EAST RAMAPO CENTRAL SCHOOL DISTRICT

All the Way Up!

Healthy • Safe • Supported • Engaged • Challenged
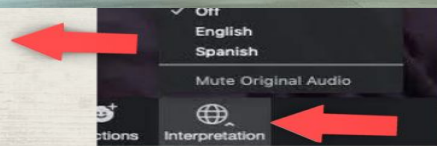
V I R T U A L
T O W N H A L L
MEETING

Thursday, September 2, 2021
6:00PM - 8:00PM

Hi!
嗨
Hola!

TRADUCCIONES AL ESPAÑOL DISPONIBLES
Haga clic en este icono para cambiar a español

Off
English
Spanish

Mute Original Audio

ctions   Interpretation

East Ramapo Central School District

Our Mission

Our mission acts as the "why" or who we are by explaining our fundamental purpose as an organization.

As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

Our Vision

Our vision captures the "what" or who we hope to become for our desired future.

We will become proficient in all that we do.

Our Focus

Why? = *Purpose*

How? = *Process*

What? = *Product*

PURPOSE

Reimbursable Expenses

ARPA Funds will be used to address learning loss through the implementation of evidence-based interventions, such as:

- Comprehensive After School Programs

- Expanded Learning and Enrichment

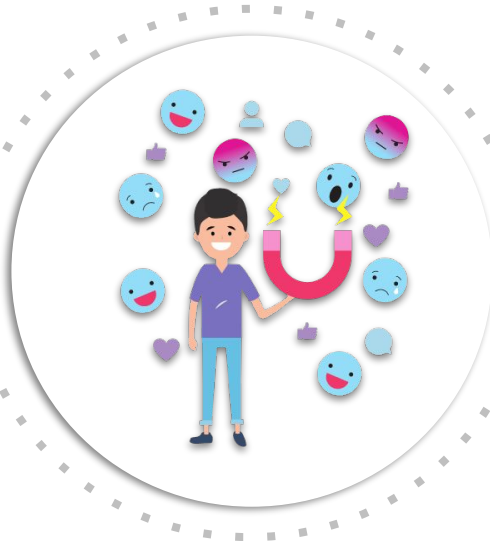- Extended Day Programming

- Expanded School Year Programs

Scan Here to Submit your questions or visit
https://tinyurl.com/EastRamapoARPA

PROCESS

The American Rescue Plan Act of 2021: Advisory Task Force

OBJECTIVES:
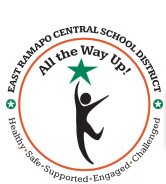
Academic/Instructional
to address learning loss

Social Emotional Learning
to address community stability

Operations
to address a safe and healthy learning environment

Scan Here to Submit your questions or visit
https://tinyurl.com/EastRamapoARPA

PRODUCT

Transparency

In accordance to NYSED regulations, the District posted on our website the plan for the use of the aid which prioritizes spending on non-recurring expenses for safe return to in-person instruction, addressing:

⚠️ The effects of pandemic disruptions upon students, purchasing technology, investing in early childhood education,

And other purposes, including operating schools and meeting the needs of students

Academic / Instructional
Goal: Addressing Learning Loss

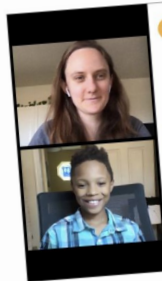| Use of ARPA Funding	Strategic Plan Alignment	ARPA Task Force Objective
Provide individualized tutoring for K-8 students through partnership with BookNook.	Strategy Implementation Activity 1.1.4 Expand access to digital instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials).	Increase literacy among school age students; Address any instructional gaps.
Professional development for K-6 teachers on Orton-Gillingham intervention strategies (60 teachers/year); Pedagogical professional development for leaders and teachers around the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and leveraging instructional time to address literacy skills.	Strategy Implementation Activity 1.1.4 Expand access to digital and print instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials).	Increase literacy among school age students.
Classroom libraries (digital and print) to support targeted reading interventions and student independent reading, inclusive of text to support students with interrupted formal education (SIFE) and dictionaries, K-12.	Strategy Implementation Activity 1.1.2 Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention)	Increase access to multi-level texts, particularly to support English Language Learners and newcomers

Academic / Instructional
Goal: Addressing Learning Loss

Academic / Instructional
Goal: Addressing Learning Loss

Phonemic Awareness is the ability to hear and manipulate sounds letters make; our spoken language (Armbruster, et. al, p.1)

Phonics is understanding each letter has a sound(s) that go with it; relationship between spoken and written language (Armbruster, et. al, p.17)

Fluency is accurate and quick reading of text where the reader recognizes words and does not need to figure out what each word is (Armbruster, et. al, p.19)

Vocabulary is the words we use to listen, speak, read, and write; how we communicate (Armbruster, et. al, p. 29)

Comprehension is understanding what is being read by actively making sense of the text with the help of various strategies (Armbruster, et. al, p. 41)

The 5 Big Ideas:
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

approach →

What Is the Orton-Gillingham Approach?

OG is a **powerful** instructional approach to teaching **reading** and **spelling** with these key features:

1 Multisensory
Lessons involve all the major pathways to the brain: visual, auditory, and kinesthetic.

2 Sequential
Concepts are taught in a logical, well-planned sequence.

3 Incremental
Each lesson carefully builds upon the previous lesson.

4 Cumulative
Constant and consistent review of previously taught concepts is provided.

5 Individualized
The unique needs of each student are met.

6 Based on Phonograms
English is simplified by teaching letters and letter combinations known as phonograms.

7 Explicit
Students are taught exactly what they need to know in a clear and straightforward manner.

ALL ABOUT Learning Press
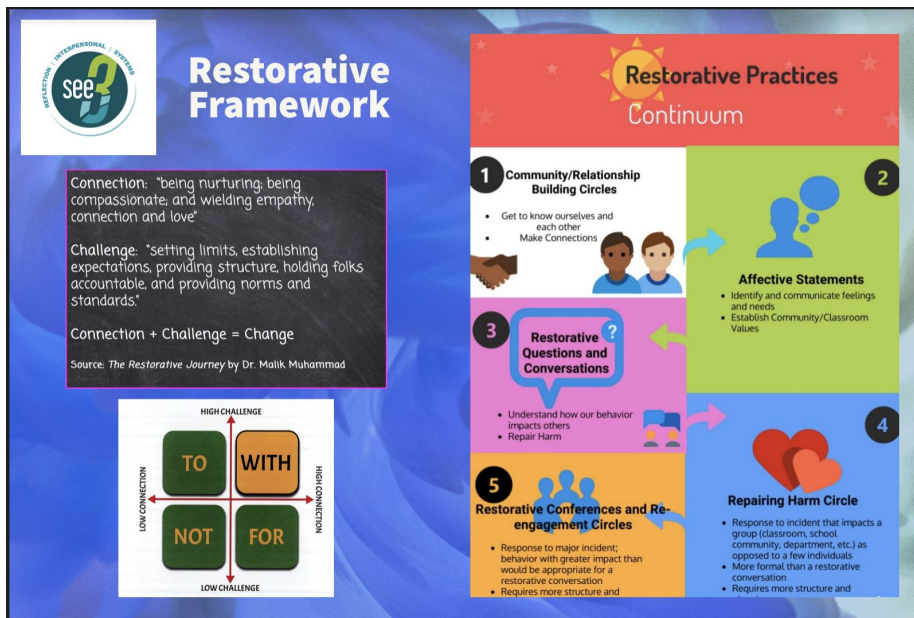
Social Emotional Learning
Goal: Community Stability & Well-Being

Social Emotional Learning
Goal: Community Stability & Well-Being

Use of ARPA Funding	Strategic Plan Alignment	ARPA Task Force Objective
Partner with professional development organization to provide staff, students, families development in restorative practices and culturally relevant engagement in response to student need, as well as updates around the district code of conduct.	Strategy Implementation Activity 1.2.4 Expand social emotional learning curriculum to include that support adopted restorative practices	Address teachers' ability to support student social emotional need in a variety of contexts
Partnership with social emotional and mindfulness consultant to establish District-wide approach to mindfulness to support staff and students.	Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships	Creation of mindfulness spaces in school buildings to support levels of anxiety and maintenance of calm in staff and students as needed
Purchase of necessary equipment & uniforms to support physical education and health education curriculum, athletic programs. Purchase unified uniforms for all sports teams, with particular attention to inclusive sizing for female students.	Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships	Build students' self-esteem through increased student and parent engagement in sports. Sports as a "great equalizer".

Operations
Goal: Safe & Healthy Learning Environment

Ventilation Systems
- The replacement of antiquated mechanical heating, ventilation, and air conditioning systems to improve indoor air quality
- The replacement of window systems to improve the ability to provide for fresh air, as well as increase the amount of natural light thereby improving the indoor environment

Environmental Health Hazards
- Reduce exposure to environmental health hazards by providing for hazardous materials abatement in areas occupied by staff and students
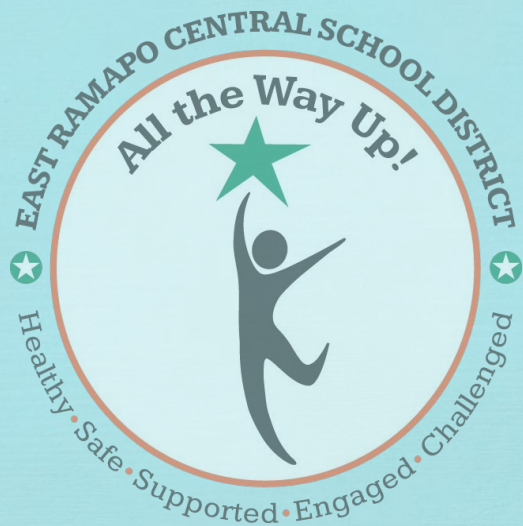
Equitable Access
- Building improvements to provide access for individuals with disabilities to increase access for all, including toilet rooms modifications, instructional area access, building entry, building signage, and assistive listening systems for assembly areas

EAST RAMAPO CENTRAL SCHOOL DISTRICT

All the Way Up!

Healthy • Safe • Supported • Engaged • Challenged

Responsive Return to School Plan 2021-2022

#ResilientTogether

EAST RAMAPO CENTRAL SCHOOL DISTRICT
RESPONSIVE RETURN TO SCHOOL PLAN

Academic / Instructional
Accelerate Academic Achievement

How might we ensure high quality instruction for students?

Social Emotional Learning
Social, Emotional and Mental Health

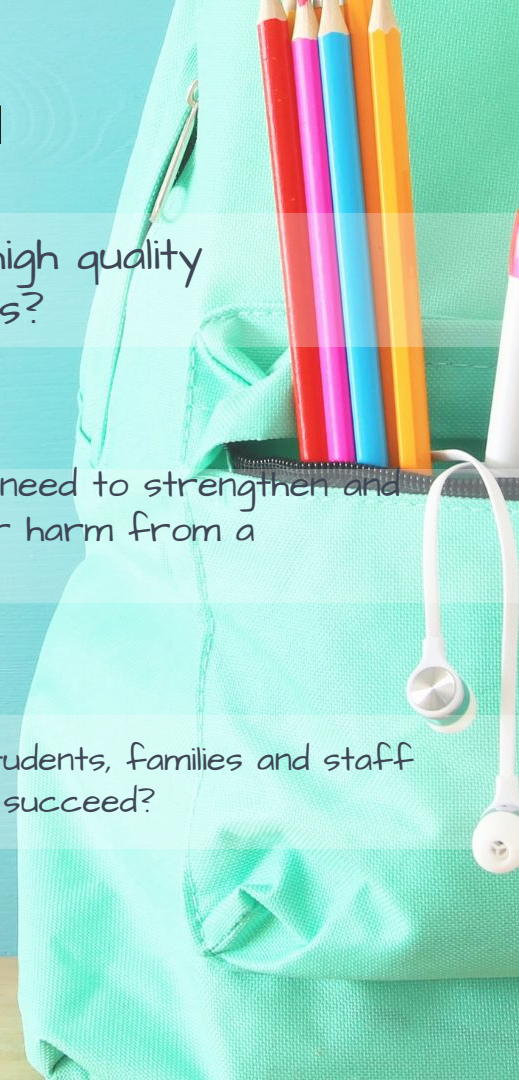How might we address the need to strengthen and build relationships and repair harm from a restorative lens?

Operations
Safe and Healthy Learning Environment

How might we ensure students, families and staff have what they need to succeed?

Note: The Responsive Return to School Plan may require modification with further guidance from NYSED, CDC, and the Governor.

Academic/Instructional
Accelerate Academic Achievement

Home   Our District   Board of Education   Departments   Resources   COVID-19 Resources   **Calendar**

▶ Customize Calendar View

← **Sep 2021** →

| Month | Day | List |

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
5	6	7	8	9	10 First Day for Students	11
12	13 ▯ Teachers' Center Policy ... ▮ Board of Education Reg...	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

Instructional Models

➔ In-Person Learning

➔ Temporary Remote (at-home) Learning

Long-Term Options

In-Person Learning

Educational Delivery Method: All students receive direct instruction and small group focused instruction, supplemental interventions, independent and problem-based learning. Clear attention to evidence-based instructional strategies.

- In-person instruction for all K-12 students 5-days a week (i.e., no at-home teaching or learning)
- Masks required for all students and staff
- Classrooms and instructional areas allow for social distancing (3 ft. when possible)
- Lunch allow for appropriate social distancing (3 ft.when possible) outdoors and/or in classrooms, cafeterias and larger spaces
- Follow bell schedule
- Bring Chromebooks for instruction

Content Providers/Programs Used: Classroom teacher and support staff. Use of Schoology to house instructional content.

Formative, Interim, Summative Assessment Strategies: Daily/Weekly monitoring and checks for understanding, quizzes, and unit assessments. Star benchmark assessments are administered quarterly. State assessments administered annually.

Temporary Remote (at home) Learning

<u>Educational Delivery Method:</u> Temporary remote learning is primarily for students who must quarantine. Synchronous remote instruction is provided. When directed by an administrator asynchronous instruction is allowable as independent and problem-based learning. Clear attention to evidence-based instructional strategies.
- Students will use Schoology and a video conference tool to receive synchronous instruction.
- Students follow their daily schedule.

<u>Content Providers/Programs Used:</u> Classroom teacher and support staff. Use of Schoology to house content. Resources aligned state standards.

<u>Formative, Interim, Summative Assessment Strategies:</u> Daily/Weekly monitoring and checks for understanding, quizzes, and unit assessments. Star benchmark assessments administered quarterly. State assessments.

Note: Determinations made by District due to COVID-19, weather or other emergency conditions.

Long-Term Options

Home School
Educational Delivery Method: Permitted when all of the NYS guidelines for home schooling are followed.

Content Providers/Programs Used: Parent

Full Year Remote Learning
Educational Delivery Method: Considered on a **case-by-case basis**. Prioritized for students who are deemed by a physician to have a compromised immune system or comorbidity, and the physician believes that the child's return to a regular school setting could impact that condition. Eligibility for synchronous full year remote instruction is based on **consultation with district's medical advisor and social worker**.

Content Providers/Programs Used: Year commitment and contracted through an external organization
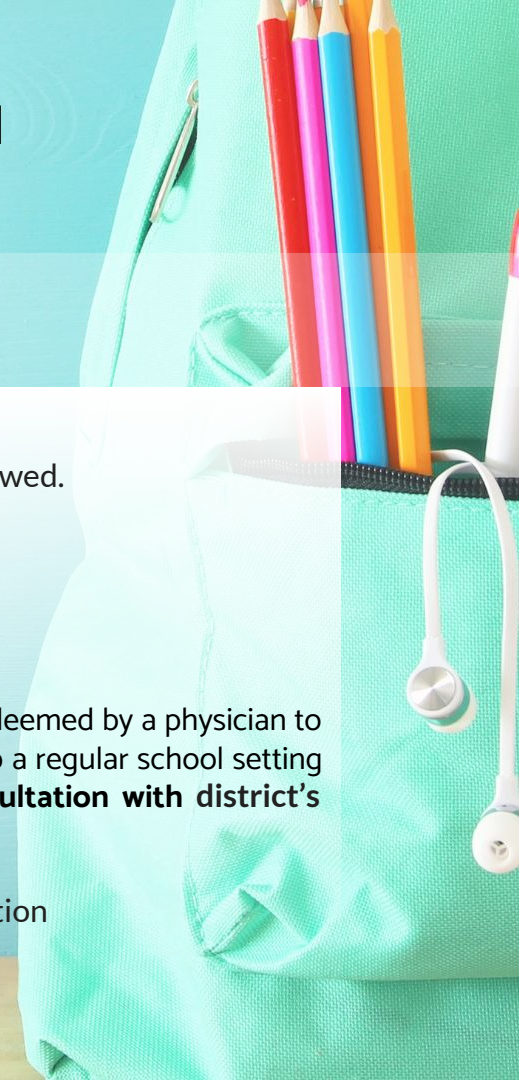
Academic / Instructional
Accelerate Academic Achievement

School Bell Schedules

Schools	Bus Arrival (approximately)	Instructional Bell Schedule
High Schools	7:15 a.m.	7:42 a.m. - 1:56 p.m.
Middle Schools (Pomona & Chestnut Ridge)	9:00 a.m.	9:25 a.m. - 3:40 p.m.
Elementary Schools (includes Kakiat STEAM)	8:00 a.m.	8:25 a.m. - 2:40 p.m.

Note:
1. *School bell schedule arrival times were coordinated to ensure students have opportunity to eat breakfast.*
2. *Kakiat STEAM elementary and middle school start and end time is the same. However, the bell-to-bell schedule differs.*

Academic / Instructional
Accelerate Academic Achievement

Bilingual Education and World Languages: Mandatory Requirements

Communications and translations to parents/guardians must be in their preferred language and mode of communication.

Instructional Units of Study must be provided to all English Language Learners (ELLs) based on their most recently measured English Language Proficiency, including Former ELLs.

Update to the ELL Identification timeline. The timeline window has been adjusted from 10 days to 20 days from the first day of school for the 2021-2022 school year.

Professional learning opportunities for all teachers need to cover topics that support best practices and an equitable instruction for ELLs and help address the learning gaps caused by COVID-19 related school closures.
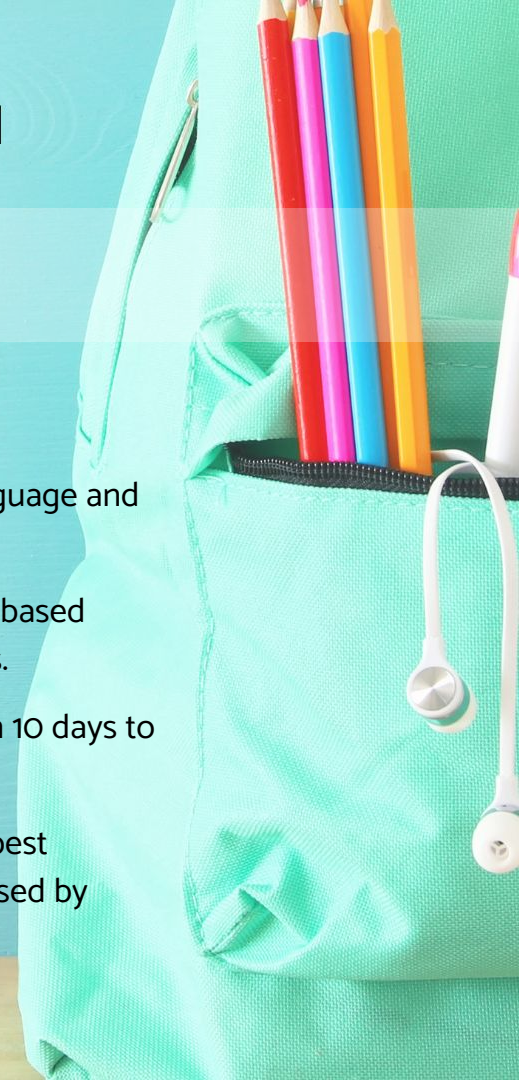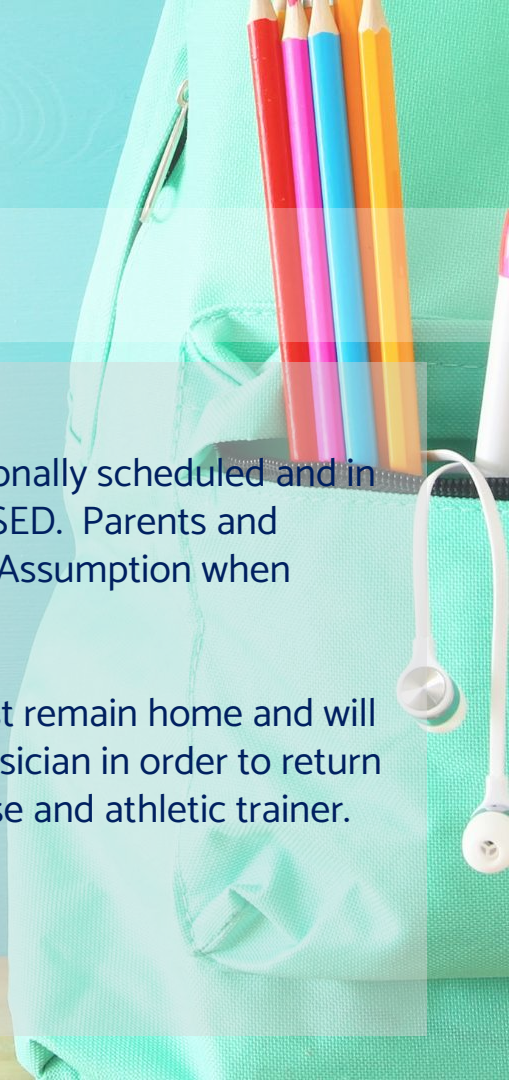
Academic / Instructional
Accelerate Academic Achievement

Athletics, the "Arts", and Extracurricular Programs

All 2021-22 programs are moving forward with practices and competitions as traditionally scheduled and in accordance with New York Health & Safety Guide for 2021-22 School Year from NYSED. Parents and Students will read the COVID Student Code of Conduct and the COVID Health Risk Assumption when registering/signing up.

Self-Assessing: Student who experience symptoms associated with COVID-19 must remain home and will be required to provide a negative COVID-19 test or receive clearance from their physician in order to return to school and sports. For athletes, test results must be submitted to the school nurse and athletic trainer.

Attendance: Attendance will be taken at each team or group activity.

Academic / Instructional
Accelerate Academic Achievement

### Athletics, the "Arts", and Extracurricular Programs

Face Masks: Face **masks must be worn** by all staff, students, and visitors in school buildings and on school supplied transportation. Masks must be worn indoors during athletic participation whenever possible. Masks are not required for outdoor activities. but are encouraged for all unvaccinated students and staff.

Social Distancing: Social distancing of **3 feet is encouraged** whenever possible on sidelines, locker rooms, and common areas. Performance practice for instrumental and vocal performance is 6 feet at this time.

Spectators at Sports Competitions:
Home Competitions: Spectators will be permitted at home competitions so long as spacing permits. 3 feet of social distancing is encouraged between non-household members. Masks are mandatory for indoor competitions and suggested at outdoor competitions.
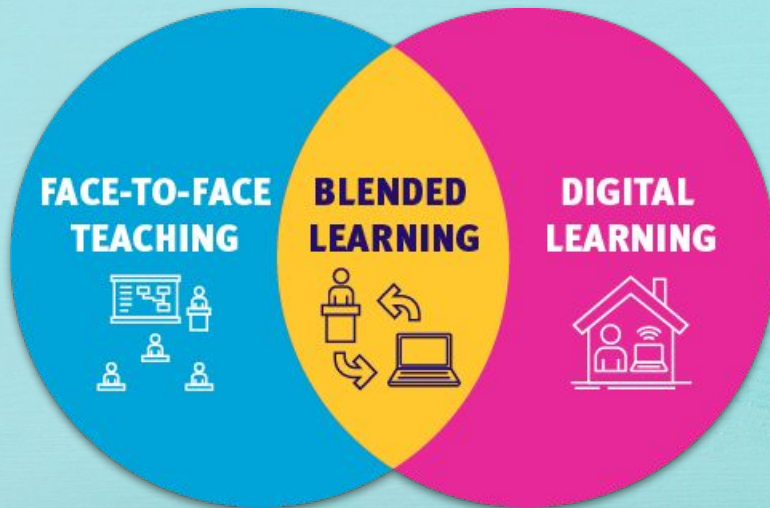_Away Competitions_: Spectators must adhere to all of the hosting schools COVID guidelines.
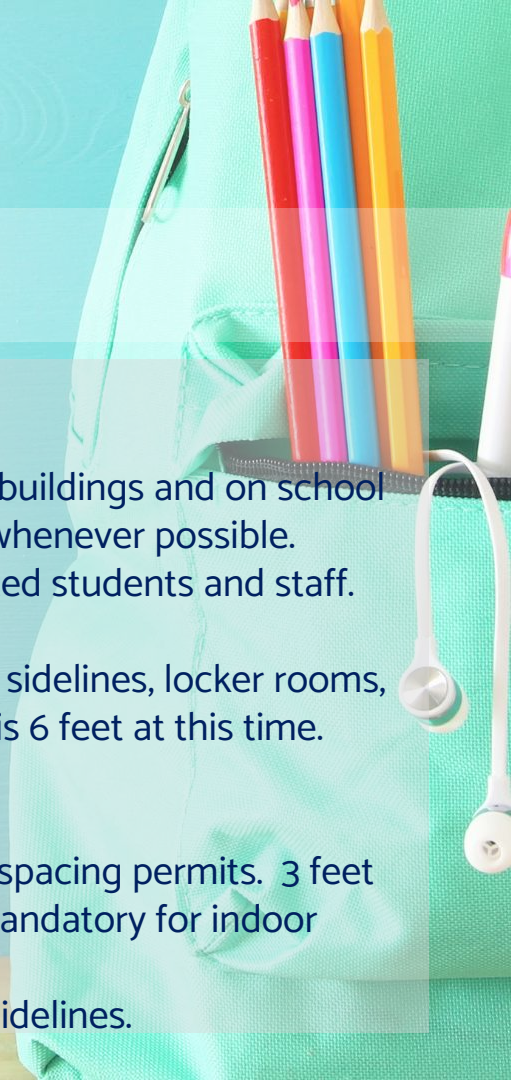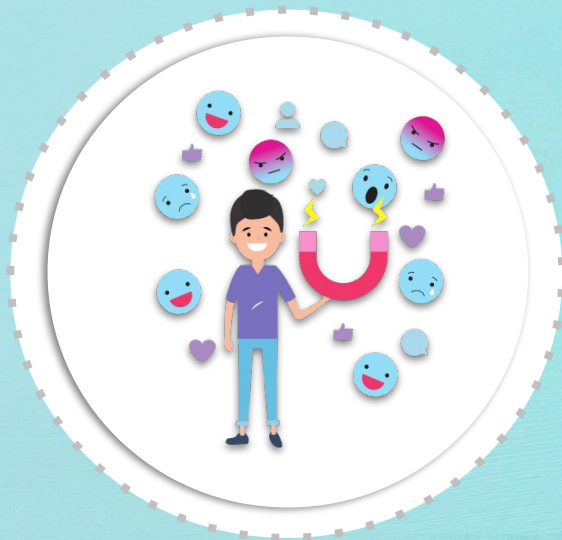
Social Emotional Learning
Social, Emotional, and Mental Health

Social Emotional Learning
Social, Emotional, and Mental Health

Re-Engagement and Restorative Healing Repair Harm	**Tier 3** "In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back to the community." -Source: CPS RP Guide and Toolkit		*Intensive Intervention *Individual Students	**Restorative Conferencing & Re-Engagement Circles**
Restorative Discipline Strengthen Relationships & Repair Harm	**Tier 2** After harm or conflict, restorative responses address the root cause of the problem, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm. -Source: CPS RP Guide and Toolkit		*Targeted Intervention *Small Group Interventions *Some individualizing	~Restorative Conversations ~Peer Conference/Peer Mediation ~Repairing Harm Circles ~Skill-Building ~Alternatives to Suspension
Restorative School Climate Build & Strengthen Relationships	A restorative school climate focuses on building a strong sense of community and positive relationships among all stakeholders.	**Tier 1** -Source: Chicago Public Schools Restorative Practices Guide and Toolkit	In a restorative environment, all community members feel safe and welcome, and adults support students in developing social and emotional skills.	*Schoolwide *All Settings/All Students *Proactive (foundation)	~Restorative Mindsets ~Restorative Language ~Community/ Relationship Building Circles ~Restorative Conversations

Social emotional well-being will be the District's and schools' top priority in supporting students and staff as we return to school. This will not be at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.
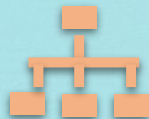
Social Emotional Learning
Social, Emotional, and Mental Health

The district's school counseling/guidance / social work programs will be 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 will reflect district and school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.

All staff will be provided opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions..
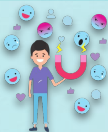
SEL will align with and support culturally relevant instruction and restorative practices.
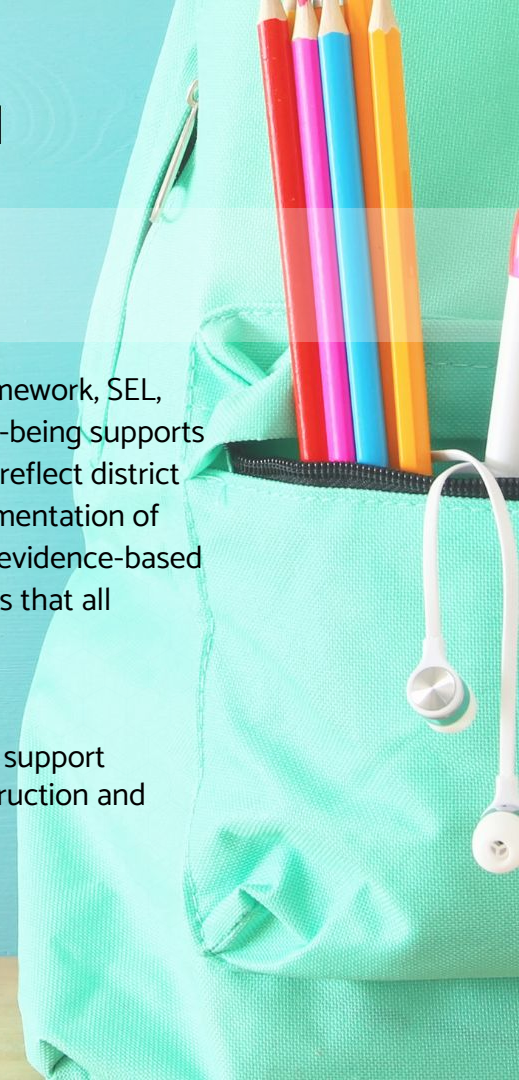
NYS ED .gov

Social Emotional Learning
Social, Emotional, and Mental Health

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⊃ IDENTIFYING EMOTIONS
- ⊃ ACCURATE SELF-PERCEPTION
- ⊃ RECOGNIZING STRENGTHS
- ⊃ SELF-CONFIDENCE
- ⊃ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⊃ PERSPECTIVE-TAKING
- ⊃ EMPATHY
- ⊃ APPRECIATING DIVERSITY
- ⊃ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⊃ IDENTIFYING PROBLEMS
- ⊃ ANALYZING SITUATIONS
- ⊃ SOLVING PROBLEMS
- ⊃ EVALUATING
- ⊃ REFLECTING
- ⊃ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⊃ IMPULSE CONTROL
- ⊃ STRESS MANAGEMENT
- ⊃ SELF-DISCIPLINE
- ⊃ SELF-MOTIVATION
- ⊃ GOAL SETTING
- ⊃ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⊃ COMMUNICATION
- ⊃ SOCIAL ENGAGEMENT
- ⊃ RELATIONSHIP BUILDING
- ⊃ TEAMWORK

JANUARY 2017   COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING   www.casel.org

Monthly Themes derived from a district-wide SEL survey

Social Emotional Learning
Social, Emotional, and Mental Health

FAMILY

EST. 2020

UNIVERSITY

What Our Families Are Saying About "FamU"...

[I come because] I want to be educated and informed to help my children

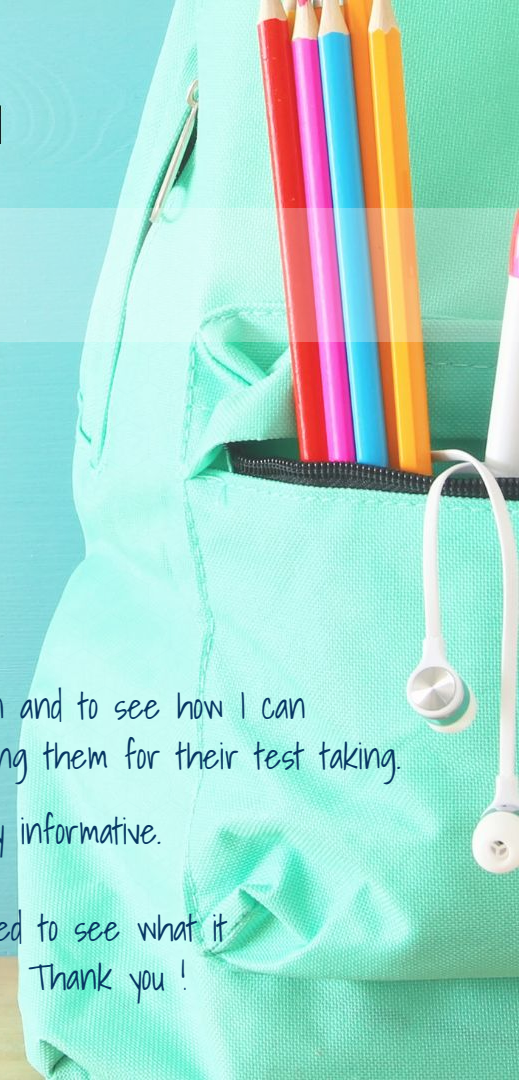[I come because] I do love the topics.

[I come] because I want the best for my kids want I love getting advice from you...

[I come for] my children and to see how I can support them in preparing them for their test taking.
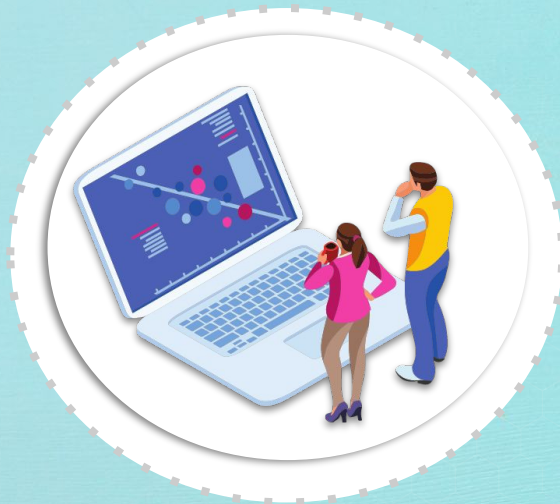
[I come because] it is very informative.

[I got a] text message. So i clicked to see what it is. I stayed till the end . Loved it ! Thank you !

Operations
Safe and Healthy Learning Environment

FREE Vaccination Clinics Offered Monthly at Selected Schools

Operations
Safe and Healthy Learning Environment

Health and Safety - Focused on preventive actions in schools:

Health Checks

Schools will recognize signs and symptoms of illness in students and staff, as per CDC guidelines, for appropriate action, if needed

Health Hygiene

Schools will instruct students and staff in proper hand and respiratory hygiene and provide necessary supplies

Social Distancing

Schools will follow social distancing guidelines provided by the CDC

Face Coverings and PPE

Students and staff will be provided and expected to wear face coverings

Management of ill persons

Persons with signs and symptoms of COVID-19 will be isolated until they can be sent home.

COVID-19 vaccination encouraged and provided

Cleaning and Disinfecting

Cleaning and disinfecting procedures will take place for each school in accordance with CDC recommendations.

Operations
Safe and Healthy Learning Environment

Nutrition

Provide all enrolled students access to school meals each school day.	Address all applicable health and safety guidelines.	Ensure compliance with Child Nutrition Program requirements.	Communicate with families through multiple means in the languages spoken by families.
• Students will arrive each day with ample time to eat Breakfast	• Update standard operating procedures	• Election and utilization of USDA flexibility waivers	
• For those arriving late, a brown bag Breakfast will be available to them			

Operations
Safe and Healthy Learning Environment

Facilities

Promote social distancing while maintaining existing safety requirements that protect students from fire or other hazards:

Physical Footprint / Utilization of Space
Students will be socially distanced; thereby changing the way spaces are utilized.

Planning
Many potential changes require that plans be submitted to NYSED's Office of Facilities Planning for fire/building code review. This includes leased space or temporary classroom units.

Fire and lockdown drills
Will still be conducted. The district will plan to ensure that social distancing measures are considered.

Operations
Safe and Healthy Learning Environment

Facilities

Ventilation
Schools will continue to meet or exceed minimum ventilation requirements and are consulting with professionals to increase ventilation and filtration.

Plumbing Facilities
Schools will maintain fixture quantities to ensure students have access to clean drinking water.

Operations & Procedures
Schools will ensure there is adequate PPE available to students, including but not limited to masks, gloves, desk shield, and sanitizers.
SED will expedite review of COVID-19 related projects.

Operations
Safe and Healthy Learning Environment

Facilities

Gloves

Sanitizer Dispenser

Masks

Touchless Thermometers

Staff Desk/ Counter Shields

Disinfectant Spray/Wipes

Student Desk Shields

Note: Items listed include both those currently in stock and items that will be replenished
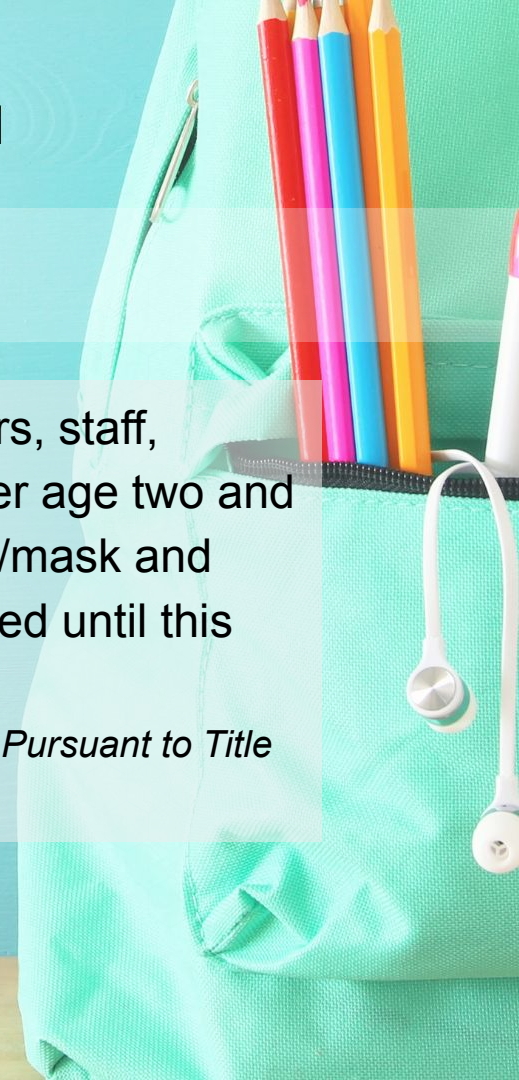
Operations
Safe and Healthy Learning Environment

Masks

Accordingly, universal masking of teachers, staff, students, and visitors to P-12 schools over age two and able to medically tolerate a face covering/mask and regardless of vaccination status, is required until this determination is modified or rescinded.

-Commissioner's Determination on Indoor Masking Pursuant to Title 10 NYCRR 2.61, August 27, 2021

Operations
Safe and Healthy Learning Environment

Social Distancing

Elementary School

High School

Operations
Safe and Healthy Learning Environment

Transportation

✔ Mandated school bus transportation services will be provided to <u>all students</u> with consistency and equity.

✔ The District will adhere to the CDC's order pertaining to public conveyances including school buses and thereby will not require physical distancing.

✔ Masks are required to be worn by students and bus staff at all time while on the bus.

✔ All recommended school bus sanitization procedures will continue.

NYSED.gov

RESPONSIVE RETURN TO SCHOOL PLAN

Operations
Safe and Healthy Learning Environment

Transportation

School Bus
Regular Cleaning/Disinfecting between routes and at end of each shift

School Bus Staff
Trained and supported. Must wear masks at all times.

Routing Considerations
Routes are designed to be efficient and will follow all CDC recommendations.

Student Riders
Students will be asked to social distance at bus stops.
Students will be required to wear masks while on the school bus, per DOH and CDC guidance.

School Site Loading/Unloading
Schools will focus on student safety, social distancing, and staggered arrival and unloading times.

NYS ED .gov

Operations
Safe and Healthy Learning Environment

Budget and Fiscal

All existing state aid reporting requirements and deadlines will be maintained.

The District will ensure applications for funding opportunities such as CRRSA, ARPA, and other State and Federal grant funding sources are maximized.

The content of data submissions will remain consistent with past practice, except where modified by law, regulation, or executive order.

NYS ED.gov

Operations
Safe and Healthy Learning Environment

Attendance Task Force Goals

#1 Increase student attendance

#2 Reduce chronic absenteeism

#3 Increase consistency of strategic approaches

By working to support each building's multi-tiered system of support to improve attendance
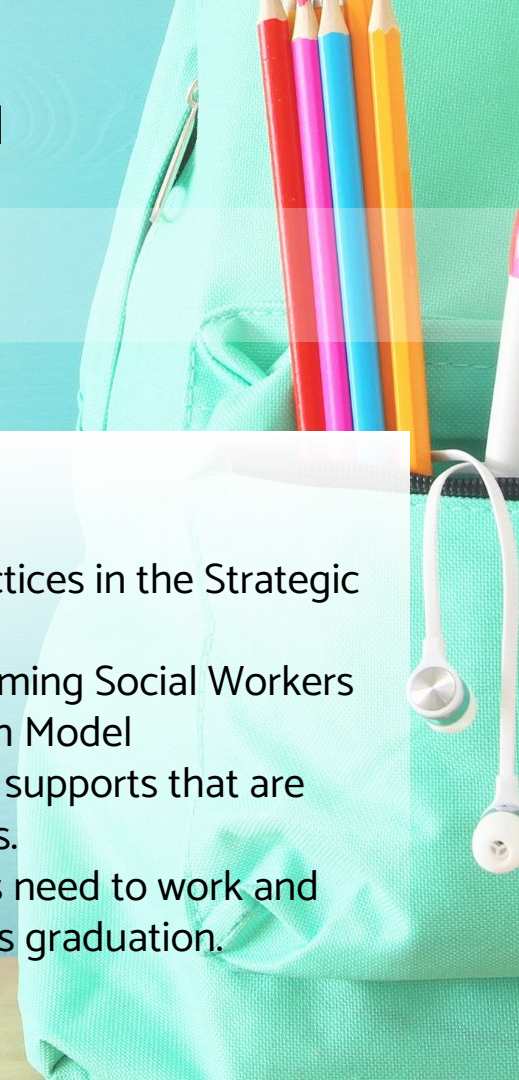
Operations
Safe and Healthy Learning Environment

Attendance

- ➤ Leverage relationships, partnerships and personnel
- ➤ Outreach, communicate and partner with parents/guardians
- ➤ Utilize and embed a primary set of Attendance Strategies and Best Practices in the Strategic Plan
- ➤ Train building and central leadership, FRCs, School Counselors and incoming Social Workers in a bona fide, successful Community Attendance Blitz - Home Visitation Model
- ➤ Communicate, engage families, and provide an assurance of SEL-based supports that are accessible, sustainable and meet the differentiated needs of all students.
- ➤ Establish a flexible secondary program option that will support students need to work and provide opportunity to garner the seat time, support and credits towards graduation.

RESPONSIVE RETURN TO SCHOOL PLAN

Operations
Safe and Healthy Learning Environment

Chronic Absenteeism

Students are considered chronically absent if they miss ten percent or more of the school year. We will continue to monitor and identify students that are absent or tardy. Missing five percent or less is considered satisfactory attendance.

School policies and procedures will continue to focus on the academic consequences of lost instructional time and address absences before students fall behind in school.

Before initiating Educational Neglect or PINS processes, we will collaborate with local Departments of Social Services.
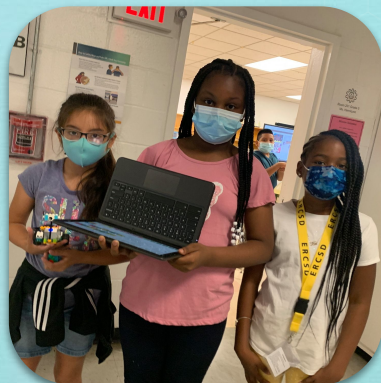
NYS ED .gov

EAST RAMAPO CENTRAL SCHOOL DISTRICT
RESPONSIVE RETURN TO SCHOOL PLAN

Operations
Safe and Healthy Learning Environment
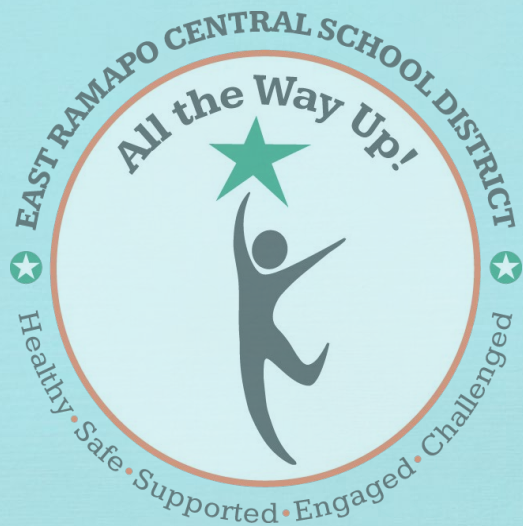
Supporting Equitable Access to Technology for All Students

https://lhric.service-now.com/student

For Chromebook Pickup Please Contact Your Child's School Directly.

Responsive Return to School Plan 2021-2022

#ResilientTogether

EAST RAMAPO CENTRAL SCHOOL DISTRICT

All the Way Up!

Healthy • Safe • Supported • Engaged • Challenged