




ROCHESTER CITY SCHOOL DISTRICT
PROPOSED ACADEMIC AND
FINANCIAL PLAN FOR 2023 –2024




Dr. Shelley Jallow


State Monitor

June 29, 2023

Recommendation	Remain	Modify	Remove	Violation	Notes
<p>Table 5 Recommendation #1 The Rochester City School District (RCSD) leadership shall develop and have approved by the Board standard operating procedures (SOP) for professional development, including the protocol for onboarding new Board members, which shall be fully implemented by December 30, 2020.</p> <ol style="list-style-type: none"> Board resolution adopting standard operating procedures. Beginning January 31, 2021, submission by the District to the Monitor no later than 30 days following a new Board member taking office of artifacts demonstrating that the new Board member has been Onboarded in accordance with all elements of the SOP. 		<p>Table 5 Recommendation #1 Beginning December 30, 2020, District leadership shall implement fully Board approved standard operating procedures (SOPs) for professional development, including the protocol for onboarding new members.</p>			
<p>Table 5 Recommendation #2 The District leadership shall establish a protocol for regularly reviewing resolutions prior to presentation to the Board for action. The protocol shall include a thorough review of the resolution's content and the implication of the action being requested as it relates to academics, finance, and equity. The protocol shall also include answers to anticipated questions from the Board Commissioners. In addition, District leadership shall conduct a quarterly review of resolutions that the Board successfully approved. These resolutions can be used as examples for training purposes. These examples shall also be used during the orientation of new leaders into the District.</p>		<p>Table 5 Recommendation #2 The District leadership shall establish a protocol for regularly reviewing resolutions prior to presentation to the Board for action. The protocol shall include a thorough review of the resolution's content and the implication of the action being requested as it relates to academics, finance, and equity. The protocol shall also include answers to anticipated questions from the Board Commissioners.</p> <ol style="list-style-type: none"> By January 31, 2021, and every year thereafter, a schedule shall be 			

<p>1. By January 31, 2021, and every year thereafter, a schedule shall be created for resolutions to appear before the appropriate committee prior to presentation to the full Board.</p> <p>2. By January 31, 2021, and every year after, create a new calendar for resolution development that includes a specific time to conduct a final review of all resolutions, prior to submission to the Board clerk for inclusion in the Board resolution packet.</p>		<p>created for resolutions to appear before the appropriate committee prior to presentation to the full Board.</p> <p>2. By January 31, 2021, and every year thereafter, the district shall create a new calendar for resolution development that includes a specific time to conduct a final review of all resolutions, prior to submission to the Board clerk for inclusion in the Board resolution packet.</p>			
<p>Table 5 Recommendation # 3</p> <p>All Board meetings shall be conducted in strict accordance with Roberts Rules of Order.</p> <p>1. Documentation shall be collected every time legal counsel invokes the need for the Board to follow Robert’s Rules of Order. This shall be implemented immediately.</p> <p>2. Artifacts demonstrating the following shall be made accessible for review by the State monitor:</p> <ul style="list-style-type: none"> ☐ Annual training at the first Board meeting on Robert's Rules of Order ☐ RCSD counsel serving as Parliamentarian <p>Documentation of Violations of Robert's Rule of Law by Commissioners.</p>					

<p>Table 5 Recommendation #4 The Board shall incorporate racial and linguistic bias training into the Onboarding process for new Board Commissioners and the professional development plan for all Board Commissioners. Include in the Standard Operating procedures for Onboarding new Board Commissioners. Training will be conducted yearly by January 31.</p>					
<p>Table 5 Recommendation #5 The Board Policy Committee shall be held responsible for jointly developing a process for regularly reviewing and updating RCSD Board policies. 1. The Policy Committee Chair shall present a protocol for reviewing Board policies during a Policy COW scheduled no later than December 30, 2020. 2. Policies shall be presented as action items monthly at the Policy COW meetings beginning March 1, 2021. 3. Legal counsel shall present any new policies or regulations from the NY State Education Department and any other federal, state, county, or city government agencies on an as-needed basis.</p>					
<p>Table 5 Recommendation #6 All Board goals shall be SMART: specific, measurable, attainable, relevant and time-based</p>		<p>Table 5 Recommendation #6 All Board goals shall be SMART: specific, measurable, attainable, relevant and time-based</p>			

<p>1. SMART goals shall be posted on the District website annually by January 1.</p> <p>2. The Board goals shall remain current on the District website at all times and updated yearly.</p> <p>3. The Board goals shall be available in the languages most frequently spoken in the District.</p> <p>4. The Board goals shall be posted prominently throughout the District, including the Boardroom at the central office.</p>		<p>1. SMART goals shall be posted on the District website annually by July 30.</p> <p>2. The Board goals shall remain current on the District website at all times and updated yearly by July 30.</p> <p>3. The Board goals shall be available in the languages most frequently spoken in the District by July 30.</p> <p>4. The Board goals shall be posted prominently throughout the District, including the Boardroom at the central office by July 30.</p> <p>5. The Board should adhere to all Board Goals by regularly reviewing selected data to monitor progress for each goal's attainment at least twice a year.</p>			
<p>Table 5 Recommendation #7</p> <p>A multi-year Executive Leadership Professional Learning Plan to shall be implemented and evaluated, annually, beginning with the 2021-2022 school year.</p> <p>1. A copy of the multi-year Executive Leadership Professional Learning Plan shall be developed and submitted to the State monitor by June 30 of each school year for inclusion in the District Budget for the subsequent school year.</p> <p>2. A copy of the multi-year Executive Leadership Professional Development Plan, including a funding source, shall be co-developed with leadership at the</p>		<p>TABLE 5 Recommendation #7</p> <p>An Executive Leadership Professional Learning Plan shall be implemented and evaluated, annually, beginning with the 2021–2022 school year.</p> <p>1. A copy of the Executive Leadership Professional Learning Plan shall be developed and submitted to the State monitor by June 30 of each school year for inclusion in the District budget for the subsequent school year.</p>			







<p>East EPO and submitted to the State monitor by January 15th of every year.</p>		<p>2. A copy of the multiyear Executive Leadership Professional Development Plan, including a funding source, shall be developed in consultation with leadership at the East Educational Partnership Organization (EPO) and submitted to the State monitor by July 31 of every year.</p>			
<p>Table 5 Recommendation #8 Although work has been done to reduce the number of Board meetings, during the month of September 2020, the RCSD Board conducted 10 Board meetings. The volume and frequency of the various Board meetings justify the full utilization of BoardDocs. This will allow the Board to:</p> <ol style="list-style-type: none"> 1. Record votes 2. Enter meeting minutes 3. Display meeting information to an audience during Board meetings 4. Load agenda items using advanced document workflow technology <p>An additional service extension (additional cost required) called BoardDocs Plus would allow the Board to manage separate meetings for multiple Boards or committees</p> <ol style="list-style-type: none"> 1. The Board shall begin utilizing more components of Board Docs with full implementation of all components by January 30, 2023. 2. Effective January 30, 2024, the Board shall reduce the number of meetings compared to the previous year. 		<p>Table 5 Recommendation #8</p> <ol style="list-style-type: none"> 1. The Board shall continue maximizing all components of Board Docs with full implementation of all components by January 30, 2023. 2. Effective January 30, 2024, the Board shall reduce the number of meetings compared to the previous school year. 			


Table 5 Recommendation #9 Annual self-evaluations of RCSD Board Commissioners will be made public and available on the RCSD Website. Availability on the website should be provided in the languages most frequently spoken in the District.			X		
Table 5 Recommendation #10 The RCSD shall address all yellow and red ratings from all plans in writing by the subsequent quarterly report.	✓				
Table 5 Recommendation #11 District administration shall implement a plan to afford earned and bounded autonomy to Receivership schools beginning in the 2022–2023 school year. Professional development for school leadership teams regarding levels of autonomy shall be made available.	✓			X	Potential Violation as of May 1, 2023
Table 5 Recommendation #12 Effective immediately, create a work calendar that affords school chiefs a minimum of three uninterrupted days, per week, providing direct services in assigned schools.	✓				



<p>Table 5 Recommendation #13 Superintendent evaluation shall be initiated no later than 30 days following the first day of the school year.</p> <ol style="list-style-type: none"> 1. The Superintendent’s evaluation schedule and goals should be ready for review by October 10 or 30 days following the first day of school, whichever comes first. 2. The Superintendent’s evaluation should be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan. 					
<p>Table 5 Recommendation #14 Central Office cabinet members’ evaluations shall be initiated no later than 45 days following the first day of the school year.</p> <ol style="list-style-type: none"> 1. Central Office cabinet members’ evaluation schedule and goals should be ready for review by October 31. 2. Central Office cabinet members’ evaluations shall be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan. 					
<p>Table 5 Recommendation #15 The Superintendent shall exercise powers allowed under Education Law 211-f and Commissioner’s Regulations 100.19., similar to successful actions taken by the leadership in Buffalo and leadership at the East EPO. Implementation of the laws and regulations should be examined with an intent to exercise the powers of the Superintendent by October on an annual basis.</p>		<p>Table 5 Recommendation #15 The Superintendent shall exercise powers allowed under Education Law 211-f and Commissioner’s Regulations 100.19. Implementation of the laws and regulations should be examined with an intent to exercise the powers of the</p>			



Options include, but are not limited to the following: <ul style="list-style-type: none"> Expand the school day or school year Review, expand, alter or replace the curriculum and program offerings at the school Mandate faculty meetings 60 minutes twice per month Mandate common planning. 		Superintendent by August each year.			
Table 5 Recommendation #16 Board shall vote to approve a permanent superintendent by July 1, 2023.			X		
Table 5 Recommendation #17 District administration shall submit to the Board for approval, new RCSD high school graduation requirements more aligned to college and career readiness for implementation starting with the 2024 cohort.	✓			X	Potential violation as of May 2023.
Table 5 Recommendation #18 Board shall approve selected schools by January 1, 2023, and submit the FMP Master Plan in April 2023.	M	Table 5 Recommendation #18 The Board shall approve selected schools for participation in the Facilities Modernization Plan (FMP) by January 1, 2023. The District administration shall present a first draft of the FMP master plan to the State monitor and financial consultant for feedback by August 15, 2023.			




		<p>District administration shall present the FMP (academic and fiscal) for a Board vote of approval at the October 2023 business meeting.</p> <p>The Board and District leadership shall conduct a work session a minimum of twice a year to reassess each phase of the FMP using fiscal, academic, facilities, and equity lenses.</p>			
<p>Table 5 Recommendation #19 Board receive a draft of a new RCSD Strategic Plan by May 31, 2023, and will vote on a final draft of the new 5-year RCSD Strategic Plan no later than October 31, 2023.</p>		<p>Table 5 Recommendation #19 The Board shall receive a draft of a new RCSD Strategic Plan by August 30, 2023, and shall vote on a final framework of the new 5-year RCSD Strategic Plan no later than October 30, 2023. The State monitor and the Board shall receive written quarterly updates, aligned to district marking period timelines, on the strategic plan. An annual retreat should be scheduled with the Board, District administration and the State monitor to report on annual progress in implementing the strategic plan.</p>			



<p>Table 7 Recommendation #1</p> <p>Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate Onboarding, accountability, and supervision throughout the District.</p> <p>1. By February 1, 2023, submit to the State monitor a plan to create, monitor and update the SOP of each department annually.</p>		<p>Table 7 Recommendation #1 The District administration should establish and maintain current SOPs for each RCSD department to facilitate onboarding, accountability, and supervision throughout the District.</p> <p>1. By February 1, 2023, submit to the State monitor a plan to create, monitor, and update the SOP of each department annually.</p> <p>2. Submit evidence of the utilization of SOPs in the following departments with the quarterly reports submitted for the academic and financial plans:</p> <ul style="list-style-type: none"> • Student Placement • PreK • Purchasing • Athletics • Bilingual Education • Accountability • Special Education • Federal Funds • Staff recruitment, selection and placement 			

<p>Table 7 Recommendation #2</p> <p>Reorganize Office of Human Capital operations by keeping existing titles/positions and moving people through reassignments and transfers and develop a new organization chart to address District priorities as follows:</p> <ul style="list-style-type: none"> • Staff Relations • Recruitment & Selection • Staff & Educator Effectiveness <p>Create a talent management plan to properly support and develop all staff, focusing on succession planning, particularly for key leadership roles.</p> <p>Change Chief of Human Resources title to Chief of Human Capital or Chief Human Capital Officer</p> <p>Clarify, reset and establish a human capital branding, including clarification of the role of the Chief Human Capital Officer (CHCO) The District administration shall adhere to the following:</p> <ol style="list-style-type: none"> 1. Existence of a new RCSD Human Capital website and social media reflecting upgraded branding by June 30, 2021. 2. Organization charts are updated and appear on the District and school websites by August 15 of each year. 3. New talent management plan by July 2021. 4. Implementation of a new talent management plan by September 2021. 5. Creation of a reorganized Department of Human Capital 					

<p>Table 7 Recommendation #3 District administration shall implement a comprehensive professional development plan and a companion program evaluation instrument aligned to the new RCSD Strategic Plan to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students to include:</p> <ul style="list-style-type: none"> • Effective Leadership and Teaching Practices • Turnaround Leadership Actions and Competencies. • Management Skills • Data Utilization for Resource Allocation and Academic Achievement • Behavioral Support • Evaluating teachers of ELLs and Students with Disabilities • Support for Diverse Student Populations. • Change Management • Community Outreach and Engagement <p>The District administration shall adhere to the following:</p> <ol style="list-style-type: none"> 1. Submit an annually updated systematic professional development plan by May 1 for the subsequent school year. 2. Submission of an annually updated program evaluation instrument by May 1 for the subsequent school year. 3. Effective January 1, 2021, program evaluation indicators shall be used quarterly to measure the impact of programs. 		<p>TABLE 7 Recommendation #3 The District administration shall implement a comprehensive professional development plan and a companion program evaluation instrument aligned to the new RCSD Strategic Plan to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students. The professional development plan shall include the following components :</p> <ul style="list-style-type: none"> • Effective Leadership and Teaching Practices • Research based coaching model for teachers and school leaders • Turnaround Leadership Actions and Competencies. • Management Skills • Data Utilization for Resource Allocation and Academic Achievement • Behavioral Support • Evaluating teachers of ELLs and Students with Disabilities • Support for Diverse Student Populations. • Change Management <p>The District administration shall adhere to the following:</p> <ol style="list-style-type: none"> 1. Submit to the State monitor an annually updated systematic 			<p>Potential violation as of May 2023.</p>
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		<p>professional development plan by July 31 for the subsequent school year.</p> <p>2. Submit an annually updated program evaluation instrument by July 31 for the subsequent school year.</p> <p>3. Effective January 1, 2021, the district shall use program evaluation indicators quarterly to measure the impact of programs.</p>			
<p>Table 7 Recommendation #4</p> <p>Develop and fund a leadership academy for central office leaders.</p> <p>Develop and fund a leadership academy for aspiring school leaders. The District administration shall adhere to the following:</p> <ol style="list-style-type: none"> 1. Include a budget line for two leadership academies in every school year budget. 2. Submit a copy of the goals, purpose, and scope of work and evaluation tool to the State monitor for review and approval for each academy by February 2022, and annually each February thereafter. 3. Submit evaluations and progress reports, aligned to district marking period timelines, from each academy to the State monitor for review quarterly throughout the duration of each academy. 4. Submit the final report of each academy for evaluation by the State monitor at the conclusion of each academy. 				<p>Potential violation as of May 2023.</p>	


<p>Table 7 Recommendation #5 The administration shall develop a plan for progress monitoring the effectiveness of SOPs annually.</p> <ol style="list-style-type: none"> 1. Sample SOPs 2. Progress monitoring tools 3. Progress monitoring plan 					
<p>Table 7 Recommendation #6 Develop a clear, rigorous, and turnaround leadership competency-based selection process for administrators, placing final hiring authority with the Superintendent.</p> <p>Establish a robust central office hiring process to produce the best candidates and select the most competent and qualified candidates based on pre-established criteria. Implementation Plan that minimally includes the following for presentation to the HR COW, annually, by May 30, 2021:</p> <ul style="list-style-type: none"> • recruitment strategy • competency-based selection process • pipelines and partnerships with colleges, universities, and other organizations locally, regionally, and nationally • financial and non-financial incentives to attract and retain diverse talent 					
<p>Table 7 Recommendation #7 District administration shall fully implement the Annual Professional Performance Review (APPR) Plan.</p>		<p>Table 7 Recommendation #7 The District administration shall fully implement the Annual Professional Performance Review (APPR) Plan.</p>			



<p>1. Full adherence to all components of the APPR shall be initiated effective immediately</p> <p>2. Annually, by August 30, each school and department shall submit an evaluation calendar to Human Resources. The calendar shall be made accessible to the State monitor.</p> <p>3. Annually, by October 1, the State monitor, CAO, and Chiefs of Schools shall conduct a randomly selected review of redacted evaluations each month.</p>		<p>1. Full adherence to all components of the APPR shall be initiated effective immediately</p> <p>2. Annually, by October 1, the State monitor, Chief Academic Officer (CAO), and Chiefs of Schools shall conduct a review each month of randomly selected and redacted evaluations</p> <p>3. Starting November 1, 2023, the district shall submit to the State monitor on the first day of each month evidence, in a format approved by the monitor, detailing</p> <ul style="list-style-type: none"> • Evaluation completion rates • Evaluation data trends • Actions taken by the District administration in response to evaluation data • Alignment to professional learning plans • Evaluation trends for teachers, assistant principals and principals 			
<p>Table 7 Recommendation #8</p> <p>Establish Zone Offices led by Chiefs of Schools with staff to support each zone. District administration shall elevate the authority and responsibilities of the Chiefs of Schools. The staff should minimally include staff developers for math, ELA, science, social studies, special education, English as a new</p>					<p>Potential violation as of May 2023.</p>

language/bilingual education, and data beginning with the 2023–2024 school year.					
Table 7 Recommendation #9 Establish a biweekly meeting with an academic District leadership team representing the offices responsible for finance, enrollment, placement, accountability, human capital, and institutional technology to discuss staffing allocations and projections. The Monitor will attend, preview agendas, and monitor outcomes from meetings effective immediately.			X		
Table 7 Recommendation #10 District administration shall annually, by March 1, submit to Executive Leadership and the State monitor a talent management plan, including a budget, for each collective bargaining unit, including strategies for the following: talent acquisition, Onboarding and integration, leadership and management development, performance management, and succession planning.			X		
Table 7 Recommendation #11 Effective immediately, all interviews for school or District leadership positions with any responsibility for oversight of Receivership Schools shall include the participation of the State monitor in the interview and selection process.	✓				


<p>Evidence of implementation shall be:</p> <ol style="list-style-type: none"> 1. Meeting participation 2. Interview Notes 3. Resume Reviews 					
<p>Table 7 Recommendation #12 The District administration shall secure the services of a third party to conduct a Districtwide headcount of all District staff to determine number, location and functionality for all out of classroom positions to be completed prior to February 1, 2024. Based on the results of the headcount and function audit, by July 30, 2024, the District administration shall restructure the Central Office by reducing staff and reassigning key staff positions to schools and zone offices.</p>	NEW				
<p>Table 9 Recommendation #1 The District shall make a good faith effort to remove from collective bargaining agreements constraints on how and when the administration and other instructional leaders can conduct informal and formal observations.</p>			X		




<p>Table 9 Recommendation #2</p> <p>Consolidate Multi-Language Learner (MLL) and English as a New Learner (ENL) into one Department, Bilingual Education, and World Languages. The (BEWL) shall report to the CAO. Include special education and BEWL as part of core training (e.g., English Learner Tool Kit, Commissioner’s Regulations Part 154, (Commissioner’s Regulations Part 200)) for all administrators and teachers. The District administration shall adhere to the following:</p> <ol style="list-style-type: none"> 1. By September 2021, create a new Department of BEWL under the supervision of the CAO. 2. Starting July 1, 2021, hold all school and District leaders responsible for BEWL and special education student outcomes through a collection of agendas, evaluations, and walkthrough data as part of an instructional rounds protocol; conducted monthly by Chiefs. 					
<p>Table 9 Recommendation #3</p> <p>Create a course of studies that includes updating policies for curriculum and instruction. By March 31, 2023, the District administration shall submit the first draft of the RCSD Secondary Course of Studies to the ESA COW and State monitor for review.</p>					

<p>Table 9 Recommendation #4 District administration shall revamp the RCSD Summer School Program, including ESY. By March 1, the administration shall develop for implementation, an annual plan for summer school programming that outlines the following:</p> <ul style="list-style-type: none"> ☐ Summer School Purpose and Goals ☐ Budget ☐ Target student population ☐ Eligibility to participate ☐ Program Structure (virtual, blended, brick & mortar) ☐ Staffing Structure and Process ☐ Recruitment Strategies ☐ Instructional Design ☐ Instructional Materials ☐ Grading Policies and Protocols ☐ Leadership Structure ☐ Supervision Protocols ☐ Program Evaluation ☐ Communication Plan ☐ Student Registration Plan 		<p>Table 9 Recommendation #4 The District administration shall continually improve the RCSD Summer School Program, including the Extended School Year (ESY) program. By March 1 each year, the administration shall develop an annual plan for summer school programming that outlines the following:</p> <ul style="list-style-type: none"> • Summer School Purpose and Goals • Budget • Target student population • Eligibility to participate • Program Structure (virtual, blended, brick & mortar) • Staffing Structure and Process • Recruitment Strategies • Instructional Design • Instructional Materials • Grading Policies and Protocols • Leadership Structure • Supervision Protocols • Program Evaluation • Communication Plan • Student Registration Plan <p>The plan shall be implemented each year as approved.</p>			



<p>Table 9 Recommendation #5 Implement an annual training for school counselors and registrars that includes technical knowledge in the areas of transcript review and development, master scheduling, analysis of foreign transcripts, familiarity with the RCSD Course of Studies, Freshman Academy design, and CTE counseling.</p> <p>By July 2021, the administration shall implement annual training for school counselors and registrars.</p>					
<p>Table 9 Recommendation #6 Students are considered chronically absent if they are absent > 10% of enrolled attendance days. 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 through 8.</p> <ol style="list-style-type: none"> 1. By September 1, 2021, all school leadership teams shall be trained, annually, on the Power school Student Information System, with a focus on modules for attendance (including no-show tracking), grading, master scheduling, parent portal, behavior tracking, health, early warning, and graduation tracking. 2. District administration will provide evidence quarterly of the increase in the utilization of the modules referenced above. 3. By September 2024, the superintendent shall complete the transition of elementary schools to the neighborhood community model, contingent upon recommendations of a feasibility study. 		<p>Table 9 Recommendation #6</p> <ol style="list-style-type: none"> 1. Annually, by September 30, all school leadership teams shall complete a minimum of 4 hours of training on the PowerSchool Student Information System, with a focus on modules for attendance (including no-show tracking), grading, master scheduling, parent portal, behavior tracking, health, early warning, and graduation tracking. 2. The District administration shall provide evidence quarterly of the increase in the utilization of the modules referenced above, in alignment with district marking period timelines. 			



<p>Table 9 Recommendation #7</p> <p>Establish a comprehensive assessment program to measure levels of proficiency for content and course standards, English Language acquisition, reading level, and college and career metrics for grades k through 12.</p> <p>Approve an annual RCSD comprehensive assessment program by April.</p>			X		
<p>Table 9 Recommendation #8</p> <p>By May 31, 2023, develop or modify the following policies: Grading, Retention, and Promotion. The secondary course catalog should include all updated policies.</p> <ol style="list-style-type: none"> 1. Grading Policy 2. Retention Policy 3. Promotion Policy 4. Policy COW Meeting Agendas 5. Board Agendas 	M	<p>Table 9 Recommendation #8</p> <p>By September 1, 2023, the Board shall develop or modify, as appropriate, grading, retention, and promotion policies. The secondary course catalog should include references to all updated policies.</p> <p>Evidence of Implementation shall be:</p> <ol style="list-style-type: none"> 1. Grading Policy 2. Retention Policy 3. Promotion Policy 			
<p>Table 9 Recommendation #9</p> <p>Update all District curriculum materials. By February 2023, the RCSD administration shall present to the Superintendent a plan and budget for removing all</p>	M	<p>Table 9 Recommendation #9</p> <p>The District shall update curriculum materials. By September 2023, the RCSD administration shall present to</p>			



dated curricular materials from schools and storage spaces.		the Superintendent a plan and budget for removing annually all dated curricular materials from schools and storage spaces.			
<p>Table 9 Recommendation #10 The District shall make a good faith effort to remove from collective bargaining agreements constraints on how and when the administration and other instructional leaders can conduct informal and formal observations.</p> <ol style="list-style-type: none"> 1. A cost and program analysis of all MOAs and MOUs shall be presented as an agenda item for the executive cabinet and the State monitor effectively immediately. 2. All MOAs and MOUs related to any collective bargaining units shall become an agenda item at the HR Committee of the Whole, effectively immediately. 3. All MOAs and MOUs that impact the teaching and learning process and the District finances shall be presented to the Board for discussion, effective immediately. 4. All MOAs and MOUs shall be negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team. 5. The State monitor shall attend or receive minutes from all RCSD negotiation meetings. 					



<p>Table 9 Recommendation #11 Full implementation of the Annual Professional Performance Review (APPR). Beginning no later than October 1, 2021, a random monthly review of redacted evaluations (teacher and principal) shall be conducted by the State monitor, HCI, CAO, and Chiefs, of Schools to ensure full implementation of the District's APPR plan.</p>					
<p>Table 9 Recommendation #12 Effective immediately, adopt the current Data Wise model as the District model for data-driven decision-making and school and District improvement.</p>		<p>Table 9 Recommendation #12 Effective immediately, the District shall adopt the current Data Wise model as the District model for data-driven decision-making and school and District improvement by minimally using data from the following sources:</p> <ul style="list-style-type: none"> • Annual Professional Performance Review (APPR) data • Student assessment data • Student behavior data 			
<p>Table 9 Recommendation #13 Effective immediately, create a process for the identification and placement of ELLs, which includes the use of the Home Language Questionnaire and, as necessary the Informational Interview, the New York State Identification Test for ELLs (NYSITELL), the Language Proficiency Team review for students with IEPs and the District has chosen identification tool</p>		<p>Table 9 Recommendation #13 Effective immediately, the District shall begin implementation of actions that will result in all conditions in the Corrective Action Plan (CAP) imposed on the District by the New York State Education Department's (NYSED) Office of Bilingual Education and World</p>			



<p>for Students with Interrupted Formal Education (SIFE), with fidelity.</p> <ul style="list-style-type: none"> • Establish systems and structures to receive all students, specifically newly arrived immigrant students, unaccompanied minors, and English Language Learners new to the District. • Provide all families with the complete orientation process, which includes the explanation of programming options available to any ELL entering the District, as per CR-Part 154. The various programming options must be presented to all families, no matter the language spoken. • The process should be presented to the State monitor, Deputy for Teaching and Learning, and the Associate Commissioner from the Office of Bilingual Education and World Languages quarterly, beginning August 1, 2022. • Create a Welcome Center in a central location to facilitate this process for families of ELLs, by September 2023. <ol style="list-style-type: none"> 1. Implementation Plan 2. Parent Surveys 3. Observation Data 4. Sample redacted questionnaires 5. Website 6. District Communication 		<p>Language (OBEWL) being satisfied before June 1, 2024. The district shall:</p> <ul style="list-style-type: none"> • Establish systems and structures to admit all students, specifically newly arrived immigrant students, unaccompanied minors, and English language learners (ELLs) new to the District. • Provide all families with the complete orientation process, which includes the explanation of programming options available to any ELL entering the District, as per Commissioner’s Regulations (CR) Part 154. The various programming options must be presented to all families, no matter the language spoken. • Create a Welcome Center in a central location to facilitate this process for families of ELLs, by September 2023. <p>Evidence of Implementation shall include:</p> <ol style="list-style-type: none"> 1. Implementation Plan 2. Parent Surveys 3. Observation Data 4. Sample redacted questionnaires 5. Website 6. District Communication 			
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<p>Table 9 Recommendation #14 District administration shall implement a mandated Annual Bilingual Equity and Civil Rights Institute for central office administrators, school leaders, and teachers effective July 1, 2022. Include appropriate funding beyond Title III to support implementation with fidelity</p> <ol style="list-style-type: none"> 1. Implementation Plan 2. Walkthrough Data 3. Student Achievement Data 4. Student Behavioral Data 5. Parent Surveys 6. Student Surveys 					
<p>Table 9 Recommendation #15 Effective July 1, 2022, implement the NYSED-sponsored “Bridges to Academic Success” curriculum for Students with Interrupted Formal Education. Include appropriate funding beyond Title III to support implementation with fidelity. Evidence of implementation shall include:</p> <ol style="list-style-type: none"> 1. Implementation plan 2. Walkthrough data 3. Student achievement data 4. Inclusion in the RCSD Course Catalogue 5. Budget 					


<p>Table 9 Recommendation #15'</p> <p>Effective immediately, there shall be timely and complete adherence by the District to NYSED Corrective Action Plan for English language learners and the court-ordered Consent Decree. Include special education and BEWL as part of core training (e.g., English Learner Tool Kit, Commissioner's Regulations Part 154, (Commissioner's Regulations Part 200) for all administrators and teachers.</p> <p>Starting July 1, 2021, hold all school and District leaders responsible for BEWL and special education student outcomes through a collection of agendas, evaluations, and walkthrough data as part of an instructional rounds protocol; conducted monthly by Chiefs.</p>					
<p>Table 9 Recommendation #16</p> <p>District administration shall create a course of studies that includes updating policies for curriculum and instruction, updated CTE offerings, and updated pathways to college and career.</p> <ol style="list-style-type: none"> 1. Annually by March 1, the District administration shall submit the semi-final draft of the RCSD Secondary Course of Studies to the ESA COW and State monitor for review. 2. A final draft of the RCSD Secondary Course of Studies should be presented to the State monitor, the Executive Steering Committee of School-Based Teams, selected student groups, and the Board for final approval before March 31, 2023. 3. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy. 		<p>Table 9 Recommendation #16</p> <p>The District administration shall create a course of studies that includes updating policies for curriculum and instruction, updated Career and Technical Education (CTE) offerings, and updated pathways to college and career.</p> <ol style="list-style-type: none"> 1. Annually by March 1, the District administration shall submit the semifinal draft of the RCSD Secondary Course of Studies to the Excellence in Student Achievement Committee of the Whole (ESA COW) and State monitor for review. 			


<p>4. By December 2023, implement an RCSD portfolio of high school programming.</p>		<p>2. A final draft of the RCSD Secondary Course of Studies shall be presented to the State monitor, the Executive Steering Committee of School-Based Teams, selected student groups, and the Board for final approval before March 31, 2023.</p> <p>3. By March 1, 2024, the district shall apply to NYSED to re-establish a RCSD Virtual Secondary Academy.</p>			
<p>Table 9 Recommendation #17 School counselors should transition to the Division of Teaching and Learning during the 2022–2023 school year. District administration shall implement an annual training for school counselors and registrars that includes building technical knowledge in the areas of transcript review and development, master scheduling, analysis of foreign transcripts, familiarity with the RCSD Course of Studies, Freshman Academy Design, and CTE counseling aligned to the American School Counselors Association (ASCA) Professional Standards and Competencies. Evidence of Implementation shall include:</p> <ol style="list-style-type: none"> 1. Agendas 2. Student schedules 3. Student Transcripts 4. Professional Development Plan 5. CTE Completer/Perkins Data 6. Master Schedules 					<p>Potential violation as of May 2023</p>



<p>Table 9 Recommendation #18 District administration shall establish a comprehensive assessment program to measure levels of proficiency for content and course standards, English Language acquisition, reading level, and college and career metrics for grades k through 12.</p> <p>A Comprehensive Assessment Program should be developed annually, by March 30, and minimally include the following:</p> <ul style="list-style-type: none"> • Name of assessment, • purpose, target audience, • frequency of administration • strategy for utilizing and sharing data • duration of administration, • modality of administration, • accommodations for ELLs and students with an IEP <p>The program should also include commonly used college readiness assessments like Accuplacer, ASVAB, SAT, ACT AP, IB, etc.</p> <ol style="list-style-type: none"> 1. Funding for all assessment tools included in the new assessment program shall be included in every RCSD budget, beginning with the 2021-22 RCSD budget. 2. District administration shall annually submit, data reports from assessments given as part of the RCSD Comprehensive Assessment Program should be submitted to the State monitor in writing within ten business days following the conclusion of the administration of the assessment. (M) 		<p>Table 9 Recommendation #18 District administration shall establish a comprehensive assessment program to measure levels of proficiency for content and course standards, English language acquisition, reading level, and college and career metrics for grades k through 12.</p> <p>A comprehensive assessment program shall be developed annually by March 30 for the upcoming school year, and minimally include the following:</p> <ul style="list-style-type: none"> • Name of assessment • purpose and target audience • frequency of administration • strategy for utilizing and sharing data • duration of administration • modality of administration • accommodations for ELLs and students with an IEP <p>The program should also include commonly used college readiness assessments like Accuplacer, Armed Services Vocational Aptitude Battery (ASVAB), SAT, ACT Advanced Placement (AP), and</p>			<p>Potential violation as of May 2023</p>



<p>Establish a comprehensive assessment program to measure levels of proficiency for content and course standards, English Language acquisition, reading level, and college and career metrics for grades k through 12.</p> <p>Approve an annual RCSD comprehensive assessment program by April.</p>		<p>International Baccalaureate (IB).</p> <ol style="list-style-type: none"> 1. Funding for all assessment tools included in the comprehensive assessment program shall be included in every RCSD budget, beginning with the 2021–2022 school year RCSD budget. 2. The District administration shall submit to the State Monitor assessment data and marking period data within 30 days of the completion of the administration of the assessment and 15 days within the end of the due date to finalize grades. <p>The District leadership shall approve an annual RCSD comprehensive assessment program by April each year.</p>			
<p>Table 9 Recommendation #19</p> <p>A multiyear CTE plan shall be co-developed with school leaders, industry experts, and community stakeholders to be shared with the executive cabinet and implemented by February 2023.</p> <p>The CTE plan should be shared with the following:</p> <ol style="list-style-type: none"> 1. State monitor 2. Executive Cabinet 3. Board 4. Executive Steering Committee of School-Based Teams, 		<p>Table 9 Recommendation #19</p> <p>A multiyear CTE plan shall be co-developed with school leaders, industry experts, and community stakeholders to be shared with the executive cabinet and implemented by August 1, 2023.</p> <p>The CTE plan should be shared with the following:</p> <ol style="list-style-type: none"> 1. State monitor 2. Executive Cabinet 			<p>Potential violation as of May 2023</p>


<p>5. Chiefs 6. Principals 7. PTA/PTO Leadership</p>		<p>3. Board 4. Executive Steering Committee of School-Based Teams, 5. Chiefs 6. Principals 7. Parent Teacher Association (PTA)/Parent Teacher Organization (PTO) Leadership</p>			
<p>Table 9 Recommendation #20 District administration shall revamp the high school selection process to: 1) Become more family and student-friendly 2) Include more family and student involvement 3) Better align with the budget and staffing schedule Develop a comprehensive, user-friendly course of studies that clearly outlines all the necessary information for users to chart the instructional pathways offered by the District to ensure successful on-time graduation, resulting in a college and career-ready graduate. Establish a laser-like focus on the Grade 8 to 9 transition, including a freshmen academy structure. Create a portfolio of high school programming based on need, interest, and industry outlooks. Create a yearlong Virtual Academy for grade 8 through grade 12 coursework, offering core, enrichment, Career and Technical Education (CTE), and college courses. The District administration shall adhere to the following: 1. By December 15, 2022, submit the final draft of a revised RCSD high school selection process to the Instructional Council and the Monitor.</p>		<p>Table 9 Recommendation #20 The District administration shall, effective for the 2024 school year cohort, revamp the high school selection process to: 1) Become more family and student-friendly 2) Include more family and student involvement 3) Better align with the budget and staffing schedule The District administration shall provide annually within 45 days of the lottery closing for participants detailed information to the State Monitor about the lottery, including, but not limited to:</p> <ul style="list-style-type: none"> • The number of available seats in the lottery by school • The number of students participating in the lottery • The number of students who received their first choice 			



<p>2. By March 2023, present to the Board revised high school selection process.</p> <p>3. Begin to implement the new selection process, starting with students who first enter grade 9 in fall 2023.</p> <p>4. By March 2023, submit a final draft of a comprehensive RCSD Course of Studies to the Monitor.</p> <p>5. By March 2023, submit a final draft of the RCSD Course of Studies to the Board for action and full implementation in fall 2023.</p> <p>6. By September 2022, establish and submit the core components of a freshmen academy in each high school.</p> <p>7. Begin establishing a portfolio of school programming by cohorts of schools. For example, cohort I completed by August 2021, Cohort II was completed by August 2023, Cohort III was completed by August 2025.</p> <p>8. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy.</p> <p>9. By August 2023, implement an RCSD portfolio of high school programming.</p>		<ul style="list-style-type: none"> • Plan for promoting the lottery to all students. • Recruitment actions implemented by school • Information about the 15% set aside in all schools <p>The District administration shall provide to the Monitor monthly information about the number of students transferred to and from each school for the preceding month.</p>			
<p>Table 9 Recommendation #21</p> <p>Annually by October 1, the administration shall present a summer school report, including ESY, to the State monitor, Board, school base management steering committee and public that outlines the following:</p> <ul style="list-style-type: none"> • Summer School Purpose and Goals, • Budget, • Target student population, 		<p>Table 9 Recommendation #21</p> <p>Annually by October 1, the administration shall present a summer school final report, in a format approved by the State monitor, including ESY, to the State monitor, Board, principals, school-based management steering</p>			


<ul style="list-style-type: none"> • Eligibility for student participation, • Program structure, • Staffing structure, • Staffing plan, • Instructional design, • Instructional materials, • Grading policies and protocols, • Leadership structure, • Supervision protocols, program evaluation, • Communication plan, • Student entry and dismissal protocol and • The staff reduction protocol 		<p>committee, and public that outlines the following:</p> <ul style="list-style-type: none"> • Summer School Purpose and Goals, • Budget, • Target Student Populations Served • Student Attendance • Staff Attendance • Walkthrough Data • Student Achievement Outcomes 			
<p>Table 9 Recommendation #22 Annually by September 30, the administration shall present a comprehensive summer school report documenting all components of the summer school programs, including student academic outcomes disaggregated by program and ESSA reporting subgroups RCSD Annual Summer School Final Report to be shared as follows:</p> <ol style="list-style-type: none"> 1. State monitor 2. ESA Committee 3. Executive Leadership 4. Executive Steering Committee of School-Based Teams 5. Chiefs 6. Principals 7. PTA/PTO Leadership (N) 					


<p>Table 9 Recommendation #23</p> <p>Annually, by August 1, District administration shall implement an action plan to address the disproportionately low graduation rates and disproportionately high dropout rates of Black and Hispanic RCSD male students.</p> <p>Evidence of implementation shall include:</p> <ol style="list-style-type: none"> 1. Quarterly District dropout rates 2. Quarterly reports of students on track to graduate, which should be shared as follows: <ol style="list-style-type: none"> a) State monitor b) ESA Committee c) Executive Leadership d) Executive Steering Committee of School-Based Teams e) Chiefs f) Principals g) PTA/PTO Leadership (N) 					<p>Potential violation as of May 2023</p>

<p>Table 9 Recommendation #24</p> <p>All future collective bargaining agreements, including MOAs, MOUs will be negotiated by a team of negotiators led by the CFO, CHR, and Deputy of Teaching and Learning</p> <p>A multi-year negotiation strategy shall be established by the negotiation team and presented to the Superintendent by October 15th of every year.</p>					
<p>Table 9 Recommendation #25</p> <p>District administration shall restructure Central Office by reducing staff and reassigning key staff positions to schools and zone offices. This will provide greater resources in better alignment with school needs. This will also improve the timeliness of responses to school needs. This will help to alleviate reported frustration from school-level teachers and administrators regarding the support received from the Central Office. Zone offices shall include content and program specialists trained using research or evidence-based coaching models.</p>					



<p>Table 9 Recommendation #26 Research and evidence-based achievement acceleration strategies (e.g., curriculum compacting, reading, and writing across the curriculum, mastery testing) shall be employed to increase successful participation in dual enrollment and other advanced placement course offerings Effective January 1, 2022, establish a process to share samples of evidence of the implementation of the Response to intervention (RTI) and Multi-tiered system of supports (MTSS) process for students in grades 3, 6, 8, and 9 to the State monitor during the 4-6-week cycle reviews with Chiefs.</p>		<p>Table 9 Recommendation #26 District administration shall employ research and evidence-based strategies to increase the number of students graduating college and career ready as evidenced by increased student participation and success in the following:</p> <ul style="list-style-type: none"> • Seal of Biliteracy • Dual Enrollment • CTE Pathway Completion • IB credits • AP credits • Grade 8 Algebra <p>Effective September 1, 2023, each school shall monitor the implementation and effectiveness of the school’s Multitiered System of Support (MTSS) by using the Self-Assessment of MTSS (SAM) tool with the evidence required for each of the following: Leadership, Building Capacity/Infrastructure for Implementation domains and one indicator in the remaining domains.</p>		

<p>Table 9 Recommendation #27</p> <p>Develop, modify or confirm a Theory of Action with accompanying action steps to address 1-2 selected common problems of practice for Receivership, CSI, and TSI schools, for the purpose of school turnaround. The District administration shall, on an annual basis, adhere to the following:</p> <ol style="list-style-type: none"> 1. By October, identify Problems of Practice as areas of focus for low-performing schools. 2. By October, establish professional development and support for schools aligned to the identified problems of practice. 3. Establish monitoring tools and schedule for classroom visits to facilitate the observation and feedback cycle. The data shall be analyzed biweekly and submitted for review by the State monitor. This process shall begin in September. 4. Establish a forum for school and District leaders to examine benchmark data related to problems of practice on a 4–6-week basis. This process shall begin immediately. 5. Beginning September 2021, maintain a dashboard of leading indicators for all schools. Require school chiefs to report on the progress of their zone schools once a month at cabinet meetings. 					
<p>Table 9 Recommendation #28</p> <p>Annually, under the leadership of the Deputy Superintendent for Teaching and Learning, the administration shall develop a continuum of learning</p>					

for ELL students and present to the State monitor by January 31.					
<p>Table 9 Recommendation #29 District administration shall adhere to all provisions of the CAP administered to the District by office of Special Education by adhering to the following:</p> <ul style="list-style-type: none"> • In accordance with §200.4(b)(5), the RCSD must ensure the committee on special education (CSE) and other qualified professionals review existing evaluation data to identify what additional data, if any, are needed as part of an initial evaluation or reevaluation. • In accordance with §200.4(b)(6)(vii), the RCSD must ensure students referred to the CSE for an initial evaluation or reevaluation are assessed in all areas of suspected disability. • In accordance with §200.4(b)(1) the RCSD must ensure that an initial evaluation includes the following: <ul style="list-style-type: none"> o a physical examination in accordance with the provisions of sections 903, 904 and 905 of the Education Law; o an individual psychological evaluation, except when a school psychologist determines after an assessment of a school-age student, pursuant to paragraph (2) of this subdivision, that further evaluation is unnecessary; o a social history; 		<p>Table 9 Recommendation #29 The District administration shall adhere to all provisions of the CAPs administered by the District’s Office of Special Education and the Office of Bilingual Education and World Languages.</p> <p>All District responses to any CAP shall be forwarded to the State monitor at least 1 week in advance of final submission to SED for preview by the monitor.</p>			

<ul style="list-style-type: none"> o an observation of the student in the student’s learning environment (including the regular classroom setting) or, in the case of a student of less than school-age or out of school, an environment appropriate for a student of that age, to document the student’s academic performance and behavior in the areas of difficulty; and o other appropriate assessments or evaluations, including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others, as necessary to ascertain the physical, mental, behavioral and emotional factors which contribute to the suspected disabilities. 					
<p>Table 9 Recommendation #30 Annually, principals and their instructional teams shall receive a minimum of 5 hours of training on how to create student-focused master schedules starting December 30, 2022.</p> <ol style="list-style-type: none"> 1. Agendas 2. Evaluations 3. Professional Development Proposal 4. Budget 		<p>Table 9 Recommendation #30 Starting no later than December 30, 2023, and by December 30 annually thereafter, principals and their instructional teams shall receive a minimum of 10 hours of training on how to create student-focused master schedules to build school leadership capacity in master scheduling. Evidence of implementation shall include:</p> <ol style="list-style-type: none"> 1. Agendas 2. Evaluations 3. Professional Development Proposal 			

		4. Budget			
<p>Table 9 Recommendation #31 Hold District personnel accountable for student performance outcomes</p> <ol style="list-style-type: none"> 1. A Schedule of evaluations should be developed on or before August 2021. 2. All personnel should be evaluated every year. 3. All personnel shall have performance goals aligned to student outcomes. 			X		
<p>Table 9 Recommendation #32 District administration shall identify specific research and evidence-based transition strategies to be systemically used on an annual basis for grade 8 and grade 9 students beginning immediately and presented to the State monitor semiannually.</p>	M	<p>Table 9 Recommendation #32 By September 1, annually, the District shall submit to the State monitor in such format as approved by the monitor a report on the specific research and evidence-based strategies that were systemically used during the preceding six months to transition grade 8 and grade 9 students.</p>			

<p>Table 9 Recommendation #33 District administration shall establish a District program for identification and support of under-credited lower classmen high school students.</p>		<p>Table 9 Recommendation #33 Starting in Marking Period 1 in Fall 2024, the District shall identify all programs designed to address the needs of under credited lower classmen in high school and submit marking period reports on academic progress for all students attending or participating in identified programs to the State monitor, in such format as approved by the monitor.</p>			
<p>Table 9 Recommendation #34 District administration shall improve summer school programming, beginning summer 2023, through the following:</p> <ul style="list-style-type: none"> •Earlier communication to staff and families of detailed summer school programming •At least ten hours of staff training on instructional components and expectations, progress monitoring •A mandated scope and sequence •At least ten hours of training for summer school administrators on curriculum, program design, progress monitoring, etc. •Greater focus on standards •Reduced costs 		<p>Table 9 Recommendation #34 The District administration shall annually submit to the State monitor within the first seven days of the start of summer school evidence of the following:</p> <ul style="list-style-type: none"> • Communication to staff and families of detailed summer school programming • The provision of at least ten hours of training to staff on instructional components and expectations and progress monitoring • A mandated scope and sequence • Greater instructional focus on standards 			











		<ul style="list-style-type: none"> • Student and staff enrollment and attendance data • Process for staff reduction if student attendance is below budgeted projections 			
<p>Table 9 Recommendation #35 District administration shall reorganize the student placement office to include all areas of placement, such as special education, bilingual education, Youth & Justice, LyncX, All City, and PreK (present a flow chart outlining how all students in RCSD are placed in schools and programs presented to the Board, State monitor and community utilizing multiple parent friendly options, effective July 1, 2023).</p>		<p>Table 9 Recommendation #35 District administration shall reorganize the student placement office to include all areas of placement, such as special education, bilingual education, Youth & Justice, LyncX, All City, and PreK (present a flow chart outlining how all students in RCSD are placed in schools and programs presented to the Board, State monitor and community utilizing multiple parent friendly options, effective July 1, 2023). Student placement shall coordinate with the special education department to ensure placements are aligned to IEP mandates. Random selection of student placements will be reviewed by the state monitor on a monthly basis.</p>			<p>Potential violation as of May 2023.</p>



Table 9 Recommendation #36 District administration shall effective January 1, 2023, utilize the NYSED Extended Learning Time (ELT) rubric to report on the status of mutually agreed upon ELTs, between State monitor and the chiefs of schools.			X		
Table 9 Recommendation #37 District administration shall create, implement and budget a citywide, District-led early literacy and early numeracy initiative for RCSD families with children ages 0 - 5 beginning with a first draft March 1, 2023, and full implementation no later than January 15, 2024.	✓			X	Potential violation as of May 2023.
Table 9 Recommendation #38 District administration shall move Virtual Academy under the oversight of the CAO by September 30, 2023.	M	Table 9- Recommendation #38 For the 2023–2024 school year, the oversight of the Virtual Academy of Rochester shall be situated under the CAO and the Executive Director of Information Management & Technology. The District shall conduct an audit of course			


		offerings in the Virtual Academy of Rochester in a form approved by the State monitor that shall be completed by March 1, 2024.			
Table 9 Recommendation #39 District administration shall post grade level aggregate i-Ready data for math and literacy on every RCSD school website and District website, including user friendly directions for understanding the data and suggestions for families to support students, within 30 days of each districtwide administration of the assessment .					
Table 9 Recommendation #40 District administration shall adhere to all recommendations and timelines from the Graduation Audit. Provide monthly updates in writing beginning January 2023 to the State monitor in a format approved by the State monitor.					Potential violation as of May 2023.


<p>Table 9 Recommendation #41 Upon the conclusion of the tenure of the current RCSD Strategic, District administration shall have the first draft of the new RCSD strategic plan shall be presented to the ESA committee, no later than October 1, 2023, final draft of the plan should be presented to the public and the Board by January 1, 2024. The plan should have quarterly milestones aligned to each goal/priority area. There shall be quarterly progress reports to the State monitor throughout the duration of the strategic plan.</p>					
<p>Table 9 Recommendation #42 District administration shall gather feedback from School Based Management Teams (SBMT), Receivership principals, and Receivership chiefs to identify the largest District created barriers preventing Receivership schools from making Demonstrable Improvements (e.g., student placement, special education practices, transportation, staffing). Once identified, District leadership in collaboration with chiefs supervising Receivership schools shall implement a plan of action for District leadership to facilitate removal of identified barriers throughout the District and present the plan to the State monitor semiannually, starting August 1, 2023.</p>					



<p>Table 9 Recommendation #43 District administration shall restore the community school model with fidelity throughout the District, wherever possible, effective immediately, with evidence of the 4 pillars of the community school model. The restoration plan should be implemented with training, funding and benchmarks for accountability beginning Fall 2023 and should continue until at least 70% of all school are following the model within the next 3 years. Coordinators should submit a monthly report, structured around the 4 pillars, to chiefs, with a copy to the State monitor. Coordinators should be transferred from schools that consistently do not adhere to the guidelines and standards of the research-based community school model.</p>		<p>Table 9 Recommendation #43 Effective immediately, the District administration shall implement wherever possible the community school model, including the 4 pillars of the model, with fidelity. The plan to restore the community school model should be implemented with training, funding, and benchmarks for accountability beginning Fall 2023 and should continue until at least 70% of all schools are following the model within the next 3 years. Coordinators should submit a monthly report, structured around the 4 pillars, to chiefs, with a copy to the State monitor. Coordinators should be transferred from schools that consistently do not adhere to the guidelines and standards of the research-based community school model beginning Fall 2024.</p>			



<p>Table 9 Recommendation #44 District administration shall increase graduation requirements to better align with the knowledge, skills and attributes for a RCSD graduate to be fully prepared for college and career beginning with the 2024 cohort.</p>					
<p>Table 9 Recommendation #45 Effective February 1, 2023, three specific instructional strategies for improving the learning of mathematics for each: Upper elementary students Middle school students High school students (Algebra, Geometry, Algebra II, Financial Math) District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods.</p>		<p>Table 9 Recommendation #45 Effective August 30, 2023, the district shall develop, implement and monitor three specific instructional strategies for improving the learning of mathematics for each:</p> <ul style="list-style-type: none"> • Upper elementary students • Middle school students • High school students (Algebra, Geometry, Algebra II, Financial Math) <p>The District administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data from classroom visits aligned to identified instructional strategies</p>			





<p>Table 9 Recommendation #46 Effective February 1, 2023, three specific instructional strategies for improving the learning of science for each: Upper elementary students Middle school students High school students (Living Environment, Biology, Earth Science) District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods.</p>		<p>Table 9 Recommendation #46 Effective August 30, 2023, the district shall develop, implement, and monitor three specific instructional strategies for improving the learning of science for each:</p> <ul style="list-style-type: none"> • Upper elementary students • Middle school students • High school students (Living Environment, Biology, Earth Science) <p>The District administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data collected during classroom visits aligned to identified instructional strategies.</p>			
<p>Table 9 Recommendation #47 Effective February 1, 2023, three specific instructional strategies for improving the learning of social studies for each: Upper elementary students</p>		<p>Table 9 Recommendation #47 Effective February 1, 2023, the District shall develop, implement and monitor three specific instructional strategies for</p>			

<p>Middle school students High school students (US History, Global History) District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods.</p>		<p>improving the learning of social studies for each:</p> <ul style="list-style-type: none"> • Upper elementary students • Middle school students • High school students (US History, Global History) <p>The District administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data collected during classroom visits aligned to identified instructional strategies</p>			
<p>Table 9 Recommendation #48 Effective February 1, 2023, three specific instructional strategies for improving the learning of literacy skills for each: Upper elementary students Middle school students High school students District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods</p>		<p>Table 9 Recommendation #48 Effective February 1, 2023, the District shall develop, implement, and monitor three specific instructional strategies for improving the learning of literacy skills for each:</p> <ul style="list-style-type: none"> • Upper elementary students • Middle school students • High school students (ELA I and ELA II) <p>The District administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data</p>			



		collected during classroom visits aligned to identified instructional strategies			
<p>Table 9 Recommendation #49 Effective February 1, 2023, three specific instructional strategies for improving the learning of CTE essential skills for each: Middle school students High school students District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods</p>		<p>Table 9 Recommendation #49 Effective February 1, 2023, the district shall develop, implement, and monitor three specific instructional strategies for improving the learning of CTE essential skills for each:</p> <ul style="list-style-type: none"> • Middle school students • High school students <p>District administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data collected during classroom visits aligned to identified instructional strategies</p>			

<p>Table11 Recommendation #1</p> <p>The District administration shall adhere to the New York State Education Commissioner Regulation for Response to Intervention (RTI), offered in English and Spanish. RTI is an approach for establishing and redesigning teaching and learning environments to be effective, efficient, relevant, and durable for all students, families, and educators.</p> <p>Require each school to submit an annual RTI plan to School Chiefs for review and approval by October 31.</p>					
<p>Table11 Recommendation #2</p> <p>Expand website messaging to address cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability. District and school websites should also provide multilingual, easy access to the following:</p> <ul style="list-style-type: none"> • Coronavirus Response and Relief Supplemental Appropriations Act (CRSSA) funding information • American Rescue Plan (ARP) funding information • Current and previous year's budget • Extended Learning Opportunities for students • Current Course Catalogue • Revised High School Selection Process • Major District Initiatives <p>All District websites shall be updated with a position statement about cultural competency, equity,</p>					


<p>bullying, and diversity issues related to culture, sexual orientation, language, or disability. All websites shall be updated semiannually by January 1 and September 1.</p>					
<p>Table11 Recommendation #3 District administration should provide proof of adherence to all bylaws of the Bilingual Education Council by January 31 and September 30 of every year.</p>					
<p>Table11 Recommendation #4 1. By, October 31, 2023, guidelines for facilitating a Parent Teachers Organization (PTO) or a Parent Teachers Association (PTA) shall be forwarded to principals and Chiefs. Each school in the District shall have an active PTO or PTA and Special Education Parent Teacher Association (SEPTA) where appropriate. 2. The Superintendent shall have regularly scheduled Parent Advisory Council (PAC) meetings with PAC and executive leadership of the PTO/PTA and Special Education Parent Teacher Association (SEPTA) where appropriate representing every school beginning December 1, 2023.</p>					


<p>Table11 Recommendation #5 The Superintendent or Superintendent’s designee shall meet with the Executive Steering Committee of School-Based Planning Teams quarterly to exchange information on needs and opportunities to improve outcomes for RCSD students.</p>					<p>Potential violation as of May 2023.</p>
<p>Table13 Recommendation #1 District administration shall establish an effective process for ensuring the timely completion of annual reviews. The district administration shall establish timelines for finalizing the annual reviews, including all required data entry to generate a final IEP, by the Special Education Chief or designee.</p> <p>Effective immediately, the District should establish an effective process for ensuring timely completion of an annual review in alignment with the budget and staffing process.</p>					<p>Potential violation as of May 2023</p>

<p>Table13 Recommendation #2</p> <p>The District Auditor General shall conduct a review of all MOAs and MOUs from 2015 to the present.</p> <p>1. The District Auditor General shall begin the audit by December 2020.</p> <p>2. The audit results shall be presented by March 31, 2021, to the cabinet and the negotiating team for collective bargaining.</p>			X		
<p>Table13 Recommendation #3</p> <p>Adhere to staffing allocations as stipulated in Collective Bargaining Agreements (CBAs). Chief of HC shall facilitate the development of an annual reduction in staff plan for the Superintendent in accordance with the provisions of the CBAs by December 31, 2020.</p> <p>The Chief of HC shall facilitate the development of an annual reduction in staff plan for the Superintendent according to the provisions of the CBAs by a specified date mutually agreed upon by the Superintendent and the State monitor.</p>			X		

<p>Table13 Recommendation #4</p> <p>All contracts and resolutions shall include a cost analysis.</p> <ol style="list-style-type: none"> 1. All contracts shall come through the legal office, effective immediately. 2. The State monitor shall continue to randomly select contract request documentation for review. 3. Effective immediately, all resolutions shall include a cost analysis and be reviewed at the cabinet and at a designated committee meeting. 4. Expenditures on contracts shall be reduced to align with the expenditures on contracts in comparable Districts. 					
<p>Table13 Recommendation #5</p> <p>Develop written, formalized protocols and procedures that align with Commissioner’s Regulations Part 200.</p> <p>Effective December 1, 2021, RCSD, in collaboration with NYSED, will identify and adhere to specific benchmarks for progress monitoring the RCSD Special Education Department.</p> <ol style="list-style-type: none"> 1. By April 30, 2021, the District administration shall develop and implement written protocols and procedures for all Specialized Services processes, including referral, parental consent, evaluations, CSE meetings, annual reviews and re-evaluations, due process, and IEPs, and IEP Direct. 2. By April 30, 2021, ensure that all special education procedures comply with Part 200 					



3. Evidence of progress based on these benchmarks shall be submitted to the Medicaid Compliance Officer, Executive Cabinet, and the State monitor monthly,					
<p>Table13 Recommendation #6 Each functional role and required activities that must be performed should be documented in the Special Education and Supervisors' Users Manuals and enforced.</p> <ol style="list-style-type: none"> 1. By December 31, 2020, clearly define and document roles, responsibilities, and deliverables for each special education position in a Special Education User's Manual. 2. By December 31, 2020, specifically identify roles and responsibilities for support staff, Teachers, Principals, Specialized Service Administrators, Evaluators, and Directors in the Special Services Supervisor's Manual. 3. By September 2021, train users on how to implement the procedures for monitoring and providing feedback to facilitate compliance 			X		
<p>Table13 Recommendation #7 Ensure the timely finalization of student IEPs after the CSE meeting.</p>	M	<p>Table13 Recommendation #7 The District shall ensure the timely finalization of student Individualized Education Plans (IEPs) after</p>			


<p>1. Develop a dashboard to allow supervisors to monitor the timeliness of completing IEPs. The dashboard should also allow the reader to review benchmarks for student success and alert appropriate staff of upcoming meetings. This should be completed by May 1, 2021.</p> <p>2. Annually, prioritize the processing the annual reviews for students in transition grades 5, 6, 8, and 9, to support the budget development and the master scheduling by April 15.</p>		<p>Committee on Special Education (CSE) meetings.</p> <p>1. The District shall develop a dashboard to allow supervisors to monitor the timeliness for completing IEPs. The dashboard should also allow the reader to review benchmarks for student success and alert appropriate staff of upcoming meetings.</p> <p>2. The Dashboard should be shared with the State monitor monthly beginning September 30, 2023.</p> <p>3. Annually, the District should provide evidence to the State monitor of how the District administration is prioritizing the processing of annual reviews for students in transition grades (e.g., 5, 6, 8, and 9) to support budget development and the completion of the master scheduling by April 1.</p>			
<p>Table13 Recommendation #8 Restructure the Accountability Office and the Placement Office into a single division to be supervised under the Deputy of Operations and Systems Innovation. The new department shall combine accountability, enrollment, placement, and assessment duties and responsibilities into a</p>					


<p>comprehensive accountability Department of Research, Assessment, and Planning.</p> <p>1. The Office of the Deputy of Operations and Systems Innovation and the Deputy Superintendent of Teaching and Learning shall be restructured by August 1, 2021.</p> <p>2. Artifacts to support will be organization charts and the RCSD budget.</p>					
<p>Table13 Recommendation #9 Effective immediately, present a project management plan with a designated staff member identified as the lead project manager for the following:</p> <ul style="list-style-type: none"> a) PeopleSoft Upgrade/Replacement b) Facilities Modernization Plan(FMP) c) Zone Reconfiguration d) School Reconfiguration e) Bilingual Education Continuum of Learning f) Special Education Continuum of Learning <p>List of Project Leads to the State monitor by January 31, 2022.</p>		<p>Table13 Recommendation #9 Effective immediately, the District shall present a project management plan by November 1, 2023, with a leader, budget, timeline and designated staff members identified for the following:</p> <ul style="list-style-type: none"> • PeopleSoft Replacement • FMP • Middle School Redesign • High School Redesign <p>Plan updates for each project shall be presented quarterly to the state monitor and the financial consultant in a format agreed upon by the state monitor and financial consultant.</p> <p>Effective immediately, district administration will facilitate an audit of the RCSD continuum of</p>			


		<p>special education services (preschool through grade 12) for the SY22/23 for the purpose of analyzing the current distribution of services across the district; identifying any gaps in the availability of services; and developing a multi-year plan to shift and scale-up special education services during the start of the SY24/25 to ensure students with disabilities have service options that are in their least restrictive environments (LRE) and equitably accessible. This must include a roll-out recommendation for the districtwide re-distribution of integrated classroom options, self-contained classroom options, resource room programs, and related services as well as an expansion proposal for specialized special education programs serving students with severe cognitive disabilities, students with autism, and students with emotional disabilities. Baseline LRE data for each school building must be included in the audit findings along with the efficiency data of the actual staff to student ratios by special education service.</p>			
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		<p>Effective immediately, district administration will facilitate an audit of the RCSD continuum of bilingual education services (preschool through grade 12) for the SY22/23 for the purpose of analyzing the current distribution of programs and services across the district; identifying any gaps in the availability of services; and developing a multi-year plan to shift and scale-up bilingual education services during the start of the SY24/25 to ensure eligible students have options that are equitably accessible.</p> <p>Evidence of progress of the development and implementation for each learning continuum shall be presented quarterly in alignment with marking period timelines, beginning at the conclusion of MP1 2023, in a format approved by the State monitor.</p>			


<p>Table13 Recommendation #10 Effective January 1, 2022, identify a minimum of four key strategies the District will utilize during the 2021-22 and the 2022-23 school years to improve key metrics and outcomes in the Consent Decree for students with disabilities.</p> <p>Four key strategies should be shared as follows:</p> <ol style="list-style-type: none"> 1. Executive Cabinet 2. State monitor 3. Chiefs 4. Principals <p>An executive summary of outcomes from the executing of the four strategies, including supporting data, will be presented by August 31, annually to the following:</p> <ol style="list-style-type: none"> 1. Executive Cabinet 2. State monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. Executive Steering Committee School-Based Planning Teams 		<p>Table13 Recommendation #10 Effective January 1, 2022, the District shall identify a minimum of four key strategies the District shall utilize annually to improve key metrics and outcomes in the Consent Decree for students with disabilities.</p> <p>The four key strategies should be shared as follows:</p> <ol style="list-style-type: none"> 1. Executive Cabinet 2. State monitor 3. Chiefs 4. Principals 5. Board <p>An executive summary of outcomes from the executing of the four strategies, including supporting data, shall be presented to the State monitor and the Board, annually after the second and fourth marking periods.</p>			
<p>Table13 Recommendation #11 Effective July 1, 2023, identify a minimum of three innovative and evidence-based strategies at each grade span; k-5, 6-8, 9, 10-12 the District will utilize annually to address unfinished learning using CRSSA and ARP funding</p>		<p>Table13 Recommendation #11 Effective July 1, 2023, the District administration shall identify a minimum of three innovative and evidence-based strategies at each grade span (i.e., K–5, 6–8, 9, 10–12)</p>			



<p>Three plans representing a minimum of three strategies for each grade span will begin implementation by Fall of each school year. The plans are to be presented as follows:</p> <ol style="list-style-type: none"> 1. Executive Cabinet 2. State monitor 3. Chiefs 4. Principals <p>An executive summary of outcomes from the executing of the four strategies, including supporting data, will be presented by August 31, annually to the following:</p> <ol style="list-style-type: none"> 1. Executive Cabinet 2. State monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. Executive Steering Committee School-Based Planning Teams 		<p>the District will utilize annually to address academic achievement as part of the District’s State and federal funds investment strategy. For each grade span, the District administration shall identify and report out for each marking period on the following:</p> <ul style="list-style-type: none"> • Strategies • Funding amount • Students impacted • Baseline data • Level of academic progress • Midyear review <p>The data for the final marking period should represent a cumulative review of the data for each grade span. The reports shall be shared through the ESA committee and separately with the State monitor.</p>			
<p>Table13 Recommendation #12 Effective January 1, 2022, District administration shall identify a minimum of four key strategies the District will utilize annually to improve key metrics in the CAP from the OBEWL and outcomes for bilingual students. Four key strategies shared as follows:</p> <ol style="list-style-type: none"> 1. Executive Cabinet 2. State monitor 					

<p>3. Chiefs 4. Principals</p> <p>An executive summary of outcomes from the executing of the four strategies, including supporting data, will be presented by August 31, annually to the following:</p> <ol style="list-style-type: none"> 1. Executive Cabinet 2. State monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. BEC 8. Executive Steering Committee School-Based Planning Teams 					
<p>Table13 Recommendation #13</p> <p>Hold all staff accountable to SOPs for each District department.</p> <ol style="list-style-type: none"> 1. Effective December 2021, SOPs shall be available on an internal drive for District staff. 2. Artifacts may include a review of evaluations, employee counsel letters, District onboarding materials, and staff handbooks. 					



<p>Table13 Recommendation #14 Effective January 30, 2022, District administration shall create a charter school coordinator position to serve as a liaison and facilitator between the growing number of charter schools and the various District offices. The coordinator would also be responsible for keeping the cabinet informed and supporting the charter school office with all back-office functions</p> <ol style="list-style-type: none"> 1. Posting 2. Quarterly Reports from the coordinator 3. Meeting notes and agendas 4. Surveys from Charter schools 		<p>Table 13 Recommendation #4 The District administration shall select a Data Management Specialist in the Office of Accountability to assume the responsibilities of the charter school coordinator for the District. This staff member shall be introduced and have regularly scheduled meetings with the State monitor and financial consultant. In addition, the staff member shall be well-trained to manage the processes for enrollment and tuition at the charter schools.</p> <p>The District shall:</p> <ul style="list-style-type: none"> • Ensure staff have the proper tools to manage records for tuition and enrollment at charter schools. • Ensure there is alignment with the processes for the enrollment of and making tuition payment for special education students at charter schools. • Confirm with NYSED the maximum enrollment allowed at each charter school to ensure against 			
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		<p>paying for students above the State allowed enrollment.</p> <ul style="list-style-type: none"> • Confirm the residency of each student enrolled at charter schools to ensure all students live in Rochester. RCSD is not required to pay tuition for students attending charter schools who are non-residents of Rochester. • Establish an invoicing procedure that provides the information needed by RCSD in a format conducive to RCSD operations. <p>These processes shall be established by July 30, 2023.</p>			
<p>Table13 Recommendation #15 Based on the feasibility study for District reconfigurations, establish school models (i.e., Pk-5, 6-8, 9-12) to increase opportunities for vertical and horizontal articulation, academic acceleration, facilities consolidation, and fiscal efficiency.</p>		<p>Table13 Recommendation #15 Effective immediately, the District administration shall submit the status of zone and school reconfiguration plans to the State Monitor and financial consultant in a format approved by the monitor.</p>			



<p>1. Should the Board acknowledge recommendations for new Zone configurations, Phase I of the implementation plan to change the geographic configuration and the staffing of RCSD Zones will be budgeted in the 2023 RCSD budget.</p> <p>2. Effective immediately, the status of the zone and school reconfiguration shall be shared with the State monitor in writing every month. The status update will reflect a phased implementation plan with a corresponding budget.</p>		<p>by December 31, 2023, the District administration shall present to the State monitor and financial consultant in a format approved by the State monitor a final draft of a comprehensive plan for the return and integration of East Lower Middle School and East Upper High School to the RCSD</p> <p>The status updates shall include the FMP implementation plan, along with a corresponding budget.</p>			
<p>Table13 Recommendation #16 Pending feasibility results, establish neighborhood community model elementary and middle schools. Pending Board approval using a phased approach, recommendations for a new Zone configuration shall be budgeted in the 2023 RCSD budget.</p>		<p>Table13 Recommendation #16 By July 1, 2024, the District shall fully implement a strategy, where feasible, of phasing in a dual model approach of neighborhood and community schools in all schools serving students in grades kindergarten through 8.</p>			


<p>Table13 Recommendation #17 RCSD shall adhere to the staffing ratios outlined in the collective bargaining agreements. Teachers are teaching approximately at a rate of 50% of the student population they are contracted to teach.</p> <ol style="list-style-type: none"> 1. Effective immediately, every teacher shall have a full schedule and a full class for every instructional school day, aligning with the RTA contract. 2. Artifacts may include a review of master schedules, class lists, and teacher assigned duty roster for each building. 3. Supporting evidence of staff assignments shall be available by July 1 for elementary schools and August 1 for secondary schools. 		<p>Table13 Recommendation #17 RCSD shall adhere to the staffing ratios outlined in the collective bargaining agreements.</p> <ol style="list-style-type: none"> 1. Effective immediately, every teacher shall have a full schedule and a full class for every instructional school day, aligned with the Rochester Teachers Association (RTA) contract. 2. By December 31 annually, the District administration shall facilitate the development of a plan for annual reduction in staff in accordance with the provisions of the CBAs for review by the State monitor. 3. Supporting evidence of staff assignments shall be available by July 31 for elementary schools and August 31 for secondary schools for review by the State monitor. 			
<p>Table13 Recommendation #18 Beginning January 1, 2022, the District shall provide a comprehensive quarterly report documenting the number, placement, and duties of all Teachers on Assignment (TOAs) and Teachers on Special</p>					


Assignment (TOSAs) to the State monitor and Executive Cabinet.					
Table13 Recommendation #19 District administration shall revamp or eliminate the Managed Choice Policy for Board approval before October 1, 2023.			X		
Table13 Recommendation #20 Effective immediately, all recommendations from the Medicaid Compliance Officer for improvement and compliance shall be written to the Superintendent and the State monitor and corrected with supporting evidence by the Special Education Department within sixty days.	M	Table13 Recommendation #20 Effective immediately, all recommendations from the Medicaid Compliance Officer for improvement and compliance shall be written to the Board, Superintendent and the State monitor. Following the report from the Medicaid compliance officer, a response from the special education department addressing all findings in the report shall be shared with the State monitor within 45 days.			


<p>Table 13 Recommendation #21</p> <p>District administration shall upgrade the Student Information Management System (SIMS) and the Financial Management System (FMS), including a training action plan.</p> <p>1. By April 30, 2021, District shall recommend that the Board of Education approve a plan for the purchase of and transition to an upgraded SIMS for special education and FMS as follows:</p> <ul style="list-style-type: none"> a. Phase I implemented by fall 2022. b. Phase II implemented by fall 2023. c. Final Phase implemented spring 2025. <p>Status of Project plan presented quarterly to Executive Cabinet and State monitor beginning December 2021.</p>					
<p>Table 13 Recommendation #22</p> <p>Effective August 31, establish a cohort model for providing 12 hours of training annually to teachers, school leaders, central office leaders, and service providers on best strategies for developing and implementing quality IEPs.</p> <p>Require the same training as part of the Onboarding process for teachers, school leaders, central office leaders, and service providers.</p> <ul style="list-style-type: none"> 1. Review of IEPs 2. Agendas 3. Participation data 4. Professional Development Evaluations 5. Walkthrough Data 					

6. Medicaid Compliance Reports					
<p>Table 13 Recommendation #23 District administration shall take documented actions to incorporate the phase in of professional learning communities (PLC) into the master schedules of every RCSD school and program. The PLC initiative should be implemented using research-based models (e.g., Dufour, Slegers). Efforts to accomplish this task should be documented in quarterly reports beginning January 2023.</p>					Potential violation as of May 2023
<p>Table 13 Recommendation #24 The District shall initiate a revised plan to ensure that all student reports of academic achievement are available to parents in a uniform, timely, efficient, and user-friendly format.</p> <p>The District shall create and implement a plan to ensure that by October 1 annually every RCSD parent or guardian of a secondary student has easy access to the RCSD Course Catalogue.</p> <p>Evidence of the implementation of the strategy for sharing student reports and the RCSD Course Catalogue shall be provided to the State monitor,</p>	NEW				


annually, each marking period, beginning with the 2023–2024 school year.					
		Finance Plan			
Table 4 Recommendation #1 Review Fund Balance Policy annually for modification and approval by April 15. Effective June 30, 2021, the District shall adhere to the current Fund Balance Policy.					
Table 4 Recommendation #2 The Board and administration shall examine all contracts and programs providing direct service to students for the following: <ol style="list-style-type: none"> 1. Evidence of impact on student outcomes 2. Alignment to the strategic plan 3. Duplication of efforts 4. Cost-effectiveness 5. Feasibility 6. Equity 7. Need 8. Sustainability. 		Table 4 Recommendation #2 The Board and administration shall utilize a process to examine all contracts and programs providing direct services to staff and students over \$75,000 for the following: <ol style="list-style-type: none"> 1. Evidence of impact on student outcomes 2. Alignment to the strategic plan 3. Duplication of efforts 4. Cost-effectiveness 5. Feasibility 			




		<p>6. Equity 7. Need 8. Sustainability.</p> <p>Documentation of the implementation of this process shall be made available as part of the Quarterly Reports submitted by the District to the State monitor and NYSED.</p>			
<p>Table 4 Recommendation #3 Provide consistent supports at each school based on an analysis of enrollment data during specified times throughout the school year. The District shall use class size guidelines for staffing/budget development in all schools.</p> <p>The District shall develop guidelines based on the documented need for related service providers for budget development.</p> <p>The District shall conduct a comprehensive analysis of current enrollment and staffing in each school, program, and Central Office annually by February 1. Effective immediately, create a cross-discipline team with human capital members, teaching and learning, and the finance departments specifically for staffing and budgeting. The team shall ensure: 1) all staffing and contingent staff requests are in the budget,</p>		<p>Table 4 Recommendation #3 At least twice during the school year, the District administration shall allocate resources at each school based on an analysis of enrollment data. The District shall use class size guidelines for staffing/budget development in all schools.</p> <p>The District shall conduct a comprehensive analysis of current enrollment and staffing in each school, program, and Central Office annually by November 1. This information shall be shared in writing with the State monitor and fiscal consultant no later than November 15.</p>			


<p>2) all hired staff are appropriately placed in the District’s software program, including position control and budget code,</p> <p>3) any modifications to staffing are made in consultation with the team, principal, and chief. This should help maximize resources and create efficiencies throughout the District while reducing expenses.</p> <p>Create a cross-discipline team with human capital members, teaching and learning, and the finance departments specifically for staffing and budgeting by February 2021 and every year after that.</p> <p>Develop a process to revisit enrollments and staffing using BEDS data after each semester and 30 days before the start of school.</p> <p>Communicate staff allocation designations for all collective bargaining unit members every year by July 1st.</p>					
<p>Table 4 Recommendation #4</p> <p>Central administration shall provide principals/directors and chiefs with three years of historical data for expenditures by February 1 every year.</p> <p>The District shall commit to the following:</p> <ol style="list-style-type: none"> 1- Hold the principals/directors and chiefs responsible for their budgets. 2- Restrict the number of transfers that an administrator can request each month. 3- Restrict the number of requests for substitutes an administrator can request each year. 					




<p>4- Restrict the number and usage of P-Cards 5- Hold staff accountable for the proper use of the Concur system</p>					
<p>Table 4 Recommendation #5 All three District management systems shall be upgraded, with a comprehensive training plan for a cross-functional, interdepartmental team of staff members. A policy shall be adopted committing the District to keep all three systems upgraded, including funding. This will help the District better manage expenses and revenue. It will also increase efficiency in every department in the District. Identify a project manager to implement an upgraded fiscal management system by January 30, 2021. Present progress on the multi-tiered action plan to implement cross-training using all three management systems to the State monitor quarterly. 1- an upgraded fiscal management system 2- an upgraded student information management system 3- an upgraded SWD student information management system Implement the action plan beginning July 1, 2022, through July 1, 2024.</p>					

<p>Table 4 Recommendation #6</p> <p>Establish a discontinue date for purchasing materials, supplies, books, and equipment. Consolidate as many purchases as possible to a single platform.</p> <p>Monitor the use of P-cards on a biweekly basis. As a result, reduce the number of P-Card users and reduce the credit limit on each card.</p> <p>Retrain all current holders of P-Cards.</p> <p>Hold P-Card holders and their supervisors accountable.</p> <p>This recommendation should improve the management of expenses. Effective immediately, spending on materials, supplies, curricular materials, and equipment should cease on February 15th of each year</p> <p>Artifacts may also include P-card usage reports, monthly statements, and Concur reports.</p>			X		
<p>Table 4 Recommendation #7</p> <p>The Finance Department should review the Direct Pay list for reducing the expenditures allowable for Direct Pay. Progressive discipline should be implemented for staff members who violate protocols or policies for Direct Pay. Hold staff</p>	M	<p>Table 4 Recommendation #7</p> <p>The Finance Department shall review the Direct Pay list for reducing the expenditures allowable for Direct Pay. Monthly reports of P-Card use and confirming orders shall be shared with the State monitor</p>			

<p>accountable for the proper use of the Concur system and P-Cards.</p> <p>This recommendation should improve the management of expenses. Chiefs shall receive monthly reports identifying violators of Direct Pay procedures beginning February 15, 2021.</p> <p>A progressive discipline protocol should be established and shared with the cabinet for pending implementation by January 15, 2022.</p>		<p>and the financial consultant.</p> <p>Progressive discipline should be implemented for staff members who violate protocols or policies pertaining to Direct Pay. Staff shall be held accountable for the proper use of the Concur system and P-Cards.</p> <p>Chiefs shall receive monthly reports identifying violators of Direct Pay. The Chiefs shall communicate the names of the violators to the Human Resources (HR) Department for the implementation of the established progressive discipline protocol.</p>			
<p>Table 4 Recommendation #8</p> <p>Spending on materials, equipment, books, and supplies should end each year on February 15th.</p> <p>All spending after February 15th should require a signed approval from the requestor and the appropriate chief.</p>					




<p>Table 4 Recommendation #9 Effective immediately, the District shall initiate full implementation of Policy 8600.</p>					
<p>Table 4 Recommendation #10 A protocol shall be established to ensure cabinet members are knowledgeable of contracts, memorandums of agreements, and memoranda of understanding regularly. This will increase the cabinet’s capacity to be good financial stewards of the District. It will also increase cross-functional knowledge of cabinet members and reduce the silo management approach commonly witnessed throughout the District. For example, new MOAs and MOUs could follow a process of reviewing similar position Management Action Form (PMAF).</p>		<p>Table 4 Recommendation #10 Annually, the District administration should establish a protocol for ensuring cabinet members are knowledgeable of contracts, memorandums of agreements, and memoranda of understanding.</p>			
<p>Table 4 Recommendation #11 The District should adopt a formal practice of informing the Board of grants awarded to the District, including the following: Purpose Amount Duration Scope of Work Outcomes</p>		<p>Table 4 Recommendation #11 Beginning September 1, 2023, the District shall adopt a formal practice of notifying quarterly the Board, the State monitor, and fiscal consultant of State and federal grants awarded to the District. Such notification shall include the</p>			




<p>Alignment to District Priorities Staff Oversight</p>		<p>following information about each grant:</p> <ul style="list-style-type: none"> • Purpose • Amount • Duration • Scope of Work • Outcomes • Alignment to District Priorities • Staff Oversight 			
<p>Table 4 Recommendation #12 Starting January 1, 2022, the district shall develop and implement an updated PMAF process that is responsive, timely, and efficient. Completion of SOP of PMAF process and presentation to the cabinet for implementation, no later than January 31, 2022.</p>		<p>Table 4 Recommendation #12 Effective immediately, the District administration shall develop and implement an updated Position Management Action Form (PMAF) process that adheres to the Board approved budget and is responsive, timely, and efficient. The District administration shall complete the SOP for the RCSD PMAF process and present the SOP to the cabinet for implementation no later than September 30, 2023.</p>			




<p>Table 4 Recommendation #13 Effective immediately, the District administration shall prepare a monthly position control report for review and action, as needed, by the cabinet. The report should be generated weekly at a minimum during the following months: February, March, August, and September. The report should be shared with the State monitor.</p>					
<p>Table 4 Recommendation #14 Effective immediately, the Medicaid Compliance Officer shall make quarterly reports to the Board at Finance Committee meetings throughout the year. Forty-five days following each report, the special education department shall submit a response to the Superintendent, Deputy Superintendent for Teaching and Learning, the State monitor, and the Board clerk for distribution to the Board documenting specific corrective actions and resulting outcomes.</p>					
<p>Table 4 Recommendation #15 Effective immediately, the District administration should submit a progress monitoring program implementation plan on all CRSSA and ARP funded activities and programs, including personnel</p>		<p>Table 4 Recommendation #15 Effective immediately, the District administration shall submit a progress monitoring program implementation plan for all CRSSA</p>			

<p>evaluations as per communication from the Commissioner of Education. District administration should submit a semi-annual and annual report of all CRSSA and ARP-funded activities and programs, including personnel evaluations.</p>		<p>and ARP funded activities and programs.</p> <p>For the CRSSA funds that end on June 30, 2023, the District administration shall submit to the state monitor and fiscal consultant a final report that includes data, validating outcomes and impact of all CRSSA funding by a date determined by the state monitor and superintendent.</p>			
<p>Table 4 Recommendation #16 Effective immediately, develop and adhere to a process to ensure the Human Capital (HC) department is accountable for submitting complete and accurate documentation consistent with the yearly payroll calendar.</p>			<p>X</p>		
<p>Table 4 Recommendation #17 Effective immediately, the Dept. of HC shall co-create with Finance and IMT an action plan to progress monitor, position control, extra pay, vacancies, and substitutes. Progress monitoring of</p>	<p>M</p>	<p>Table 4 Recommendation #17 Effective immediately, the Department of Human Capital shall co-create with the Department of Finance and the Department of</p>			



<p>this plan should be a regular agenda item for the Staff Relations Committee meetings</p>		<p>Information Management Technology an action plan to progress monitor position control, extra pay, vacancies, and substitutes. This information shall be shared monthly with the State monitor and financial consultant.</p>			
<p>Table 4 Recommendation #18 Produce an SOP for Onboarding new employees and substitute teachers to the District by March 1, 2022. The SOP should be presented to the Executive Cabinet and principals for feedback before sharing the final draft at the HRCOW.</p>			<p>X</p>		
<p>Table 4 Recommendation #19 Effective immediately, District administration shall include transparent explanations for activities listed on resolutions for extra pay</p>	<p>M</p>	<p>Table 4 Recommendation #19 Effective immediately, the District administration shall include transparent explanations for activities listed on resolutions for extra pay, including detailed descriptions of outcomes and deliverables.</p>			

<p>Table 4 Recommendation #20 Effective December 2022, the District administration shall shorten, while maintaining integrity and increasing accountability, the resolution development process.</p>					<p>Potential Violation as of May 2023</p>
<p>Table 4 Recommendation #21 District administration shall leverage state and federal funding to create a comprehensive investment strategy based on equity and need, to support schools beginning with the 23/24 school year.</p>		<p>Table 4 Recommendation #21 The District administration shall leverage State and federal funding to create a comprehensive investment strategy, based on equity and need, to support schools beginning with the 2023–2024 school year. The implementation of the investment strategy for blending and braiding ARP, Title I, Titles II, Title III, and Title IV shall be shared and discussed at a monthly meeting, beginning September 30, 2023, with the State monitor and financial consultant.</p>			



<p>Table 5 Recommendation #1 District priorities, goals, and major initiatives are sustained through the life of the RCSD Strategic Plan unless officially modified through a majority Board action. A multi-year commitment to the academic and financial plans will force any new leaders entering the organization to commit to the District plans.</p>					
<p>Table 5 Recommendation #2 Effective immediately, the administration shall: 1) Adhere to contract staffing ratios. 2) Increase enrollment at RCSD schools by increasing achievement and providing programs that meet the needs and interests of students and their families. 3) Initiate a campaign to compete with charter schools for students.</p>					
<p>Table 5 Recommendation #3 Effective July 2021, Superintendent should exercise all powers allowed under Education Law 211.f and Commissioner’s Regulations 100.19. (See Academic Plan)</p>					


<p>Table 5 Recommendation #4 The Board should adhere to all Board Goals by regularly reviewing selected data to monitor progress for each goal's attainment at least twice a year.</p>					
<p>Table 5 Recommendation #5 Require the proposed budget to reflect previous expenditures and do not allow all funding to be placed in one or two accounts for transferring throughout the year. This will help control the movement of money between budget codes after the budget has been approved and restrict the number of transfers that an administrator can request. Establish a Budget Transfer Policy, including specific guidelines for the frequency and amount of budget transfers. The policy shall require transfers to be approved for appropriate amounts and approved at different administrative levels.</p>					
<p>Table 5 Recommendation #6 Effective July 1, 2021, the administration shall include reports benchmarking the use of H and K funds in CFO reports during the Finance Committee of the Whole meetings (COW).</p>		<p>Table 5 Recommendation #6 Effective July 1, 2021, the administration shall include reports benchmarking annual use of H and K funds in CFO reports during Finance</p>			




<p>Effective August 2022, the administration shall develop a process for benchmarking and reporting performance based on Key Performance Indicators (KPIs) for Food Service, Maintenance and Operations, Safety and Security, and Transportation like selected indicators funded through the Council of Greater City Schools Publication Managing for Results in America’s Great City Schools. RCSD Board and District Leadership will conduct a work session a minimum of twice a year to reassess each phase of the Facilities Modernization Plan using fiscal, academic, facilities, and equity lenses.</p>		<p>Committee of the Whole meetings (COW).</p>			
<p>Table 5 Recommendation #7 Effective July 1, 2021, review the contract request process with chiefs, directors, and school administration. Develop a mandatory mini-training online to support staff with the contract request process. Hold staff accountable for adhering to the guidelines.</p>			<p>X</p>		
<p>Table 5 Recommendation #8 The Board should review this practice yearly to measure to what degree Board goals were met or surpassed</p>			<p>X</p>		



<p>Table 5 Recommendation #9</p> <p>Effective immediately, all contracts and resolutions shall include an evaluation and a cost analysis:</p> <ol style="list-style-type: none"> 1. All contracts shall come through the legal office. 2. The State monitor shall continue to randomly select contract request documentation for review. 3. All resolutions shall include a cost analysis and be reviewed at the cabinet and a designated committee meeting. 4. Expenditures on contracts shall be reduced to align with the expenditures on contracts in comparable districts. 					
<p>Table 5 Recommendation #10</p> <p>Effective immediately, all contracts and resolutions with a financial obligation for the District over \$25,000 should include evaluations and cost analysis. This will support the decision-making process for the Board.</p> <p>Effective immediately, all contracts and resolutions should be written in a manner that provides ample information and specifies the requested action of the Board.</p> <p>Effective immediately, all resolutions should include references to any other related Board actions.</p>					



Board members should be encouraged to ask questions at committee meetings and through the Board, Question Log to gain greater understanding before voting on a resolution.					
Table 5 Recommendation #11 Evaluate the efficiency of the print shop and provide a report to the Superintendent, State monitor, and the Finance Committee by July 2022.			X		
Table 5 Recommendation #12 District leadership shall facilitate a financial audit of the RCSD athletic department by July 1, 2023.	M	Table 5 Recommendation #12 The District shall complete the athletics audit and present findings and recommendations from the athletics audit prior to January 15, 2024. The District administration shall amend and present an updated Athletics SOP to principals prior to April 30, 2024.			

<p>Table 5 Recommendation #13 Effective no later than February 28, 2022, District leadership shall conduct a monthly analysis of the vacancy reports for the executive cabinet and the State monitor. The report should be generated weekly at a minimum during the following months: February, March, August, and September.</p>		<p>Table 5 Recommendation #13 Effective no later than February 28, 2022, District leadership shall submit a monthly analysis of the vacancy reports to the executive cabinet, financial consultant, and the State monitor. The District administration shall record in their financial plan and execute a reduction of staff minimally equivalent to at least 30% of the unfilled positions recorded in the 2023-2024 school year District budget or the number of vacant positions held for 3 or more years in the 2023–2024 school year budget.</p>			
<p>Table 5 Recommendation #14 1. Effective immediately, for the 2019-20, 2020-21, and 2022-23 fiscal year, District administration shall identify the various revenue components and amounts included in the following sources of revenue: a) Local Revenue b) State Revenue (received directly or as a flow-through from other sources) c) Federal Revenue (received directly or as a flow-through from other sources) d) Flow through Revenue (received to flow through to others) e) Any other revenue source not included above</p>		<p>Table 5 Recommendation #14 1. Effective immediately, and annually, the District administration shall identify the various revenue components and amounts included in the following sources of revenue: a) Local Revenue b) State Revenue (received directly or as a flow-through from other sources) c) Federal Revenue (received directly or as a flow-through from other sources)</p>			


<p>2. Compare the revenue sources identified in 1 above to the expected revenues anticipated in 2021-22. For any revenues received in 2019-20 or 2020-21, 2021-22, but not anticipated in 2022-23 please verify and document the reason for the change.</p> <p>3. Identify any new revenue sources for the 2021-22 and the 2022-23 school year.</p>		<p>d) Flow through Revenue (received to flow through to others)</p> <p>e) Any other revenue source not included above</p> <p>2. Compare the revenue sources identified in 1 above to the expected revenues for each year starting with the 2019–2020 school year and verify and document the reason for any significant changes.</p> <p>3. Identify any new revenue sources annually for each school year.</p>			
<p>Table 5 Recommendation #15</p> <p>For each of the revenue sources identified, the administration shall develop a database or other repository that documents the following:</p> <p>a) criteria for the receipt of funding by the District (e.g., enrollment, graduation rate, disability classification).</p> <p>b) specific requirements for each revenue source, including hearings or reporting</p> <p>c) the reporting deadlines</p> <p>d) the means of receipt and from whom</p> <p>e) the projected timing of receipt of the revenue (N)</p>					

<p>Table 5 Recommendation #16 The CFO shall maintain an updated list of individuals responsible for each revenue source, including obtaining the required data and ensuring that the data is accurate, provided that the data is available and reported within the designated timeframes.</p>					
<p>Table 5 Recommendation # 17 RCSD Board and District Leadership shall conduct a work session a minimum of twice a year to reassess each phase of the Facilities Modernization Plan using fiscal, academic, facilities, and equity lenses. State monitor and financial consultant will attend school reconfiguration meetings with District executive leadership on a monthly basis throughout the duration of the FMP process.</p>					
<p>Table 6 Recommendation #1 A team including the Chief of HR, the Chief of Finance, Chief of Information, Management & Technology (IMT), or their designees should negotiate all MOAs and MOUs for collective bargaining units. Afterward, the negotiated</p>					

<p>agreement or contract should be forwarded to legal counsel for a final review.</p>					
<p>Table 6 Recommendation #2 RCSD Negotiating Team should be established by February 2021. All MOAs and MOUs for collective bargaining units should be negotiated by a team including the Chief of HR, the Chief of Finance, Chief of Information, Management & Technology (IMT), or their designees. A team including the Chief of HR, the Chief of Finance, Chief of Information, Management & Technology (IMT), or their designees should negotiate all MOAs and MOUs for collective bargaining units. The negotiated agreement or contract should be forwarded to legal counsel for a final review.</p>					
<p>Table 6 Recommendation #3 Effective immediately, the review of all MOAs and MOUs should occur as an agenda item for the executive cabinet. This process should start with reviewing past agreements resulting in any financial obligation for the District.</p>		<p>Table 6 Recommendation #3 Effective immediately, the review of all Memorandums of Agreement (MOAs) and Memorandums of Understanding (MOUs) shall occur as an agenda item for the executive cabinet. This process should start with reviewing past agreements</p>			

		resulting in any financial obligation for the District. MOAs should be archived within the financial management system for easy access for key District personnel.			
Table 6 Recommendation #4 Effective immediately, district administration should increase the use of independent legal counsel, when appropriate, by the RCSD Board and administration.					
Table 6 Recommendation #5 Increase the use of independent legal services to negotiate collective bargaining agreements by July 1, 2022. By July 1, 2022, have an independent lawyer conduct an audit of all collective bargaining agreements, for potential areas of improvement for the District, through negotiation.		Table 6 Recommendation #5 By September 1, 2022, the District administration shall have an independent lawyer conduct an audit of all collective bargaining agreements for potential areas of improvement through negotiation. Findings should be presented to the State monitor and financial consultant.			




<p>Table 6 Recommendation #6 Effective immediately, the executive cabinet and the State monitor shall review all Election to Work Agreements (EWAs) annually to better understand opportunities to further support Receivership schools.</p>	<p>NEW</p>				
<p>Table 7 Recommendation #1 Train school and District leaders annually on best practices in finance and budgeting beginning with the 2021–2022 school year. Create budget development and budget management training every year for all school and District leaders. Require the proposed budget reflect previous expenditures and do not allow all funding to be placed in one or two accounts for transferring throughout the year. This will help control the movement of money between budget codes after the budget has been approved and restrict the number of transfers that an administrator can request. Establish a Budget Transfer Policy. The policy shall include a standard operating procedure for budget transfers. The policy shall require transfers to be</p>	<p>M</p>	<p>Table 7 Recommendation #1 The District administration shall ensure school and District leaders are trained annually on best practices in finance and budgeting continuing during the 2023–2024 school year. The District administration shall hold training participants accountable to the goals of the training. Training shall include budget development and budget management.</p>			

<p>approved for appropriate amounts and approved at different administrative levels. Consolidate and upgrade the financial management systems, including training.</p>					
<p>Table 7 Recommendation #2 Effective immediately, update budget development processes and timelines to produce sound budget forecasts. The earlier start date will allow the District ample time to deliberate using historical data and trending analysis. In addition, the earlier start date will provide more time for stakeholder engagement in the budget development process. Effective January 1, 2023, the administration shall be provided with the following tools every month to make school and department leaders more accountable for the funds being spent from their budgets:</p> <ul style="list-style-type: none"> • Available Funds Report • Budget Transfer Report • Confirming Order Report • Staffing Template • Open Purchase Order (PO) Report • Substitute Utilization Report • Overtime and Regular Time Extended Report (biweekly) • P-Card Utilization Report 					

<p>Table 7 Recommendation #4 Budget codes must reflect intended expenditures. They are not intended to hold funds for future transfers to cover accounts that have not been budgeted. Therefore, all accounts must be reconciled to have a zero or positive balance at year-end. The District will transition all budget codes to the Uniform Code System by July 2023.</p>			X		
<p>Table 7 Recommendation #5 Pilot participatory, equity-based budget practices beginning with the 2023-24 school year budget development. Adopt a model for budget development that ensures equitable access to resources for the 2022-23 school year budget.</p>	M	<p>Table 7 Recommendation #5 The District administration, school leaders and Board leaders shall adopt, implement and monitor a participatory budget model beginning with the development of the 2024–2025 school year budget.</p>			
<p>Table 7 Recommendation #6 Effective immediately, Update the revenue funding sources on an annual basis. This should be performed as part of the annual budgeting process.</p>			X		



<p>Table 7 Recommendation #7 Effective immediately the district shall annually, create a budget book and any complementary budget materials showcasing the following:</p> <ul style="list-style-type: none"> • Programmatic information beyond the constraints of a line item budget • School level budget allocations • User friendly • Transparent • Highlights budget priorities and goals • Highlights potential opportunities and threats to the fiscal wellbeing of the District 	NEW				
<p>Table 8 Recommendation #1 District administration and the Board should collaborate to develop and implement an annual process for regularly reviewing all District policies. This process should be established, and implementation should start by October 1 and continue throughout the year.</p>	✓				


Table 8 Recommendation #2 Effective immediately, the District should initiate full implementation of Policy 6700R.			X		
Table 8 Recommendation #3 Effective immediately, the District should initiate full implementation of Policy 6110R.			X		
Table 8 Recommendation #4 Effective immediately, the District should initiate full implementation of Policy 6700.	✓				


<p>Table 8 Recommendation #5 Effective by January 2021, District administration shall require, monitor, and enforce that all service providers document in the IEP Direct RS Service log all services provided and events preventing the delivery of services within 48 hours of delivery of service.</p> <p>Effective by January 2021, District administration shall develop and implement a process to effectively monitor related services provided and ensure related services are provided in accordance with student IEPs.</p> <p>In addition, ensure all types of related services are monitored and document monitoring performed.</p>		<p>Table 8 Recommendation #5 Effective no later than January 2021, the District administration shall require, monitor, and enforce that all service providers document in the IEP Direct RS Service log all services provided and events preventing the delivery of services within 48 hours of delivery of service. A log of this information shall be sent monthly to the State monitor.</p>			
<p>Table 8 Recommendation #6 Effective immediately, develop an RFP or RFQ to search to secure new health and dental brokers for the 2023-2024 school year.</p>		<p>Table 8 Recommendation #6 Effective immediately, the District administration shall develop an RFP or RFQ to secure new health and dental brokers for the 2024–2025 school year.</p>			
<p>Table 8 Recommendation #7 Effective immediately, the District administration shall initiate a minimum of four strategies for implementation to reduce the rising cost of utilities in the District and submit a report to the State</p>		<p>Table 8 Recommendation #7 Effective immediately, the District administration shall initiate a minimum of four strategies for implementation to reduce the rising</p>			



monitor and, which includes actions and outcomes.		cost of utilities in the District and submit a quarterly report to the State monitor and financial consultant, which includes actions and outcomes. .			
Table 8 Recommendation #8 District administration should establish and fund and hire a charter school coordinator position to serve as a liaison between charter schools, SED, SUNY, and the District in the before the conclusion of the 2022-23 school year budget.			X		
Table 8 Recommendation #9 Create an Urban Campus Renewal position to accommodate the growing District and community needs associated with the implementation of closing, reconfiguring, and rezoning RCSD schools in the 2022-23 school year budget.			X		
Table 8 Recommendation #10 To facilitate student centered, efficient and timely master schedules, District administration shall create a timeline/workplan for the development of	M	Table 8 Recommendation #10 To facilitate student centered, efficient and timely master schedules, District administrators			


<p>secondary and elementary master schedules that incorporates input from all impacted stakeholders and delineates deadlines, duties and responsibilities of all relevant stakeholders for completion. The workplan will be shared with all parties and all parties will be held accountable by the superintendent or superintendent designee. The plan shall be shared with State monitor and progress executing the plan will be shared by Accountability with the superintendent, deputy superintendent and State monitor. The first draft of the plan shall be available January 31, 2023. The plan should be ready for initial implementation Fall 2023 and complete transition to the new protocol by Fall 2024.</p>		<p>shall work collaboratively to create a timeline/workplan for the development of secondary and elementary master schedules that align with the timelines and workplans of the following:</p> <ul style="list-style-type: none"> • Registrars • Human Capital, staff hiring, staff transfers, staff retirements • Special Education, placement • Bilingual Education, placement • Last day of school for registrars and school counselors • Summer School programming, testing and grade accumulation <p>The first draft of the work plan shall be available January 31, 2024. The plan should be ready for initial implementation in Fall 2024, with complete transition to the new protocol by Fall 2025.</p>			



<p>Table 8 Recommendation #11 To facilitate family centered, efficient, timely and accurate report cards, District administration shall create a timeline/workplan for the development of secondary and elementary report cards that incorporates input from all impacted stakeholders and delineates deadlines, duties and responsibilities of all relevant stakeholders for completion. The workplan will be shared with all parties and all parties will be held accountable by the superintendent or superintendent designee. The plan will be shared with State monitor and progress executing the plan will be shared by Terry Orden with the superintendent, deputy superintendent and State monitor. The first draft of the plan should be available September 1, 2023. The plan should be ready for initial implementation Fall 2024 with a complete transition to new report cards before Fall 2025.</p>					
<p>Table 8 Recommendation #12 To facilitate student centered, efficient and timely master schedules for summer school, District administration shall create a timeline/workplan for the development of summer school schedules that incorporates input from all impacted stakeholders and delineates deadlines, duties and responsibilities of all relevant stakeholders for completion. The workplan will be shared with all parties and all parties will be held accountable by the superintendent or superintendent designee. The</p>					

<p>plan will be shared with State monitor and progress executing the plan will be shared by staff with the superintendent, deputy superintendent and State monitor. The first draft of the plan should be available December 1, 2022. New protocol for developing the summer school schedules should be piloted summer 2023. Full implementation summer 2024. The timelines for summer school schedules and master schedules should be complementary and align with timelines for staffing.</p>					
<p>Table 8 Recommendation #13 District administration shall provide semiannual updates on the strategies and resulting outcomes for the KPIs in the following departments:</p> <ul style="list-style-type: none"> • Finance • Human Capital • Operations • Student Placement • Transportation 		<p>Table 8 Recommendation #13 The District administration shall provide semiannual updates to the Board and the State monitor on the metrics, strategies and resulting outcomes for the Key Performance Indicators (KPIs) in the following departments:</p> <ul style="list-style-type: none"> • Finance • Human Capital • Operations • Student Placement • Transportation • Food Service • Safety and Security <p>There should be a minimum of three KPIs and corresponding strategies per department. The baseline for the KPIs shall be the</p>			

		updates provided at the conclusion of the 2022–2023 school year.			
<p>Table 9 Recommendation #1 Acknowledging the District’s need to cut costs, the District should continue negotiating a more favorable contract with all transportation service providers, including RTS</p>		<p>Table 9 Recommendation #1 Acknowledging the District’s need to cut costs, the District shall continue negotiating favorable contracts with all transportation service providers, including the Rochester Transit System (RTS). Annually, the transportation department should share weekly updates about the status with the State monitor and financial consultant during the following time frames: August 1 through October 31 February 1 through April 30</p>			

<p>Table 9 Recommendation #2 District administration shall review the Managed Choice Policy for modification, restoration, or elimination. Determine the approval status of the Managed Choice Policy by March 1, 2023.</p>		<p>Table 9 Recommendation #2 District administration shall annually review this policy for amendment or recession, and present such recommendations to the Board. The Board will vote to amend or rescind the policy by October 31st. The administration will also report on this policy's implementation, outcomes, and impact through qualitative and quantitative data as mutually agreed upon by the Board and District administration. This data is including but is not limited to the percentage of students receiving their first and second choice of schools, the percentage of students who participated in the lottery and percent that utilized sibling or walk zone preference, and disaggregated by school.</p>			
<p>Table 9 Recommendation #3 Effective immediately, the District should initiate the following: 1- A review of the services and accommodations written on IEPs, particularly the need for transportation. 2- Consider renegotiating all contracts with transportation vendors.</p>					

<p>Table 9 Recommendation #4</p> <p>Ensure there is adequate staff, well-trained to manage the processes for enrollment and tuition at the charter schools.</p> <p>Ensure staff has the proper tools to manage records for tuition and enrollment at charter schools.</p> <p>Ensure there is alignment with the processes for enrollment and tuition for special education students at charter schools.</p> <p>Confirm the maximum enrollment allowed at each charter school to ensure against paying for students above the state allowed enrollment with SED.</p> <p>Confirm the residency of each student enrolled at the charter schools to ensure all students live in Rochester. RCSD is not required to pay tuition for students attending charter schools who are non-residents of Rochester.</p> <p>Establish an invoicing procedure that provides the information needed by RCSD in a conducive format to RCSD operations.</p> <p>These processes shall be established June 30, 2023. Artifacts might include a new invoicing system, enrollment reports</p>					

<p>Table 9 Recommendation #5 Annually, by September 1, the District shall submit to the monitor an updated five-year financial plan such that, for each school year, the annual aggregate operating expenses do not exceed annual aggregate operating revenues, and the major operating funds of the District are balanced in accordance with accepted accounting principles. The financial plan shall include statements of all estimated revenues, expenditures, and cash flow projections of the District.</p>		<p>Table 9 Recommendation #5 Annually, by August 1, the District shall submit to the State monitor and financial consultant a final updated five-year financial plan such that, for each school year, the annual aggregate operating expenses do not exceed annual aggregate operating revenues; assumptions are data driven, reasonable and feasible; and the major operating funds of the District are balanced in accordance with accepted accounting principles. The financial plan shall include statements of all estimated revenues, expenditures, and cash flow projections of the District.</p>			
<p>Table 9 Recommendation #6 Create a user-friendly SOP, including training, for school and District leaders to understand the purchasing process in RCSD by January 31, 2022.</p>					

<p>Table 9 Recommendation #7 District administration shall conduct an audit of the following departments: transportation, facilities, food service, and operations by January 2023.</p> <p>Restructure the Department of Facilities, Operations, and Transportation to address the growing complexity of District needs by June 2023.</p>	M	<p>Table 9 Recommendation #7 By January 2023, the District administration shall conduct an audit of the following departments: transportation, facilities, food service, and operations. The District administration shall document the specific corrective actions taken to address the findings of the audit and present the corrective actions to the Board, financial consultant, and the State monitor before December 1, 2023.</p>			
<p>Table 9 Recommendation #8 Effective immediately, District administration shall initiate a minimum of four strategies for implementation to reduce District reliance on transportation and submit them to the State monitor.</p>	M	<p>Table 9 Recommendation #8 Effective immediately, the District administration shall annually implement a minimum of four strategies to reduce District reliance on transportation. This information shall be shared with the financial consultant and State monitor by August 30, including quantitative data to support the reduction from the previous school year.</p>			

