

Selection	Type of Activity	Blue	Green	Yellow (Potential Plan Violation)	Red (Plan Violation)	NA
A	Non-recurring activity required to be completed prior to March 31, 2022	Recommendation fully implemented by June 30, 2022			Recommendation not yet fully implemented by June 30, 2022	
B	Non-recurring activity required to be completed by June 30, 2022	Recommendation fully implemented by June 30, 2022		Significant progress made, but recommendation not yet implemented.	Little or no progress made to implement recommendation.	
C	Non-recurring activity required to be completed on or after July 1, 2022	Recommendation fully implemented by June 30, 2022	Recommendation projected to be fully implemented by due date.	Activity underway but not projected to be completed by due date	No significant actions taken during the 2021-2022 school year to implement the recommendation.	No activity was expected to occur during the 2021-2022 school year to implement the recommendation.
D	Non-recurring activity with no specific due date.	Recommendation fully implemented by June 30, 2022	Significant progress has been made towards full implementation of the recommendation.	Some progress has been made towards full implementation of the recommendation.	Little to no progress has been made towards implementation of the recommendation.	No activity was expected to occur during the 2021–2022 school year to implement the recommendation
E	Annual activity expected to be completed prior to March 31 each year		Recommendation fully implemented by June 30, 2022		Recommendation not fully implemented by June 30, 2022	
F	Annual activity expected to be completed between April 1 and June 30 each year or with no specific due date.		Recommendation fully implemented by June 30, 2022	Significant progress made, but recommendation not yet implemented	Little or no progress made to implement recommendation	
G	Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)		The activity was completed almost all of the time on-time during the year. (e.g., the district was required to submit 10 monthly reports by the first Friday of each month and 9 of the 10 reports were submitted on time.)	The activity was complete at least half of the time on time during the year. (e.g., the district was required to administer a districtwide ELA interim assessment each marking period and 2 of the 4 assessments were administered on time.)	The activity was complete less than half of the time on time during the year. (e.g., the district was expected to conduct 8 parent workshops between January and June and only 3 parent workshops were completed during that period).	

Table	Domain	#	Recommendation	Evidence of Implementation	Implementation Status of Recommendation as of September 30, 2022	Short Explanation of Status	Links to Artifacts that Support Status Code
5	Turnaround Leadership	1	The District 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.	1. Board resolution adopting standard operating procedures.	1: Fully Completed		<ul style="list-style-type: none"> • Onboarding SOP • Onboarding Meeting Schedule • 2021-2022 BOE Professional Development Schedule
5	Turnaround Leadership	1		2. 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 on-boarded in accordance with all elements of the SOP.			
5	Turnaround Leadership	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.	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.	1: Fully Completed		<ul style="list-style-type: none"> • 2022-23 Resolution Deadlines (July - December)
5	Turnaround Leadership	2		2. By January 31, 2021, 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.			
5	Turnaround Leadership	3	All Board meetings shall be conducted in strict accordance with Roberts Rules of Order.	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.	2: On-Track	PD on Roberts Rules of Order was completed for Board on January 3, 2022	
5	Turnaround Leadership	3		2. Artifacts demonstrating the following shall be made accessible for review by the State Monitor: * Annual training at the first Board meeting on Robert's Rules of Order * RCSD counsel serving as Parliamentarian Documentation of Violations of Robert's Rule of Law by Commissioners.			

5	Turnaround Leadership	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. <i>(M)</i> .	4: Off-Track		
5	Turnaround Leadership	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: On-Track		<ul style="list-style-type: none"> • July 19, 2022 Policy Committee Agenda • August 23, 2022 Policy Committee Agenda • September 6, 2022 Policy Committee Agenda
5	Turnaround Leadership	5		2. Policies shall be presented as action items monthly at the Policy COW meetings beginning March 1, 2021.			
5	Turnaround Leadership	5		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.			
5	Turnaround Leadership	5		4. Artifacts demonstrating the following shall be made accessible for review by the State Monitor: * Protocol for reviewing Board policies * Policy COW meeting minutes			
5	Turnaround Leadership	6	All Board goals shall be SMART: specific, measurable, attainable, relevant and time- based	1. SMART goals shall be posted on the District website annually by January 1.	2: On-Track	The Board approved updated goals and metrics on September 22, 2022. New posters will be distributed throughout the District.	• 2022-23 Board Goals and Metrics
5	Turnaround Leadership	6		2. The Board goals shall remain current on the District website at all times and updated yearly.			
5	Turnaround Leadership	6		3. The Board goals shall be available in the languages most frequently spoken in the District.			
5	Turnaround Leadership	6		4. The Board goals shall be posted prominently throughout the District, including the Boardroom at the central office. (M)			

5	Turnaround Leadership	7	A multi-year Executive Leadership Professional Learning Plan to be implemented beginning with the 2021-2022 school year.	1. A copy of the multi-year Executive Leadership Professional Learning Plan shall be developed and submitted to the State Monitor by May 15 of each school year for inclusion in the District Budget for the subsequent school year.	2: On-Track		<ul style="list-style-type: none"> • 2022-2023 12-Week Cycle Plan for Leadership Development • Leadership Development Plan in the RCSD
5	Turnaround Leadership	7		2. A copy of the multi-year Executive Leadership Professional Development Plan, including a funding source, shall be co-developed with leadership at the East EPO and submitted to the State Monitor by December 15th of every year. (M)			
5	Turnaround Leadership	8	<p>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>	1. The Board shall begin utilizing more components of Board Docs with full implementation of all components by August 30, 2021.	3: Underway		<ul style="list-style-type: none"> • RCSD BoardDocs Site • Access Designation List • BoardDocs Training Schedule
5	Turnaround Leadership	8		2. Effective immediately, the Board shall reduce the number of monthly executive sessions compared to the previous year.			
5	Turnaround Leadership	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.	3: Underway	The Board's most recent self-evaluation was completed on July 28, 2022 and is posted on the District's website.	
5	Turnaround Leadership	#	The RCSD shall address all yellow and red ratings from all plans in writing by the subsequent quarterly report.	Quarterly Reports (N)	1: Fully Completed		
5	Turnaround Leadership	#	District administration should implement a plan to afford earned and bounded autonomy to receivership schools beginning in the 2022-23 school year.	Professional development for school leadership teams regarding levels of autonomy. Implementation plan Chief meeting agendas Principal meeting agendas (N)	3: Underway		<ul style="list-style-type: none"> • School Chief Items
5	Turnaround Leadership	#	Effective immediately, create a work calendar that affords school chiefs a minimum of three uninterrupted days providing direct services in assigned schools.	Chief schedules (N)	2: On-Track	This item is on-track, as this cannot be completed until June 2023. (A complete school year)	<ul style="list-style-type: none"> • Fall 2022 Network 1 School Visits • Fall 2022 Network 3 School Visits • Fall 2022 Network 4 School Visits

5	Turnaround Leadership	#	Superintendent evaluation should be initiated no later than 30 days following the first day of the school year.	1. 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.	4: Off-Track	Interim Superintendent Dr. Peluso began on September 1, 2022. The Board has not had the opportunity to identify his goals or finalize his evaluation schedule.	
5	Turnaround Leadership	#		2. Superintendent's evaluation should be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan.			
5	Turnaround Leadership	#	Central Office cabinet members' evaluations should be initiated no later than 45 days following the first day of the school year.	1. Central Office cabinet members' evaluation schedule and goals should be ready for review by October 31.	2: On-Track	Cabinet office	
5	Turnaround Leadership	#		2. Central Office cabinet members' evaluations should be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan. (N)			
5	Turnaround Leadership	#	The Superintendent should exercise all 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 January 2022. Options include, but are not limited to the following: * Review, expand, alter or replace the curriculum and program offerings at the school * Mandate faculty meetings 60 minutes twice per month * Mandate common planning. (M) * Expand the school day or school year	2: On-Track	This was cited twice in the academic plan. Additional updates around implementing curriculum that meets the specific needs of the school have been implemented during this term.	• Powers of the Receiver 2022-23
7	Talent Development	1	Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate onboarding, accountability, and supervision throughout the District.	1. By February 1, 2021, submit to the State Monitor a plan to create and update the SOP of each department in the 4th quarter of every year.	3: Underway		
7	Talent Development	1		2. The first cycle of plans shall be created and submitted for review by cabinet members by June 1, 2021. After that, the cycles shall continue quarterly.			
7	Talent Development	2	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: * Staff Relations * Recruitment & Selection * Staff & Educator Effectiveness Create a talent management plan to properly support and develop all staff, focusing on succession planning, particularly for key leadership roles. Change Chief of Human Resources title to Chief of Human Capital or Chief Human Capital Officer 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: 1. Existence of a new RCSD Human Capital website and social media reflecting upgraded branding by June 30, 2021.	1: Fully Completed	A reorganization plan was developed, presented to the Board of Education and is currently under implementation in the Office of Human Capital. The District has established a human capital brand and has updated its careers website, www.rcsdk12.org/careers A reorganization plan was developed, presented to the Board of Education and is currently under implementation in the Office of Human Capital.	• RCSD Organization Charts • Talent Management Plan Branding Evidence • RCSD Staffing Plan • Office of Human Capital Reorganization • Human Capital Strategic Plan Taskforce Update (July 2021)

7	Talent Development	2		2. Organization charts are updated and appear on the District and school websites by August 15 of each year.			
7	Talent Development	2		3. New talent management plan by July 2021.			
7	Talent Development	2		4. Implementation of a new talent management plan by September 2021.			
7	Talent Development	2		5. Creation of a reorganized Department of Human Capital			
7	Talent Development	3	Update the 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: <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 	The District administration shall adhere to the following: 1. Submit an annually updated systematic professional development plan by May 1 for the subsequent school year.	3: Underway	A summarizing memo is included and the plan presented to all leaders. Calendars and timelines are embedded within the deck and available as resources to leaders in the shared google drive. Through the TNTP Leadership Pipeline work, there will be a collaborative and integrative focus on competency-based recruitment, support, development, and retention practices. The TNTP leadership training focused on central office leadership will support general leadership development focused on strategic planning, talent development and talent management. This work is outlined in the scope of services for TNTP and CTAC	<ul style="list-style-type: none"> • TNTP Scope of Work • CTAC Scope of Work
7	Talent Development	3		2. Submission of an annually updated program evaluation instrument by May 1 for the subsequent school year.			Add Superintendent Conference day landing page

7	Talent Development	3		3. Implement a protocol whereby all supervisors support, coach, and hold direct reports accountable for progress in meeting academic and department goals. Ensure supervisors provide regular, meaningful, clear, and timely feedback aligned with performance goals;			
7	Talent Development	3		4. Effective January 1, 2021, program evaluation indicators shall be used quarterly to measure the impact of programs.			
7	Talent Development	4	Develop and fund a leadership academy for central office leaders. Develop and fund a leadership academy for aspiring school leaders.	The District administration shall adhere to the following: 1. Include a budget line for two leadership academies in the 2022-23 school year budget.	3: Underway	Leadership Academies have been established for building principals and central office leaders. This work is outlined in the scope of services for TNTP and CTAC Quarterly written reports will be provided by TNTP and CTAC. A final report will be provided by TNTP and CTAC.	<ul style="list-style-type: none"> • TNTP Scope of Work • CTAC Scope of Work
7	Talent Development	4		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.			
7	Talent Development	4		3. Submit evaluations and progress reports from each academy to the State Monitor for review quarterly throughout the duration of each academy.			
7	Talent Development	4		4. Submit the final report of each academy for evaluation by the State Monitor at the conclusion of each academy. (M)			
7	Talent Development	5	The administration shall develop a plan for progress monitoring the effectiveness of SOPs annually.	1. Sample SOPs 2. Progress monitoring tools 3. Progress monitoring plan (N)	3: Underway	Notes about SOP on landing page and under development and review. Including monitoring	

7	Talent Development	6	<p>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.</p>	<p>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 * budget (M) 	1: Fully Completed	<p>The linked documents regarding the process were submitted as part of the plan and have been utilized since May, 2021.</p>	<ul style="list-style-type: none"> • RCSD School Building & School District Leader Selection Process Overview • RCSD School Building & School District Leader Applicant Paper Screening Tool • RCSD School Building & School District Leader Applicant Phone Screening Tool • RCSD School Building & School District Leader Applicant Interview Template for District-based and School-based Interview Committees • RCSD School Building & School District Leader Competency-based Interview Question Bank • RCSD School Building & School District Leader Reference Check Form • RCSD School Building & School District Leader Hire Recommendation Form
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7	Talent Development	7	Full implementation of the Annual Professional Performance Review (APPR) Plan.	1. Full adherence to all components of the APPR shall be initiated effective immediately	1: Fully Completed	<p>The District is following its NYSED approved 3012-d APPR plan. The creation of a grant funded Director of Staff and Educator Effectiveness in the Office of Human Capital will monitor and ensure fidelity to process and related improvements, coaching, guidance, support to leaders and other evaluators and mentors.</p> <p>Effective July 1, 2021, the District will hire and institute a Staff & Educator Effectiveness Team</p> <p>Weekly reports are provided to principals on the status of APPR to ensure implementation.</p> <p>Sessions were held with all principals to ensure compliance, updates and response to frequently asked questions.</p> <p>APPR information is linked under staff resources and is in fact accessible from the main District website, with an easily identifiable link to information. Further information on evaluation is organized by the contract union.</p>	<ul style="list-style-type: none"> • District approved APPR Amended Plan • District APPR Waiver Submission • District APPR Waiver Approval from NYSED • Director of Staff & Educator Effectiveness Job Description • Weekly Data Reports Provided to Principals • APPR Update & FAQ Session with Principals • APPR Observer Recertification Training • District APPR Site • Annual Professional Performance Review Timeline
7	Talent Development	7		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.			

7	Talent Development	7		3. Annually, by October 1, the State Monitor, CAO, and Chiefs of Schools shall conduct a randomly selected review of redacted evaluations each month.			
7	Talent Development	8	Establish Zone Offices led by Chiefs of Schools with staff to support each zone. The staff should minimally include staff developers for math, ELA, science, social studies, special education, English as a new language/bilingual education, and data.	1. By December 30, 2020, the Deputy of Operations and Systems Innovation shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations.	2: On-Track	Zone changes, if any, will follow from changes to Managed Choice Policy or FMP adjustments. Chiefs now have assigned staff from HCI, Budget, and SpEd.	<ul style="list-style-type: none"> • Exploring the Possibility of a New Roadmap for the RCSD - BOE presentation 5.11.21 • RCSD Zone Reconfiguration Task Force Document • 2022-02-08 Task Force Recommendation Presentation
7	Talent Development	8		2. By April 15, 2021, the Task Force shall share new zone configurations recommendations.			<ul style="list-style-type: none"> • 2022-02-08 Task Force Recommendation Presentation
7	Talent Development	8		3. By May 2022, funding for Phase I of a Board-approved implementation plan to change the geographic configuration and the staffing of RCSD Zones shall be included in the District budget. (M)			
7	Talent Development	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.	2: On-Track		

7	Talent Development	#	District administration should annually, by March, 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.	1. Meeting agendas and notes	1: Fully Completed		RCSD Staffing Plan
7	Talent Development	#		2. Talent Management Plan			
7	Talent Development	#	Effective immediately, all school or district leadership positions with any oversight for Receivership Schools shall include the participation of the State Monitor in the interview and selection process.	1. Meeting participation	1: Fully Completed	The District will continue to comply. The District has not yet hired any leadership positions in 2022-2023 that fall into this recommendation.	
7	Talent Development	#		2. Interview Notes			
7	Talent Development	#		3. Resume Reviews (<i>N</i>)			
9	Instructional Transformation	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.	1. Effective immediately, a cost and program analysis of all MOAs and MOUs shall be presented as an agenda item for the executive cabinet.	3: Underway	<p>Weekly meetings are facilitated with members of the Executive Cabinet with the Independent Monitor. An approach to negotiations has been developed to comply. These confidential files, agendas are accessible to the IM.</p> <p>As needed, any MOAs would be advanced for consideration by the Board of Education</p> <p>The District is engaged in negotiations, has an approach, a plan, and teams appointed by the Superintendent. Strategy is discussed with the Sr. Staff Relations Team and members of the Cabinet. The IM is also consulted and provided minutes of negotiations.</p> <p>Minutes for all negotiations are provided to the IM and the IM is consulted on negotiations strategy</p>	

9	Instructional Transformation	1		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.			
9	Instructional Transformation	1		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.			
9	Instructional Transformation	1		4. All MOAs and MOUs shall be negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team.			
9	Instructional Transformation	1		5. The State Monitor shall attend or receive minutes from all RCSD negotiation meetings.			
9	Instructional Transformation	2	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.	<p>The District administration shall adhere to the following:</p> <p>1. By September 2021, create a new Department of BEWL under the supervision of the CAO.</p>	2: On-Track	<p>Multilingual Network, consisting of school leaders with 10% or more ELs met on September 28, 2022. The Special Education Department together with the Office of School Chiefs have been meeting on a biweekly basis. However, because of extenuating circumstances regarding the Corrective Action Plan (CAP) and the Racial Disparity Index, meetings have been sporadic, yet it presents a positive opportunity for growth among chiefs across departments. Conversations are taking place about the future dissemination of suspension data to schools, in particular, as it pertains to Students with Disabilities. School visits include walkthroughs to BEWL and Special Education Classrooms. Lastly, in future meetings, data will be shared on the number of referrals coming from specific schools and creating plans of action to remediate this process.</p>	<ul style="list-style-type: none"> • ML Network Notes (September 2022) • Special Education Notes (Through October 2022) Sample School Visit Agenda • School Visit Summary

9	Instructional Transformation	2		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. (M)			
9	Instructional Transformation	3	Create a course of studies that includes updating policies for curriculum and instruction.	By February 2021, the District administration shall submit the first draft of the RCSD Secondary Course of Studies to the ESA COW and State Monitor for review.	3: Underway	We have a course catalog, we are cross-referencing it with the course listings in Power School to ensure the listing and course catalog shows the same courses for the District and individual school course listings. As we review the ASAP document and add specific elements in as needed for the policies for curriculum and instruction. We are working to make a student and parent-facing web version of the course catalog to align to our high school of choice selection process.	• Course Catalog 22-23

9	Instructional Transformation	4	Revamp the RCSD Summer School Program, including ESY.	By March, the administration shall develop for implementation an annual plan for summer school programming that outlines the following: * 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 (M)	3: Underway		
9	Instructional Transformation	5	Implement a yearly training for school counselors 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.	By July 2021, the administration shall implement yearly training for school counselors. Artifacts for review by the State Monitor to demonstrate district implementation may include agendas, student schedules, and transcripts.	4: Off-Track		
9	Instructional Transformation	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.	1. By September 1, 2021, all school leadership teams shall be trained 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: On-Track	The RCSD Attendance Manual was updated for 2021-2022 and includes a how to use Power School Attendance Reports section on the resource page. ROC3D includes 100% absent students at both the school level and district level. On August 26, 2021, school leadership teams were provided training on the PowerSchool Student Information System. The PD provided the team with resources and access to future trainings. Attendance manual shared with all administrators via Leadership Link, on the Chief's Notebook, and on the intranet. Updated PowerSchool20.X includes custom ppts on directions to execute attendance reports. Attendance Toolkit for Administrators was delivered during Leadership Summit in July 2021. In addition, ongoing training continues to occur with Network meetings for principals and assistant principals. There is ongoing 1:1 PowerSchool training at the user request for all staff in in ROCconnect. Inside ROCconnect	This internal link (https://rcsdk12.sharepoint.com/sites/pstraining) through ROConnect directs users to the following trainings: 1. Click the blue button titled "Training Suggestions" for 1:1 at your service PowerSchool training for any user 2. <u>Attendance</u> a. Attendance Summaries on PowerSchool b. Attendance-Attend Actions i. Attendance Intervention c. RCSD Attendance 20 Consecutive days d. RCSD Attendance Letters 3. <u>PowerTeacher Pro</u> a. Elementary Teachers i. Indicate Grade Comments ii. Report Card Comments iii. Responsibility Report Card Grade iv. Subject and Effort Report Card Grade b. Secondary Teachers

9	Instructional Transformation	6		2. District administration will provide evidence quarterly of the increase in the utilization of the modules referenced above.			
9	Instructional Transformation	6		3. By January 31, 2021, the Superintendent shall initiate a feasibility study to dismantle or modify the RCSD Managed Choice Policy the results of the study should be shared with the public at a Board meeting by December 30, 2021.			
9	Instructional Transformation	6		4. Beginning December 30, 2021, the District administration will provide evidence quarterly to support the decision and resulting implementation regarding the Managed Choice Policy.			
9	Instructional Transformation	6		5. By September 2023, the superintendent shall complete the transition of elementary schools to the neighborhood community model, contingent upon recommendations of a feasibility study.			
9	Instructional Transformation	7	Establish a comprehensive assessment program to measure levels of proficiency for content standards, English Language acquisition, reading level, and college and career metrics.	Approve an annual RCSD comprehensive assessment program by April. <i>(M)</i>	2: On-Track		Add assessment calendar

9	Instructional Transformation	8	By May 31, 2022, develop or modify the following policies: Grading, Retention, and Promotion. The secondary course catalog should include all updated policies.	1. Grading Policy	4: Off-Track	A timeline of the process to get input for the grading, retention/promotion policies has been created and shared at ESA planning meetings. A team has been formed to support this work. A review of policies from other districts has happened, and a survey is being created by the T & L members of the policy committee. This survey is for staff and is intended to go out on November 8th for the Superintendent's Conference Day. It will be reviewed at the ESA committee on October 27th, 2022.	<ul style="list-style-type: none"> • RCSD Timeline for Grading and Promotion/Retention Policies
9	Instructional Transformation	8		2. Retention Policy			
9	Instructional Transformation	8		3. Promotion Policy			
9	Instructional Transformation	8		4. Policy COW Meeting Agendas			
9	Instructional Transformation	8		5. Board Agendas (N)			
9	Instructional Transformation	9	Update all District curriculum materials.	1. By April 2021, present a multi-year curriculum adoption schedule to the ESA COW that shall include a cost analysis.	3: Underway	We have a quote that needs to be updated for support to remove all dated curricular materials from schools and storage spaces. We are working with our distribution warehouse and legal to remove all date materials in stock that we have attempted to sell back or auction off. We have a sketch of a timeline for the plan and budget for this recommendation.	<ul style="list-style-type: none"> • Rochester PS NY - Preliminary Estimate • Draft of Timeline for Dated Curriculum • Add Adoption Calendar
9	Instructional Transformation	9		2. By July 1, 2021, present the final adoption schedule as a resolution to the Board			

9	Instructional Transformation	9		3. By February 2022, the RCSD administration shall present to the Superintendent a plan and budget for removing all dated curricular materials from schools and storage spaces. (M)			
9	Instructional Transformation	9		4. By February 2022, the RCSD administration shall present a plan and budget to the Superintendent and the Board to remove all dated curricular materials from schools and storage facilities. (M)			
9	Instructional Transformation	9		5. Create and implement a curriculum adoption plan to provide students and teachers with updated curriculum materials beginning September 2021 through June 2025			
9	Instructional Transformation	#	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.	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.	3: Underway	All programmatic MOA and MOU requests are routed to pertinent cabinet members and the state monitor for approval before they are approved for execution. All requests include an executive summary with cost analysis. Collective bargaining MOUs are routed through the Office of Human Capital As needed, any MOAs would be advanced for consideration by the Board of Education The District is engaged in negotiations, has an approach, a plan, and teams appointed by the Superintendent. Strategy is discussed with the Sr. Staff Relations Team and members of the Cabinet. The IM is also consulted and provided minutes of negotiations. Minutes for all negotiations are provided to the IM and the IM is consulted on negotiations strategy	
9	Instructional Transformation	#		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.			
9	Instructional Transformation	#		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.			

9	Instructional Transformation	#		4. All MOAs and MOUs shall be negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team.			
9	Instructional Transformation	#		5. The State Monitor shall attend or receive minutes from all RCSD negotiation meetings.			
9	Instructional Transformation	#	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. (M)	3: Underway	Monthly data reports are generated within the Teachboost system and are visible by the school chiefs with "live" updates. Data reviews will be part of monthly school chief meetings.	
9	Instructional Transformation	#	Effective immediately, adopt the current Data Wise model as the District model for data-driven decision-making and school and District improvement.	1. School Improvement Plans	2: On-Track		Shanie add learning walk findings/chiefs add wt info
9	Instructional Transformation	#		2. Executive Leadership Cabinet minutes and notes			
9	Instructional Transformation	#		3. Walkthrough Data			
9	Instructional Transformation	#		4. Professional Learning Community agendas and notes			
9	Instructional Transformation	#		5. <i>ESA COW presentations (N)</i>			
9	Instructional Transformation	#	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 for Students with Interrupted Formal Education (SIFE), with fidelity. 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 by March 1, 2022. Create a Welcome Center in a central location to facilitate this process for families of ELLs.	1. Implementation Plan	3: Underway	Parent Surveys were implemented 9.2022 in English and Spanish. Need to translate in other language.	<ul style="list-style-type: none"> Language Assessment Placement Team SOP English Survey Spanish Survey

9	Instructional Transformation	#		2. Parent Surveys			
9	Instructional Transformation	#		3. Observation Data			
9	Instructional Transformation	#		4. Sample redacted questionnaires			
9	Instructional Transformation	#		5. Website			
9	Instructional Transformation	#		6. District Communication (N)			

9	Instructional Transformation	#	Effective July 1, 2022, implement a mandated Annual Bilingual Equity and Civil Rights Institute for central office administrators, school leaders, and teachers. Include appropriate funding beyond Title III to support implementation with fidelity	1. Implementation Plan	4: Off-Track		
9	Instructional Transformation	#		2. Walkthrough Data			
9	Instructional Transformation	#		3. Student Achievement Data			
9	Instructional Transformation	#		4. Student Behavioral Data			
9	Instructional Transformation	#		5. Parent Surveys			
9	Instructional Transformation	#		6. Student Surveys (N)			
9	Instructional Transformation	#	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.	1. Implementation plan	3: Underway		
9	Instructional Transformation	#		2. Walkthrough data			
9	Instructional Transformation	#		3. Student achievement data			
9	Instructional Transformation	#		4. Inclusion in the RCSD Course Catalogue			
9	Instructional Transformation	#		5. Budget (N)			
9	Instructional Transformation	#	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.	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.	3: Underway		

9	Instructional Transformation	#	Create a course of studies that includes updating policies for curriculum and instruction, updated CTE offerings, and updated pathways to college and career.	1. Annually by January 15, 2022, 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.	3: Underway	We have a course catalog, we are cross-referencing it with the course listings in Power School to ensure the listing and course catalog shows the same courses for the District and individual school course listings. As we review the ASAP document and add specific elements in as needed for the policies for curriculum and instruction.	Course Catalog 22-23
9	Instructional Transformation	#		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 February 15, 2022. (M)			
9	Instructional Transformation	#	School counselors should transition to the Division of Teaching and Learning during the 2022-23 school year. Implement a yearly training for school counselors 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, aligned to the ASCAA Professional Standards and Competencies.	1. Agendas	3: Underway		
9	Instructional Transformation	#		2. Student schedules			
9	Instructional Transformation	#		3. Student Transcripts			
9	Instructional Transformation	#		4. Professional Development Plan			
9	Instructional Transformation	#		5. CTE Completer/Perkins Data			
9	Instructional Transformation	#		6. Master Schedules			

9	Instructional Transformation	#	<p>Establish a comprehensive assessment program to measure levels of proficiency for content standards, English language acquisition, reading level, and college and career metrics. 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, * duration of administration, * modality of administration, * accommodations for ELLs and students with an IEP, and * how data will be shared and utilized to improve instruction <p>The program should also include commonly used college readiness assessments like Accuplacer, ASVAB, SAT, ACT AP, IB, etc.</p>	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.	3: Underway		
9	Instructional Transformation	#		2. Effective immediately and continuing annually, data from assessments given as part of the RCSD Comprehensive Assessment Program should be submitted to the State Monitor in a mutually agreed-upon format within ten business days following the conclusion of the administration of the assessment. (M)			
9	Instructional Transformation	#	A multi-year CTE plan should be co- developed with school leaders, industry experts, and community stakeholders to be shared with the executive cabinet and implemented by February 2022.	<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, 5. Chiefs 6. Principals 7. PTA/PTO Leadership 	4: Off-Track	The plan was shared with the state monitor on October	CTE Plan

9	Instructional Transformation	#	<p>Revamp the high school selection process to:</p> <ol style="list-style-type: none"> 1) Become more family and student- friendly 2) Include more family and student involvement 3) Better align with the budget and staffing schedule <p>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.</p> <p>Establish a laser-like focus on the Grade 8 to 9 transition, including a freshmen academy structure.</p> <p>Create a portfolio of high school programming based on need, interest, and industry outlooks.</p> <p>Create a yearlong Virtual Academy for grade 8 through grade 12 coursework, offering core, enrichment, Career and Technical Education (CTE), and college courses.</p>	<p>The District administration shall adhere to the following:</p> <ol style="list-style-type: none"> 1. By December 15, 2021, submit the final draft of a revised RCSD high school selection process to the Instructional Council and the Monitor. 	4: Off-Track	<p>This plan was shared with the state monitor in July 2022.</p> <p>Placement and Teaching and Learning have been working on a process for the current 8th grade students in Fall of 2023 to have a High School, School of Choice Selection Process.</p> <p>Process is scheduled to begin December 1, 2022 for Cohort 28.</p> <p>We have a team planned and committed to getting this complete by the Graduation Audit deadline of January 31, 2023.</p> <p>This has started with the "Invest in tomorrow" process and alignment to programming and continuums for BEWL, Exceptional Classes, program schools, and CT with the FMP project.</p> <p>We have been building courses in coordination with our in person courses and standards</p> <p>Portfolio of each high school on</p>	<p>RCSD Plan to revise HS selection Process</p> <ul style="list-style-type: none"> • Freshman Academy Survey • LS 22-23 Freshman Academy • Virtual Academy Rochester
9	Instructional Transformation	#		<ol style="list-style-type: none"> 2. By March 2022, submit to the Board for consideration a resolution approving the implementation of a revised high school selection process. 			
9	Instructional Transformation	#		<ol style="list-style-type: none"> 3. Begin to implement the new selection process, starting with students who first enter grade 9 in fall 2022. 			
9	Instructional Transformation	#		<ol style="list-style-type: none"> 4. By February 2022, submit a final draft of a comprehensive RCSD Course of Studies to the Monitor. 			
9	Instructional Transformation	#		<ol style="list-style-type: none"> 5. By February 2022, submit a final draft of the RCSD Course of Studies to the Board for action and full implementation in fall 2022. 			
9	Instructional Transformation	#		<ol style="list-style-type: none"> 6. By September 2022, establish and submit the core components of a freshmen academy in each high school. 			

9	Instructional Transformation	#		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.			
9	Instructional Transformation	#		8. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy.			
9	Instructional Transformation	#		9. By August 2023, implement an RCSD portfolio of high school programming. (M)			
9	Instructional Transformation	#	Annually by April 1, the administration will present a summer school plan, including ESY, to the public that outlines the following: <ul style="list-style-type: none"> * Summer School Purpose and Goals, * Budget, * Target student population, * 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 	1. Plan	2: On-Track		
9	Instructional Transformation	#		2. Meeting Agendas			
9	Instructional Transformation	#		3. Budget			
9	Instructional Transformation	#		4. Professional Development offerings			
9	Instructional Transformation	#		5. Organization Chart			
9	Instructional Transformation	#		6. Summer School Brochure (N)			

9	Instructional Transformation	#	Annually by September 30, the administration will 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: 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)	4: Off-Track		
9	Instructional Transformation	#	By March 1, 2022, implement an action plan to address the disproportionately low graduation rates and disproportionally high dropout rates of Black and Hispanic, RCSD male students.	1. Quarterly RCSD District drop-out rates	4: Off-Track		
9	Instructional Transformation	#		2. Quarterly RCSD reports of students on track to graduate			
9	Instructional Transformation	#		3. These quarterly reports should be shared as follows: 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)			
9	Instructional Transformation	#	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	A multi-year negotiation strategy shall be established by the negotiation team and presented to the Superintendent by October 15th of every year.	2: On-Track	A multi-year negotiations strategy was developed, updated and submitted to the IM. Strategy and discussion take place as needed weekly at the Sr. Staff Relations meeting and otherwise with the IM.	
9	Instructional Transformation	#	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 specialists trained using research or evidence-based coaching model.	1. By December 30, 2020, the Deputy of Teaching, Learning, and the Deputy of Operations and Systems Innovation shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations.	1: Fully Completed		See 7.8.3
9	Instructional Transformation	#		2. By May 15, 2021, the Task force shall share recommendations for new Zone configurations.			
9	Instructional Transformation	#		3. Phase I of a Board-approved implementation plan to change the geographic configuration and the staffing of RCSD Zones will be budgeted in the 2022-23 RCSD budget. (M)			
9	Instructional Transformation	#	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.	3: Underway	This was cited twice in the academic plan. Additional updates around implementing curriculum that meets the specific needs of the school have been implemented during this term.	<ul style="list-style-type: none"> • Leading Indicator Dashboard created in ROC3D • Powers of the Receiver 2022-23

9	Instructional Transformation	#	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.	The District administration shall, on an annual basis, adhere to the following: 1. By February 2021, identify Problems of Practice as areas of focus for low-performing schools.	2: On-Track		
9	Instructional Transformation	#		2. By May 2021, establish professional development and support for schools aligned to the identified problems of practice.			
9	Instructional Transformation	#		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 fall 2021.			
9	Instructional Transformation	#		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.			
9	Instructional Transformation	#		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.			
9	Instructional Transformation	#		The Superintendent shall fully implement the Superintendent Receiver powers defined by State Education Law (§211-f) pertaining to School Receivership. (M)			
9	Instructional Transformation	#	Annually, under the leadership of the Deputy Superintendent for Teaching and Learning, the administration will develop a continuum of learning for ELL students.	The continuum of learning will be presented to the following: for feedback: 1. ESA Committee and 2. Bilingual Education Committee 3. State Monitor 4. Executive Steering Committee of School-Based Teams 5. Principals 6. Chiefs 7. PTA/PTO Leadership (N)	3: Underway		
9	Instructional Transformation	#	Timely and complete adherence to all provisions of the CAP administered to the District by the Office of Bilingual Education and World Language	1. Reports (N)	2: On-Track		
9	Instructional Transformation	#	Annually, principals and their instructional teams will receive a minimum of 5 hours of training on how to create student-focused master schedules starting December 30, 2022.	1. Agendas	2: On-Track	An introductory one-hour presentation will occur for all principals, followed by 4 hours of professional learning at each building conducted by the building registrar and customized to the school's needs. Delivered during the school day or during already scheduled meetings - no budget implications.	
9	Instructional Transformation	#		2. Evaluations			
9	Instructional Transformation	#		3. Professional Development Proposal			

9	Instructional Transformation	#		4. Budget (N)			
9	Instructional Transformation	#	Hold District personnel accountable for student performance outcomes	1. A Schedule of evaluations should be developed on or before August 2021.	2: On-Track	<p>An evaluation calendar for all staff has been created and communicated to all district and school administrators. In addition, administrators will schedule school level observations, which are visible on the school dashboard.</p> <p>All staff are expected to be evaluated annually.</p> <p>Noted in RCSD APPR Agreement. Additional consideration should be given to the input variance model to allow more accountability for practice improvements and professional learning priorities, particularly as related to NYSED Culturally Responsive Sustaining Framework and the Hallmarks of Advanced Literacy Instruction.</p>	<ul style="list-style-type: none"> • Annual Professional Performance Review Timeline • RCSD APPR Agreement
9	Instructional Transformation	#		2. All personnel should be evaluated every year.			
9	Instructional Transformation	#		3. All personnel shall have performance goals aligned to student outcomes.			
11	Culture Shift	1	Systemic adherence to the NY State Education Commissioner Regulation for Response to Intervention. (RTI), is an approach for establishing and redesigning teaching and learning environments so that they are effective, efficient, relevant, and durable for all students, families, and educators. Discipline data shall be examined across various disaggregated groups to ensure that classroom management is facilitated through quality instruction given by culturally competent teachers.	<p>The District administration should adhere to the following:</p> <p>Include training to school leadership teams on the requirements for implementing Response to Intervention beginning immediately.</p>	1: Fully Completed		
11	Culture Shift	1		Require each school to submit a RTI plan to school Chiefs for review and approval by January 31, 2021.			

11	Culture Shift	2	<p>Expand website messaging to address cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language or disability.</p> <p>District and school websites should also provide multilingual, easy access to the following:</p> <ul style="list-style-type: none"> • CRSSA funding information • 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 	All District websites shall be updated with a position statement about cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability. All websites shall be updated semi annually by January 1 and September 1. (M)	1: Fully Completed	<p>The following statement is at the bottom of every page in the RCSD website:</p> <p>The Rochester City School District does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation, and additionally does not discriminate against students on the basis of weight, gender identity, gender expression, and religious practices or any other basis prohibited by New York State and/or federal non-discrimination laws in employment or its programs and activities. The District provides equal access to community and youth organizations. NYS CR Part #154 requires the District to provide communications to ELL families in the home language that they best understand. In order to request interpretation or translation services, employees may visit</p>	
11	Culture Shift	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>Proof the District is adhering to all bylaws of the Bilingual Education Council should be presented to the following:</p> <ol style="list-style-type: none"> 1. ESA Committee 2. Bilingual Education Committee 3. State Monitor 4. Executive Steering Committee of School-Based Teams 5. Principals 6. Chiefs 7. PTA/PTO Leadership (N) 	2: On-Track		
11	Culture Shift	4	Continue the process of increasing membership in the PAC. Increase visibility and partnership between PAC, District leadership, and the schools.	1. The Board shall approve bylaws for the PAC by March 1, 2021.	2: On-Track	The Superintendent is invited to join monthly PLAC meetings.	
11	Culture Shift	4		2. By March 15, 2021, 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 SEPTA where appropriate.			
11	Culture Shift	4		3. The Superintendent shall have regularly scheduled PAC meetings beginning April 1, 2021.			
11	Culture Shift	5	The Superintendent or designee will 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.	1. Meeting Agendas	2: On-Track	Meetings were held throughout the year with all stakeholders.	Executive School-Based Planning Team Website
11	Culture Shift	5		2. Meeting Notes			

11	Culture Shift	5		3. Executive Cabinet Agenda (N)			
13	Systems, Resources, and Structures	1	District administration should establish an effective process for ensuring the timely completion of annual reviews. Establish timelines for finalizing the annual reviews by the Special Education Chief or designee.	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.	3: Underway	Compliance logs for all students have been completed. Every student has been assigned an annual review date. CSE chairs have been instructed to complete all 6th go 7th and 8th go 9th meetings by February 15th. We are working with Preschool Special Education to obtain projections for 4 yrs olds to K (due in January) The Draft 2023-2024 Special Education Continuum will be submitted by Nov. 3rd. Biweekly data pulls for Initial, Reevaluations and Annual Review timely meetings are reviewed by Directors with each Associate Director. (Document to be shared with Dr. Jallow)	
13	Systems, Resources, and Structures	2	The District Auditor General shall conduct a review of all MOAs and MOUs from 2015 to the present.	1. The District Auditor General shall begin the audit by December 2020.	1: Fully Completed		<ul style="list-style-type: none"> • MOA and MOU Review • Final MOA/MOU Presentation
13	Systems, Resources, and Structures	2		2. The audit results shall be presented by March 31, 2021, to the cabinet and the negotiating team for collective bargaining.			
13	Systems, Resources, and Structures	3	Adhere to staffing allocations as stipulated in Collective Bargaining Agreements (CBAs).	Chief of HC shall facilitate the development of a reduction in staff plan for the Superintendent in accordance with the provisions of the CBAs by December 31, 2020.	3: Underway		<ul style="list-style-type: none"> • RCSD Staffing Plan
13	Systems, Resources, and Structures	3		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.			

13	Systems, Resources, and Structures	4	All contracts and resolutions must include a cost analysis.	1. All contracts shall come through the legal office, effective immediately.	3: Underway	<p>The law department processes more contracts than ever before. This work will supported by new software being implemented by the Department of Law from legal services provider Thomson Reuters (HighQ). An additional contract attorney was hired. One additional administrative support FTE was hired. Additional staff is expected in coming months.</p> <p>All contract request processed through the department of law include an executive summary with cost analysis</p> <p>Cannot confirm if this is the case. This is misaligned with directive for District to spend down grant funds. Dept. of law processes contracts, but does not determine which contracts are requested. Adrian following up with T. Schmandt</p> <p>During ARP, there has been an increase in contracts.</p>
13	Systems, Resources, and Structures	4		2. The State Monitor shall continue to randomly select contract request documentation for review.		
13	Systems, Resources, and Structures	4		3. Effective immediately, all resolutions shall include a cost analysis and be reviewed at the cabinet and at a designated committee meeting.		
13	Systems, Resources, and Structures	4		4. Expenditures on contracts shall be reduced to align with the expenditures on contracts in comparable districts.		
13	Systems, Resources, and Structures	4		5. Artifacts might include expenditure reports		

13	Systems, Resources, and Structures	5	<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>	<p>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.</p>	2: On-Track	<p>The department has developed a dedicated site in ROConnect with all updated process and procedures for the department. As updates are made, former versions are replaced. This is monitored by Directors and ADs. Shared access was provided to Dr. Jallow.</p> <p>Compliance logs, process and procedures are all written in alignment with Part 200 Regulations. Determination of Evaluations needed process updated, manifestation determination process updated, quality IEP training and documents all updated and shared with staff. Transition planning and process for exit summaries and PWN process updated. Will share with Dr. Jallow</p> <p>New service management system in place and operational as of September 9th. PD for all RS providers and supervisors has occurred. Administrators are learning how to run compliance reports. Will share with Dr. Jallow.</p>	
13	Systems, Resources, and Structures	5		<p>2. By April 30, 2021, ensure that all special education procedures comply with Part 200</p>			
13	Systems, Resources, and Structures	5		<p>3. Evidence of progress based on these benchmarks shall be submitted to the Medicaid Compliance Officer, Executive Cabinet, and the State Monitor monthly,</p>			

13	Systems, Resources, and Structures	6	Each functional role and required activities that must be performed should be documented in the Special Education and Supervisors' Users Manuals and enforced.	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.	1: Fully Completed	This document (Special Education District Plan) is due for a review with possible updates in 2023	
13	Systems, Resources, and Structures	6		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.			
13	Systems, Resources, and Structures	6		3. By September 2021, train users on how to implement the procedures for monitoring and providing feedback to facilitate compliance			
13	Systems, Resources, and Structures	7	Ensure the timely finalization of student IEPs after the CSE meeting.	1. Develop standard deadlines for finalizing IEPs, establish procedures, and designate responsibility for facilitating timely parent receipt in the Users' Manual and the Supervisors' Manual for Special Education by December 31, 2020, and April 15, 2021.	2: On-Track	<p>The compliance logs are clear for established procedures, responsibilities and timely receipt of IEPs for families. Will share 2021-22 data with Dr. Jallow.</p> <p>Frontline has a dashboard and compliance logs are available to all staff at each building. In addition, our Frontline team runs snapshot data of all meetings due every two weeks. This is reviewed by Directors with each Associate Director. All meetings for the school year have an annual review and/or reevaluation date noted in the compliance logs. Notices of meetings are provided to all required attendees at the same time (at least 5 days ahead of the meeting) it is sent to families.</p> <p>Required to meet on these students by February 15th. Working on a draft continuum by Nov. 2nd to align with budget development.</p>	

13	Systems, Resources, and Structures	7		2. 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.			
13	Systems, Resources, and Structures	7		3. 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. (M)			
13	Systems, Resources, and Structures	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 comprehensive accountability Department of Research, Assessment, and Planning.	<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. (M)</p>	1: Fully Completed	The office was restructured in October 2021, the Office of Accountability, the Office of Program Efficiencies, and the Office of Student Equity and Placement are now aligned under one Executive Director of Accountability and Student Registration. This is evident via the district's organizational charts.	• RCSD Organizational Charts
13	Systems, Resources, and Structures	9	Effective immediately, present a project management plan with a designated staff member is identified as the lead project manager for the following: a) PeopleSoft Upgrade/Replacement b) Facilities Modernization Plan (IFMP) c) Zone Reconfiguration d) School Reconfiguration e) Bilingual Education Continuum of Learning f) Special Education Continuum of Learning	List of Project Leads to the State Monitor by January 31, 2022. (N)	2: On-Track	a) John Parsons; b) Mike Schmidt; c) Carmine Peluso d) Carmine Peluso e) Analy Cruz f) Deserie Richmond	
13	Systems, Resources, and Structures	#	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.	Four key strategies should be shared as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals	3: Underway		

13	Systems, Resources, and Structures	#		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: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. Executive Steering Committee School-Based Planning Teams (N)			
13	Systems, Resources, and Structures	#	Effective January 1, 2022, identify a minimum of three innovative and evidence-based strategies at each grade span; k-5, 6-8, 9-12 the District will utilize during the 2021-22 and the 2022-23 school years to address unfinished learning using CRSSA and ARP funding	Three plans representing a minimum of three strategies for each grade span will begin implementation by January 1, 2022. The plans are to be presented as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals (N)	2: On-Track	Jointly green	
13	Systems, Resources, and Structures	#		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: 1. Executive Cabinet. 2. State Monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. Executive Steering Committee School-Based Planning Teams			
13	Systems, Resources, and Structures	#	Effective January 1, 2022, identify a minimum of four key strategies the District will utilize during the 2021/22 and the 22/23 school years to improve key metrics in the CAP from the OBEWL and outcomes for bilingual students.	Four key strategies shared as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals	2: On-Track	Jointly agree on green	
13	Systems, Resources, and Structures	#		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: 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 (N)			
13	Systems, Resources, and Structures	#	Hold all staff accountable to SOPs for each District department.	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.	1: Fully Completed		

13	Systems, Resources, and Structures	#	Effective January 30, 2022, 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	1. Posting	3: Underway		
13	Systems, Resources, and Structures	#		2. Quarterly Reports from the coordinator			
13	Systems, Resources, and Structures	#		3. Meeting notes and agendas			
13	Systems, Resources, and Structures	#		4. <i>Surveys from Charter schools (N)</i>			
13	Systems, Resources, and Structures	#	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.	1. The Deputy of Teaching and Learning and the Deputy of Operations and Systems Innovation shall establish a task force to study by December 30, 2020: a. District geographic zone configurations and b. District school zone configurations by December 30, 2020.	1: Fully Completed	Status is pending decisions made by BOE.	
13	Systems, Resources, and Structures	#		2. The Taskforce shall share recommendations for new Zone configurations by April 15, 2021. Should the Board approve 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.			
13	Systems, Resources, and Structures	#		3. Effective immediately, the status of the zone and school reconfiguration will be shared with the State Monitor in writing every month. The status update will reflect a phased implementation plan with a corresponding budget. (M)			
13	Systems, Resources, and Structures	#	Pending feasibility results, establish neighborhood community model elementary and middle schools.	1. The Deputy of Teaching and Learning and the Deputy of Operations and Systems Innovation shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations by December 30, 2020.	1: Fully Completed		
13	Systems, Resources, and Structures	#		2. The Taskforce shall share recommendations for new Zone configurations by May 15, 2021.			
13	Systems, Resources, and Structures	#		3. Pending Board approval using a phased approach, recommendations for a new Zone configuration will be budgeted in the 2023 RCSD budget. (M)		See 7.8.3	
13	Systems, Resources, and Structures	#	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.	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.	2: On-Track	In accordance with contractual staffing language, the following staffing matrix is utilized to ensure staffing is maximized at every grade level and section.	Staffing Matrix

13	Systems, Resources, and Structures	#	The District will provide a comprehensive quarterly report documenting the number, placement, and duties of all Teachers on Assignment (TOAs) and Teachers on Special Assignment (TOSAs) by the beginning of January 1, 2022, to the State Monitor and Executive Cabinet.	The quarterly report will be presented to the following for feedback: 1. ESA Committee 2. Executive Cabinet 3. State Monitor 4. Principals 5. Chiefs (N)	3: Underway		
13	Systems, Resources, and Structures	#	Revamp or eliminate the Managed Choice Policy	1. The Deputy of Teaching and Learning and the Deputy of Operations and Systems Innovation shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations and the Managed Choice Policy by August 30, 2021.	1: Fully Completed	Budget decisions will follow BOE decisions re: community schools from Managed Choice Policy and FMP work.	See 7.8.3
13	Systems, Resources, and Structures	#		2. The task force shall share recommendations for the policy by September 30, 2021.			
13	Systems, Resources, and Structures	#		3. Phase I of a Board-approved implementation plan is to transition to neighborhood community model elementary schools, which will be budgeted in the 2023 RCSD budget.			
13	Systems, Resources, and Structures	#	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.	1. Medicaid Reports	3: Underway	New service management system in place and operational as of September 9th. PD for all RS providers and supervisors has occurred. Administrators are learning how to run compliance reports. Will share with Dr. Jallow.	
13	Systems, Resources, and Structures	#		2. Special Education response with documentation to support corrections. (N)			

13	Systems, Resources, and Structures	#	Upgrade the Student Information Management System (SIMS) and the Financial Management System (FMS), including a training action plan.	<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 and FMS as follows:</p> <p>a. Phase I implemented by fall 2022.</p> <p>b. Phase II implemented by fall 2023.</p> <p>c. Final Phase implemented by fall 2024.</p>	2: On-Track	<p>Upgrade the SIMS, HRMS and FIMS. (see change request for SIMS)</p> <p>1/20/22 It was agreed that the Student Information System would be removed from this recommendation since the SIMS was upgraded in 2019.</p> <p>The RCSD is 6 months ahead of schedule with a targeted GoLive data for Oracle Cloud of 1/2024.</p>	<p>Reference a change order (https://drive.google.com/file/d/12wv/Hil61KT6o8bCFA4EQUmfQy92Vwbk/view) sent to Dr. Jallow on April 30th stating that the (SMS) Student Management System is already upgraded. Also change the evidence of implementation date for the ERP/HCM Cloud to 8/26/21. Click here for the link (https://drive.google.com/file/d/1bAVnJBacDCMnKqW7mLamz8CQfHpSI7m/view).</p> <p>1/20/22 It was agreed that the Student Information System would be removed from this recommendation since the SIMS was upgraded in 2019.</p> <p>The upgrade to a new Financial Management System (FMS) started in November 2021 and is expected to be complete by the State Monitor's recommendation of by July 2024 The District's HCMS and FMS, PeopleSoft, will be replaced by Oracle Cloud. Oracle Cloud Sign-Off https://drive.google.com/file/d/1CW</p>
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13	Systems, Resources, and Structures	#		2. Status of Project plan presented quarterly to Executive Cabinet and State Monitor beginning December 2021.			
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13	Systems, Resources, and Structures	#	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. Require the same training as part of the onboarding process for teachers, school leaders, central office leaders, and service providers.	1. Review of IEPs	2: On-Track	<p>A 3 part series for developing high quality IEPs has been delivered to all special education teachers and service providers. Copies of the PowerPoint have been shared with Dr. Jallow. Newly hired special education teachers and related services providers have been provided links to these trainings.</p> <p>Agendas continue to be developed for each PD that the department develops for quality IEPs.</p> <p>The special education department maintains a tracking document for all PD that include attendance. Mandatory PD is entered and scheduled through TrueNorth Logic.</p> <p>Evaluations of PD are captured through TrueNorth Logic</p> <p>Walkthrough data is captured through the literacy initiatives and shared with department leadership. Efforts and plans are underway for support to students for literacy instruction. In addition, walkthrough data suggests additional training needs for ICOT</p>
13	Systems, Resources, and Structures	#		2. Agendas		
13	Systems, Resources, and Structures	#		3. Participation data		
13	Systems, Resources, and Structures	#		4. Professional Development Evaluations		

13	Systems, Resources, and Structures	#		5. Walkthrough Data			
13	Systems, Resources, and Structures	#		6. Medicaid Compliance Reports (N)			

Table	Domain	#	Recommendation	Evidence of Implementation	Implementation Status of Recommendation as of September 30, 2022	Short Explanation of Status	Links to Artifacts that Support Status Code
4	General Fiscal Practices	1	<p>Review Fund Balance Policy annually for modification and approval by April 15.</p> <p>Effective June 30, 2021, the District shall adhere to the current Fund Balance Policy by committing to yearly increasing the fund balance. (M)</p>	Monthly financial reports, including quarterly trial reports	1: Fully Completed	The District fund balance currently adheres to Policy 6500.	<ul style="list-style-type: none"> • 2020-11-17 Finance Committee Agenda • 2020-12-15 Finance Committee Agenda • 2021-01-19 Finance Committee Agenda • Updated Fund Balance Policy 6500 • July 2021 Monthly Financial Report
4	General Fiscal Practices	2	<p>The Board and administration shall examine all contracts and programs providing direct service to students for the following:</p> <ul style="list-style-type: none"> * Evidence of impact on student outcomes * Alignment to the strategic plan * Duplication of efforts * Cost-effectiveness * Feasibility * Equity * Need * Sustainability <p>Board and administration should refrain from continuing to allocate scarce funds to programs and initiatives that do not meet minimum standards by the District.</p>	Results of frequent benchmarks of student performance, research, student grades	3: Underway		The Board of Education recently approved a Gibson Contract to support the evaluation of spending for Contracts in ARP and CSSRA. Evaluation information can be found at the following link

4	General Fiscal Practices	3	<p>Provide consistent supports at each school based on an analysis of enrollment data during specified times throughout the school year.</p> <p>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.</p> <p>Effective immediately, create a cross-discipline team with human capital members, teaching and learning, and the finance departments specifically for staffing and budgeting.</p> <p>The team shall ensure:</p> <ol style="list-style-type: none"> 1) all staffing and contingent staff requests are in the budget, 2) all hired staff are appropriately placed in the District's software program, including position control and budget code, 3) any modifications to staffing are made in consultation with the team, principal, and chief. 	<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>	2: On-Track	<p>Each year the District prepares an enrollment and staffing analysis for each school as part of the budget process. A template and school samples used for the 2022-23 budget are attached. RCSD Staffing Plan</p> <p>Does this not happen via HC? The Budget Book has all allocations and net reductions - what would be needed to make this fully complete? Yes, this is covered on pages 14-19 of the Staffing Plan.</p>	<ul style="list-style-type: none"> • 2022-23 K-8 Enrollment Initial Baseline • Timeline to Revisit Enrollment and Staffing • RCSD Staffing Plan
4	General Fiscal Practices	3		<p>Develop a process to revisit enrollments and staffing using BEDS data after each semester and 30 days before the start of school.</p>			
4	General Fiscal Practices	3		<p>Communicate staff allocation designations for all collective bargaining unit members every year by July 1st.</p> <p>Artifacts may include staffing reports, BEDS data, budget reports</p>			

4	General Fiscal Practices	4	<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. 4- Restrict the number and usage of P-Cards 	Artifacts might include budgets, financial reports for budget transfers, substitutes, P-card usage, and agendas.	2: On-Track	<ul style="list-style-type: none"> • Sample Budget Sheet 2021-22 • Sample Budget Sheet 2022-23 • P-card Over the Years
4	General Fiscal Practices	5	<p>All three District management systems shall be upgraded, with a comprehensive training plan for a cross-functional, interdepartmental team of staff members.</p> <p>A policy shall be adopted committing the District to keep all three systems upgraded.</p> <p>The three vendors, representing the different information management systems shall be expected to work with the District to ensure all three systems are functioning in alignment with each other and that alerts are built into each system to identify conflicting information</p> <p>This will help the District better manage expenses and revenue. It will also increase efficiency in every department in the District.</p>	Identify a project manager to implement an upgraded fiscal management system by January 30, 2021.	3: Underway	<p>The District is currently involved in a complete upgrade to its financial, human capital, and professional development management systems utilizing Oracle. The implementation is scheduled for January 2024. The District utilizes Power School as its student information system. Teams of RCSD personnel are working in consultation with Oracle personnel. We are currently in development and test phases.</p>

4	General Fiscal Practices	5	<p>Present progress on the multi-tiered action plan to implement cross-training using all three management systems to the State Monitor quarterly.</p> <p>1- an upgraded fiscal management system 2- the current student information management system 3- an upgraded SWD student information management system</p> <p>Implement the action plan beginning July 1, 2022, through July 1, 2024. (M)</p>				
4	General Fiscal Practices	6	<p>Establish a discontinue date for purchasing materials, supplies, books, and equipment.</p> <p>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.</p>	<p>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>	2: On-Track	<p>The District has implemented a suspension of spending on February 15th each year and will do so for February 15, 2023.</p> <p>Emails are sent to Claims Audit, CFO and the City of Rochester every month</p> <p>The statements are downloaded and saved every month</p>	<ul style="list-style-type: none"> • Confirming Orders • Monthly bank statements are available upon request
4	General Fiscal Practices	7	<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.</p> <p>Hold staff accountable for the proper use of the Concur system and P-Cards.</p> <p>This recommendation should improve the management of expenses.</p>	<p>Chiefs shall receive monthly reports identifying violators of Direct Pay procedures beginning February 15, 2021.</p>	2: On-Track	<p>The District is holding staff accountable for the proper use of the Concur system and P-Cards. A weekly report on Concur payments is sent to the School Chiefs and other managers.</p>	<ul style="list-style-type: none"> • Confirming Orders • Monthly bank statements are available upon request. • 21-22 PO vs. Non-PO • Staff Discipline SOP
4	General Fiscal Practices	7	<p>A progressive discipline protocol should be established and shared with the cabinet for pending implementation by January 15, 2022. (M)</p>				

4	General Fiscal Practices	8	<p>Spending on materials, equipment, books, and supplies should end on February 15th, every year.</p> <p>All spending after the 15th of February should require a signed approval from the requestor and the appropriate chief</p> <p>Help the District manage expenses.</p>	Artifacts might include a review of expense accounts.	2: On-Track	The District has implemented a suspension of spending on February 15th each year and will do so for February 15, 2023.	
4	General Fiscal Practices	9	<p>Effective immediately District shall initiate full implementation of Policy 8600.</p> <p>Help increase revenue for the District.</p>	Artifacts might include Superintendent Regulations are required to provide guidance, reporting, attestation, certification to the state, investigations, and resolution processes associated with the Medicaid activities	2: On-Track	The District has a Medicaid Compliance Officer that reports directly to the Chief Financial Officer. A annual report and presentation is made to the Board of Education.	<ul style="list-style-type: none"> • BOE Medicaid Presentation

4	General Fiscal Practices	#	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).	A protocol shall be implemented to ensure cabinet members are knowledgeable of contracts, memorandums of agreement, and memorandums of understanding by January 31, 2021.	1: Fully Completed	Contract requests are routed through the AssureSign request system which requires that requests are documented, as well as reviewed and digitally approved by executive cabinet members before they are approved to go to the Board or executed.	
4	General Fiscal Practices	#	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 - Alignment to District Priorities - Staff Oversight Help support the management of District revenue and expenses.	Effective December 31, 2021, a policy or formal practice shall be established and approved by the Board for implementation by the administration. Finance Committee meeting agendas, presentations	1: Fully Completed		<ul style="list-style-type: none"> • Policy 6256 Reporting of New Grant Awards • 2021-22 Presentation Slide Deck • 2022-23 Presentation Slide Deck
4	General Fiscal Practices	#	Starting January 1, 2022, develop 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. (N)	1: Fully Completed		<ul style="list-style-type: none"> • PMAF Process and SOP

4	General Fiscal Practices	#	Effective immediately, the District administration should conduct a monthly position control report for review and action by the cabinet, as needed. 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. (N)	Executive Cabinet agendas, submission of reports	2: On-Track		<ul style="list-style-type: none"> • PMAF Timing and PMAF Processed in 2023
4	General Fiscal Practices	#	Effective immediately, the Medicaid Compliance Officer will make quarterly reports to the Board at Finance Committee meetings throughout the year. Forty-five days following each report, the special education department will 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. (N)	1. Medicaid compliance reports shared at Finance Meetings	2: On-Track	<p>Report presented to the Finance Committee of the Board on June 21, 2022.</p> <p>A Google Document of action steps taken following Medicaid Compliance Reports has been shared with Dr. Jallow. Title: Related Service Providers Out of Compliance with RS Log Accountability Actions. The Related Service Entry Accountability Protocol has also been shared with Dr. Jallow. A June 2022 Medicaid Update PowerPoint was shared with Special Education with recommendations. These included: 1. New enhanced Services Management system (up and running as of 9/7/22, although we continue to work with the vendor on improvements). 2. Work with Medicaid Department to develop a system to use AssureSign for evaluations. Currently, all staff have been told and trained on the requirements, including the mandatory requirement that evaluations are signed in pen and ink (original signatures only). Accountability measures are in place if this is reported to Medicaid or the</p>	<ul style="list-style-type: none"> • 8600 Medicaid Compliance for Health Related Services

4	General Fiscal Practices	#		2. Special Education Responses to Medicaid Compliance Reports.			
4	General Fiscal Practices	#	Effective immediately, the District administration should submit a progress monitoring program implementation plan on all CRSSA and ARP funded activities and programs, including personnel 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. (N)	1. Copy of the plan	2: On-Track		<ul style="list-style-type: none"> • RCSD Relief Funding Homepage • Program Evaluation Plan • Quarterly Reports
4	General Fiscal Practices	#		2. Copy of semi- annual reports.			
4	General Fiscal Practices	#	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. (N)	Reports from the payroll Department.	1: Fully Completed	The Office of Human Capital follows the calendar provided from Payroll to ensure alignment.	<ul style="list-style-type: none"> • 22-23 Payroll Input Calendar

4	General Fiscal Practices	#	Effective immediately, the Dept. of HC should co-create with Finance and IMT an action plan to progress monitor, position control, extra pay, vacancies, and substitutes. Progress monitoring of this plan should be a regular agenda item for the Staff Relations Committee meetings. (N)	1. Budget	2: On-Track	<p>The Staff Relations Committee meets weekly as needed to address issues.</p> <p>With 5,800 employees and substantial turnover in employees, there is potential for data input errors or delays in processing an employee for pay or benefits. Employee complaints are addressed as received.</p> <p>The District payroll is paid every two weeks on Friday. Out of 5,800 employees, there are approximately 10 to 20 people each payroll that do not get paid on time. This primarily is from supervisors not approving submitted hours on time or employees not entering their hours for payment.</p> <p>With turnover of teachers and position vacancies, the District continues to rely heavily on the use of substitute teachers. The goal is to have a appropriately certified teacher in every classroom. Until the District reduces the total number of open school buildings and thus classrooms it provides teachers for, the demand for teachers will exceed the supply</p>	<ul style="list-style-type: none"> PMAF Process and SOP <p>Substitute Fill Rates</p>
4	General Fiscal Practices	#		2. Reduction in complaints			
4	General Fiscal Practices	#		3. Timely payroll			

4	General Fiscal Practices	#		4. Reduction in substitute spending			
4	General Fiscal Practices	#		5. Vacancy reports			
4	General Fiscal Practices	#		6. Staffing			
4	General Fiscal Practices	#		7. Resolutions extra pay			
4	General Fiscal Practices	#		8. MOAs extra pay			

4	General Fiscal Practices	#	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. (N)	Presentation of the SOP to the following: 1. Executive Cabinet 2. Chiefs 3. Principals 4. HR COW	1: Fully Completed	Each division within the organization is responsible for developing SOPs to transition new staff into departments and to ensure existing staff know expectations. The District has updated and created new SOPs. All teachers and leaders have significant experiences toward orientation and onboarding. Within each department of Central Office, divisions create entry plans for new staff ensuring mentoring, resources, and training.	New Hire Orientation & New Educator Orientation Resources & Expectations
5	Governance and Programmatic Decision-Making	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. This will diminish the “new leader fatigue” and allow staff the opportunity to commit to the plan’s goals regardless of any leadership changes.	District priorities, goals, and major initiatives are sustained through the life of the RCSD Strategic Plan unless officially modified through a majority Board action. This will be effective immediately following the RCSD Board action receiving the NY State Commissioner’s approval.	2: On-Track	RCSD Strategic Plan expires at the end of the 22-23 school year. The District approved BOE goals during an August meeting. An agreed-upon set of metrics were presented and approved during the September BOE meeting.	Board Metrics Presentation
5	Governance and Programmatic Decision-Making	2	Effective immediately: 1) Adhere to contract staffing ratios.	Artifacts might include staffing reports, master schedules, student attendance rosters, School and district promotion materials	1: Fully Completed		• RCSD Staffing Plan
5	Governance and Programmatic Decision-Making	2	2) Increase enrollment at RCSD schools by increasing achievement and providing programs that meet the needs and interests of students and their families.	Artifacts might include staffing reports, master schedules, student attendance rosters, School and district promotion materials			

5	Governance and Programmatic Decision-Making	2	3) Initiate a campaign to compete with charter schools for students.	Artifacts might include staffing reports, master schedules, student attendance rosters, School and district promotion materials			
5	Governance and Programmatic Decision-Making	3	Effective July 2021, Superintendent should exercise all powers allowed under Education Law 211.f and Commissioner's Regulations 100.19. (See Academic Plan)	Implementation of the laws and regulations should be examined with an intent to exercise the powers of the superintendent immediately. (M)	1: Fully Completed		
5	Governance and Programmatic Decision-Making	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.	Artifacts might include Board agendas, minutes, district dashboards, board presentations, Superintendent evaluation materials.	4: Off-Track		<ul style="list-style-type: none"> • 2022-23 Board Goals and Metrics
5	Governance and Programmatic Decision-Making	5	<p>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.</p> <p>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>Help support the management of district expenses.</p>	An RCSD Budget Transfer Policy shall be approved by the Board no later than September 15, 2021.	1: Fully Completed	<p>Board policy 6150 Budget Transfers was adopted on February 25, 2021 and amended on November 2, 2021</p> <p>The monthly financial report presented to the Board Finance Committee and the State Monitor includes a section documenting all budget transfers for the prior month.</p>	<ul style="list-style-type: none"> • Board Budget Transfer Policy 6150. • August and September Financial Report

5	Governance and Programmatic Decision-Making	5		Effective immediately, a report documenting all budget transfers shall be submitted to the Board and the State Monitor every month at the Finance Committee meetings.			
5	Governance and Programmatic Decision-Making	6	<p>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>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.</p> <p>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. (M)</p>	Artifacts of evidence might include FCOW meeting agendas, financial reports, and statements.	1: Fully Completed	<p>Item moved from Blue to Green as recommendation added language effective August 2022 regarding key performance indicators.</p> <p>KPI document will be shared with the Board three times per year.</p> <p>The RCSD and RJSCB has conducted a number of meetings and BOE work sessions over the past several months. BOE Presentation. BOE - Meetings 5/26/22, 6/23/22, Final BOE Decisions 12/22/22 - BOE Work Sessions 7/29/22, 8/26/22, 9/29/22 - Scheduled upcoming public work sessions 10/25/22, 11/14/22 - RCSD-RJSCB Required Public Hearings 10/12/22, 10/24/22, 10/25/22</p> <p>The RCSD and RJSCB has conducted a number of meetings and BOE work sessions over the past several months. BOE Presentation. BOE - Meetings 5/26/22, 6/23/22, Final BOE Decisions 12/22/22 - BOE Work Sessions 7/29/22, 8/26/22, 9/29/22 - Scheduled upcoming public work sessions 10/25/22, 11/14/22 - RCSD-RJSCB</p>	<ul style="list-style-type: none"> • August and September Financial Report • KPI Document <p>"Meeting: Board Work Session: Facilities Modernization Program (FMP) Phase III Date: Monday, July 25, 2022 Presentation: Update on the FMP Phase III</p> <p>Meeting: Board Work Session: FMP Discussion (Note: Discussion Rescheduled to 9-1-22) Date: Monday, August 29, 2022 Presentation: FMP Phase III Discussion</p> <p>Meeting: Board Work Session: FMP Discussion)</p>
5	Governance and Programmatic Decision-Making	6		The administration shall present to the Board the benchmarking process to measure performance for maintenance, operations, and security by September 2022.			

5	Governance and Programmatic Decision-Making	6		The administration should present to the Board the status of the Facilities Modernization Plan, including fiscal and academic implications for the District, annually, by April.			
5	Governance and Programmatic Decision-Making	6		Annually, schedule two FMP Work sessions on the Board calendar.			

5	Governance and Programmatic Decision-Making	7	<p>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>Updating the current financial management system should make this process more efficient.</p> <p>Hold all parties accountable for adhering to the guidelines for requesting and approving contracts.</p>	The process should begin immediately.	1: Fully Completed	<p>The Office of the District Auditor General performed a review of contracts workflow within the scope of the contract audit. Generally, workflow does not change until a change in district leadership or a specific request from district leadership occurs. There is very limited value in automatically performing an audit if no changes have occurred. We have no objection to evaluating workflow changes when they occur and working with management to ensure proposed changes support a sound internal control environment. Due to the recent change in the Superintendent and Chief Financial Officer roles, we are currently reviewing current workflows. We propose a change in language to meet the spirit of the recommendation, but requires a review to occur whenever workflow changes.</p>	<p>The Department of Law has a yearly contract process training cycle that typically runs February through April. This year, notices for follow-up and additional training were sent to District personnel on July 1st. The first sessions began on July 14th. Trainings will continue through December 2022. Logs are kept on which departments and staff attend trainings. Supervisors will be notified if key staff fail to attend.</p> <p>The State Monitor is included in all contract approvals. State Monitor asks questions to the administration after reviewing contracts.</p>
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5	Governance and Programmatic Decision-Making	7		The Office of the District Auditor General should conduct a mini audit of the workflow for contract development at least twice a year.			
5	Governance and Programmatic Decision-Making	7		Random preview of contracts by the State Monitor before arrival to legal counsel every month			

5	Governance and Programmatic Decision-Making	8	<p>The Board should review this practice yearly to measure to what degree Board goals were met or surpassed.</p>	<p>Artifacts might include Board evaluations, self-assessments, and Board commissioner interviews.</p>	2: On-Track	<p>During the January 4, 2022 Governance Committee of the Whole Meeting, Commissioners reviewed the Board committee structure.</p>	<p>January 4, 2022 Governance Committee Agenda</p>
5	Governance and Programmatic Decision-Making	9	<p>Effective immediately, all contracts and resolutions with a financial obligation for the District should include evaluations and cost analysis.</p> <p>Hold staff accountable for compliance with this protocol.</p> <p>This will support the decision-making process for the Board.</p>	<p>All contracts and resolutions with a financial obligation for the District should include evaluations and cost analysis. This will support the decision-making process for the Board.</p> <p>This should start immediately and continue indefinitely.</p> <p>Artifacts might include contracts and resolutions.</p>	3: Underway	<p>All contracts through the department of law include an executive summary with cost analysis. Not all district resolutions with financial implications appear to include a cost analysis.</p>	

5	Governance and Programmatic Decision-Making	#	<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> <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.</p>	<p>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>This should start immediately and continue indefinitely.</p> <p>Artifacts might include contracts, committee agendas, committee minutes, question logs, and resolutions.</p>	3: Underway		<p>URL: http://go.boarddocs.com/ny/rochny/Board.nsf/goto?open&id=CHQE63825BB4</p>
5	Governance and Programmatic Decision-Making	#	Evaluate the efficiency of the print shop and provide a report to the Superintendent, State Monitor, and the Finance Committee by July 2022. (M)	Print Shop Evaluation Report	1: Fully Completed		<ul style="list-style-type: none"> • Print Shop report

5	Governance and Programmatic Decision-Making	#	Conduct a financial audit of the RCSD athletic department by July 1, 2022. (N)	Financial Audit Report of the RCSD Athletic Department	4: Off-Track	Audits performed by the District Office of Auditor General are determined utilizing a district-wide risk assessment. Based on other risks in the organization and the limited staffing in Office of Auditor General, the Athletic Department has not yet been selected for inclusion in the Annual Audit plan. From a risk perspective, it should be noted that contracts and disbursements in each cost center (including athletics) must be reviewed and approved each fiscal year by the cost center owner. Any contracts/disbursements made in prior periods, will be subject to review and approval by current management, if they are proposed to continue. Since the district does not automatically authorize disbursements for multiple years, the annual scrutiny acts as a mitigating control for this risk.	
5	Governance and Programmatic Decision-Making	#	Effective no later than February 28, 2022, District leadership should 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. (N)	1. Executive Cabinet Agendas	3: Underway	All members of the Executive Cabinet have full access to the vacancy report and staffing templates for their respective areas of supervision. All members of cabinet were trained on how to access each of these items. A review of vacancy data has been ongoing throughout the 2022-2023 budget process. The Office of Human Capital is in the process of transitioning to a new human capital management system (HCMS) and this will afford improved and cleaner access to reporting. With the addition of new human capital staff in May 2022, additional reporting tools will be developed and provided. Vacancy reporting will be adjusted to ensure differentiation is clarified between filled and unfilled vacancies.	

5	Governance and Programmatic Decision-Making	#		2. Vacancy Reports			
5	Governance and Programmatic Decision-Making	#	<p>1. Effective immediately, for the 2019-20 and 2020-21 fiscal year, identify the various revenue components and amounts included in the following sources of revenue:</p> <ul style="list-style-type: none"> 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>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 but not anticipated in 2021-22, please verify and document the reason for the change.</p> <p>3. Identify any new revenue sources for the 2021-22 school year. (N)</p>	A Revenue report to be presented to the Finance Committee at least once by April 1, 2022	1: Fully Completed	A revenue report is provided monthly to the Finance Committee.	<ul style="list-style-type: none"> • Revenue Findings

5	Governance and Programmatic Decision-Making	#	For each of the revenue sources identified, develop a database or other repository which documents the following: a) criteria for the receipt of funding by the district. For example, enrollment, graduation rate, SWD classification, etc. b) specific requirements for each revenue source, including hearings or reporting c) the reporting deadlines d) the means of receipt and from whom e) the projected timing of receipt for the revenue (N)	A Revenue report to be presented to the Finance Committee, at least once, by April 1, 2022	1: Fully Completed	A revenue report is provided monthly to the Finance Committee.	• Revenue Findings
5	Governance and Programmatic Decision-Making	#	Designate a specific individual responsible for each revenue source, including obtaining the required data, ensuring that the data is accurate, providing the data is available and reported within the designated timeframes. (N)	A Revenue report to be presented to the Finance Committee at least once by April 1, 2022 Organization Chart	1: Fully Completed	A revenue report is provided monthly to the Finance Committee.	• Revenue Findings
6	Legal	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 agreement or contract should be forwarded to legal counsel for a final review. Help support the management of district revenue and expenses.	The approval process should be ready for presentation to the executive cabinet by January 31, 2021	1: Fully Completed	All MOAs are discussed by the Sr. Staff Relations team of the Cabinet and any MOAs above a \$35,000 threshold are presented for approval by the Board of Education	
6	Legal	1		The revised protocol for negotiating contracts shall be ready for implementation beginning February 2021. Artifacts may include attendance at negotiations, contracts, MOAs, and MOUs.			

6	Legal	2	<p>RCSD Negotiating Team should be established by February 2021.</p> <p>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>The review of all MOAs and MOUs should be an agenda item for the executive cabinet, effectively immediately.</p>	<p>2: On-Track</p>	<p>All MOAs are discussed by the Sr. Staff Relations team of the Cabinet and any MOAs above a \$35,000 threshold are presented for approval by the Board of Education</p>	
6	Legal	2		<p>All MOAs and MOUs related to any collective bargaining units should become an agenda item at the HR Committee of the Whole, effectively immediately.</p>		<p>All MOAs are discussed by the Sr. Staff Relations team of the Cabinet and any MOAs above a \$35,000 threshold are presented for approval by the Board of Education</p>	
6	Legal	2		<p>All MOAs and MOUs that affect the teaching and learning process and the District finances should be presented to the cabinet, State Monitor, and the Board for review, effective immediately.</p>			

6	Legal	3	Effective immediately, the review of all MOAs and MOUs should occur as an agenda item for the executive cabinet. In addition, MOAs and MOUs related to any collective bargaining units should become an agenda item at the HR Committee of the Whole. This process should start with reviewing past agreements resulting in any financial obligation for the District.	The review of all MOAs and MOUs should be an agenda item for the executive cabinet, effectively immediately.	2: On-Track	All MOAs are discussed by the Sr. Staff Relations team of the Cabinet and any MOAs above a \$35,000 threshold are presented for approval by the Board of Education "Weekly meetings are facilitated with members of the Executive Cabinet with the Independent Monitor. An approach to negotiations has been developed to comply. These confidential files, agendas are accessible to the IM."	The District follows policy and brings all financial obligations over \$35,000 to the Board of Education for approval. Policy 6745
6	Legal	3		All MOAs and MOUs related to any collective bargaining units should become an agenda item at the HR Committee of the Whole, effectively immediately.			
6	Legal	3		All MOAs and MOUs that affect the teaching and learning process and the District finances should be presented to the Board for discussion immediately.			
6	Legal	3		All MOAs and MOUs should be negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team			

6	Legal	3		The State Monitor should attend or receive minutes from all RCSD negotiation meetings, effective immediately.			
6	Legal	4	Effective immediately, increase the use of independent legal counsel, when appropriate by the RCSD Board and Administration. (N)	Budgeted Item, increased from previous year's budget	2: On-Track	The Legal Services and Professional & Technical Services budget lines saw an increase of \$15,500 from the prior year.	General Counsel Legal Services Budget
6	Legal	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. (N)	1. Negotiation Team configuration.	1: Fully Completed	Our long range negotiations plan was provided to the IM, this is not a public document.	
6	Legal	5		2. Audit findings			
6	Legal	5		3. List of areas for future negotiation			

7	Budget Development	1	<p>Train school and District leaders annually on best practices in finance and budgeting beginning with the 2021-22 school year.</p> <p>Create budget development and budget management training every year for all school and district leaders.</p> <p>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.</p> <p>Establish a Budget Transfer Policy. The policy shall include a standard operating procedure for budget transfers. The policy shall require transfers to be approved for appropriate amounts and approved at different administrative levels.</p> <p>Consolidate and upgrade the financial management systems, including training.</p> <p>Help support the management of District revenue and expenses.</p>	The Board shall review an RCSD Budget Transfer Policy annually, no later than September.	2: On-Track	<p>Note: Attach Board Policy 6150 Budget Transfers. The transition from PeopleSoft to Oracle is in process with a scheduled implementation date of January 1, 2024.</p> <p>Budget transfers are submitted to the Finance Committee each month.</p>	<ul style="list-style-type: none"> • August and September 2022 Financial Report • 6150 Budget Transfer Policy
7	Budget Development	1		Effective immediately, a report documenting all budget transfers shall be submitted to the Board and the State Monitor every month at the Finance Committee meetings			

7	Budget Development	2	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.	The budget development process will begin in November of each year.	2: On-Track	<p>The budget process for 2023-24 started in October 2022 with a presentation of the budget timeline to the Finance Committee on October 18, 2022.</p> <p>The budget process for 2023-24 will include an improved analysis of alignment of resources to the strategic plan</p> <p>An available funds report is sent out each week. An example of the report for the CFO is attached.</p> <p>A budget transfer report is provided to the Board Finance Committee every month.</p> <p>A confirming order report is produced weekly.</p> <p>All members of the Executive Cabinet have full access to the vacancy report and staffing templates for their respective areas of supervision. All members of cabinet were trained on how to access each of these items. A</p>	<p>2022-23 K-8 Projections and Allocations Charter School Projections</p> <p>See evidence captured in 7.2.5 through 7.2.12</p> <p>Available Funds Report (as 10/24/22)</p> <p>Confirming order report (as of 10/16/22)</p>
7	Budget Development	2		Develop a multi-year schedule to review the alignment of departments, programs, and initiatives with the strategic plan.			
7	Budget Development	2		Provide per-pupil allocations for each school level for an agreed-upon group of expenditures.			
7	Budget Development	2		Effective October 2021, the administration will be provided with the following tools every month to make school and department leaders more accountable for the funds being spent from their budgets:			
7	Budget Development	2		- Available Funds Report			

7	Budget Development	2		- Budget Transfer Report			
7	Budget Development	2		- Confirming Order Report			
7	Budget Development	2		- Staffing Template			
7	Budget Development	2		- Open PO Report			
7	Budget Development	2		- Substitute Utilization Report			
7	Budget Development	2		- Overtime and Regular Time Extended Report (bi-weekly)			
7	Budget Development	2		- P-Card Utilization Report			
7	Budget Development	2		State Monitor will also review the above-listed reports.			

7	Budget Development	3	<p>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.</p> <p>Utilize projections included in this plan to conduct trend analysis at a more granular level in each department and school.</p> <p>Help support the management of district revenue and expenses.</p>	The budget development process will begin in November of each year.	2: On-Track	<p>The budget process for 2023-24 started in October 2022 with a presentation of the budget timeline to the Finance Committee on October 18, 2022.</p> <p>The budget process for 2023-24 will include an improved analysis of alignment of resources to the strategic plan</p> <p>An available funds report is sent out each week. An example of the report for the CFO is attached.</p> <p>A budget transfer report is provided to the Board Finance Committee every month.</p> <p>A confirming order report is produced weekly.</p> <p>All members of the Executive Cabinet have full access to the vacancy report and staffing templates for their respective areas of supervision. All members of cabinet were trained on how to access each of these items. A review of vacancy data has been</p>	<ul style="list-style-type: none"> • 2022-23 K-8 Projections and Allocations Charter School Projections • Available Funds Report (as 10/24/22) • Confirming order report (as of 10/16/22)
7	Budget Development	3		Develop a multi-year schedule to review the alignment of departments, programs, and initiatives with the strategic plan.			
7	Budget Development	3		Provide per-pupil allocations for each school level for an agreed-upon group of expenditures.			
7	Budget Development	3		Effective immediately, the administration will be provided access to the following tools every month to make school and Department leaders are more accountable for the funds being spent from their budgets:			
7	Budget Development	3		- Available Funds Report			

7	Budget Development	3		- Budget Transfer Report			
7	Budget Development	3		- Confirming Order Report			
7	Budget Development	3		- Staffing Template			
7	Budget Development	3		- Open PO Report			
7	Budget Development	3		- Substitute Utilization Report			
7	Budget Development	3		- Overtime and Regular Time Extended Report (bi-weekly)			
7	Budget Development	3		- P-Card Utilization Report			
7	Budget Development	3		State Monitor will also review the above-listed reports.			

7	Budget Development	4	<p>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.</p> <p>The District will transition all budget codes to the Uniform Code System by June 1, 2021.</p>	All unused budget codes should be eliminated by July 1, 2024.	1: Fully Completed	<p>As part of the transition from PeopleSoft to Oracle software, the District has created a chart of accounts based upon the Uniform Code System for New York State. The Oracle implementation date is scheduled for January 1, 2024.</p> <p>The practice of budgeting negative amounts for salary savings was ended with the 2021-22 budget.</p> <p>As part of the transition from PeopleSoft to Oracle software, the District has created a chart of accounts based upon the Uniform Code System for New York State. The Oracle implementation date is scheduled for January 1, 2024.</p>	<ul style="list-style-type: none"> • Accountability Hierarchies
7	Budget Development	4		The practice of recording negative dollar amounts in account codes should cease by July 1, 2021.			
7	Budget Development	4		The District will transition to the standard Uniform Code System, as documented by the New York State Comptroller's Office, by July 2024.			
7	Budget Development	5	<p>Pilot participatory, equity- based budget practices beginning with the 2022-23 school year budget development.</p> <p>Adopt a model for budget development that ensures equitable access to resources for the 2022-23 school year budget. (N)</p>	1. Cabinet Meeting Agenda	4: Off-Track	<p>The budget process for 2023-24 will include a participatory budget process. The budget process will include analysis of formulas established to equitably distribute resources among schools.</p>	<p>Folder containing the following files:</p> <ul style="list-style-type: none"> • 2022 K-8 Enrollment Initial Baseline • Charter School Actual and Estimated Tuition • Charter School Estimate • Charter School Tuition • Charter School Baseline Tuition • Health Insurance Analysis <p>• Key Dates for 2023-24 Budget Process</p>

7	Budget Development	5		2. Budget development documents			
7	Budget Development	5		3. Budget development calendar			
7	Budget Development	6	Update the revenue funding sources on an annual basis. This should be performed as part of the annual budgeting process. (N)	1. Budget development documents	2: On-Track	<p>The Contract for Excellence report for 2021-22 was filed on time. The revenue funding sources are analyzed as part of the budget process and will be done for the 2023-24 budget.</p> <p>The budget book for 2022-23 contained an analysis of revenue. The budget document for 2023-24 is planned to contain expanded analysis.</p>	<ul style="list-style-type: none"> • Revenue Finding Folder containing the following files: <ul style="list-style-type: none"> • City MOE • General Fund State Aid Reconciliation • Indirect Cost Calculation • 2022-2023 Budget Book
7	Budget Development	6		2. Budget Book			

8	Organization Structure and Internal Operational Efficiency	1	District administration and the Board should collaborate to develop and implement a process for regularly reviewing all District policies. This process should be established, and implementation should start by October 1 and continue throughout the year on an annual basis. (M).	Artifacts might include Board policies, agendas, policy review calendar	2: On-Track		
8	Organization Structure and Internal Operational Efficiency	2	Effective immediately, the District should initiate full implementation of Policy 6700R. Help support the management of district expenses.	Artifacts may include quarterly reports of contracts issued under \$35,000 shared with the Board.	2: On-Track	The policy that calls for report of contracts under \$35,00 is 6630 not 6700-R. The required quarterly reports are shared with Board and Superintendent.	

8	Organization Structure and Internal Operational Efficiency	3	Effective immediately, the District should initiate full implementation of Policy 6110R.	Artifacts might include evaluations of programs, asset maps.	1: Fully Completed		
8	Organization Structure and Internal Operational Efficiency	4	Effective immediately, the District should initiate full implementation of Policy 6700. This will help manage district expenses.	Artifacts might include a log of RFPs, public notices, bids, responses to bids, SOP for the bidding process.	1: Fully Completed		RFP SOP Draft

8	Organization Structure and Internal Operational Efficiency	5	<p>Effective by January 2021, 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, develop and implement a process to effectively monitor related services provided and ensure related services are provided in accordance with student IEPs. In addition, ensure all types of related services are monitored and document monitoring performed.</p> <p>Help support the management of district revenues.</p>	Artifacts might include IEP reports, provider logs, school visitor's logs	1: Fully Completed	New Service Management System is up and running. Detailed reports will be available.	
8	Organization Structure and Internal Operational Efficiency	6	Effective immediately, develop an RFP or RFQ to search health and dental brokers for the 2022-23 school year. (N)	Dental and Health insurance options as an agenda item for Finance COW, HR COW, Executive Cabinet	1: Fully Completed		A health care broker RFP was issued and extended for one more year with current broker. Board Resolution
8	Organization Structure and Internal Operational Efficiency	7	Effective immediately, initiate a minimum of four strategies for implementation to reduce the rising cost of utilities in the District. Submit a report to the State Monitor, which includes actions and outcomes. (N)	1. Finance Report	1: Fully Completed		Energy Performance Contract to reduce our utility cost through the installation of solar and LED lighting throughout the District. Reduced RCSD Heating Set point.
8	Organization Structure and Internal Operational Efficiency	7		2. Utilities Utilization Report			
8	Organization Structure and Internal Operational Efficiency	7		3. Documentation of Implementation			
8	Organization Structure and Internal Operational Efficiency	8	Establish and fund a charter school Coordinator position to serve as a liaison between charter schools, SED, SUNY, and the District in the 2022-23 school year budget. (N)	1. 22/23 Budget code	1: Fully Completed		<p>Budget Code: 5150G7311620100922</p> <p>Position Control Number: 10012322</p> <p>Posted to the recruitment website</p> <p>Position reports to the Chief Academic Officer and is on the staffing template.</p>

8	Organization Structure and Internal Operational Efficiency	8		2. Position control number			
8	Organization Structure and Internal Operational Efficiency	8		3. Posting			
8	Organization Structure and Internal Operational Efficiency	8		4. Organization Chart			
8	Organization Structure and Internal Operational Efficiency	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. (N)	1. 22/23 Budget code	1: Fully Completed		The Project Implemented Specialist Budget Code: 5150G7131620200988 "Project Implementation Specialist: Position Number: 10012351" Position has been posted both as a certificated and non certificated position Position Reports to the Deputy Superintendent of Operations
8	Organization Structure and Internal Operational Efficiency	9		2. Position control number			
8	Organization Structure and Internal Operational Efficiency	9		3. Posting			
8	Organization Structure and Internal Operational Efficiency	9		4. Organization Chart			

9	Transportation	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.	Effective immediately, the administration shall negotiate a favorable contract with the Rochester Transit System and other transportation service providers.	1: Fully Completed	Dr. Jallow conducted a thorough review of our transportation plan and strategies for improving service / while managing expenditures - This included a review of our contracts with RTS, Ontario, and a new agreement with TRANSPO. Dr. Jallow met with the transportation leadership team on several occasions in August 2022. - Currently our plan has been successful. We have met all of our internal deadlines and our on time arrival is about 95% across the district. Our primary challenge is managing the increases in demand for transportation from our Charter Schools and meeting the requirements of transportation for our students with disabilities (SWD).	
9	Transportation	2	Review the Managed Choice Policy for modification, restoration, or elimination. Determine the approval status of the Managed Choice Policy by March 1, 2022. (M)	Create a task force to review previous reports and analyze current outcomes by December 30, 2020.	1: Fully Completed		
9	Transportation	2		Survey parents to determine what they would need their children to attend their neighborhood school and their involvement with managed choice by March 15, 2021.			
9	Transportation	2		Conduct virtual focus groups of parents to determine what they would need their children to attend their neighborhood school and their involvement with managed choice by June 30, 2021.			
9	Transportation	2		Find multiple strategies for meeting the needs of families identified through the survey by September 30, 2021.			
9	Transportation	2		Create a report to present to the Board during a work session. A decision should be established to determine if the Managed Choice Policy should remain the same, be modified, or be eliminated by January 31, 2022.			

9	Transportation	<p>3 Effective immediately, the District should initiate the following:</p> <p>1- A review of the services and accommodations written on IEPs, particularly the need for transportation.</p> <p>2- Consider renegotiating all contracts with transportation vendors.</p> <p>Help support the management of district expenses.</p>	<p>Artifacts might include contracts, monthly transportation reports, IEPs,</p>	<p>3: Underway</p>	<p>A Google Document has been created for all students receiving special transportation. This is organized by school. Associate Directors have been provided a check-list and professional development on determining if a student qualifies for special transportation. Directors are reviewing this document weekly with Associate Directors. Further professional development in the form of case studies is being planned. Monthly transportation and special education department meetings are scheduled. Transportation department is working on alternatives to highly restrictive special transportation. Google Document will be reviewed with Dr. Jallow. Attached is the checklist and PowerPoint.</p>	<ul style="list-style-type: none"> • Special Transportation PP • Special Transportation Checklist
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9	Transportation	4	<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>Transition all foodservice responsibilities to charter schools, where feasible.</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 should be established by June 30, 2022. (M)</p> <p>Artifacts might include a new invoicing system, enrollment reports</p>	1: Fully Completed	<p>The District has a person assigned to the reconciliation of and invoicing related to charter school students. For 2022-23, the District is projecting actual charter school tuition cost to be in line with the budget.</p>	<p>RCSD Charter School Tuition Budget provided to the Board Finance Committee on October 18, 2022.</p>
9	Transportation	5	<p>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>Evidence of annual updates shall include a report addressing discrepancies between projected and actual outcomes.</p>	2: On-Track	<p>Upon agreement with the State Monitor, a five-year financial plan based on actual audited numbers for 2021-22 will be submitted by November 1, 2022.</p>	<p>RCSD Long Range Financial Plan</p>
9	Transportation	6	<p>Create a user-friendly SOP, including training, for school and District leaders to understand the purchasing process in RCSD by January 31, 2022. (N)</p>	<p>1. Training schedule</p>	1: Fully Completed		<p>• Presentation to BOE</p> <p>• RFP Draft SOP</p>
9	Transportation	6		<p>2. Agendas</p>			

9	Transportation	6		3. Attendance			
9	Transportation	6		4. SOP			
9	Transportation	6		5. Purchasing			
9	Transportation	7	Conduct an audit of the following departments: transportation, facilities, food service, and operations by January 2023. Restructure the Department of Facilities, Operations, and Transportation to address the growing complexity of District needs by June 2023. (N)	1. Audit Report	2: On-Track	Report from CGCS anticipated shortly.	Audit was completed at the end of June by the Council of Great City Schools. Awaiting the final report. Awaiting Audit report from Council of Great City Schools
9	Transportation	7		2. Organization Charts			
9	Transportation	8	Effective immediately, initiate a minimum of four strategies for implementation to reduce District reliance on transportation and submit them to the State Monitor. (N)	1. Finance Report	2: On-Track		For the 22-23 school year the following has led to efficiencies in transportation: Worked with Charter Schools to stagger start and end times. Added additional schools to RTS Manage Choice Policy is currently under review in Policy Subcommittee Enforcing 1.5 mile walking zone
9	Transportation	8		2. Transportation Report			
9	Transportation	8		3. Documentation of implementation			
10	Fiscal Improvement Plan Goals, Strategies, and Board Considerations	1	1. Increase grant acquisitions 2. Better processes for Medicaid and other reimbursements 3. Compete for charter school students 4. Monitor enrollment data for non-resident students attending RCSD schools 5. Shared space with charter schools		3: Underway	The District's grant portfolio, year over year since 2020-21, is consistently on par with the recommended percentage of grant funds that comprise its total budget (between 11-13%) by the Council of Great City Schools, as follows: 2020-21: 13%; 2021-22: 12%. 2022-23: 13%. The District continues to improve its process to maximize the reimbursement earned from Medicaid funding. As part of the budget planning for 2023-24, the District will explore how to communicate the value provided by RCSD to students and families.	

10	Fiscal Improvement Plan Goals, Strategies, and Board Considerations	2	<ol style="list-style-type: none"> 1. Greater employee contributions to health care 2. Staff reductions 3. Close and consolidate schools 4. Review and renegotiate all contracts, particularly transportation 5. Outsource selected services 6. Appeal for a year-round Virtual Secondary School 7. Eliminate all spaces leased by the District 8. Minimize the provisions of services to charters schools to those legally required 		3: Underway	<p>The District is working to develop a culture of continuous improvement in operations and controlling expenses. Immediate areas of focus include adjusting instructional space to the current and projected enrollment; modifying managed school choice to come closer in line with transportation costs of comparable school districts; analysis of staffing levels to adjust to levels of comparable school districts.</p>	
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