

East Ramapo Central School District:

2020-2025 (Long-Term) Strategic Academic and Fiscal Plan

October 27, 2021

revised November 15, 2022

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I. Executive Summary and Organization of the Plan Executive Summary

In 2016, a new provision of Education Law required the East Ramapo Central School District (ERCSD or “the District”) to develop and implement a long-term strategic academic and fiscal improvement plan (“the Plan”). In response to that requirement, the District developed a five-year plan that was based on “Four Pillars”:

Pillar 1: High Expectations for Teaching & Learning

Pillar 2: Culture of Safety and Strong Relationships with Families & Community

Pillar 3: Results-Focused Professional Learning & Collaboration

Pillar 4: Data-Informed Efficient and Effective Systems

For each of these pillars, the District developed a set of goals, measures of student progress, professional practices, and educational strategies. For the past several years, the Four Pillars have been the foundation for the District’s instructional program.

Subsequent amendments to State education law have required that the Plan be updated annually by the District and the Monitors assigned to the District by the State Education Commissioner (“the Monitors”) to provide oversight of the District’s academic and fiscal operations. The annual updates are to be approved by the Board of Education and submitted to the Commissioner of Education after a process of public engagement.

The 2020-21 annual update to the Plan maintains the Four Pillars as the organizing structure for the District’s improvement efforts but now includes significantly revised goals and measurable objectives as well as a new set of timebound improvement activities that provide detailed information on how the District will accomplish the educational strategies that undergird the Four Pillars. The academic component of the Plan now contains sections pertaining to Teaching and Learning, Special Education, English Language Learners, Accountability, Family and Community Engagement, School Climate and Social and Emotional Learning, Human Capital, and Organizational Structure. Collectively, the Plan contains 91 improvement strategies that the District will implement to achieve the goals and measurable objectives contained in the Plan. The academic plan is intended to be a complement to the District Comprehensive Education Improvement Plan (DCIP).

Because governance and leadership have been identified as significant issues in the District, there is a separate section of the Plan that provides a detailed critique of governance and leadership and provides 15 strategies for improvement.

The Plan now also contains a series of assurances which the District commits to implement, many of which address the role of the Board of Education, the need for stakeholder engagement, and commitments to ensuring good stewardship of the District’s financial resources.

Unlike previous annual updates, the 2021-22 school year update also provides goals,

measurable objectives, and an extensive list of improvement strategies related to the District's finances and operations, including Budget Development, Cash Flow Management, Reimbursement Claiming Processes, Expenditure (Internal Controls), Long-Term Planning, Organization Structure and Internal Operations Efficiencies, Transportation, Facilities, and Contracting Process.

The Plan is not an aspirational document. The District must report quarterly to the Monitors on the District's implementation of the Plan. Should the Monitors determine that the District is violating the Plan, they may report such violations to the Commissioner who may compel the District to come into compliance with the Plan.

Alternatively, should the District act inconsistently with the Plan, the Monitors have been given the authority under State education law to either override Board resolutions or motions, or introduce their own resolution to ensure that the Plan is implemented with fidelity.

This Plan is also a living document. It will be updated annually through a process of extensive public engagement. For the goals of this Plan to be realized, it is critical that all stakeholders understand their roles in transforming the Plan from rhetoric to reality. Only through a shared sense of purpose among all stakeholders can the District achieve its mission of educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

Organization of the Plan

This Plan is made up of several sections:

- Section I contains an executive summary and overview of the organization of the Plan.
- Section II is a list of assurances which the East Ramapo Central School District (ERSCD or 'the District') has committed to implement fully, with the understanding that failure to carry out any of the assurances may result in the Monitors assigned to the District by New York State Commissioner of Education ("the Commissioner") overriding a Board of Education ("the Board") resolution or motion, introducing a resolution for adoption, and/or reporting a violation of the Long-Term Strategic Academic and Fiscal Plan ("the Plan") to the Commissioner.
- Section III is an introduction.
- Section IV contains the District's Mission, Vision, and Values Statements.
- Section V describes the process and public consultations that were used to develop the Plan
- Section VI articulates the theory of action that undergirds the District's improvement efforts.
- Section VII contains general findings about the current status of the District's academic program.

- Section VIII addresses issues specific to the governance and leadership of the District.
- Section IX provides academic long-term goals, the benchmarks to be achieved, timelines for achieving the goals, measurable objectives that will show progress towards achieving long-term goals, strategies to be implemented during the current school year, and the measurable objectives towards determining satisfactory completion of each strategy for each of the following subsections:
 - A. Teaching and Learning
 - B. Special Education
 - C. English Language Learners
 - D. Accountability
 - E. Family and Community Engagement
 - F. School Climate and Social and Emotional Learning
 - G. Human Capital
 - H. Organizational Structure
- Section X provides fiscal long-term goals, the benchmarks to be achieved, timelines for achieving the goals, measurable objectives that will show progress towards achieving long-term goals, strategies to be implemented during the current school year, and the measurable objectives towards determining satisfactory completion of each strategy for each of the following subsections:
 - A. Budget Development
 - B. Cash Flow Management
 - C. Reimbursement Claiming Processes

2020

East Ramapo Central School District:

9. The District shall adhere to the timelines contained in the Plan.
10. The District shall meet all requirements in law and in the Plan in regard to public consultation and engagement, including timely conduct of public hearings, provision of translation services, and translation of documents.
11. The District shall ensure that all District funds are used solely for the benefit of District resident students, both public and nonpublic, and in support of the District's vision, mission, and goals.
12. The Board shall conduct all business in adherence to the District's shared values statement, Board policies, and existing law and regulation.
13. The District shall provide all information and reports in such form and format and in accordance with such timelines as stipulated in law or as requested by the Monitors and the Commissioner.
14. The District shall maintain such records as are required to determine the degree to which the District is meeting its goals, benchmarks, and progress targets and is implementing the strategies contained in the Plan and provide such records upon request to the Monitors and/or Commissioner.

III. Introduction

On June 29, 2021, former Governor Cuomo signed into law Chapter 173 of the Laws of 2021, which made significant changes to the original Monitor legislation (Chapter 89 of the Laws of 2016). Notably, the legislation expanded the powers and duties of the Monitors appointed by the Commissioner to the District as well as the responsibilities of the District in regard to cooperating with the Monitors and development of the Plan and the District's annual budget.

The law requires that the Board and the Monitors develop and annually update by October 1 the Plan. The Plan must include a set of goals with benchmarks and

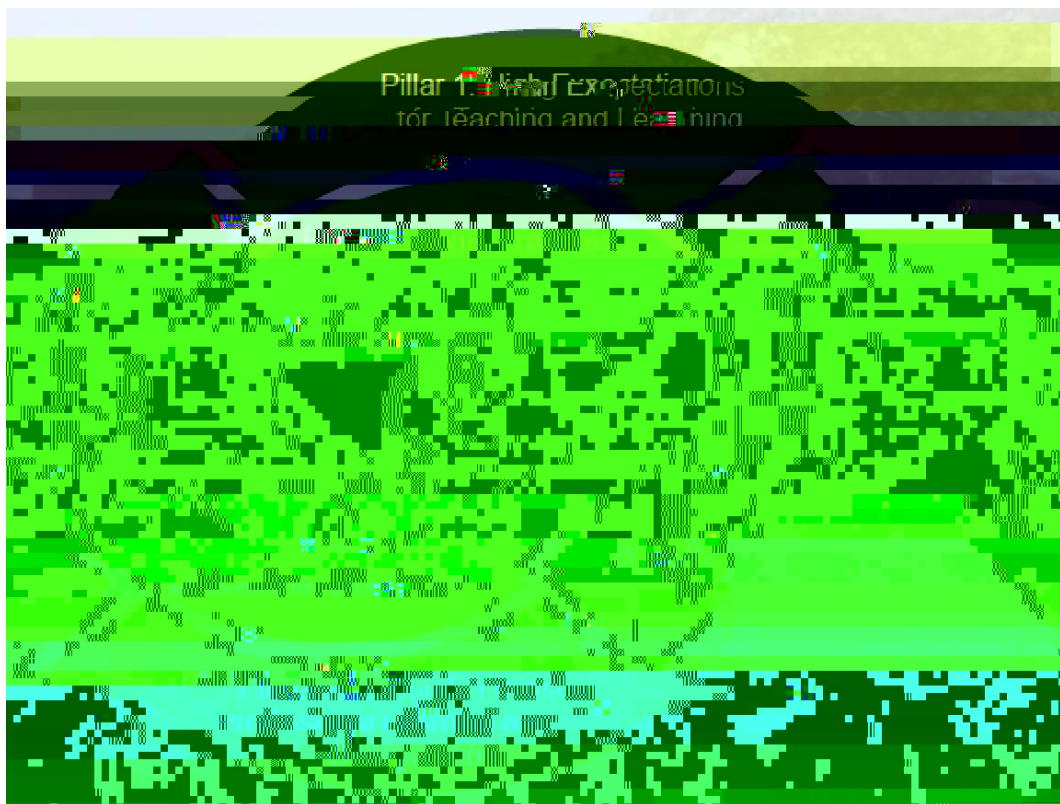
October 19th. Approximately 400 responses were received using the electronic tool and letters to the district clerk. The main areas of comment were no changes to the door-to-door door84 Tm [(A)334.92 6261.7 (t)-6ga(r)3d(o)eat, s o she -2 (eo(o))4 (-1.1 0 Tw 32.)-8 ng, mpecie su (d)-10 (u2 t)-2 d(462.96 32.88 n38.4(.u10 (t)-2 (.0-o))4)-2 (a) (r)3 3 (i)-2x B14 u2 te of

competencies and confidence for success,

THEN students will

- (1) demonstrate success in the early years,
- (2) exhibit healthy, safe, supported, engaged, and challenged behaviors;
- (3) be motivated confident, and empowered critical thinkers;
- (4) show mastery of academic subjects and the arts;
- (5) graduate from high school and show readiness for college and careers,

AND we will realize our Vision of being proficient in all that we do.



B. Goals and Measures of Student Progress

Our goals refer to agreed upon expectations for student learning and student growth developed by the East Ramapo community in 2016. A fundamental aim of our school system is to equip each student with the competence and confidence for success at the next level. The **Goals and Measures of Student Progress** constitute our promise to our students, our parents and caregivers, and our community. They represent our commitment to each student's learning, growth and success ... from preschool through high school.

D. Educational Strategies

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meet high academic and behavioral standards.

Some of the strategies proposed for the 2020-2025 Strategic Academic and Fiscal Plan are extensions of those outlined in the 2016-2020 Plan. Other strategies are new, reflecting recent or anticipated conditions, such as the COVID-19 pandemic. Educational Strategy statements show in parentheses alignment to the District Professional Practices and alignment to strategic plan goals.

Pillar 1: High Expectations for Teaching & Learning

Educational Strategy 1.1: Strengthen the alignment of curriculum, assessment, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans (T1, L1, O1). *Strategic Plan Goal Alignment: 1, 4*

Educational Strategy 1.2: Strengthen student engagement and ownership of learning and implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation (T2, L1, L2). *Strategic Plan Goal Alignment: 2, 3, 5*

Educational Strategy 1.3: Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning (O2). *Strategic Plan Goal Alignment: 3*

Pillar 2: Culture of Safety and Strong Relationships with Families & Community

Educational Strategy 2.1: Enhance parental engagement in student success through training, collaboration, and communication (T3, L3, O3). *Strategic Plan Goal Alignment: 2, 3*

Educational Strategy 2.2: Educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students (T4, L4, O4). *Strategic Plan Goal Alignment: 2, 3*

Educational Strategy 2.3: Ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student's academic and social emotional progress, using district-wide developmentally appropriate protocols to ensure consistency and coherence (T4, L4, O4). *Strategic Plan Goal Alignment: 2, 3*

Pillar 3: Results-Focused Professional Learning & Collaboration

Educational Strategy 3.1: Provide ongoing professional development and instructional coaching focused on effective implementation of the Foundational 5 teaching practices by every teacher, in every classroom, every day (T5, L5, O6) *Strategic Plan Goal Alignment: 1, 4, 5*

Educational Strategy 3.2: Provide continuous professional learning, coaching, and support to principals and school instructional leadership teams to accelerate their proficiency relative to the five

there is a lack of understanding of their roles as a full Board. There is an urgent need for training of Board members to maximize all Board governance operations.

A major misunderstanding exists in regard to what are the Board members' major roles and responsibilities. While all Board members have completed the required Board training, more training is needed.

Some examples from the Monitor's observations are the following:

1. The Board members lack a full understanding of the distinction between their role in establishing policy and providing oversight and direction to District staff and the superintendent's role as chief executive who is hired by the Board to implement their
p

changed since 2019 and the members need to have more training at several retreats throughout the year. As research has shown a strong correlation between Board effectiveness and student achievement, it is critical that Board members receive the training they need to effectively carry out their responsibilities.

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- The last Board retreat was on March 13, 2019.

	BOE shall complete the annual evaluation of the Superintendent for the 21-22 School year Recurring activity annually		
GL.10	By November 30, annually, the Board shall enter into an agreement with a consultant and/or an organization such as the Rockland County School Boards Association or NYSSBA to assist the Board in implementing the Board self-assessment process and to facilitate retreats. Recurring activity annually	Modified	BOE agenda, Agreement with NYSSBA or RCSBAs

GL.11 By January 31, 2023 the Board shall adopt the process by which it will conduct a self-evaluation, which shall include providing the public with an opportunity to provide feedback on the performance of the Board.

Increase Student Engagement in the Arts

Goal 1: Success in the Early Years

Mea

nts in the least restrictive environment as demonstrated by the
ss than 40% of the day.

0 Tc 70 0 12 441.89 448.56 43 71.76 37.6

Measure	Population	Growth Target	Spring 2022	Target 6/23	
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2020

East Ramapo Central School District:

Measurable Objective 2.2: By June 2025, increase family and school relationships.

Trend Data and Annual Targets:

Measure	Target Group	District Growth Target	Spring 2022	Target 6/23	Target 6/24	Target 6/25
Family Survey Barriers to Engagement*	All Family Respondents	+2pp	78%	80%	82%	84%
FRC	All Children and Adult Participants	>5,000	7,957	>5,000	>5,000	>5,000
Family University	Unique Viewers Per Session	200 avg	264	200	200	200

Source: Panorama Family Survey; Rockland County 21C FRC Annual Report; Zoom Analytics

Goal 3: Motivated, Confident, Empowered Critical Thinkers

Measurable Objective 3.1: By June 2025, increase student attendance

Trend Data and Annual Targets:

Measure	Target Group	District Growth Target	Spring 2022	Target 6/23	Target 6/24	Target 6/25
Average Daily Attendance	All Schools	+2pp	88.2%	90%	92%	94%
Chronic Absence	Grades 1-8 & Ungraded Age Equivalent Students	-1pp	40.3%	39%	38%	37%
Chronic Absence	Grades 9-12 & Ungraded Age Equivalent Students	-1pp	51.2%	50%	49%	48%

Source: eSchoolData; SIRS-107 Chronic Absenteeism Accountability Report

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SWD	+1pp	51.4%	30.6%	32%	33%	34%
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Goal 5: High School Graduation and Readiness for College and Careers

Measurable Objective 5.1: By August 2025, increase in student graduation rate.

Trend Data and Annual Targets:

Measure	Population	Growth Target	Spring 2022	Target 6/23	Target 6/24	Target 6/25
4-Year Aug Grad (%)	All	+2pp	78.3%	80%	82%	84%
	ELL	+2pp	51.6%	53%	55%	57%
	SPED	+2pp	72.4%	74%	76%	78%
5-Year Aug Grad (%)	All	+2pp	71.1%	73%	75%	77%
	ELL	+2pp	36.2%	38%	40%	42%
	SPED	+2pp	75.2%	77%	79%	81%

Source: SIRS-105 High School Achievement & Graduation Rate Accountability Report

B. Human Capital

Goal: Teacher Recruitment and Hiring

Measurable Objective: Beginning December 2022, Personnel will develop/identify and implement a practice that will measure the number of days from teacher vacancy to hiring.

Measurable Objective: Beginning December 2022, Personnel will implement practices to increase the number of high-quality staff hired.

Trend Data and Annual Targets:

Measure	Target Group	District Growth Target	Spring 2022	Target 6/23	Target 6/24	Target 6/25
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C. Organizational Structure

XI. Academic Improvement Strategies

Number	Specific Text of Recommendation		Type (Current, Modified, New)	Evidence of Implementatio n to be Submitted by District
	Strategy Implement ation Activity	Improvement Strategy (Action Steps)		
A.1	1.2.1	Beginning July 2022, the Office of Curriculum and Instruction shall develop a comprehensive guidance program for K-12 (ARPA: Professional Salaries, Supplies and Materials). Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)	Modified	Quarterly updates on the Plan updating process provided to the Office of C and I. Final revised Plan presented to BOE for approval by May 31, 2023.
A.2	1.2.3	Beginning in September 2022, the Office of Curriculum and Instruction will lead the monitoring of student progress towards on-time graduation by review of high school level Final Five status reports (transcript audits) quarterly. Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)	New	
A.3	1.2.3	Beginning in October 2022, the Office of Curriculum and Instruction will monitor the implementation and progress of partner academic, vocational and social-emotional programs to measure intended against actualized student outcomes.	Modified	By the end of the first semester, the Office of Curriculum and Instruction shall provide a progress report - inclusive of feedback from principals - on the implementation of

Activities that are expected to be
completed more than once during a year
(e.g., quarterly, monthly, weekly)

these programs.
A final report

		Non-recurring activity		
A.7	3.1.1	<p>Beginning September 2022, the Office of Student Programs, Assessment and Evaluation will partner with the Office of Curriculum and Instruction to provide professional learning experiences in advanced literacy strategies for linguistically diverse learners (ARPA: Professional Salaries, Supplies and Materials)</p> <p>Non-recurring activity advance</p>	Modified	

		<p>completed more than once during a year (e.g., quarterly, monthly, weekly)</p>		
A.10	3.1.1	<p>By June 2023, the Office of Special Programs, Evaluations, and Assessment shall ensure the appropriate number of teachers and building and District leaders shall have received professional development (PD), in accordance with a plan approved by the monitors, on targeted strategies to improve the academic outcomes for English Language Learners through on-going data analysis and site visits, and evaluation response with a completion rate of at/above 80% with 75% rating the PD as effective.</p> <p>Activities that are expected to be</p>		

- A.16 4.2.1 By December 31, 2022, the Personnel Office will have developed a plan, approved by the monitors to address issues of recruiting, hiring and retention of effective teachers and leaders.
- Non-recurring activity
- Modified** docum

		<p>modifications, professional development) to the curriculum</p> <p>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</p>		
A.23	3.1.1	<p>Beginning September 2022, the Office of Student Support Services, in partnership with the Lower Hudson Regional Partnership Center, will provide monthly training and coaching for self-contained and ICT teachers on the targeted use of data to support instruction.</p> <p>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</p>	Current	<p>dates, agenda, materials, and attendance</p>
A.24	1.2.1	<p>Beginning October 2022, the Office of Student Support Services will organize and facilitate the implementation of increased access to career-readiness courses for all secondary level students through expanded Career Technical Education (CTE) programming designed to enhance the professional capacity of staff in support of academic enrichment, college, career and citizenship readiness, with the goal of increased student academic proficiency and graduation rates. (ARP, Title)</p> <p>Non-recurring activity</p>	Current	<p>meeting dates, attendance, agenda and materials - Plan developed to increase career readiness and CTE programs</p>
A.25	3.2.1	<p>Beginning October 2022, the Office Curriculum and Instruction will monitor the completion of each building's learning walk feedback tool.</p>	Modified	<p>utilization data from use of the Learning Walk Tool</p>

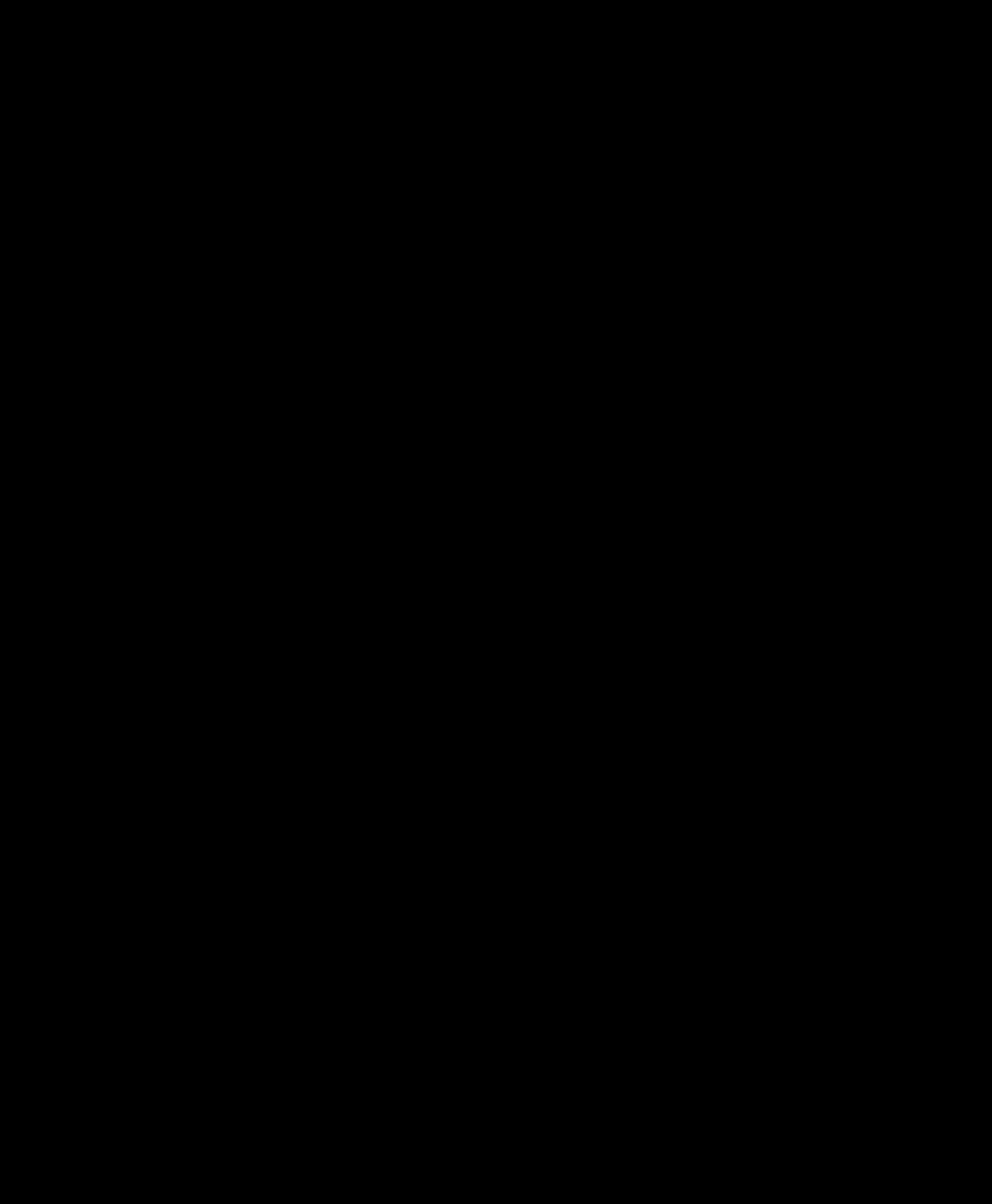
		Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)		
A.26	1.1.1	<p>Beginning July 2022, the Office of Curriculum and Instruction shall facilitate the multi-year work of curriculum development and refinement within the Atlas curriculum mapping platform. (ARPA: Professional Salaries; Title: Supplies & Materials)</p> <p>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</p>	Current	dates and attendance or agenda and Atlas data
A.27	1.1.2	<p>Beginning September 2022, the Office of Curriculum and Instruction will monitor critical data points that demonstrate the impact of each schools' RTI2/MTSS processes and protocols.</p> <p>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</p>	New	student progress data

A.29

1.1.2

		comprehension). (IDEA, ARP, Title) Non-recurring activity		
A.32	1.1.3	Beginning September 2022, the Office of Curriculum and Instruction, shall engage leaders in professional learning experiences (ie, coaching), attended at quarterly intervals during the year by the Academic Monitor, that include data-driven leadership and culturally relevant and responsive leadership practices (ARPA: Purchased Services). Non-recurring activity	New	dates and attendance or agenda
A.33	1.1.4	By December 31, 2022 the Office of Curriculum and Instruction shall purchase content area curriculum resources instructional materials and equipment through a process approved by the monitors. (ARPA: Purchased Services, Supplies and Materials; Title: Purchased Services, Supplies and Materials) Non-recurring activity	New	document
A.34	1.1.5	Beginning August 2022, the Office of Curriculum and Instruction will continue to monitor and communicate expectations to building leadership and teachers the use of Schoology as the K-12 district-wide learning management system by teachers for communication and blended learning (ARPA: Purchased Services, Supplies and Materials; Title: Purchased Services, Supplies and Materials)	New	document

Non-recurring activity



A.44	1.3.1	<p>By October 2022, the Department of Management Information Systems (Technology) will communicate to building-level Distributions Teams charged with managing device distribution the District’s expectations for adherence to common protocols, such as inputting data related distribution, inventory, and monitoring of individual devices for all students and staff</p> <p>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</p>	Current	document
A.45	2.1.1	<p>Beginning September 2022, the Office of Curriculum and Instruction will oversee the middle school and high school use of Family ID to monitor extra-curricular, co-curricular, interscholastic participation (Title: Purchased Services, Supplies and Materials)</p> <p>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</p>	New	

- A.46 3.1.1 Beginning October 2022, the Office Curriculum and Instruction will, in a process approved by the monitors, oversee K-12 building use of Frontline

deadlines to apply for Federal funds, which has resulted in the District either having payments delayed or not received at all. The District has also had a pattern of missing deadlines for submitting required reports, again risking delays in payments or forfeiture of funds. The CFO, and as practicable, the Superintendent shall monitor and supervise the Executive Director of Federal Funds (or person in similar title with such responsibilities) and process check Title I, Medicaid, and other related Federal grants to ensure alignment to the scope and purpose of the grants and adherence to submission and reporting timelines.

A Federal Funds consultant has been contracted to assist with the application process to ensure timely submission of all Federal fund grants, but this should be considered a temporary solution. Full-time permanent staff who are experts in grants management must be hired, as soon as possible, so that the past patterns are not carried forward.

The District must also ensure that all available revenue sources are utilized to offset expenditures. This will require training new staff in how to submit invoices for services provided, using such mechanisms as STAC billing and Medicaid.

Goal: The District makes timely claims for all available funds for which it is eligible

Measurable Objectives:

1. Beginning September 30, 2021, the District will submit timely claims for 100% of services for which it is eligible to receive reimbursement from NYSED or (other) school districts.
2. Beginning with claims for aid for the 2022-23 school year, the District receives no notifications from NYSED that an application or report has been submitted late or that the District will not be paid the full award amount for which it is eligible.

D. Expenditure (Internal Controls)

In the Monitors' 2020-21 annual report, the Monitors noted that the District had not adequately addressed the inappropriate use of confirming purchase orders, which has led to a lack of proper purchasing procedures that could result in increased District costs. Confirming purchase orders mean that purchase orders were written after a purchase, not before, as should be standard operating procedure. Confirming purchase orders are appropriate only for use in emergency circumstances that typically happen a few times in a year (e.g., emergency maintenance repairs for buildings and grounds). All other purchases must follow standard operating procedures.

During the 2020-21 school year, confirming purchase orders are noted in each month's claims report, which were presented to the Board at its monthly meetings.

Goal: All District purchases shall be made in accordance with District policy and

proper purchasing procedures.

Measurable Objectives:

1. Beginning with the 2021-22 school year, there will be no audit findings pertaining to confirming purchase orders.
2. By January 1, 2022, and each January 1 thereafter, the Monitors will have approved the District's plan for training staff in proper purchasing practices.
3. Beginning June 30, Monitors will receive evidence that all relevant staff members have been trained annually. The CFO shall provide evidence of and artifacts related to the type of professional development provided, such as session sign-in sheets that include titles of

fail to do so, it must be held accountable for the failure. The District must increase its use of its website to provide information to the school community in order to increase transparency and accountability to the school community.

The District also needs to continue practices that have been put in place that ensure that there are no redundancies in spending, inclusive of needed supplies and materials, and that increase the alignment of personnel use with student specific programmatic needs.

Goal: The District regularly identifies and implements improvements to management practices, minimizes or reduces operating expenses, and enters into shared service agreements that reduce operating expenses.

Measurable Objectives:

1. Beginning with the 2021-22 school year, the District shall receive no auditor comments.
2. By January 1, annual reviews shall show that all staffing budget codes are aligned with actual staff.
3. By July 1, 2021, the CFO will ensure New York State Office of State Comptroller and Government Accounting Standards Board (GASB) Accounting Practices and

buses. The District has been working with both bus companies to ensure services begin November 1, 2021

The additional 18 buses plus the move to remote instruction at Spring Valley High School will greatly improve transportation efficiency. The remaining transportation issues are being closely monitored (i.e., transmission of e-school student data into VersaTrans transportation software). School Bus Logistics is providing daily updates on the software integration and the impact on transportation services.

The District's recently hired transportation consultant has in his initial week of work saved 6 bus routes. The District is developing contingency plans for transportation services should an alternative site be secured in which to provide in-person instruction to Spring Valley High School students or, as a last resort, when Spring Valley HS students return to in-person instruction in January 2022.

The District is currently in the process of interviewing candidates for Transportation Director. A primary focus for the new director will be to develop long-term strategies for addressing the bus driver shortage.

Goal: The ERCSD shall create a transportation system that is efficient and cost effective and provides all resident students, at minimum, with such services that are mandated by State law.

Measurable Objectives:

1. By Spring 2022, the District shall have entered into new transportation contracts for the 2022-23 school year and five future years that reduce the per pupil cost of transportation compared to the 2021-22 school year, after adjustments for changes in the Consumer Price Index.
2. Beginning immediately, all contracts for pupil transportation, regardless of the school to which the students will be transported, shall be let in compliance with the General Municipal Law and Part 156 of the Commissioner's Regulations, so that they will be eligible for state transportation aid and not be an unaided cost upon the District.
3. By July 1, annually, the Board shall adopt a revised transportation policy that reflects the ability of the District to maintain structurally balanced budgets based on projected revenues and expenditures as informed by the District's five-year transportation cost study.

H. Facilities

The ERSCD has underinvested in its educational facilities, both in terms of ensuring appropriate leadership and supervision of the Office of School Facilities and providing clean, well-maintained, up-to-date facilities for students.

The Facilities office has been without a Director since July 1, 2020, and the District must

prioritize filling this position with a qualified professional and ensuring that the office is

person instruction to Spring Valley High School students. As of the end of October, a number of sites that on initial review had been thought to have potential have had to be removed from consideration after more detailed feasibility analysis was conducted.

Goal: All students will attend clean, well maintained, and up-to-date schools that appropriately support student learning.

Measurable Objectives:

1. By June 30, 2022, the Office of School Facilities will be fully staffed in accordance with national standards and square footage assignment methodologies (i.e., all budgeted lines will be filled).
2. By June 20, 2022, 100% of school facilities shall receive a quarterly review and will receive ratings of B+ or higher on their facility inspections.
3. By June 30, 2022, the non-code conforming kitchen vent hoods, which were the subject of not only conditional approval of the District's budget for the 2021-2022 school year by then-Interim Commissioner Tahoe, but also an ongoing Corrective Action Plan from NYSED's Office of Facilities Planning, shall be completely addressed during the 2021-22 school year.
4. By January 1, 2022, the District shall fully implement Phase I of its Capital Improvement Plan as defined in the ARPA plan.

I. Contracting Process

The District has long struggled with the process of contracting (e.g., summer school cleaning), which have not always been properly vetted by the Board; entered into timely; or implemented in accordance with all applicable laws, regulations and/or best practices. This has resulted in instances where the District has overpaid for services while not being able to provide students all the services that they need.

Goal: The Board timely and properly authorizes all contracts, and the District ensures that all contracts are entered into and implemented in accordance with Uniform Grants Guidance and the General Municipal Law; monitors for accuracy of payments; and plans appropriately for any negotiations or renewals.

Measurable Objectives:

1. Beginning with contracts let for the 2022-23 school year, the District conducts all procurements for pupil transportation services in a manner consistent with the General Municipal Law and the Part 156 of Commissioner's regulations so that all available transportation aid may be received. Aid claims will reflect only allowable expenses, but all contracts for home to school busing, having been properly bid, will be eligible for aid. In addition, federal program contracts will be let in a manner consistent with the Uniform Grants Guidance, and all other appropriate statute and regulations.

2020-2025 (Long-

ensure that all students are able to meet State standards.

o Within the context of expected revenues, the budget shall allocate funds to support increases in extracurricular activities, course offerings, non-mandated support services, non-mandated art and music classes, programs and services for English language learners and students with disabilities, and maintenance of class sizes.

o The proposed budget shall be aligned with the Plan.

o The proposed budget shall take into account external factors that affect the projected tax base and enrollment numbers.

. Annually by October 1, the Board shall adopt a Budget Development Calendar that details the due dates for submission of budget documentation such that each phase of the budget process shall be completed timely. 2. Annually by January 1, the Board shall review, and update as appropriate, its budget policies to ensure that they are compliant with applicable laws and regulations. 3. Annually by January 1, District staff shall submit to the Board an analysis of the salary schedules, debt payment schedule, and transportation expenditures necessary to inform development of the proposed budget for the succeeding school year. 4. Annually beginning each November, District staff shall provide the superintendent and the Board monthly

Improvement Strategies: 1. By October 1, 2022, and each year thereafter, the Purchasing Office shall develop and disseminate an annual calendar of services to bid, which shall include date of bid; date of Board approval, and effective date of service. 2. By July 1, 2022, The CFO will ensure that all bid processes and specifications align with operational standards of practice and Government Accounting Standards. 3. By November 1, 2022, the District shall send memos to all departments and buildings leaders that reiterate the District's purchasing guidelines and specify policies relating to the proper and improper use of confirming purchasing orders. These memos shall be provided to all new department staff and building leaders and updated and redistributed annually prior to the start of the new school year. 4. By November 1, 2022, the District shall send memos to all current vendors informing them that if a purchase is made without proof of a purchase order, then the District shall not be obligated to make payment to the vendor. This memo shall be sent to all new prospective vendors and redistributed prior to the start of each school year to all current vendors. 5. By December 1, 2022, and by December 1 each year thereafter, the District shall submit to the Fiscal Monitor a plan for how relevant staff will be trained in appropriate purchasing practices. The plan shall be implemented upon approval by the Monitor, and the District shall provide such documentation as is requested by the Monitors to demonstrate implementation of the plan. 6. By January 1, 2023, the District shall re-adopt a

	<p>processes and specifications align with operational standards of practice and Government Accounting Standards.</p> <p>The district needs to hire or appoint an Assistant Superintendent for Business.</p>		<p>provide the posting of Assistant Superintendent for Business position</p>
<p>F.9</p>	<p>Following the conclusion of the 6/30/2022 External Auditors Year-End Financial Statement, the District shall review historical trend data and revise the five-year fiscal plan. Following the conclusion of the 6/30/2022 External Auditors Year-End Financial Statement, the District shall review historical trend data and revise the five-year fiscal plan. Organizational Structure and Internal Operations Efficiencies This past school year has shown the need to ensure Business Office staff are cross trained on the many facets of Business Office operations and that the Office be adequately staffed. This past school year has also shown the need for the district to upgrade its financial software and integrate it with the software used by the Human Resources Office. One area where the district would benefit from operational efficiencies is in the annual budget development process. All department and school leaders need to understand their role in the budget development process and the timelines by which they must provide input into the process. Department leaders should be held accountable for the budgets developed for their offices and be prepared to explain any significant increase or decrease in expense and revenue codes for their offices. The Business Office must maintain documentation that explains any significant changes in revenues or expenditures. Should the Business Office fail to do so, it must be held accountable for the failure. The district must increase its use of its website to provide information to the school community in order to increase transparency and accountability to the school community. The district also needs to continue practices that have been put in place that ensure that there are no redundancies in spending, inclusive of needed supplies and materials, and that increase the alignment of personnel use with student specific programmatic needs.</p>	<p>Current</p>	<p><u>5 Year Financial Plan.pdf</u></p>

F.10

Following the conclusion of the 6/30/2022 External Auditors Year-End Financial Statement, the District shall ensure that all auditor suggestions, concerns, and areas for Improvement Strategies:

1. The District shall ensure that all auditor suggestions, concerns, and areas for improvement, are resolved. All noted deficiencies are addressed and cured.
2. By June 30, 2022, the District shall complete an upgrade of the current financial software package. The new financial software package shall be integrated with the systems used by the Human Resources department. The

Monitors must be allowed read only by abys rso e apps. t2(e2)1ansrenanlnt -.9 (and -3-0.002n4 (c)9.(1)6. (nu0

Consumer Price Index. 2. Beginning immediately, all contracts for pupil transportation, regardless of the school to which the students will be transported, shall be let in compliance with the General Municipal Law and Part 156 of the Commissioner's Regulations, so that they will be eligible for state transportation aid and not be an unaided cost upon the district. 3. By July 1, annually, the Board shall adopt a revised transportation policy that reflects the ability of the district to maintain structurally balanced budgets

2020-

professional and ensuring that the office is fully staffed. Upon the hiring of the Director of Facilities, the successful candidate must assess the current conditions of the buildings and grounds. After the review is completed, the Director must establish measurable objectives to determine progress towards the district goal. Currently there are issues with the cleanliness and maintenance of school buildings as evidenced by building tours and observations conducted by the Monitors. The Director must provide training for all head/chief custodians that makes clear to them their areas of responsibility. There is a need to improve supervision of the custodial, maintenance, and grounds staff, as evidenced by lack of cohesive direction given to maintenance and custodial staff. There needs to be enhanced direction provided to building administrators who are responsible for

in accordance with national standards
and square footage assignment
methodologies (i.e., all budgeted
lines will be filled). 2. (l)-44.6 (l)-4.74.6 (l)7 (n)10sEC2[>.36] -0.002 (o)12.8l. 22. (l)-44(d)1.9 1

assign grades to each facility. 6. Beginning June 30, 2023, the District shall conduct for each District facility quarterly inspections and assign grades to each facility based on its adherence to standards for cleanliness and routine maintenance. A copy of the grades assigned and the rationale for the grades shall be provided to the Board within 30 days of the conclusion of each quarter. Any corrective actions needed shall occur in accordance with the scheduled stipulated in the report. By June 30, 2023, the District shall establish and implement a policy for the issuance of uniforms to all custodial and maintenance staff, which shall include the use, care, cleaning, and replacement of such uniforms. 8. By November 1, 2022, the Board shall appoint members to a committee to develop recommendations for incorporation into the Five-Year Capital Plan. The committee shall issue its

Appendix A: Eight Characteristics of Effective School Boards



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progress.

K. They are increasingly data savvy—identifying student needs and justifying decisions based on data.

Their analysis,

including

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search: Past, Present and Future: School Board Leadership for Improving Student Achievement (Iowa

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these goals, both publicly and privately, are examples of board-level actions that we found to be positively correlated with student achievement,” they said. Typically, they adopted the goals with specific achievement targets and benchmarks. “The board ensures that these goals remain the top priorities in the district and that no

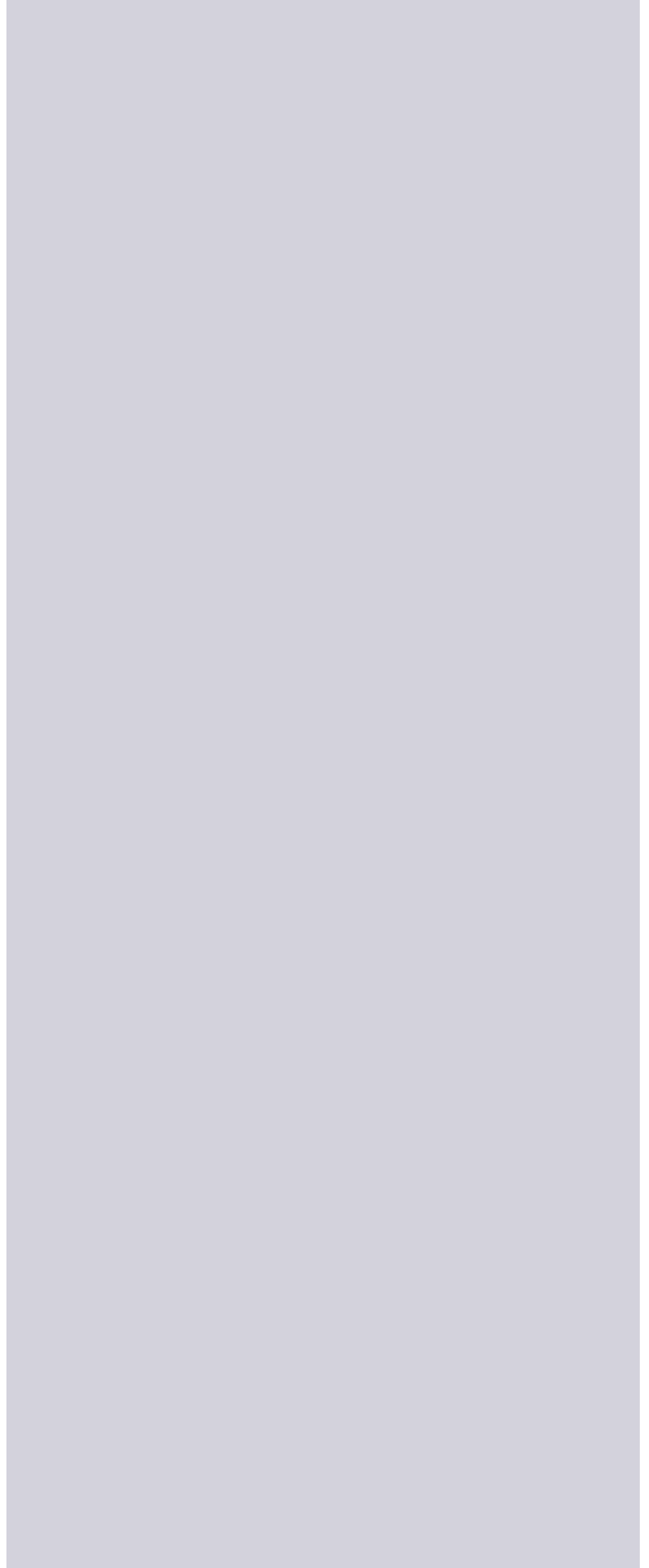
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emphasized the need to find solutions. An administrator in Kent County, Md., summed up the board's work as follows: "The board recognizes its role as a policy-maker. [Board members] are very professional."

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wide focus on improving literacy.

G. All districts, by year 3 of the project, agreed strongly that local school boards can positively affect student achievement.

H. By year 3, significant gains on a measure of reading comprehension were seen at every grade level in one district. In addition, in the fourth year of the study, four of the five sites showed statistically significant gains in student reading and/or math for at least two grade levels on the statewide norm-referenced measure of achievement.

Starting in 2008, IASB launchednt

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low-achieving districts were likely to cite communication and outreach barriers. They were quick to describe a lack of parent interest in education; in fact, they were able to list only a few efforts to solicit community involvement. Compared with board members from high-achieving districts, they frequently noted frustration with the lack of community involvement and said there was little they could do about it. As for relationships within the district, staff members from the comparison low-achieving districts contacted for the research often said they didn't know the board members at all.

While such findings perhaps could be limited to high- and low-achieving districts in Georgia, other research highlights similar findings. Similar factors were evident in W

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and posted a high school graduation rate barely above 40 percent. When the city's Chamber of Commerce

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failed to support the school board’s request for a tax increase, the board began a fundamental rethinking based on goals and data. It hired a new superintendent with a strong foundation in instructional improvement. Together, the board and superintendent developed goals and performance indicators to rank and monitor school progress. This process ultimately helped build trust among school and community leaders, eventually leading to district progress and, later, successful new tax proposals beneficial to schools.

Minneapolis was typical of the report’s study districts, which “had the courage to acknowledge poor performance and the will to seek solutions.” With the board, superintendent and community supporting the new process, the district developed a vision focused on student learning and instructional improvement with system-wide curricula connected to state standards with clear expectations for teachers.

K. Effective school boards align and sustain resources, such as professional development, to meet district goals.

Successful boards recognize the need to support high priorities even during times of fiscal uncertainty.

One leading example is in providing professional development for administrators. (C) (1) (1) 7 (0) 8894 (0) (0) 1708 (0)

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professional development built on curriculum. In lower-achieving districts, professional development may vary extensively

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from school to school. One example was in Sacramento, Calif., where teachers received at least 18 hours of in-service training per year based on uniform curricula. New teachers also received six full days of instructional training, and teachers had common planning periods to encourage collaboration on lesson plans and strategies to address student needs. In the Charlotte-Mecklenburg, N.C., schools, weeklong seminars for Advanced Placement teachers, leadership retreats for principals and financial support for attaining national board ce.005 TwjBtre.005 (a)3.3(tt)11.3 (io)5 (5)2 (9-2.6 (e4)3.3 (r.6 (a)3.4 (a)14.2m(io)5 (o)15.9 (g)

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Boards were slow to define a vision and often recruited a superintendent with his or her own ideas and

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platform. The differences between the districts only increased over time, as boards and superintendents in high-achieving districts jointly refined their visions over time, assessed district strengths and weaknesses and had all signs of a stable relationship. By comparison, less successful districts featured boards and superintendents that were not in alignment, as the superintendent “may develop solutions without board involvement.” Such boards also may not hold superintendents accountable for goals.

M. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

Board member development and training is a clear theme within this research base. In high-achieving Lighthouse I study districts (2001), school board members said they regularly participated in activities in which they learned together as a group. They cited frequent work and study sessions with opportunities for inquiry and discussion prior to making a final decision. In low-achieving districts, however, board

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mixture of learning activities for their board members, or “trustees,” including retreats, special meetings, work

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sessions, school visits and even social events. As a result, the trustees had a “willingness to meet regularly with the professionals in the district to discuss what was happening and what should be happening.” This commitment conveyed to staff the importance of district goals and the importance of the staff members’ work in supporting them. In addition, they noted, “The successful boards did not just rely on district staff reports... They obtained information about programs in different ways and from different sources, and sought opportunities to interact directly with administrators and teachers.”

Related finding: Stability of leadership

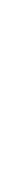
In the 2002 Snipes et. al study, researchers noted that fast-moving districts had political and organizational stability, as evidenced by low rates of school board and superintendent turnover. Goodman’s research echoed all of these points, concluding two characteristics of high achieving districts were long tenures by superintendents and school board members and regular retreats by senior staff and board members for evaluation and goal setting purposes.

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In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for boards in lower-achieving school districts nationwide.

This report (2011) was written by Chuck Dervarics and Eileen O'Brien. O'Brien is an independent education researcher and consultant in Alexandria, Virginia. Much of her work has focused on access to quality education for disadvantaged and minority populations. O'Brien has a Master of Public Administration from George Washington University and a Bachelor of Science degree in psychology from Loyola University, Chicago. Chuck Dervarics is an education writer and former editor of Report on Preschool Programs, a national independent newsletter on pre-k, Head Start, and child care policy. As a writer and researcher, he has contributed to case studies and research projects of the Southern Education Foundation, the American Council on Education, and the Massachusetts Board of Higher Education, often focusing on issues facing disadvantaged populations. Dervarics has a Bachelors degree from George Washington University.

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APPENDIX B: Assessment of Public Comments on 2021-2022 Update to the East Ramapo Long-Term Strategic Academic and Fiscal Improvement Plan-October 2021 version

Comment #	Topic	Summary of Comments	Action
1	Community Engagement	There is a need for more listening sessions to be conducted at different locations throughout the District	A new improvement strategy has been added to the plan: “Annually, the Monitors and District staff will hold one listening session at each school to receive feedback on implementation of the improvement plan.”

2

School Transpiration

- The District should make no changes to current policies regarding transportation of students.
- The Monitors and the State Education Department must take action to require the district to reduce transportation costs as these out-of-control costs jeopardize the district's

4

Statement of
assurance

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Comment #	Topic	Summary of Comments	Action
		<p>documents in appropriate languages, various communication methods to alert residents of important updates and ensuring residents have information with the greatest amount of notice.</p>	<p>designed to provide stakeholders with easier, more transparent access to critical District financial and academic information” now includes the following additional text: “The revised website shall be designed to ensure that documents are translated in appropriate languages.”</p> <ul style="list-style-type: none"> • The plan contains the following improvement strategy: “By July 31 annually, the Board shall adopt the process by which it will c.7 (m)-2 (a)4 (t)-2 (i)-2 (on 5.47 0 5u)/u

7	Social Emotional Support	The Plan should evaluate other necessary programming that provides social and emotional support services to students including before and after school programming and in-class support programs to enhance the social/emotional learning environment.	
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Comme nt #	Top ic	Summary of Comments	Action
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8

Opportunities to participate in sports and extracurri

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9	Class sizes	The Plan should establish benchmarks for class sizes in the various school buildings throughout the district. The district must hire more teachers and aides to support more individualized attention for students. Currently, the Plan indicates that class sizes may need to be evaluated as a means to save money, suggesting that moving to larger class sizes may be a strategy to sustain solvency in the district.	A new sentence has been added to the second of the general fiscal findings “A goal of this evaluation [of class sizes] should be determine the degree to which, consistent with the collective bargaining agreement, teachers can be reassigned to classroom duties in situations where there are large classes within a school on a grade or in a subject.” The plan contains numerous improvement strategies that commit the district to hiring more support staff.
10	Community Advisory Board	Language regarding consultation with the Community Advisory Board (CAB) should be corrected.	Language has been added to clarify that the CAB will begin to be involved in the development of the 2022- 23 school year annual update and the discussion of the CAB has been moved out of the Plan Development Process section.
11	English language learners	Community members want more services for ESL students.	The plan includes numerous targets for improvement of results for English language learners, including an

Comme nt #	Top ic	Summary of Comments	Action
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Suggestions were made to
Improve services to ELL's by:

- Adding measurable objectives related to raising the engagement level, grades, or graduation rate of ELLs. Consider restoring
- Expanding the

		curriculum.	
16	School facilities	Community Members want school building improvements.	The Plan continues an extensive set of measurable goals and improvement strategies designed to ensure the goal that all students will attend clean, well maintained, and

Comme nt #	Top ic	Summary of Comments	Action
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ERCSD must seriously consider whether its physical footprint is adequate for the current and future needs of its students.

The need for extra classroom space is dire, especially in light of the continuing need for social distancing. This plan should require a report on space available and have a plan to accommodate the growing public school enrollment, the need for more small special classes and to reduce class size in general education classes.

up-to-date schools that appropriately support student learning is met.

The improvement strategy that states “By November 1, 2021, the Board shall appoint members to a committee to develop recommendations for incorporation into the Five-Year Cap02 253.68 5(he)4 od1o t f (o)-02 253. -1.194 (-1.56y Td [(Y)

18	Contracting Process	The Plan should include an analysis of private contracts awarded by the District and a goal to ensure strict adherence to procedural requirements pursuant to both legal and ethical obligations.	The Plan contains as a Measurable Objective that: “Beginning with contracts let for the 2022-23 school year, the District conducts all procurements for pupil transportation services in a manner consistent with the General Municipal Law and the Part 156 of Commissioner’s regulations so that all available transportation aid may be received. Aid claims will reflect only allowable expenses, but all contracts for home to school busing, having been properly bid, will be eligible
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District: 2020-2025 (Long-

East Ramapo Central School



APPENDIX C: Assessment of Public Comments on 2022-2023 Update to the East Ramapo Long-Term Strategic Academic and Fiscal Improvement Plan-October 2022 version

Comment #	Topic	Summary of Comments	Action
	General	<p>The State must not approve a Plan unless it includes: 1) an analysis of how deadlines were missed and the steps to ensure they aren't missed again; 2) an analysis of the gains made by students as a result of the Plan; 3) an analysis of where last year's plan fell short.</p> <p>The update must be revised to include a bona fide assessment of progress and a clear schedule for implementation with clear goals and deadlines. It must account for what didn't happen last year and why.</p>	<p>The District will submit an analysis.</p> <p>The Quarterly Report process flags the items.</p>

Governance

Many of the improvement activities regarding governance are carried over from last year's plan with new dates. The update

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should inform the public as to whw dahwo t4iv()Tj ET EMC 's tasks weT EMC(t4ivno)-10 (t)-2 ()JTJ

	Revenue	The Plan must include a strategy to secure revenue, including exploring allowing all parents to vote in school board elections, expanding what is permitted in a contingency budget, and spreading the pain of budget defeats more fairly across populations to encourage investment in schools.	By February 28, 2023 the BOE shall discuss, and adopt and the district leadership shall implement a strategy to educate district voters of the district's ability to provide a public education as required by law should the proposed 2023–2024 school year budget not be approved.
	Expenditures	The plan should contain specific recommendations to address unsustainable spending on non-mandated transportation.	By January 31, 2023 the BOE shall review and discuss the financial impacts of universal transportation versus transportation at the New York State mandated levels on the development of the 2023-2024 school year budget.
	Academics	Schools should be required to teach lessons on the various groups that make up the East Ramapo Community (e.g., Jews, Haitian Creole, Latinos, Asians, and African Americans).	

	English language learners	<p>The plan inadequately addresses the fact that many ELLs must wait for extended periods of time for a schedule and program assignment, receive limited if any English language instruction, and are languishing in other academic classes taught in English only. The plan lacks benchmarks to assess the implementation activities to address the needs of ELLs, particularly in regard to strategies to address the district’s difficulty recruiting bilingual staff and staff with necessary cultural competence. ..</p>	<p>Two items have been added to the Plan - Beginning September 2022, the Office of Student Programs, Assessment and Evaluation will partner with the Office of Curriculum and Instruction to provide professional learning experiences in advanced literacy strategies for linguistically diverse learners and By December 31, 2022 the Office of Special Programs, Evaluations, and Assessment will finalize the review of English language learner programming, develop recommendations for improvement, created a timeline for implementing the recommendations, and by January 31, 2023 begin implementing the recommendation in accordance with the timeline.</p>
	Chronic Absenteeism	<p>The plan lacks a systematic approach to determining the root causes of the attendance crisis.</p>	<p>Each school shall review chronic absenteeism rate report per building as per the NYS comprehensive attendance guidance and have as topic during building leadership meetings along with follow up strategies taken at the building level to address. Chronic absenteeism is a required topic at the Monthly principal’s meeting.</p>

Dropouts

The district must address the dropout crisis with a thorough review of the high schools and a plan to redesign and reinvigorate them.

A transcript review process and the comprehensive guidance Plan development will focus on this.