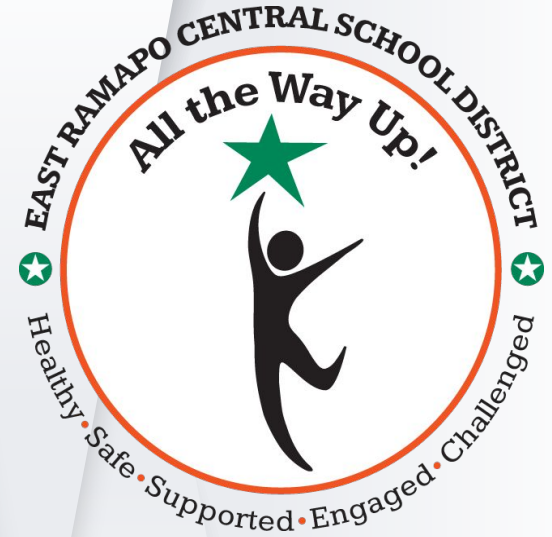


# East Ramapo

## Central School District

### Return to School 2020 Principal Playbook

July 2020





# Table of Contents

This is playbook is designed to be a tool to support you rather than a rule book to restrict you. Prior to diving into the decisions every school leader needs to make about student and staff, it's helpful to lay a foundation for those decisions made by the district and state. Doing so will allow school leaders to be responsive to the needs and aspirations of all stakeholders.

## **The goal of the playbook is to:**

- Create actionable and solution-oriented plans for your campus
- Connect tangible tools and implement examples to adapt to your school's context
- Sustain practices that lead to long-term impact

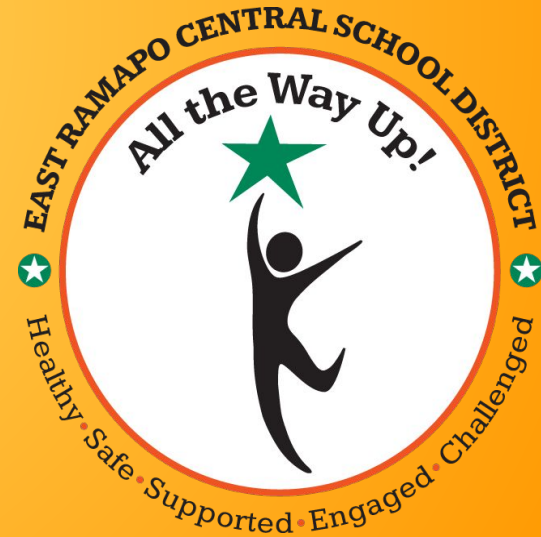
### **District Use**

- Articulates the standard operating systems for East Ramapo CSD
- Communicates the design guardrails for elementary, intermediate, and high schools based on the guidance provided by the state
- Ensures consistent, equitable decisions are aligned across all campuses in East Ramapo CSD

### **Campus Use**

- Communicates the school's approach to reopening for 2020 - 2021 SY
- Outlines the decisions that campus leaders will adapt based on the district's design guardrails
- Clarifies campus protocols for reopening school

# Overview





# Overview of Playbook

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# Elements Our Return Plan

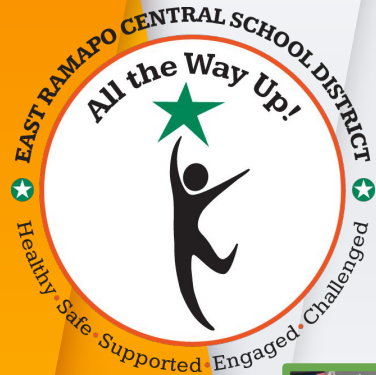
Element	What does it communicate?
Vision & Values for Return to School	The guiding beliefs that will assist us in making difficult decisions during our planning
Scenarios for return	The probabilities that exist in return
Activations + Assumptions	What the district will implement given certain conditions
Big Rocks	Themes for return plan
Modules	Sub-topics under each theme
Actions	Decisions that are “safe enough” to move forward with across or in a given scenario

# Mission

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.

# Vision

We will become proficient in all that we do.



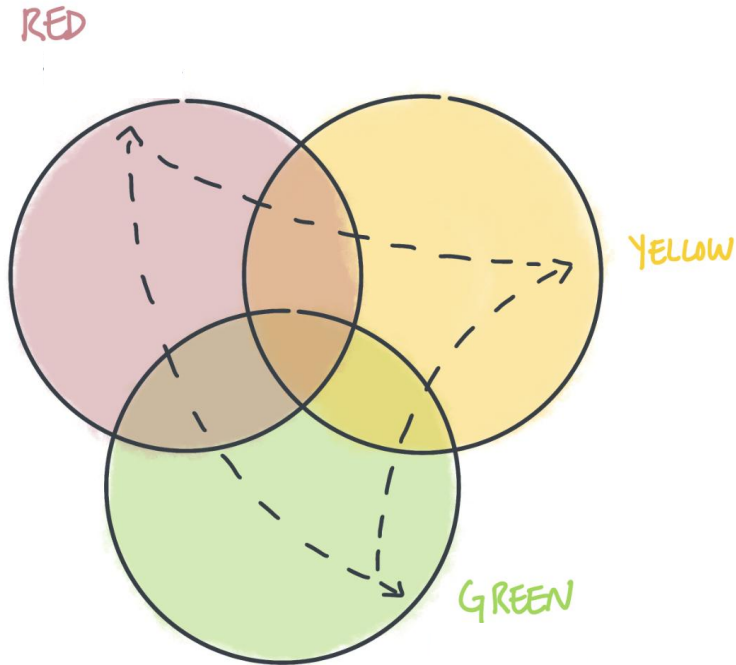
# Our Shared Values

In everything we do, we motivate. facilitate. and reinforce:

1. Trust and open communication
2. Confidence
3. Collaborative relationships
4. Mutual respect and ethical behavior
5. Diversity and inclusiveness
6. Excellence



# Scenarios for Return

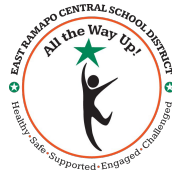


**One 100% In-Person** | In-person learning with social distancing requirements from or significant limitations to interactions with others. (State guidance as of July 17, 2020: Schools may be open if the region is in Phase 4 and the daily infection rate remains below 5% using a 14-day average. )

**Two Hybrid/Split** | Hybrid learning with a limited number of students in buildings at one time and others learning remotely

**Three 100% Remote** | Extension of distance learning. (State guidance as of July 17, 2020: Schools will be closed if the infection level of the region rises to 9% or greater before the day school opens. )

# Activations & Assumptions



**Committee to complete with Education Elements team**





# Big Rocks & Modules

Operations	Teaching & Learning	Support
<ul style="list-style-type: none"><li>● <b>Facilities</b></li><li>● <b>Health &amp; Safety</b></li><li>● <b>Transportation</b></li><li>● <b>Food &amp; Nutrition Services</b></li><li>● Business Operations /Budget</li><li>● <b>Technology &amp; Connectivity</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Scheduling/ Staffing</b></li><li>● <b>Blended Instructional Models</b></li><li>● <b>Assessment &amp; Grading</b></li><li>● <b>Attendance</b></li><li>● <b>Special Education Services</b></li><li>● <b>Bilingual Education &amp; World Languages (inc. ELL)</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Communications &amp; Feedback</b></li><li>● <b>SEL</b></li><li>● <b>Professional Development</b></li><li>● <b>Hiring &amp; Onboarding</b></li><li>● <b>Teacher and Leader Certification/ Evaluation</b></li><li>● Family Support</li></ul>

**Do/Show** (40) → Language to included in plan  
**Modify** (15) → EE gather examples or district modify current  
**Create** (27) → Prioritize discussions and creation energy  
**Training** (5) → training to be planned and provided

East Ramapo NY  
Mandatory  
Assurance



# Big Rocks & Modules

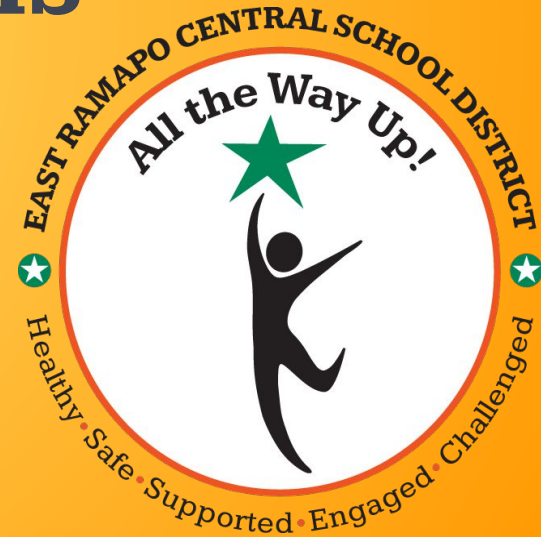
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## NY Assurances Prioritization Breakdown (87)

- Do/Show** (40) → Language to included in plan
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- Training** (5) → training to be planned and provided

East Ramapo NY  
Mandatory  
Assurance

# District Guidance & Campus Actions



### STATE GUIDANCE

- Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
- Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
- Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons
- Each school and/or district reopening plan has written plan for district/school run before and aftercare programs (or, for charter schools, as required by the school's charter).
- Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health.
- Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.
- Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.
- Each school and/or district reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.
- Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.
- Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
- Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.
- Each school and/or district reopening plan designates a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.
- Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.

### DISTRICT GUIDANCE

- All District staff should complete the COVID-19 questionnaire and submit to an appropriate supervisor before coming to work each morning.
- Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference [CDC and NYS Department of Public Health guidelines](#) for COVID-19 symptoms). See this hyperlink for [additional details](#).
- Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.
- Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to District or school-wide procedures.
- Students—Entering Schools and other District Buildings
  - *Passive Screening.* Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep children at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
  - *Active Screening.* Review options for symptom screening as students enter campus and buses, consistent with public health guidance. We will consider options for visual wellness checks and temperature checks, including no-touch thermometers (check temperature to ensure temperatures below 100 degrees Fahrenheit), and methods for asking all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive COVID-19 test.
- Staff—Entering Schools and District Buildings
  - *Passive Screening.* Instruct staff to self-screen by taking the COVID-19 screening questionnaire before leaving for work and to stay home if they have answered yes to one or more questions on the questionnaire, indicating risk factor(s).
  - *Active Screening.* Review options for symptom screening as staff enter worksites, consistent with public health guidance. We will consider options for visual wellness checks and temperature checks, including no-touch thermometers (check temperature to ensure temperatures below 100 degrees Fahrenheit), ensuring proper cleaning and disinfecting after each use.
  - All staff must wash or sanitize hands as they enter worksites.
  - Exclude from the workplace employees who are exhibiting symptoms.
    - Staff members who develop symptoms of illness should be sent to medical care.
    - Create a procedure for reporting the reasons for the exclusions.
    - Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.

# Health & Safety - Preparations/Screening

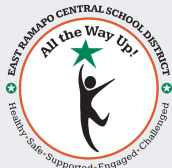
## Operations

- Outside Visitors and Groups
  - Limit access to buildings for parents and other visitors.
  - Evaluate whether and to what extent external community organizations can safely utilize the site and District building resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and NYS Department of Health guidance.
  - Review facility use agreements and establish common facility protocols for all users of the facility.
  - Establish protocols for accepting deliveries safely.



On Campus  
Online

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Ensure District protocols regarding screening are adhered to District-wide for uniformity	Filled out by committees	Filled out by schools	Filled out by schools
Assign students to transportation routes based on criteria established, budget, and approval by the Superintendent and the Board.	Filled out by committees	Filled out by schools	Filled out by schools
Update the District budget as necessary in compliance with contingency budget guidelines.	Filled out by committees	Filled out by schools	Filled out by schools
Place physical distancing guides as floor decals or tape.	Filled out by committees	Filled out by schools	Filled out by schools
Increase internet bandwidth in anticipation of enhanced online learning.	Filled out by committees	Filled out by schools	Filled out by schools



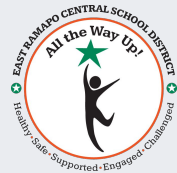
# Health & Safety - Preparations/Screening

Operations



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Update parental and emergency contacts for all students and staff	Filled out by committees	Filled out by schools	Filled out by schools
Reconfigure instructional spaces to maintain physical distancing and remove common-use items.	Filled out by committees	Filled out by schools	Filled out by schools
Build food delivery capacity that aims to provide timely service in any designated eating area	Filled out by committees	Filled out by schools	Filled out by schools
Designate eating areas and stagger eating times.	Filled out by schools	Filled out by schools	Filled out by schools
Identify a team within the building to distribute Chromebooks using the process created by the Technology department.	Filled out by schools	Filled out by schools	Filled out by schools
Ensure students are not sharing devices.	Filled out by schools	Filled out by schools	Filled out by schools



# Health & Safety - Preparations/Screening



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Follow guidelines created by the district to monitor the usage of the Chromebooks	Filled out by committees	Filled out by schools	Filled out by schools
Communicate to staff and students the technology support that will be available.	Filled out by committees	Filled out by schools	Filled out by schools
Train staff and students on instructional technology tools such as Schoology, Remind, and Class-link Launchpad.	Filled out by committees	Filled out by schools	Filled out by schools





# Health & Safety - Preparations/Screening

Operations



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
District protocols regarding screening will be adhered to district wide to insure uniformity.	Filled out by committees	Filled out by schools	Filled out by schools
Building principal and school nurse will communicate with each other information regarding cases of suspected and positive COVID-19 This includes information received from RCDOH as well as information reported to RCDOH . School nurse will follow RCDOH and principal's direction regarding further follow up.	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.
- Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

### DISTRICT GUIDANCE

The District will move to close schools for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials.

- If a student or a staff member is symptomatic while entering buildings or during the school day –
  - Student/staff who develop symptoms of illness while at school will be separated from others right away, preferably isolated in an area through which others do not enter or pass.
  - If more than one student or staff is in an isolation area, we will ensure physical distancing.
  - Any student or staff exhibiting symptoms will be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility.
  - Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
  - We will follow established guidelines for triaging students in the health office, recognizing that not all illness symptoms are COVID-19 related.
  - Parents/caregivers will be advised that their children are not to return to school until they have met CDC and NYSDOH criteria to discontinue home isolation.
- In accordance with NYS Department of Public Health guidance, when a student, teacher, or staff member or a member of their household tests positive for COVID-19 and has exposed others at the school, we will implement the following steps:
  - In consultation with the local public health officials, we will consider whether school closure is warranted and the duration of time based on the risk level within the specific community, as determined by the local public health officer.
  - In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily for cleaning and disinfection as students or staff isolate.
  - We will advise that additional close contacts at school outside of a classroom should also isolate at home.
  - Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection.



# Health & Safety - Positive Cases

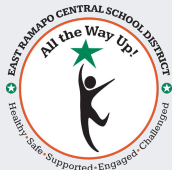
## Operations

- We will implement the plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- A staff member or student who had signs of suspected or confirmed COVID-19 can return to the school or District building when:
  - At least three days (72 hours) have passed since recovery - recovery being defined as no fever without the use of medications and improvement in respiratory signs such as cough and shortness of breath; AND
  - At least 10 days have passed since signs first showed up; OR
  - At least three days (72 hours) have passed since recovery AND a health care provider has certified that the student does not have suspected or confirmed COVID-19.
- If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days after the last day they were in close contact with the person sick with COVID-19. They should not go to work, attend child care or school, or visit public places for 14 days.
- Each school will designate a COVID-19 safety coordinator (administrator- Ap)) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Identify and prepare an isolation room for individuals with suspected COVID-19.	Filled out by committees	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.

### DISTRICT GUIDANCE

We strive to meet cleanliness and disinfecting standards in school facilities, District buildings, and vehicles. Our schools will meet high cleanliness standards prior to reopening and maintain a high level during the school year, as determined by District Buildings and Grounds staff.

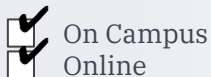
- Our cleaning and disinfecting process will include:
  - A safe and correct application of disinfectants using PPE and ventilation as recommended by products for use.
  - Disinfecting surfaces between uses, such as:
    - Desks and tables
    - Chairs
    - Seats on buses
    - Keyboards, phones, headsets, copy machines
  - Disinfecting frequently—at least daily—high-touch surfaces, such as:
    - Door handles
    - Handrails
    - Drinking fountains
    - Sink handles
    - Restroom surfaces
    - Toys, games, art supplies, instructional materials
    - Playground equipment
  - The use of only those disinfecting products that are approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\) List N: Disinfectants for Use Against SARS-CoV-2](#).
  - The use of only disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid) to reduce the risk of asthma related to disinfecting.
  - The airing out of disinfected spaces before children arrive and conducting thorough cleaning while children are not present.
  - Procedures for closing off areas that had been used by any sick person. To reduce risk of exposure, we will wait 24 hours before cleaning and disinfecting. (If it is not possible to wait 24 hours, we will wait as long as possible.)
- In accordance with CDC guidance, sharing of electronic devices, toys, books, and other games or learning aids will be avoided to the greatest extent as possible.
- Stuffed animals and any other toys that are difficult to clean and sanitize will not be allowed in schools unless in accordance with special accommodations.
- We will maximize outdoor air circulation. In accordance with CDC guidance, ventilation systems and fans will operate properly and increase circulation of outdoor air as much as possible through open windows and doors and other methods. Central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13) will be maximized.
- We will monitor all water systems and features for safety after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Each child's belongings will be kept separated and in an individually labeled storage container, cubby, or area. Belongings will be sent home each day to be cleaned.

# Health & Safety - Cleaning / Disinfecting

## Operations

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Inspect and prepare all buildings to ensure readiness for reopening.	Filled out by committees	Filled out by schools	Filled out by schools
Develop and communicate District protocol for cleaning and disinfecting of school facilities, including schedule.	Filled out by committees	Filled out by schools	Filled out by schools

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Ensure that daily cleaning and disinfection occur.	Filled out by committees	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

### DISTRICT GUIDANCE

- Handwashing. In accordance with NYS Department of Health guidance and in consultation with local public health officials, a plan for handwashing includes:
  - Opportunities for students and staff to meet handwashing frequency guidance.
  - Ensuring sufficient access to handwashing and sanitizer stations.
  - Portable handwashing stations throughout the schools to minimize movement and congregations in bathrooms to the greatest extent possible.
  - Ensuring fragrance-free and approved hand sanitizer (with a minimum of 60% alcohol) is available and supervised at or near all workstations and on buses. (Children under age nine should use hand sanitizer under adult supervision. Frequent handwashing is more effective than the use of hand sanitizers.)
- Staff and students will be trained on proper handwashing techniques and PPE/EPG use, including the following:
  - Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
  - Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
  - [CDC guidance on proper PPE use.](#)
- Staff and students will be trained to:
  - Use tissues to wipe the nose and cough and sneeze inside the tissue.
  - Not touch the face or face covering.



On Campus  
Online



DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Upgrade handwashing sinks at central kitchen to operationally touch free (soap dispenser, paper towel dispenser, touchless faucet).	Filled out by committees	Filled out by schools	Filled out by schools
CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Provide staff and student training pertaining to proper handwashing techniques and respiratory hygiene.	Filled out by committees	Filled out by schools	Filled out by schools

### STATE GUIDANCE

- Each school and/or district reopening plan has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.
- Each school and/or district reopening plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

### DISTRICT GUIDANCE

- In accordance with CDC guidance:
  - [Training and information](#) will be provided to staff and students on proper use, removal, and washing of cloth face coverings.
  - Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. The District will make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons.
  - Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment. (The District will decide on expectations for staff and students regarding wearing of face protection.)
- Staff Protective Equipment
  - As recommended by the CDC, all staff should wear face coverings. Per NYS Department of Public Health guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction. These will be provided by the District as needed.
  - The District will provide masks if the employee does not have a clean face covering.
  - The District will provide other protective equipment, as appropriate for work assignments.
    - For employees engaging in symptom screening, face protection (e.g., surgical masks, face shields), and disposable gloves will be provided
    - For front office and food service employees, face coverings and disposable gloves will be provided.
    - For custodial staff, equipment and PPE for cleaning and disinfecting will be provided, including:
      - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
      - Staff engaged in deep cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
      - PPE will be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.
- Student Protective Equipment
  - Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. The District will provide students with face coverings to be used. (Please consult Students with Disabilities section for how to address students with disabilities who refuse or are not able to wear masks.)
  - At a minimum, face coverings should be worn:
    - While waiting to enter the school district buildings.
    - While on school grounds (except when eating or drinking).
    - While leaving school.

# Health & Safety - PPE

## Operations

- Student Protective Equipment
  - Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. The District will provide students with face coverings to be used. (Please consult Students with Disabilities section for how to address students with disabilities who refuse or are not able to wear masks.)
  - At a minimum, face coverings should be worn:
    - While waiting to enter the school district buildings.
    - While on school grounds (except when eating or drinking).
    - While leaving school.
    - While on a school bus. The bus driver will have access to surplus masks to provide to students.

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Provide signage regarding key topics (distancing, mask-wearing, hand-washing, etc).	Filled out by committees	Filled out by schools	Filled out by schools
Take inventory of current supply of PPE and ensure adequate supply of PPE.	Filled out by committees	Filled out by schools	Filled out by schools
Install additional protective equipment such as clear plastic barriers, desk shields, sinks, and hand-sanitizing stations where needed.	Filled out by committees	Filled out by schools	Filled out by schools
Determine how to respond to students/staff who do not adhere to mask-wearing requirements.			



# Health & Safety - PPE

- ☒ On Campus
- ☒ Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Training regarding proper use of PPE will be provided.	Filled out by committees	Filled out by schools	Filled out by schools
Staff member will be assigned to assess PPE supply weekly and restock the supply to insure that sufficient PPE is available as per protocol.	Filled out by committees	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.
- Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.
- Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.
- Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.
- Each school and/or district reopening plan which include the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.
- Each school and/or district reopening plan must ensure that all new building construction and temporary quarter project will be submitted to OFP for a full code review.
- Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation
- Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.
- Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.
- Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.
- Each school and/or district reopening plan must ensure that all project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.
- Each school and/or district reopening plan which include the use of plastic separators must comply with the 2020 BCNYS Section 2606.

### DISTRICT GUIDANCE

- Inspect all buildings to determine readiness for reopening. Inspections will include but are not limited to fire code/safety inspections of all occupied buildings; health department inspections of all cafeterias; HVAC/air quality inspections; water quality inspections for drinking fountains and bathrooms that have not been used recently.
- If the district makes any changes or additions to facilities it will comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.
- Provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.
- Ensure compliance with the 2020 Building Condition Survey and Visual Inspection.
- Ensure that all new building construction and temporary quarter project will be submitted to OFP for a full code review.
- Reconfigure classrooms and other instructional and support spaces, where appropriate, to ensure the recommended social distancing of 6 feet.



- Installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review. If plastic separators are used they will comply with the 2020 BCNYS Section 2606.
- Thoroughly ventilate, clean and then disinfect all buildings, desks, equipment and other surfaces prior to students returning, using CDC and OSHA guidelines. A time schedule for effectively cleaning and disinfecting buildings once students return will be created.
- The District will place appropriate signage and markings throughout schools, District buildings, classrooms, and offices to remind staff, students, families, and visitors (when permitted) to maintain social distancing, wash hands adequately, wear masks, etc. The District will unkingse signage developed by the Centers for Disease Control, other public health outlets, the NYS Department of Education, Rockland BOCES, and will create new signs where appropriate and necessary.
- The district will consult with OFP for a preliminary evaluation if it needs to include new facilities for leasing.
- The district does not plan to use tents but if tents are needed they will adhere to the BCNYS.
- The district will ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.
- The district will ensure that each building provides one drinking fountain per one hundred occupants or determine a reasonable alternate source of drinking water.
- The district will maintain adequate, code required ventilation (natural or mechanical).
- All project submissions only dedicated to “COVID-19” Reopening” will be labeled as such.

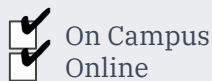
DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
District will inspect and prepare all buildings to ensure readiness for reopening. This will include ensuring that annual fire safety inspections have been completed and Certificate of occupancy issued for all buildings.	8/31/20	Filled out by schools	Filled out by schools
Ventilation of the buildings (natural or mechanical) will be maintained to meet NYS building code and NYSED Manual of Planning Standards requirements.	8/31/20	Filled out by schools	Filled out by schools
Plumbing facilities including toilet and sink fixtures as well as drinking water fountains in the buildings will be inspected for proper operation and maintained to meet NYS building code and NYSED Manual of Planning Standards requirements.	8/31/20	Filled out by schools	Filled out by schools

### STATE GUIDANCE

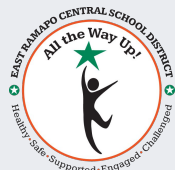
- Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.

### DISTRICT GUIDANCE

- Develop protocols for cleaning and disinfecting all work areas, counters, restrooms, doorknobs, and stair railings several times daily.
- Create a building inventory to improve prevention measures. This will include:
  - Ensuring that there are enough accessible sinks and hand-sanitizing stations to accommodate frequent handwashing by entire classes.
  - Determine if the District has the appropriate number and type (no-touch) of trash receptacles and that they are placed appropriately to minimize exposure.
  - Determine the need for other protective devices for employees with repeated exposure to the public such as clear plastic barriers in school building offices.
  - Determine whether sneeze guards are required in the cafeteria.
  - Consider whether and how air quality can be improved to minimize transmission.
  - Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed (no-touch), how frequently they are replenished and where they are stored.
  - Ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5



CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
District protocol for Cleaning and Disinfecting of school facilities based on CDC and NYSDOH guidance will be developed and communicated to the custodial staff.	8/31/20	Filled out by schools	Filled out by schools
Regular daily routine cleaning and disinfection will continue and high touch surfaces will be cleaned and disinfected frequently during the day after use e.g. tables, doorknobs, sink faucets, toilets, desks, etc.	8/31/20	Filled out by schools	Filled out by schools
Sinks and hand sanitizing stations will be available for hand hygiene.	8/31/20	Filled out by schools	Filled out by schools



# Facilities - Maintenance

## Operations



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Signages will be provided in district facilities to remind staff, students, and visitors to maintain social distancing, hand washing or sanitizing, wearing masks, etc.	8/31/20	Filled out by schools	Filled out by schools
Classrooms and other instructional and support spaces will be reconfigured, where appropriate, to maintain the required social distancing of 6 feet.	8/31/20	Filled out by schools	Filled out by schools
District will establish a schedule for cleaning and disinfection for each facility and area type; and maintain logs that include date, time and scope of cleaning and disinfection.	8/31/20	Filled out by schools	Filled out by schools
District will ensure adequate supply of PPE including face masks (disposable surgical masks), face shield or eye protection, gloves, disposable gowns, respirator N95 (or in the alternative face shield and face mask).	8/31/20	Filled out by schools	Filled out by schools
Clear plastic barriers (i.e. Staff desk/counter shields) will be provided for district employees with repeated exposure to the public. Student desk shields will also be provided for students.	8/31/20	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Transportation must align with the instructional model that is chosen. Staff from the Office of Transportation will collaborate with the Office of Curriculum and Instruction and the Office of Finance to find an appropriate transportation model. In any instructional model chosen, social distancing considerations will have to be made on school buses that will result in reduced seating capacity. Physical distancing at bus stops and school loading and unloading zones must also be considered and information needs to be communicated to all stakeholders.
- If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in- person session education when/if the district is not.
- Masks will be required to be worn by staff and students on buses. The District will determine the extent to which PPE will be used while driving routes and whether it is feasible to install physical barriers between the driver and passengers entering and riding the bus.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. All students who do not have masks will be provided one by the district.
- Students who do not have a mask will NOT be denied transportation.
- Maximum capacity of students for each vehicle while meeting recommended physical distancing objectives will be determined.
- A plan for seating based on maximum capacity determined to be practicable will be created that is aligned with the instructional model. Parts of this plan can contain:
  - Seat one student to a bench positioned next to the window.
  - Seat family members who reside in the same dwelling next to each other on the same seat in order to maximize the student capacity on the bus.
  - Mark or block seats that must be left vacant.
  - Place floor decals or tape to indicate where students should sit.
  - Create and implement a plan which follows all recommended distancing at bus stops and while loading and unloading.
  - Prevent students from walking past each other by taking the following measures:
    - Seat students from the rear of the bus forward.
    - Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
    - Require face coverings for students and staff at bus stops and on buses.
    - Where possible create more bus stops to minimize the number of students waiting together.



- Encourage parents who can do so to transport their students to and from school.
- Prohibit eating or drinking on the bus.
- Consider reserving a specific seat - one that is not used for any other student during the day - for a medically fragile child, with special precautions for disinfecting.
- The District will ensure the school bus companies follow cleaning practices in adherence with CDC Cleaning and Disinfecting Guidelines. This protocol will include cleaning and disinfecting buses after each run, and spot checks for inspection. The bus companies will assure the District that the quantity and quality of cleaning equipment and tools are adequate to meet cleanliness standards and that cleaning supplies that are kept on buses are appropriately labeled and stored so that students do not have access to them.
- The District will wait 24 hours before cleaning and disinfecting a bus that transported a passenger or had a driver that tests positive for COVID-19 or exhibited symptoms of COVID-19. If 24-hours is not feasible, we will wait as long as possible.
- Students and staff will be trained and provided periodic reminders on the proper use of social distancing, use of PPE, and the signs and symptoms of COVID-19.
- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work. Where needed, they will be provided and must wear gloves and a face covering along with an optional face shield.
- Hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. They may not carry personal bottles of hand sanitizer and no hand sanitizer will be allowed on the bus.
- Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.

### DISTRICT GUIDANCE

- Transportation must align with the instructional model that is chosen. Staff from the Office of Transportation will collaborate with the Office of Curriculum and Instruction and the Office of Finance to find an appropriate transportation model. In any instructional model chosen, social distancing considerations will have to be made on school buses that will result in reduced seating capacity. Physical distancing at bus stops and school loading and unloading zones must also be considered and information needs to be communicated to all stakeholders.
- If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in- person session education when/if the district is not.
- Masks will be required to be worn by staff and students on buses. The District will determine the extent to which PPE will be used while driving routes and whether it is feasible to install physical barriers between the driver and passengers entering and riding the bus.



- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. All students who do not have masks will be provided one by the district.
- Students who do not have a mask will NOT be denied transportation.
- Maximum capacity of students for each vehicle while meeting recommended physical distancing objectives will be determined.
- A plan for seating based on maximum capacity determined to be practicable will be created that is aligned with the instructional model. Parts of this plan can contain:
  - Seat one student to a bench positioned next to the window.
  - Seat family members who reside in the same dwelling next to each other on the same seat in order to maximize the student capacity on the bus.
  - Mark or block seats that must be left vacant.
  - Place floor decals or tape to indicate where students should sit.
- Create and implement a plan which follows all recommended distancing at bus stops and while loading and unloading.
- Prevent students from walking past each other by taking the following measures:
  - Seat students from the rear of the bus forward.
  - Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
  - Require face coverings for students and staff at bus stops and on buses.
- Where possible create more bus stops to minimize the number of students waiting together.
- Encourage parents who can do so to transport their students to and from school.
- Prohibit eating or drinking on the bus.
- Consider reserving a specific seat - one that is not used for any other student during the day - for a medically fragile child, with special precautions for disinfecting.
- The District will ensure the school bus companies follow cleaning practices in adherence with CDC Cleaning and Disinfecting Guidelines. This protocol will include cleaning and disinfecting buses after each run, and spot checks for inspection. The bus companies will assure the District that the quantity and quality of cleaning equipment and tools are adequate to meet cleanliness standards and that cleaning supplies that are kept on buses are appropriately labeled and stored so that students do not have access to them.
- The District will wait 24 hours before cleaning and disinfecting a bus that transported a passenger or had a driver that tests positive for COVID-19 or exhibited symptoms of COVID-19. If 24-hours is not feasible, we will wait as long as possible.
- Students and staff will be trained and provided periodic reminders on the proper use of social distancing, use of PPE, and the signs and symptoms of COVID-19.
- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work. Where needed, they will be provided and must wear gloves and a face covering along with an optional face shield.





- Hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. They may not carry personal bottles of hand sanitizer and no hand sanitizer will be allowed on the bus.
- Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.



On Campus  
Online

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Assign students to transportation routes based on criteria established, budget, and approval by the Superintendent and the Board.	Filled out by committees	Filled out by committees	Filled out by committees
Send a communication (e.g., flyer) to all families about social distancing at bus stops.	Filled out by committees.	Filled out by committees	Filled out by committees
<b>Transportation Department will assign students to routes based on criteria established and approved by the Superintendent and the Board.</b>			
<b>Routes will be established in accordance with State guidelines while keeping in mind the District budget.</b>			

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Identify a staff member to facilitate the loading and unloading of buses based on a process created by the District.	09/09/20	Filled out by schools	Filled out by schools



# Transportation

## Operations



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
	08/31/20	Filled out by schools	Filled out by schools
	8/31/20	Filled out by schools	Filled out by schools
Recommendations will be submitted to the Superintendent regarding students who do not adhere to the guidelines for consideration by the Board to create policy. This is needed to enforce the guidelines and maintain safety.	8/01/20	Filled out by schools	Filled out by schools
Non - Public contractors will be advised of the District policy on school bus transportation. They must follow the rules.	8/01/20	Filled out by schools	Filled out by schools
Training guidance will be supplied to the contractors for their school bus staff.	8/31/20	Filled out by schools	Filled out by schools
Building to follow guidelines + identify a staff member to facilitate loading + unloading based on the process			



### STATE GUIDANCE

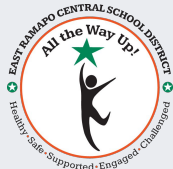
- Each school and/or district reopening plan must address all applicable health and safety guidelines.
- Each school and/or district reopening plan include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- Each school and/or district reopening plan must 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.
- Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.
- Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).
- Each school and/or district reopening plan must require that students must social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.
- Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.

### DISTRICT GUIDANCE

- The East Ramapo Central School District will consider the resources and flexibilities necessary to transition food service operations to an on-site and/or off-site student meal delivery system or operate both at the same time. Our plan will address all applicable health and safety guidelines. All students enrolled in the SFA will receive meals each school day, whether in-school or remotely. We will communicate with families about food services through multiple means in the languages spoken by families.

For health and hygiene promotion, the District will:

- Designate a COVID-19 food coordinator.
- Provide professional development to teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.
- Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.



- Post signs for students and staff on how to stop the spread of COVID-19 (e.g. protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged)

For meal preparation, the District will work with Whitsons - the District's food vendor - in order to:

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and include pre-portioned and pre-wrapped produce.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Reorganize workspaces for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize the number of staff in the kitchen.

For onsite meal service, the District will:

- Assess whether to serve meals in the classroom or cafeteria or other location (e.g., outdoor seating).
- Increase physical spacing, establish small student groups, and limit mixing between groups to encourage physical distancing.
- Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.
- Remove or suspend use of shared tables and self-service buffets for food and condiments.
- Install physical barriers, such as sneeze guards and partitions, at points of service and other areas where maintaining physical distance of 6 feet is difficult.
- Ensure cleaning of every table between groups of students or meal service times.

For offsite meal service, the District will:

- Offer grab-and-go student meals for consumption at home, including drive-through, delivery, or curbside pick-up options.
- Exercise preventative measures to address students with food allergies
- Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.

For cleaning and sanitation, the District will:

- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads or no contact point-of-service method; specifically cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.





On Campus  
Online

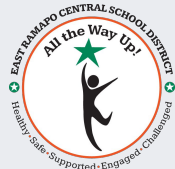
CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Build food delivery capacity that aims to provide timely service in any designated eating area	Filled out by schools	Filled out by schools	Filled out by schools





On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Expand central kitchen food storage freezer space.	08/24/2020	Filled out by schools	Filled out by schools
Expand dry food storage space via adding mobile container.	08/24/2020	Filled out by schools	Filled out by schools
Build within school facility food delivery capacity aiming to Provide timely service in any designated eating area	08/24/2020	Filled out by schools	Filled out by schools
Upgrade central kitchen based handwashing sinks into operationally touch free (soap dispenser, paper towel dispenser, touchless faucet)	08/24/2020	Filled out by schools	Filled out by schools
Place physical distancing guides as floor decals or tape. Place DOH signs in three languages instructing hand hygiene before and after the meal	08/24/2020	Filled out by schools	Filled out by schools
B&G + Principal will designate eating areas + stagger start times			



### STATE GUIDANCE

- Filled out by Education Elements

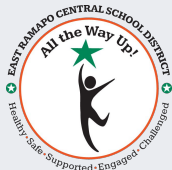
### **DISTRICT GUIDANCE**

- In an effort to fully support students, staff and families and to be fiscally responsible -- we are analyzing, appropriating and managing funds in alignment with reopening guidelines and District needs. Our budget committee is working closely with our other committees and stakeholder groups to ensure they have the physical and human resources to return to a rigorous and safe educational environment.



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
The District budget will be updated as necessary in compliance with contingency budget guidelines.	08/24/2020	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools



### STATE GUIDANCE

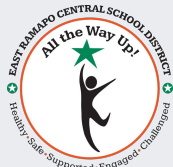
- Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.
- Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
- Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.

### DISTRICT GUIDANCE

- To ensure that students have the resources to fully engage in remote and hybrid learning environments, the District aims to establish a 1:1 device program for students. We will also make digital content to broaden the availability of instruction and provide remote support for staff, students, and families. We will invest in supplying webcams for every teacher on campuses, hotspots for families in need, and additional bandwidth for classroom streaming.
  - The District has put in place a Technology Planning Team to ensure equitable access to technology for staff and students.
  - The District will continue to gauge the need that families and students have for instructional technology devices and for internet access.
  - Along with the Teaching & Learning team, the district will provide multiple ways for students to participate in learning and demonstrate mastery of learning.
  - The District will review various funding streams to identify potential sources for the procurement of needed technology devices for 1:1 Chromebooks initiative, learning management systems, licenses, and instructional software.
  - The District will discourage the sharing of electronic devices the greatest extent possible.

- ☒ On Campus
- ☒ Online

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Purchase enough additional Chromebooks to support a 1:1 ratio. (We are still waiting on the delivery date from our distributor)	8/30/20	Filled out by committees	Filled out by committees
Provide mobile hotspots for students in need of internet access for online learning.	9/5/20	Filled out by committees	Filled out by committees
Increase internet bandwidth in anticipation of enhanced online learning.	9/1/20	Filled out by committees	Filled out by committees
		Filled out by committees	Filled out by committees





### STATE GUIDANCE

- The state released 3 assurance modules around technology and connectivity around knowledge around student/ staff t level of access to device and high-speed internet at home (1), address the need to provide decies and internet access to those without (2), , provide multiple ways for students to participate in learning and demonstrate mastery ( 3)

### DISTRICT GUIDANCE

- To ensure that students have the resources to fully engage in remote and hybrid learning environments, the District aims to establish a 1:1 device program for students. We will also make digital content to broaden the availability of instruction and provide remote support for staff, students, and families. We will invest in supplying webcams for every teacher on campuses, hotspots for families in need, and additional bandwidth for classroom streaming.
  - The District has put in place a Technology Planning Team to ensure equitable access to technology for staff and students.
  - The District will continue to gauge the need that families and students have for instructional technology devices and for internet access.
  - Along with the Teaching & Learning team, the district will provide multiple ways for students to participate in learning and demonstrate mastery of learning.
  - The District will review various funding streams to identify potential sources for the procurement of needed technology devices for 1:1 Chromebooks initiative, learning management systems, licenses, and instructional software.
  - The District will discourage the sharing of electronic devices the greatest extent possible.

- ☒ On Campus
- ☒ Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Identify a team within the building to distribute Chromebooks using the process created by the Technology department. <a href="https://docs.google.com/document/d/1ooeP06Xh3q2IU6YTzPhYruqxi4W-HrPPMF0IW2bKXA/edit">https://docs.google.com/document/d/1ooeP06Xh3q2IU6YTzPhYruqxi4W-HrPPMF0IW2bKXA/edit</a> Loan Agreement form: <a href="https://form.jotform.com/202017430235137">https://form.jotform.com/202017430235137</a> Virtual Confencing form: <a href="https://form.jotform.com/201326127348046fom">https://form.jotform.com/201326127348046fom</a> :	9/5/20	Filled out by schools	Filled out by schools
Ensure students are not sharing devices.	9/5/20	Filled out by schools	Filled out by schools
Follow guidelines created by the district to monitor the	9/9/20	Filled out by schools	Filled out



### STATE GUIDANCE

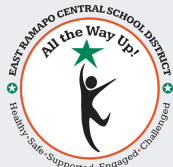
- The state released 3 assurance modules around technology and connectivity around knowledge around student/ staff t level of access to device and high-speed internet at home (1), address the need to provide decies and internet access to those without (2), , provide multiple ways for students to participate in learning and demonstrate mastery ( 3)

### DISTRICT GUIDANCE

- To ensure that students have the resources to fully engage in remote and hybrid learning environments, the District aims to establish a 1:1 device program for students. We will also make digital content to broaden the availability of instruction and provide remote support for staff, students, and families. We will invest in supplying webcams for every teacher on campuses, hotspots for families in need, and additional bandwidth for classroom streaming.
  - The District has put in place a Technology Planning Team to ensure equitable access to technology for staff and students.
  - The District will continue to gauge the need that families and students have for instructional technology devices and for internet access.
  - Along with the Teaching & Learning team, the district will provide multiple ways for students to participate in learning and demonstrate mastery of learning.
  - The District will review various funding streams to identify potential sources for the procurement of needed technology devices for 1:1 Chromebooks initiative, learning management systems, licenses, and instructional software.
  - The District will discourage the sharing of electronic devices the greatest extent possible.

- ☒ On Campus
- ☒ Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
District is planning on 1:1 chromebook device initiative for students to support all instructional models. Building admins should identify a team within a building to distribute chromebooks with the process created by Technology department. Building admins will identify space to store any inoperable chromebooks for technicians to work on repair	8/15/20	Filled out by schools	Filled out by schools
Only a teacher desktop should be operational for instructional use, attendance and emails on campus.	8/28/20	Filled out by schools	Filled out by schools
In accordance with CDC guidelines, students should not be sharing devices including but not limited to chromebooks, ipads, desktops and interactive boards. Building Admin will enforce that.	9/9/20	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- The state released 3 assurance modules around technology and connectivity around knowledge around student/staff t level of access to device and high-speed internet at home (1), address the need to provide devices and internet access to those without (2), , provide multiple ways for students to participate in learning and demonstrate mastery (3)

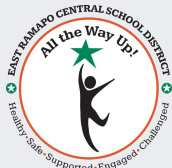
### DISTRICT GUIDANCE

- The District has put in place a Technology Planning Team to ensure equitable access to technology for staff and students. by committees
- The District will continue to gauge the need that families and students have for these devices and for internet access.
- The District will review various funding streams to identify potential sources for the procurement of needed technology devices for 1:1 chromebooks initiative, learning management systems, licenses, and instructional software.
- Sharing of electronic devices will be avoided to the greatest extent as possible.



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
District is planning to provide mobile hotspots for students in need of internet for online learning. District team will notify the buildings of the process for distribution.	8/28/20	Filled out by schools	Filled out by schools
District is planning to purchase webcams for hybrid environment for each classroom. Building admins will identify any classroom that does not have at least a webcam	9/9/20	Filled out by schools	Filled out by schools
District is planning to increase internet bandwidth in anticipation of enhanced online learning.	Fall 2020	Filled out by schools	Filled out by schools
Building admins must prohibit all staff & students from accessing computer labs on campus and the computers in the labs must be unplugged from the power outlet.	8/28/20	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.
- Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

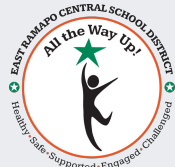
### DISTRICT GUIDANCE

- As the East Ramapo Central School District plans to reopen and considerations are made to meet evolving health and safety guidelines and mandates, we will explore a number of instructional models, answer essential planning questions, and identify action steps. The District is taking a responsive and flexible approach. We understand that we may start the school year with one instructional model and, as new guidelines are communicated about health and safety, we may transition to a different model.



On Campus  
Online

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Provide school support in creating sample master schedules for the identified hybrid model, using 100% at-home remote learning guidelines as a baseline	Filled out by committees	Filled out by schools	Filled out by schools
Establish a plan to assist schools in the assessment of student readiness, to provide the necessary interventions/enrichments for student success	Filled out by committees	Filled out by schools	Filled out by schools
Create guidance around attendance and grading for both the 100% at-home remote and hybrid models in accordance to the state	Filled out by committees	Filled out by schools	Filled out by schools
Identify viable primary platforms and resources to support standards-based teaching and learning expectations, in both a hybrid or remote leaning scenario.	Filled out by committees	Filled out by schools	Filled out by schools



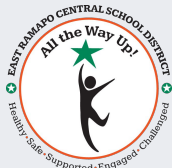
# Scheduling & Staffing

## Teaching and Learning



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Schools will determine composition of students in each cohort, considering sibling relationships and student needs	Filled out by committees	Filled out by schools	Filled out by schools
Schools will modify the existing plan for morning/breakfast routines to align with the selected instructional model and health and safety guidelines	Filled out by committees	Filled out by schools	Filled out by schools
Schools will develop master schedules that allow for a seamless transition between hybrid and remote models of instruction, as public health or government agencies dictate	Filled out by committees	Filled out by schools	Filled out by schools
Schools will embed opportunities for professional learning within their master schedules	Filled out by committees	Filled out by schools	Filled out by schools
Schools will develop a system of communication with families to ensure that they remain abreast of the latest guidance and development of plans in accordance with said guidance	Filled out by committees	Filled out by committees	Filled out by committees
Schools will employ multiple methods to share instructional schedules with all staff	Filled out by committees	Filled out by committees	Filled out by committees
Schools will orient students to their daily schedules and the associated routines and protocols	Filled out by committees	Filled out by committees	Filled out by committees
Schools will clear communication plan for how students and their families/caregivers can contact the school and	Filled out by committees	Filled out by committees	Filled out by committees



### STATE GUIDANCE

- Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.
- Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.
- Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.
- Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction
- Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

### DISTRICT GUIDANCE

- As the East Ramapo Central School District plans to reopen and considerations are made to meet evolving health and safety guidelines and mandates, we will explore a number of instructional models, answer essential planning questions, and identify action steps. The District is taking a responsive and flexible approach. We understand that we may start the school year with one instructional model and, as new guidelines are communicated about health and safety, we may transition to a different model.
- The District will take the following into account when selecting the optimal instructional plan:
  - The school's resources, including technology access, for students and families.
  - The flexibility of the physical space in the school to facilitate implementation of the chosen instructional schedule model
  - The opportunities to provide social-emotional support to students and families.



- The degree to which the needs of all students will be met.
  - The preferences of parents, caregivers, students, and teachers for each of the example models.
  - The increased costs associated with the model in terms of staffing, transportation, and instructional resources.
- Until there is a vaccine or treatment for COVID-19, the reality is that all decisions for how to move forward have various risks. To make sure the learning experience at East Ramapo Central School District (ERCSD) is safe, accessible, and equitable, the plan outlined in this document is based on what we know to be true, to date, for the Fall 2020 Return.
  - ERCSD is planning to start school with a hybrid weekly rotational model, between in-person and remote-learning.
  - ERCSD will provide the necessary Personal Protective Equipment (PPE), face coverings, hand sanitizer, and cleaning support to minimize risk of viral transmission in schools.
  - ERCSD acknowledges that the situation can change and decisions will need to be made quickly. We are prepared to transition to different models of school as necessary in response to COVID-19.
  - ERCSD will provide reliable technological devices and resources to students and staff to support teaching and learning.
- **Effective communication and student feedback**
  - Teacher listens to their students and are responsive
  - Teacher explains things clearly and breaks down more difficult ideas into simpler and smaller pieces
  - Teacher provides helpful feedback that is goal-referenced, specific and personalized, timely , ongoing and consistent
- **Consistent grading across all options**
  - Assessment of student learning will be consistent and aligned to standard-based expectations, whether at-home, in-person or in a hybrid learning environment
- Teachers will be provided professional development the following areas
  - Use of video conferencing platform
  - Communication with students and parents
  - Classroom management and engagement in a remote environment
  - Consistency in scheduling, rituals, and routines in the remote environment
  - Collaboration and planning for in the remote environment



# Blended Instructional Models

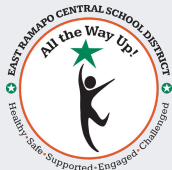
## Teaching and Learning

- Conducting breakouts for small groups and student collaboration in the remote environment
- Creating and administering assessments for and in the remote environment.



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools





STATE GUIDANCE

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DISTRICT GUIDANCE

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☒ On Campus  
☒ Online



CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Create guidance around attendance and grading for both the 100% at-home remote and hybrid models in accordance to the state	Filled out by committees	Filled out by schools	Filled out by schools
Establish a plan to assist schools in the assessment of student readiness, to provide the necessary interventions/enrichments for student success	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by committees	Filled out by schools	Filled out by schools
Filled out by committees	Filled out by	Filled out by schools	Filled out

### STATE GUIDANCE

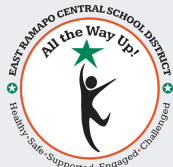
- Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

### **DISTRICT GUIDANCE**

- All schools in the East Ramapo Central School District will monitor and document the daily attendance and participation of all students, whether schools open in September in-person, hybrid, or remote. District attendance policies and procedures will be revisited and revised, in accordance with public health and government agency guidance and communicated to families at the start of the school year.
- Communication to families will be issued through established alert systems: App alerts; robocalls; social media outlets; and postings to the District and school webpages, as well as newsletters, text messages and email. At the school sites, Principals will communicate building-specific information, and teachers will update families with class-specific details as they do when classes are in session.
- Teachers will record daily attendance in the identified student management system, based on the required daily student presence and engagement. Monitoring of student attendance daily will take place in the form of generated reports, identifying students who are absent and/or chronically absent, to inform and partner with families to determine the root cause and or barriers that may hinder the required presence of students during the learning process.
- East Ramapo Central School District remains committed to providing interventions to prevent and address chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote. This commitment ensures that all students are nurtured in an environment that is culturally responsive and conducive to learning, fostering our Mission of educating the whole child.



On Campus  
Online



CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Teachers will record daily attendance in the identified student management system, based on the required daily student presence and engagement.	Filled out by committees	Filled out by schools	Filled out by schools
Monitoring of student attendance daily will take place in the form of generated reports, identifying students who are absent and/or chronically absent, to inform and partner with families to determine the root cause and or barriers that may hinder the required presence of students during the learning process.	Filled out by committees	Filled out by schools	Filled out by schools

### STATE GUIDANCE

- Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.
- Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
- Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.
- Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

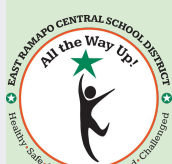
### DISTRICT GUIDANCE

While extended school closures have a significant impact on the education of students, it is widely recognized that students with disabilities may experience increased distress and negative educational consequences due to the changes in instructional methods and requirements. Our District plan for reopening schools aims to meet the variety of needs of diverse learners and students with exceptional needs. We will continue to ensure that students with disabilities have equal access to the same opportunities as students without disabilities, including the provision of a free appropriate public education (FAPE), whether students receive instruction remotely or in-person. To the greatest extent possible, students with disabilities will continue to receive the support and services outlined in their IEPs and progress toward achieving their goals will continue to be monitored.

Our District supports students with disabilities through varying programs. Outlined below are the programs that will continue to be provided to students in accordance with their IEPs. If any structural changes are warranted in order to meet IEP requirements and/or the unique needs of students within each program, parents will be notified prior via written communication, the District website and telephone communication.

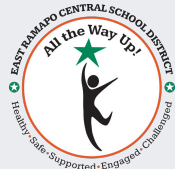
### Considerations for Special Education and Student Services

- Communication with Parents
  - Parents' preferred language of communication is collected at the time of enrollment and is saved in the District's student data management system allowing for all District and building level administrators to have access to this information. This information is also automatically shared with the District's IEP management system, allowing all special education teachers and therapists assigned to the student to also have access to the preferred language of the home. Teachers have access to microsoft translator to translate any pertinent information being sent home. Additionally, District level translators are readily available to assist parents in their written and verbal communication with parents.
  - Special Education teachers provide ongoing feedback to parents through phone calls, email and Google classroom. Progress reports are shared with parents to monitor progress of specific IEP goals three times per year for grades kindergarten through eighth and four times per year for high school students. In conjunction, annual review meetings are held yearly with a priority on parent attendance and participation. Parents are also able to request reviews of their child's special education program at any time, through building level principals, teachers and/or school psychologists. In light of the



- Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)
  - We will factor in the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
  - Students averse to the wearing of masks will be introduced to face coverings in various textures along with the use of behavioral techniques to encourage their extended wear of masks.
  - Face shields will be introduced to students unable to wear face coverings for extended periods of time.
  - Staff working with students who are medically involved and/or require significant support in the area of assisted daily living (ADL) skills, will be provided with additional PPE such as gowns and face shields to minimize any potential exposure or spread of COVID-19.
  - Gloves will continue to be provided and encouraged for use during toileting, lifting and medical procedures.
- Planning for Students who are Medically Fragile and/or Immune Compromised
  - Define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
  - Determine how adequate space and facilities for the appropriate number of student and staff will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
  - Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class remotely in order to retain some regular connection to teacher and peers.
  - Determine any special or unique needs for students with disabilities related to planned District or school-wide procedures and protocols related to the following:
    - Daily health screening and temperature checks
    - Restroom use as well as diapering and toileting
    - Paths of travel
    - Spaces for recess or recreational activities
    - Cleaning and disinfecting
  - In order to maintain adequate social distancing no more than 10 individuals (staff and students) will be in a regular sized classroom at a time.

- Rotation and movement of staff may be required to maintain physical distancing recommendations, particularly in the instances where therapy is being conducted within the classroom.
- With limited transitions the role of one-to-one aides will be reviewed to ensure the most effective support of students while honoring physical distancing recommendations. It is likely that students who continue to require one-to-one assistance will need to maintain close contact with the aides assigned to them. Therefore, the consistent use of masks/face coverings, hand washing, and the use of gloves during activities of close physical contact such as toileting, will be emphasized.
- Student desks and individual workstations will be separated by 6 feet of distance with the use of physical markings on the floor to assist students' ability to "stay in their zone".
- Students who need to remain home for medical or personal reasons will be able to connect into the classroom remotely. Classroom schedules will clearly outline for all families when "live instruction" will be scheduled so that students at home can stream into the classroom and engage in other aspects of remote learning. Teaching assistants and aides will be able to provide additional assistance in ensuring that students at home are able to engage with what is taking place within the classroom.
- Physical Distancing
  - Flexibilities for specific students-with disabilities populations such as students with extensive support needs, behavioral challenges, etc. will be developed as appropriate and consistent with their IEPs and other plans.
  - Flexibilities and plan for how to implement physical distancing given lack of space and facility limitations, particularly for children who may struggle with maintaining physical distancing.
  - The plan will address potential issues from physical distancing rules that otherwise could result in unintended segregation of students away from peers without disabilities
  - How to provide related services and assessments in instructional models while staying physically distant.
  - All students with disabilities will be introduced to the visual and conceptual understanding of social distancing through the terminology of "staying in your zone".
  - Behavior specialists will support the transition of identified students and groups.
  - Related services will be conducted as appropriate within the classroom as well as designated therapy rooms. Within the therapy rooms cleaning must be conducted in between student therapy sessions. Sessions must be conducted within a ventilated room that is large enough to maintain the required 6 feet of distance of more than one student and/or adult is within the room.

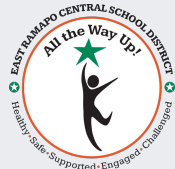


- Where possible and available, plexi-glass type barriers will be utilized for therapies such as speech and language that require close face to face contact.
- To the greatest extent possible, teachers and therapists will work side-by-side with students in order to limit direct face to face contact.
- Utilize and Update Individualized Education Programs (IEPs)
  - In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) provided guidance that IEP amendments were not necessarily required for the immediate change to distance learning. However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs. This ensures that all student IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning. The District will follow and communicate all guidance from NYSED regarding the modification of students' IEPs.



On Campus  
Online

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Finalize district wide programs and classroom assignments based on students' IEP recommendations	Filled out by committees	Filled out by schools	Filled out by schools
Update and share written protocols based on any new State and Federal guidelines	Filled out by committees	Filled out by schools	Filled out by schools



# Special Education Services

## Teaching and Learning

☒ On Campus  
☒ Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Schools will develop master schedules that ensure all IEP and state mandates are upheld pertaining to student ratios, particularly for students assigned to integrated co-teaching classrooms and resource room programs.	Filled out by committees	Filled out by schools	Filled out by schools
Schools will define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.	Filled out by committees	Filled out by schools	Filled out by schools
Schools will determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs	Filled out by committees	Filled out by schools	Filled out by schools
Schools will build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school, ensuring the ability to quickly pivot to attending class remotely in order to retain some regular connection to teacher and peers if needed	Filled out by committees	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the 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 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.
- Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication
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### DISTRICT GUIDANCE

- English Language Identification Process During CoVID Closures and the First 30 Days of School
- According to the New York State Education Department ReOpening Guidance, within the first 20 days of school (September 9 - October 22, 2020), the District must complete the English Language Learner (ELL) Identification process for all students who registered within the CoVID-19 Closure during the 2019-2020 school year and for those who enrolled in the summer. Additionally, students who enroll within the first 20 days of school (September 9-October 7, 2020) also must go through the Identification Process within the first 30 days of enrollment (September 9-November 23, 2020).
- To address these timelines, the District's Office of Bilingual Education and World Languages has developed a hybrid system to identify the potential placement of possible ELLs who registered during the CoVID-19 Closure and throughout the summer, as well as those students who will enroll within the first 20 days of school. Placement will be based on parent input as well as language and academic data collected during the Identification Process. In recognizing the importance of continuity of learning, students will be immediately assigned to a class and provided an instructional schedule. This plan will allow students to be engaged in instruction, while the department schedules and administers the New York State Identification Test for English Language Learners (NYSITELL) in accordance with the timeline indicated in the New York State Education Department ReOpening Guidance.
- The hybrid plan is in accordance with the NYS Commissioner's Regulations Part 154 and includes all components of the Identification Process. The Home Language Questionnaire, Individual Interview, and Parent Orientation will be conducted by the ELL Coordinator through the use of video conferencing or by telephone phone. For the preliminary placement, a District created language assessment will be administered via video conferencing. The ELL Coordinator will use the NYSED English Language Proficiency Descriptor Rubric to analyze student responses and provide a preliminary English language proficiency level. This will allow for continuity of learning as the department schedules and administers the NYSITELL, which according to NYSED regulations can only be done in person. The results of the NYSITELL will be the student's final level and will be recorded in the District database for NYSED reporting purposes.





- The department has implemented this plan during the CoVID-19 Closure and throughout the summer. Currently, department administrators are creating a NYSITELL administration schedule for this group of students. that will begin on the first day of school (September 9, 2020). The department will revert to the original ELL Identification Process, as indicated in the Commissioner's Regulations Part 154, to identify possible ELLs who enroll after the first 20 days of school (October 8, 2020). The entire process will be completed within the first 10 days of student enrollment.
- The ELL Identification Process
  - Home Language Questionnaire: If the Home Language Questionnaire form indicates a language other than English, then proceed to step 2.
  - Individual Interview: This is conducted in English and the students' home language. If the student is unable to answer the questions in English or does so with a difficulty, proceed to step 3.
  - New York State Identification Test for English Language Learners (NYSITELL): The test is administered to determine the English language proficiency level of students who are enrolling in a New York school for the first time.
  - Parent Orientation: Parents watch NYSED's Office of Bilingual Education and World Languages ELL Parent Orientation Video. (Link)
    - The ELL Coordinator discusses language acquisition models provided within the District and answers any questions they may have.
    - Parents select which model would be best for their child IF the results of the NYSITELL indicate their child is an ELL. (Answer sheets are scanned to the Lower Hudson Regional Information Center for scoring. The results are available in 24-48 hours).
    - Parents receive a copy of the ELL Parent Bill of Rights.
  - Parent Notification of ELL Status: Parents are notified of their child's ELL status based on the results of the NYSITELL.
  - Placement: School Administrators and teachers are informed of students' status and the language acquisition model the parents selected.
- Units of Study for Language Acquisition Instruction
  - Language acquisition services provided to students are based on the New York State Commissioner's Regulations Part 154 Regulations. Each student's level is either based on the NYSITELL, which is administered to students who are entering a New York school District for the first time, or the New York English as a Second Language Achievement Test (NYSESLAT) exam administered every spring. The District will continue to provide the Unit of Study and Staffing Requirements for the 2020-2021 school year. To view the regulations regarding Units of Study click on the following link:  
<http://www.nysed.gov/bilingual-ed/units-study-tables-english-new-language-enl-and-bilingual-education-program>



- Communication and Language Access
  - Parent's preferred language of communication is collected at the time of enrollment and is saved in the District's student data management system allowing for all District and building level administrators to have access to this information. The majority of the District's parent population request translations in Spanish or Haitian Creole. Based on this data, all communications on websites and through robo calls are translated into these languages. Parents who speak other languages are also provided with translation through the use of the Xerox Easy Translator. The machine translates documents into 40 different languages. This is essential in translating pertinent information to all families in the District.



On Campus  
Online

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
For the Potential Placement the department will send schools a list of students who are potential ELLs and possible placement.	Filled out by committees	Filled out by schools	Filled out by schools
Create best practices and protocols to help schools and teachers in K-6 to administer the NYSITELL during the first 30 days of school.	Filled out by committees	Filled out by schools	Filled out by schools
District will administer exams to 7-12 potential ELLs.	Filled out by committees	Filled out by schools	Filled out by schools



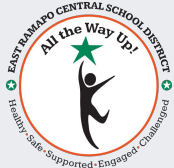
# Bilingual Education & World Languages

## Teaching and Learning



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Use the list of students who are potential ELLs to place students based on their potential level and parent choice of placement. Units of study will need to be adhered to.	Filled out by committees	Filled out by schools	Filled out by schools
Schools will need to plan and ensure that K-6 ENL Teachers are administering the NYSITELL, during the 30 days of school.	Filled out by committees	Filled out by schools	Filled out by schools
All schools are responsible for reviewing the ELL Intake information that includes parent choice of placement (Bilingual Ed or ENL) and ensuring that the Units of Study for Language Acquisition are provided to each student based on their English proficiency level.	Filled out by committees	Filled out by schools	Filled out by schools

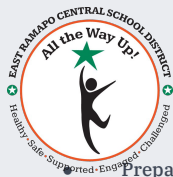


### STATE GUIDANCE

- The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.
- The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.”
- The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.
- The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

### DISTRICT GUIDANCE

- The East Ramapo Central School District is committed to ensuring ongoing communication efforts with stakeholders. Through varied means staff, students and families will be provided with timely and essential support reflecting these challenging times. Included in these efforts will be the intentional design to ensure consistency of communication, outreach in multiple languages, and opportunities for stakeholders to continuously provide input.
  - The District is partnering with stakeholders, including families, staff, and labor partners in the school community, to formulate and implement the plans in this checklist.
    - We will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
      - Proper use of PPE/EPG.
      - Cleanliness and disinfection.
      - Transmission prevention.
      - Health protocol.
      - Guidelines for families about when to keep students home from school.
      - Systems for self-reporting symptoms.
      - Criteria and plan to close schools again for physical attendance of students,
      - Professional development offered for instructional and non-instructional staff.
    - A communications procedure will cover who, what (central and supporting messages tied to staff and student safety), when, and how.
    - Sample communications will be developed that includes:
      - School start date and instructional format
      - Health and safety measures (e.g., procedures for entering buildings, using buildings, socially distancing, personal hygiene)
      - Expectations of parents and students in the case of school closure
      - Helping children cope with stress and tragedy
      - Availability of community resources such as mental health resources, food security, medical/dental providers, health insurance, economic aid, housing assistance, etc.
      - Targeted communication for vulnerable members of the school community.
- Preparation will be made for all communications to be placed within schools and offices, inclusive of signage.
- A communications plan for if a school has a positive COVID-19 case will:

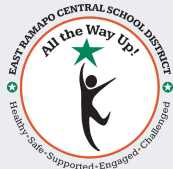


# Communication & Feedback

## Support

- Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.
- Notify staff and families immediately of any possible cases of COVID-19. Legal responsibilities and privacy rights for communicating about cases of the virus will be reviewed accordingly.
- Guidance to parents, teachers, and staff will be provided to remind them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Sick staff members and families with sick children not to return until they have met CDC criteria to discontinue home isolation.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation.

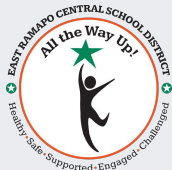
DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Develop District/school level calendars for consistency of communication outreach efforts to stakeholders	8/31/20	Filled out by schools	Filled out by schools
Create District video to be shared with families on District and school websites	8/31/20	Filled out by schools	Filled out by schools
Design a Social Media outreach plan for families	8/31/20	Filled out by schools	Filled out by schools
Provide access to on-demand resources, such as web-posted materials	8/31/20	Filled out by schools	Filled out by schools
Ensure all resources are available in English, Spanish, Haitian Creole			





## On Campus Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Develop student materials as necessary and post signs in schools to support students in their efforts to comply with new procedures and protocols	8/31/20	<i>District level efforts.</i> Post URL to district/school sites; social media posting; Blackboard and Family Portal communication.	Filled out by schools
Send a Welcome Back Letter to parents and staff before school begins, detailing our plan for the 2020-2021 school year, and how we will ensure everyone's safety	8/31/20	Filled out by schools	Filled out by schools
Send bi-weekly school newsletters to update parents on programs, resources, and relevant topics as we move forward	8/31/20	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Filled out by Education Elements

### **DISTRICT GUIDANCE**

The East Ramapo Central School District is committed to providing ongoing support to families and staff. Family Resource Coordinators (FRCs) and School Nurses will build robust and trusting relationships in each school.

- We will:
  - Engage families and provide activities to help them feel comfortable coming back to the school campus. We will also consider how to engage the staff in these activities.
  - Communicate with families regarding immunization records and contact all parents with students on health plans and determine if they need to be revised to address minimizing infection.
  - Prepare lists of medical/dental resources to share with families.
  - Send a welcome Back Letter to parents and staff before school begins, detailing our plan for the 2020-2021 school year, and how we will ensure everyone's safety, translated into Spanish, Haitian Creole, and other languages.
  - Continue to create and distribute school newsletters to update parents on programs.
  - Assist School Nurse in communicating with families regarding health issues such as immunization records and how to minimize infection.
  - Establish a list of resources to support and sustain the social-emotional health of students and families.

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Designate a person in each building to answer phone calls from parents, respond to specific questions and concerns, and provide ongoing support as needed			
Assist School Nurse in communicating with families regarding health issues such as immunization records and how to minimize infection			



### STATE GUIDANCE

- Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter 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.
- Each school and/or district reopening plan addresses 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.
- Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

### DISTRICT GUIDANCE

Provide families and staff with activities to help them feel comfortable coming back to the school campus.

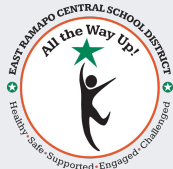
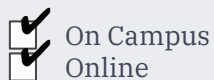
The East Ramapo Central School District is committed to placing student and staff wellness first to establish a positive, safe, and supportive learning environment. In East Ramapo, a growth mindset frames an abiding efficacious culture of confidence and achievement. Social emotional learning and well-being is an integral component of our core values. Leading with social-emotional learning is essential because children need social and emotional support as they navigate the unprecedented challenges of alternative learning contexts, and because social-emotional learning helps students access academic content through building essential self-management skills, resilience, and connections.

- Consider lessons on alternative ways to communicate feelings. (How might wearing masks alter our understanding of how individuals are feeling?)
- SEL and student wellness is the responsibility of all staff members and is supported in the way they relay a positive growth mindset and culture of success to their students. District will provide guidance on how to incorporate SEL practices throughout the school day. Specifically this will be woven into lesson plans, included in lesson aims and goals, modeled by building level administrators, addressed in PLC and faculty meetings and reinforced throughout the school day.
- District and building level school psychologists will support and review the development of programs that address student and family trauma, as well as the overall social-emotional needs of students, through organized counseling groups for both mandatory and non-mandated students.
- District will positively communicate the necessity for physical distancing throughout school buildings.
- District will provide additional support toward physical distancing for those who may not be able to wear a mask due to a manifestation of their disability.
- District will be mindful and sensitive to the needs of those who are grieving the loss of a family member or coworker.





CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Provide nonacademic check-ins with students to ensure they are realizing the supports available for them in their school environment	Filled out by schools	Filled out by schools	Filled out by schools
Weave SEL and student wellness into lesson plans and goals, model them in adult interactions, address them in PLC and faculty meetings, and reinforced them throughout the school day	Filled out by schools	Filled out by schools	Filled out by schools
School Psychologists and Behavior Specialists will share student-friendly content related to social distancing, wearing of PPE, returning to school, and dealing with loss	Filled out by schools	Filled out by schools	Filled out by schools
Form a District-level SEL team that will filter information and guidance to the school teams			



### STATE GUIDANCE

- Comply with state regulations for emergency COVID-19 certification.
- Uncertified substitute teachers can cover up to 90 days (increased from 40).
- Teachers can teach up to 2 courses outside of their certification area.

### **DISTRICT GUIDANCE**

- Hiring and onboarding has changed due to the COVID emergency to remote regardless of whether school is remote, hybrid or in-person.
  - Recruitment will be done online through OLAS and on the District website. Interviews of candidates are held via Zoom, not in person.
  - Paperwork sessions will be held viz Zoom. Onboarding paperwork will be emailed to each new hire, who completes the paperwork and emails it back to Personnel.
  - New Employee Orientation at the end of August will be held via Zoom.



On Campus  
Online

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Conduct all hiring and onboarding via Zoom	Filled out by schools	Filled out by schools	Filled out by schools



### STATE GUIDANCE

- Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.
- Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.

### DISTRICT GUIDANCE

- The Office of Personnel must ensure that each certificated employee holds valid NYS certification in the area for which they are employed. There must be an updated APPR plan reflective of teacher observations and evaluations done in remote and hybrid settings. The Office of Personnel must ensure that the Superintendent and all administrators are recalibrated in the APPR/MPPR process.
  - Comply with state regulations for emergency COVID-19 certification.
  - Uncertified substitute teachers can cover up to 90 days (increased from 40).
  - Teachers can teach up to 2 courses outside of their certification area.



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
Ensure all personnel are properly certified through NYSED.	9/1/20	Filled out by schools	Filled out by schools



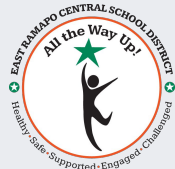
### STATE GUIDANCE

- Reopening schools utilizing new instructional models necessitates special attention to professional relationships and learning. Educators must be supported in ways that allow them to focus on student learning. Additionally, training will be provided to support staff including custodians, meal preparation staff, transportation providers, technology personnel, and others. The District will consider a safety orientation for all employees prior to the start of the school year.

### DISTRICT GUIDANCE

Reopening schools utilizing new instructional models necessitates special attention to professional relationships and learning. Educators must be supported in ways that allow them to focus on student learning. Additionally, training will be provided to support staff including custodians, meal preparation staff, transportation providers, technology personnel, and others. The District will consider a safety orientation for all employees prior to the start of the school year.

- Professional Development/Training initiatives will include:
  - Disinfecting frequency and tools and chemicals used in accordance with New York State Department of Health guidance. For staff who use hazardous chemicals for cleaning, specialized training is provided.
  - Physical distancing of staff and students.
  - Symptom screening, including temperature checks.
  - Health and Safety Training- State and local health standards and recommendations, including, but not limited to, the following:
    - Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer.
    - Personal hygiene including cough and sneeze etiquette, keeping one's hands away from one's face, and frequent hand washing and proper technique.
    - Confidentiality around health recording and reporting.
  - Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions.
  - Training on trauma-informed practices and suicide prevention.
  - Signs of mental health stress in students and staff.
  - Sensitivity training on topics such as the economic impact of COVID-19 on the community and the families of the students.
  - Individual staff member's responsibilities if a shutdown occurs during the school year.
  - Synchronous and asynchronous workshops, courses, and tutorials:
    - How to identify deficits in learning and how to respond.
    - Optimizing lesson designs for online learning.



# Professional Development

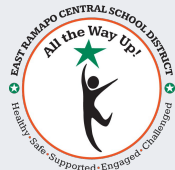
Support

- How to support and monitor students through independent remote learning.
- Interpretation and use of data from computer-based assessment systems.
- How to use the technology the District provides for effective remote learning.
- Support for families on how to support learning at home
- Identifying and responding to the social, emotional, behavioral and academic development of students.
- Cybersecurity
- Maintaining professional boundaries with students and electronic communication.



On Campus  
Online

DISTRICT ACTION ITEMS	DEADLINE	DECISION	STATUS
Develop training for guidance counselors and other student support staff to support students who've lost a loved one to COVID-19	Filled out by committees	Filled out by schools	Filled out by schools
Develop a training (and a one-pager/infographic) that outlines disinfecting protocols	Filled out by committees	Filled out by schools	Filled out by schools
Train teachers on a protocol for identifying and responding to students and/or staff who demonstrate COVID-19 symptoms	Filled out by committees	Filled out by schools	Filled out by schools
Develop training that educated staff on best practices for cybersecurity	Filled out by committees	Filled out by schools	Filled out by schools
Provide professional development on effective integration of existing and new technologies that deepen understanding of the function and expectations regarding use of digital platforms	Filled out by committees	Filled out by schools	Filled out by schools



# Professional Development

Support



On Campus  
Online

CAMPUS ACTION ITEMS	DEADLINE	DECISION	STATUS
In collaboration with District-level administration, create a year-long professional development and training calendar to map the instructional and non-instructional offerings to staff	Filled out by committees	Filled out by schools	Filled out by schools
Continue to provide direct support to building administration to sustain common grade-level assessments and the year-long professional learning community (PLC) initiative	Filled out by committees	Filled out by schools	Filled out by schools
Ensure all decisions and practices are in alignment with existing District comprehensive plans (e.g. Strategic Academic Plan, District Comprehensive Improvement Plan, School Comprehensive Education Plans, and Responsive Return to School Plan)	Filled out by committees	Filled out by schools	Filled out by schools



# Appendix

