

Federal Relief Funds – Quarterly Report

QUARTER 6: OCTOBER 2022 – DECEMBER
2022

OFFICE OF GRANTS & PROGRAM ACCOUNTABILITY

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Federal Relief Funds

Quarter 6 Report

Executive Summary

The Federal Relief Funds budget is composed of two funding streams, totaling \$284,402,872. The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), which has an end date of 9/30/2023, has a total award amount of \$87,576,418. The District's CRRSA application was formally approved by NYSED on 11/8/2021; an amendment to the CRRSA budget was made and formally approved by NYSED during Financial Quarter 5. As a number of projects funded by CRRSA have been underway for over a year, CRRSA has a proportionally larger amount expended of the two relief funds. Additionally, the District has initiated a contingency plan for CRRSA to support the effective spend down and close out of the grant as the official end date of this funding stream is within three financial quarters. The American Rescue Plan Act (ARP) has a total award amount of \$196,826,454, and an end date of 9/30/2024. The District's ARP budget received formal approval from NYSED in January 2022 and this report benchmarks one year of the administration of ARP. A variety of projects are currently being implemented throughout the District. As needs have been identified through progress monitoring and program evaluation, an amendment to the original ARP budget has been submitted to NYSED to respond to those needs. The District is currently awaiting formal approval. For more information about the CRRSA and ARP amendment process, see the *Appendix* on pages 73-75 of this report. For the purposes of this report, all figures include adjustments to budgets that have been made or proposed through the amendment process.

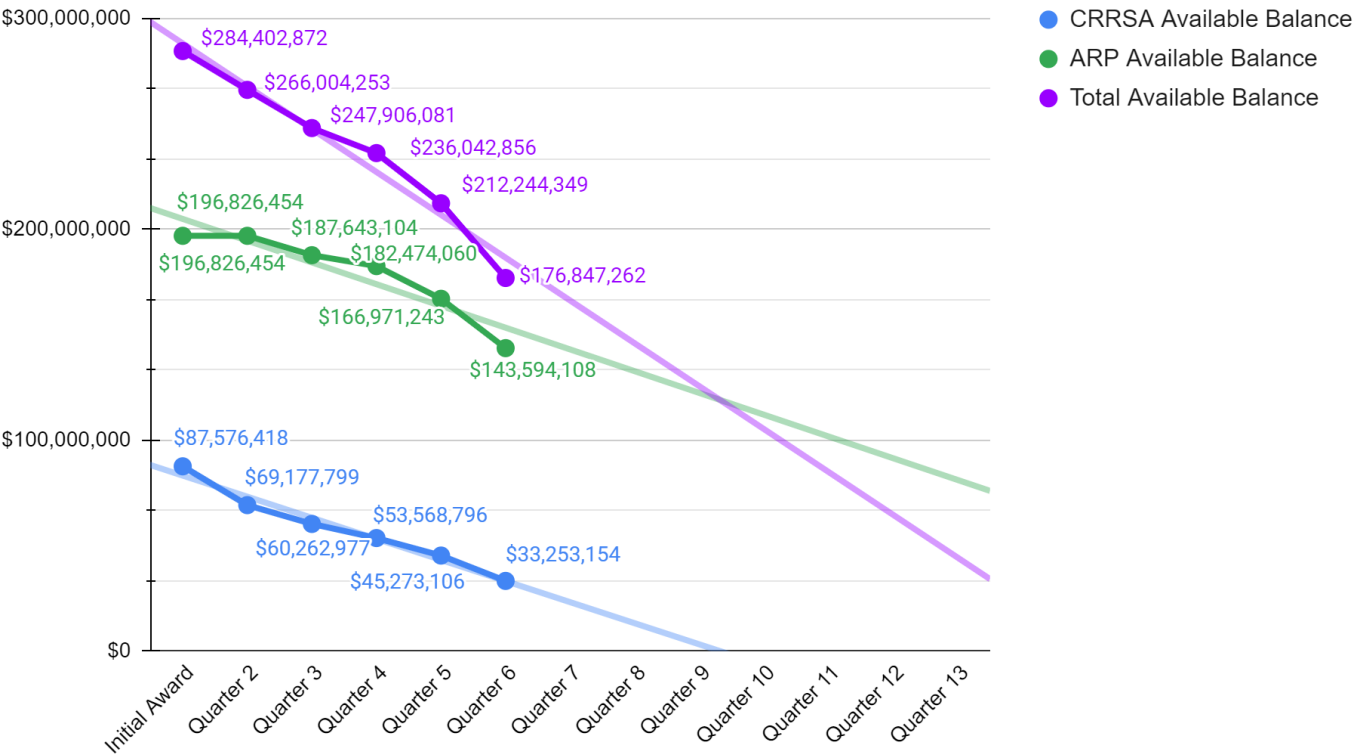
Key Projects

- New Science Curriculum (Amplify for K-5)
- LETRS Science of Reading K-3
- Adaptive Literacy Curricula
 - i-Ready
 - SAVVAS My View/miVisión
- Addition of 25.6 FTEs specials teachers
- Oracle Upgrade
- Funding to offset COVID-19 related custodial overtime, FMLA leave time, and substitute teachers
- Allocation of 52 paraprofessionals for an additional year
- Community School Site Coordinators
- Building substitutes
- Learning Focused Leadership Development (TNTP, CTAC, AASA, NAESP)
- ROC Urban Teaching Fellows
- IM&T upgrades to instructional technology (flat panel TV's, document cameras, mounting hardware, speakers, etc.)
- After school programming for students
- Refresh of District computer labs with the replacement of 2,500 computers
- Supplies and materials to support Culinary, Metal Working and Carpentry CTE programs
- Cover increase fuel and utility costs incurred by the District
- Scanning and digitization of student records by NYSID
- Advertising on buses, billboards, television and radio to support the School of Choice campaign

Overall Fiscal Progress (Total - CRRSA - ARP)														
Initial Allocation	Total	\$284,402,872	Pre-Encumbrance	Total	\$9,323,896	Encumbrance	Total	\$39,154,958	Expensed	Total	\$59,076,756	Available Balance	Total	\$176,847,262
	CRRSA	\$87,576,418		CRRSA	\$3,821,726		CRRSA	\$15,643,296		CRRSA	\$34,858,242		CRRSA	\$33,253,154
	ARP	\$196,826,454		ARP	\$5,502,170		ARP	\$23,511,662		ARP	\$24,218,514		ARP	\$143,594,108

The table above displays the Overall Fiscal Progress of both CRRSA and ARP and is inclusive of indirect costs and employee benefits. Below, the table models the actual spend down of relief funds as well as the projected spend down for the life of each funding source (CRRSA and ARP ending in Financial Quarter 9 and 13, respectively). As of Financial Quarter 6, CRRSA has an average spend of approximately \$10.8M per quarter and ARP has an average spend of approximately \$13.3M per quarter.

Relief Funds Fiscal Progress by Financial Quarter



The RCSD has and will continue to submit reimbursement requests to NYSED on a monthly basis. Reimbursement payments have been processed by the NYSED Grants-Finance Office and they are reflected in the CAFÉ portal. As of Financial Quarter 6, the District has received reimbursements totaling \$28,054,329 and \$18,584,576 for CRRSA and ARP respectively. Please note that reimbursement is paid on a lag therefore these amounts reflect reimbursement that is received by December 31, 2022.

CRRSA Contingency Spend-Down Plan

As a result of systematic monitoring, it has been identified that the rate of spending of CRRSA funds on existing activities will not be rapid enough to ensure full liquidation of funds within the grant project period, which has an end date of September 30, 2023. To that end, the District implemented a contingency spending plan for its allocation of CRRSA, effective November 30, 2022. This includes a freeze on all activities that exist within the original spending plan that have not yet been actioned on, and a repurposing of projected available funds to offset appropriate expenditures that exist within the 2022 fiscal budget. The following dates are included to define steps that have been taken to ensure full expending on CRRSA funds and meeting timelines for final grant reports to New York State Education Department.

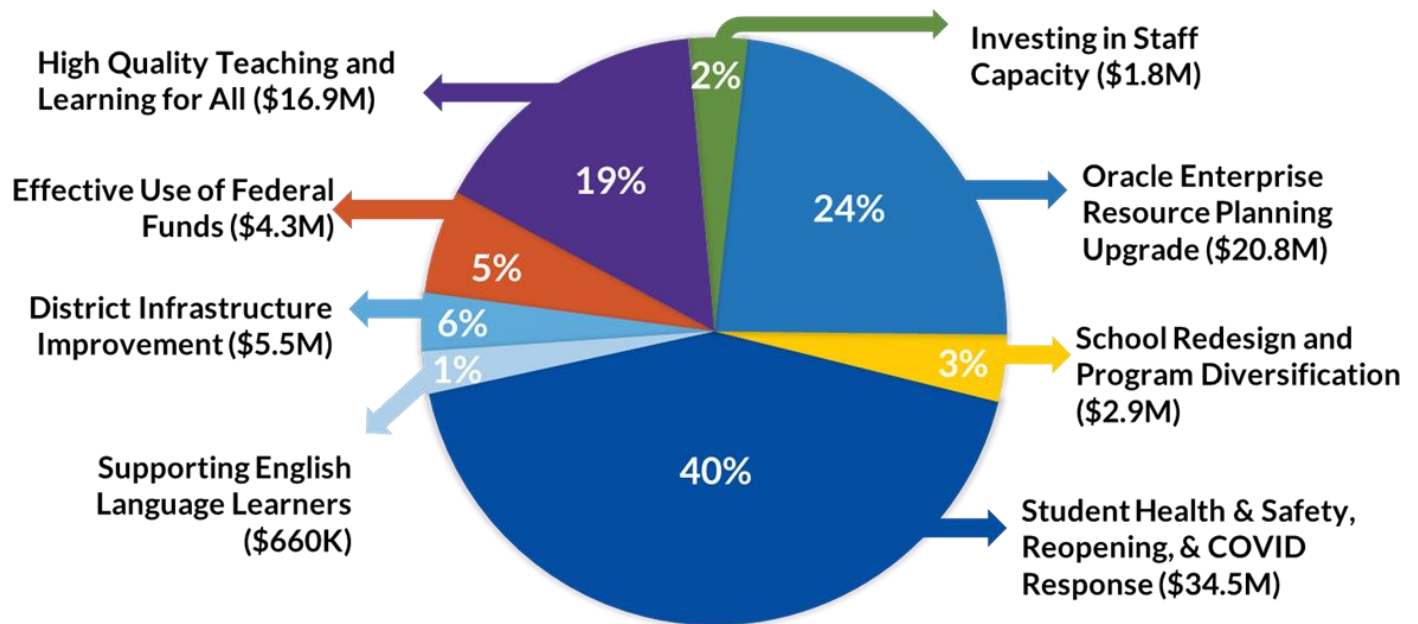
Contingency Spend-Down Plan Timeline

- November 30, 2022: Final amount available to be repurposed is identified. This is the target number to be used to offset general funds. Amount available to be repurposed will include funds recouped through actual expenditure analysis, and freeze of activities that have not yet started as of December 1, 2022.
- December 1, 2022: Freeze on hiring of new employees into CRRSA-funded positions.
- December 31, 2022: Cut-off on implementation of new activities funded with CRRSA.
- Freeze all funds not pre-encumbered or encumbered via purchasing and positions, travel expenses, and additional hourly pay for staff. Funds frozen to be repurposed.
- Vacant or unfilled positions will be removed and funds will be repurposed.
- Identification of active positions to be moved forward in other funding sources for 2023-24.
- Identification of programs to be moved forward in other funding sources for 2023-24.
- December 31, 2022: CRRSA funding for programs that have not been pre-encumbered or encumbered will be pulled back and reallocated to cover District 2022-23 general operating expenses through June 30, 2023. The objective is to have all CRRSA funding expended or encumbered by June 30, 2023.

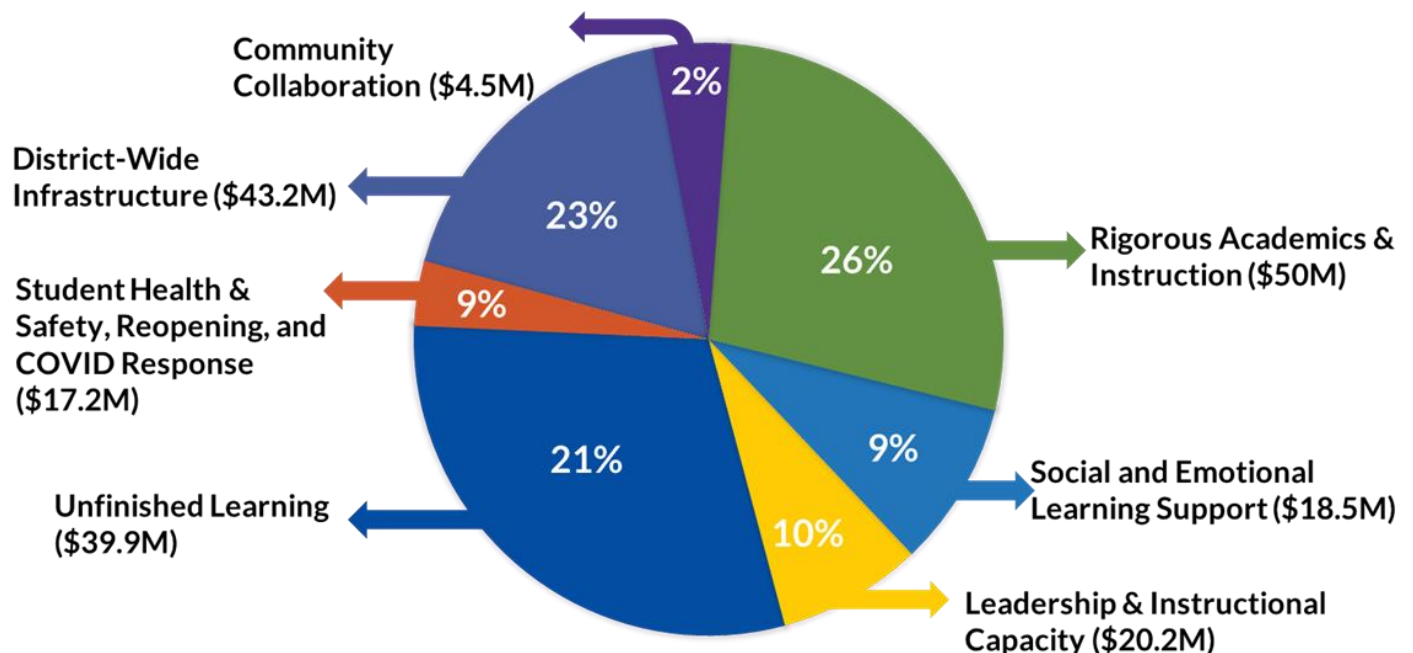
*Additional steps will be taken in subsequent financial quarters as needed, including an amendment to reduce funding for projects no longer in need of their full funding allocation and to add expenditures that create a cost-savings to the District's general funds.

**New or adjusted activities will be noted in forthcoming quarterly reports after actuals and projections have been calculated for approved projects.

CRRSA Priorities

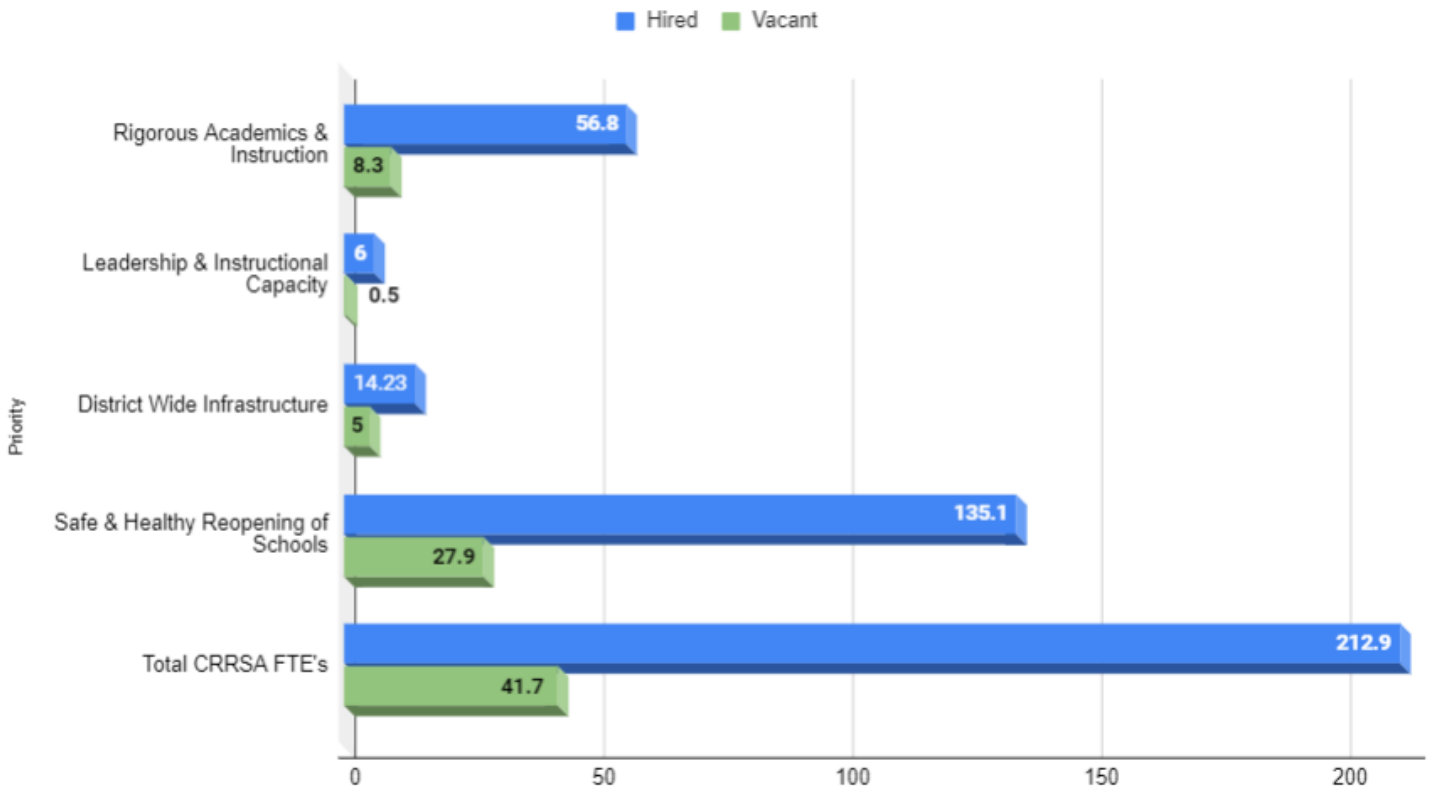


ARP Priorities



CRRSA - FTE by Priority

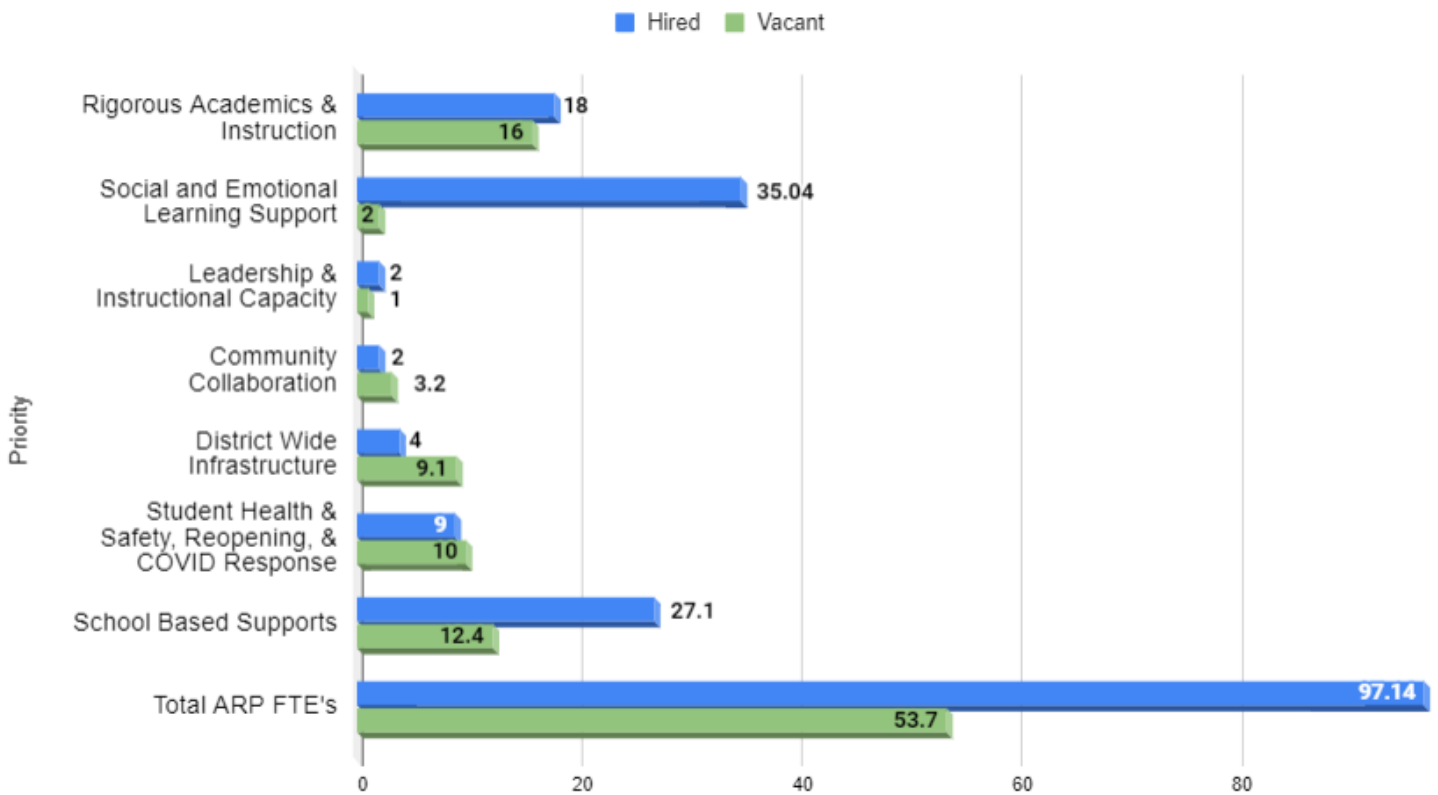
CRRSA FTEs by Priority as of Q6 2023



As of December 31, 2022, there were 254.83 positions available for hire through CRRSA. Of the 254.83 available positions, 212.04 have been filled and 42.79 remain vacant. A notable improvement since Financial Quarter 5 deals specifically with Per Diem Building Substitute vacancies. In Financial Quarter 5 there were 18 vacancies and at the conclusion of Financial Quarter 6 the number of vacancies decreased to 10.

ARP - FTE by Priority

ARP FTEs by Priority as of Q6 2023



As of December 31, 2022, there were 150.84 positions available for hire funded through ARP. Of these 150.84 positions, 97.14 positions have been filled, and 53.7 remain vacant. In Financial Quarter 6, 14.24 additional positions were filled in ARP, decreasing the number of ARP vacancies to 39.6.

Overall Progress by Priority and Initiative

Status Key

Red - Not Initiated

Yellow - Initiated w/
demonstrable progress

Green - In progress/on pace to
complete

Blue - To be initiated in a
future quarter

Relief Funds Priority	Initiative	Status (RYGB)
Rigorous Academic & Instruction	Supporting High Quality Learning Environments (ARP)/High-Quality Teaching and Learning for All (CRRSA)	Green
	Improving Academic Programs (ARP)	Yellow
	Promoting College & Career Readiness (ARP)	Yellow
	Building Staff Capacity for Student Success (ARP)	Yellow
	East EPO - Technical Assistance Center - Curriculum & Professional Development (ARP)	Yellow
	School Redesign and Program Diversification (ARP & CRRSA)	Yellow
	District Based Expanded Learning (ARP)	Yellow
	Building Freshman Academies (ARP)	Blue
	Transforming Instruction (ARP)	Green
	Supporting Digital Learning (ARP)	Blue
	Improving Learning for Students with Disabilities (ARP)	Yellow
	Supporting ENL Achievement (ARP)/Supporting English Language Learners (CRRSA)	Yellow
	School-Based Supports (ARP)	Yellow
Social and Emotional Learning Support	Creating a Culture of Support (ARP)	Green
	Supporting Equity, Inclusion, & Social Emotional Learning (ARP)	Green
	Supporting NorthSTAR and Responding to the Unique Needs of Students with Disabilities (ARP)	Yellow
	School-Based Supports (ARP)	Yellow

Red - Not Initiated	Yellow - Initiated w/ demonstrable progress	Green - In progress/on pace to complete	Blue- To be initiated in a future quarter
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Relief Funds Priority	Initiative	Status (RYGB)
Leadership & Instructional Capacity	Establish Teacher Recruitment Pipelines (ARP)	
	"Teach Rochester" Program (ARP)	
	Staff Affinity Groups (ARP)	
	Rochester Urban Fellowship & Mentoring (ARP)	
	Recruitment & Retention Incentives for High-Need Staff (ARP)	
	Increasing Staff & Educator Effectiveness (ARP)/Investing in Staff Capacity (CRRSA)	
	Targeted Professional Learning to Schools in Accountability Status (ARP)	
	Developing Youth Leadership (ARP)	
	East EPO Technical Assistance Center - Urban Leadership Academy (ARP)	
	School-Based Supports (ARP)	
Unfinished Learning	Expanded Learning Before and After School (ARP)	
	Expanded Summer Programming (ARP)	
	Supporting Students with Disabilities to Improve Academic Performance (ARP)	
	School-Based Supports (ARP)	
Community Collaboration	Participatory Budgeting (ARP)	
	Community School Implementation (ARP)	
	Parent Engagement (ARP)	
	Engaging Multilingual Families (ARP)	
	Partnering with Communities (ARP)	
	School-Based Supports (ARP)	
District Wide Infrastructure	Effective Use of Federal Funds (ARP & CRRSA)	
	District Infrastructure Improvements (ARP & CRRSA)	
	Achieving and Maintaining Digital Equity (ARP)	
	Oracle Enterprise Resource Planning Upgrade (CRRSA)	
	School-Based Supports (ARP)	
Safe & Healthy Reopening of Schools	Student Health & Safety (Reopening & COVID Response) (ARP & CRRSA)	
	School-Based Supports (ARP)	

Quarter 6 Updates: October - December 2022

Relief Funds Priority 1 – Rigorous Academics & Instruction

Needs	Initiatives	Outputs	Outcomes
<p>Historically, the District has faced critical issues in effectively providing rigorous academics and instruction. The vast majority of students are not deemed proficient in Math and ELA, struggle to meet graduation requirements, and do not show average levels of growth on measures of progress monitoring. These issues have only deepened during the pandemic. The State Monitor’s Academic Plan has identified:</p> <ul style="list-style-type: none">• RCSD at all levels of the organization must make a long-term commitment to focusing resources on the acceleration of student achievement in the District.• RCSD must expand the definition of district success beyond the singular notion of graduation rates to incorporate the concept of college, career, and civic readiness.	Supporting High Quality Learning Environments ¹	<ul style="list-style-type: none">• Updated Arts and Physical Education spaces• Access to district-wide Arts, STEM, and culturally relevant enrichment opportunities for all students• Research-based intervention materials for general education, SWD, and ENL students implemented in all schools• Teacher participation in co-teaching and Autism Spectrum Disorder training• Individualized graduation plans for ENL students	<ul style="list-style-type: none">• Increased levels of student engagement• Increased levels of proficiency in ELA and Math• Increased graduation rate for all subgroups
	Improving Academic Programs		
	District-Based Expanded Learning Programs		
	Supporting Digital Learning		
	Improving Learning for Students with Disabilities		
	Supporting ENL Achievement ²		
	Building Staff Capacity for Student Success	<ul style="list-style-type: none">• Training in the Science of Reading for all K-2 teachers.• Content-specific curriculum development and implementation training for all secondary teachers• Targeted training and implementation of the Datawise process for schools in accountability status.	<ul style="list-style-type: none">• Increased teacher capacity to provide high-quality, culturally responsive learning experiences• Increased student ELA proficiency• Increase in Regents Exam passing rates
	East EPO Technical Assistance Center: Curriculum and Professional Development		
	Transforming Instruction		
	School Redesign and Program Diversification ³	<ul style="list-style-type: none">• K-8 student access to CTE curriculum and experiences• Creation and/or expansion of CTE programs: Driver and Traffic Safety Program, Multilingual Personnel Pipeline Program, and Career Pathways to Public Safety program.• Creation of Freshman Academies at every secondary school	<ul style="list-style-type: none">• Increase in student college and career readiness• Increased student access to CTE curriculum
Building Freshman Academies			
Promoting College & Career Readiness			
¹ Includes CRRSA initiative High-Quality Teaching and Learning for All ² Includes CRRSA Initiative Supporting English Language Learners ³ Includes CRRSA initiative School Redesign and Program Diversification			

ARP*



*School-Based spend-down is not included and can be viewed in [Priority 1 - School-Based Supports](#).

CRRSA**



**Does not include indirect costs and/or benefits.

Supporting High Quality Learning Environments (ARP)

RCSD will foster high-quality learning in a variety of safe, supportive environments.

Approved Expenditures: September 2021-July 2022

- The district will purchase 20 vans for secondary school. These vans will provide transportation of students to and from work-based learning engagements and local interscholastic events (athletic and club events). These vehicles will also provide additional scheduling options when transportation challenges are encountered (~\$1M)
- Cell phone security pouches to promote a distraction-free learning environment (~\$1M → \$361K)
- Improvements in buildings and outdoor learning spaces at schools that were not part of the modernization plan (~\$1.3M)

Approved Expenditures: Amendment, August 2022

- Purchase of Discovery Education Techbook (\$689K)
- Contract with agency to support root cause analysis of chronic absenteeism (\$77K)

Supporting High Quality Learning Environments – Programmatic Progress

- The Office of Strategic Initiatives began planning a contract with Rochester Ecology Partners in Financial Quarter 6. This contract will support six schools as they develop outdoor learning classrooms and green spaces to support student health, wellness and achievement.
- A Request for Proposal (RFP) has been initiated by the Office of Attendance in order to select a vendor to perform a root cause analysis for chronic absenteeism in the RCSD.
- The Department of Teaching and Learning purchased access to Discovery Education for all classrooms K-12. Discovery Education will be used for supplemental instructional materials and provides compelling, high-quality content aligned to State standards.
- Six additional schools have been included in the Yondr cell phone security pouch initiative. This brings the total number of schools participating in this initiative to promote a distraction-free learning environment to fourteen.

Supporting High Quality Learning Environments – Critical Next Steps

Office of Strategic Initiatives

- A contract request will be submitted to the BOE in order to launch a project with Rochester Ecology Partners. This contract will support each school as they design customized learning spaces. Additionally, these Rochester Ecology Partners will utilize local artists and tradespeople throughout the process.

Office of Attendance

- The Office of Attendance will collaborate with the Procurement Department in order to post the Request for Proposal (RFP) and accept bids from various vendors interested in performing a root cause analysis for chronic absenteeism.

Office of School Chiefs

- The Office of School Chiefs are currently working with buildings to assess the level of interest in expanding and/or continuing the use of cell phone security pouches to determine the feasibility of renewing the program for the 2023-24 school year.

High-Quality Teaching & Learning For All (CRRSA)

Initiatives aimed at creating an environment where all students have access to and engage in high-quality teaching and learning. These expenditures will fund the purchase of high-quality instructional materials, expand programming, provide instructional technology to students, and engage staff in impactful professional learning.

Approved Initial Expenditures: September 2021

- College visits for students (~\$700K → \$592K)
- Second Step SEL Curriculum and related PD (~\$250K → \$63K)
- CTE program expansion (~\$1.3M → \$1.1M)
- Additional arts, physical education, and library staffing (~\$3.3M → \$6.2M)
- Intervention materials, classroom libraries, and instructional resources (~\$3M → \$1.7M)
- Staffing to right-size resourcing supporting School Chiefs (~\$1.3M → \$1.5M)
- Community School Site Coordinators (~\$2.9M → \$3.2M)
- District-wide purchase of iReady online assessment and learning program (~\$1.5M → \$1.7M)
- Instructional materials for Science classrooms (~\$660K)
- Pre-Kindergarten program staffing (~\$2M → \$0)

High Quality Teaching & Learning for All – Programmatic Progress

- The Library Department purchased a new electronic Library catalog and a Radio Frequency Identification (RFID) system to support a streamlined inventory system for all Library materials. Additionally, the Department hired two full time Stock Handlers to assist with inventory of instructional materials.
- The Library Department has ordered grade-level specific classroom library collections of high-interest, responsive texts and materials for 28 schools thus far, ordering is on-going.
- The Career Technical Education (CTE) Department has purchased many types of equipment to support CTE program expansion such as welding and carpentry equipment for Edison Career & Technology High School and audio visual equipment to enhance instruction in the Culinary Program at East Upper School.
- Student Support Services collaborated with the Purchasing Department and secured two M/WBE travel agencies to assist with planning trips to Historically Black Colleges and Universities (HBCUs) for secondary school students during this (2022-23) school year.
- The Departments of Teaching & Learning and Accountability have used stimulus funds to create full time positions within the specials departments (ie. Art, Music, PE, etc.) across the district.
- The Science Department purchased materials to supplement the newly adopted Science curriculum, such as STEM curricula, lab/experiment kits, microscopes, slides and student workbooks.
- World Languages textbooks and supplies have been purchased by the Department of Multilingual Education (DOME) to broaden students' perspective of the world and modernize resources to support multilingual learners.
- The CTE Department purchased cameras and a variety of video production equipment to support the CTE Department's Audio/Video programs for students.
- The Special Education Department is exploring the cost of expanding the use of the Second Step Social Emotional curriculum for an additional year and to 16 additional schools. The Department has obtained quotes and will explore the feasibility of the program expansion next year.
- Student Support Services in collaboration with secondary schools has developed itineraries for each school to bring students to visit Historically Black Colleges and Universities (HBCUs).

High Quality Teaching & Learning for All – Critical Next Steps

Teaching & Learning Department

- Continue recruitment efforts to fill vacancies for the following specials teacher positions :
 - 0.19 Full Time Equivalent (FTE) Vocal Music Teacher
 - 2.5 FTE Art Teacher
 - 0.2 FTE Instrumental Music Teacher
 - 2.3 FTE Technology Teacher
 - 0.5 FTE Computer Science Teacher
 - 0.4 FTE Business Marketing Teacher
 - 0.2 FTE English Teacher
 - 2.6 FTE Health Teacher
 - 2.2 FTE Family & Consumer Science Teacher
 - 1.6 FTE Foreign Language Teacher

Student Support Services

- Collaborate and assist secondary schools to ensure travel plans to HBCUs are progressing satisfactorily.

Special Education

- A funding request will be submitted for the Second Step Social Emotional Learning curriculum so that the program can continue and expand for an additional year through ARP or an alternate funding source.

Improving Academic Programs (ARP)

RCSD will improve academic programming through the following activities:

Approved Expenditures: September 2021-July 2022

- 25 Fellows will be trained on the Design Thinking model of problem solving. The team will be deployed to tackle ongoing innovation solutions to move the District forward (~\$650K).
- Addition or expansion of programs and learning materials for music and performing arts (~\$1.4M)
- Updated and re-outfitted health and physical education (~\$1.4M)
- Purchase of the HMH Reading program and the Waggle K-8 personalized learning platform for the School 33/East Lower School connection (~\$500K → \$285K)

Approved Expenditures: Amendment, August 2022

- Instructional materials, including workbooks, teacher guides, and software licenses, to support Science curriculum adoption (\$3.2M)
- Instructional materials, including software licenses and student workbooks, to support Tier 1 instruction (\$546K)

Improving Academic Programs – Programmatic Progress

- This is year one of a two-year District-wide plan to purchase instructional materials to support Tier 1 instruction and advance academic improvements through the implementation of i-Ready's Magnetic Reading Foundations. Additionally, professional development and consultant services for program implementation have commenced.
- The Science Department successfully completed all of their planned purchases through Financial Quarter 6, which allows them to initiate the implementation of the Amplify K-5 Science curriculum throughout the District.
- RCSD leadership began the process of identifying vendors who can facilitate the process of utilizing the Design Thinking Model of problem solving. This project will support and guide the development of a new strategic plan for the District.
- The Health, Physical Education (PE) & Athletics Department in collaboration with building-based PE/Athletics departments initiated the purchase of supplies and materials to support student learning in both Physical

Education and interscholastic athletics. Highlights include new scoreboards, hurdles for track programs, and badminton sets.

- The Arts Department curated a list of materials to support programming for Music classes to submit as part of a request for bids.

Improving Academic Programs – Critical Next Steps

Health, Physical Education & Athletics Departments

- Continue working with schools to identify materials and equipment needed to upgrade gymnasias and physical education spaces at each school location. The Department is compiling information and will continue to place orders on behalf of schools.

Arts Department

- Collaborate with the Procurement Department to ensure the request for bids is posted in order to select a vendor to purchase new musical instruments for schools.

Office of School Chiefs

- Network 3 is planning for the implementation of grades 3-6 i-Ready's Magnetic Reading Foundations program for the 2023-24 school year.

Office of Strategic Initiatives

- The Procurement Department will support the vendor selection process in the search for consultant services to develop a strategic plan utilizing the Design Thinking model of problem solving.

Promoting College & Career Readiness (ARP)

RCSD's goal is not only for students to graduate, but to be college and career ready. The following activities will help prepare students for their post-graduation plans.

Approved Expenditures: September 2021-July 2022

- Assorted online resources to support college and career readiness transitions (~\$192K → \$110K)
- Curriculum, materials, and training to create school Makerspaces and provide access and exposure to CTE programming and career exploration (~\$1.4M)
- Driver and Traffic Safety Program (~\$251K → \$290K)
- Implementation of a Career & Technical Education (CTE) Pathway focused on creating a multilingual personnel pipeline (~\$1.1M → \$0)
- Re-launch of the Career Pathways to Public Safety (~\$384K → \$340K)
- Supplies and materials to update Family and Consumer Science program (~\$576K)
- A variety of targeted intervention and enrichment supports will address unfinished learning as observed through analysis of student data (~\$2.2M → \$2.4M)
- Work-Based Learning/Co-Op Coordinator at East HS (~\$400K)
- Supplies and transportation costs for East CTE programs (~\$275K)

Promoting College & Career Readiness – Programmatic Progress

- The Request for Proposals (RFP) to select district-wide intervention programs for Math and ELA is in the final stages. Vendor selection is underway and the process should be completed in time to purchase programs for the 2022-23 school year.

- Two contracts are in process to support CTE programming. The first involves consultant services from designers who will develop plans to transform regular classrooms into state-of-the-art CTE and Technology makerspaces. The second contract is for consultant services that will help inform the selection of CTE curriculum and classroom furniture at selected schools. Each school will develop an innovation team to inform the selection process and support implementation. Ongoing professional learning related to the selected CTE curriculum will take place at each school site.
- The Department of Teaching and Learning is in the process of identifying teachers to send for training to attain the qualifications to teach Advanced Placement (AP) classes in their subject area to support academic equity across schools. The training will take place at St. John Fisher University during summer of 2023.
- East EPO organized transportation for students participating in Work Based Learning (WBL) experiences off campus through programming that is organized by their Work Based Learning Coordinator.
- East EPO purchased supplies and materials to support their Biomedical and Culinary CTE pathway programs.
- The Career and Technical Education (CTE) Department purchased emergency safety pedals to install in new Driver's Education cars, and is in the process of putting together a list of materials to purchase for Career Pathways to Public Safety (CPPS) programs District-wide.
- The Department of Teaching and Learning is collaborating with the Office of School Innovation to purchase instructional materials focused on supporting targeted intervention and enrichment for students. The District has purchased the IXL program to assist students with math skills and Amira to support reading skills.
- The CTE Department has been collaborating with Henry Hudson School #28 to pilot a process for selecting CTE curriculum, materials and furniture in order to update CTE programs at schools. This will outfit CTE classrooms with state-of-the-art technology such as podcasting equipment and 3D printers, as well as flexible seating and storage to create flexible and responsive learning spaces.

Promoting College & Career Readiness – Critical Next Steps

Teaching and Learning Department

- Complete final vendor selection for the district-wide intervention program and initiate purchases for the 2022-23 school year.
- Identify teachers across school zones to attend Advanced Placement (AP) training and register for training.

CTE Department

- Finalize contracts for design services for the planning of CTE makerspaces and CTE curriculum and furniture selection/implementation.
- Collaborate with staff at East EPO to identify supplies and materials to support the Carpentry, Masonry, Culinary, and Optics CTE programs.
- The District will begin purchasing materials to support the Career Pathways to Public Safety (CPPS) programs.
- The Department will begin registering teachers for Driver's Education training certification classes during summer 2023 in an effort to expand the Driver's Education program.

Office of School Innovation

- Finalize contract with the company Paper, which provides on-demand tutoring services 24 hours a day to support students learning outside of the classroom.

Building Staff Capacity for Student Success (ARP)

The District will provide staff with comprehensive professional learning focused on using best practices in instruction.

Approved Expenditures: September 2021-July 2022

- Training in the LETRS (Language Essentials for Teachers of Reading and Spelling) Science of Reading will be provided for teachers who support grades K-2 (~\$500K → \$1.9M).
- The Office of Professional Learning in collaboration with content area directors will partner with consultants to create a robust infusion of professional growth opportunities for all teaching staff (~\$7.3M → \$4.8M).

Building Staff Capacity for Student Success – Programmatic Progress

- The CTE Department began working in partnership with other departments to create a large-capacity professional learning and community engagement space at Edison High School to support district-wide professional learning initiatives.
- The CTE Department continued collaboration with departments District-wide (Facilities, Teaching and Learning, Edison Career & Technology High School, etc.) to overlay plans for a large-capacity professional learning and community engagement space at Edison High School to support district-wide professional learning initiatives with the initial outline of Facilities Modernization Plans. Work is underway to determine which funding source to utilize to bring this space to life.

Building Staff Capacity for Student Success – Critical Next Steps

Department of English Language Arts and Literacy K-12

- Language Essentials for Teachers of Reading and Spelling (LETRS) training in Units 1-2 will be delivered to all 935 K-3 staff by Spring 2023.
- The ELA Department is finalizing dates for the delivery of LETRS training units 3-4 for all K-3 educators, with a goal of delivery completion by August 2023.
- The Department of English Language Arts and Literacy K-12 (ELA) began the contract process for the second year of the Language Essentials for Teachers of Reading and Spelling (LETRS) implementation. The training plan for the 2023-24 school year includes a focus on units 5 through 8.

CTE Department

- Finalize timeline for the creation of the large-capacity professional learning and community engagement space at Edison High School.
- Determine the most appropriate funding source for the large-capacity professional learning and community engagement space at Edison High School in partnership with the Facilities Department and Department of Teaching and Learning.

East EPO Technical Assistance Center: Curriculum and Professional Development (ARP)

A core component of the East EPO is the creation of viable, relevant, and rigorous curricula.

Approved Expenditure: September 2021-July 2022

- Staff at East Lower and Upper Schools will engage RCSD staff in professional learning focused on implementing the East High School curriculum district-wide (~\$1.6M).

East EPO Technical Assistance Center: Curriculum and Professional Development – Programmatic Progress

- East EPO plans to provide opportunities to East administrators, teachers, and staff to engage in professional learning and curriculum development.
- Teacher leaders at East EPO will be compensated for time spent facilitating curriculum writing, review, and revisions as the school works toward the goal of implementing a viable, relevant, and rigorous curriculum.
- East EPO has arranged for additional hourly pay to East teachers and administrators in order to plan and facilitate professional learning opportunities for RCSD staff on best practices that are part of the EPO model.

East EPO Technical Assistance Center: Curriculum and Professional Development – Critical Next Steps

- Arrange for additional pay for Parent Liaisons to provide training for administrators on how to improve family engagement strategies in order to support meaningful relationships with families in their community.
- Meet with RCSD leaders to determine which types of professional development would be most beneficial and design sessions to address current needs.

School Redesign and Program Diversification (ARP & CRRSA)

A diverse portfolio of schools and a selection of intervention and enrichment supports will ensure Rochester children have access to various educational programs. District high school programs will be redesigned for maximum effectiveness and the district-wide portfolio of programs will be updated based on student need and interest.

Approved Expenditures: September 2021-July 2022

- A portfolio of schools offering diverse student programming (e.g., Expeditionary Learning, project-based learning, arts-focused, IB, Montessori) will help meet the needs and interests of Rochester students and their families (~\$4.3M).
- A researched and normed survey of stakeholders will collect insight on the District's focus on instructional culture (~\$260K → \$285K)
- Staffing to coordinate planning, implementation and management of project (~\$340K → \$213K)
- High School Redesign consultant (~\$2M → \$1.7M)
- Program Portfolio consultant (~\$1M)

Approved Expenditures: Amendment, August 2022

- Contract to pilot Garth Fagan Dance program (\$31K)

School Redesign and Program Diversification – Programmatic Progress

- The District is in the process of finalizing a contract for Project-Based Learning training that will support the expansion of project-based learning programs and provide ongoing professional development to assist with curriculum development and implementation.
- Staff at Montessori Academy School 53 received training on the implementation of the Montessori model in order to support specialized school programming.
- The District is working to determine which specialized school models would benefit from additional training and program implementation support.
- In order to assess and improve District-wide focus on instructional culture, RCSD is exploring vendors who can provide a norm-referenced survey tool to inform improvement efforts.

- The Board of Education approved a contract with Paper, a company that offers an online platform for 1:1 tutoring which is available to students 24 hours per day. This contract was initiated by the Office of School innovation as an innovative strategy to address learning loss due to the COVID-19 pandemic.
- The Office of Strategic Initiatives collaborated with School Chiefs and Principals of schools implementing specialized school models such as International Baccalaureate (IB), Expeditionary Learning (EL) and Project Based Learning (PBL) to identify funding needs for the rest of the 2022-23 school year and for the 2023-24 school year.
- The Department of Teaching and Learning purchased a series of professional development sessions for teachers from Research for Better Teaching (RBT) called the Studying Skillful Teacher course. This course is based on the premise that skillful teachers never stop learning through experimentation, data analysis, study, and collegial sharing about what works best for their students and is intended to promote students' motivation, learning, and increased achievement.

School Redesign and Program Diversification – Critical Next Steps

Teaching and Learning Department

- Finalize contracts with vendors to support high school redesign and program diversification.
- Select vendors to assess district-wide focus on instructional culture.
- Advertise the Studying Skillful Teacher course, facilitate registration and promote attendance.

East EPO

- Initiate a contract with Garth Fagan Dance company to begin a pilot program at the school.

Office of Strategic Initiatives

- Facilitate registrations for professional development opportunities for staff implementing specialized school models in the remainder of the 2022-23 school year.
- Initiate contracts for implementation support for specialized school models for the 2023-24 school year.

District Based Expanded Learning (ARP)

RCSD will provide out-of-school time (OST) learning experiences that support learning and engage students.

Approved Expenditures: September 2021-July 2022

- OST coordinators will provide professional learning experiences that will increase the quality of OST programs and ensure delivery of high-quality enrichment, tutoring, and acceleration opportunities (~\$55K → \$90K).
- First Lego League and Future City will promote STEM learning and interest (~\$270K → \$275K).
- Students will build social and communication skills through theater productions (~\$56K).
- Students in grades 3-6 will have opportunities to participate in intramural athletic programs (~\$350K).

District Based Expanded Learning – Programmatic Progress

- To support out-of-school time learning experiences in the 2022-23 school year, personnel authorizations have been submitted for teachers to support LEGO League and related LEGO League professional development, as well as serve as Referees in LEGO League Qualifying Tournament.
- School staff are coordinating after school clubs and have attended professional development opportunities to design and coordinate district-wide enrichment clubs for students in grades K-12.
- Registration has been completed for 10 school teams to participate in Lego League.
- The Arts Department identified staff leaders to oversee the ROC City Players Theater Group. As a direct service to students, this program immerses students in a full-length theater production, creating opportunities for

students to explore new concepts, connect with peers and adults, and refine acting and singing skills.

- The ROC City Players Theater Program has relocated to the Charlotte Campus this school year. In addition to working on a performance of “Into the Woods, Jr.,” which is a very technically challenging show to produce, they are also working in collaboration with the Northeast HS Leadership Team and Theater teacher to prepare the theater at Charlotte to an appropriate level for school performances to occur. Public performance dates are scheduled for March 24 and 25, 2023.

District Based Expanded Learning – Critical Next Steps

Teaching and Learning Department

- Students and staff will continue to participate in high-quality after school enrichment activities such as LEGO League and Future City.

Arts Department

- Finalize planned expenditures of supplies and materials, such as script fees, props, etc. to support theater shows under the leadership of the ROC City Players Theater Group.

Building Freshman Academies (ARP)

RCSD will ensure that first-time ninth grade students have the knowledge and support they need to transition successfully into a comprehensive high school learning experience.

Approved Expenditures: September 2021-July 2022

- Professional learning from the National Freshman Academy (~\$50K)
- Informational support materials for students (~\$22K)

Freshman Academies – Programmatic Progress

- The Department of Teaching and Learning is in the process of determining which buildings should send staff to the National Freshman Academy training at the University of Chicago as part of the 2023-24 cohort.

Building Freshman Academies – Critical Next Steps

Department of Teaching and Learning

- Register participants in the 2023-24 cohort for the National Freshman Academy training.

Student Support Services

- Enter requisitions for magnets with graduation requirements to distribute to families during the 2022-23 school year.

Transforming Instruction (ARP)

RCSD will build, scale, and sustain an evidence-based, equity-focused, and collaborative approach to school improvement for Comprehensive Support and Improvement School (CSI), Technical Support and Improvement Schools (TSI), and Receivership schools using the Data Wise process. Schools will shift away from a compliance-driven mindset with incoherence between overlapping initiatives/processes, toward an intentional, strategic, and coherent approach to purpose-driven improvement with meaningful impact on teaching, learning, and student achievement.

Approved Expenditures: September 2021-July 2022

- Contract with Data Wise to support CSI, TSI, and Receivership schools with strategic planning and sustained change in instructional practice (~\$4.2M → \$4.3M)

Transforming Instruction – Programmatic Progress

- An agreement with President Fellows of Harvard College has been reached through the 2023-24 school year to provide the Data Wise Leadership Institute program for up to 30 teams. This program includes virtual training and coaching through the Harvard Graduate School of Education.
- To support implementation of the Data Wise process in schools, the Office of School Innovation has submitted personnel authorizations for the allocation of stipends for school staff who are leading implementation and for staff who are participating on Data Wise teams outside of normal working hours.

Transforming Instruction – Critical Next Steps

Office of School Innovation

- Monthly Data Wise meetings and Saturday workshops for staff will begin February 17, 2023.

Supporting Digital Learning (ARP)

RCSD will use technology to personalize student and adult learning.

Approved Expenditures: September 2021-July 2022

- Summertime professional learning focused on technology and re-opening (~\$230K)
- Creation of online course materials to be used for digitally rich and blended instruction (~\$200K → \$195K)
- Learning Management System support (~\$104K)

Supporting Digital Learning – Programmatic Progress

- The IM&T Department has identified alternate funding sources for several of the projects within the Supporting Digital Learning Initiative.

Supporting Digital Learning – Critical Next Steps

IM&T

- The IM&T Department will decide on the most appropriate funding source for these expenditures moving forward.

Improving Learning for Students with Disabilities (ARP)

In addition to the initiatives and activities that will benefit all students, the District will provide additional support for Students with Disabilities as identified in the February 2021 Consent Decree.

Approved Expenditures: September 2021-July 2022

- Research-based, specialized reading and math programs (~\$800K → \$809K)
- Professional learning for special education and general education teachers focused on the Integrated Co-Teaching Model, including training, observation, and coaching at the K-5 level (~\$2.0M → \$1.0M)
- Professional learning for teaching staff to improve support for students with Autism Spectrum Disorder (ASD) (~\$500K → \$526K)

Approved Expenditures: Amendment, August 2022

- Paraprofessionals to support school-based needs (\$1.4M)

Improving Learning for Students with Disabilities – Programmatic Progress

- The Special Education Department, in collaboration with Teaching and Learning purchased Unique Learning which is a research-based curriculum intended to help students with disabilities achieve success.
- Northwest Middle School began the 2022-23 school year with a pilot program that uses Read 180. Sponsored by the Special Education Department, this specialized reading program provides students with disabilities a high-quality learning experience. The goal of the program is to improve student's proficiency in the area of English Language Arts.
- The Special Education Department purchased Readtopia for the District's New York State Alternate Assessment (NYSAA) programs for the 2022-23 school year.
- The Special Education Department identified a core of teachers to work this summer to ensure training will be conducted for staff working in special classes for the 2022-23 school year. Staff will ensure the ASD team is supported for the upcoming school year.
- The District selected Really Great Reading to provide a specialized reading program for elementary school students with disabilities in service of supporting targeted reading instruction and interventions. Implementation of this project is broken down into two implementation cohorts. Cohort 1 will begin implementation in Spring 2023 and Cohort 2 is slated to begin implementation during the 2023-24 school year.
- The Special Education Department has been communicating with representatives from the University of North Carolina's TEACCH Autism Program which conducts training nationally and internationally and provides consultation for teachers, residential care providers, and other professionals in order to meet the needs of individuals with autism. The Department is working to establish a contract for consultant services with this organization for the 2023-24 school year.

Improve Learning for Students with Disabilities – Critical Next Steps

Special Education Department

- Select training programs to support teaching staff by improving the quality implementation of evidence-based practices and outcomes for students with Autism Spectrum Disorder.
- Purchase supplies/materials and licensing for schools in Really Great Reading Cohorts 1 & 2.
- Schedule and implement training on the Really Great Reading program for schools in Cohorts 1 and 2.
- Initiate a contract request (CRF) with the UNC TEACCH Autism Program.

Supporting ENL Achievement (ARP)

In addition to the initiatives and activities that will benefit all students, the District will provide additional support for English Language Learners as identified in its CR Part 154 Corrective Action Plan.

Approved Expenditures: September 2021-July 2022

- School-based cultural performances and experiences for students (~\$360K)
- Interpreted college visits for multilingual students (~\$21K)
- Additional school counselors to provide case management for highly underserved ELLs (~\$640K → \$426K)
- Assorted online resources to help assess literacy levels of students and support delivery of targeted instructional supports (~\$600K → \$564K)
- Expanded bilingual libraries that include new culturally relevant fiction and non-fiction books (~\$1.1M)
- Culturally responsive curriculum writing that is augmented by print-rich bilingual and multilingual classrooms and hallways (~\$700K → \$231K)
- Executive Director of Multilingual Education and Coordinator of SIFE and Refugee Student Services (~\$1M → \$682K)

Supporting ENL Achievement – Programmatic Progress

- Department of Multilingual Education (DOME) is collaborating with school building leaders to curate a list of supplies and materials to support print-rich bilingual and multilingual school environments to meet the unique needs of diverse students at each school building.
- DOME onboarded a new Project Implementation Coordinator to support Students with Interrupted Formal Education (SIFE) and Refugee Student Services.
- The Department of Multilingual Education (DOME) is currently planning an order of culturally responsive texts for use by students and teachers in bilingual classrooms.

Supporting ENL Achievement – Critical Next Steps

Department of Multilingual Education

- Enter a purchase order for culturally responsive texts to be utilized in bilingual classrooms.
- Finalize plans for purchase of supplies and materials to support print-rich bilingual and multilingual school environments to meet the unique needs of diverse students at each school building.
- Coordinate curriculum development/writing for culturally responsive instruction.
- Finalize plans for purchases and place orders of supplies and materials to support print-rich environments.
- Finalize plan to provide interpretation services to multilingual students at college visits.
- Finalize calendar of school-based cultural performances and events for students and secure vendors.

Supporting English Language Learners (CRRSA)

The District will purchase instructional materials, assessments, equipment, and multilingual services to support the success of English Language Learners.

- Translation and interpretation services (~\$68 → \$52K)
- Diagnostic and progress monitoring systems (~\$90K → \$235K)
- Supplies and materials to support provision of instruction in home languages (~\$1.3M → \$373K)

Supporting English Language Learners – Programmatic Progress

- Additional materials and licenses to support the My Vision English/miVisión Spanish reading program were purchased by the Department of Multilingual Education (DOME). This program offers targeted instructional support in alignment with the District's adopted reading program and goals and the increase in the purchase of supplies and materials allows the Department to reach more students.

Supporting English Language Learners– Critical Next Steps

The Department of Multilingual Education

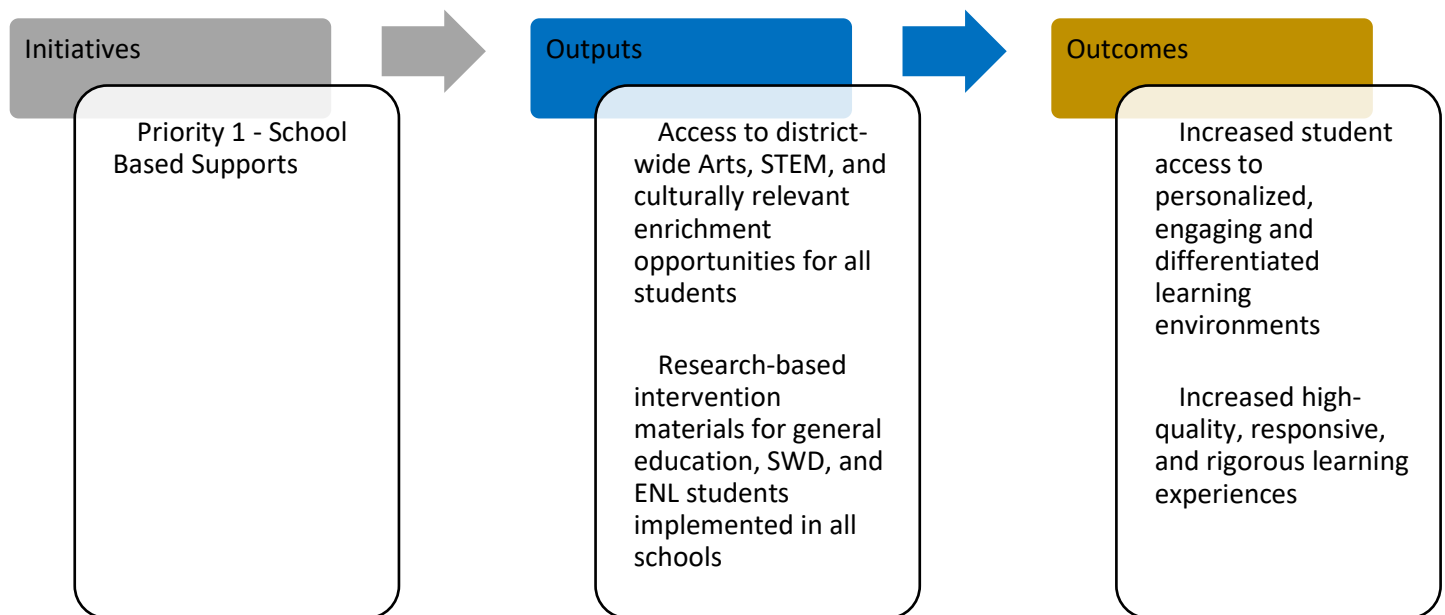
- Continued implementation of My Vision English/miVisión Spanish reading program with continued funding included in ARP.

School Based Supports (ARP)

RCSD will transform teaching and learning by implementing "best practice" instructional systems that align curriculum, instruction, and assessment with current research in order to provide students with rigorous and high-quality learning experiences. In addition to expanding class offerings related to CTE and STEM, schools will offer more hands-on curriculum and experiential learning opportunities in the classroom, in the community, and beyond.

Approved Expenditures: September 2021-July 2022

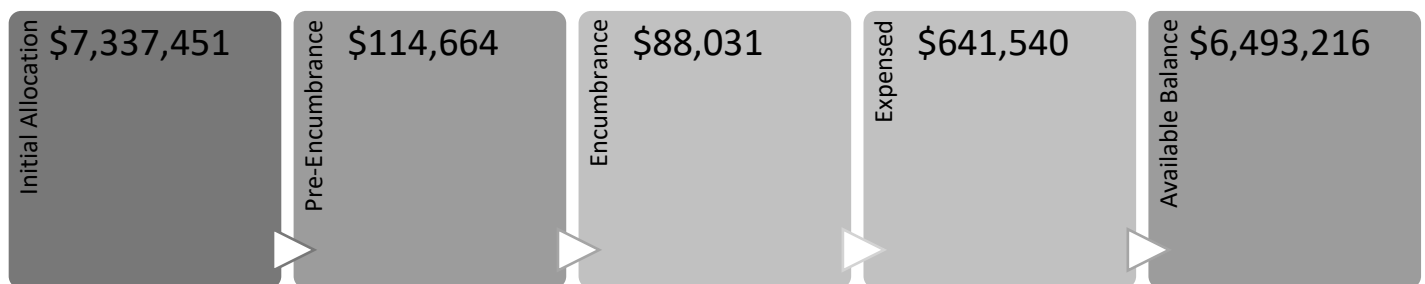
- Professional development for school staff to implement innovative, engaging and evidence-based teaching and learning methods (~\$2.5M)
- Materials and experiential learning opportunities to enrich and enhance student learning (~\$1M → \$1.9M)
- Curriculum and software to promote engagement and foster student achievement (~\$640K → \$1.1M)
- Staff to expand and diversify class offerings in order to provide unique learning opportunities (~\$2M)



School Based Supports – Programmatic Progress

- Schools purchased supplies and materials to support highly effective Tier I classroom instruction, social emotional learning, the creation of makerspaces, photography, professional learning communities, flexible seating, Career and Technical Education, school athletics programs, computer software.
- Paraprofessionals have been utilized by School 15, School 16, School 28 and School 54 to support small group instruction and provide academic support for students.
- Teachers, administrators, and support staff attended professional development opportunities that align with the School Comprehensive Education Plan and support school initiatives, Project Based Learning, Math and English Language Arts vertical teams, social emotional learning curriculum writing, and Looking at Student Work protocol.
- School 10 and 46 provided students with transportation and admission to support learning expeditions, such as Stokoe Farm, Tri Way Farm, and Powers Farm Market.
- Substitute teachers utilized to support Data Team meetings, provide student personalized learning, and collaboration with teachers.
- Positions have been filled such as 1.0 Social Emotional Coach at School 8, 1.0 Leader in Me Coordinator at RISE, 0.5 Early College Coordinator at Rochester Early College International High School, 2.0 Advisory Teachers at Franklin Upper.

School Based Supports – Fiscal Progress



School Based Supports – Critical Next Steps

- Identify staff to provide instruction to meet the needs of all learners. Personnel authorizations will be submitted for Board review. This includes teachers, administrators and support staff to plan and implement enrichment and acceleration programming, as well as substitute teachers to provide academic and social and emotional support to students.
- Identify staff to attend professional development to support school initiatives. Personnel authorizations will be submitted for Board review, with an anticipated start date of April 2023
- Schools will continue to purchase supplies and materials to support English Language Arts initiatives, attendance initiatives, intervention, enrichment, creation of Makerspace learning environments and highly effective Tier I classroom instruction.

Relief Funds Priority 2 – Social and Emotional Learning Support

Needs	Initiatives	Outputs	Outcomes
<p>The State Monitor's Academic Plan has identified that students need the skills and resources to engage in the learning process. In response to this finding and expressed needs by student, staff, and families, the District Strategic Plan identifies two target areas:</p> <ul style="list-style-type: none"> provide high quality learning experiences ensure an inclusive, caring, safe learning environment by improving the percentage of schools implementing restorative practices with fidelity and increasing the percentage of Students with Disabilities being placed in the Least Restrictive Environment. <p>Additionally, the District's Code of Conduct states all community members must be accountable for proper behavior and resolving conflicts with respect.</p>	Creating a Culture of Support	<ul style="list-style-type: none"> Leader in Me framework implemented in 6 schools 15 RCSD staff trained as in-District trainers in Therapeutic Crisis Intervention (TCI) 10 Special Education staff re-certified as TCI trainers, with 100 Special Education staff trained 	<ul style="list-style-type: none"> Students empowered to lead their own learning resulting in anticipated decreases in disciplinary infractions Decrease in the frequency of violent incidents in schools Greater number of in-District placements of students with severe behavioral challenges
	Supporting Equity, Inclusion, and Social-Emotional Learning	<ul style="list-style-type: none"> 300 RCSD staff trained in implementation of Trauma, Illness, and Grief (TIG) framework Trauma-responsive, resilience-enhancing, and equity-focused approaches implemented in grades K-12 Equitable restorative practices available to support bilingual, Spanish-speaking students, Additional Youth Intervention Aides ROC Restorative staff to provide academic, social-emotional, and career counseling All students in grades K-6 have access to a full-time counselor at their school 	<ul style="list-style-type: none"> with anticipated improvements observed in school climate data with an anticipated drop in suspensions and improvement in school climate Anticipated decrease of 10% or more in disciplinary referrals and out-of-school suspensions
	Supporting NorthSTAR and Responding to the Unique Needs of Students with Disabilities	<ul style="list-style-type: none"> Additional staffing and professional development for all staff to support student need. Classroom use of instructional materials and strategies to engagement of SWDs. 	<ul style="list-style-type: none"> Increased ability of staff to provide support responding to whole child needs Increased student social and emotional health Increased student engagement and achievement
<p>Implementation will include:</p> <ul style="list-style-type: none"> School Administrators Teachers Experienced Consultants 			

Social and Emotional Learning Support – Fiscal Progress

ARP



School-Based spend-down is not included and can be viewed in [Priority 2 - School-Based Supports](#).

Creating a Culture of Support (ARP)

The District will support students and staff in creating a culture of support focused on student empowerment, positive conflict resolution, and therapeutic crisis intervention.

Approved Expenditures: September 2021-July 2022

- Implementation of The *Leader in Me* framework in six schools to help empower students to lead their own learning (\$~360K → \$400K).
- Therapeutic Crisis Intervention (TCI) will teach educators how to de-escalate crisis situations safely and in a therapeutic manner (~\$600K → \$177K).

Approved Expenditures: Amendment, August 2022

- Support for staffing and operation costs at Lynx Academy (\$1.4M)
- Resource Office to support school safety at East (\$152K)

Creating a Culture of Support – Programmatic Progress

- LyncX was able to successfully fill all positions at the school, which is funded through ARP for the 2022-23 school year.
- The Special Education Department initiated a contract with Cornell University, the creators of Therapeutic Crisis Interventions for schools (TCIS). The goal of TCIS is to capitalize on a crisis situation by turning it into a learning opportunity and restoring the student, staff, and school to a higher state of functioning. Cornell will provide training and certification for RCSD staff over April break.
- The Special Education Department arranged for a group of Behavior Specialists, School Psychologists and School Social Workers who have already received TCIS certification to deliver TCIS training to RCSD teachers, teaching assistants, paraprofessionals and administrators.
- The Office of School Innovation has entered into an agreement with FranklinCovey in order to offer training to 15 District leaders. The vendor will provide the FranklinCovey Leader in Me Executive Coach Training Program, Custom Lighthouse Training, supplies and materials to seven schools in the Leader in Me network, and leadership coaching to support program implementation.

Supporting Creating a Culture of Support – Critical Next Step

Special Education Department

- Finalize training schedule for TCIS train the trainer sessions.
- Purchase sensory tools/materials for students to use to address their sensory needs and help sustain engagement in learning (such as tactile toys, devices to strengthen fingers and fine motor strength, etc.).

- The Office of School Innovation will identify staff to attend FranklinCovey and Custom Lighthouse training and submit personnel authorizations for Board approval.
- Finalize contract with Cornell to provide TCIS training and certification for RCSD staff.
- The Safety & Security team will organize School Safety Officers to participate in TCIS training in Spring 2023.

Supporting Equity, Inclusion & Social-Emotional Learning (ARP)

Assorted learning supports will promote an equitable and inclusive environment for students that fosters positive social-emotional development.

Approved Expenditures: September 2021-July 2022

- Trauma, Illness, and Grief (TIG) framework training (\$100K)
- Contract to provide bilingual restorative support staff (~\$700K)
- Youth Intervention Aids from Pathways to Peace (~\$1.2M)
- Additional elementary school counselors (~\$3.3M → \$2.7M)
- Additional ROC Restorative Teachers-On-Assignment (~\$1.8M → \$1.2M)
- Center for Youth staff to provide full-time social emotional learning service providers (\$600K)

Supporting Equity, Inclusion & Social-Emotional Learning – Programmatic Progress

- Vendors have been identified and contracts are in process or have been approved by the Board of Education for the following ARP expenditures to support equity, inclusion, and social-emotional learning:
 - Trauma Illness and Grief training for school staff with Coordinated Care Services Inc. (in process)
 - Bilingual support staff to support restorative initiatives with IBERO (approved)
 - Youth intervention aides with Pathways to Peace (approved)
 - Social emotional learning providers - Helpzone with Center for Youth (approved)
- The Department of Equity, Inclusion and Social Emotional Support has 16.0 FTE Counselor positions, 15 of which have been assigned to schools. The Department was able to fill all 15 school-based positions by the end of Financial Quarter 6, and is actively seeking to hire for the centralized “Counselor on Special Assignment” position intended to help lift and support Counseling initiatives District-wide.
- The Department of Equity, Inclusion and Social Emotional Support has been working with partners from the City of Rochester to make adjustments to the current Pathways to Peace contract. The aim is for Pathways to Peace to staff eight Youth Intervention Aids in schools across the District.
- East EPO is developing a request for a contract with the City of Rochester for services from Pathways to Peace at East Upper and Lower Schools.
- The Department of Equity, Inclusion and Social Emotional Support has hired four out of the five Roc Restorative Teacher on Assignment positions allocated through the grant to support the implementation of restorative practices throughout the RCSD.

Supporting Equity, Inclusion & Social-Emotional Learning – Critical Next Steps

Equity, Inclusion, and Social Emotional Support Department

- Complete the interview and hiring process for School Counselors in order to have staff in these positions.
- Continue to engage in the hiring process in order to fill the remaining Counselor vacancy.
- Begin talks with partners currently providing social emotional learning services within RCSD schools (IBERO, Pathways to Peace, Center for Youth, Coordinated Care Services, etc) to begin the planning process for contracts for the 2023-24 school year.

East EPO

- Initiate a contract with Pathways to Peace to provide services from a full-time Youth Intervention Aid at East Upper and Lower Schools during the 2022-23 school year
- Finalize contract with Pathways to Peace to provide services from a full-time Youth Intervention Aid at East Upper and Lower Schools during the 2022-23 school year.

Supporting NorthSTAR and Responding to the Unique Needs of SWD (ARP)

Students in specialized classrooms have unique and significant social and emotional mental health needs. Additional staffing will increase the District's capacity to serve Rochester students in-District and provide professional learning that will help staff respond to the needs of the whole child.

Approved Expenditures: September 2021-July 2022

- Increases to staffing to support students (~\$2.4M → \$978K)
- Work with an outside service provider to help deliver comprehensive social-emotional learning and rigorous academic training to staff in responding to needs of the whole child (~\$900K → \$302K)
- Professional learning for staff (~\$708K → \$739K)
- Sensory kits and supplies to create Calming Corners (~\$130K)

Approved Expenditures: Amendment, August 2022

- Contract to support student assessment related to Speech & Language and Psychology (\$47K)
- Operational supports for Special Education Department (\$210K)
- Staffing to support IEP mandated services (\$550K)
- Supports for various Audiology equipment, materials and operating costs (\$184K)

Supporting NorthSTAR and Responding to the Unique Needs of SWD – Programmatic Progress

- The Special Education Department is in process of contracting with Sanctuary Institute to provide comprehensive social emotional learning and rigorous academic training to support staff in responding to whole child needs of students the most significant social and emotional mental health needs
- The Special Education Department filled a 1.0 Social Worker position to provide specialized support to students in 8:1:2 classes across the district. In addition, as a support to NorthSTAR, a School Counselor position was filled. The Department is working to fill the 1.0 School Safety Office (SSO) vacancy at NorthSTAR.
- The Special Education Department purchased a variety of supplies and materials for self-contained special education classrooms to create calming corners to assist students with social emotional needs and assist with re-engaging in instruction (such as books, stuffed animals, hearing protection headphones, etc.).
- The Audiology Department purchased supplies and materials to support the repair and replacement of audiology equipment and accessories to provide students with equitable access to education. In addition, the department purchased service contracts to support the repair, maintenance and calibration of audiology equipment (both student and classroom devices).
- The Special Education Department submitted two contract requests for language interpretation services (sign language and general language translation services) to be delivered at Committee for Special Education (CSE) and Section 504 plan meetings to ensure authentic and meaningful participation in students' education by families.

Supporting NorthSTAR and Responding to the Unique Needs of SWD – Critical Next Steps

Special Education Department

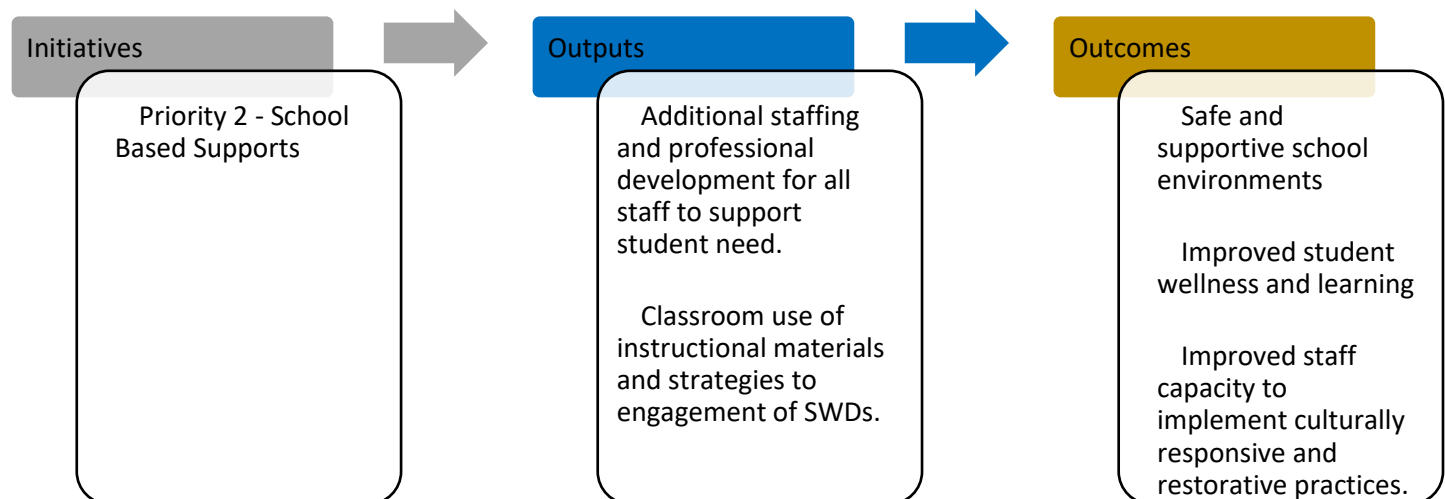
- Complete the hiring process for the SSO vacancy NorthSTAR.
- Work with Sanctuary Institute to set up training for NorthStar teachers that focus on research-based strategies that respond to the needs of students with the most significant social and emotional mental health needs.
- Purchase sensory tools/materials for students to use to address their sensory needs and help sustain engagement in learning.
- Continue the hiring process to fill the vacant 1.0 School Safety Officer position at NorthSTAR.

School Based Supports (ARP)

RCSD schools will provide a continuum of programs and services to support the implementation of social emotional learning to reinforce safety, well-being, and engagement within the learning community.:

Approved Expenditures: September 2021-July 2022

- Responsive school spaces and materials to enhance student engagement, learning, and well-being (~\$1M)
- Culturally relevant curriculum and software that develop relationship building, social emotional and leadership skills (~\$380K → \$163K)
- Enrichment experiences that promote social and emotional well-being (~\$680K)
- Professional development for school staff to support the implementation of SEL and practices which are culturally responsive, trauma-informed, and restorative (~\$1.3M → \$1M)
- Provision of direct SEL services for students (~\$4M → \$3.8M)



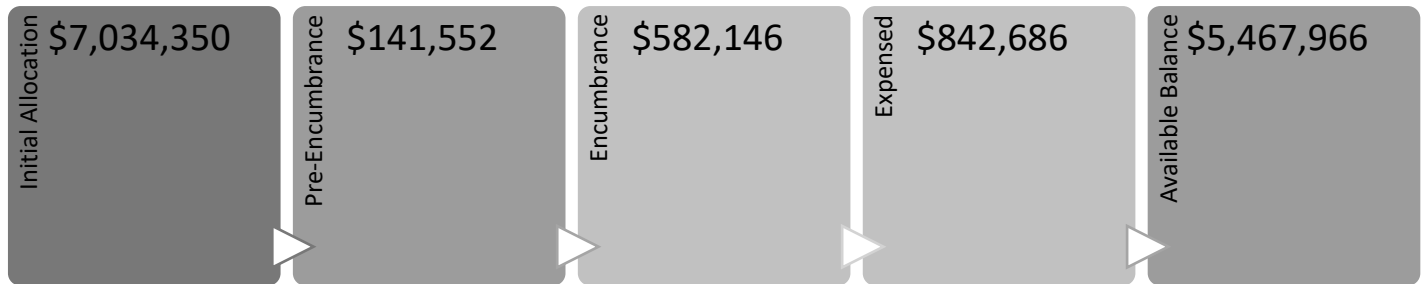
School Based Supports – Programmatic Progress

- Contracts executed for services from Center with Youth Help Zone, Leader in Me Program, Realizing Others Outstanding Talents (ROOTS), Gandhi and Kuumba Consultants.
- Supplies and materials purchased to support students' learning styles, creation of a Calming Room, Sensory Room, and athletics program.
- Positions filled such as Leadership and Equity Coach at School 45, paraprofessionals at School 16 and 22, Teacher on Assignment at School 9, Social Emotional Coach at School 8, Leader in Me Coordinator at RISE, SIFE

Student Services Coordinator at Rochester International Academy, Dance Teacher and 9th Grade Academy Administrator at Northeast College Prep, and Advisory Teachers at Franklin Upper.

- Professional development opportunities offered with a focus on restorative practices.
- Student voice and advisory curriculum developed by staff at Northeast College Prep.

School Based Supports – Fiscal Progress



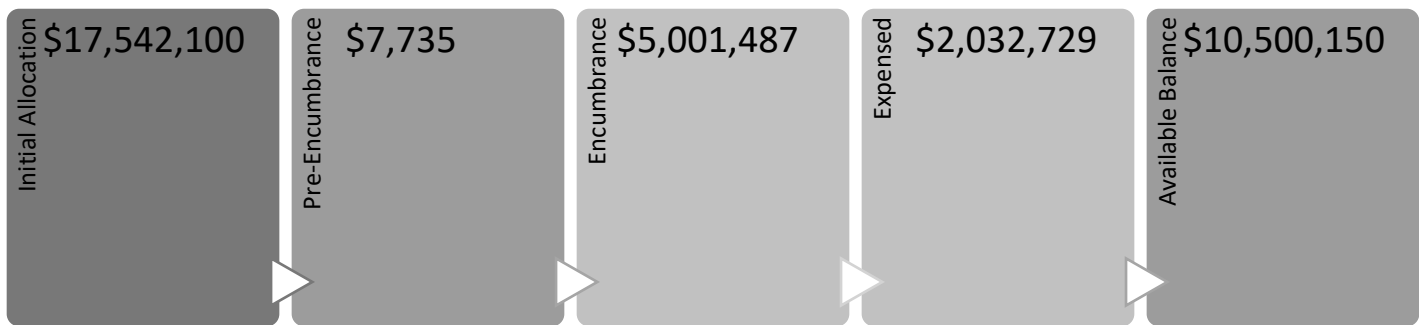
School Based Supports – Critical Next Steps

- Provide professional development opportunities for staff to attend focused on social emotional learning, restorative practices, and Tier I instruction. Personnel authorizations will be submitted with an anticipated start date of April 2023.
- Substitute teachers will be utilized to support social emotional learning, restorative practices, and interventions.
- Supplies and materials will continue to be purchased to support highly effective Tier 1 classroom instruction, new student orientation, classroom libraries, the implementation of restorative practices and academic culture commitment, multicultural education, family engagement and attendance initiatives, Positive Behavioral Interventions and Supports (PBIS), and sensory rooms.
- Identify staff to fill positions such as Advisory Teacher, Teacher on Assignment, and Multi-Tiered System of Supports (MTSS) Coach.

Relief Funds Priority 3 – Leadership & Instructional Capacity

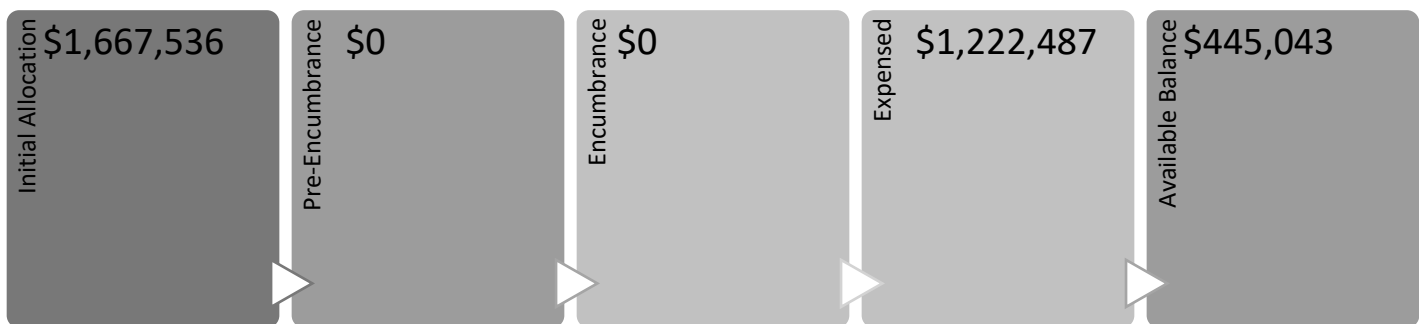
Needs	Initiatives	Outputs	Outcomes
<p>The State Monitor's Academic Plan identifies concerns regarding recruitment of a diverse teaching staff and lack of support and resources to retain those teachers. According to current data, teachers of color comprise 20.4% of District teaching staff. Shortages in certified bilingual teachers/administrators for compound the issue. Resources are not sufficiently implemented to grow and support high-functioning leadership teams. Additionally, professional development (PD) plans do not include all staff and lack links to data-informed PD that would support the needs of teachers and administrators. These factors along with the lack of student/parent voice in the development of their schools inhibit the growth of strong learning communities.</p> <p>Implementation will include:</p> <ul style="list-style-type: none"> Human Capital Teaching and Learning Office of Youth Engagement 	<p>Establish Teacher Recruitment Pipelines</p> <p>"Teach Rochester" Program</p> <p>Staff Affinity Groups</p>	<ul style="list-style-type: none"> Establishment of five new recruitment pipelines Expansion of Teaching and Learning Institute career pathway program # instructional/CTE pathways for students to become teachers Establishment of staff affinity groups Training and mentorship to address issues of diversity and equity, privilege, microaggressions, and racism. 	<ul style="list-style-type: none"> Increases in the number/proportion and retention of teachers of color Increase in number of teachers with urban experience Reduced vacancies in subject shortage areas (through both hiring and improved retention)
	Rochester Urban Fellowship & Mentoring		
	Recruitment & Retention Incentives for High-Need Staff	<ul style="list-style-type: none"> Incentives offered to fully certified bilingual teachers, with a particular focus on bilingual special education teacher 	<ul style="list-style-type: none"> Increase in the number/proportion of certified bilingual teachers and administrators Reduced number/proportion of bilingual staff vacancies
	Increasing Staff & Educator Effectiveness ⁴	<ul style="list-style-type: none"> Enhanced educator evaluation system to provide detailed reports with personalized support and feedback 	<ul style="list-style-type: none"> Increased levels of job satisfaction, self-efficacy, and staff retention Increased number/proportion of highly effective staff
	Targeted Support to Schools in Accountability Status	<ul style="list-style-type: none"> Leadership coaches and coaching services for all administrators of schools in accountability status Professional learning to accelerate student learning for all teachers in schools in accountability status 	<ul style="list-style-type: none"> Increased teacher and leader effectiveness Increased student achievement Decrease in schools in accountability status
	Developing Youth Leadership	<ul style="list-style-type: none"> 5 students from every school participating in district-wide Student Leadership Congress Yearly student-led Global Youth Service events 	Increased levels of student leadership and youth advocacy
	East EPO Technical Assistance Center: Urban Leadership Academy	<ul style="list-style-type: none"> 75% of all RCSD leaders trained by University of Rochester 	<ul style="list-style-type: none"> Increased staff capacity to engage in successful school transformation
	⁴ Includes CRRSA Initiative Investing in Staff Capacity		

ARP*



*School-Based spend-down is not included and can be viewed in [Priority 3 - School-Based Supports](#).

CRRSA**



**Does not include indirect costs and/or benefits.

Establishing Teacher Recruitment Pipelines (ARP)

The District will partner with local colleges and universities to create a Teacher Recruitment Pipeline Program to provide tuition assistance for candidates who live in-District and will commit to teaching in RCSD for three years.

Approved Expenditures: September 2021-July 2022

- Staffing to support the initiative (~\$300K → \$315K)
- Teacher Recruitment Pipeline Program expenses (~\$48K → \$44K)
- Consultant contracts, including tuition assistance for teacher recruitment pipeline (~\$2.0M → \$3.8M)

Establishing Teacher Recruitment Pipelines – Programmatic Progress

- Contracts with local Institutes of Higher Education (IHE) have been finalized with Nazareth College and University of Rochester. Each IHE is expected to enroll three (3) Teaching Fellows, for a total of six (6) Fellows—through the ROC Urban Teaching Fellows Residency Program. Teacher residents will have the opportunity to put pedagogy and theory into practice, while completing program requirements toward certification in a clinically rich structured immersion experience. Resident Teacher Fellows who are sponsored through this program will be required to serve as an RCSD employee in a high need area for at least two additional years after successful completion of the initial residency placement and obtainment of initial teacher certification.

Establishing Teacher Recruitment Pipelines – Critical Next Steps

The Office of Human Capital

- Finalize contract with New York University (NYU) for the ROC Urban Teacher Fellows Residency program. NYU is expected to place teacher residents beginning in August 2023.
- Establish a Teacher Recruitment Pipeline Program with various IHEs for tuition reimbursement for long-term subs to pursue teacher certification in high-need certification areas such as Bilingual Education, Special Education, CTE, Math, Science, etc.

“Teach Rochester” Program (ARP)

The “Teach Rochester” program will provide support to encourage RCSD students to pursue a career in teaching (~\$46K).

“Teach Rochester” Program – Programmatic Progress

- The Teach Rochester Program is a grow-your-own program that will encourage RCSD students to pursue a career in teaching and become educators in the RCSD.
- Planning for the “Teach Rochester” program is underway and is expected to launch during the 2023-24 school year.

“Teach Rochester” Program – Critical Next Steps

The Office of Human Capital

- Work with schools to recruit students to participate in expanded learning opportunities during the 2023-24 school year.
- Secure program facilitator and advisors.
- Continued collaboration and consultation with the leaders of East Upper School’s Teaching and Learning Institute.

Staff Affinity Groups (ARP)

Staff Affinity Groups will provide opportunities for staff sharing a common background or experiences to establish connections and find support and inspiration from each other (~\$22K).

Staff Affinity Groups – Programmatic Progress

- The Office of Human Capital is working to identify a project lead to promote and schedule staff affinity group sessions starting summer 2023. will begin providing staff affinity group sessions in the summer of 2023 once a project lead is identified.

Staff Affinity Groups – Critical Next Steps

The Office of Human Capital

- Identify a project lead to begin organizing and scheduling staff affinity group sessions beginning in the summer of 2023.

Rochester Urban Fellowship & Mentoring (ARP)

The Rochester Urban Fellowship Program will support new and current staff through individual and group connections, addressing diversity and equity, privilege, microaggressions, and racism.

Approved Expenditures: September 2021-July 2022

- Staffing to support the initiative (~\$235K)
- Additional program expenses (~\$16K)

Rochester Urban Fellowship & Mentoring – Programmatic Progress

- The ROC Urban Teaching Fellowship Mentor TOA (Teacher on Assignment) is working to provide ROC Urban Teaching Fellows with mentoring and arrange professional learning experiences with special focus on topics such as: diversity and equity, privilege, microaggressions, and racism during mentorship sessions.

Rochester Urban Fellowship & Mentoring – Critical Next Steps

The Office of Human Capital

- Schedule professional learning opportunities for ROC Urban Teaching Fellows during the spring of 2023.

Recruitment & Retention Incentives for High-Need Staff (ARP)

Signing bonuses and retention incentives will promote the recruitment and retention of staff in high need areas.

Approved Expenditures: September 2021-July 2022

- Bilingual Teaching Staff (\$4.2M → \$0)
- Special Education Teachers (\$700K → \$0)
- Paraprofessionals and Teaching Assistants (\$600K → \$607K)
- School Safety Officers (\$250K)
- Bus Drivers and Transportation Staff (\$500K → \$464K)
- Employees at the NorthSTAR program (\$35K → \$17K)

Recruitment & Retention Incentives for High-Need Staff – Programmatic Progress

- The following recruitment and retention incentives were awarded during the 2021-22 school year and will continue to be awarded to eligible staff moving forward until funds are exhausted:
 - Recruitment and retention incentive for Paraprofessionals and Teaching Assistants
 - Retention incentive for NorthSTAR program Paraprofessionals, Teaching Assistants and School Safety Officers
 - Recruitment and retention incentive for current School Safety Officers
 - Recruitment, retention and attendance incentive for Bus Drivers/CDL licensed staff
- The Office of Human Capital (OHC) onboarded three (3) Recruiters and held Recruitment Events to fill high-need vacancies before the start of the 2022-23 school year.

Recruitment & Retention Incentives for High-Need Staff – Critical Next Steps

The Office of Human Capital

- Continue identifying staff eligible for recruitment incentives as the District ramps up efforts to hire staff in high-needs areas.
- Identify a contracted service for a Recruitment and Retention Study to support recruitment and retention of highly-qualified, diverse staff.
- Identify quality candidates for a Coordinator and a School Leader Intervention and Support Specialist to support onboarding and talent management of various pipeline projects

Increasing Staff & Educator Effectiveness (ARP)

The District will provide executive leadership with training and purchase electronic staff evaluation software to facilitate the evaluation process through increased rigor, validity, and reliability of information.

Approved Expenditures: September 2021-July 2022

- Evaluation Software application, including customization and implementation support (~\$500K)
- Director of Staff and Educator Effectiveness. (~\$300K)
- Professional Learning Opportunities for Board of Education (~\$100K)
- Coaching and professional learning for RCSD Cabinet (~\$100K)

Approved Expenditures: Amendment, August 2022

- Recruitment and retention study and additional consultant services (\$202K)
- Addition staffing to support Human Capital (\$550K)
- Contract to support professional learning and coaching around instructional leadership and school turnaround (\$258K)
- BENTE pipeline development program (\$735K)

Increasing Staff & Educator Effectiveness – Programmatic Progress

- Board of Education commissioners attended the **National School Boards Association (NSBA) Annual CUBE Conference (Council of Urban Boards of Education)** which creates educational opportunities for urban school board leaders to gain the knowledge and skills necessary to serve as effective local education policymakers and advocates for equity in public education. They address the educational challenges that exist in our nation's urban centers, CUBE helps school boards close the student achievement gap and provide all students equal opportunity to receive a high-quality education, focusing on meeting the needs of our nation's historically underrepresented and underserved students.

Increasing Staff & Educator Effectiveness – Critical Next Steps

Board of Education

- Identify potential vendors for professional development on long-range financial planning.

The Office of Human Capital

- Provide a clear plan for developing on-site talent with our BENTE educators through the implementation of a pipeline to support further education and a path to higher level certifications for interested educators to pursue.

Investing in Staff Capacity (CRRSA)

Programs that identify, nurture, and retain effective staff are focused on ensuring staff members have the desire, belief, knowledge, and skills to provide high-quality learning experiences to students every day.

Approved Expenditures: September 2021-June 2022

- Creation of Aspiring Leaders Pipeline Program and Turnaround School Leaders Program: Consultant services and stipends for facilitators, stipends for participants, supporting supplies and materials (~\$1.2M)
- Attendance at professional conferences for staff (~\$300K → \$658K)

Investing in Staff Capacity – Programmatic Progress

- Five RCSD leaders have been accepted as Cambiar Catalyst Fellows for the 2022-23 school year by demonstrating a strong commitment to equity, academic achievement, and innovation, and a deep belief that systems must be reimagined to create the transformational change needed for students nationally. Part of the fellowship includes travel to professional learning sessions on innovative strategy, instructional excellence, and equity. During December of 2022, the Cambiar Fellows traveled to Dallas, Texas to participate in ongoing professional development that included the design of an executable strategy to improve student achievement and instruction in RCSD.
- School Chiefs and the Senior Director of Staff & Educator Effectiveness attended the Fall 2022 AASA Superintendents Association & University of Washington Center for Educational Leadership Conference: The AASA National Principal Supervisor Academy is an exemplary, standards-based, Principal Supervisor Professional Learning Academy with the purpose of preparing central office leadership to better support principals' instructional leadership growth in an atmosphere of mutual accountability.

Investing in Staff Capacity – Critical Next Steps

The Office of Human Capital & Office of School Innovation

- School Chiefs and the Senior Director of Staff & Educator Effectiveness will attend the AASA Superintendents Association & University of Washington Center for Educational Leadership Conference in Spring 2023 as part of the Principal Supervisor Professional Learning Academy series.

Teaching and Learning Department

- Enroll staff for participation in American Middle Level Educators (AMLE) conference sessions during the 2022-23 school year in order to support a focus on middle school students and the transition to high school.
- Enroll staff for participation in the UnboundEd Standards Institute Conference in Anaheim, California in February 2023.

Targeted Professional Learning to Schools in Accountability Status (ARP)

The District recognized that persistently struggling schools have unique needs that must be addressed in order to improve student outcomes. As such, the District will implement a variety of targeted and specialized supports to meet the needs of building leaders and teachers as they support students in these schools.

Approved Expenditures: September 2021-July 2022

- Building substitutes to support Principal Learning Lab initiative (~\$1.3M → \$185K)
- Leadership coaching service (~\$3.6M → \$4.5M)
- Training from the Harvard Turnaround Leaders Program (~\$152K → \$165K)
- Participation in the School Administrator Manager (SAMs) Innovation Project (~\$92K → \$194K)
- Summer Institute for Receivership School staff (~\$2.2M)

- Additional professional learning opportunities (~\$2.7M → \$1.8M)

Targeted Professional Learning to Schools in Accountability Status – Programmatic Progress

- Leadership coaching and professional learning opportunities for school building leaders will be offered through contracts with Community Training and Assistance Center (CTAC) and The New Teacher Project (TNTP), Inc. during both the 2022-23 school year and the 2023-24 school year.
- The Learning-Focused Leadership Development task force completed the contracting process for leadership development training and consulting for school building and district leaders with two vendors:
 - The New Teacher Project (TNTP), Inc. provides work related to:
 - Principal pipeline development
 - Executive coaching for principal supervisors
 - Coaching and professional learning for current principals, focused on turnaround leadership
 - New principal support, including principal mentor training
 - Community Training and Assistance Center (CTAC) provides work related to:
 - Executive leadership development to support central office transformation
- CTAC began work on Central Office Transformation by facilitating their first three of six, 12-week learning cycles with Central Office Leaders. CTAC offers technical assistance and tools to enable education leaders in identifying underlying causes and organizational needs.
- The Office of Human Capital sent 23 administrators to Monroe 2 BOCES to obtain their initial certification in APPR (Annual Professional Performance Review) training.
- The Office of School Innovation has submitted personnel authorizations for staff in Receivership schools to hold mandatory faculty meetings to enhance the use of lead strategies within all classrooms.
- The Office of School Innovation has entered an agreement with National SAM Innovation Project for subscriptions for the use of TimeTrack, NoteTrack and First Responders software, online training and coaching sessions and professional development subscriptions.

Targeted Professional Learning to Schools in Accountability Status– Critical Next Steps

The Office of Human Capital & Office of School Innovation

- Facilitate monthly professional development sessions throughout the 2022-23 school year for school staff from Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Receivership Schools in order to foster school improvements.
- Implement and continue professional development utilizing CTAC's Year 1 learning cycles: Building Equity Pathways, Championing Instruction Excellence, and Fostering Dynamic Talent. Goals include: identify targeted action for district improvement to better support teachers and leaders, strengthen instruction, and advance academic achievement.
- The Office of Human Capital is planning to send an additional 30 administrators during the 2022-23 school year to Monroe 2 BOCES to obtain their initial certification in APPR (Annual Professional Performance Review) training.

Developing Youth Leadership (ARP)

The Student Leadership Congress is a Districtwide initiative that offers RCSD students the opportunity to represent their school at District and community meetings; inform their schools about relevant school and community matters; advise school leaders, parent groups, and school-based planning teams as a part of collective decision-making processes, develop policies, and work on targeted projects.

Approved Expenditures: September 2021-July 2022

- Student stipends (~\$376K → \$327K)
- Teacher advisor stipends (~\$40K → \$70K)
- Student Leadership Congress activities (~\$14K → \$34K)
- Service learning project expenses (~\$63K → \$43K)

Developing Youth Leadership– Programmatic Progress

- The Youth Engagement Department has hired a retired RCSD teacher to serve as an advisor for the Student Leadership Congress who will facilitate meetings and coordinate Student Leadership Congress events.
- Students participating in the Student Leadership Congress have access to unique opportunities to influence decision making within RCSD by serving on district-wide committees and through opportunities to provide feedback to District leaders. Participation in Student Leadership Congress is empowering for students and helps to build critical thinking, communication and leadership skills.
- Student Leadership Congress meets as a committee of the whole once per month and students serve on various subcommittees on opposite weeks. This year, an Executive Subcommittee will be formed for meetings with the Interim Superintendent and his leadership team in order to provide students with updates on important district events/initiatives and solicit feedback.
- The Department of Youth Engagement is working to set up all student participants so that they can receive financial compensation for their participation in Student Leadership Congress.

Developing Youth Leadership – Critical Next Steps

Youth Engagement

- Begin regular subcommittee meetings for Student Leadership Congress and start planning for the Global Youth Services Day event.

East EPO Technical Assistance Center: Urban Leadership Academy (ARP)

Based on the findings of the State Monitor’s Report, professional learning plans will be created to address the organizational leadership needs of the District. In alignment with the NYSED-sponsored Teacher and Leader Quality Partnership Program, this initiative will include coaching and professional development for RCSD building leaders in areas such as data-driven decision making, school transformation, creating systems of accountability, teacher leadership, and family and community engagement.

Approved Expenditures: September 2021-July 2022

- Services to provide Urban Leadership Academy Professional Learning (~\$235)
- Parent and staff support for implementing Urban Leadership Academy (~\$75K)

East EPO Technical Assistance Center: Urban Leadership Academy – Programmatic Progress

- East EPO began collaborating with the Department of Teaching and Learning to determine the types of professional learning and coaching supports that would be most beneficial for East to offer to build the capacity of RCSD teachers and staff utilizing best practices from the EPO model.
- In preparation for the provision of Urban Leadership Academy professional learning offerings in summer 2023, East EPO has arranged for school staff to earn hourly pay in order to plan and facilitate the professional development sessions for RCSD staff.

East EPO Technical Assistance Center: Urban Leadership Academy – Critical Next Steps

East EPO

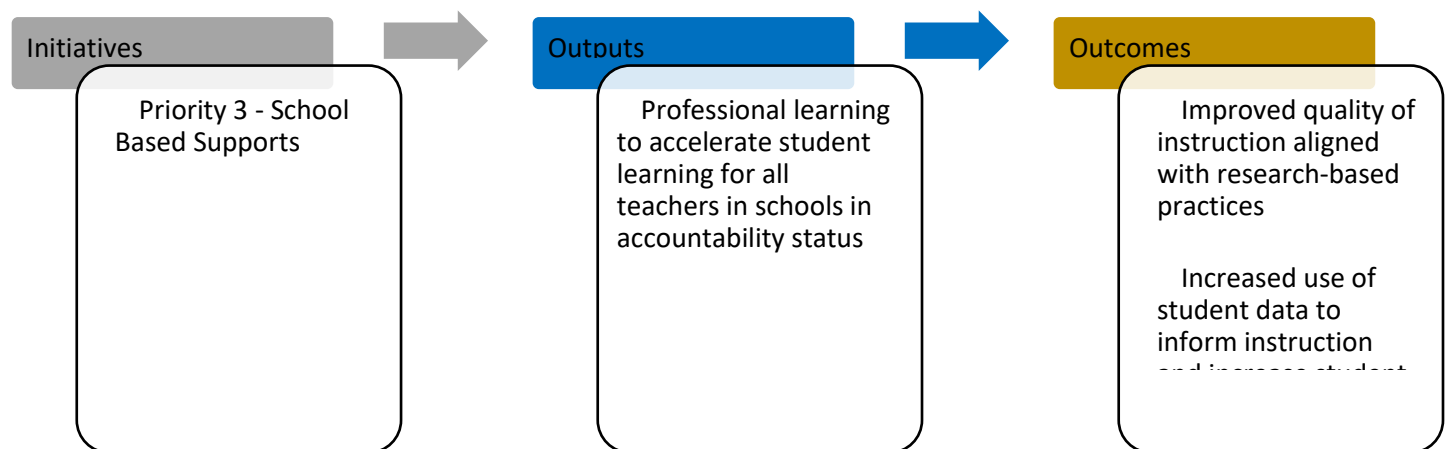
- Arrange for Parent Liaisons to receive additional hourly pay to oversee and organize parent engagement work at the school.
- Finalize topics for professional development offerings at the summer 2023 Urban Leadership Academy and begin to develop a professional learning curriculum for RCSD staff.

School Based Supports (ARP)

School buildings will implement a variety of activities to support building leaders and teachers in improving their practice. As part of this effort, schools will provide learning opportunities for staff to increase the quality of teaching and learning throughout the District and foster equitable outcomes for students.

Approved Expenditures: September 2021-July 2022

- Professional learning related to instructional leadership and using data to inform instruction (~\$768K)
- Provision of professional support and coaching to improve staff capacity for analyzing student work and adjusting instruction to help students achieve their highest potential (~\$1M → \$1.4M)

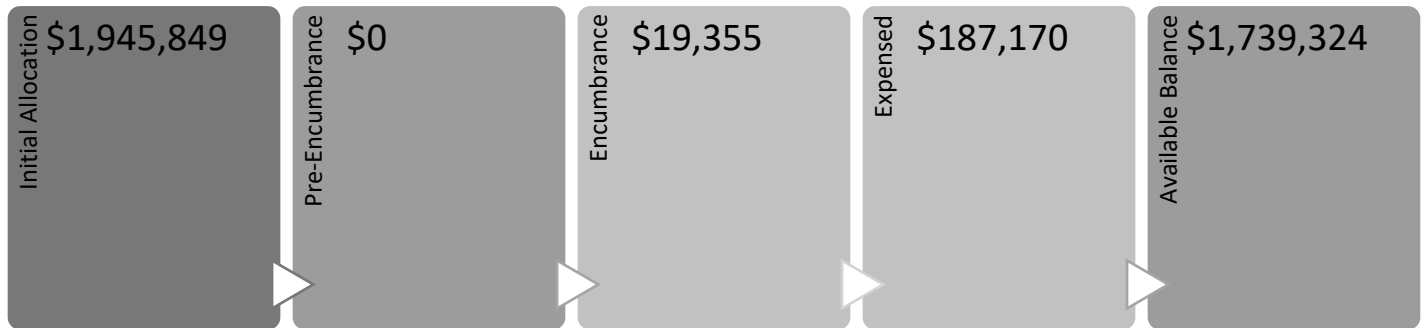


School Based Supports – Programmatic Progress

- A Teacher on Assignment at School 25 began work to develop, implement and provide job embedded professional development for the utilization of data review cycles across the content areas. Two 0.5 FTE teachers at School 17 have provided coaching to teachers.
- Contracts executed for services from the Pavon Firm to provide executive leadership coaching.

- Substitute teachers utilized to support school-based initiatives and the implementation of Learning Walks and peer observations.

School Based Supports – Fiscal Progress

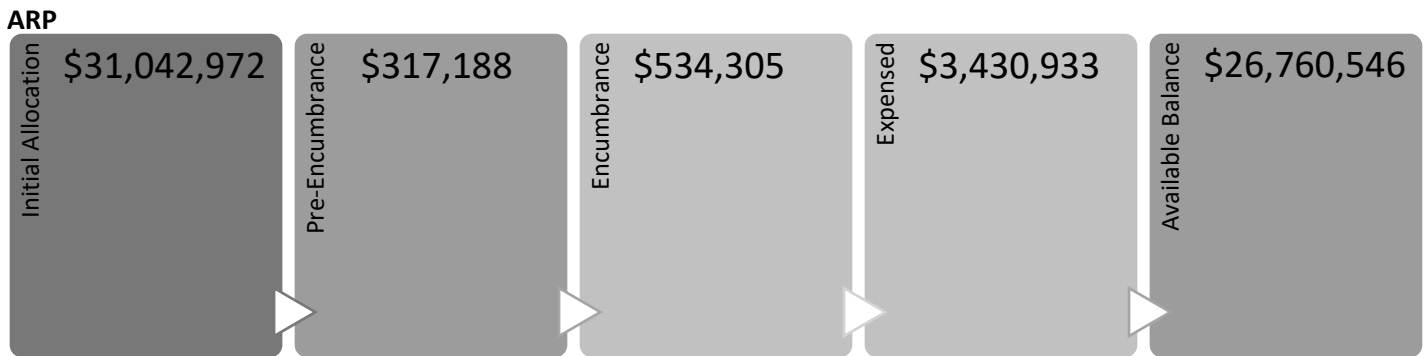


School Based Supports – Critical Next Steps

- Identify substitute teachers and administrators to support building initiatives.
- Develop professional learning opportunities for staff to attend with a focus on supporting school initiatives. Personnel authorizations will be submitted for Board review with an anticipated start date of April 2023
- Identify staff to attend and register for professional learning conferences such as Association for Supervision and Curriculum Development (ASCD), Learning Forward, or UnboundED Institute.
- Purchase requisitions will be entered for supplies and materials to support implementation of data cycles in grade level teams.
- Identify staff to fill the 1.0 School-Based Project Implementation Specialist position.
- Execute a contract for an outside organization, such as WestED, to provide professional development and coaching around instructional leadership, school turnaround, and ELL/Bilingual strategies.

Relief Funds Priority 4 – Unfinished Learning

Needs	Initiatives	Outputs	Outcomes
<p>The District's historic patterns of low student achievement have been amplified by the amount of lost in-person instructional time, stemming from the global pandemic:</p> <ul style="list-style-type: none"> Achievement outcomes for RCSD remain statistically unchanged and/or stagnant for all students. The mathematics proficiency rate during the 2019 SY in grades 3 through 8 was 13%. During the same period the mean math percentile, or the average growth of RCSD students to similar students across the State showed a decline. Achievement outcomes for Students with Disabilities who performed at or above proficiency on the NY State ELA assessment in grades 3-8 increased by 1% between 2018 and 2019. In 2019, 3% performed at or above proficiency on the State assessment. The percentage of ENL students who performed at or above proficiency on the NY State English Language Achievement Tests (NYSESLAT) proficiency assessment increased by 1% between 2018 and 2019. In 2019, 4% performed at or above proficiency on the State assessment. <p>Implementation will include:</p> <ul style="list-style-type: none"> Special Education Teaching and Learning Office of Bilingual Education Teachers 	Expanded Learning Before- and After	<ul style="list-style-type: none"> Minimum of 50 hours of out-of-school time enrichment, acceleration, and/or tutoring offered each year at all RCSD schools Student access to 180 hours of summer programming each year Additional academic and enrichment opportunities 	<ul style="list-style-type: none"> Increases in number of students scoring proficient on NYS 3-8 ELA and Math exams Increased passing rates on NYS Regents exams Increased graduation rates Decreases in the occurrence of negative social behaviors at school Increase attendance rate
	Expanded Summer Programming		
	Supporting Students with Disabilities to Improve Academic Performance	SWDs supported by additional services and out-of-school-time programming, including CSE reviews for % of students with disabilities	<ul style="list-style-type: none"> Increase in students' individual progress toward IEP goal Increased proficiency rates on NYS 3-8 ELA/Math assessments Increased passing rates on NYS Regents exams



*School-Based spend-down is not included and can be viewed in [Priority 4 - School-Based Supports](#).

Expanded Learning Before and After School (ARP)

Expanded learning programs will be offered at each school. Programs will incorporate student choice and voice to implement high-quality enrichment programming to address unfinished learning and provide opportunities for acceleration. Programming will integrate Next Generation Standards and promote college & career readiness.

Approved Expenditures: September 2021-July 2022

- Program planning (~\$800K → \$544K)
- Program/Instructional delivery by school-based staff (~\$3.6M → \$2.4M)
- Professional development to support high-quality program design and implementation (~\$500K → \$363K)
- Associated materials/supplies (~\$400K → \$385K)
- Transportation costs for students (~\$3.6M → \$1.2M)
- Support staff pay to support implementation (~\$200K → \$107K)
- Healthy snacks for participating students (~\$900K → \$585K)
- Field trips to support learning (~\$300K → \$181K)
- Collaboration with community organization to provide before and after school programs (~\$2.1M → \$1.8M)

Expanded Learning Before and After School – Programmatic Progress

- Personnel authorizations have been submitted for Board review for implementation of before and after school programs. This work includes teacher and support staff hourly pay for planning lessons and units, attending professional development opportunities, Lead Site Coordinators to manage and organize, and provide direct service to students. Work is anticipated to begin February 2023.
- An agreement has been created for Concorde LLC Education to provide virtual training to Esports coaches.

Expanded Learning Before and After School – Critical Next Steps

Expanded Learning

- School 54 is in the process of executing a contract with Mentors Inspiring Boys and Girls with an anticipated start date of May 2023.
- Purchase requisitions will be entered by schools for supplies, materials and transportation to support enrichment, tutoring and acceleration programming.

Expanded Summer Programming (ARP)

The District will expand summer programming to prevent summer learning loss and address unfinished learning stemming from the impacts of COVID-19. It will provide the opportunity for teachers to collaborate with curriculum directors to develop a cohesive, culturally responsive curriculum, and a clear assessment plan will provide data that can be used purposefully to drive instructional decisions and improve student outcomes.

Approved Expenditures: September 2021-July 2022

- Planning, professional development and instructional delivery costs (~\$14.9M)
- Non-instructional support staff: clerical, paraprofessionals, SSOs (~\$2M)
- Supplies and curriculum materials for teachers and students (~\$110K → \$430K)
- Marketing/mailings regarding summer schedules, logistics of the program, and curriculum offerings that will be provided (~\$77K)
- Transportation for students and families (~\$4.3M → \$2.2M)
- Contracts with service providers to provide additional academic and social/emotional supports (~\$1.5M)
- Field trips for students to/from programs and their families to share real-life experiences (~\$316K)

Approved Expenditures: September 2021-July 2022

- Student stipends for student interns to assist with summer programming (\$156K)

Expanded Summer Programming – Programmatic Progress

- Summer program reporting from Summer 2022 utilized to identify quality practices and offerings to provide students during this school year and Summer 2023.
- Planning for Summer programming 2023 including site locations, enrollment figures, and applications.

Expanded Summer Programming – Critical Next Steps

Expanded Learning

- Identify administrators, teachers and support staff to work during summer programming and submit personnel authorizations.
- Submit purchase requisitions for supplies, materials, and transportation for summer programming.
- Execute contracts for community-based summer programs.

Supporting Students with Disabilities to Improve Academic Performance (ARP)

In addition to the expanded out-of-school time and summer programming that will be available to all students, the District recognizes that Students with Disabilities may have additional and unique needs stemming from the impacts of COVID-19.

Approved Expenditures: September 2021-July 2022

- To meet these needs, the District will identify and deliver compensatory services, including provider related services due to COVID-related unfinished learning (\$3.9M → \$1.0M)

Supporting Students with Disabilities to Improve Academic Performance – Programmatic Progress

- The Special Education Department will collaborate with the Expanded Learning Department in order to determine what type of programming should be offered to students with disabilities in need of compensatory services. The Departments will explore whether student needs can be addressed through existing RCSD Expanded Learning programming or whether supplemental programming will be needed.

Supporting Students with Disabilities to Improve Academic Performance – Critical Next Steps

Special Education Department

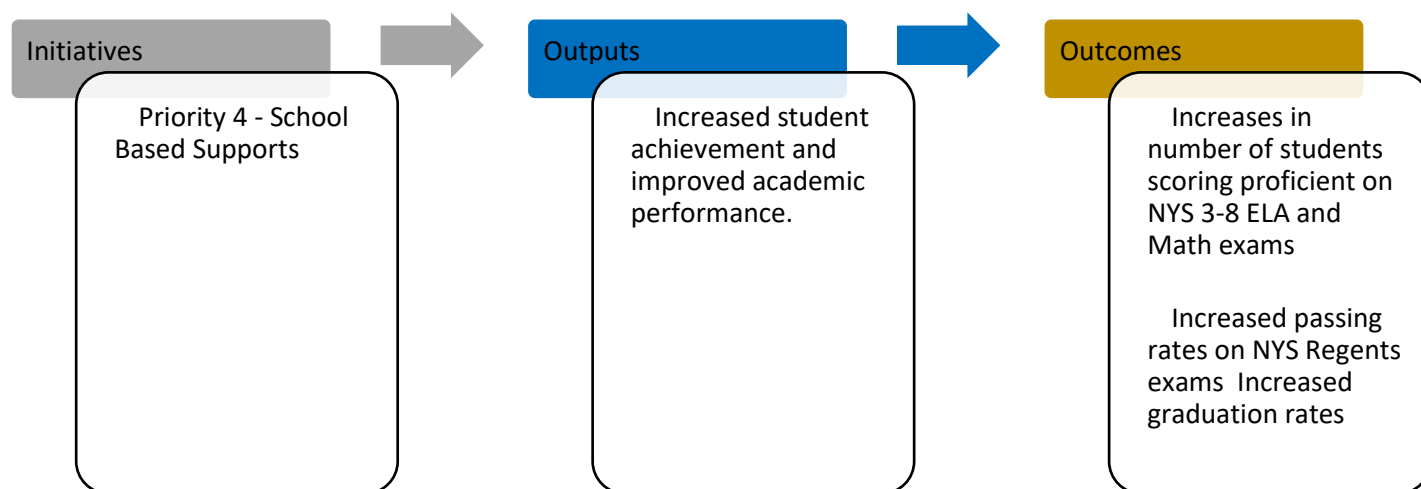
- Promote and facilitate enrollment of students with disabilities in RCSD Expanded Learning programs.
- Finalize plans for the delivery of compensatory services for eligible students with disabilities.
- Identify a vendor to contract with in order to provide compensatory services to students during expanded learning programming.
- Determine whether the provision of compensatory services should be provided by RCSD staff through regular RCSD Expanded Learning programming, or be provided by an outside organization.

School Based Supports

As a result of the COVID-19 pandemic, accelerating student growth and achievement has become a priority for schools in Rochester as well as nationwide. RCSD schools will address unfinished learning by providing students with additional high-quality instructional time on task through a variety of formats.

Approved Expenditures: September 2021-July 2022

- Multi-tiered approach to the early identification and support of students with learning needs (~\$6.9M → \$8M)
- A variety of additional learning opportunities outside of the school day (~\$4.4M → \$1M)
- Professional development for staff related to academic interventions and accelerating learning (~\$68K → \$417K)
- Curriculum, software and materials to supplement regular classroom instruction and provide targeted supports for students (~\$340K → \$452K)



School Based Supports – Programmatic Progress

- Purchase requisitions have been entered by School 45 for the purchase of supplies and materials to provide students with academic intervention kits
- Personnel authorizations have been submitted at multiple schools for the delivery of after school programming
- Schools 50 and 58 identified Multi-Tiered Support Systems (MTSS) Coaches to support students and teachers
- Substitute teachers have worked to support the provision of intervention services, supplemental learning based on student need, unfinished learning, and support staff release for Response to Intervention (RTI)
- Schools 4 and 15 have utilized paraprofessionals to provide academic supports to students

School Based Supports – Fiscal Progress



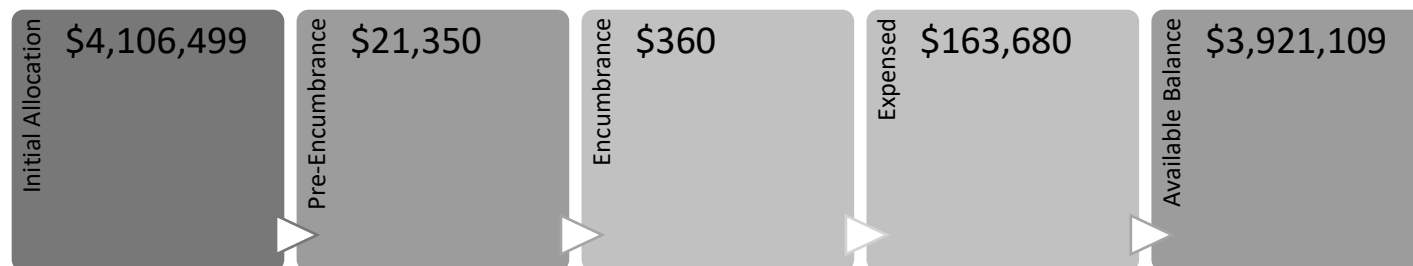
School Based Supports – Critical Next Steps

- Identify teachers to plan and provide support to students with academics and Regents preparation. Personnel authorizations will be submitted for Board review with an anticipated start date of April 2023.
- Identify teachers to attend professional development focused on intervention strategies to support ELA and Math. Personnel authorizations will be submitted for Board review with an anticipated start date of April 2023.
- Purchase requisitions will be entered for supplies and materials to support school ELA initiatives, enrichment and Tier II and III interventions.

Relief Funds Priority 5 - Community Collaboration

Needs	Initiatives	Outputs	Outcomes
<p>According to the State Monitor Academic Work Plan, there is a systemic need to define parent engagement in RCSD. The connection between engaged parents, student enrollment, student behavior, chronic absenteeism and academic outcomes is not evident throughout the organization. Establishment of neighborhood community schools, and development of a new Parent Engagement Plan that is aligned with the District Strategic Plan is recommended to address this need.</p> <p>This includes the District Strategic Plan target of increased effective communication with families and community stakeholders that engages them assist with student support and have multiple opportunities to provide input to their learning communities.</p> <p>Implementation will include:</p> <ul style="list-style-type: none"> • Special Education • Teaching & Learning • Department of Multilingual Education • Office of Parent Engagement • Communications Department 	Participatory Budgeting	School-based Participatory budgeting process implemented in all schools	<ul style="list-style-type: none"> • Increase in student and family civic skills • Increased student and family engagement
	Community Schools Implementation	<ul style="list-style-type: none"> • 20 teachers participate in training on community school strategies each year • Fully articulated needs assessments and implementation plans for each Community School. • Food pantries established at 20 schools 	<ul style="list-style-type: none"> • Full implementation of the Community School model. • Increase in attendance and graduation rates • Reduction in achievement gaps.
	Parent Engagement	<ul style="list-style-type: none"> • One in-person and two remote sessions of Parent University each year • 3 job fairs offered for parents and students each year • Comprehensive district-wide parent engagement plan. • Increased capacity for Parent Liaisons and Home-School Assistants to lead parent engagement and 	<ul style="list-style-type: none"> • Increased parent participation in courses and survey with results indicating future courses of merit • Increased participation in job fairs; survey that indicates job opportunities for students and parents were identified • New Parent Engagement Plan aligned with RCSD strategic Plan; plan implemented • Professional learning will enhance targeted aspect of
	Engaging Multilingual Families	<ul style="list-style-type: none"> • Translation and interpretation services in Top 5 languages expanded by 1.4 FTE teachers and text message service • 6 additional “Padres Comprometidos” advocacy training programs offered for 100 adults each 	<ul style="list-style-type: none"> • Increased levels of parent education and engagement • Improved educational outcomes of related students
	Connecting with Communities	<ul style="list-style-type: none"> • District-wide coordination of school-based social media communication • 5 mobile digital media labs facilitate virtual engagement of families and community • Development of a district-wide alumni association 	<ul style="list-style-type: none"> • Increase effectiveness of school-based communication with families. • Increased ability of schools to live stream events and engage with families virtually • Increases in number of active alumni and alumni support

ARP



*School-Based spend-down is not included and can be viewed in [Priority 5 - School-Based Supports](#).

Participatory Budgeting (ARP)

Participatory Budgeting is a process that allows students and community members to decide together how to spend part of a budget for the betterment of their school. The District is committed to engaging students, parents, teachers, and community members in a participatory budgeting process at every school.

Approved Expenditures: September 2021-July 2022

- Contracted service to provide training on the process for participatory budgeting (\$70K → \$32K)
- Funds for pilot schools to engage in participatory budgeting (\$3.5M → \$220K)

Participatory Budgeting – Programmatic Progress

- Educe LLC has provided consultation to develop a comprehensive Participatory Budgeting System for the District's (CSI) Comprehensive Support and Improvement Schools
- Six pilot schools include: School 7, School 12, Northwest Jr High, Franklin Upper, Franklin Lower, and Wilson Commencement
- A "Participatory Budgeting Playbook" was created to guide the six pilot schools for the 2022-23 school year.
- Each pilot school identified their own Participatory Budgeting Coordinator to help facilitate student, family, and staff engagement to introduce proposals, voting process and project implementation.
- A personnel authorization has been submitted for six Comprehensive Support and Improvement (CSI) schools to plan professional development and site coordinator meetings.

Participatory Budgeting – Critical Next Steps

Office of School Innovation

- Professional development and site coordinator meetings will begin in January 2023
- Purchase requisitions will be submitted for pilot schools to engage in a Participatory Budget process. School teams will determine specific use of funding based on the Participatory budgeting process.

Community Schools Implementation (ARP)

The District will support the establishment and full implementation of the Community School Model.

- Professional learning to support implementation (~\$64K)
- Contract with the National Center for Community Schools (~\$47K)
- Food Pantry funding to support Foodlink match (~\$182K)
- Community School Site Coordinators (~\$1.5M)

Community Schools Implementation – Programmatic Progress

- Community School Food Pantries have serviced a total of 241 households during Financial Quarter 6. This includes 829 adults and 821 children.

Community Schools Implementation – Critical Next Steps

Community Schools

- Professional development for Community School Site Coordinators planned for spring 2023. The professional development session will focus on community school strategies.
- Continued funding for 12.0 FTE Community School Site Coordinators whose positions are currently being funded in CRRSA and an increase of 5.0 FTE Community Site Coordinators will continue during the 2023-24 school year.

Parent Engagement (ARP)

Increasing levels of parent education and engagement is a major focus of the District. Through collaborative efforts, parents and families will be provided with workforce development activities, career training, and job search and employability training.

- Implementation of Parent University and the Engaged Parent leadership development program (~\$166K)
 - Develop and publish a parent course catalog
 - Administer parent surveys to determine course selections
 - Utilize RCSD staff to provide sessions that will support Parent University
 - Provide childcare services.
- Organization and implementation of job fairs for parents and families (~\$39K)
- Training for Parent Liaisons and Home School Assistants (~\$65K)

Parent Engagement – Programmatic Progress

- Planning is underway for the 2022-23 Engaged Parent Program and Parent University Program. For each session, the Parent Engagement Department will provide bus passes for transportation, childcare and light refreshments to encourage participation.
- Personnel Authorization submitted for all parent liaisons to participate in professional learning during spring of 2023.
- Professional development planned for Parent Liaisons and Home School Assistants during spring of 2023.
- Parent University Kick off planned for January 28, 2023.

Parent Engagement – Critical Next Steps

Office of Parent Engagement

- Identify vendors to present at the Virtual Parent University program for the 2023-24 school year.
- Complete plans for 2023-24 Professional Learning series for Parent Liaisons
- Identify vendors to present Professional Learning series for Parent Liaisons.

Engaging Multilingual Families (ARP)

The District is committed to empowering multilingual parents through advocacy, and training programs to ensure effective communication takes place between teachers and families.

Approved Expenditures: September 2021-July 2022

- District-wide multilingual text messaging subscription (~\$42K → \$0)
- Staff to support building level translation (~\$378K → \$216K)
- Implementation of Padres Comprometidos Program (~\$36K → \$34K)

Engaging Multilingual Families– Programmatic Progress

- The Department of Multilingual Education (DOME) is collaborating with leaders of the Padres Comprometidos program to determine the best use of funds allocated to support program implementation.

Engaging Multilingual Families – Critical Next Steps

Department of Multilingual Education

- Arrange for support staff to earn additional hourly pay for helping to facilitate the Padres Comprometidos parent engagement program outside of normal working hours.
- Collaborate with leaders of the Padres Comprometidos program to purchase light refreshments for participants at upcoming meetings and determine the best use of funds allocated to support program implementation.

Partnering with Communities (ARP)

The District is committed to increasing the effectiveness of school-based communication with families by expanding the digital platform and the use of virtual communication, including additional staffing in the Communications Department.

Approved Expenditures: September 2021-July 2022

- Staffing to support parent and community engagement (~\$1.2M → \$881K)
- Supplies and Materials to support virtual engagement (~\$91K → \$92K)
- Alumni Engagement Campaign (~\$52K)

Partnering with Communities – Programmatic Progress

- The Communications Department hired a Senior Communications Assistant to support the work of the Department.
- The Communications Department continues to share their mobile media lab equipment with schools in order to film and livestream school events.

Partnering with Communities – Critical Next Steps

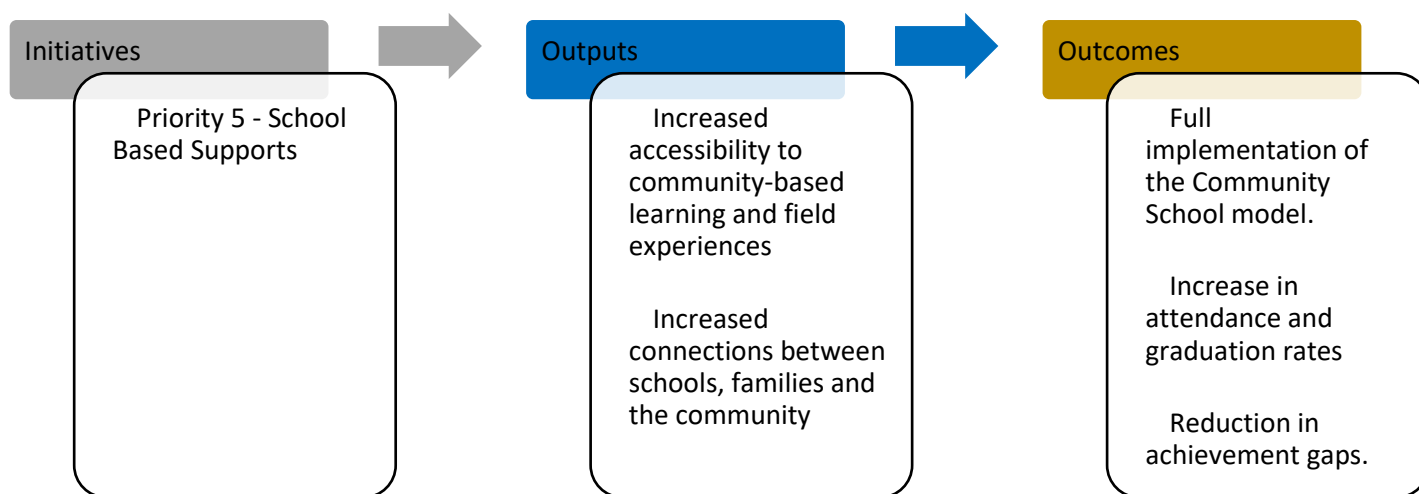
Communications

- Recruit and evaluate candidates for unfilled positions:
 - Webmaster
- Purchase additional mobile media lab equipment to extend support to a great number of school buildings.

School Based Supports

The RCSD aims to improve student achievement through strong partnerships among students, families, community partners and residents, and our schools. The District will employ a coordinated approach to connect and cultivate assets in the community and link families to services in order to promote wellness and meet the needs of the whole child. Schools will engage families as partners and will collaborate to celebrate the diversity in our community and accelerate student learning.

- Providing enrichment experiences for students to supplement the curriculum and celebrate the diversity of our community and its resources (~\$500K → \$200K)
- Funding staff, services and materials dedicated to partnering with and supporting students' families (~\$415K → \$672K)
- Coordinating collaboration with community partners (~\$316K → \$15K)



School Based Supports – Programmatic Progress

- Willson High School hired a Community Organizer.
- Support staff have worked with families during after school hours to support engagement initiatives.
- Purchase requisitions have been submitted for the purchase of supplies and materials to support family engagement events and initiatives.

School Based Supports – Fiscal Progress



School Based Supports – Critical Next Steps

- Purchase requisitions will be submitted for supplies and materials to support community-building initiatives, parent learning sessions and family engagement events.
- School 5 will execute a contract for services to support school-based art and beautification projects with an anticipated start date of September 2023.

Relief Funds Priority 6 – District-Wide Infrastructure

Needs	Initiatives	Outputs	Outcomes
<p>The State Monitor's Academic Plan includes the following findings:</p> <ul style="list-style-type: none"> There is a need to modernize District IT, security, infrastructure systems and practices in order to implement consistent high-quality student-centered learning and improve academic success. Additionally, the underlying culture with many instructional leaders frequently does not take into consideration the District's financial resources and ability to sustain the program. <p>Building district capacity to manage, monitor, and report on usage of supplemental federal funding is essential.</p> <p>Creation and maintenance of modern 21st century classrooms consistent across buildings will address the need for digital equity and provide the opportunity to deliver high-quality instruction digitally.</p>	Effective Use of Federal Funds ⁵	<ul style="list-style-type: none"> Efficient and effective use of all supplemental federal funding within the time-frame of the grants 100 % alignment of activities to current state, district, and school improvement plans. Quarterly Reporting that will include spend-down, status of planned activities, and data-driven amendments as mid-course corrections. 	<ul style="list-style-type: none"> Improved ability to manage, monitor, and report out on usage of supplemental federal funding. Increased capacity to respond to District financial needs Increased accountability for all staff regarding the usage of supplemental federal
	District Infrastructure Improvements ⁶	<ul style="list-style-type: none"> Reduction in cybersecurity issues that threaten student data. Reduction in cost to maintain outdated systems and the migration from Welligent to Power School Health 	<ul style="list-style-type: none"> Improved operational effectiveness with modernized communications systems and upgraded hardware Increased transparency for all stakeholders through improved and more convenient access to student records including student health data. Improved levels of cybersecurity for District applications and services, keeping students and staff safer in the on-line environment.
	Achieving and Maintaining Digital Equity	<ul style="list-style-type: none"> Increased academic performance in ELA, Math, and on NYS Regents exams Satisfactory or better IT customer service surveys Increase in use of digital lockers by students and their families 	<ul style="list-style-type: none"> Improve student academic performance with updated equitable access to digital technology. Achieving and Maintaining Digital Equity
<p>Implementation will include:</p> <ul style="list-style-type: none"> Office of Accountability Budget & Finance Information Management & Technology Office of Grants & Program Accountability School Leadership 			
<p>⁵ Includes CRRSA initiative Effective Use of Federal Funds</p> <p>⁶ Includes CRRSA initiatives District Wide Infrastructure Improvements, Oracle Enterprise Resource Planning Upgrade, and Student Health and Safety, Reopening & COVID Response</p>			

District-Wide Infrastructure – Fiscal Progress

ARP*



*School-Based spend-down is not included and can be viewed in [Priority 6 - School-Based Supports](#).

CRRSA**



**Does not include indirect costs and/or benefits.

Effective Use of Federal Funds (CRRSA & ARP)

The District is committed to providing the services needed to effectively manage federal relief funding. This will include additional staffing in the Office of Grants & Program Accountability and Finance to create a temporary Program Office that will effectively monitor use of supplemental federal relief funding. Planned activities through CRRSA and ARP include:

Approved Expenditures: September 2021-July 2022

- Research analyst in the Office of Accountability for evaluation of programmatic services and fiscal return on investment (~\$100K → \$158K)
- Staffing for finance and budget that will create and support operating efficiencies in grant management, including accounting, budgeting, procurement, and support staff (~\$2.5M → \$2.3M)
- Staffing for the Office of Grants and Program Accountability to support all schools and departments receiving supplemental funds and ensure activities and expenditures are aligned with the District Strategic Plan and the State Monitor's Academic and Financial Plans and quarterly reporting (~\$600K → \$414K)
- Additional staffing in the Office of Auditor General (~\$700K → \$367K)
- Additional staff in the Office of Human Capital (~\$1.6M → \$833K)
- Staffing for grant implementation and monitoring (~\$1M → \$1.3M)
- Evaluation services for programmatic and fiscal return on investment (~1.6M → \$800K)
- Staffing for finance and budget for grant management and business continuity (~\$2.5M → \$1.7M)
- Additional staffing to support Budget and Finance operations (~\$300K)
- Financial advisors to provide municipal fiscal advisory services and professional development (~205K → \$94K)
- Contract with the City of Rochester to engage in a Budgeting Equity Initiative (~200K → \$100K)

Approved Expenditures: August 2022

- Staffing to support the Department of Law (\$1.3M)
- Contract for program evaluation services (\$202K)

Effective Use of Federal Funds – Programmatic Progress

- The Department of Law is preparing to hire a legal assistant and two attorneys for the 2023-24 school year.
- Departments in the Finance division have benefitted from the additional staff funded through federal relief funds in order to maintain highly functioning departmental operations despite the increased workload due to the administration of stimulus funds. Accounting, Grants Finance, Procurement, Operating Efficiencies, and Medicaid Departments currently have filled positions that are supported by funding through CRRSA and ARP. In addition, the Office of Grants and Program Accountability, and the Accountability Department, which are situated between the Finance and Teaching and Learning divisions of RCSD, also benefit from stimulus funded positions to facilitate the administration and evaluation of federal relief funds such as Coordinators of Supplemental Funds and a Senior Research Analyst. These positions are currently filled and will continue to be funded for an additional year in ARP.
- Staff members from the Office of Accountability, including the Senior Research Analyst whose position is funded through CRRSA, was able to begin collaboration with Gibson Consulting, the vendor selected to provide program evaluation services for stimulus-funded programs and initiatives. They are gathering data to perform in-depth evaluations of various projects in order to inform decision making related to continuation of programming and funding after federal relief funds have expired.

Effective Use of Federal Funds – Critical Next Steps

Budget & Finance Departments

- Recruit and interview candidates for the following positions initially funded in CRRSA and that will continue through ARP:
 - One 1.0 FTE Senior Management Analyst
 - One 1.0 FTE Administrative Analyst
 - One 1.0 FTE Purchasing Assistant
 - One 1.0 FTE Clerk III for the Distribution Center

Department of Law

- Recruit and interview candidates for the following positions:
 - Two 1.0 FTE Attorneys
 - Two 1.0 FTE Administrative staff
 - Temporary staff (TES) to support Department of Law

Office of the Auditor General

- Recruit and interview candidates for the following positions:
 - Two 1.0 FTE Process and Control Specialists (Internal Auditors).

Office of Accountability

- Schedule meetings with project leads and Gibson Consulting representatives to gather information about stimulus-funded programs under evaluation in order to facilitate the data collection process.

District Infrastructure Improvements (CRRSA & ARP)

The District continues to modernize the IT security systems and practices to ensure a strong foundation infrastructure that meets the needs of students, staff and families. Continued improvements include:

Approved Expenditures: September 2021-July 2022

- Digitization of student records (~\$1M → \$541K)
- Communications Enhancements: Social Media, advertising campaigns, website revisions, mobile media labs (~\$900K → \$880K)
- Law: Improved contracting software (\$65K → \$47K)
- Enhancements to Information Management and Technology: HelpDesk staffing, services/accessories for staff/students, and Print Shop, Network Operations, and Student Information Services updates (~\$1.1M → \$770K)
- Improved transportation routing software (~\$40K → \$0)
- Continuation of feasibility study for the District's Managed Choice Policy (~\$88K → \$82K)
- Additional staffing to support student placement and translation services for schools and families (~\$1M - \$810K)
- Standardizing the fleet of printers for School Nurses so that they can all Send/Receive Faxes in confidence via a RightFax Connector (~\$72K)
- Point to Point units and WAPs will provide WIFI where is it lacking at 7 high schools (~\$23K)
- Purchase of the A5 license to provide greater cyber security against threats that come through District portals (~\$2M)
- Move from on-site to cloud storage and back up (~\$152K)
- Replace current Toshiba Copiers (MFDs) that are 5 years or older with new fleet Q4 2021-2022 school year (~\$2.1M)
- Upgrade the Mitel phone system controller that is 12 years old, which is end of life (~\$500K)
- Software upgrade and services to support the upgrade for the data dashboard from 12C to a Oracle Cloud (~\$778K → \$787K)
- Migrate SharePoint 2010 on-premise to the SharePoint online environment (~\$102K → \$110K)
- Improve additional storage, reporting, plagiarism check, increased security for Google accounts et al. (~\$137K)
- Successful implementation of PowerSchool Health to provide better data access to Health Office staff and reduce costs by migrating from Welligent (~\$43K → \$0)
- Staffing to establish an Office of Charter School Engagement (~\$778K → \$534K)
- Staffing a Director of Urban Campus Renewal (\$492K → \$0)
- Upgrades to the Board of Education public meeting space and internal conference room (~\$307K → \$57K)

Approve Expenditures: Amendment, August 2022

- Generator to improve emergency response and promote effective operations (\$2.4M)
- Additional funds for Oracle Cloud Enterprise Resource planning (\$3.9M)
- Professional development conferences and travel (\$82K)

District Infrastructure Improvements – Programmatic Progress

- The Office of Accountability has begun their work with NYSID on the scanning and digitizing of student records. An additional \$200,000 was added to the project for the 2023-24 school year.
- Formal amendments have been proposed to change the titles of positions to support urban campus renewal initiatives and charter school engagement, as well as the re-assignment of these positions to other departments within the RCSD. The Project Architect for Urban Campus Renewal position is proposed to become a Project Resource Manager position and will be reassigned from the Finance Department to the Operations & Systems

Innovation Department. The Director of Charter School Engagement position is proposed to become a Project Implementation Specialist for External Partnerships and Student Engagement and will be reassigned from the Finance Department to the Teaching and Learning Department. These proposed changes are pending approval as a result of the formal amendment process.

- IM&T made purchases to improve instructional technology including upgrading to google enterprise, Agilix enhancements and digital texts.
- IM&T initiated an amendment to their contract with Cherry Road as part of the Oracle Enterprise Resource planning upgrade.
- The Communications Department began working on the School of Choice campaign. The Department purchased advertising on billboards, RTS buses, radio and television in the City of Rochester and created digital magazines showcasing the highlights of each RCSD High School. These digital magazines were translated to support our Arabic, Somali and Spanish speaking students and families.
- The Communications Department has worked to increase their inventory of-mobile digital media lab equipment which include cameras, laptops and microphones to support schools with live streaming and recording events.
- The Operations Department purchased a diesel generator to serve as an emergency backup for all district locations in the event of a power failure and generator malfunction.

District Infrastructure Improvements – Critical Next Steps

Board of Education

- Finalize plans for improving audio and visual equipment in Public Meeting space to enhance experience for audience members.

The Office of Accountability

- Continue work with the chosen vendor to complete the process of scanning and digitizing student records.

Operations

- Working to identify a vendor, once the bidding process closes, to finalize plans for the permanent generator project at Central Office.

Communications

- Work to update and revise the District's website.

IM&T

- Finalize contract amendment with Cherry Road in order to continue working towards completion of essential tasks in the upgrade to Oracle Enterprise Resource planning.

Achieving and Maintaining Digital Equity (ARP)

Modern, high tech 21st century classrooms will achieve and maintain digital equity for all students, and set the stage for high quality teaching and learning for all students. Increased access to updated technology and customer service will provide the support needed to ensure classroom experiences are consistent across all buildings for all students.

- Upgrade classroom technology: tablets for PK-2, migrating from projectors to TVs, height-adjustable stands, smartboard pens, speaker systems, desktops for labs/front of classrooms, mounting arms, and document cameras (~\$13.1M)
- Staffing to provide technology support and ensure deployment of hardware to schools and staff during temporary start up periods (~\$1.6M)
- Updated devices and accessories for students and staff (~\$12M → \$11.9M)

Achieving and Maintaining Digital Equity – Programmatic Progress

- IM&T worked with Tequipment Incorporated to complete site surveys in preparation of installment of the first 500 Flat Panel TVs and corresponding accessories.
- IM&T purchased 500 document cameras and worked with building administrators and librarians to inventory and disperse cameras to classrooms.
- IM&T continued to replace outdated or broken staff laptops and student chromebooks on an ongoing basis.
- IM&T initiated the purchase of cases and bags to protect student Chromebooks.

Achieving and Maintaining Digital Equity – Critical Next Steps

Information Management & Technology (IM&T)

- Complete the District-wide upgrade to Flat Panel TVs districtwide.
- Continue to purchase technology equipment and accessories such as Chromebooks, bags and cases for students in grades 3 and above, desktop computers, devices for PreKindergarten through 2nd Grade students and laptops for staff members.

Oracle Enterprise Resource Planning Upgrade (CRRSA)

The District will modernize the system-wide Enterprise Resource Planning and Human Capital Management platform.

- Systems Integrator (~\$12.7M)
- Consultant support for implementation (~\$1.8M)
- Two (2) year Oracle implementation support subscription (~\$1.6)
- Additional subscriptions and licensing to support upgrade of the Oracle Cloud Enterprise Resource Planning system (~\$4.6M)

Oracle Enterprise Resource Planning Upgrade – Programmatic Progress

The Oracle Enterprise Resource Planning Upgrade project is focused on an integrated system to replace the existing PeopleSoft implementation and supporting applications and/or processes. The emphasis is on the financial and human resource management systems that involve more than PeopleSoft. This also includes professional development. Due to the nature of the systems, all RCSD employees will be impacted in some way. This is a Business Transformation project supported by IT, not an IT project delivered to the business.

Recent project Accomplishments:

- Process Playback 2 (3rd prototype) is being planned and defined.
- Process Playback 2 testing initiated.
- Working to revise contract with DLT; affected by change in Go Live date from January 2023 to January 2024.

Oracle Enterprise Resource Planning Upgrade – Critical Next Steps

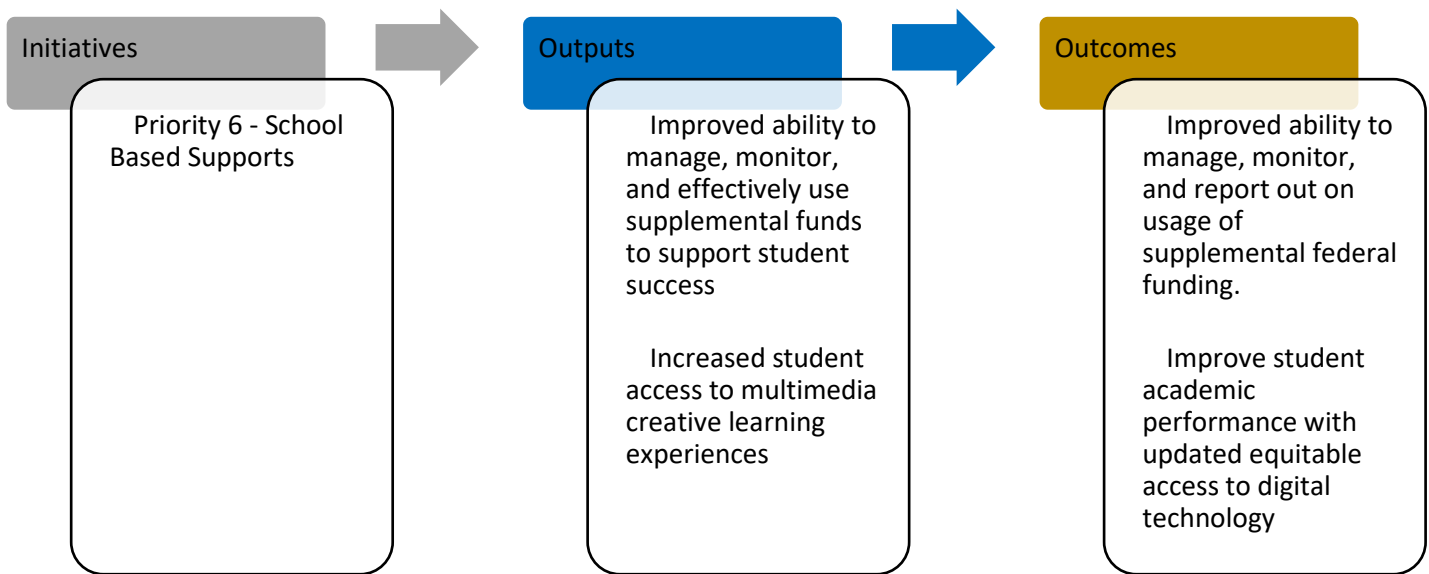
IM&T and Oracle project team will work to complete the below deliverables by the end of Spring 2023:

- After completion of Process Playback 2 there will be more focused testing on functions not available for Process Playback 2.
- Further design and configuration implementation for items not yet addressed or covered in Process Playback 2.
- Continue identifying change impact.
- Planning for Systems integration testing.

School Based Supports

Effective resource management will be key to capitalizing on the opportunity to reimagine education in our district through this once in a generation infusion of stimulus funds. Schools in the RCSD have created plans to effectively manage their school-based allocation in alignment with stakeholder feedback and the District's strategic priorities. Additionally, schools will provide students with technology-rich educational opportunities that will keep them engaged and allow them to take ownership of their learning.

- Dedicated staff for grant monitoring and budget activities (~\$185K → \$124K)
- Sound system upgrades and photographic equipment (~\$69K → \$158K)



School Based Supports – Programmatic Progress

- Wilson Foundation Academy is working with IM&T and Procurement to purchase devices to update classroom sound systems.

School Based Supports – Fiscal Progress



School Based Supports– Critical Next Steps

- Purchase requisitions will be entered for supplies and materials to support a sound system upgrade to a music studio and stage performance

Relief Funds Priority 7 - Safe & Healthy Reopening of Schools

Needs	Initiatives	Outputs	Outcomes
<p>A high percentage of RCSD students are chronically absent. During the 2019 school year RCSD recorded chronic absentee rates between 58% and 68% for high school students and between 35% and 48% for students in grades 1-8 (State Monitor Academic Plan). The District must address barriers to school attendance so that students will actively engage in learning thereby meeting targets to reduce chronic absence.</p> <p>The challenge is providing a safe and secure school environment that enables in-person learning during a global pandemic while adhering to guidance from the Center for Disease Control and Monroe County Department of Public Health. Identification of root causes that lead to chronic absence will provide information needed to develop targeted solutions and increase attendance rates overall.</p> <p>Implementation will include:</p> <ul style="list-style-type: none"> Operations Staff Student Support Services 	<p>Student Health & Safety (Reopening & COVID Response)</p>	<ul style="list-style-type: none"> All RCSD staff confirmed as fully vaccinated or participate in weekly coronavirus testing Increased student safety and security Updated door access controls installed in all District locations Installation of bottle filling stations to replace drinking fountains at all District locations. 	<ul style="list-style-type: none"> Learning environments that fully adhere to COVID-19 safety protocols Reduced levels of in-school COVID-19 transmission. Increased levels of safety and security for students, staff, and families.

Safe & Healthy Reopening of Schools – Fiscal Progress

ARP



*School-Based spend-down is not included and can be viewed in [Priority 7 -School-Based Supports](#).

CRRSA**

**Does not include indirect costs and/or benefits.

Student Health & Safety (Reopening & COVID Response) (CRRSA & ARP)

The health and safety of students and staff remains the District's top priority and is critical to providing a high-quality learning experience, while ensuring a safe and secure school environment that supports in-person learning for all students.

Approved Expenditures: September 2021-July 2022

- Support implementation of NYSED's COVID-19 tracking, vaccination and testing policy (~\$277K)
- SSOs to support implementation of school-based COVID-19 protocols (~\$3.6M → \$2.6M)
- School door access control upgrade (~\$1.5M → \$5.2M)
- Water bottle filling stations (~\$860K → \$912K)
- Installation of salad bars at 25 schools (~\$66,000 → \$0)
- Coordination of response to COVID-19: staff for testing and case management, PPE, school-based staff to support containment rooms, physical distancing, etc. (~\$3.6M → \$3.2M)
- School radio upgrade (~\$270K → \$380K)
- District-wide facility repairs and improvements (~\$3.5M)
- Personal Protective Equipment (~\$1.6M → \$1.7M)
- Transportation services with Regional Transit Service (~\$4.5M → \$3M)
- Additional teacher support for students out of school for COVID-related reasons (~\$575K → \$0)
- Additional staffing for Building Substitutes (~\$11.5M → \$10M)
- Additional staffing to support COVID testing and case management (~\$450K → \$752K)
- Support for school facility moves in summer months (~\$1M)
- Custodial staff and overtime (~\$2.1M → \$3.2M)
- COVID-related medical leave for staff (~\$2.7M)
- Office of Attendance staffing (~\$177K → \$324K)

Approved Expenditures: Amendment, August 2022

- Pathways to Peace staff (\$770K)
- Replacement of PA headend equipment (\$2M)
- Replacement of locksets on all classroom doors (\$5M)
- Support staff for hardware installation after school hours (\$416K)
- Additional BOCES Health Aides (\$442K)
- Temporary COVID aide staffing to support testing and case management (\$400K)
- Additional staffing to support school response (\$127K)
- Crisis coordinator (\$75K)
- District-wide utilities costs due to COVID (\$3.9M)

Student Health & Safety (Reopening & COVID Response) – Programmatic Progress

- The Facilities Department continued purchasing PPE and cleaning supplies, upgraded air filters, and upgraded HVAC equipment.
- The Office of Human Capital filled the 1.0 FTE Clerk I position intended to oversee the District's COVID-19 vaccination program.
- The Facilities Department initiated purchases to enhance building security across the District. Purchases include Lockdown PA integration, ACM Conversion, security cameras at Edison and Monroe, and updated video servers.
- The Facilities Department initiated purchases to replace all existing water fountains with bottle filling stations throughout the district.
- The Security Department has worked to recruit, train and hire School Safety Officers (SSOs) so that every school has at least one SSO permanently assigned to their building.
- Student Health Services purchased Coronavirus test strips to use in school-based PCR (Polymerase chain reaction) machines so that schools would be able to test eligible students for COVID-19 on-site.
- The District continues to collaborate with partners from the City of Rochester to determine the best use of the additional funds for staff performing work traditionally provided by Pathways to Peace in order to promote safety and security in RCSD schools.

Student Health & Safety (Reopening & COVID Response) – Critical Next Steps

Teaching and Learning Department

- Continue to work to fill vacancies for Per Diem Building Substitute teachers and COVID paraprofessionals so that all schools have access to one of each as an additional support for addressing COVID-related needs in the 2022-23 school year.
- Determine the best use of funds for supporting violence prevention in RCSD schools - additional contracted services from Pathways to Peace or hiring of additional RCSD staff for violence prevention.

Department of School Safety and Security

- Continue to recruit, train, and hire additional School Safety Officers (SSOs)
- Complete the upgrade of school radio equipment across the District.

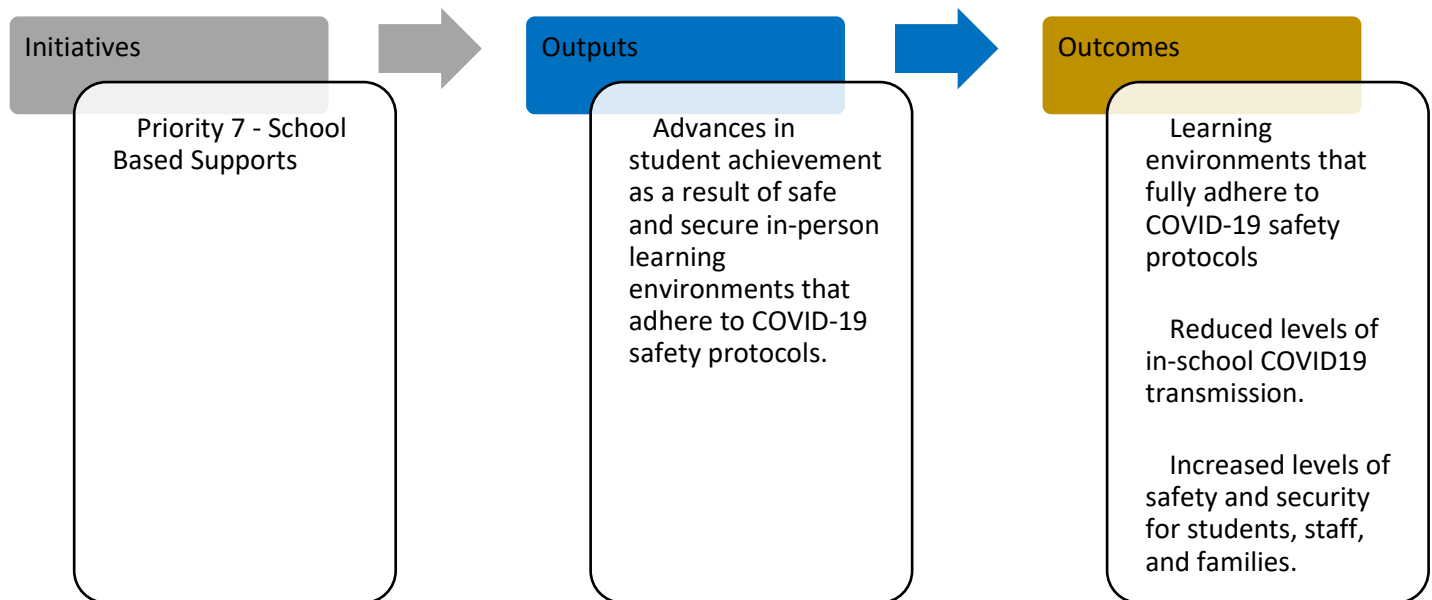
Facilities Department

- Continue working towards completion of projects to enhance building security across the district.
- Complete the upgrade to district-wide bottle filling stations.

School Based Supports (ARP)

RCSD is committed to providing safe and secure school environments that enable in-person learning. The District recognizes that in order to provide high-quality learning experiences, the health and safety needs of students and school staff must be addressed first.

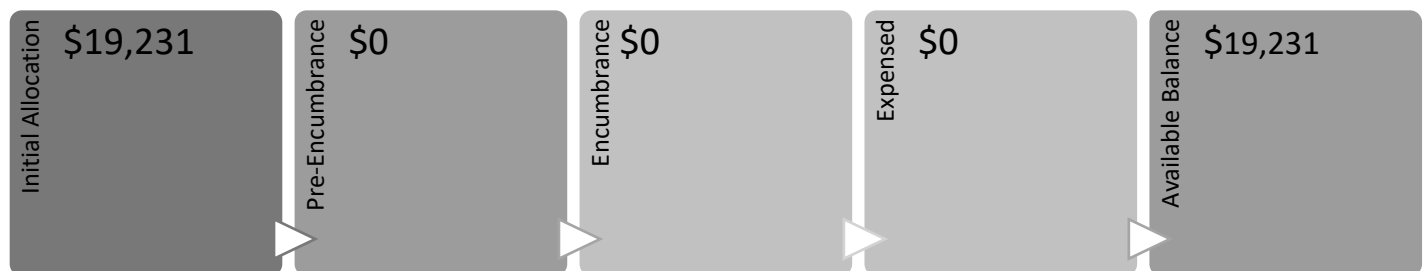
- Upgrades for security equipment such as cameras and radios (~\$20K → \$18K)
- Sanitization materials such as paper towels (~\$1K)



School Based Supports – Programmatic Progress

- Wilson Foundation Academy (WFA) is collaborating with IM&T to discuss the purchase of additional security cameras for the hallways.

School Based Supports – Fiscal Progress



School Based Supports – Critical Next Steps

- Purchase requisitions will be entered to purchase additional security cameras for the hallways at Wilson Foundation Academy.

Homeless Children and Youth – Part I (\$217K)

The Rochester City School District's Families In Transition Program's (FIT) mission is to ensure that all homeless students are identified and afforded their educational rights under the McKinney-Vento Homeless Assistance Act, eliminating barriers to their attendance and academic success in a safe and caring environment. The national pandemic has had a devastating impact on the families served through the FIT Program. In working with families, FIT staff have identified the following main areas of impact.

- Services to provide mental health support and services by NYS licensed practitioners (\$79K)
- Social workers to provide service during summer months (\$29K)
- Supply kits, including bus passes, for students and families in need (\$46K)
- Technology support for students experiencing homelessness (\$57K)

Intended Outcomes

- Increase access to mental health services and supports year-round
- Increase access to basic needs and technological services for students and families experiencing homelessness

Research-Base

- Homeless students report increased levels of Adverse Childhood Experiences (ACEs), have higher rates of suicide, and are more likely to suffer from social-emotional and mental health issues.

- There are negative correlations with academic achievement and absenteeism, when students' basic needs are unmet

Alignment to District Improvement Planning

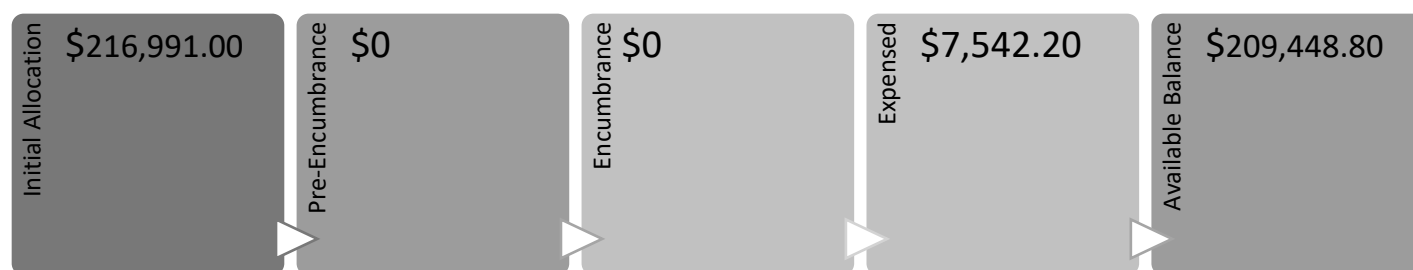
District Priorities:

- 2.3. Establish training norms for cultural responsiveness, antiracism, diversity and inclusion.
- 3.1. Create non-traditional, innovative opportunities for family engagement.

Homeless Children and Youth (Part I) - Programmatic Progress

- The Department of Social Work Services began planning for the assembly of house fire kits which would provide families with supplies such as bedding, towels, hygiene products, clothing, etc. in the event that they experienced a house fire.
- The Department of Equity, Inclusion and Social Emotional Support began conversations with local vendors who offer mental health support and services for students provided by licensed practitioners. These services are currently in-demand in our community, so many providers are understaffed or unable to provide services at this time. RCSD aims to secure a qualified vendor as soon as possible.

Homeless Children and Youth (Part I) - Fiscal Progress



Homeless Children and Youth (Part I) - Critical Next Steps

Social Work Services

- Purchase materials to create house fire kits for students and families experiencing homelessness.

Equity, Inclusion and Social Emotional Support

- Identify a local agency to provide mental health support and services to students by licensed practitioners.

Homeless Children and Youth – Part II (\$756K)

The COVID-19 pandemic has had a disproportionate impact on Rochester students experiencing homelessness. The world is living with new and uncertain health risks, along with ever-changing, and often misunderstood, guidance on how to stay safe, but in addition to these challenges, students in transition are also trying to cope with disruption in their personal lives and are struggling to keep up with their school work. Schools, specifically teachers, are often the first to notice the signs of children who are facing challenges in their out-of-school lives, but in the world of remote learning, these observations were more difficult to make. The Rochester City School District (RCSD) has identified two critical needs that will be addressed using ARP-Homeless Children and Youth, Part II funds.

- Staffing to support the identification of students experiencing Homelessness (\$168K)
- Training for staff providing services to support students and families experiencing homelessness (4K)
- Staffing for Crisis Support for Students experiencing Homelessness (\$336K)
- Transportation for homeless students living out of district (6K)
- Supplies for visits to temporary residences (3K)

Intended Outcomes

- Increase access to mental health services and supports year-round
- Increase access to crisis supports

Research-Base

- Homeless students report increased levels of Adverse Childhood Experiences (ACEs), have higher rates of suicide, and are more likely to suffer from social-emotional and mental health issues.
- There are negative correlations with academic achievement and absenteeism, when students' basic needs are unmet

Homeless Children and Youth (Part II) - Programmatic Progress

- The Department of Equity, Inclusion and Social Emotional Supports has hired a .5 FTE Crisis Coordinator, a 1.0 FTE Social Worker and 1.0 FTE Attendance Assistant to provide services to youth and families experiencing homelessness.

Homeless Children and Youth (Part II) - Fiscal Progress



Homeless Children and Youth (Part II) - Critical Next Steps

- Arrange for additional hourly pay for Social Workers to identify students experiencing homelessness.
- Purchase gas cards and supplies to support families in transition.

Program Evaluation - CRRSA and ARP

Specials Teachers

Rochester City School District, as of 11/10/2022, employs 28.01 Full-Time Equivalent (FTE) Specials Teachers funded by CRRSA. Specials Teachers included in this funding primarily teach: art, physical education, family & consumer science, health education, technology and foreign language. Other Specials Teachers funded include those with specialization in social studies, science, English and math. Of these 28.01 FTEs, 25.31 FTEs were attached to a specific RCSD site.

The first step was to identify those Specials Teachers attached to a site; 20.8 FTEs were able to be connected to both a site and a subject grouping of students, which makes it possible to calculate a student to FTE ratio. On average, the student to FTE ratio by school and subject impacted by CRRSA funded Specials Teachers improved by approximately 11% (impact restricted to 20.8 CRRSA funded FTEs).

Figure 1 shows the distribution of FTE Specials Teacher, funded by CRRSA, across RCSD school sites. School 17 had the largest gain in specials teachers as a result of CRRSA spending, adding 2.0 FTE to their site. The average FTE increase in Specials Teachers across the 45 defined sites was 0.61.

Figure 1. RCSD CRRSA Funded Specials Teachers FTE by Site

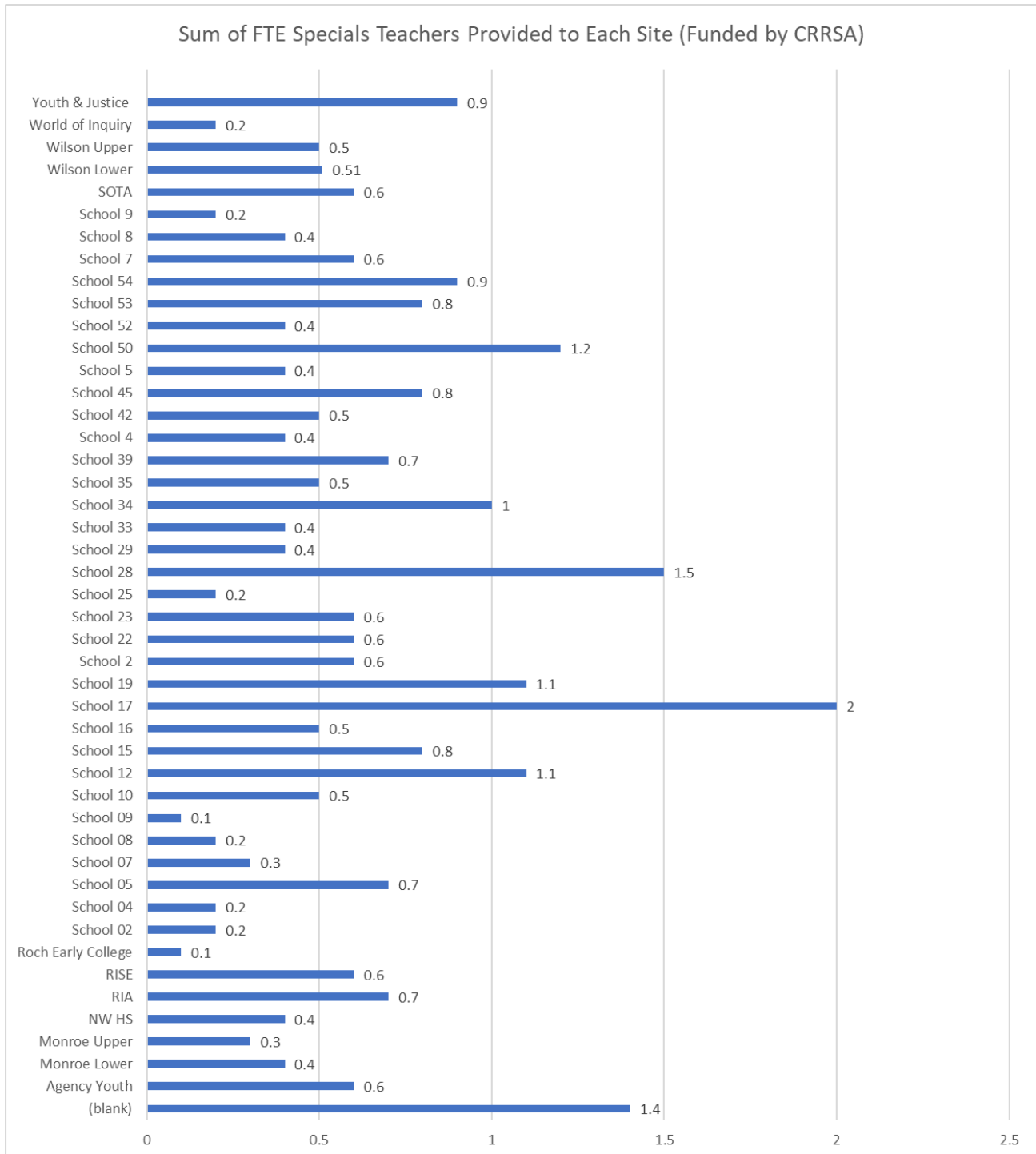
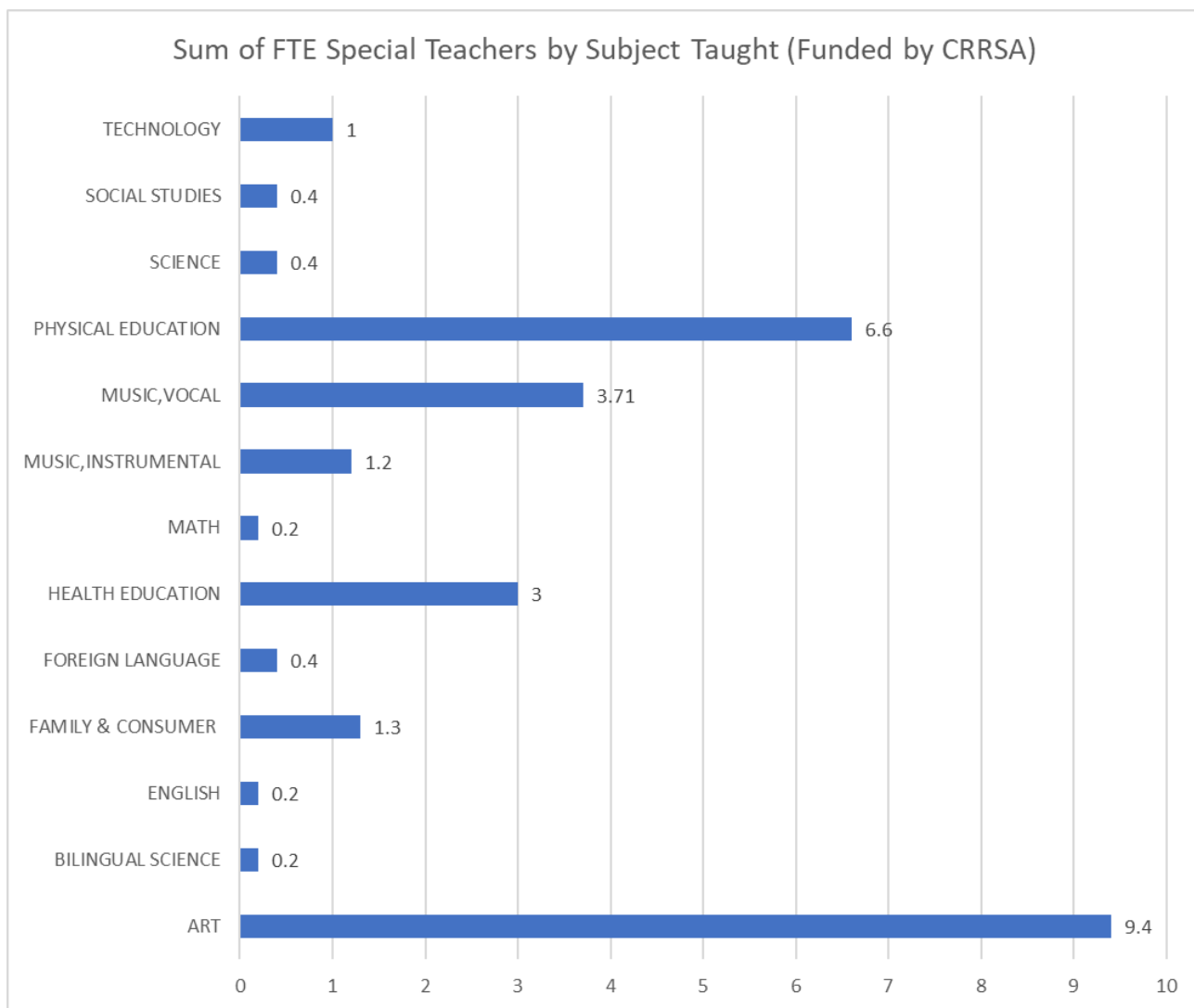


Figure 2 details FTE Specials Teacher funded by CRRSA per subject in which they teach. Art and physical education are the subject areas with the greatest gain in FTE Specials Teacher contributed by CRRSA, followed by music – vocal and health education.

Figure 2. RCSD CRRSA Funded Specials Teachers FTE by Subject



Literature Review - Impact of Improving Student to FTE Ratio

Framing this conversation, it is important to note that reducing student to FTE ratios in public schools is an expensive endeavor. If every school district in America reduced their pupil to teacher ratio by one pupil it would cost approximately \$12 billion a year in teacher salary costs.¹

The STAR study conducted in Tennessee in the 1980s is seen as the preeminent study on classroom size reduction in America. The results of this study showed that if class sizes were reduced by about 32%, students in these reduced size

¹ <https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>

classes achieved the equivalent of three additional months of learning over a four-year period.² A contemporary study performed in California in the late 1990s showed about half of the positive impact of the STAR study. Researchers attributed this gap in academic improvement from study to study to the addition of inexperienced teachers to fill empty positions created by classroom size reductions.³ Neither of these studies pertained to traditional “specials” teachers in the subjects of health, family and consumer science, art, music, technology and physical education. This limits the applicability of both studies to student to FTE ratio improvements at RCSD. However, since the FTEs contributed through CRRSA at RCSD are almost exclusively composed of added blocks for existing teachers, which in theory avoids the pitfall of inexperienced teaching expressed in the California study.

Additionally, there were two studies that showed that reducing the ratio of students to FTEs had no impact on student related outcomes. In Connecticut, natural class size variation was measured to see the passive impact of classroom size and resulted in no significant difference between small and large class sizes. Another study in the Chingos School District in Florida showed that the 2003 Florida law capping class sizes had no impact on student achievement.⁴

Another lens through which this ratio improvement can be seen is that more students may now have access or increased access to music, art, family and consumer science, technology and physical education classes. Research shows that increased access to music education has positive impacts on language development in children. Additionally, children involved in music have been shown to have significantly greater growth of neural activity than those who are not involved with music.⁵

Physical education also has a significant impact on the academic performance of students. Cognitive performance and memory are both positively impacted by physical activity. Research also shows that students who participate in physical activity throughout the school day may have higher math and reading achievement.⁶

The Brookings Institute performed their first ever randomized controlled study on the impact of arts education in Houston. An increase in arts education had significantly positive impacts on student SEL and academic metrics at treatment schools. Treatment schools had a 3.6% decrease in disciplinary infractions compared to schools that did not receive additional arts education. Additionally, students at treatment schools showed increased writing scores and increased empathy and compassion measures.⁷

Supporting Data

The following information is data for all Rochester City School District schools that received CRRSA funding to support Specials Teachers.

² <https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>

³ <https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>

⁴ <https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>

⁵ <https://www.pbs.org/parents/thrive/the-benefits-of-music-education>

⁶ <https://www.ncbi.nlm.nih.gov/books/NBK201501/>

⁷ <https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/>

Figure 3. FTE to Student Ratio

School Site	Subject	Student to FTE Ratio in Subject Per Site WITHOUT CRRSA Funded Positions	Student to FTE Ratio in Subject Per Site WITH CRRSA Funded Positions	Percent Improvement to Student to FTE Ratio Due to CRRSA Funded FTEs
SCHOOL 17	ART	104.52: 1	81: 1	22.50%
RIA	PHYSICAL EDUCATION	71.25: 1	57: 1	20.00%
SCHOOL 02	ART	76.25: 1	61: 1	20.00%
SCHOOL 05	FAMILY & CONSUMER SCIENCE	44.38: 1	35.5: 1	20.00%
SCHOOL 10	ART	173.75: 1	139: 1	20.00%
SCHOOL 15	ART	98.13: 1	78.5: 1	20.00%
SCHOOL 17	HEALTH EDUCATION	38.13: 1	30.5: 1	20.00%
SCHOOL 17	TECHNOLOGY	20.63: 1	16.5: 1	20.00%
SCHOOL 19	ART	88.13: 1	70.5: 1	20.00%
SCHOOL 23	ART	90.63: 1	72.5: 1	20.00%
SCHOOL 52	ART	91.25: 1	73: 1	20.00%
SCHOOL 53	ART	74.38: 1	59.5: 1	20.00%
SCHOOL 54	ART	83.13: 1	66.5: 1	20.00%
SCHOOL 04	ART	68.82: 1	58.5: 1	15.00%
SCHOOL 12	TECHNOLOGY	67.06: 1	57: 1	15.00%
SCHOOL 34	ART	105.88: 1	90: 1	15.00%
SCHOOL 39	ART	88.82: 1	75.5: 1	15.00%
SCHOOL 50	TECHNOLOGY	78.82: 1	67: 1	15.00%
RIA	ART	43.53: 1	37: 1	15.00%
SCHOOL 07	ART	93.53: 1	79.5: 1	15.00%
Monroe Lower	ART	40: 1	34: 1	15.00%
SCHOOL 16	ART	88.24: 1	75: 1	15.00%
NW HS	PHYSICAL EDUCATION	69.62: 1	60.33: 1	13.33%
RISE	PHYSICAL EDUCATION	118.46: 1	102.67: 1	13.33%
SOTA	HEALTH EDUCATION	116.15: 1	100.67: 1	13.33%
SCHOOL 22	PHYSICAL EDUCATION	153.08: 1	132.67: 1	13.33%
SCHOOL 39	PHYSICAL EDUCATION	115: 1	99.67: 1	13.33%
SCHOOL 28	ART	115.38: 1	100: 1	13.33%
SCHOOL 42	PHYSICAL EDUCATION	147.04: 1	132.33: 1	10.00%
SCHOOL 50	FOREIGN LANGUAGE	36.67: 1	33: 1	10.00%

SCHOOL 08	FAMILY & CONSUMER SCIENCE	15.56: 1	14: 1	10.00%
SCHOOL 08	HEALTH EDUCATION	15.56: 1	14: 1	10.00%
SCHOOL 22	ART	108.89: 1	98: 1	10.00%
RISE	ART	87.78: 1	79: 1	10.00%
SCHOOL 45	ART	81.85: 1	73.67: 1	10.00%
SCHOOL 08	SOCIAL STUDIES	194.44: 1	175: 1	10.00%
SCHOOL 35	PHYSICAL EDUCATION	138.15: 1	124.33: 1	10.00%
SOTA	FAMILY & CONSUMER SCIENCE	76.67: 1	69: 1	10.00%
Wilson Lower	ART	264.44: 1	238: 1	10.00%
SCHOOL 29	ART	76.11: 1	68.5: 1	10.00%
SCHOOL 42	ART	111.67: 1	100.5: 1	10.00%
SCHOOL 19	SCIENCE	136.11: 1	122.5: 1	10.00%
SCHOOL 19	SOCIAL STUDIES	136.11: 1	122.5: 1	10.00%
SCHOOL 50	HEALTH EDUCATION	42.78: 1	38.5: 1	10.00%
SCHOOL 54	PHYSICAL EDUCATION	95.19: 1	85.67: 1	10.00%
Monroe Upper	HEALTH EDUCATION	54.81: 1	49.33: 1	10.00%
SCHOOL 34	PHYSICAL EDUCATION	96.94: 1	87.25: 1	10.00%
SCHOOL 45	FAMILY & CONSUMER SCIENCE	26.11: 1	23.5: 1	10.00%
SCHOOL 07	PHYSICAL EDUCATION	117.04: 1	105.33: 1	10.00%
SCHOOL 12	ART	96.76: 1	89.5: 1	7.50%
SCHOOL 17	PHYSICAL EDUCATION	138.65: 1	128.25: 1	7.50%
Wilson Upper	PHYSICAL EDUCATION	163.78: 1	151.5: 1	7.50%
SCHOOL 28	ENGLISH	198.57: 1	185.33: 1	6.67%
SCHOOL 28	MATH	198.57: 1	185.33: 1	6.67%
SCHOOL 09	PHYSICAL EDUCATION	191.43: 1	178.67: 1	6.67%
SCHOOL 12	PHYSICAL EDUCATION	208.21: 1	194.33: 1	6.67%
SCHOOL 05	ART	118.21: 1	110.33: 1	6.67%
SCHOOL 33	ART	139.64: 1	130.33: 1	6.67%
SCHOOL 16	PHYSICAL EDUCATION	101.79: 1	95: 1	6.67%
SCHOOL 50	ART	104.64: 1	97.67: 1	6.67%
SCHOOL 05	PHYSICAL EDUCATION	132.11: 1	125.5: 1	5.00%

Roch Early College	PHYSICAL EDUCATION	148.95: 1	141.5: 1	5.00%
SCHOOL 02	PHYSICAL EDUCATION	59.47: 1	56.5: 1	5.00%
SCHOOL 12	FOREIGN LANGUAGE	148.95: 1	141.5: 1	5.00%
SCHOOL 35	ART	98.95: 1	94: 1	5.00%
SCHOOL 28	HEALTH EDUCATION	34.21: 1	32.5: 1	5.00%
SCHOOL 45	PHYSICAL EDUCATION	112.37: 1	106.75: 1	5.00%
SCHOOL 12	FAMILY & CONSUMER SCIENCE	28.95: 1	27.5: 1	5.00%
SCHOOL 12	HEALTH EDUCATION	28.95: 1	27.5: 1	5.00%
SCHOOL 19	FOREIGN LANGUAGE	16.84: 1	16: 1	5.00%
Wilson Lower	HEALTH EDUCATION	15.53: 1	14.75: 1	5.00%
Monroe Lower	HEALTH EDUCATION	46.32: 1	44: 1	5.00%
SCHOOL 28	PHYSICAL EDUCATION	146.32: 1	139: 1	5.00%
Wilson Upper	HEALTH EDUCATION	38.96: 1	37.4: 1	4.00%
SCHOOL 50	PHYSICAL EDUCATION	110.83: 1	106.4: 1	4.00%
SCHOOL 33	PHYSICAL EDUCATION	163.75: 1	157.2: 1	4.00%
SCHOOL 04	PHYSICAL EDUCATION	76.21: 1	73.67: 1	3.33%
SCHOOL 10	PHYSICAL EDUCATION	96.21: 1	93: 1	3.33%

Professional Learning Opportunities

As of November 2022, RCSD staff accumulated 11,428 unique professional learning course attendances and 41,886.5 professional learning credits earned. There were 307 unique professional development course offerings within this time period. *Figure 4* shows the distribution of professional learning courses attended by professional development credits earned by an employee.

Figure 4.

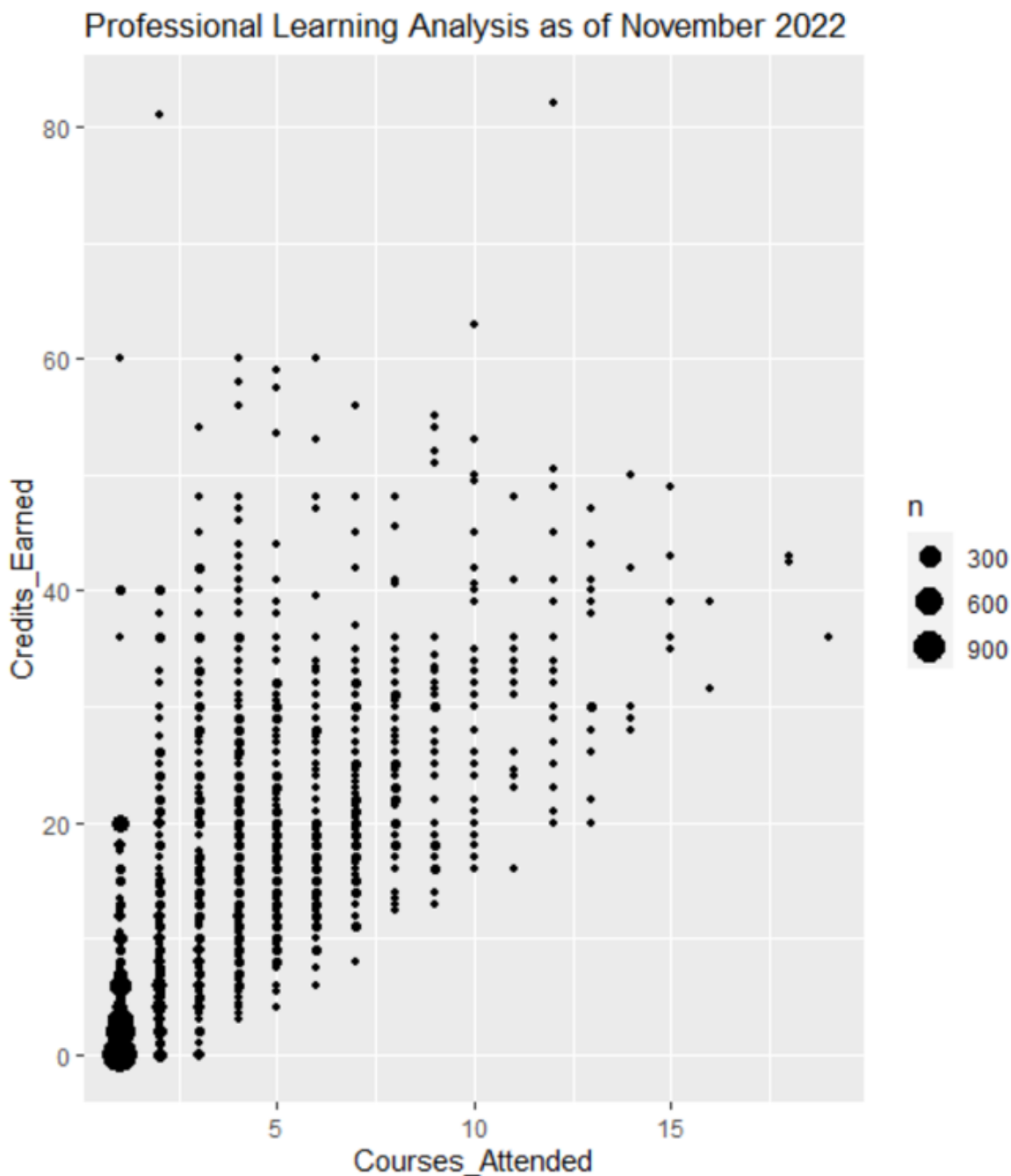


Figure 5 shows the number of attendees and the number of earned credits per professional learning course. It also delineates the type of professional learning course offered, simplified by the six most popular course types and the label "other", which serves as a stand-in for the additional 63 possible types.

Figure 5.



Figure 6 is the full catalog of professional learning courses offered at the district as of November 2022.

Figure 6.

Label	Professional Learning Course
1	IT_eLearning: Digital Transformation: Chromebooks in the Classroom
2	IT_eLearning: Digital Transformation: Google 101
3	IT_eLearning: Digital Transformation: Transformation 101
4	IT_eLearning: Digital Transformation: Google 102
5	IT_eLearning: eLearning LMS: Teaching Your Virtual Course
6	IT_eLearning: eLearning LMS: Creating Your Virtual Course
7	IT_eLearning: Digital Transformation: Blend and Flip Your Classroom
8	IT_eLearning: Digital Transformation: Transformation 201
9	IT_eLearning: SMART Suite: Enhancing Your Instruction with the SMART Notebook Introduction
10	IT_eLearning: Digital Transformation: Making Thinking Visible with Google
11	IT_eLearning: Dynamic Learning: Book Creator
12	IT_eLearning: Dynamic Learning: Thinglink
13	IT_eLearning: Digital Transformation: Tech Up Formative Assessment
14	IT_eLearning: Hive Summit
15	COMM_eLearning: Social Media 101
16	IT_eLearning: Dynamic Learning: BrainPop
17	IT_eLearning: Dynamic Learning: Padlet

18	SS_eLearning: Teaching Accurate and Comprehensive Black History in K-12 Schools
19	IT_eLearning: SMART Suite: Enhancing Your Instruction with SMART Lumio Online
20	IT_eLearning: Screencastify: Level 1- Mastering
21	IT_eLearning: Screencastify: Level 2- Genius
22	IT_eLearning: Edpuzzle: Level 1: Introduction with Google Classroom
23	IT_eLearning: Edpuzzle: Level 2: Intermediate
24	IT_eLearning: Dynamic Learning: Pear Deck
25	MTH_eLearning: Next Gen Standards for Mathematics (K-8)
26	IT_eLearning: The New Classroom: Transforming the Way We look at Teaching
27	IT_eLearning: Digital Transformation: Power Up Your Class with Gamification
28	IT_eLearning: Dynamic Learning: Edulastic
29	SCH03_Book Study-Strategies that Work: Teaching Comprehension for Understanding
30	DOME_ Biliteracy from the Start: Overview & Refresher Summer 2022
31	DOME_Dynamic Bilingualism in the Content Areas Summer 2022
32	DOME_The Translanguaging Classroom_Summer 2022
33	ELL_Accelerate Language Learning through Academic Content Summer School - Instructional Strategies
34	OSI_ Introduction to Data Wise: A Collaborative Process to Improve Learning and Teaching: Summer 2022
35	UPK_Creative Arts Connections for COR Session 1 for EPK Classrooms (Pre-K3) Summer 2022

36	ELA_Digging into Curriculum K-12 Summer 2022
37	UPK_Sign Language SUMMER PD 22
38	UPK_Creating a Welcoming Environment for Multilingual Learners SUMMER PD 22-23
39	UPK_Creative Arts Connections for COR Session 1 for UPK Classrooms (Pre-K4) SUMMER PD 2022-23
40	UPK_Promoting Children's Success: Pyramid Model Session 1 (Summer 2022)
41	UPK_Promoting Children's Success: Pyramid Model Session 2 (Summer 2022)
42	UPK_The Role of a Preschool Paraprofessional/Assistant SUMMER PD 2022
43	UPK_Toilet Training for RCSD Paraprofessionals: Required Potty Training (Summer 2022)
44	ELA_Next Generation ELA Writing Standards Progressions K-12 Summer 2022
45	ELA_Next Generation ELA Reading Standards Progressions K-12 Summer 2022
46	UPK_Compassion Fatigue SUMMER PD 2022
47	UPK_Constructive Feedback and Active Listening SUMMER 2022
48	UPK_An Overview of Emotional Trauma/ACES SUMMER 2022
49	UPK_Professional Boundaries SUMMER PD 22-23
50	UPK_Self-Awareness (Summer 2022)
51	UPK_Whose Kids are These? Abuse, Neglect, and Professional Boundaries (Summer 2022)
52	SCH28_School 28 Summer Quest Learning PD
53	UPK_Problem Solving SUMMER PD 2022-23
54	MTSS_You're an MTSS Liaison, so what? Summer 2022

55	UPK: Tools for Every-Day Anti-Racism SUMMER 2022
56	UPK_Infusing Math Throughout Your Day: It's Easy as 1, 2, 3! Summer 2022
57	MTH_eLearning: Next Gen Standards and a Deep Dive into the Instructional Shifts (K-8)
58	MTSS_Effectively Implementing Problem-Solving Teams (Summer 2022)
59	UPK_Bridging the Home-School Learning Spaces with PBS KIDS (Part 1) SUMMER PD 2022
60	UPK_Bridging the Home-School Learning Spaces with PBS KIDS (Part 2) SUMMER 2022
61	UPK_Sensory Play for PreK SUMMER PD 2022
62	MTSS_Successful Tier 1 Strategies that Support Student Success (Summer 2022)
63	SCI_Elements of the OpenSciEd Curriculum & Unit 1 of Grades 6-8 Summer 2022
64	SCI_Elements of the OpenSciEd Curriculum & Unit 2 of Grades 6-8 Summer 2022
65	SCI_Elements of the OpenSciEd Curriculum & Unit 3 of Grades 6-8 Summer 2022
66	SCI_Elements of the OpenSciEd Curriculum & Unit 4 of Grades 6-8 Summer 2022
67	SCI_Elements of the OpenSciEd Curriculum & Unit 5 of Grades 6-8 Summer 2022
68	SCI_Elements of the OpenSciEd Curriculum & Unit 6 of Grades 6-8 Summer 2022
69	SCI_3-D Assessments Summer 2022
70	SCI_3-D Teaching and Learning Summer 2022
71	SCI_Right to Know & Spill Make and Take Summer 2022
72	SS_Enslavement in Upstate NY: local history of enslavement & abolition through inquiry & restorative practices (Summer 2022)
73	SCH33_Quest Summer School PD #33

74	SSS_Restorative Practices and Equity Summer 2022
75	RISE_Summer Quest 2022 Learning
76	SCH12_ROC Summer Arts Staff PLE Summer 2022
77	SOTA_Commencement 9-10 at SOTA Professional Learning Institute Follow-up
78	SS_Culturally Relevant/Reflective Practices & Curriculum in K-6 Social Studies (Summer 2022)
79	SESHV_Speech Dept 22-23: Foundations Language Enrichment Program Advanced Training Summer 2022
80	SESHV_Intro to Foundations Language Enrichment Program Summer 2022
81	SPED_Foundational Literacy Skills for Students with Disabilities K-6 Summer 2022
82	SPED_Students with Disabilities in the General Education Classroom Summer 2022
83	SPED_Tier I Classroom Management Strategies and De-Escalation Techniques for SWD Summer 2022
84	CIT_New Mentor Summer Training 2022
85	CIT_New Teacher Orientation 2022
86	SSS_Ensuring the Educational Rights of Students in Transition-Under the McKinney-Vento Act Summer 2022
87	HPE_Whole School, Whole Community, Whole Child Collegial Circle Summer 2022
88	SPED_Teaching Reading Foundational Strategies for SWD in the Secondary Classroom Summer 2022
89	UPK_Build 'Em Up: Kids, Blocks, Science and Books SUMMER 2022
90	SS_The Antiracist Curriculum Project: LatinX Identity: Summer 2022

91	SS_Mikva Challenge: Engaging Youth in Elections: Summer 2022
92	GEN_Commencement Summer School 2022 Professional Development
93	EQU_Everyday Antiracism: Getting Real About Race in Schools, Summer 2022
94	EQU_NYS Culturally Responsive Sustaining Education Framework, Summer 2022
95	EQU_Equity and Educational Excellence, Summer 2022
96	SPED_Cultivating Emotional Resilience in Educators SUMMER 2022
97	SPED_High Quality School Psychology Evaluations and Report Writing SUMMER 2022
98	SS_Black History 365 Textbook Facilitator Training: Summer 2022
99	SS_EverFi: 306-Digital African American History Curriculum/Binah-Building Insights to Navigate Antisemitism & Hate: Summer 2022
100	SS_Project Soapbox in the Elementary Classroom Summer 2022
101	SCPD_Introduction to Asset Mapping: Part I Summer 2022
102	SS_Mikva Challenge: Creating Student Voice Committees: Summer 2022 Grades 7-12
103	SCPD_Asset Mapping as a Community Engagement Strategy: Part II Summer 2022
104	SCPD_Asset Mapping as an Attendance Strategy: Part III Summer 2022
105	CSD_Food Pantry Startup Part 1 Summer 2022
106	CSD_Food Pantry Startup Part 2 Summer 2022
107	SS_EverFi: Financial Literacy for High School: Summer 2022
108	RAP_Verbal De-Escalation & Disengagement

109	EQU_Establishing a Common Language around Race and Racism in the Rochester City School District, Summer 2022
110	EQU_Students Can't Wait...Equity In Action, Summer 2022
111	EQU_Clarissa Uprooted: The Exhibit-Unearthing Stories of Our Village (1940s-early 1970s), Summer 2022
112	SCPD_Introduction to Strategic and Community Partnerships Summer 2022
113	CSD_Community Schools 101 Summer 2022
114	SSS_The CASEL 5, Creating a Strong CORE for Social-Emotional-Learning (Summer 2022)
115	SSS_Naviance Basics (Summer 2022)
116	SSS_Culturally Responsive Trauma Support (Summer 2022)
117	OPL_New Course Requester / Level 1 Approver Training
118	OPL_Course Requester / Level 1 Approver Refresher Training
119	ELT_Lego Coach Training Summer 2022 Aug 15
120	LMS_Introduction to TLC Library Solutions (Summer 2022)
121	LMS_Trends in Library Resources
122	LMS_Database Boot Camp (Summer 2022)
123	ARTS_Arts Boot Camp K-12 Arts Best Practices
124	ARTS_Arts Boot Camp K-12 Pedagogy Academics
125	ARTS_Arts Boot Camp K-12, SEL, Relationships and Management
126	ELA_LETRS: Science of Reading - Volume 1 Unit 1

127	MTSS_eLearning: Unpacking Standards for Tier 1 Success Course 1
128	GEN_All In: High-Leverage Moves for Urban Education Reform Conference
129	SCH53_How To Be An Antiracist
130	OPL_Classroom Management: Proactive and Responsive Strategies
131	COMM_Smores
132	COMM_Robocalls
133	COMM_Media
134	GEN_Getting Started with Discovery Education (Summer 2022)
135	GEN_Creating Engaging Lessons with Discovery Education (Summer 2022)
136	GEN_Bring the World to Your Classroom with Discovery Education's Virtual Field Trips (Summer 2022)
137	GEN_Supporting Social Emotional Learning with Discovery Education (Summer 2022)
138	SPED_22-23 Psych Mentor Collegial Circle
139	FUS_'Pushout: The Criminalization of Black Girls' Collegial Circle
140	Gen_Therapeutic Crisis Intervention for Schools
141	COMM_Marketing 101
142	COMM_Social Media 102
143	COMM_Website
144	COMM_Hybrid Virtual Events
145	ECT_Architecture & Interior Design Externship

146	FUS_CSDF: Cybersecurity and Digital Literacy
147	FUS_CSDF: Computational Thinking, Network & Systems Designs
148	SCI_Introduction to Gizmos - Summer 2022
149	SCI_Expanding the Gizmos Experience - Summer 2022
150	SCI_Applying Sense-Making Scientific Practice with Gizmos - Summer 2022
151	SCH28_ Socio-Emotional Focus
152	SCH_54 Part 2 Utilizing Heggerty to Strengthen Phonemic Awareness in 1st and 2nd Grade
153	FUS_NYSCATE Choice Boards
154	FUS_NYSCATE Escape Rooms
155	SESHV_Speech Dept: Mentor Collegial Circle - Grit: The Power of Passion and Perseverance
156	SCH28_SmartNotebooking & Google Slides For Everyone
157	SS_AP Summer Institute - United States History
158	SS_OER Conference for Social Studies Summer 2022
159	SS_Debate in Social Studies Summer 2022
160	SS_Mikva Challenge Summer Institute, Day 1, Summer 2022
161	SS_Mikva Challenge Summer Institute, Day 2, Summer 2022
162	SS_5th Annual Teaching Black History Conference Day 1
163	SS_5th Annual Teaching Black History Conference Day 2
164	SS_5th Annual Teaching Black History Conference Day 3

165	RTA_Engagement Strategies for a Captivating, Trauma-Informed Classroom
166	RTA_Promoting Executive Functioning in the Classroom: Goal Setting, Planning, Prioritizing & Organization
167	RTA_Promoting Executive Functioning in the Classroom: Remembering: Teaching students how to retain information.
168	RTA_Be the Wildcard, Bringing Your Classroom to Life
169	RTA_The Bridge Between SEL and Student Equity
170	RTA_Promoting Executive Functioning in the Classroom. Cognitive Flexibility: Shifting and Flexible Problem Solving.
171	OPL_SBPT/PBPT Professional Learning Process Training 2022-2023
172	ECT_Masonry&ConstructionExternship
173	ECT_Electrical Industry Externship
174	ECT_Deep Discourse A Framework for Cultivating Student-Led Discussions to Support Student Writing
175	SCH_33 Orton Gillingham Training
176	ARTS_EducatorResilience
177	ARTS_Modern Band Summit 2022
178	EAST_Your Children Are Very Greatly in Danger
179	EASTU_Grading for Equity
180	SCH50_ Language for Learning
181	SOTA_Virtual AP Capstone Professional Learning Experience

182	RTA_Best Practices for Working with ELLs: Incorporating Translanguaging Strategies into Instruction
183	WCA_We Want to do more than survive: Summer Book Study
184	EASTU_The Art of Coaching Teams 101
185	EAST_Arts Academic Language
186	MONU_Restorative Practices - Walking After Midnight
187	SCH54_2022 Summer Institute
188	SCH05_Supporting Executive Functioning in the Classroom
189	GEN_New Strategies for New Teachers with Discovery Education
190	RTA_Promoting Executive Functioning in the Classroom: Self- Monitoring and Self Checking: Encouraging Independence
191	RTA_Promoting Executive Functioning in the Classroom: Emotional Regulation within the Academic Mindset.
192	RTA_Understanding and Writing Quality IEPs
193	RTA_Cooperative Discipline
194	SCH12_Problem Solving Intervention Team '22-'22
195	SCH45_The 7 Habits of Highly Effective People
196	SCH45_Instructional Leadership Summit 2022: Be In the Journey
197	SCH05_Hundred Book Challenge Training
198	SCH05_The Morning Meeting Handbook
199	SCH05_Goal Setting for Student Growth

200	SCI_NSTA National Conference on Science Education - Chicago 2022
201	GEN_Leadership Summit 2022- Principals- Aug 3-5
202	GEN_Unbound Ed Standards Institute
203	SCH58_Crew Institute
204	SCH58_Expeditionary Learning Jumpstart 2022
205	RTA_Teaching Students to Code in the Elementary Classroom
206	SCH58_Summer Expedition Planning & Best Practices for Alignment with CFA's
207	SCH46_Zones of Regulation
208	SCH22_Unlocking English Learners' Potential
209	SCH22_Culturally Responsive Teaching & the Brain
210	SCH22_Enriching our Teaching and Learning
211	SCH45_TCRWP July Writing Institute 2022
212	SOTA_AllyShip in the Classroom Summer 2022
213	SOTA_Chemistry Collaboration PLC
214	SOTA_Phenomenal Science Teaching PLC Summer 2022
215	SCH08_Onward: Cultivating Emotional Resilience in Educators - August 2022
216	UPK_Community & School Gardening : Using your classroom science materials and pacing guide to teach science. SUMMER 2022
217	UPK_Seesaw Updates and Sharing in PreK Summer 2022
218	SCH15_Conscious Classroom Management

219	ECT_TI-nspire CXII Workshop-Session 1
220	ECT_TI-nspire CXII Workshop-Session 2
221	SCH017_Authentic Assessment
222	SCH22_Trauma-Informed Practices
223	UPK_Inclusive Active Play! Practical ways to include Preschoolers with disabilities in physical activities with their peers.
224	UPK_PALS Summer2022
225	MONU_Expanding on Culturally Responsive Foundations
226	MONU_Tech Talks 2022-2023
227	SCH23_Using the Data Wise Process to Inform Instruction
228	UPK_Literacy Series: Little Writers Becoming Little Readers Summer 2022
229	UPK_Writing Phase 1: Hands that Play are Hands that Write!
230	UPK_Process Art and Social Emotional Learning
231	UPK_Pre-K Kick Off: The Best is Yet to Come! Summer 22-23
232	Y&J_The Science of Food and Fuel: A Nourish The Future AG Biotech Workshop
233	Y&J_Knowledge of Student Treatment Strategies for Students with Mental Health Concerns
234	SCH35_Summer Google Rotations (Workshop)
235	SCH35_MTSS
236	SCH35_Intermediate Make and Take

237	SESHV_SpeechDepartment: 22-23 STEPS Program Collegial Circle
238	SPED_High Quality School Psychology Evaluations and Report Writing
239	BEWL_TPRS Collegial Circle 2022-23
240	SCH35_Summer Lucy Calkins Writer's Workshop Model
241	UPK_Hope: The Core of Resilience Summer 22
242	UPK_ Pre K New Teacher - Summer 22
243	SCH35_iReady
244	UPK_ Pre K New Teacher Training Learning Environment - Summer 22
245	SCH35_iStation PD
246	UPK_ Pre K New Teacher Training Adult Child Interaction - Summer 22
247	UPK_ Pre K New Teacher Training Daily Routine - Summer 22
248	UPK_ Pre K New Teacher Training Make and Take - Summer 22
249	GR_PBL 201 Workshop
250	GR_PBL 201 Workshop (Received Stipend)
251	GR_PBL 101 Workshop
252	GR_PBL 101 Workshop (Received Stipend)
253	SCH05_Summer Learning Institute
254	GEN_ RCSD Visual Leadership Summit 2022
255	RTA_Understanding Your Students by Exploring the Characteristics of Teacher-Student Relationships

256	EastL_Choosing to See
257	NWJHS_PBIS Books to Build your PBIS Library
258	SCH10_Summer Cooper Institute
259	ARTS_GRAOSA Workshops 2022-2023
260	RTA_Let's Meet in the Middle
261	RTA_ Morning Meeting : Creating a Classroom Community (K-5)
262	RTA_Making the Connections that Motivate Learning
263	FLS_Quality Core Instruction for Middle School
264	SCH58_Elementary Evidence Based Strategies for Writing
265	SCH10_PBL Professional Development
266	EASTU_Exploring a Problem of Practice Semester 1
267	SCH106_ASD Collegial Circle
268	NECHS_Earth and Environmental Science Institute
269	ELA_Brigance III Training
270	SCH09_The Ins and Outs of Fountas & Pinnell Benchmark Assessments
271	ARTS_New Teacher Institute
272	ECT_Introducing EduProtocols
273	SCH25_Tier 1 Instruction
274	GEN_Principal Leadership Professional Learning 2022-2023

275	MTSS_Liaison Forum and Training 2022-2023
276	OSS_School Violence & Prevention Response
277	GEN_Getting Started with Discovery Education Series
278	ELA_Literacy Leaders Professional Learning Team: Semester 1
279	RTA_Trauma Informed Educating
280	SESHV_Speech Dept 22-23: LessonPix Tips and Tricks for Speech Pathologists
281	SCH45_The CORE of Leader in Me
282	SCH45_Leader In Me Lighthouse Journey
283	EAST_Anti-Racism and Critical Reflection
284	ELA_Hallmark #1 Persevering through Complex Texts
285	IT_LTG Personalized Learning PD
286	IT_ESFHS Teacher Professional Development
287	RTC_Exemplars for Defining and Implementing Culturally Informed Teaching
288	SCI_Building Science Liaisons 9-12
289	SCI_Building Science Liaisons K-8
290	SCI_Building Grade-level Science Experts 6-8
291	SSS_Introduction to Restorative Practices
292	SCI_Building Science Experts (Grades K-5) - Summer 2022
293	SCI_Building Science Liaisons (Grades K-12) - Summer 2022

294	LMS_MAKERSPACES IN LIBRARIES
295	RTC_Beautiful Ways of Being and Acting, a Culturally Grounded Approach to Student Behavior and Classroom Interactions (Copy)
296	SSS_EACH Youth Project ECHO
297	GEN_Mystery Science with Discovery Education
298	GEN_Supporting Special Education & ELL Students with Discovery Education
299	SOTA Culturally Relevant Literature for Adolescents 2022-2023
300	ELT_Lego Coach Training Summer 2022 Aug 16
301	CTE_Instructional Strategies for CTE Classrooms
302	GEN_Discovery Education - My Classrooms and the Student Experience
303	GEN_Discovery Education and Social Studies Techbook for Grades 6-12
304	GEN_Spotlight on Strategies and Using Studio with Discovery Education
305	GEN_Superintendent's Conference Day September 6 2022
306	SESHV: 22-23 Foundations Language Enrichment and Hearing in the Classroom
307	SS_Project Soapbox

Digitization of Student Records

All RCSD records located at School Without Walls have been digitized, reviewed for accuracy and loaded into the online system. This totals 921 boxes and 23,674 folders of records. Slated for completion in April 2023, the records at Hart Street will be digitized as well.

School Climate Survey (Communications)

The RCSD School Climate Survey was administered in December 2022 and asked pertinent questions around district communications of both staff, and parents. District communications efforts have been supplemented with stimulus funds in the 2022-23 school year. Three pertinent communications related questions and their responses can be found in *Figures 7-9*.

Figure 7.

Question 41: Staff Respondent -> This school communicates with parents and families in a timely and ongoing basis.

At this school, all students are treated equally, regardless of whether their parents are rich or poor.	Respondent Type	Respondent Count	Ratio
Agree	Teacher	467	0.49
Disagree	Teacher	125	0.13
Strongly Agree	Teacher	327	0.34
Strongly Disagree	Teacher	40	0.04

At this school, all students are treated equally, regardless of whether their parents are rich or poor.	Respondent Type	Respondent Count	Ratio
Agree	Non-Instructional School Staff	174	0.51
Disagree	Non-Instructional School Staff	46	0.13
Strongly Agree	Non-Instructional School Staff	108	0.32
Strongly Disagree	Non-Instructional School Staff	13	0.04

Staff: This school communicates with parents and families in a timely and ongoing basis.

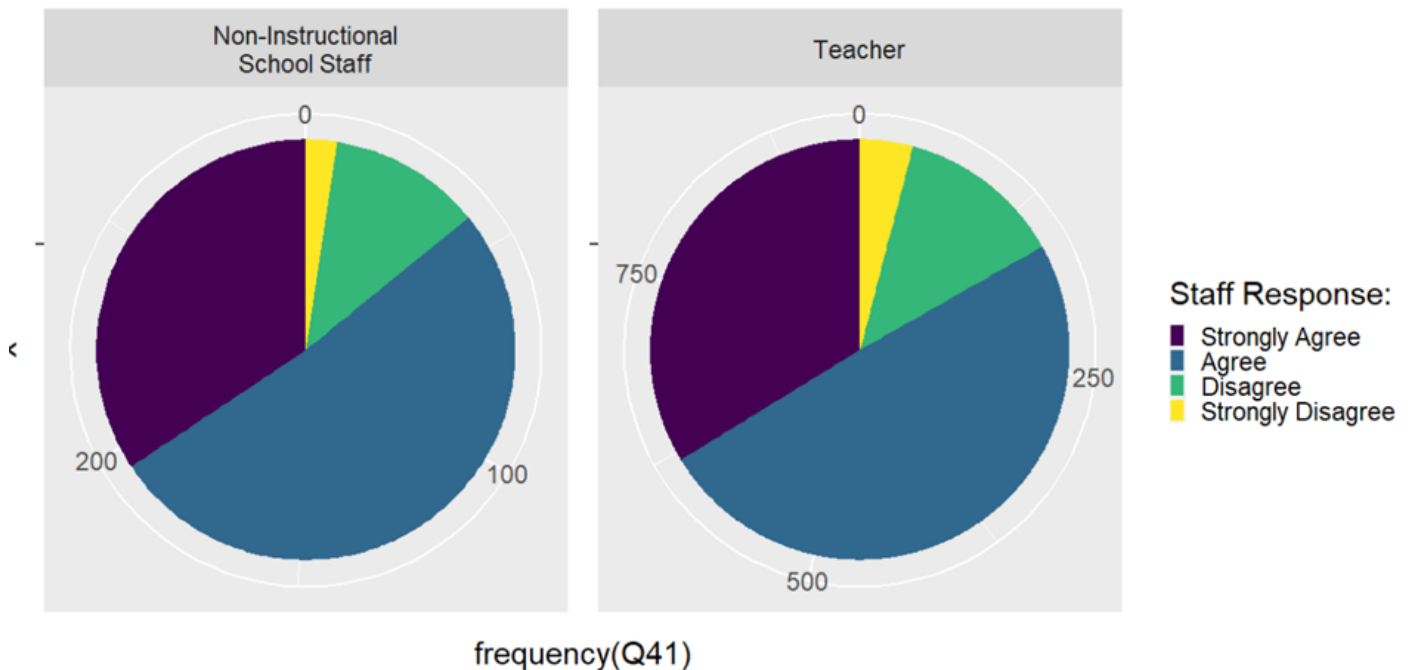


Figure 8.

Question 63: Parent or Guardian -> This school communicates school policies and procedures clearly to parents or guardians.

Parent or Guardian: This school communicates school policies and procedures clearly to parents or guardians.	Respondent	
	Count	Ratio
Agree	342	0.51
Disagree	129	0.19
Strongly Agree	148	0.22
Strongly Disagree	52	0.08

Parent or Guardian: This school communicates school policies and procedures clearly to parents or guardians.

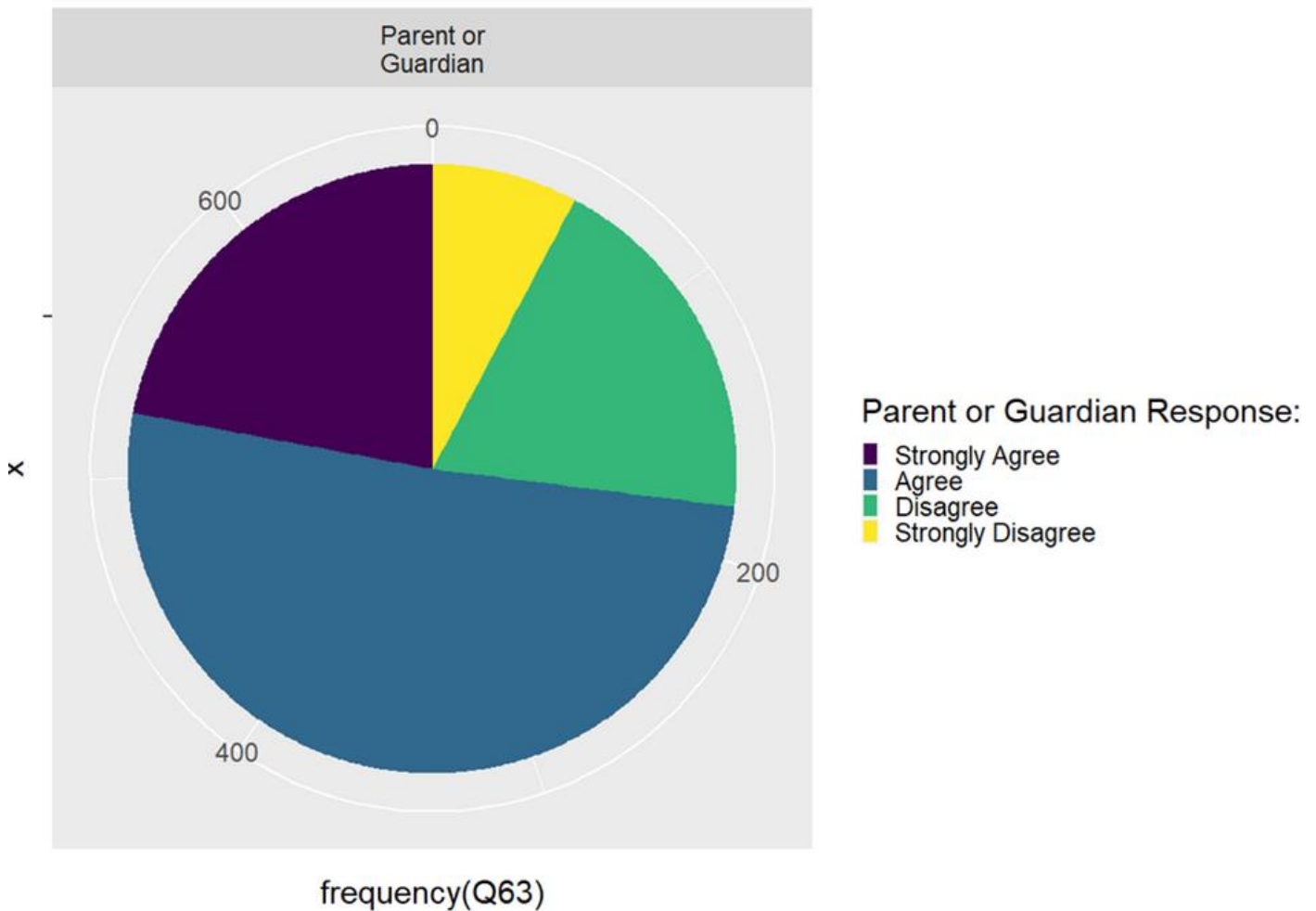
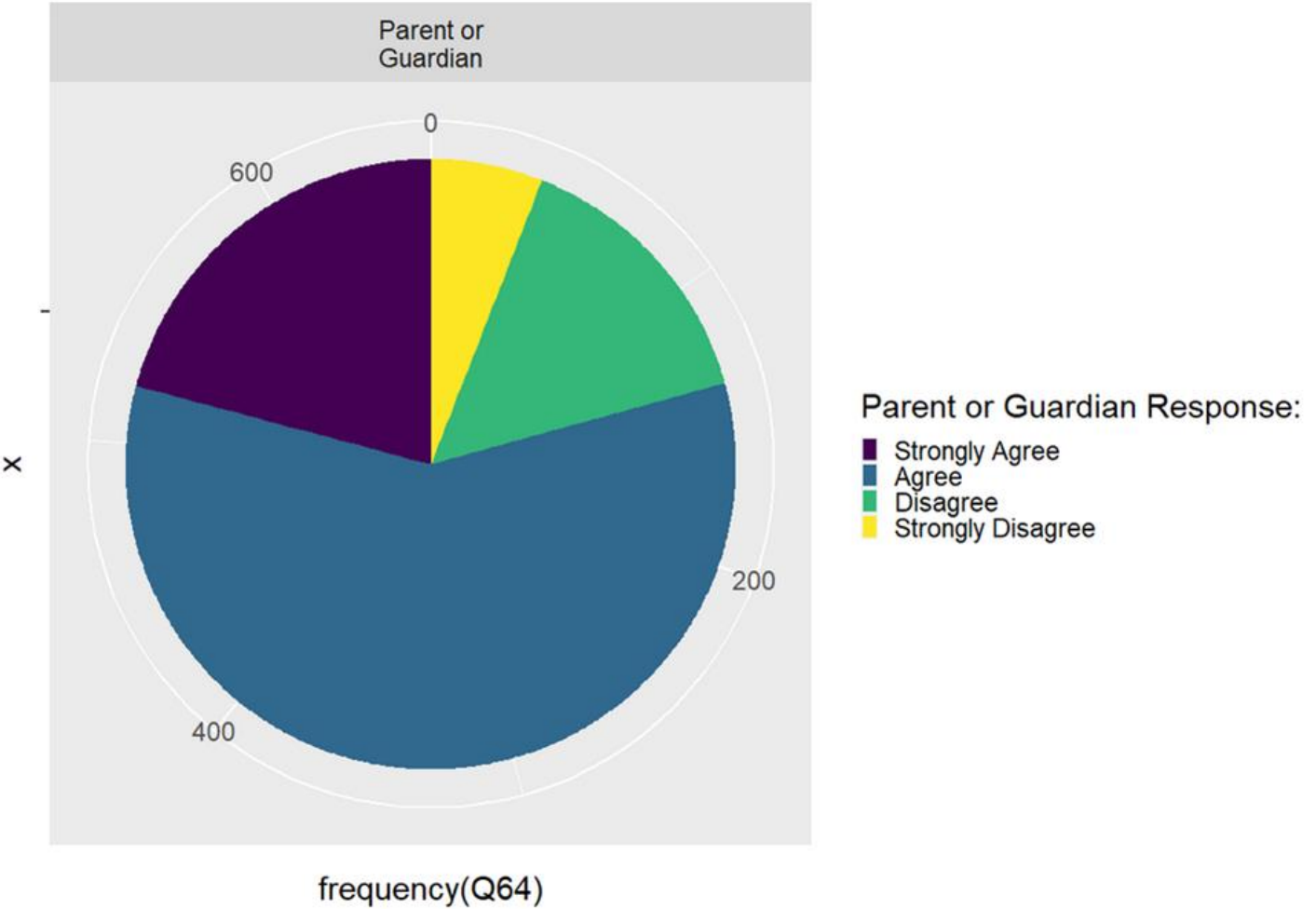


Figure 9.

Question 64: Parent or Guardian -> This school notifies parents or guardians effectively in the case of a school-wide emergency.

Parent or Guardian: This school notifies parents or guardians effectively in the case of a school-wide emergency.	Respondent	
	Count	Ratio
Agree	384	0.58
Disagree	97	0.15
Strongly Agree	137	0.21
Strongly Disagree	39	0.06

Parent or Guardian: This school notifies parents or guardians effectively in the case of a school-wide emergency.



Appendix 1: Federal Relief Funds Amendment (Summer 2022)

The Federal Relief Funds budget planning and amendment* process is in progress to ensure proper and equitable allocation of funds for the 2022-23 school year and subsequent funding years. At the close of the 2021-22 school year, spending for activities funded through both CRRSA and ARP were calculated. The budget was adjusted based on actual expended amounts, and projected costs for projects that will continue in the 2022-23 and 2023-24 school years. Through this process, surplus funds were identified from projects with actual and projected costs that were lower than the originally allocated dollar amounts. In addition, funds were also recovered from initially approved activities that will not move forward in the 2022-23 school year and beyond. Altogether, funding that was recouped from the original budget will be reallocated to fund new and/or existing projects. When selecting activities for additional funding through the amendment process, considerations included 1) urgent and emergent needs of the District; 2) efficiency of spend-down; and 3) stakeholder feedback (pg. 15). The amendment process focused on emerging needs within the District and aimed to maintain funding requests that aligned to the original priorities and initiatives outlined in the Federal Relief Fund Spending Plan. The District's amendment process for Federal Relief Funds (ARP and CRRSA) are planned by the Superintendent and Deputy Superintendents, and approved by the District's State Monitor before being sent to the New York State Education Department (NYSED) for formal approval.

Through the process, amendments were organized into two key categories:

- *New Requests for Funding* - Departments made requests for additional money for new activities, or to repurpose funds for a new activity.
- *Requests for Additional Funding* - Departments made requests for additional funding to support a project or activity that was part of the originally approved ARP or CRRSA budget

The final amendments will be approved by NYSED, at which time an updated FS-10 will be available on the RCSD website.

CRRSA Amendment

After all actual and projected costs were calculated and project budgets were adjusted, approximately **\$14M** was recouped from CRRSA funds. As such, CRRSA funding was amended to support the following new and existing projects to ensure continuity in the 2022-23 school year.

Priority 1: Rigorous Academics and Instruction

High-Quality Teaching and Learning for All

- NEW: Project Implementation Specialist positions for identified schools for the 2022-23 school year (~\$658K)
- Additions to Existing Project: Special subject area teacher positions (Art, PE, Technology, etc.) for the 2022-23 school year (~\$2.9M)
- Additions to Existing Project: Community School Coordinators for the 2022-23 school year (~\$439K)

Priority 6: District-Wide Infrastructure

District Infrastructure Improvements

- NEW: Funding to support operational continuity for RCSD facilities including increases in utility costs and new generators (~\$6M)

Priority 7: Student Health and Safety, Reopening, & COVID Response

Student Health and Safety, Reopening, & COVID Response

- NEW: Crisis Coordinator for Student Support Services (~\$65K)

- NEW: Funding to support increased fuel costs due to COVID (~\$300K)
- NEW: Health Services – BOCES Health Aides (~\$300K)
- Additions to Existing Project: COVID Paraprofessionals for the 22-23 school year (~\$1.1M)
- Additions to Existing Project: Additional building substitutes for the 2022-23 school year (~\$1.9M)

ARP Amendment

During the 2022-23 budget process, actual and projected costs for projects funded through ARP were calculated to identify surplus funds. After budgets were adjusted, RCSD teams were able to add \$5.4M worth of expenses from the General Fund budget into ARP in order to create a cost-savings for the District and balance our budget. These items are identified below using an asterisk*. During a second round of calculations, taking into consideration actual and projected costs of ARP-funded activities and project budgets that were adjusted, approximately **\$26M** was recouped from ARP funds. As such, ARP funding was amended to support the following new and existing projects to ensure continuity in the 2022-23 school year.

Priority 1: Rigorous Academics and Instruction

Improving Academic Programs

- NEW: Instructional materials to support science curriculum adoption (~\$1.9M)*
- NEW: Instructional materials to support science curriculum adoption (~\$1.2M)

Building Staff Capacity for Student Success

- Additions to Existing Project: Support of the LETRS training initiative (~\$964K)

Transforming Instruction

- Additions to Existing Project: Discovery Education Techbook resource for 7-12 students (~\$687K)

Supporting High Quality Learning Environments

- NEW: Contract with agency to support root cause analysis of RCSD chronic absenteeism issues (~\$77K)

Priority 2: Social and Emotional Learning Support

Creating a Culture of Support

- NEW: LyncX Academy staff and operating budget (~\$1.3M)*

Supporting NorthSTAR and Responding to the Unique Needs of Students with Disabilities

- NEW: Special Education expenditures to support Speech Language and Audiology services, as well as Special Education operations district-wide (\$1M)*

Improving Learning for Students with Disabilities

- NEW: Additional paraprofessional positions to support school-based needs (~\$1.2M)*

Priority 3: Leadership & Instructional Capacity

Increase Staff & Educator Effectiveness

- Additions to Existing Project: Funds to support SAMs Time Management programs (~\$105K)
- NEW: BENTE Pipeline Development Program (~\$735K)

Targeted Professional Learning to Schools in Accountability Status

- NEW: Funds to support school-based professional learning in Receivership schools (~\$700K)

Establish Teacher Recruitment Pipelines

- Additions to Existing Project: Funding to establish teacher recruitment pipelines (~\$2.2M) (pending State Monitor approval)

Priority 6: District-Wide Infrastructure

Effective Use of Federal Funds

- NEW: Additional staffing to Support the Legal Department (~\$776K)
- NEW: Contracted Services: Fees for external legal services to support Department of Law operations (~\$502K)

Achieving and Maintaining Digital Equity

- NEW: Laptops for support staff use (~\$623K)

District Infrastructure Improvements

- Additions to Existing Project: Additional funding to support Oracle Cloud Enterprise Resource Management transition (~\$4M)
- NEW: Additional funding and staff to support Mailroom and Distribution Center operations (~\$750K)

Priority 7: Student Health & Safety, Reopening, and COVID Response

Student Health & Safety, Reopening, and COVID Response

- NEW: RCSD Pathways to Peace staff support City Pathways to Peace (~\$771K)
- Additions to Existing Project: Continue District Wide Door Security Project to provide door contacts and video cameras at all exits (~\$4M)
- NEW: Replace locksets on all classroom doors (~\$4.5M)
- NEW: Replace PA headend equipment in 23 schools (~\$2M)

**A grant amendment is a formal change to the originally approved grant budget. Requesting an amendment is a routine part of the grant process and allows grantees to modify their original budget in order to accomplish the goals established by the grant.*