

Sachem Central School District

Re-Entry Plan 2020



District Mission Statement

“The Sachem Family (students, parents, employees and residents) works interdependently to develop leaders of great character who are highly competent, confident and caring.

Most importantly we are motivating our students to become the best possible version of themselves.”

WE ARE SACHEM!

July 31, 2020



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Preface:

This re-entry plan is the collaborative effort of the Sachem Board of Education, administration, staff, and community. It was written utilizing the latest guidance from Federal and State authorities, including those issued by the Centers for Disease Control and Prevention (CDC), as well as the New York State Department of Health (NYSDOH). The issuance of this document comes ahead of the final decision by New York's Governor on re-entry in September, and which model we might be directed to utilize; a full return with social distancing, blended learning, or distance learning. Subsequent changes or directives from State or Local authorities may require revisions to this plan. Regardless of the situation, Sachem's District Re-Entry Planning Team is committed to detailing a plan that is the best for the students and staff of the Sachem Central School District.

Introduction:

On March 18, 2020, New York's Governor, Andrew Cuomo, closed all public schools as a result of the COVID-19 Pandemic. The Coronavirus Pandemic has impacted our world in such an exceptional manner that no one could have predicted, and that society would look and function the way it does now. The impact transcends all aspects of our lives such as schooling, business, physical and mental healthcare, emergency services, and much more. Frequently these areas are mentioned independently, but they are all intertwined and any good plan to restart our schools needs to take them all into consideration together. The most essential component of making a return to a new sense of normalcy hinges on teamwork and communication. Creating a District Re-Entry Planning Team to focus on the primary areas of concern is needed. This team will be comprised of stakeholders of all the constituent groups here in the Sachem Central School District. Upon completion of initial meetings, the District Re-Entry Planning Team will be organized into sub committees so members can focus on specific areas of need. The Interim Superintendent and the Assistant Superintendents will facilitate the District team and subsequent subcommittees.

Any truly effective plan of action must take multiple scenarios into consideration as the months ahead of us are still wildly unpredictable. What lies ahead is still not completely known. What we do know is we need to develop an inclusive plan of action to plot a course to keep our learning community safe while providing a positive educational experience to all our students. This is an outline that leads to a complete and comprehensive plan of action, it is not all inclusive. The complete action plan developed by



the District Re-Entry Planning Team may be enacted in stages throughout the school year as the situation changes, so there is a need for fluidity in its development.

General Re-Opening Considerations For Planning:

- Continue regular communication with State and local authorities who can help determine the proper level of mitigation needed for our community.
- Develop all re-opening guidance in a collaborative manner with internal stakeholders, including administrators, teachers, union leaders, school nurses, medical director, facility director/head custodians, transportation directors, administrative office staff, security, and safety specialists.
- Assess if there is sufficient staff to carry out school operations upon re-opening, or if any additional staffing may be required. This may be necessary depending on the re-entry model we must adopt based on anticipated guidance.
- Construct a plan to assess instructional gaps and what learning students need to revisit upon our return in September. This is particularly imperative for grades K-6. Learning is scaffolded from year to year and needs to be differentiated based on the assessed Math and Literacy levels of our students. This plan will include potential curriculum revisions and assessment tools, and data gathering models across all grade levels and departments. We will also include how we will transition students and staff from online/remote learning back to learning in a classroom. It is important to note that the role of instructional technology has been a strength for our students during remote learning, affording them an opportunity to engage with their lessons in various ways. Balanced implementation of such technology resources, along with traditional teaching methods, will be ensured.
- Particular attention should be focused on Special Education students and English as a New Language Learner students. These populations are traditionally at risk and would suffer further impacts due to the closure of school.
- Construct a plan to assess the mental health of students and staff and provide support through crisis intervention resources Districtwide, as well as proactive lessons for resiliency and stress reduction.
- Ensure infection control protocols are in place for school operations:
 - Social distancing requirements for the District should be communicated to students, parents, and staff prior to re-opening.
 - New and revised policies should be in place (as needed) and communicated externally and internally (e.g., travel, events, external use of facilities, visitors, etc.).



- Maintain sanitary conditions for food service operations in cafeteria spaces, classrooms and carts used for transportation of meals and utensils.
- Hold training for faculty and staff on particular job tasks that involve maintaining sanitary conditions and exposure control.
- Display age-appropriate social distancing signage throughout each school building. This could include:
 - Classroom set up visuals, as well as isolation areas.
 - Hand hygiene, respiratory etiquette and social distance reminders.
- Applicable equipment and supplies needed to begin operations on the first day back include:
 - Cleaners and disinfectant chemicals
 - Face masks
 - Gloves
 - Hand sanitizer in all appropriate locations
 - No-touch thermometers

Committee Focus:

The primary areas of focus for planning committee efforts is as follows:

- Operations:
 - Health and Safety: NYSDOH and CDC Compliance
 - Transportation, Facilities, Food Service
- Instruction & Supports
 - Curriculum & Instruction, Special Education, Guidance, English as a New Language, SEL & Mental Health Support, Music, Athletics
 - NYSED Compliance

There are multiple factors to evaluate and consider when planning a return to school in September. First and foremost, the health and safety of students and staff is our primary focus. Over the next couple of months, the State and CDC have indicated that they will provide more clear guidance for all school districts to follow. We will adhere to all State and local guidelines that are implemented as we move forward. There will be many questions and input from all stakeholders, and we will work to create forums to share all of these ideas and answer any questions. Along with universal distribution of information, we will designate point people throughout the district to disseminate information and provide answers to



questions. This will provide for consistent and accurate information for all members of the learning community. It is understandable that these are emotional times; we will work together to provide social and emotional support for our students, teachers, staff, parents, and community members.

Operations

The health and welfare of all the members of the Sachem Central School District is a top priority. The Operations sub-group of the District Re-Entry Planning Team will utilize our District and community health professionals, security officers, educators, custodians, and additional applicable staff to develop plans pertaining to general health and sanitizing practices that adhere to local, State and District regulations. These plans such as social distancing, monitoring symptoms, regulations on when to stay home, hand hygiene, and mask-wearing procedures will be communicated to anyone entering our schools. The plan will provide training for all stakeholders regarding wearing and using personal protective equipment, fact sheets and videos will be shared as deemed appropriate. Most importantly, everyone at school will practice these protocols. Development of and delivering training for faculty and staff regarding close contact interactions that are necessary parts of our daily jobs should take place before the start of on-site school. This group will develop a safety protocol for all non-regular visitors to our school, such as vendors, presenters, substitute teachers, parents, etc. Lastly, we will need to develop a protocol that adheres to privacy regulations and allows for reporting of any member of our learning community who tests positive for the COVID-19 virus.

The NYS Education Department, the NYS Department of Health, the Center for Disease Control and Prevention, along with other government health agencies, require control actions to be implemented to minimize the risk of COVID-19 when schools reopen for faculty/staff and students. As the pandemic changes and more science is developed, these guidelines need to be monitored, reviewed, and implemented. Additionally, the Operations sub-group will focus on related guidance and direction when developing compliance strategies. Many will be built into this portion of the action plan and center around social distancing, use of PPE, utilizing distance learning and video-based meetings, rigorous cleaning regiments, restructuring student and staff movement, hand hygiene, and restructuring extra- curricular activities. Key personnel should be tasked to monitor this guidance as well as attend webinars and zoom meetings for these organizations. This group may include health professionals, community members, administrators, faculty, and staff.



Lastly, the Operations sub-group of the School Opening Task Force will incorporate the transportation, facilities and food service departments, District administration, our healthcare team, and student and community members to develop the portion of the action plan that focuses on safe guidelines for these operational areas for our schools. The guidelines will require the use of PPE, such as masks for employees, along with distancing and cleaning procedures. The possibility of staggered times for pick up and drop off may need to be investigated based on guidance for re-entry models. How this affects these operational areas will need to be planned for accordingly.

Instruction & Supports:

The Instruction and Supports sub-group of the District Re-Entry Planning Team will first start with constructing sample teaching and learning models based upon the possible scenarios for re-entry in the fall. This will also include detailed attention to staffing and scheduling. At this time, there is no clear indication if students will be physically returning to school (or when), and what guidelines will be in place if they do return. Therefore, this portion of the plan will need to provide multiple scenarios that may be used. We will also require a plan to educate students who cannot fit into the typical plans; a plan for students who have underlying medical issues, serious family medical situations, or anxiety and concerns about physically attending school. This sub-group will also have to consider procedures to deliver special education services that require close physical contact. The Instruction and Supports sub-group will develop these scenarios and possibly others as the landscape shifts. Attention to further preparing our instructional staff for varied models is imperative. Professional development for such will be outlined. It is important to note that no matter the model, all teaching staff will host Google Classrooms for each class taught as well as continue training for Google Hang Outs. Should a closure need to occur due to a spike in cases of Covid-19, there should be little to no interruption to the curriculum taught. At the very least, Classroom and Hang Outs will be used for homework, handing work in, projects, and communication with parents and students.

Return Model #1, Return to School with Social Distancing Regulations

This model will be used if New York State or Suffolk County opens schools with strict social distancing guidelines in place. Creative approaches such as movement of teachers rather than students, split sessions, alternating day schedules, utilizing large meeting areas, and outdoor teaching spaces are only some of the approaches to consider. This plan will have to include components to support our communities return to work and families who can/will not have their students return to school. Curriculum



revisions would be made for grades K-6 to ensure students are assessed for any regression and possible re-teaching needs. For the secondary grades, possible review classes may be required for students wanting to take Regent exams they were granted exemption for but would prefer to complete for program success in an area. A virtual presence will be maintained using Google Classroom and Hang Outs for homework, communication, and technology integration into the instructional day.

Return Model #2, Blended Learning-In Person and Remote

The model will be used to develop an action plan where a blended approach utilizing distance and in school learning provides for a fair and appropriate education for all our students. Scheduling and transportation planning will need to occur. Supports for staff unable to return to work due to childcare will need to be considered. The same model for review of curriculum needs will be had as in model #1. A virtual presence will be maintained using Google Classroom and Hang Outs for homework, communication, and technology integration into the instructional day.

Return Model #3, Distance Learning

This model will be used if New York State or Suffolk County is still under an order to educate students through distance learning. If distance learning is in place, we will utilize a full virtual presence K-12, as noted in model #2, whereby Google Classroom and Hang Outs will be the platforms for the live delivery of Instruction and communication daily. This plan will also include how we will transition students and staff from distance learning back to learning in a classroom, and how to support parents who are returning to work.

Careful attention will be had for our students receiving Special Education services and English Language Learner services. Ensuring equitable support is paramount to the success of such at risk learners. The Office of Special Education and English Language Learners will spearhead further planning to support each individualized student based on their IEP goals and/or proficiency levels inclusive of the instructional model the District will utilize upon the fall.

Many mental health professionals are indicating that the pandemic and the subsequent closing of schools and businesses, rising death toll, and financial strains have caused stress and trauma to many Americans. The number of students and adults effected by this is staggering and a systematic approach to support all school community members, socially and emotionally, needs to be developed. The Instruction



and Supports sub-group of the District Re-Entry Planning Team will address the need for any identified crisis interventions and proactive teaching for building resiliency skills to navigate further modified educational experiences.

Additional Considerations and Areas Needing Attention:

- Sports, Music, and extra-curricular activities need added focus as they are contact sensitive. This will be addressed in the Instruction and Supports sub-group.
- Monitoring students moving from elsewhere into our community temporarily or permanently.
- Assessment plan to evaluate the mental health of our learning community members.
- Possible school calendar changes.
- Flexible attendance practices.

Closing Thoughts:

As stated in the preface, this initial plan is a launching point to begin conversations with all stakeholder groups as we look to return to some level of normalcy, as well as the hope for a full return to school in the Fall. Certainly, a collaborative approach is the only means to ensure success. It is also important for this plan and the sub-groups to remain flexible and adapt quickly to changes in best practices or official guidelines. Ultimately, the universal goal is to provide a safe and welcoming environment for students and staff alike. It is with great respect for the Sachem students and community we roll up our sleeves and get started!



Summary of the Sachem CSD Re-Entry Plans Provisions

- **Health and Safety**

Focused on preventive actions, including health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; develop plans to maximize social distancing; develop plans to manage and isolate ill persons until they can be sent home; instruct students and staff in proper hand and respiratory hygiene; require wearing appropriate face coverings; and develop cleaning and disinfection procedures for the school in accordance with CDC and DOH guidance.

- **Facilities**

Promotion of social distancing while maintaining existing safety requirements designed to protect students.

Continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. School leaders will need to plan for these drills to be conducted in a manner that maintains social distancing when practicable at exits and gathering points outside the building, while still preparing students to respond in emergencies.

- **Nutrition**

Provide all enrolled students with access to school meals each school day whether school is in-person or remote, address all applicable health and safety guidelines, and ensure compliance with Child Nutrition Program requirements.

- **Transportation**

Service will be provided to all students with consistency and equity. Perform regular bus disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students and drivers will wear masks and social distance on the bus when practicable. District will continue to provide transportation to homeless students; students in foster care; those who attend religious, independent or charter schools; and those with disabilities just as they always have.

- **Social-Emotional Well-Being**

Ensure intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies to support the well-being and success of students, staff, and families. Prioritize social emotional well-being, not at the expense of academics, in order to create the mental, social, and emotional space for academic learning to occur.

- **School Schedules & Staffing**

Create a schedule that includes in-person instruction, remote instruction, or a hybrid of both in-person and remote. Plans to be communicated, with as much advance notice as practicable, to students, families, and staff.

Adhere to state and local health and safety guidelines and ensure social distancing practices. Collaboration with District stakeholders when considering alternate schedules.



- **Budget and Fiscal**

Continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation, or Executive Order.

- **Attendance and Chronic Absenteeism**

Collect and report daily teacher student engagement or attendance. Attendance data must be reported in the student information reporting system or SIRS. Policies and procedures will focus on the academic consequences of lost instructional time and address absences before students fall behind in school.

- **Technology and Connectivity**

The District will look to determine the level of access all students and teachers have in their places of residence, to the extent practicable. We will look to address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote and hybrid instructional models.

The District will provide instruction on using technology and IT support for students, teachers, and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.

- **Teaching and Learning**

Mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students, ensuring continuity of learning regardless of the instructional model used, providing standards-based instruction, ensuring substantive daily interaction between teachers and students, and clearly communicating information about instructional plans with parents and guardians.

- **Special Education**

Schools and school districts are required to provide a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services; meaningful parental engagement regarding the provision of services to their child; collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services and communications with parents.

The District considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible and consider contingency plans developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended school closures.



- **Bilingual Education and World Languages**

The reopening plan will look to address the learning loss experienced by many English Language Learners (ELLs), in both their English language development and their mastery of content area knowledge. The following are important considerations:

- Provide all communications to parents/guardians of ELLs in their preferred language and mode of communication to ensure that they have equitable access to critical information about their children's education.
- Ensure that all ELLs receive appropriate instruction that supports their college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language or Bilingual Education program based on their most recently measured English language proficiency level.
- Conduct ELL identification for all students who enrolled during COVID-related school closures in 2019-20, during the summer of 2020, and during the first 20 days of the 2020-21 school year within 30 days of the start of the school year.
- Recognizing that all teachers are teachers of ELLs, provide professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commissioner's regulations.

- **Staffing and Human Resources**

The District will ensure that all teachers, school and District leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff classrooms; can employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; look to work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and will consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for reopening under an in-person, remote, or hybrid instructional model.



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HEALTH AND SAFETY

The health and safety of the children and adults in our schools is paramount. Health and safety considerations always come first in every decision made by our schools and District.

Whether instruction is provided in-person, remotely, or through some combination of the two, schools have an important role to play in educating and communicating with school communities about the everyday preventive actions they can take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks
- Healthy Hygiene Practices
- Social Distancing
- Personal Protective Equipment (PPE) and Cloth Face Coverings
- Management of Ill Persons
- Cleaning and Disinfection

Health Checks

Parents/guardians and staff members to be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff will be instructed that any student or staff member with a fever of 100°F¹ or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keeps an up-to-date list of symptoms of Coronavirus on its website. This list is not all inclusive as some individuals may display other symptoms or none at all.

1 Centers for Disease Control and Prevention, Stay Home When You Are Sick.

<https://www.cdc.gov/flu/business/stay-home->

As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

- Fever or chills (100.0°F or greater)
- Cough
- Shortness of breath or difficulty breathing



- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

It is strongly recommended that all staff are educated to observe students or other staff members for signs of any type of illness, such as:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue and/or irritability
- Frequent use of the bathroom

Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home. Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors. Students are required to have a daily temperature check and periodic completion of a screening questionnaire. Anyone who has a temperature of 100.0°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students should be supervised in the isolated area while awaiting transport home. Schools should refer such persons to a healthcare provider and provide resources on COVID-19 testing.

Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. Schools are advised to set up a means to collect this information such as a dedicated email or telephone line.



Schools will encourage staff to complete required screenings prior to arrival at school and encourage parents/guardians to screen their child before sending them to school. Screening by the parent/ guardian prior to school is preferred in lieu of temperature checks and symptom screening being performed after arrival to school. Screening of students includes a daily temperature check and periodic completion of a screening questionnaire.

A screening questionnaire determines whether the individual has:

- knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19
- tested positive through a diagnostic test for COVID-19 in the past 14 days
- has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
- has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

Temperature Screenings

In some cases, it may be learned that temperature checks were not performed prior to students arriving at school. In these cases, the screenings will be performed by building staff trained to do so. If the screening detects a fever or suspect symptom, the student will be isolated, and the parent will be notified to pick up the student.

Healthy Hygiene Practices

Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. Additionally, signage will be posted, and appropriate messages will be shared regularly with the school community. Important reminders to be shared:

- Stay home if they feel sick.



- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Hand Hygiene

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Hand hygiene includes:

- Traditional hand washing (with soap and water, lathering for a minimum of 20 seconds), which is the preferred method.
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty.
- Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons, therefore they must be permitted to wash their hands with soap and water.

Hand sanitizers contain alcohol and are flammable. Alcohol-based hand sanitizer dispensers are permitted to be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705.5.

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing, and handling dirty tissues or other soiled material.



Social Distancing

Social Distancing also called “physical distancing” means keeping a six-foot space between yourself and others. Schools will enforce social distancing in all school facilities and on school grounds, including transportation, whenever practicable.

Medically Vulnerable/High-Risk Groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Schools will look to make accommodations and be able to accommodate the needs of these students in the school community whenever practicable.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older
- Pregnant individuals
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
 - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child’s healthcare providers so that an informed decision can be made on how best to meet the child’s needs at school while protecting their health and safety.



Cloth Face Coverings

Cloth face coverings are meant to protect the wearer and other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment. All individuals in school facilities and on school grounds must wear a face covering. All students and staff members must wear cloth face coverings, unless they provide healthcare provider documentation stating they are not medically able to tolerate face covering. Such documentation should be provided to the building nurse and principal.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important. Mask breaks should be scheduled every period. Students may remove masks when eating and when staff say it is safe while monitoring social distancing.

Management of Ill Persons

Students and staff with symptoms of illness must be sent to the health office.

If a school nurse is not available, schools will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.

If Students or Staff become Ill with Symptoms of COVID-19 at School

Schools will follow [Education Law § 906, which provides](#) whenever a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law.



Return to School after Illness

Schools will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- If they have been diagnosed with another condition, and has a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms, or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms, AND
- It has been at least three days since the individual has had a fever (without using fever reducing medicine), AND
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

COVID-19 Testing

It is strongly recommended that schools comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health.

Contact Tracing

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. Schools will cooperate with state and local health department contact tracing. Schools can assist public health departments in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members,
- ensuring student schedules are up to date,



- keeping a log of any visitors which includes date, time and where in the school they visited, and
- assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the [New York State Contact Tracing Program](#). This does not mean schools are required to have staff members take the contract tracing program. Questions should be directed to the local health department.

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

School Closures

The District will collaborate with their local health department to determine the parameters, conditions, or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

District administrators will consider closing school if absentee rates impact the ability of the school to operate safely. Schools may choose to modify operations prior to closing to help mitigate a rise in cases. The District will consult their medical director and/or the local department of health when making such decisions.

Cleaning and Disinfection

The CDC provides [Reopening Guidance for Cleaning and Disinfection](#) with specific guidance for schools along with the [Cleaning and Disinfection Decision Tool](#) to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using US Environmental Protection Agency (EPA) approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS



Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important.

- Schools will maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.

High touch surfaces should be cleaned and disinfected frequently throughout the day. Examples of high touch surfaces include:

- Tables
- Doorknobs
- Light switches
- Countertops
- Handles
- Desks
- Phones
- Keyboards and tablets
- Toilets and restrooms
- Faucets and sinks

Health Physicals and Screenings

Due to the COVID-19 pandemic and the effect it is having on healthcare providers, the Department released the memo Health Examinations in Light of COVID-19 Pandemic, which provides direction to schools when students are delayed in obtaining required health physical examinations, along with information on the required health exam form Required NYS School Health Examination Form.

The memo states:

- Schools are to continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021.
- Parents/guardians are provided with additional time to provide the completed health exam to the school.
- Student athletes are able to participate in the fall 2020 sports season even if they do not



have a current health examination, if they meet certain criteria.

- Beginning February 1, 2021 health examinations for schools are to be completed on the NYS Required Health Examination Form or an electronic health record equivalent form. This directive may change depending on the status of the COVID-19 pandemic in the fall.
- Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year due to the COVID-19 crisis, unless such screening has otherwise been deemed necessary, pursuant to an amendment to Commissioner's Regulations section 136.3(e).

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration will be given to how we will modify drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

FACILITIES

The District will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19 wherever practicable. Important categories to be addressed:

General Health and Safety Assurances

School districts must follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection.



Fire Code Compliance

Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

Doorways

Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged. Fortunately, they need not be touched during normal use.

Emergency Drills

Districts or other applicable schools shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they must be conducted without exceptions, and socially distant where practicable.

Inspections

Statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. These deadlines must be met.

Lead Testing due in 2020

At present, the statutory requirement that lead testing occur in 2020 continues. NYSDOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of “normally occupied operation” for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.



Ventilation

NYSED Mandatory Requirement: Maintain adequate, code required ventilation (natural or mechanical) as designed. Fresh air ventilation rates to be increased to the extent possible, to aid in maintaining a healthy indoor air quality.

Additionally, the District is taking proactive steps to exceed these requirements. All unit ventilators will be fully serviced to ensure proper operation and fresh air exchange. All standard paper filters have been replaced with electrostatic MERV-8 filters and will be replaced with special ordered MERV-13 in early Fall. These filters will be replaced on a regular basis throughout the year. The District also has portable air cleaners, with HEPA filtration, to be utilized as needed in classrooms where a MERV-13 retrofit is not possible.

CHILD NUTRITION

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished. No child should ever go hungry, and school reopening plans will provide for the feeding of all students who require food assistance.

- The District will provide all students enrolled in the SFA with access to school meals each school day. This will include:
 - students in attendance at school; and
 - students learning remotely.
- The District will address all applicable health and safety guidelines.
- The District will include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- The District will instruct students to perform hand hygiene before and after eating, and that sharing of food and beverages will be discouraged.
- The District will include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
- The District will ensure compliance with Child Nutrition Program requirements.

TRANSPORTATION

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) will be applied to the school bus, as well. Pupil transportation also presents certain unique challenges, especially with regard to the transportation of homeless students, students in foster care, students in nonpublic and charter schools, and students with disabilities.



The District will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools.

Important Considerations

- Students who are able will be required to wear masks and social distance on the bus where practicable.
- All buses will be cleaned/disinfected once a day. High contact spots will be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run).
- School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or District. School bus drivers, monitors, and attendants must not carry personal bottles of hand sanitizer with them on school buses.
- Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet where practicable.
- When temperatures are above 45 degrees, school buses should transport passengers with roof hatches or windows slightly opened to provide air flow.
- School bus drivers, monitors, attendants, and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19, they should notify their employer and seek medical attention.
- School bus drivers, monitors, attendants, and mechanics must wear a face covering along with an optional face shield.
- Transportation staff will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- Transportation department/carrier will provide Personal Protective Equipment, such as masks and gloves, for drivers, monitors, and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- Drivers, monitors, and attendants who must have direct physical contact with a child must



wear gloves.

- The driver, monitor, and attendant may wear gloves, if they choose to do so, but are not required unless they must be in physical contact with students.
- Transportation staff will be encouraged to wash their hands with soap and water before and after am and pm runs to keep healthy and prevent the spread of respiratory and diarrheal infections from one person to the next.
- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering.
- Students must social distance (six feet separation) on the bus where practicable
- Students who do not have a mask can NOT be denied transportation.
- Students who do not have masks must be provide one by the District.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Siblings or children who reside in the same household should be encouraged to sit together.
- A student without a mask may be provided a mask by the driver/monitor/attendant. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. In such a situation the seating will have to be rearranged so the student without a mask is socially distanced from other students.
- Students who are transported in a mobility device should use seating positions that provide the required social distancing.
- Students should be reminded of the bus rules, such as, to not eat or drink on the school bus, which would require them to remove their mask.
- When students embark and disembark the bus, they should follow social distancing protocols. This will increase the time required to load and unload buses at stops.
- When students embark and disembark the bus, they should follow social distancing



protocols as best as possible. This will increase the time required to load and unload buses at schools in the morning and afternoon.

- Pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of District whose schools are meeting in in-person sessions when/ if the District is not.
- Pupil transportation will be provided to children who are in foster care, homeless, or attend private or charter schools. Parents who may have missed the due date to request out of District transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

BUDGET AND FISCAL MATTERS

Economic Overview

Both the national economy and New York State's economy have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts that have been undertaken since March 2020.

What is still unknown is the extent to which the impact will improve or worsen, how long it will last, and which sectors of the state economy will be most severely impacted.

Sachem's Board of Education and administration are very aware of this reality and will be prudent in all decisions with a keen eye towards the health and safety of all students and staff.

New York State government operations are funded through a blend of many revenue sources, including the personal income tax, sales tax, corporate taxes, user fees, and federal grants and entitlements. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19.

School District Fiscal Preparedness

Another major factor in the fiscal outlook for school districts is the availability of undesignated



reserve funds, which districts set aside for times of fiscal hardship. Sachem is no stranger to financial difficulties and has been diligent in the past several years building realistic budgets and spending projections that have been diligently monitored. These controls have helped restore many of the District's reserves and placed us in a better position to weather this storm. It is important to have a sustainable strategy when utilizing these reserves, as this situation has the potential to be long-lasting.

2020-21 Enacted State Budget

Governor Cuomo's Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of \$825 million, or 3 percent. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency Federal funds.

Pandemic Adjustment and CARES Act Funds

State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a "Pandemic Adjustment", which reduced school district aid allocations at their bottom line, commensurate with the amount of Federal Coronavirus Aid Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of Federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these Federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.

Potential Further Aid Reductions

The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-



21 State fiscal year. The actions noted above reduced this gap by nearly \$1.2 billion. Combined with other budget actions, the remaining gap was projected to be \$8.2 billion. Absent additional Federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap. Sachem's Board and administration will continue to carefully monitor this situation and make adjustments to this year's spending plan as needed.

180 Day Calendar and Attendance Reporting for State Aid Purposes

School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements.

The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue the same information, based on the schedule provided for the average student, rather than reporting for each individual student. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that "the District is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis". Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.

Impact of Low Attendance on State Aid

School districts have expressed concerns about the impact that students choosing to stay home during the pandemic will have on their state aid calculations. State aid formulas use multiple attendance counts in the calculation of aid apportionments for school districts. Statewide over 70



percent, largely in Foundation Aid, is based on Average Daily Membership or District enrollment, which is a measure of student registration in the district and does not take attendance into account. These aid formulas should not be impacted by attendance rates. Some formulas use Average Daily Attendance in the calculation of reimbursement rates, and Education Law §3602(1)(d)(2) provides for the commissioner to exclude from that calculation “days on which school attendance was adversely affected because of an epidemic...”. NYSED plans to advance a proposed COVID-specific change to such regulations in September for consideration by the Board of Regents. Sachem’s Board and administration will continue to carefully monitor this situation and make adjustments as needed.

Other Considerations

All existing state aid reporting requirements and deadlines must be maintained; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Additional costs for PPE, transportation, food service, and other mitigation needs will likely be necessary. Districts should not assume additional state or Federal support will be available beyond what has already been budgeted for the 2020-21 school year and should plan those needs accordingly.

Charter Schools

District schools should continue to process charter school per pupil invoices as required by Education Law § 2856 and Commissioner’s Regulation §119.1. Although many of the considerations above are applicable to all schools, charter schools should consult with the school’s authorizer regarding specific budgetary requirements.

All existing state aid reporting requirements and deadlines must be maintained; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Additional costs for PPE, transportation, food service, and other mitigation needs will likely be necessary. Districts should not assume additional state or Federal support will be available beyond what has already been budgeted for the 2020-21 school year and should plan those needs



accordingly.

TEACHING AND LEARNING

New York students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts will acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. During the upcoming school year, the individual student needs and equity are at the center of all learning experiences. Flexibility is essential when planning for the fall, and the District will be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

All schools must provide 180 days of instruction each school year to their students. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model.

Cohorts Consideration

- To the extent practicable, the District will look to “cohort” students to limit the potential exposure to the COVID-19 virus. For the younger students, this means that they are self-contained, preassigned groups of students with reasonable group size limits.
 - Building leaders will enact measures to prevent intermingling between cohorts, to the extent possible, and make reasonable efforts to ensure that the cohorts are fixed – meaning containing the same students – for the duration of the COVID-19 public health crisis.

Considerations for Volunteers, Visitors, and Service Providers

- The District will limit the number of volunteers and unnecessary visitors to classrooms.
- The District will communicate clearly to volunteers and visitors any protocols that must



be followed prior to entering the building or classrooms.

- While in the building, volunteers and visitors will be directed to follow all the health guidance and protocols set forth by the Department of Health, District, and eligible agencies.

Grades K-6

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. The District will ensure that students receive high quality rigorous, standards-based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas. Educational programs delivered in these grades will employ the best available instructional practices and resources and will be mindful of maximizing instructional time and supports with these young learners. This will be coupled with a plan for the possible contingency of fully remote learning. All students will have access to and interaction with an appropriately certified teacher on a regular basis. The District will strive to ensure teachers have daily contact with students in some format in order to support both their academic needs and social emotional well-being.

Grades 7–12 – Units of Study

Per Commissioner's regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State's learning standards. These regulations outline specific time (unit of study) requirements for various subject areas. The unit of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject. Under normal circumstances, in a face-to-face, in-person teaching environment, the State requires that school schedules for students be built in adherence to this time requirement.

As a result of the COVID-19 pandemic, the District will plan for various contingencies that may make it impossible for a specified amount of face-to-face contact between teachers and students. In order for schools to plan for various types of instructional models, including remote and hybrid models, the District will consider the time requirement of 180 minutes of instruction/week



as a benchmark for comparison when designing and delivering instruction aligned to the intermediate and commencement level standards. The District will ensure that all students have equitable access to high quality, rigorous, instructional opportunities and experiences provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course.

The definition of a “unit of study” has been revised in Commissioner’s Regulations to further clarify what may be considered in the design of such unit of study.

Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Science Laboratory Requirements

Per Commissioner’s Regulations, courses that culminate in Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year.

Arts

Due to the hands-on nature of Arts instruction, additional considerations will be given to both the



managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

Physical Education

Participating in Physical Education (PE) is important for our students' health and well-being. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. The District's re-entry plans will ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors will plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

SOCIAL EMOTIONAL WELL-BEING

Communities and schools are facing unprecedented challenges as they respond to the compounded difficulties of a global pandemic, an economic recession, and civic unrest in response to structural racism. But these challenges also offer unprecedented opportunities to re-envision and renew the capacity of our schools and communities to be welcoming, supportive, inclusive, and equitable environments.

To meet these challenges, individuals must start with the inner work of healing their own hearts and minds, finding the capacity within themselves to support healing for students, families, peers, and communities. While District and school personnel cannot solve every problem, collectively they are a powerful force in improving the well-being of themselves and those around them.

As District and school personnel adapt to environments that result in substantially reduced time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to supporting the well-being and success of students, staff, and families. Along with physical health and well-being, schools and



districts must prioritize social emotional well-being -- not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

It is unrealistic to expect that students will return to instruction as they left it months ago. Students have experienced an extremely stressful, and for many, traumatic experience while isolated from school, friends, and community.

Some students have had positive experiences during school closures, learning, growing, and discovering new identities as activists, caregivers, and leaders in their communities. Schools should support and nurture new skills and mindsets.

Students known to be vulnerable, as well as those not previously on District and school radars, may return to instruction anxious, fearful, withdrawn, grieving, and/or unprepared to self-manage new or exacerbated negative behaviors; and some students have thrived in an on-line environment, as school anxiety has lessened. Should additionally periods of remote learning be required, students who had an adult available to assist them previously may now be home alone as adults return to work. Older students may be tasked with the care of younger family members. Schools and districts will be challenged to meet students' needs where they are, regardless of the circumstances in which they find themselves.

The following considerations are intended to assist in creating a welcoming and caring school community that ensures its members are met with compassion and the support they need to achieve and thrive. Academic learning cannot be effective until the basic human needs for physical and emotional safety are met. This is an embodied practice. Breathe, notice, feel, and be present.

Except where otherwise noted, the considerations outlined below are relevant regardless of whether instruction is in-person, remote, or hybrid.

Important Considerations

- Ensure that a District-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselors, is reviewed and updated to meet current needs.
- Establish a collaborative working group comprised of families, students, members of the board of education, school building and/or District leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel



service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.

- Address how the school/District will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.
- Deepen an understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.
- Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.
- Build upon existing strengths as a foundation for growth.
- Examine opportunities to leverage community school strategies to support and sustain the work.
- Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.
- Leverage collaborative community partnerships to strengthen your initiatives.
- Use data to identify SEL needs and incorporate strategies to meet those needs in the District's or school's comprehensive school counseling plan.
- The District's or school's counseling/guidance program to be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).
- As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.
- Pupil personnel staff will adopt screening tools when necessary that, administered with parental consent and student assent, can assist the District or school with identifying the needs of returning students.
- Once student needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs.



Restorative Practices

Restorative practices are processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self and social awareness to repair damage caused to relationships as a result of inappropriate behavior. It focuses on strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior.

Replacing traditional discipline with restorative alternatives offers opportunities for youth to learn from mistakes and may reduce disciplinary disparities and negative outcomes.

Adult SEL & Well-Being

Adults in our school communities must take care of themselves and their peers, both for their own well-being and so that they may be better able to help young people heal. Adults in the school community have experienced stress, anxiety, grief, and trauma.

Before school reopens, and throughout the school year, the District will consider the following:

- Offering supports for school leaders, especially those new to their roles, to provide mentorship.
- Encourage human connection, and that acknowledge it is necessary for us to take care of our physical and emotional safety and comfort.
- Offering opportunities for adults to develop and strengthen their own social and emotional competencies.
- Offering all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.
- Offering professional learning opportunities to all staff. Address critical topics related to personal, student, and community well-being, including trauma-responsive practices, social emotional learning, restorative practices, mental



health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race.

- Prior to the re-entry of students, invite the staff into the building to talk about differences, losses, and newness of preparation for teaching and learning.
- Support access to mental health and trauma supports for adults in the school community.
- Leverage transformative SEL to support the work of adult anti-racism and anti-bias work. Nurture SEL competencies to improve cultural and linguistic responsiveness and sustainability.

Student SEL and Well-Being

Improving school climate promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge young people. All these conditions are improved by socially and emotionally competent adults and young people in the school community. The District is examining:

- Prolonged orientation or transition period to support the social and emotional well-being and resiliency of students before beginning to phase in academic content. Encourage connection, healing, and relationship-building.
- Utilization of community-building circles to ensure all voices can be heard.
- Fostering increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.
- Creation of safe, supportive, engaging learning environments that nurture students' social and emotional learning.
- Nurture adult-student relationships to ensure that every student has a trusted adult at their school, and that the adult checks in on the student regularly, regardless of the mode of instruction.
- Offer opportunities for movement and physical activity to the extent possible. Social emotional and physical well-being are interconnected.



- Leverage transformative SEL to support the work of anti-racism and anti-bias.
- Support access to mental health and trauma supports for students.
- Leverage the expertise of all school community members, including pupil personnel services staff, to support students. Gather input from staff delivering or distributing meals. They can provide valuable insights about what they have seen and heard.
- Provide professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being.
- Scaffold SEL to best support the developmental needs of students at all grade levels, from Pre-K through high school.
- Implement explicit SEL lessons and embed opportunities to develop and practice SEL competencies within academic lessons.
- Embed SEL and trauma-responsive practices in restorative discipline policies.
- Consider ways to mitigate the absence of school social activities, like sports or clubs, with socially distanced or online replacements.
- Consider teaching teams that work with the same cohort of students, with teacher teams meeting and communicating regularly. Consider a case-management style of checking in on students in the cohort.
- Collaborate with community partners such as afterschool program providers, tapping into their expertise to provide additional support services, to increase the school's capacity to meet student needs and know students and families, including their strengths, needs, and aspirations.

TECHNOLOGY AND CONNECTIVITY

For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet is 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. The closure of New York schools and subsequent shift to remote learning only highlighted this urgent need. The period of remote learning due to school closures presented significant challenges, especially due to the digital divide, but also unprecedented opportunity for schools, students, and families to leverage technology to support



instruction, learning, communication, and meaningful connections. The effective use of digital technology can assist educators in differentiating and personalizing learning, provide flexibility in scheduling and pace, and provide multiple entry points for students to engage in learning. As the District plans for reopening, technology and connectivity remain essential areas of focus.

Regardless of whether in-person, remote, or hybrid models are utilized, the District will look to provide students and teachers, for use in their places of residence, with access, to the extent practicable, to:

- A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet.
- Resources to access consistent, reliable high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot).
- Professional development for educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.
- Provide instruction to students to build digital fluency.
- Ensure student data privacy and security will be maintained and that the school and/or District are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

SPECIAL EDUCATION

Students with disabilities were particularly impacted by the closing of schools in spring 2020. The District's plans will always consider the special needs and requirements of students with disabilities.

Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. The District will continue to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. These plans will be designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and



safety conditions that exist.

Least Restrictive Environment (LRE)

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students.

IEP Implementation

Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued OSE guidance, the District will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided.

Progress Monitoring

Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable



efforts.

Compensatory Services

Because schools are required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CPSEs/ CSEs will make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year.

Child Find

As schools reopen, the District will remember its responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

BILINGUAL EDUCATION AND WORLD LANGUAGES

The spring 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). These challenges exacerbated existing educational inequities, like a lack of access to technology and reliable Wi-Fi needed for remote learning. The District will remain mindful of the special needs of ELLs, and that all communications with ELL students and their families be in their preferred language and mode of communication. The District will examine resources available on the [NYSED Office of Bilingual Education and World Languages](#) website as we hone our plans, as curriculum is reviewed, as instructional plans are developed, and as educational materials are selected.

Initial Identification of Potential ELLs

NYSED has approved temporary emergency regulatory changes to the ELL identification process



to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year. It states:

- Qualifying schools that reopen using in-person instruction or blended/hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year. After this 20- day flexibility period, all schools that reopen using in-person or hybrid instruction will be expected to complete identification of ELLs within the required 10 school days of initial enrollment for all students pursuant to Commissioner’s Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process should be followed in person for new entrants following the District’s safety protocols to ensure compliance with the Governor’s Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening.
- Any new entrant enrolling in a school District, to the extent feasible, must be provisionally placed in a Bi-lingual Education program while awaiting NYSITELL results, as this is the program of default for Districts which meet the enrollment threshold set forth under Section 154-2.3(d).

Students with Interrupted/Inconsistent Formal Education (SIFE)

SIFE are among the most vulnerable ELL subgroups, having already endured interruptions in their education prior to their arrival in NYS. Many SIFE are refugees and others may have left family and friends behind when they immigrated to the US. While school closures have been difficult on all students, SIFE have been among those having the hardest time adjusting, and many were not able to remain engaged with their learning. In response, NYSED has approved a temporary emergency regulatory change that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification as a SIFE pursuant to Part 154-2.2(y), regardless of whether they were engaged in remote schooling during that time.



CAREER AND TECHNICAL EDUCATION (CTE)

CTE Content and Delivery

While planning for CTE instruction, whether through in-person, remote, or hybrid models, the District and our local BOCES will ensure that all applicable NYS Learning Standards are met and content that is critical for meeting these standards, as well as requirements for applicable industry certifications or other postsecondary credentialing, is identified. Additionally, for those programs in fields such as health sciences, barbering, and appearance enhancement where specific curricula and/or clinical hours are mandated by other state agencies (Department of Health and Department of State respectively), consideration will be given to ensure requirements of the programs are met. All planning will be done within the context of meeting NYS Department of Health guidelines for health and safety and social distancing policies.

Work-Based Learning

The District and local BOCES will collaborate with all business and industry partners to identify and ensure safe and healthy work-based learning opportunities. Students will be provided opportunities to participate in work-based learning, either in-person or remotely, to the extent possible.

Considerations for Students with Disabilities

- The work-based learning coordinator, transition coordinator, and all other service providers will work collaboratively to design work-based learning experiences that are in line with students' individualized education program (IEP) goals.
- Where practical, remote or hybrid experiences may be used towards work-based learning hours.
- The District will consider placements in the school building if participating outside businesses are not able to meet students' IEP requirements (job coaching, PPE, etc.).



Business and Community Partnerships

A high quality CTE program is planned with input from business and community partners. The District will consider the following for the 2020-2021 school year to continue business and community partner engagement:

- Continue to have business and community participation in advisory council meetings. Utilize videoconferencing if necessary.
- Establish and communicate clear safety protocols that will be expected prior to student and instructor participation at internship or clinical sites. Determine appropriate PPE for students and instructors.
- Incorporate industry partners into virtual student interactions, student career development, and instruction, to the extent possible.
- The District will continue to evaluate labor market needs with business and industry partners and adapt curriculum and program offerings, as appropriate.

Civil Rights

No flexibilities in the compliance with Federal civil rights laws will be granted. Districts and BOCES will continue to comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act.

Academic Intervention Services

Students in grades 3-8, including students with disabilities and English Language Learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science will continue to be entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, the District shall use a District developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. The District may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:



- Developmental reading assessment
- Benchmark and lesson embedded assessments
- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioners Regulations Part 117

Libraries

School Libraries are an integral part of the learning ecosystem, and school library media specialists play an essential role in helping students gain information, media, and digital fluency skills. The District will consider ways in which school library media specialists can support high-quality instruction in hybrid and remote models.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. The District will continue to monitor all guidance from NYSED, NYSDOH, and Section XI as we look to restart our athletic program and extracurricular activities.

Interscholastic Athletics

Per the [NYDOH Guidance](#) Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

The [New York State Public High School Athletic Association](#) (NYSPHSAA) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors, and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021



school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements, fan attendance, resocialization efforts, protocol, procedures, transportation, etc. As more information becomes available, it will be shared on the [NYSPHSAA website](#).

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities and external community organizations that use school facilities must follow State and local guidelines on health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.

- Follow New York State Department of Health guidelines and CDC guidelines on wearing of masks, handwashing, and social distancing.
- For more information on cleaning and disinfection, review sanitation guidelines from CDC at CDC Cleaning and Disinfection Community Facilities, CDC Reopening Guidance on Cleaning and Disinfection Public Spaces Workplaces, Businesses, Schools, and Homes.

ATTENDANCE AND CHRONIC ABSENTEEISM

As described in the Technology and Connectivity section of this guidance, remote learning did not work for everyone during the spring 2020 school closures. In many schools and districts, large numbers of students did not log on or otherwise participate in online learning opportunities. This issue was experienced in Sachem as well. The District will remain vigilant and will use a variety of creative methods to reach out to students and their families who did not engage in distance learning. The message shared with students and families will focus on the academic consequences of lost instructional time and address absences before students fall behind in their learning.

Attendance for Reporting Purposes

- Attendance of any school-age student of compulsory age, who resides in the District or is



placed by a parent/guardian in another public school district, a charter school, or is placed by a District administrator or the CSE of the school District in educational programs outside the District (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required.

- Attendance must be reported by any reporting entity that is required to take attendance.
- Resident students of compulsory age who were not in attendance in a public school, including charter schools, school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the District, or the District has documentation that the student has entered another educational program leading to a high school diploma.
- Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the District.

Attendance for State Aid Purposes

School Districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements.

As discussed in the Budget and Fiscal Matters section of this guidance, the minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school Districts will be required to continue to submit the same information through SAMS that has been required in previous years, namely aggregate instructional days and hours, as well as daily calendars. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school Districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the District is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. Successful application of the waiver will shield school Districts from a reduction in aid for failure to meet the minimum



instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school District to provide fewer than 180 days of instruction over the course of the full school year.

Chronic Absenteeism

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month.

- Chronic absence includes all absences from instruction, both excused and unexcused. Instead of school policies and procedures focusing on truancy, it is essential for school attendance policies to focus on the academic consequences of lost instructional time and for the school procedures to address absences before students fall behind in school.
- During these challenging times, the District will continue to instill the development of positive school relationships, which may be a lifeline for students disconnected from school.
- Although flexibility is recommended when monitoring attendance in a remote instructional model, for students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, the District will explore a variety of methods for reaching out such as:
 - phone calls to families are often the simplest solution and provide an immediate opportunity to offer resources and assess student and family needs;
 - where families do not respond to phone calls, texting may offer a lower-stress alternative and a subsequent phone call can be arranged; and
 - seeking out adults in the school who have established a connection with the student and/or family may yield improved results. Counselors, coaches, social workers, and psychologists are often logical choices, in addition to teaching staff. Social media contact or using friends to reach out can also be effective strategies.



Educational Neglect

An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child's prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress, or imminent danger of such an adverse effect. Educational neglect should not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in person during the pandemic, and the child is participating in remote learning opportunities.

The District will reach out to the local departments of Social Services (LDSS) with any questions or concerns related to child welfare when deemed appropriate.

STAFFING

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. The District will ensure that all teachers, school and District leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.

TEACHER AND PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW §3012-D/APPR)

Consistent with research and best practices, the Sachem Central School District believes that well-designed and implemented teacher and principal evaluations ("Annual Professional Performance Review"; "APPR") are an important tool to help support educator growth and development. With this goal in mind, the measures that are used as part of an annual evaluation should provide useful information to District administrators and the educators who are being evaluated that helps support educators and leverage their expertise. In turn, this helps ensure equitable access to effective educators for all students so that students are given the skills to succeed.

In this unprecedented time of school closures, the District is facing new challenges in evaluating and supporting our professional staff. Although the District should not penalize our educators as a result of the challenges to learning presented by the COVID-19 crisis, we will still make sure students are being taught as effectively as is practical to expect.



The following section includes information about the mandatory requirements and recommended practices for LEAs as they prepare for the 2020-2021 school year.

Instruction & Supports- Instruction

**Sachem District Re-Entry Planning- Instruction & Supports Committee:
INSTRUCTION - DANIELLE MORAN AND MARIE O'DOHERTY, Leads**



Committee Members :

Maureen Porqueddu, Tara Scully, Tracy Wilson, Cathy Delovic, John Galligan, Kathleen Perun

Models:	
Model 1: Return to School/Social Distancing Measures in Place. K-12 Full Return or K-5 Full Return, 6-12 A/B Day Model	<ul style="list-style-type: none"> -No shared materials, such as supplies and textbooks -Benchmarking of all students in ELA and Math to determine levels and regression -Reteach/pre-teach priority standards/units using resources from the previous grade level -Curriculum Revisions 6-12 to ensure “Big Ideas” lessons align with possible interrupted model of instruction -Review classes necessary for secondary Math, Science, LOTE -Google Classroom utilized in all K-12 classrooms & buildings -Teacher Professional Development -Parent/Community Professional Development -Push In AIS Services -Push In Art, no shared supplies K-5
Model 2: Blended Learning/In-Person & Remote K-5 Full Return & 6-12 A/B Day Model	<ul style="list-style-type: none"> -Same as Model 1 -Shared Google classrooms with special services (ie. ENL, Reading, Math, etc) to minimize confusion for students and parents -Students will receive pre-teach videos & assignments in preparation of next day’s return as well as homework
Model 3: Distance Learning <i>Full virtual lesson resources and appropriate live teaching daily.</i>	All points from Model 1 & 2 and additionally: <ul style="list-style-type: none"> -Daily Google Meet live instruction with students based on district expectations for each grade level -Building leaders deliver daily morning messages & announcements -“Office Hours” additionally made for parent use -6-12 Students Full use of Gmail



Instruction & Supports- Special Education

Sachem District Instruction & Supports Committee: SPECIAL EDUCATION - MIKE SAIDENS, Lead

Committee Members : Elizabeth Tucci, Heather Shook, Beth Caruana, Jocelynn Stone, Kelly Andersen(Elementary Teacher), Jen DeSena(School Psychologist), Christine Ruggero(School Psychologist), Kim Wottowa(Social Worker), Christine Baratta(Chairperson), Dave Cruz(Chairperson), Lauren Letteri(Chairperson), Dana Glasser(Chairperson), Angela Thiele(Chairperson), Kim Pirreca(Transition Coordinator), Terri Bonacorsa(Speech), Carrie Dansky(Speech), Lori Densieski(Hearing), Diana Greenspan(Vision), Meryl Doberman(Home Component), Tiffany Flohl(Elementary Teacher)

Models:

Model 1:
Return to
School/Social
Distancing Measures
in Place.
K-12 Full Return
or
K-5 Full Return,
6-12 A/B Day Model

Special Class 8:1:3, 8:1:2, 8:1:1, 12:1:1, 15:1

- All adults wear masks/shields
- Students are encouraged but not required to wear masks (students who cannot remove mask independently should not wear a mask)
- Students are taught proper hygiene and social distancing (masks, handwashing, etc) consider the use of social stories, powers cards and other instructional methodologies to reinforce proper hygiene throughout the day
- Provide protocol for aides/teaching assistants in appropriate social distancing for this population of students and to ensure safety of staff and students
- Communicate with teachers to ensure that they are reviewing the continued need for a 1:1 aide or if a change to a shared aide would be appropriate; consider potential for aide fading when appropriate to support social distancing measures for part or full day

All programs and services:

- Ensure desks/tables are separated within social distancing guidelines

Resource Room/Related Services (speech, reading, OT, PT, vision, hearing, counseling):

- Ask building administration to consider resource room and/or related services of students for placement purposes to prevent having to take students in groups from a variety of classrooms to the greatest extent possible
- Speak with building administration regarding size of space allocated to each provider to ensure proper social distancing
- Communicate with providers the consideration of a push in model where appropriate and amending IEPs when needed

Students out on home instruction or home schooling:

- Create guidelines with M. O'Doherty and D. Moran

(Are services provided in home, in school (if properly vaccinated) or virtually based on parent/doctor request?)

FOR ALL MODELS:

Special education Google Classroom for teachers/providers to share resources (lessons, videos, EdPuzzle, etc.) broken up by specialty

All special education providers have Google Classroom available day 1, posting regularly and sharing with parents and students immediately



**Model 2:
Blended Learning/In-
Person & Remote
K-5 Full Return &
6-12 A/B Day Model**

(As per feedback from SEAS, districts offering live teaching five days a week to NYSAA classes as well as 12, 15, 18 ratios: W. Islip, Pat-Med, Hampton Bays, Port Jeff, Middle Country, Bridge Hampton, East Islip, William Floyd, Sayville, Miller Place)

If possible, building administrators to group students who receive resource room/related services together in one class on the same A/B day schedule so those students can be serviced as a unit

Option 1 for Special Class only:

All Special Classes to attend daily

Option 2: NYSAA classes attend daily (8:1:1, 8:1:2, 8:1:3, 12:1:1 Cog)

Resource Room:

Special educator to provide a combination of in-person and virtual/synchronous instruction as per IEP mandated frequency

Consultant Teacher: Direct services to be provided while student is on-site to the greatest extent possible

Related Services:

Providers would use in-person and virtual/synchronous instruction for students who are following A/B day schedule

Transportation:

Confirm that all students with special transportation are set up for the correct A/B day schedule

Special Class - Teaching Assistants/Aides:

If students in special class settings attend daily, the teaching assistants and aides will be in-person as well

Aides in settings other than special class:

Scheduled and trained to support students during building learning

**Model 3:
Distance Learning**

*Full virtual lesson
resources and
appropriate live
teaching daily.*

Ensure 1:1 device for all students to allow for synchronous learning

IEPs/504s to be followed in their entirety virtually as well as in person (staff training - gen ed and special ed)

Synchronous instruction to the greatest extent possible

- Clear daily schedule shared with families and administration (building and OSS)
- Small group instruction to work on instructional needs, subject matter and IEP goals (elementary - daily ELA and math, social studies and science weekly) (social/emotional instruction for all students)
- Programmatic and developmental instructional expectations and goals to be developed

Maintain Google Classroom with access to equivalent lessons for families that cannot participate in synchronous instruction

Resource Room/Related Services:

- Provided virtually (synchronous) as per IEP mandate including group sessions

Teaching Assistants:

- Classroom teaching assistant to support teacher in synchronous instruction and maintenance of Google Classroom

1:1 TA:

- Provide pre-teaching and review daily when student is not working with teacher
- Pre-recording lessons, sending to the teacher for pre-approval and then posted to Google Classroom

Aides (toileting, 1:1, shared aides):

- What tasks are they contractually allowed to complete?



Instruction & Supports- ENL

Sachem District Instruction & Supports Committee: ENL - DANIELLE MORAN AND MARIE O'DOHERTY, Leads

Committee Members :

Sachem Staff: Jon Hinkaty, Faye Moratti, Tina Parrinello, Kate Bennett, Patty Boccafola, Jen Schiotis, Diana Isaacson,
Donna Gregory, Rachel Haik, Danielle DeLorenzo, Andy Larson,
Parent Representatives: Angela Rincon, Nickolande Regis, Kubra Cakmak, Carlos Barbosa Dos Santos
Student Representatives: Maria Valencia Valencia

Models:

Model 1: Return to School/Social Distancing Measures in Place.

K-12 Full Return
or
K-5 Full Return,
6-12 A/B Day Model

- Translated materials and information home to parents, families
- SIOP Model Maintained
- ELL Chairs dispersed to “check-in” with classrooms for differentiated materials

Model 2: Blended Learning/In- Person & Remote

K-5 Full Return &
6-12 A/B Day Model

- Model 1 Supports
- Technology PD and support for teachers
- Provide translation PD for teachers (how to translate Google Classroom)
- Parent/caregiver information on Google Classroom
- Establish Parenting Partners as well as Student Buddies for check ins, to share information

Model 3: Distance Learning

*Full virtual lesson
resources and
appropriate live
teaching daily.*

- All points from previous Model 1&2 and additionally:
- Devices to students who may not have or are sharing with multiple people in the house
 - Daily Google Meet with students based on district expectations for each grade level



Instruction & Supports- Mental Health & SEL

Sachem District Instruction & Supports Committee: MENTAL HEALTH & SEL - LATISA GRAHAM & MARIE O'DOHERTY, Leads

Committee Members :

Jon Chiaramonte & Lauren Gonzalez, SEL Chairs, Deb Tracy, Amanda Foran, Erin Gearns, Leslie Zanone

Models:

Model 1: Return to School/Social Distancing Measures in Place.

K-12 Full Return
or
K-5 Full Return,
6-12 A/B Day Model

- Personal Space and Social Distance education
- Positive Education, University of Pennsylvania Interventions for resiliency and stress management
- Expansion of Peer Education Program to model self-assessment of stress and anxiety needs, help others.
- Comfort Corners, Zen Den
- Gardening, outdoor classroom use
- Continued yoga & meditation activities

Model 2: Blended Learning/In- Person & Remote

K-5 Full Return &
6-12 A/B Day Model

-Same as Model 1 but as an A/B Day 6-12

Model 3: Distance Learning

*Full virtual lesson
resources and
appropriate live teaching
daily.*

- Pop Up Lessons on Zoom
- Surveys continue to gather needs for staff & students
- SEL weekly activities from University of Pennsylvania to support families at home



Distance Learning AND LIVING from Home

Mindfulness Matters

YOU
MATTER!

BACKGROUND:

Mindfulness is the quality or state of being conscious or aware of something. By practicing mindfulness, you will become more aware of your thoughts, emotions and surroundings.

DIRECTIONS:

We invite you to create positive emotional health and balance in your life. Simply use the activities below (or create your own) and add a MINIMUM of two activities per week to the calendar attached!

SOCIAL & EMOTIONAL LEARNING DEPARTMENT



Distance Learning AND LIVING from Home

Daily Thoughts and Affirmations

There is no one better to be than myself.

I am enough.

I get better every single day.

I am an amazing person.

Today, I am a leader.

All of my problems have solutions.

I forgive myself for my mistakes.

My challenges help me grow.

I am perfect just the way I am.

Today is going to be a great day.

I can control my own happiness.

I believe in myself.

I am proud of myself.

I accept who I am.

Every day is a fresh start.

It is enough to do my best.

I matter!

SOCIAL & EMOTIONAL LEARNING DEPARTMENT



Distance Learning AND LIVING from Home

Mindfulness Ideas

Go for a walk

Write down three things that you are thankful for.

Meditation

Clean your room

Do Daily Affirmations (SEE ATTACHED)

Have no plans for an entire day.

Create plans with friends.

Give three people a compliment.

Read a book.

Create a list of short and long-term goals.

Try something new today!

Write a list of people that inspire you.

Ask three people about their day.

Spend 10 minutes outside.

Power Nap

Do some stretching

Prepare a healthy meal or snack

Show gratitude (let those you know how you feel!)

Just Breathe (SEE ATTACHED)

Use no technology for an entire day.

Go on a hike.

Do something creative - such as writing, painting, etc.

Go to bed early.

Clean your room, house, workspace, etc.

Watch your favorite movie.

Cook yourself your favorite meal.

SOCIAL & EMOTIONAL LEARNING DEPARTMENT



Distance Learning AND LIVING from Home

MINDFULNESS IDEAS CONTINUED:

Write down five positive things about yourself.

Set aside time for low stress or solo activities

Plan a trip with friends or family.

Color!!! (Coloring Books!)

Take a five minute break to close your eyes and breathe.

Create Your Own!

MINDFULNESS 5/4/3/2/1 (SEE ATTACHED)

MINDFULNESS 5/4/3/2/1

Mindfulness 5,4,3,2,1
5 Things you can SEE
4 Things you can TOUCH
3 Things you can HEAR
2 Things you can SMELL
1 Thing you can TASTE

SOCIAL & EMOTIONAL LEARNING DEPARTMENT



Instruction & Supports- Guidance

Sachem District Instruction & Supports Committee: GUIDANCE- LATISA GRAHAM, Lead

Committee Members :

Guidance Regulations Implementation Team

Kurt Baumiller, Melissa Capuano, Jen Conti, Marina Deletrain, Kristin Dunseith, Sue Hance, Samantha Iadanza, Nicole Koerber, Christine Launer, Megan Maclellan

Models:

Model 1: Return to School/Social Distancing Measures in Place.

K-12 Full Return
or
K-5 Full Return,
6-12 A/B Day Model

-Masks are to be worn at all times in the Guidance Office by ALL

-Counselors will meet students according to need and caseload breakdown: alpha or grade level equally each day. When possible meet in open areas: larger unused offices, library, little theater, OSS room, Student Cafe where social distancing can be enforced

-Student counseling groups should not contain any more than 8-10 students in an open area with social distancing being practiced

Model 2: Blended Learning/In- Person & Remote

K-5 Full Return &
6-12 A/B Day Model

- Same as Model 1 scheduled by A/B Day requirements 6-12

Model 3: Distance Learning

*Full virtual lesson
resources and
appropriate live
teaching daily.*

- Counselors will use Google Survey of Needs, Google Classroom for virtual appointments/conference with students/parents
- Webcalls/Goggle Meets when having an in-depth meeting
- Naviance: interest inventory/surveys for college and career exploration
- Schedule and Inform of Virtual Events via email, Google Classroom and Remind App of College Tours, Informational Sessions, Financial Aid Sessions etc.



Instruction & Supports- Technology

Sachem District Instruction & Supports Committee: TECHNOLOGY, LIBRARY MEDIA & INSTRUCTION- JACK RENDA, Lead

Committee Members (volunteers):

Sandy Bucher, Stacey Furey, Virginia Goldhammer, Madelyn Haussner, Jacquelyn Wrightson, Kim Walker, Louann Cronin, Lori Capozzi, Dawn Robson, Melissa Lawler, Tricia Bertolone, Victoria Moreno, William MacIntosh, Claudia Camassa, Keri Haas, Carrie McGuire

Models:

Model 1: Return to School/Social Distancing Measures in Place.

K-12 Full Return
or
K-5 Full Return,
6-12 A/B Day Model

- Use of space and blocking off areas/computers to appropriately distance students for laptop/computer use. Secondary occupancy revision/study hall/free periods/extra help
- Modified levels of book checkouts to spread population interaction
- Focus on in person and offline activities through Google Classroom and Meet
- Use of Discovery Education, Learning.com, VRC, Screencastify, etc. for classroom and flipped classroom/additional support
- Provide support for student email and account management (Gmail 6-12)
- Collaborate with educators to develop and co-teach PBL/Inquiry research
- Research support via online publication of pathfinders/resource guides with hyperlinks to VRC databases and websites for class projects. Utilize Vision for instruction. Identify books for project use, create bibliographies of books and allow individual students to check out books as needed since they should not share books as a class.
- Students can search OPAC and request books. Librarians can provide bibliographies, lists of new books, etc. Checked out books delivered to classrooms. Students should not browse shelves
- Participate in educator professional learning communities and activities to provide differentiated learner resources and support
- Elementary level push-in model

Model 2: Blended Learning/In- Person & Remote

K-5 Full Return &
6-12 A/B Day Model

- Coordinating with building scheduling to review classroom time rotations and meeting with students every other week
- Further utilize Google Classroom and occasional Meet Office Hours to support student instruction, assist individual students and increase communication to make student connections
- Additional PD time for school librarians to share digital resources with teachers
- Collaborate with teachers in Google Classroom to plan and implement instructional lessons and units that integrate information literacy skills and resources with the classroom curriculum
- Integrate additional aspects of Technology Literacy curriculum to account for more limited classroom time and direct instruction
- Teach students how to use Destiny with lots of practice opportunities for holds and check outs
- Teach students and faculty how to use Destiny Discover and Collections to help kids “browse” on their devices before checkout
- Provide online opportunities for students to use library resources for research, individual exploration, independent reading, and personal inquiry including Epic Books, VRC, MackinVia, Follett, & SORA
- Curating digital resources in multiple formats to target diverse needs



	<ul style="list-style-type: none"> • Professional Development for teachers and leaders on designing effective online/remote learning experiences and best practices for instruction in online/remote settings • Participate in virtual school, department, and grade-level curriculum development • Develop and implement reading initiatives with videos, eBooks, virtual assignments, and collaborative peer tools to motivate and engage students in independent reading • Create, curate and make available appropriate instructional videos and online resources
Model 3: Distance Learning <i>Full virtual lesson resources and appropriate live teaching daily.</i>	<ul style="list-style-type: none"> • Full integration with Google Classroom and Meet • Implementation of full Learning.com curriculum • Regular Office Hours each day for specified grade levels/classes • Ensure that all students have equitable opportunities to develop and practice information fluency through resources assessments, and virtual learning opportunities • Professional Development for teachers and leaders on designing effective online/remote learning experiences and best practices for instruction in online/remote settings • Assess connections between online classroom needs and the library's eBook collection and other free eBook collections available • Communicate to students and faculty the ethical and safe use of technology from home • Promote independent reading for all students and e-resources to support it • Advocate for and promote use of virtual school library and public library • Curate high quality digital resources including free Open Educational Resources (OER) considering appropriate assistive technology • Provide technical support for learners and families • Collaborate with school educators to design and teach student orientation to the library • Creating instructional videos - what is the best platform to be created/stored/provided? (i.e. YouTube has been most popular) • Elementary level - breakdown of curriculum map of instruction/expectations of grade levels • If all on remote learning - can the library in the building physically be used by the librarian as an instructional space to record/use materials? • Library scheduling (falls in with student accountability as well) - students will be "logging on" during certain school hours/times or student must complete or check in by specific date



Instruction & Supports- Music

Sachem District Instructional and Supports Committee: MUSIC

Committee Members: David Jaklitsch, George Macchio

Models:

Model 1: Return to School/Social Distancing Measures in Place.

K-12 Full Return
or
K-5 Full Return,
6-12 A/B Day Model

- All secondary ensembles split into smaller groups to allow for appropriate of space between musicians. In addition, following guidance, groups would be arranged in straight rows thereby reducing the number of students that could fit in each rehearsal space.
- Secondary choirs present a bigger challenge since available knowledge about viral spread shows loud speaking/singing for extended periods presents the highest risk for viral spread. Choirs could split into smaller groups and/or rehearse in auditoriums (when scheduling allows it).
- Elementary pull-out instrumental lessons would remain largely as is. Some larger lesson groups would need to be split into smaller groups, but the majority of rotating lesson groups could be spaced apart appropriately in teaching spaces and/or utilizing elementary stages with curtains closed (scheduling/lunches permitting).
- Elementary chorus became mandatory during the 2019-2020 school year. These large groups represent a big scheduling and rehearsal space challenge. Assuming scheduling is similar to last school year (keeping 2 elementary classes at a time coming down for chorus) students could use lunch tables to remain appropriately spaced in the cafeteria.
- General Music class size should be reduced in accordance with class sizes district-wide in order to allow appropriate space between every student.
- 4th grade instrumental students will not meet as a large ensemble, but will continue to have lessons as normal.
- 5th grade instrumental ensembles will meet with half of the students present once per week.

Model 2: Blended Learning/In- Person & Remote

K-5 Full Return &
6-12 A/B Day Model

- Requires district subscriptions to SmartMusic and Sight-Reading Factory.
- Use of Google Classroom for student assignments and communication.
- Class instruction to occur in-person at school with online resources being utilized on days students are learning remotely.
- Large ensembles would be able to meet (keeping appropriately distanced) assuming half the students would be present each day.
- Lesson groups would be largely unaffected.
- General Music classes with half the students present each day (keeping 6ft apart) would be able to meet in their usual locations.
- 4th grade instrumental students will not meet as a large ensemble, but will continue to have lessons as normal.
- 5th grade instrumental ensembles will meet with half of the students present once per week.

Model 3: Distance Learning

*Full virtual lesson
resources and
appropriate live
teaching daily.*

- Requires district subscriptions to SmartMusic and Sight-Reading Factory.
- Use of Google Classroom for student assignments and communication.
- Use of Google Meet for class instruction.
- Possible virtual ensembles to take the place of in-school concerts.



Instruction & Supports- Physical Education/Health

Sachem District Instruction & Supports Committee: PHYSICAL EDUCATION AND HEALTH

Committee Members: Gary Beutel, Shannon McEntee

Models:	
Model 1: Return to School/Social Distancing Measures in Place. K-12 Full Return or K-5 Full Return, 6-12 A/B Day Model	-PE classes outdoors whenever possible (individual fitness focus, SEL, yoga, mindfulness, walking trails) -Team sports units moved to winter/spring/when appropriate -Health classes as is within compliance with social distancing and number of students
Model 2: Blended Learning/In-Person & Remote K-5 Full Return & 6-12 A/B Day Model	-Flipped classroom styled lesson planning (PE & Health): -Skill/Fundamentals taught through digital platform -Application of skills, game play and practice session in person.
Model 3: Distance Learning <i>Full virtual lesson resources and appropriate live teaching daily.</i>	-Structured lesson plan format for all levels (PE & Health): -Teachers continue to create lesson plans, videos and instructional guides to upload. Teachers review, implement, and teach skills on (live &/or pre-recorded) digital platforms. -Recording will remain on google classroom so students can view as needed.



Operations – Food Service

Sachem District Operations Committee: FOOD SERVICE

Committee Members: Lisa Zdenek

Models:

Model 1:

Return to School/Social Distancing Measures in Place.

K-12 Full Return

or

K-5 Full Return,

6-12 A/B Day Model

Cafeteria service for students in school. Several options of freshly prepared meals may be packed and set up for quick service to reduce the amount of time students are standing in line with each other. Prepaid accounts are encouraged to reduce the interaction of students and staff.

Model 2:

Blended Learning/In- Person & Remote

K-5 Full Return &

6-12 A/B Day Model

Cafeteria service for students in school. Grab and go meals (breakfast and lunch) would be sent home with students Monday through Thursday. Grab and go meals available for pick up at 7am on Monday mornings for students learning remotely. Prepaid accounts are encouraged to reduce the interaction of students and staff.

Model 3:

Distance Learning

*Full virtual lesson
resources and
appropriate live teaching
daily.*

Grab and go meals available for pick up from 11am - 1pm. Breakfast and lunch together in one bag. Meals available at several (or all) schools.



Operations – Transportation

Sachem District Operations Committee: TRANSPORTATION

Committee Members: Joseph Cervone, Joan Uettwiller

Models:

Model 1: Return to School/Social Distancing Measures in Place.

K-12 Full Return
or
K-5 Full Return,
6-12 A/B Day Model

- Students who are able will be required to wear masks and social distance on the bus where practicable
- All buses will be cleaned/disinfected once a day. High contact spots will be wiped down after the am or pm run depending upon the disinfection schedule
- School bus drivers and matrons must wear a face covering
- Transportation staff will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves
- Transportation staff will be encouraged to wash their hands with soap and water before and after am and pm runs to keep healthy and prevent the spread of respiratory and diarrheal infections from one person to the next
- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding.
- Siblings or children who reside in the same household should be encouraged to sit together.
- Students should be reminded of the bus rules, like, to not eat or drink on the school bus, which would require them to remove their mask
- When students embark and disembark the bus, they should follow social distancing protocols where practicable
- Pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of District whose schools are meeting in in-person sessions when/ if the District is not
- Pupil transportation will be provided to children who are in foster care, homeless or attend private or charter schools

Model 2: Blended Learning/In- Person & Remote

K-5 Full Return &
6-12 A/B Day Model

- Same as above

Model 3: Distance Learning

*Full virtual lesson
resources and
appropriate live
teaching daily.*

- Continue to maintain all buses and driver training/certifications as needed in preparedness for a return to school with little or no notice.



Operations – Facilities

Sachem District Operations Committee: FACILITIES

Committee Members: Ed Miller, Scott Ptaszynski

Models:	
Model 1: Return to School/Social Distancing Measures in Place. K-12 Full Return or K-5 Full Return, 6-12 A/B Day Model	<p>-When students and staff return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. The Facilities staff will work closely with building and district administration to ensure all stated protocols are in place and followed.</p> <p>-All Students and Staff will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19. To meet the requirements of that guidance, school classrooms and other common spaces will be rearranged to maintain proper social distances.</p> <p>-Hand sanitizer dispensers will be available in all halls and entrances and also in all common areas. Hand soap will be provided at sinks.</p> <p>-Ventilation will be increased to provide more air exchanges in the buildings by boosting the percentage of outside air entering and increasing exhaust fan operation</p>
Model 2: Blended Learning/In-Person & Remote K-5 Full Return & 6-12 A/B Day Model	<p>- Same as above</p>
Model 3: Distance Learning <i>Full virtual lesson resources and appropriate live teaching daily.</i>	<p>-Continue to maintain all buildings as needed in preparedness for a return to school with little or no notice.</p>



SACHEM CENTRAL SCHOOL DISTRICT

We Are Sachem

District Re-Entry Planning Team

- Oversight of All Aspects of Re-Entry
- Communication with all Stakeholders
- Members Based on Integral Role in the District

Membership

Board of Education Members
Cabinet
Matthew Wells- Administrative Unit
Philip Barbera- SCTA Teacher Unit
Jocelyn Stone- SSA Supervisor Unit
Lori Caliendo- SCNA Nursing Unit
Josephine Vasiento- UPSEU Clerical Unit
James Enright- SSSU- Custodial, Security, Food
Service, Grounds, Auto/Maintenance Mechanics
Bevin Llanes- PTA Council
Carrie Marrone- SEPTA

Operations

- Health and Safety
- Transportation
- Facilities and Grounds
- Security
- Food Service

Membership

Chairs-Deputy Superintendent, Assistant Superintendent for Personnel and BOE Member

Kathy McCabe-Lead Nurse
Joseph Cervone-Transportation
Ed Miller-Facilities
Wayne Wilson-Security
Lisa Zdenek-Food Service
Representatives: PTA, SEPTA, Parent, Teacher, Principal, Student

Instruction & Supports

- Instructional Models-Staffing & Scheduling
- Curriculum & Instruction
- Technology and Library Media
- Special Education
- English Language Learners
- UPK
- SEL/Mental Health
- Athletics
- Professional Development

Membership

Chairs-Assistant Superintendent for Curriculum and Instruction & BOE Member

Danielle Moran, Marie O'Doherty-Instruction & ENL Directors
Mike Saidens-Special Education Director
Jack Renda-Technology Director
Latisa Graham-Guidance Director
Gary Beutel-Athletic Director
Melissa Krauss-SCOPE UPK
Representatives: PTA, SEPTA, Parent, Teacher, Principal, Student



Sachem Central School District

Curriculum and Instruction Office

Re-Opening 2020-2021

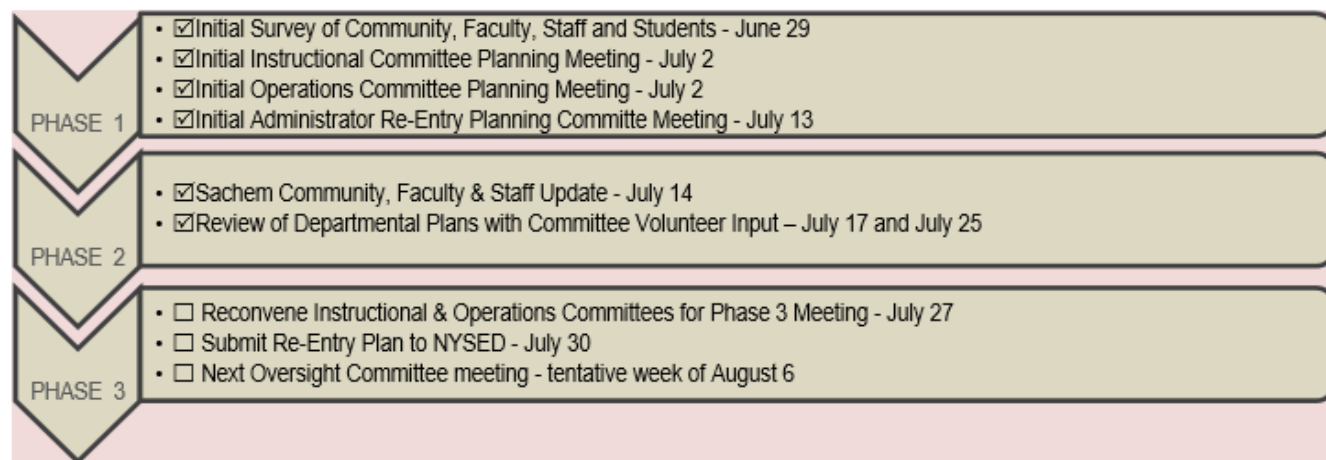
On March 18, 2020, New York's Governor, Andrew Cuomo, closed all public schools as a result of the COVID-19 Pandemic. The Coronavirus Pandemic has impacted our world in such an exceptional manner that no one could have predicted, and that society would look and function the way it does now. The impact transcends all aspects of our lives such as schooling, business, physical and mental healthcare, emergency services, and much more. Frequently these areas are mentioned independently, but they are all intertwined and any good plan to restart our schools needs to take them all into consideration together.

The most essential component of making a return to a new sense of normalcy hinges on teamwork and communication. Creating a District Re-Entry Planning Team to focus on the primary areas of concern is needed. This team will be composed of stakeholders from all constituent groups in the Sachem Central School District. Upon completion of initial meetings, the District Re-Entry Planning Team will be organized into sub-committees so members can focus on specific areas of need.

Guiding Principles for Re-Opening

- Continue regular communication with State and Local authorities who can help determine the proper level of mitigation needed for our community.
- Develop all re-opening guidance in a collaborative manner with stakeholders, striving for consistency across the district.
- Assess if there is sufficient staff to carry out school operations upon re-opening or if any additional staffing may be required.
- Construct a plan to assess instructional gaps and student learning needs to revisit upon our return in September. Consistency for parents and students will be a priority. Particular attention should be focused on Special Education and ENL students.
- Look to assess the mental health of students and staff and provide support through crisis intervention resources districtwide as well as provide SEL support through proactive lessons for resiliency and stress reduction.
- Ensure infection control protocols are in place for safe school operations.

Timeline of Re-Entry Plan:





Sachem Central School District

Curriculum and Instruction Office

Re-opening Committees:

Membership consist of Superintendent, Cabinet, Board of Education Members, Administrators, Teachers, District Facilities, Security, Transportation, Food Service, Nurses, Clerical Staff, PTA, SEPTA, Students, Parents and Community members.

District Re-Entry Planning Team

- *Oversight of all Aspects of Re-Entry
- *Communication with all Stakeholders
- *Members Based on Integral Role in the District

Instruction & Supports

- Instructional Models-Staffing and Scheduling
- Curriculum & Instruction
- Technology and Library Media
- Special Education
- English Language Learners
- UPK
- SEL/Mental Health
- Athletics
- Professional Development

Operations

- Health and Safety
- Transportation
- Facilities and Grounds
- Security
- Food Service

Instructional Models:

The **District Re-Entry Planning Team** and the **Instruction and Supports Committee** will be developing plans for three models of instruction:

Model #1: Return to School with Social Distancing	Model #2: Blended Learning: In-Person & Virtual Teaching	Model #3: Distance Learning
<ul style="list-style-type: none"> • This model will be used if NYS or Suffolk County opens schools with strict social distancing guidelines in place. • Curriculum revisions will be made for grades K-12 to ensure students are assessed for any regression and possible re-teaching needs. • For the secondary grades, possible review classes may be required for students wanting to take Regent exams they were granted exemption for but would prefer to complete for program success in an area. • A consistent virtual presence will be maintained using the <i>Google platform</i> for homework, communication, and technology integration into the instructional day. 	<ul style="list-style-type: none"> • This model will be used where a <i>blended</i> approach utilizing distance and in-school learning provides a continuous education for all our students. • The same model for review of curriculum needs will occur as in model #1 including the full use of the <i>Google platform</i> in all classrooms. • Planning for an "A/B" day approach will ensure consistency so as to minimize interruptions to daily operations of schools for students. 	<ul style="list-style-type: none"> • This model will be used if New York State or Suffolk County is still under an order to educate our students through distance learning. • If distance learning is in place, we will utilize a full virtual presence K-12 as noted in model #2 whereby <i>Google Classroom</i> and <i>Google Meet</i> will be the platforms for the live delivery of instruction and communication daily.



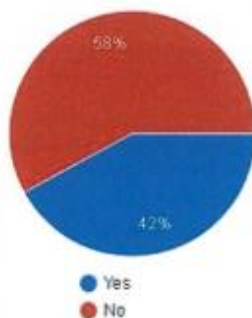
A Brief Look Into the Re-Entry Survey Results

July 2, 2020

Teachers/District Employees

Approx. 1,230 Teachers/District
Employees Responses as of 7/2/20

Would you like to possibly
volunteer on one of our
Re-Entry planning
committee?



Sample Comments/Feedback:

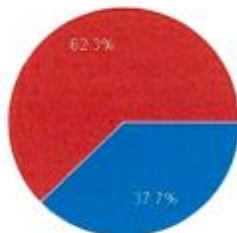
- "For my students to receive effective instruction there needs to be no masks and the ability to move around. They have already regressed enough, distance learning does not work for students that need hand over hand prompting, as my students do."
- "I think it's important to have students back in school in September with counseling services available to any who are emotionally affected by this scenario."
- "We need to figure out a fair way to make students accountable for distance learning if it is a part of next year. Possible model to include social distancing: Groups A and B (1/2 day attendance Monday, Tuesday, Thursday, Friday) *no lunch periods *in school for core subjects - specials areas distance learning the other 1/2 day. All students and staff distance learning on Wednesday (schools cleaned)."
- "Distance Learning has many benefits in this situation. Many of my students did well with it, and I was able to utilize technology to maintain the integrity of our instruction. I think a creative hybrid approach is best at the moment."
- "Live instruction is needed. Structure and accountability are also needed."
- "I truly hope that we get to come back in September for in-school instruction. Elementary students especially NEED to be in school to learn fundamental academic and social-emotional skills. Schools are so much more than just reading, writing, and math. Students can not really learn how to follow routines, listen and follow directions, communication skills, socialization skills, cooperation, and how to collaborate online. They need to be around other children and adults who are trained to guide them through the learning process."



Parents/Community Members

Approx. 2,830 Parent/Community Responses as of 7/2/20

Would you like to possibly volunteer on one of our Re-Entry planning committee?



● Yes
● No

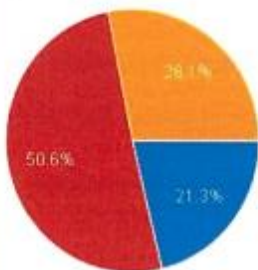
Sample Comments/Feedback:

- "Glad to help I work for an education company and have a broad view of what districts around the country are doing and can probably provide a different perspective than most parent."
- "Students need to return to school, distance learning is not working for many students. Students need interaction with fellow students and teachers."
- "I feel a mix of in-person and distance learning would be best. Perhaps breaking the students into teams and those teams only go on certain days. Team A goes on M/W/F and does distance learning on T/Th. Team B does the opposite. Each week they switch. This lowers the amount of kids in school at a time. Also, masks must be mandatory."
- "Many children have not been social distancing since the beginning. I just hope all is considered regarding transportation or virtual learning. I am ok will continuing virtual learning until January."
- "Children need to go back to school. These children need interact with other children. They need this to build up there socialization skills. However, I don't think special areas subjects should be taken away like gym, art, music, etc. they need this also. And having children wear a mask for 6 hours. Isn't acceptable."
- "Although my daughter's teachers did the best to their ability to continue her education during the year, sitting at a computer is not an education. My daughter will be entering 1st grade in September, she needs the ability to socialize with her peers and receive an education from her teachers, not a computer. With that being said, based on Cuomo's direction leading to possible face masks being worn by children in school, my recommendation be that classroom sizes are decreased and desks are arranged so the children are not sitting on top of each other. I have every intention of having my child return in September, as being home is not the education I think my child should receive."

Students

Approx. 445 Student Responses as of 7/2/20

Would you like to possibly volunteer as a student representative on our Re-Entry planning committee?



● Yes
● No
● Maybe

Sample Comments/Feedback:

- "We need to get back to school. I can't learn good at home on a screen. I miss school so much."
- "I was looking forward to starting high school, but with the pandemic, I prefer to continue homeschooling until it gets under control. I am nervous for the health of myself, my family and my friends."
- "3 days in school 2 days online would be school."
- "I wish I could go back to normal school like before. I would wear a mask."
- "Please let us go back I can't do this again I didn't learn anything really and it's not even the teachers' faults."
- "I would like to go back to school because I miss my friends and teachers. I don't like wearing a mask. I don't want people to be sick from COVID but my mask makes me uncomfortable so my parents make sure I don't have to go to stores."
- "I would love to go back to school in the fall. I know for our safety some changes will have to be made but I believe that a little bit is better than nothing. If we have to go every other or even wear masks and gloves, it will make all the difference."
- "There is going to be a second wave and we shouldn't have school."
- "I think if we do go back in groups we should have one day for each grade and Friday's should be for any extra help or any "makeup" days for work that way you won't be splitting everyone by names or anything."
- "Every other day we would go into school and the days that we stay home we would join the class on Google meet instead of going into the classroom. This would give students a regular daily schedule and not have to self teach ourselves and the teachers wouldn't have to create new work."



Sachem Summer Parent Tech Workshops and Live Support



Live Virtual Workshops: Recorded for future viewing.
Tailored to all learners.

Day Sessions:

August 20 11:00 - 12:00 pm Google and Tech Support for Parents

August 25 1:00 - 2:15pm Google and Tech Support for Parents

Evening Session:

August 20 6:30 - 7:30PM Google and Tech Support for Parents

Sign up using the link or QR code below:

Link: <https://forms.gle/eH8B4DMi7fa3Mf8G8>



Additional evening sessions will be offered Thursday, September 17th and Tuesday, September 22nd from 6:30-7:30 pm.

Recorded Workshops/Resource Guides Available Anytime!

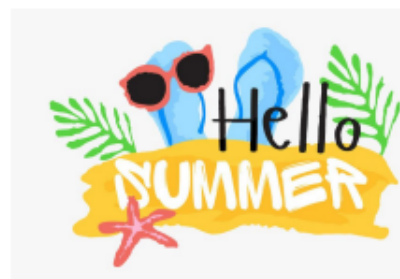
Title or Topic (click on link)	Format/Provided by	Length
A Parent's Guide to Google Classroom	Handout	
Student Perspective Google Classroom	Recorded - Youtube	13 1/4 min total
What are Guardian Summaries & how do I sign up?	Recorded - Youtube	2 3/4 min
How can my child view upcoming assignments in Google Classroom?	Recorded - Youtube	1 1/2 min
How does my child turn in an assignment for the teacher to see?	Recorded - Youtube	3 min
How to add a document to an assignment	Recorded - Youtube	1 1/2 min
How can my child check the status of assignments & grades received?	Recorded - Youtube	3 min
How can I find teacher comments?	Recorded - Youtube	1/2 min

Ideas for other technology workshops? Please email JRenda@sachem.edu



Sachem Summer Professional Learning Opportunities:

Professional development on the topics YOU chose that also fit your schedule—all are welcome!



Sachem Tech Tuesdays via Google Meet/Zoom!

July 21, (no 7/28) & August 4, 11, 18, 25 & Sept. 1

Sign up using link above or scan QR:



Live Virtual Workshops led by Sachem Staff Developers:

Click past events to view recording. Tailored to all learners.

Date/ Time	8:00-9:15am	9:30-10:45am	11:00-12:15pm	1:00-2:15pm
7/21	Google Classroom 101	Google Meets 101	Google Classroom Advanced	Google Meet Advanced
8/4	Google Slides 101	Google Slides Advanced	Software Preview: Discovery.com (w/student rosters)	Software Preview: Screencastify
8/11	Google Forms 101	Google Forms Advanced	Math Tech Tools/Strategies	Tech Support Office Hours
8/18	Google Classroom 101	Google Classroom Advanced	Translation Tools	Math Tech Tools/Strategies
8/25	Google Meet 101	Google Meet Advanced	Software Update: The VRC	<i>*Sachem Parent Workshop*: Google and Tech Support</i>
9/1	Google Classroom: Back to School Q&A	Google Meet: Back to School Q&A	All things Google: Back to School Q&A	Tech Tools and Tips Support Q&A



See Below for Recorded PD Available Anytime!

Title or Topic (click on link)	Format/Provided by	Length
GOOGLE SUITE FOR EDUCATION		
Creating and Using a Google Meet	Google Meet-Recorded	1:02 hour
Utilizing Google Hangouts and Meet	Google Meet-Recorded	59 min
Google Classroom Part 1	Zoom-Recorded	1:11 hour
Google Classroom Part 2	Google Meet-Recorded	1:01 hour
Using Google Slides and Forms to Create Engaging Lessons with Feedback	Google Meet-Recorded	1:31 hour
Google Drive	Zoom-Recorded	1:06 hour
Google Forms Video 1 / Google Form Video 2	Recorded	
Translating Tools for Google Suite, MS Word to better Support Students and Parents *Using captions in Google Meet 6:12 *Translating in Gmail 24:56 *Google Translate Extension, App 33:58 *Microsoft Translate App for Parent Conferences 33:58 and 38:00 *Talking Points 46:17 *Digital Storytelling 50:52 *Translating YouTube Captions 56:42 *Translating Google Slides 1:01 *Google Forms 1:09 *Using GooglePronounce 1:20	Google Meet-Recorded	1:23 hour
Creating Engaging Lessons with Screencasts and Jamboard from Google	Google Meet-Recorded	1:03 hour
Google Sites	Zoom-Recorded	1 hour
Google Jamboard	Zoom-Recorded	51:38 min
Google Quick Tips		
Submitting photo/video in Classroom	Recorded	4 min.
Convert PDF to Doc with Zamzar	Recorded	9 min.
Using Forms in Classroom	Recorded	9 min.
Using Meet with Classroom	Recorded	5 min.
Incorporate Symbols, Exponents and Fractions in Forms	Recorded	5: min
Google Meet Grid View	Recorded	1:15 hour



Switching between Google Accounts	Recorded	5:11 min.
File Sharing with Google	Recorded	7 min.
Microsoft 365		
Office 365-One Drive	Zoom Recorded	52 min.
Office 365-Microsoft Teams	Zoom Recorded	1:34 hour
CO-PLANNING/FLIPPED CLASSROOMS		
Co-Planning in the Digital Classroom	Zoom Recorded/ LIRBERN	40 min.
The 5Ws of Co-Planning	Zoom Recorded/ LIRBERN	11 min.
Flipped Classroom: Buncee, Microsoft Teams,	Zoom Recorded/ LIRBERN	120 hour
EdPuzzle	Zoom-Recorded	103 hour
ZEARN, REFLEX, FLIPGRID & CASTLE LEARNING		
Zearn Webinars	Videos about the software	varies
Reflex Math Webinars Engagement Kit	Intro video & PD videos & resources	varies
Engaging all Learners using Flip Grid	Google Meet-Recorded	59 min.
Getting started with Flipgrid	Zoom-Recorded	52 min.
Castle Learning Webinars	Sign up required	1 hour
SUPPORTING ENL LEARNERS		
Sachem's ENL Google Classroom for ENL PD * Every Teacher is a Teacher of ELs * ENL Proficiency Levels * Instructional Supports * Parent/Guardian Outreach * Translation Help	Google Classroom - 5 modules with exit tickets.	Code: rdhwu7j
Remote Learning Resources for ELLS	Recorded - YouTube	
Co-Planning in a Digital Classroom	Recorded - Youtube	112 minutes
Supporting ELs with SEL	Recorded - Youtube	58 minutes
SEL and MENTAL HEALTH		
Resources for Students	Recorded	various



Resources for Teachers, Staff SEL Google Classroom Code: rjwtaqx	Recorded	various
Additional Technology Resources		
How to VPN to a district computer	Recorded	6.5 min
Sending E-mails to parents from eSchool	Handout	
ASSISTIVE TECHNOLOGY		
Google Classroom: Chromebook applications, reading & writing tools, i pad apps, kinesthetic learners support	Google Classroom	Code: nl4jplr

Check back often for updates and New PD offerings being added! **Got ideas?** Email Erin Hynes, Jack Renda, Marie O'Doherty or Danielle Moran if you have other PD ideas.

