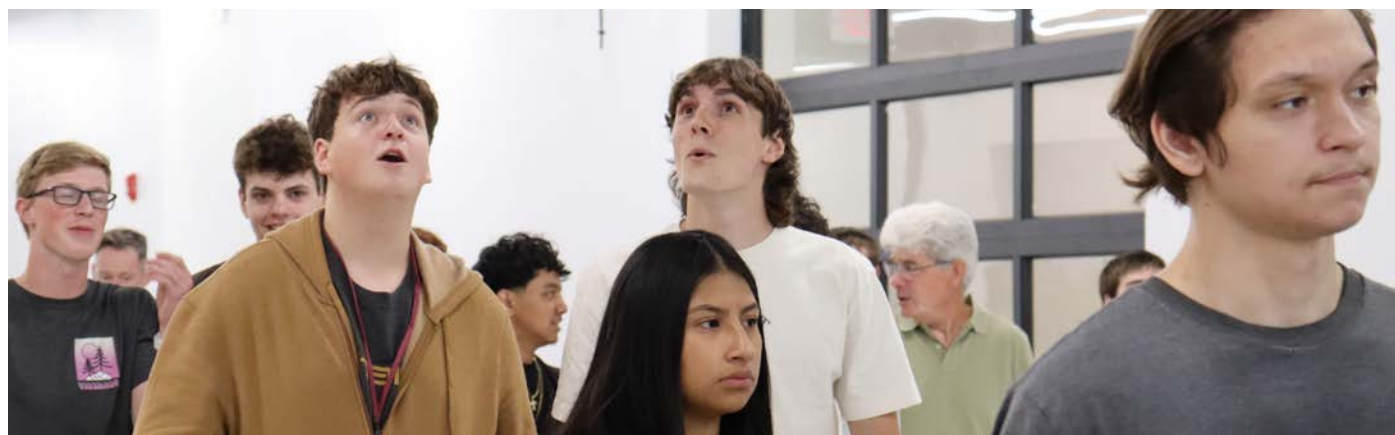
STRUCTURE AND MEMBERSHIP

Policy Review Team (PRT) Composition

- Process Leads - The Ulster BOCES Board of Education Policy Committee.
- Facilitator – One individual responsible for managing the process.
- Policy Category Leads – One for each policy category (e.g., Instruction, Governance).
- Relevant Stakeholders – Includes administrative staff, students, parents, instructional staff, board members, union representatives, legal consultants, and community liaisons, as needed per policy area.

Policy Categories and Timeline

Quarter 1	1000 Series School Board Governance
Quarter 2	2000 Series Community Relations
Quarter 3	3000 Series Administration
Quarter 4	4000 Series Fiscal Management and Operations
Quarter 5	5000 Series Instructional and Non-Instructional Personnel
Quarter 6	6000 Series Student Policies
Quarter 7	7000 Series Instruction
Quarter 8	All Series Clean Up



Quarterly Meeting Cycle

Each quarter will follow a structured meeting cycle:

Orientation & Draft Distribution

- Facilitator submits current policies to NYSSBA for review.
- Facilitator determines the need for subgroups.
- NYSSBA provides revised policies.
- Facilitator distributes policy drafts to PRT members.
- Facilitator coordinates meeting dates with the Chair of the Policy Committee.

Stakeholder Review & Feedback

- Stakeholders provide written feedback using a standardized template.
- Optional subgroup meetings for in-depth category discussions.

PRT Consensus Meeting

- Ulster BOCES Policy Committee convened to discuss findings.
- Revisions proposed collaboratively.

Final Review & Board Submission

- Final drafts prepared by the Facilitator.
- Submitted to the Board of Education for first reading.
- Board feedback tracked for the next quarter's wrap-up.

Documentation and Communication

- Tracking Tool: A digital tracker (e.g., Google Sheet or project management tool) logs policy status, feedback, responsible parties, and timelines.
- Archiving: All draft versions and feedback stored securely in a centralized digital repository.
- Communications: Updates shared with broader Ulster BOCES community quarterly via BOCES WIDE and Whole Leadership meetings.

Evaluation and Adjustments

- Annual Review: At the end of Year 1 (Q4), the process will be assessed for improvements.
- Flexibility: Timeline may be adjusted based on NYSED regulatory changes or Board priorities.

ANNUAL CODE OF CONDUCT REVIEW, EVALUATION, AND REVISION PROCESS

In New York State, school districts are legally required to conduct an annual review of their Code of Conduct. The purpose of the review is to ensure that all related policies remain relevant, reflective of best practices, and responsive to our community. At Ulster BOCES this annual process will be facilitated by the Assistant Superintendents for Learning & Design at both the Center for Innovative Teaching and Learning and Career Pathways Programs. The process will culminate in a public hearing before the school board approves any changes.

KEY ASPECTS OF THE PROCESS:

- Shared Decision Making – Students, teachers, administrators, parents, community organizations, and school safety personnel will collaborate to complete the process.
- Focus – The annual review should focus on the effectiveness of the code's provisions and the fairness and consistency of its administration.



DISPUTES/CONFLICTS, DEFINITIONS, SHARED DECISION-MAKING EVALUATION

Disputes/Conflicts

Unresolved disputes at the Program Team level will be addressed by the BOCES-Wide Team. If a dispute occurs at the BOCES-Wide team, an ad-hoc panel consisting of representatives from each stakeholder group will be established. Decisions must be consistent with Board policy. Unresolved disputes at this level will be forwarded to the District Superintendent for final decision.

Definitions

Consensus: A systematic process used by a group to make decisions which everyone can support. A consensus decision has been reached when:

- All group members agree to support the decision though it may not be everyone's first choice.
- Everyone is committed to the decision as if it were the first choice of all group members.
- Each participant agrees that he or she had an equal opportunity to influence the decision.

Related Service Personnel: Social workers, guidance counselors, psychologists, nurses, occupational therapists, physical therapists, and behavior specialists.

TA: Teaching Assistant or Teacher Aide.

Shared Decision-Making Evaluation Process

Biennial Review of Shared Decision-Making CR 100.11

Due: January 2026, January 2028, January 2030, January 2032





Ulster BOCES Non-Discrimination Policy

The Board of Cooperative Educational Services, Sole Supervisory District of Ulster County ("BOCES"), does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex (including sexual harassment and sexual violence), gender identity, sexual orientation ("sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, weight, domestic violence victim status, arrest or conviction record, genetic predisposition or carrier status or any other legally protected status in regard to employment opportunities or educational/vocational programs or activities which it operates. All inquiries regarding BOCES Non-Discrimination policies and/or complaints regarding violation(s) of these policies should be directed to the BOCES Compliance Officer, Ed Forgit, Assistant Superintendent for Operations, in one of the following manners:

E-Mail: eforgit@ulsterboces.org
Mail: 175 Route 32 North, New Paltz, New York 12561
Telephone: (845) 255-3010

Inquiries concerning the application of Title IX and its implementing regulation and/or complaints regarding violation(s) of these provisions can be referred to the Department of Education, Office of Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005-2500

Telephone: (646) 428-3900
FAX: (646) 428-3800
TDD: (800) 877-8339
E-Mail: OCR.NewYork@ed.gov

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