Recent Developments

• The Governor is requiring a series of 4 meetings to discuss the reopening plan with parents, faculty, staff and community stakeholders.
  • August 14 at 1:00 PM - Faculty and Staff
  • August 17 at 10:00 AM - Parents and Community Stakeholders
  • August 19 at 6:00 PM - Parents and Community Stakeholders
  • August 21 at 12:00 NN - Parents and Community Stakeholders

• County Wide Zoom with the Sullivan County Public Health Department to discuss reopening continuums, best practices, school policies, closures if necessary - August 12 - 1:00 PM (ongoing discussions when needed)
Guiding Principles

- Technology of Participation Framework
- Health and safety of our students and staff is priority for long-term success of all of these models
- Proposal to begin the school year by transitioning from training and acclimation period → hybrid model → full in-person instruction
- The decision for students to attend face to face or remote is a parent decision.
Why Consider a Hybrid Model?

Opening in a hybrid model will give BOCES staff the opportunity to:

- Implement our new safety practices and procedures with 50% capacity of students.
- Train students on new procedures, assess social-emotional and academic needs, and adjust procedures if necessary with limited impact on the students.
- The reduced numbers will help us to see what needs to be adjusted with a more manageable population size and allow us time to train and acclimate students and staff to this new reality.
Hybrid Model Considerations: Health & Safety

- Safety Protocols and Procedures (Screening Process, PPE, increased cleaning frequency based on CDC guidelines)
  - Staff training (September 2, 8, 9)
  - Student training (ongoing)
CleaningProtocols

All NYS Dept. of Health and CDC Cleaning Guidance Will Be Followed

- Daily Cleaning & Disinfecting will take place following all relevant guidelines
- Utilization of “Door Hangers” for Staff to Communicate with Cleaning Staff

Staff Training for Cleaners and Others

- No Use of Disinfectant in the Presence of Students
- No Personal Cleaning Products in Buildings
- Custodial staff is trained on the safe and effective use of disinfectants
Cleaning Protocols

Frequent Cleaning Throughout the Day of high touch surfaces

- Including But Not Limited To:
  - Door Handles/Push Bars
  - Light Switches
  - Handrails
  - Faucet handles
  - Toilet stall door locks
  - Towel dispensers
  - Bathroom doors and fixtures

Elimination of Common Shared Items

Hand Sanitizer Available When Hand Washing is Not Feasible
Daily Student and Staff Screening Process

- Remote Screening Tool prior to entry for staff and students (accessible by hyperlink, QR link, or paper copy)
- Taking student temperatures upon arrival
  - Temperature of 100° or greater students will be sent back to district
  - Parents and districts will be notified
- PPE equipment available if students or staff do not have their own and when needed for intervention
Student COVID-19 Building Entrance Screening Questionnaire

Please complete this questionnaire EACH day that your child is planning on attending school. This form should be completed for EACH child every morning before your child leaves for school.

Thank you for your cooperation and assistance.

* Required

Please indicate the day for which you are submitting this form *

Please Note: You should fill this questionnaire out each day your child is planning on coming to school. Thank you

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Destination(s) please check all that apply *

- Rubin Pollack Education Center - Main Campus (Special/Alternative Education)
- Rubin Pollack Education Center - Main Campus (Career & Tech Center)
- White Sulphur Springs School
Student and Staff Digital Screening Process

Four Questions: If you check “Yes” to one or more of these questions, your child is NOT permitted to come to school. Please contact your school Principal for further instructions.

1. Does your child feel feverish or have any symptoms known to be associated with COVID-19 in the past 14 days including a temperature of 100.0 degrees F or greater?

2. Has your child had contact with anyone confirmed or suspected to have COVID-19 within the last 14 Days?

3. Has your child been under quarantine and not cleared to return to school?

4. Has your child traveled to a state covered by the COVID-19 Travel Advisory in the last 14 days?
Student and Staff Digital Screening Process

Student COVID-19 Building Entrance Screening Questionnaire

You are Permitted to Report to School

***** Please Click Submit *****

You are PERMITTED to come to school.

Please complete the electronic COVID-19 screening questions prior to the start of each school day. Remember to wear your face mask and distance yourself from others by at least 6 ft when possible, and wear a face mask whenever 6 ft is not possible and when traveling through the school building.

Thank you

You are NOT Permitted to Report to School

***** Please Click Submit *****

You checked "Yes" to one or more of the questions and you are NOT permitted to come to school or enter any BOCES facility.

Please contact your school principal for further instructions (845) 295-4100.

Thank you
Hybrid Model Considerations: Instruction

- Flexible scheduling and design that incorporates:
  - Blend of in-person and remote learning
  - Curriculum and Instruction (Power Standards, work-based learning, lab hours)
  - Related Services (virtual and in-person)
  - Therapeutic Interventions (Protocols in development)
  - Social-Emotional Learning (SEL) and Multi-Tiered Support System (MTSS)
  - Ongoing Professional Development
Proposed Reopening Timeline

- Conference Days: September 2, 8, 9
- Acclimation and Set-up Days: September 10-11
- Hybrid Schedule Start Date for Students: September 14
- Full Reopening Target Date: TBD based on continuous monitoring of local conditions
# Component District Hybrid Model Summary

**as of 8-14-20**

<table>
<thead>
<tr>
<th>District</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eldred CSD</strong></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>SE, ELL, 504 and other students by invite every day</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td><strong>Fallsburg CSD</strong></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>SE, ELL, 504 and other students by invite 4 days a week</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td><strong>Liberty CSD</strong></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>SE, ELL, 504 and other students by invite every day</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td><strong>Monticello CSD</strong></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>SE, ELL, 504 and other students by invite 4 days a week</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td><strong>Sullivan West CSD</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tri-Valley CSD</strong></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>SE, ELL, 504 and other students by invite 4 days a week</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td><strong>Roscoe CSD</strong></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td><strong>Livingston Manor CSD</strong></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>

**BLUE = In-Person Instruction**    **RED = Remote Instruction**
## Component District Enrollment Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eldred CSD</td>
<td>N/A</td>
<td>12</td>
<td>1</td>
<td>3</td>
<td>N/A</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Fallsburg CSD</td>
<td>42</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Liberty CSD</td>
<td>77</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Livingston Manor CSD</td>
<td>N/A</td>
<td>42</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Monticello CSD</td>
<td>160</td>
<td>6</td>
<td>13</td>
<td>20</td>
<td>6</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>Roscoe CSD</td>
<td>11</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Sullivan West CSD</td>
<td>1</td>
<td>35</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Tri-Valley CSD</td>
<td>N/A</td>
<td>48</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Ellenville CSD</td>
<td>8</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Middletown CSD</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Minisink Valley CSD</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Port Jervis CSD</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>299</strong></td>
<td><strong>147</strong></td>
<td><strong>35</strong></td>
<td><strong>51</strong></td>
<td><strong>20</strong></td>
<td><strong>113</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
Will you send your child to school if classes are held in a hybrid environment (2 days in school and 3 days remotely)?

K-12 Special Education

- Yes: 60%
- No, my child will only attend 100% remotely: 40%
Will you send your child to school if classes are held in a hybrid environment (2 days in school and 3 days remotely)?

Alternative Education (9-12)

- 56.5% Yes
- 43.5% No, my child will only attend 100% remotely
Will you send your child to school if classes are held in a hybrid environment (2 days in school and 3 days remotely)?

Career and Technical Education (CTE)

- Yes: 74%
- No, my child will only attend 100% remotely: 26%
Does your child have access at home to a computer, Chromebook, iPad, or another device to participate in remote learning?

All Students

- Yes: 68.1%
- No: 31.4%
- Other: 0%
Does your child have access at home to high speed, reliable Internet to participate in remote learning?
Preparing to Reopen in a Hybrid Model

- Coordination of schedules with component districts
- Work to keep siblings in same student cohorts to maximize parent support and transportation needs
- Assess the transition between in-person and remote learning
Components of Remote Instruction (Hybrid or Remote Model)

- Instructional Delivery of Theory/Development of Practical Skills
  - Synchronous/Asynchronous
- Classroom Meetings each morning to take attendance and check on the well-being of students (SEL)
- Individual or small group conferencing
- Independent Student Work
- Related services (flexible)
- Office Hours
## Alternative/Special Education Hybrid Model

*Special Education, Alternative Education, K-12*

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Person</td>
<td>Cohort A</td>
<td>Cohort A</td>
<td></td>
<td>Cohort B</td>
<td>Cohort B</td>
</tr>
<tr>
<td>Remote</td>
<td>Cohort B</td>
<td>Cohort B</td>
<td>Cohort A and B</td>
<td>Cohort A</td>
<td>Cohort A</td>
</tr>
</tbody>
</table>
Sample Hybrid Model Schedule (CTE)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Person</strong></td>
<td><strong>Cohort A</strong></td>
<td><strong>Cohort A</strong></td>
<td></td>
<td><strong>Cohort B</strong></td>
<td><strong>Cohort B</strong></td>
</tr>
<tr>
<td><strong>Remote</strong></td>
<td><strong>Cohort B</strong></td>
<td><strong>Cohort B</strong></td>
<td><strong>Cohort A and B</strong></td>
<td><strong>Cohort A</strong></td>
<td><strong>Cohort A</strong></td>
</tr>
</tbody>
</table>

- Regular CTE Schedule: AM (8:00 – 10:35 a.m.) / PM (11:45 a.m. – 2:10 p.m.), Monday through Friday
- A and B cohorts are divided programmatically
- In-person instruction will focus on labs and work-based learning
Summary

• BOCES is committed to ensuring the health & safety of our students & staff
• BOCES will comply with NYSDOH & NYSED requirements for re-opening schools
• Collaboration with all stakeholders will be key to a successful reopening
• Ongoing and consistent communication with all stakeholders will be critical
• Continuous monitoring of all operational functions will also be required (staffing availability, PPE quantities, student attendance, etc.)
Questions?