



15 Sullivan Ave, Suite 1, Liberty, New York 12754-2117 | Tel. (845) 295-4000 | Fax (845) 292-8694

### Equity

Sullivan BOCES will make all efforts to set a positive routine and welcoming environment that supports students during this unpredictable time. Individual student needs and equity will be at the center of all learning experiences.

### Instruction

The Sullivan BOCES respective BOCES program instructional teams will review instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

### MTSS

The SEL advisory team created as part of the ReOpening Task Force is reviewing the Sullivan BOCES counseling/guidance program and revising it to incorporate a Multi-Tiered System of Supports (MTSS). As part of an MTSS framework, SEL, mental health, and well-being supports will be offered at all levels for students in all programs. These practices will be effective, efficient, and evidence-based with strategies that all students can access. MTSS is an important means of addressing equity and most importantly, ensures that all young people are provided with the support they need to thrive.

The program will include a strong set of universal interventions designed to support social emotional well-being for most students. Targeted and intensive supports will address student needs that cannot be met with universal interventions.

### Technology

Sufficient access to computing devices and high-speed internet are essential for educational equity. Even before the COVID-19 pandemic, the inequitable access to technology and internet services in students' places of residence was a priority to be addressed.

Sullivan BOCES will work collaboratively with respective school districts to support students' having access to technology, internet, and connection to Sullivan BOCES applications and platforms for instruction.

During the spring of 2020, Sullivan BOCES identified students needing access to devices during remote instruction. Additional requests for devices through the new student intake process or requests by parents will be added to our identified student list. Devices will be provided to students working in remote environments (i.e., hybrid or full-remote environments) by Sullivan BOCES or the school district.



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To ensure all students have access to devices and high speed internet access, Sullivan BOCES surveyed parents in August 2020 for returning students to determine which students will need support in accessing digital learning.

For students with extremely limited internet access, Sullivan BOCES and parents/students may exchange materials and assignments on a flash drive or other file storage device. Sullivan BOCES will maintain flexibility in the requirement of students to print materials from home. Many students do not have access to a printer, especially if libraries are closed. If printed materials cannot be provided, alternative learning activities that do not require students to print will be provided.

Sullivan BOCES has purchased and installed WiFi boosters to increase WiFi access in the parking lot at the RPEC campus for students who need access to the internet when they are not scheduled to be in the building.

### Schedule

Remote learning is available to all students at Sullivan BOCES, either full-time from home or through the hybrid model.

In a hybrid environment students will be broken into an A cohort and a B cohort. Each cohort will meet two days a week face-to-face and will be expected to meet 3 days a week remotely with their respective faculty members. Sullivan BOCES will make every effort to keep siblings in the same cohort. The goal of utilizing cohorts is to reduce the volume of students within the building to allow for social distancing. In the Special Education and Alternative Education divisions, all students assigned to a homeroom will be in the same cohort to facilitate social connections between students and their teachers. In the Career and Technical Education division (CTE), entire programs will be assigned to either the A or B cohort. AM and PM sessions will be utilized per usual.

The second phase of the hybrid schedule will include bringing students in 4-days per week. Student schedules will be based on the following:

### ***Cohort Learning Schedule***

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>In-Person</b>	Cohort A	Cohort A		Cohort B	Cohort B
<b>Remote</b>	Cohort B	Cohort B	Cohort A and B	Cohort A	Cohort A



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***4-Day In-person Learning Schedule***

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>In-Person</b>	Students who have chosen In-person learning	Students who have chosen In-person learning		Students who have chosen In-person learning	Students who have chosen In-person learning
<b>Remote</b>	Students who have chosen to remain remote	Students who have chosen to remain remote	All Students	Students who have chosen to remain remote	Students who have chosen to remain remote

Numbers of Students in Cohorts

In the Special Education division, class sizes are limited to 8 students, with the exception of one program that has a limit of 12 students. Homerooms will be divided equally between the two cohorts.