Board of Education Questions and Responses from Administration for the District: Round 1

2018-19 Proposed Budget

Date: April 4, 2018

<table>
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<tr>
<th>Round 1 Questions and Responses</th>
<th>Sections 1, 2 and 3 &amp; Superintendent’s Budget Presentations</th>
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1.1 How will the $1.2 M being returned to the District from the East High School EPO anticipated cost savings in 2017-18 be used by the District in the 2018-19 budget? **(East EPO Superintendent’s Budget Presentation)**

**Prepared by Everton Sewell:**
The unspent funds from East EPO is treated similarly to the unspent funds from the rest of the District, it is rolled into the District’s Fund Balance and is used to assist in future years’ budgeting. The $1.2M is unique to East in the sense that the State Education did approve a fixed dollar amount for the EPO in the initial year, which is adjusted for salary increase in other cost increase. As a result any efficiency (unspent funds) goes into the Fund Balance.

1.2 Are the 2017-2018 Amended FTEs listed in the budget book actual "hires," and if so, based on what date?

- Please list all the positions that were removed between the early March budget presentation of 6,546.71 (FTEs) and the proposed budget (6,501.32 FTEs), which should add up to 45.39 FTEs. List positions by department code, job code, title, and indicate if each position is currently filled or not. **(Superintendent’s Budget Presentation)**

**Prepared by Everton Sewell:**
The 2017-18 Amended FTEs do not represent actual hires; they represent budgeted positions as of January 8, 2018. These positions may currently be filled or vacant.

- Positions were not removed. The presentation in early March was a comparison between a date of 2/23/18 and the 2018-19 projection. The data for the actual budget book was based on a snapshot of the
system as of 1/8/18, with comparison to the 2018-19 projection; this showed that an additional 45.39 FTEs were added between 1/8/18 and 2/23/18.

Please see Attachment 1.2 for the listing of all the changes in FTEs between January 8 and February 23. The difference of 45.39 FTEs, also takes into consideration 12.3 FTEs related to budgeted positions in Cash Capital Fund and are carried forward for 2018-19.

1.3 Please provide more detail on what the “school attendance improvement” mentioned in the Superintendent’s budget presentation will entail and indicate the dollar investment required to do so. (Superintendent’s Budget Presentation, p. 9)

Prepared by: Idonia Owens/Amy Schiavi/Everton Sewell

There are three key priorities in the attendance improvements:

1. Keep kids safe
2. Accurate attendance
3. Accurate phone numbers

Key measures to accomplish these priorities include but are not limited to the following:

- Attendance taken within the first 15 minutes of the school day
- Robo call within the first hour
- Personal phone call when there is a “bad” number
- Home visit within one week if a legal guardian cannot be reached due to an unexcused absence

Each building is responsible to implement these key action items.

The cost for one additional FTE in each school & program with the title of office clerk IV, responsible for key attendance procedures would be approximately 2.7 million dollars.

Next steps are to follow-up with personalized conversations with each building principal to determine degree of support needed for his/her building.
The 2018-19 RCSD Budget Overview presentation referred to $15M in projected cost savings from “Department Maintenance of Effort Reductions”. Please explain the major source(s) of these reductions, and how the estimates were derived. (Superintendent’s Budget Presentation, p. 28)

Prepared by Everton Sewell:
The major sources of the $15M are listed below.

<table>
<thead>
<tr>
<th>Service</th>
<th>Savings</th>
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<tbody>
<tr>
<td>Specialized Services</td>
<td>$2,701,705</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>$885,164</td>
</tr>
<tr>
<td>Alternative Program</td>
<td>$1,574,623</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,272,404</td>
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<tr>
<td>Safety and Security</td>
<td>$306,278</td>
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<tr>
<td>Facilities</td>
<td>$2,986,753</td>
</tr>
<tr>
<td>Info Mgmt. &amp; Technology</td>
<td>$1,337,530</td>
</tr>
<tr>
<td>Deputy Supt of Admin</td>
<td>$213,159</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>$2,192,780</td>
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The estimates were derived based on the remaining budget gap at the time and taking that as a percent of the total operating budget for all the non-school departments. The amount came to be about 12%.

In light of the additional teachers and other staff (total of 186FTE) to be hired in the next year, how is the District planning to attain a $2.6M reduction in employee benefits? (Superintendent’s Budget Presentation, p. 28)

Prepared by Everton Sewell:
This reduction is not a year over year reduction, but rather a change in the projected amount that was originally projected for 2018-19. The overall employee benefit is still increasing to accommodate for the change in FTEs (See §3, pp20 of the Budget Book)

There are many drivers contributing to our employee benefits including NYS retirement system, Social Security, COBRA Claims, medical and dental costs, unemployment insurance and workers compensation, just to name a few. The initial increase costs of employee benefits were projected to be $13.2M. Detail analysis of each item indicated a potential reduction is sustainable.
1.6 What will be the total number of Reading/Intervention teachers in the District, including the additional 22 positions proposed in the 2018-19 RCSD budget? Please provide a breakdown of FTE for Reading/Intervention teachers by school. *(Superintendent's Budget Presentation)*

**Prepared by Everton Sewell:**
There is a net total increase of 28.75 FTE in all Reading and Intervention teacher titles between the 2017-18 Amended Budget (January 8, 2018) and the 2018-19 Draft Budget. Please see Attachment 1.6 for a breakdown by school or program for the following job titles totaling 259.25 FTEs budgeted for 2018-19:
- T105 – Intervention/Prevention Teacher
- T106 – Response to Intervention Teacher
- T113 – Response to Intervention Teacher Bilingual
- T378 – TCHR-READING
- T536 – Teacher Reading- Bilingual

1.7 Please also provide a breakdown /describe the intended FTE distribution for the following budget actions a described in the Superintendent’s Budget Presentation:
- +6 FTE Counselors/Social Worker
- +11 FTE CASEs
- +10 FTE Behavioral Specialists
- +11 FTE ESOL
*(Superintendent's Budget Presentation, p. 18)*

**Prepared by Everton Sewell:**
Please see the following Attachments for a breakdown by school / department and job title for these staff. Head count changes have been updated to reflect the 2017-18 Amended Budget as of January 8, 2018, instead of February 23, 2018.
- Attachment 1.7a - +7.61 FTE Counselors/Social Worker
- Attachment 1.7b - +11 FTE CASEs
- Attachment 1.7c - +10 FTE Behavioral Specialists
- Attachment 1.7d - +15.55 FTE ESOL
1.8 In the 2018-19 RCSD budget presentation, Everton Sewell mentioned that some positions funded by grants will be retained and covered under the General Fund because of their value to the District. Please provide information of the number and types of positions that have been “transferred” to the General Fund. (Superintendent’s Budget Presentation)

Prepared by Everton Sewell:
The District transferred 57.95 FTEs that were funded by grants in 2017-18 to the General Fund for 2018-19. The 57.95 FTEs include positions such as teachers and teacher assistants; counselors and social workers; programs and expanding learning coordinators; home school assistants; custodians and cleaners; clerks; paraprofessionals; community school site coordinators; chief of receivership schools and the Ombudsman.

1.9 What is the role of the 10 coaches for “Next Generation Learning”?
- How will these coaches support improvements in instruction beyond the support provided by Math, ELA and Graduation coaches?
- How will these coaches be deployed in the District? (Superintendent’s Budget Presentation, p. 29)

Prepared by Linus Guillory:
The role of the of the Next Generation Learning Standards coaches is to facilitate the implementation of the new learning standards in the District (in each school). NYSED has identified three stages for “rolling out the new standards: awareness, capacity building, and implementation. The coaches will participate in the “train the trainer” e.g. be trained themselves, and then turn-key that training to our schools. This model is designed to build the internal capacity of our staff as they will serve as the primary conduit in interfacing with teachers.

1.10 What is the role of Graduation coaches?
- How are these coaches deployed in the District? (Superintendent’s Budget Presentation, p. 29)

Prepared by Linus Guillory:
Currently, RCSD employs one graduation coach at Edison HS. The role of the graduation coach is to provide assistance and collaborative partnership to all secondary students, individually, or in groups, regarding expectations, experiences and best success practices with regards to high school graduation. Graduation coaches provide intensive interventions that includes, but is not limited to, analyzing data in order to identify students or subgroups with potential dropout risk factors; identifying and assisting to remove barriers to graduation, reviewing and implementing
research-based strategies that support students in completing high school with a diploma.

<table>
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<tr>
<th>1.11</th>
<th>What is the role of Instructional coaches?</th>
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<td>• Without additional state aid, how will this need be provided for? (Superintendent's Budget Presentation, p. 28)</td>
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**Prepared by Linus Guillory:**
The role of the instructional coach is to provide evidence-based instructional practices into the classroom by working with teachers, classroom support staff and school administration. They are “in-house” professional developers who teach educators how to use proven instructional methods to increase academic outcomes for students.

• We are looking at repurposing already existing instructional coaches.

<table>
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<tr>
<th>1.12</th>
<th>What “transportation efficiencies” are currently being considered by the District? (Superintendent’s Budget Presentation, p. 30)</th>
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**Prepared by Mike Schmidt:**
The transportation department is utilizing the feedback from the Board of Education to guide our process of securing efficiency and improved service. We will not be transporting the sixth grade students at Young Men’s Leadership on RTS service. We are looking very closely at our service for high school students in alternative programs to provide them more flexibility.

<table>
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<tr>
<th>1.13</th>
<th>The Superintendent’s budget presentation highlighted anticipated increases in utility rates. In light of this, what strategies will be employed to see a $.3M savings from reducing utility usage? (Superintendent’s Budget Presentation, p. 28)</th>
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**Prepared by Mike Schmidt:**
We expect to realize savings from more efficient use of electricity, reduction in appliances in the schools and offices, and reduction in lighting when space is not in use and building temperature controls.

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<th>1.14</th>
<th>What criteria are being used to examine/evaluate the need for Central Office staff positions? (Superintendent’s Budget Presentation, p. 30)</th>
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**Prepared by Harry Kennedy:**
The criteria would be if there is a Budgeted Vacancy that exist. If yes – then the position is posted, a pool of qualified applicants are screened for the proper credentials, certifications, skills and experiences. This pool of applicants are then submitted to the hiring supervisor that interviews, ranks, and selects their candidate to fill the vacancy. The name of the top applicant is submitted to the HR Department and the offer is made, and the Board Resolution is then processed.
In light of increased ELL enrollment because of the influx of Puerto Rican students, What steps are being taken with the ESOL department to receive/accommodate these students?

- How many teachers hired without certification from Spanish speaking areas are currently enrolled in certification courses, and how many are not?
- Are we assisting all of the staff hired in teacher roles for their certification in NYS?
- If so what is the cost associated with that? And has that been budgeted for?

(Superintendent’s Budget Presentation, p. 18)

Prepared by Linus Guillory:
The Multilingual department continues to refine in-take procedures to appropriately place students based on the results of the NY State entrance exam called the NYSSITELL (NY State Identification Test for English Language Learners). When students enroll, parents complete the home-language questionnaire; when a parent identifies that another language is spoken at home, this triggers the need for the NYSISTELL. The placement center has language assessors that administer the NYSISTELL. 60% of the students tested are born in the US. The student’s performance and results determines the need for ESOL services; if the student scores below the commanding level (highest possible level), the student is identified as needing ESOL Support. NYS has a guidance table, based on students results, of service requirements based on grade-level and proficiency. Student results can be classified as: entering, emerging, transitional, proficient or commanding level. The Multilingual department converts the service requirements to necessary FTE for services/accommodations for our ENL students.

The Multilingual department has begun a professional development series for Teachers, Support staff and administrators focused on instructional best practices for language learners.

Prepared by Harry Kennedy:
- 13 Teachers have been hired without certifications. They are currently working as Per Diem Substitute Teachers and can work up towards 90 days without their certification. 3 Teachers are certified in Puerto Rico and enrolled in certification courses via the NYS Department of Education Waiver.

- We have offered assistance to all of the teachers hired from Puerto Rico. It is each individual’s responsibility to follow the NYS ED Pathway for Certification Process and upload their data into the
system. We provide continuous coaching support, follow-up and assistance.

- The District provides the applicants with employment (Salary), community support, guidance and structure. Any additional expense for an applicant in pursuit of their certification, would come directly from the applicant and any community organization.

| 1.16 | In light of increased ELL enrollment because of the influx of Puerto Rican students, aside from increased ESOL teachers, what is being done to receive/accommodate these students? *(Superintendent's Budget Presentation, p. 18)*

**Prepared by Ray Giamartino:**
While providing direct and specific instructional supports, the district is also ensuring targeted social-emotional supports as well. Parents have shared their recognition of these supports with our colleagues at IBERO as well. Our bilingual team ensures timely language assessment administration to ensure appropriate program assignments as well as provides such resultant student performance data to the school, programs and our ELL/ESOL teams to ensure that student supports and related services are targeted, by student. Further, the district has and continues to work closely with our external partner agencies, as applicable, such as IBERO, the Red Cross, Rochester Housing and Urban Development so that student’s families are provided the necessary, sustainable wrap-around support necessary to establish themselves in our community and ultimately experience success. The City of Rochester and RCSD have received one of the largest numbers of students and families in NYS and we are proud to provide such support to our families.

| 1.17 | Section 2 is titled “Policies, Priorities and Plans” but there are no RCSD Budget priorities listed in Section 2. Please provide the priorities that were used to develop the 2018-19 RCSD budget. *(Section 2)*

**Prepared by Everton Sewell:**
Several directive and goals were incorporated into the budget compilation. Some of the directives includes a) minimize reductions in services to children, b) line-by-line efficiency analysis of current budget documents, and c) redesign of service for improved efficiency to minimize the impact to students in the classroom.

Priorities were centered around alignment with District goals, plans and strategies and school improvement goals, plans and strategies including rebuilding zone capacity for early education, bilingual programs, special education programs, CTE and graduation improvement. These and other program enhancements were identified as the following six priorities: 1)
The following recommendations were made by members of the Community Task Force on School Climate:

- Professional learning dedicated to climate transformation
- Full implementation of the RocRestorative restorative practices initiative or the Joy DeGruy relationship models
- Culturally informed curriculum and instruction that faciliates student engagement
- An Office of Student Life in each of the high schools to engage students in creating an authentic student voice
- Welcoming schools and opportunities for meaningful parent engagement

Regarding the CTF recommendations: *(Section 2, p.5)*

**Prepared by: Idonia Owens**

1. What recommendations will be, or continue to be, implemented in 2018-2019? **All of them**
2. How much funding will be allocated to each recommendation?
   a. $200,000 for VMA
   b. We (CO) did not add any additional funding for office of student life with the anticipation of it being grown organically within each building
3. What and how many FTE positions will be allocated to each recommendation?
   a. Two lead teachers have been requested and assigned to work specifically with VMA as mentors to each cohort and with teachers on curriculum, implementation and individualized supports.

**Prepared by Karl Kristoff:**

For the 2015-16 school year, when the rates were set, we had the following data for the top 3 districts in Monroe County: Brockport - 3.8%; Greece - 3.86%; Brighton - 3.2%
1.20 How is the District alerted to repeated contracts with the same vendor that might exceed $35,000 over time within a fiscal year? *(Section 2, p. 7)*

**Prepared by Karl Kristoff:**
Three (3) key points in the contract process (1) assess whether contract requires a BOE resolution; (2) adopt resolution authorizing Supt. to enter into contract; (3) reporting & continuous improvement of contract process) are designed to respond to the requirements of Policy 6745 (aka the “$35,000 threshold”). The initial “alert” results from an assessment of each contract request that is submitted for processing through the Law Department’s contract process. When the sum of current & pending requests exceeds the $35,000 threshold, a Resolution is submitted for Board authorization. Additionally, a quarterly report is furnished to the Board (pursuant to requirements of Policy 6630) which provides the cumulative, fiscal year-to-date listing of executed contracts <$35,000.

1.21 What year did the district last discuss BOE unit salary increases?
- What amount would be saved by reducing the 3% raise to a 1% raise?
*(Section 2, p. 9)*

**Prepared by Everton Sewell:**
The District discusses the BOE unit salary increase every year. The District could save about $25,000 in salary by reducing the 3% raise to a 1% raise.

1.22 How are we solving the $51M budget gap? *(Section 3, p. 3 & Section 3, p. 21)*

**Prepared by Everton Sewell:**
The budget gap closure was presented to the board in the March 27th presentation. See page 28 of the Superintendents Presentation.

1.23 Please explain the difference between charter school transitional aid and charter school supplemental basic tuition aid
- Do these aid values change from year to year and are they in danger of disappearing?
*(Section 3, p. 6)*

**Prepared by Everton Sewell:**
Transitional Aid for Charter School Payments provides additional State Aid to districts with substantial year to year increases in the proportion of its students attending charter schools or the proportion of general fund expenditures that general fund payments to charter schools constitute. The payment is based on a declining percentage for three years (80%, 60% and 40%). This aid is to assist the District in transitioning from the student they have lost to Charters.
Charter School Supplemental Basic Tuition Aid is a relatively new aid mechanism provided in the State Budget which reimburses the increase in
the tuition rate from one year to the next, regardless of the number of students. For several years Rochester's basic tuition rate was frozen at $12,090 per pupil. In 2016-17, Rochester's basic tuition rate increased to $12,590, and the differential of $500 per pupil will be received in the current year (2017-18) as supplemental basic tuition aid. In 2017-18, the tuition rate again increased to $13,090, and next year (2018-19) we will receive $1,000 per pupil in supplemental basic tuition aid.

1.24 How does the District ensure that it is getting full reimbursements for Medicaid?
   - How are these reimbursements being tracked?

(Section 3, p. 7)

Prepared by Everton Sewell:
Medicaid Compliance & Reimbursement Department tracks and monitors Medicaid reimbursable services on an ongoing basis. Medicaid's compliance reporting helps identify health related services on student's IEP's that are potentially Medicaid reimbursable. Medicaid communicates on a regular basis to the Finance Department, and Special Education Office regarding potential reimbursable services that are not meeting essential Medicaid requirements. Approximately 90% of Medicaid requirements mirror mandated requirements set forth by Special Education and the NYS Office of Professions. It is essential for Special Education to be in compliance, in order for the District to receive Medicaid reimbursement. Our Medicaid Department completes extensive reviews in addition to having a software system (Frontline Education) that completes over 50 validation checks to ensure Medicaid eligible services meet the mandated requirements.

In order for services to be eligible for Medicaid reimbursement they must meet the following general requirements. Note each individual requirement must comply with additional Medicaid mandates in order to be acceptable for Medicaid reimbursement.

- District must be an approved & enrolled provider
- Services must be medically necessary
- Students must be Medicaid eligible
- School district must obtain parental consent to bill Medicaid
- Service Providers must be Medicaid qualified
- Services must be provided, as directed, per the student’s IEP
- Appropriate documents must meet Medicaid requirements and kept on file (i.e. Referrals, Evaluations, Written Orders for Service, IEP’s, Session Notes)
- All encounters must be documented contemporaneously.

- Medicaid reimbursements are tracked, reported and reconciled to the Finance Department on a regularly basis. The Frontline Medicaid software is the primary tool used to complete these tasks.
Please explain which students qualify as “non-resident tuition students”

- How many of these students are enrolled in the District?
- How many non-resident students do we provide health services to and where are these services provided?

(Section 3, p. 7)

Prepared by Karl Kristoff and Everton Sewell:

A student qualifies as a "non-resident tuition student" if s/he is not physically living within the District with the intention to reside within the District. For a further discussion of the law applicable to student residency, please see ¶ 49.6 of the 36th edition of School Law.

Examples of non-resident students are as follows:

Foster care: Students placed by the Department of Social Services in a foster family that best fits the student’s needs.

Chapter Placements: Students placed by the Office of Persons with Developmental Disabilities in a family care home or group home and the public school district where the family care or group home is located provides educational services.

International Exchange Students: Citing Education Law Sections 3202(1) and 3205, the commissioner stated that a child living in a district under a business/pleasure visa may be able to establish residency with the district even though one of the conditions for the granting of such a visa is that the visa holder express an intent to return to his or her home county upon expiration of the visa. The only instance where tuition is due from a foreign exchange student is when a foreign student attends a public secondary school under an F-1 visa.

Parentally Placed Pupils with Disabilities in Nonpublic Schools: Students placed in nonpublic schools are entitled to receive special education services in accordance with an Individual Education Services Program (IESP) from the public school district the nonpublic school is located within, while they receive general education from the nonpublic school.

There are 10 Foster Care, 5 Chapter Placed, 0 International Exchange and 53 Parentally Placed students.

- The District provided and billed for 861 non-resident students, which receive health services during the 2016-17 school year. The health services were provided within the school building the student is located.
There seems to be a larger than usual negative impact to grant revenue to the District (currently a loss of $8,929,406 per the budget book). Apart from the competitive nature of certain grants, what accounts for such a significant reduction in grant funding between 2017-18 and 2018-19?

- What is being done to continue securing/retaining necessary grant funds for the district?

(Section 3, p. 9-11)

Prepared by Everton Sewell:
The reduction in State grants ($8,929,406) is due to:

- Multi-year competitive grants going away after 2017-18: Three Receivership Grants (Monroe, East and #9 = $3,998,573); Six Learning Technology Grants ($300,000);

- One year competitive grants going away after 2017-18: Edison ESD Incentive & WFL BOCES grants totaling $225,000; My Brothers’ Keeper FCEP $129,153; Removing Barriers to CTE $156,369;

- One year grants going away but carry-over funds authorized Community Schools ($4,989,468); reduction of $3,934,296; and

- Uncertainty related to NYS Legislative Appropriation specifically for Math & Science Optics – East. Should the grant funding become available the program may be reinstated $460,664.

There are two types of grants: formula and competitive. The formula grants, such as Title and IDEA have been reduced and are included in the Budget. The competitive grants that have been awarded to date have been included in the Budget. School Improvement Grants are competitive, multi-year funded grants which over the course of the award reflect reduced funding. The District continuously seeks funding opportunities, however, does not budget competitive grants until they are awarded to minimize the disruption associated with discontinuing the programs when the funding does not materialize.

- In an on-going manner, the district monitors grant opportunities via the internet, listserv notifications, NYSED contacts, etc. All federal and state grant programs adhere to annual funding cycles, although there are significant differences between the state and federal funding calendars. Most grants are funded on a school year basis of September 1 through August 31, although certain programs may operate on a July 1 through June 30 basis.
Please explain the differences between substitute, hourly, and in-service teachers by way of duties, service length, training, and salary?

- What's the means by which there might be an increase of substitute and in-service and decrease of hourly teachers?

(Section 3, p. 20)

Prepared by Harry Kennedy and Everton Sewell:
The separate accounts for Substitute Teachers, Hourly Teachers, and Teachers In-Service are not based on the individual employees that receive this compensation. Instead, accounts are based on the reason for the compensation:

- Substitute Teachers – Building substitutes and per-diem substitutes assigned to schools to fill in for short-term and long-term absences or vacancies.

- Hourly Teachers – Permanent teachers receive additional compensation as provided in the RTA contract when they work additional hours beyond what is required by their contract to support Expanded Learning programs, teach summer school, develop curriculum, or support other programs in their schools.

- Teachers In-Service -- Permanent teachers receive additional compensation as provided in the RTA contract when they attend professional development required by the District or for the school or program they are teaching.

Prepared by Harry Kennedy:

- Substitute Teachers are paid at a per diem rate. They are used for teacher absences (due to illness etc.) as well as for some vacant positions. The per diem rate ranges from $121 to $228 per day, depending on length of time in a position and experience/high needs area.

The term “hourly teachers” included in the budget refers to RTA contract teachers. These funds allocated in the budget are for additional money paid to teachers beyond their salary for work performed beyond their contractual day or outside of their regular work (ex. Extended day pay). Most hourly teacher pay is at a flat hourly rate based on contract provisions. The extended day rate is currently $41/hour.

The term “in-service” included in the budget refers to monies paid to RTA contract teachers as a payment for professional development.
The “hourly” and “in-service” funds do not refer to salary, but rather additional pay. Generally, RTA contract teachers who receive these funds have a higher salary than per diem teachers do.

1.28 How will the District achieve a decrease in our contract transportation?
- What routes will be affected by the proposed changes?

*(Section 3, p. 20 & 23)*

**Prepared by Everton Sewell:**
The overall decrease in Contract Transportation category in the Budget Book is partially due to a placeholder for Summer School transportation being lower than the amount budgeted for the current year. This amount is subject to change as summer school planning continues.

1.29 Please explain the use of “overtime civil service” expenditure:
- When is this expense required to be paid out?
- Has the District considered efficiencies to be found from more closely managing civil service overtime allocations?

*(Section 3, p. 20)*

**Prepared by Harry Kennedy:**
Generally, overtime is paid to those civil service members who are paid wages on an hourly basis. They are paid overtime for all hours worked over 40 hours, as required by law. The District has considered efficiencies to more closely manage overtime allocations. This responsibility is part of each supervisor’s management process and each senior level manager’s accountability.

1.30 Please explain the use of “judgments and claims” expenditure
- What kinds of expenses might these monies be used for?
- How does the District anticipate the $500,000 allocated?
- What happens if more/ less than the allotted $500,000 is needed in a particular budget year?

*(Section 3, p. 21)*

**Prepared by Everton Sewell:**
- The primary use of “judgments and claims” expenditure code is for the payment of legal claims settled against the district.

- The Legal Department provides the estimated value of all settled and outstanding claims and the Finance Department budget accordingly.
- Judgments and claims can take several years to close, but the account is reconciled periodically to determine the funding needed.
1.31 **Please explain the reduction in “departmental credits”? (Section 3, p. 21)**

**Prepared by Everton Sewell:**
The reduction of $50,709 in Departmental Credits between the 2017-18 Amended Budget and the 2018-19 Draft Budget shown in the Expenditure Summary in Section 3, page 21 is the result of community support (donations to schools from outside organizations), which are not set up in the original budget, but are budgeted throughout the year in the Departmental Credit category as these donation funds are received and deposited.
The question may also refer to the reduction in this category between the 2016-17 Actual ($1,846,775) and the 2017-18 Budget ($1,156,709). The key driver of this variance is the chargebacks to other departments for services performed by the Print Shop. These depend on the volume of printing services required. The current year budget for Print Shop credits may be increased if the charges for printing services exceed the $350,000 originally budgeted. There was also a decrease in rebate for health services between 2016-17 actuals and the 2017-18 Budget.

1.32 **Please explain why there is a $2,250,866 increase for non-instructional computer software.**

**Prepared by Bo Wright:**
The $2,250,866 proposed increase mainly represents literacy software requested by the Teaching and Learning department (Achieve and iReady). This is instructional software but was mis-categorized as non-instructional software in the Budget Book. Due to necessary budget reductions, this may not be funded in the 2018-19 Proposed Budget.

1.33 **Please explain the increase of “fixed obligations with variability”? (Section 3, p. 23)**

**Prepared by Everton Sewell:**
In total, the “Fixed Obligations with Variability” category would increase by $1.8 million, from $166.6 million to $168.4 million. There are four components to the increase:

- +$2.0 million for Charter School Tuition – this represents the projected increase in charter school students attending charter schools that are continuing to grow out, and the $500 increase in the basic tuition rate set by New York State
- +$0.4 million for Special Education Tuition – this represents the projected increase in tuition for Special Education students placed in private schools
- $0.2 million for Health Services billed by other districts for medical services provided to Rochester students
- $0.8 million reduction in Transportation contracts in anticipation of more efficient service

1.34 What is the anticipated impact that a continual increase of the District’s debt service ratio will have moving forward, especially as it has to do with securing financing for the District’s projects?  
*(Section 3, p. 23)*

**Prepared by Everton Sewell:**
The increase in borrowing for the FMP program does not impact the District’s ability to borrow for its’ CIP program. The District’s debt service ratio does not directly impact the ability for the District to secure financing for the District’s CIP projects. The appropriate metric used for this purpose is established in the City of Rochester’s debt policy. The City’s debt policy caps the District’s CIP borrowing to the amount of CIP principal debt paid down in a given year. As a result, the District’s CIP debt stays within this debt limit and does not increase year to year.

1.35 Please provide information on the computer software being purchased that will account for the $3.3 M increase for technology expenses in the 2018-19 budget year.  
*(Section 3, p. 24)*

**Prepared by Everton Sewell and Bo Wright:**
The total increase in software represented in the Draft Budget is $2.1 million, from $3.3 million in the 2017-18 Amended Budget to $5.4 million in the 2018-19 Draft Budget. The literacy software described in the response to Question 1.32 is the key driver of this increase.