



Rhinebeck Central School District
Towns of Rhinebeck, Clinton, Milan, Red Hook, Hyde Park and Stanford
Dutchess County, New York

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May 28, 2019

Dear Members of the Rhinebeck Central School District Staff,

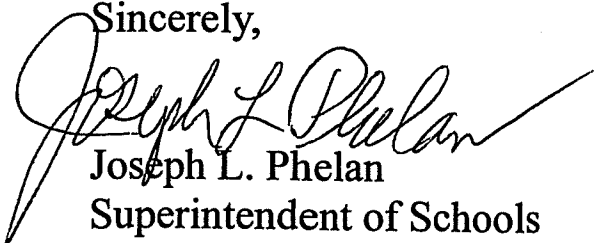
REMINDER: On Tuesday, June 11, 2019 at 7:00 pm in the Middle School/High School Library, at the Regular Board of Education meeting, the Board will formally and publicly recognize the following employees for their years of service to the District and their retirement from that service to our children and our community:

Robin Berger, Johanna Bryant, Jacklyn Dedrick,
Sandra Kane, Deborah Roberg, Amilia Squillante,
Susan Ruzzi, Susan Volin, Mary Winkler

Coffee and cake will be served to those present in honor of those being recognized.

Please join the Board and me in celebrating these individuals and their accomplishments, and in expressing our deep appreciation of their work on behalf of the Rhinebeck Central School District.

Sincerely,


Joseph L. Phelan
Superintendent of Schools

RHINEBECK CENTRAL SCHOOL DISTRICT

SCHOOL GUIDANCE PLAN

Kindergarten through Twelfth Grade

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Rhinebeck Central School District
SCHOOL GUIDANCE PLAN

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Rhinebeck Central School District *SCHOOL GUIDANCE PLAN*

Introduction

This K–12 Guidance Plan is designed to be a resource for members of the Rhinebeck Central School District K–12 Pupil Personnel Services Team and the Rhinebeck Central School District educational community. The plan supports the overall mission of the School District by promoting student achievement, college and career planning, and personal social development for every student. Pupil Personnel Services Team members, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills, will ensure that every student in the Rhinebeck Central School District will have access to a quality and equitable education. This plan is aligned with the New York State Learning Standards, aligned with the New York State School Counselor Association's Model Comprehensive K–12 School Counseling Program and enhanced with practical ideas for activities and assessments from the Pupil Personnel Services Team in Rhinebeck.

This is a living document. We encourage the K–12 Pupil Personnel Services Team to refine this document as further information and resources become available. Counselors are encouraged to use this document as a springboard for further detailing the key components to meet the needs of the student body. It is recognized that the development of any program is a process of continuous improvement, not a one-time event. This plan assumes that the use of data as a powerful planning tool makes school counseling programs more effective. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.

Resources Utilized in the Development of the Plan

- Rhinebeck Central School District Mission, Vision and Core Values
- New York State Learning Standards
- New York State Career Development and Occupational Studies Standards
- New York State Social Emotional Learning Benchmarks
- The New York State Model for Comprehensive K–12 School Counseling Programs
- American School Counselor Association National Standards for Student

Acknowledgements

The following members of the K–12 Student Support Services team contributed to the writing and revising of the plan. Their expertise and professionalism are to be complimented.

Carmela Fountain	Robert Heywood	Jeffrey Palazzolo	Nicholas Montary	Morgan LoBrutto	Megan Rodier	Cassi Wintermantel
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This current plan is a revision of the Rhinebeck Central School District Guidance Plan developed, in part by Deborah Hardy Ed.D., Chairperson for school counseling services at Irvington School District and past President of the New York State School Counselor Association, for facilitating the process of developing the plan.

Additional Information

If you would like additional information or to submit suggestions or comments, please contact:

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Rhinebeck Central School District

MISSION STATEMENT

The Rhinebeck Central School District is an educational community that provides an excellent learning environment and is dedicated to the development of every student's generosity of spirit, passion for learning, and ultimate success.

VISION STATEMENT

The Rhinebeck Central School District meets the changing needs of our community with courageous programming consistent with State Standards and mindful of best learning practices. Each student enjoys an enriching experience while mastering the skills and knowledge to reach his or her maximum potential. We educate our students to become self-directed learners, complex thinkers, collaborative workers, quality producers, community contributors, and ethical decision-makers.

CORE VALUES

Quality Education Includes:

- **Safety and Health:** Students and staff need a healthy and safe environment.
- **Resources:** A successful education program requires appropriate facilities, equipment, and materials.
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what he or she says and does.
- **Courage:** Courage is required to grow, change, take risks, and make commitments.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions. Adults model this process.
- **Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- **Student Achievement:** Continuous growth and improvement occur when there is use of best practices, an articulated/aligned curriculum, and pertinent data.
- **Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.

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Educational Objectives

The Board of Education upholds and supports the District's Mission as stated in our Comprehensive District Education Plan by creating and encouraging opportunities for all Rhinebeck Central School District graduates to become:

- Self-directed learners, who use positive core values to create a positive vision for themselves and their future, set priorities, and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
- Collaborative workers, who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
- Complex thinkers, who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.
- Community contributors, who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.
- Quality producers, who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of appropriate advanced technologies.
- Ethical decision-makers, who exemplify the principles of trustworthiness, respect, responsibility, integrity, fairness, caring, and citizenship.

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Pupil Personnel Services

Mission Statement

The Rhinebeck Central School District Pupil Personnel Team seeks to meet the unique needs of the individual student by recognizing their strengths, interests, goals and challenges. The Pupil Personnel Team recognizes the strength in community when difference is celebrated. Students will engage in developmentally appropriate activities in order to develop self-awareness, compassion towards self and others, as well as activities of advocacy and achievement, students will be compassionate and contributing members of our society.

Vision Statement

It is the vision of the Pupil Personnel Team that Rhinebeck Central School District students graduate with an appreciation for diversity in strengths and abilities, in oneself and others. Students of the Rhinebeck Central School District will gain the self-knowledge and direction to set and achieve their post-secondary goals, in order to contribute in society as engaged and compassionate citizens.

Rhinebeck Central School District SCHOOL GUIDANCE PLAN

Roles and Responsibilities

Pupil Personnel Services

The Pupil Personnel Services Team in the Rhinebeck Central School District consists of School Counselors, School Social Workers, and School Psychologists. The individual expertise of each Pupil Personnel Team Service member provides students with the highest level of professionalism towards achieving academic success in a K–12 educational setting.

The Pupil Personnel Service Team members generally:

- Collaborate and consult with administrators, educators, parents, and other Pupil Personnel Service providers in achieving student success
- Advocate for students' academic, social, personal, emotional needs
- Participate in parent-teacher conferences
- Provide classroom lessons on academic, social/personal, and career/college skills
- Provide individual/group counseling
- Provide mediation
- Provide crisis intervention, risk assessment, and ongoing evaluation
- Attend meetings for Committee on Special Education, Child Study Team, Response to Intervention Team and 504 Committee
- Provide staff in-service training when appropriate
- Provide information to staff and students about the Dignity for All Students Act
- Serve as "point of entry" liaison for students entering or leaving mental health facilities
- Prepare constituent communication including newsletters, web pages, etc.
- Liaise with outside agencies, private and public, for both individual student needs and programmatic needs
- Participate in professional development activities through professional memberships
- Participate as members of CDEP Team which serves as the Advisory Council for the Rhinebeck School Counseling Plan

Rhinebeck Central School District *SCHOOL GUIDANCE PLAN*

Roles and Responsibilities

School Counselor

School Counselors are New York State certified professionals with a Masters Degree in School Counseling or related discipline.

School Counselors responsibilities may include, but are not limited to:

- Collaborating with student support staff, administration and teaching faculty to develop and oversee the K - 12 core counseling curriculum
- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Coordinating and administering PSAT, SAT I/II and AP testing, including Services for Students with Disabilities
- Presenting and collaborating with teachers who instruct students in the areas of social/emotional needs, advocacy, goal setting, standardized testing, course selection, college preparation/application, summer programs, graduation requirements
- Presenting grade level parent/guardian workshops on college and financial aid application process, developmental issues, and graduation requirements
- Counseling students at-risk and exploring alternative programs
- Advising new students
- Collaborating on the development and implementation of curriculum for Home and Careers and College and Careers I and II
- Provide programming and counseling to prepare students for significant academic transitions (5th to 6th, 8th to 9th and 12th to post secondary goals)
- Coordinating the review and selection process of awards and scholarship programs
- Serving as a liaison for students in alternative programs
- Assisting in Master Schedule development and implementation
- Verifying student diploma requirements and monitor academic progress
- Processing Summer School registration
- Developing and monitoring Guidance Department budget
- Supporting Guidance Office Assistant and Secretary
- Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies

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Roles and Responsibilities

School Social Worker

School Social Workers hold a Masters Degree in Social Work and are New York State certified and licensed through the Office of Professions.

School Social Workers responsibilities may include, but are not limited to:

- Providing intensive and ongoing counseling and case management services
- Developing treatment plans and counseling goals
- Assessing for AIS counseling eligibility
- Assessing student behavioral functioning and creating appropriate behavioral management plans
- Providing ongoing group counseling for students focusing on self-esteem, grief, social skills, coping skills, divorce/separation, and anger management
- Facilitating 5th to 6th grade transition group at CLS, as needed
- Implementing social-emotional programming to address various needs
- Coordinating school-wide special activities and programs
- Participating in new student orientations and assisting with students transitioning into the District
- Reporting on student progress to outside agencies as requested
- Acting as liaison for community programs
- Collaborating with outside mental health professionals to coordinate care for students and families in treatment
- Serving as liaison for mandated programs including Child Protective Services (CPS), Probation, Person In Need of Supervision (PINS), and appointed law guardians
- Maintaining professional licensing through the Office of Professions
- Serve as the building level McKinney - Vento Liaison

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Roles and Responsibilities

School Psychologist

School Psychologists are New York State certified professionals with a Masters Degree or a Certificate of Advanced Study in School Psychology.

School Psychologists responsibilities may include, but are not limited to:

- Conducting and reporting on psychological and psycho-educational evaluations
- Conducting Functional Behavioral Assessments (FBAs)
- Generating and tracking Behavioral Intervention Plans (BIPs) utilizing information yielded from Functional Behavioral Assessments (FBAs)
- Implementation of appropriate behavioral modification approaches through staff consultation.
- Providing Individualized Education Plans (IEP), 504, and AIS individual and group counseling
- Serving as New York State Education Department legally mandated members of the Committee on Special Education (CSE) and the Committee on Preschool Education
- Serving in capacity as CSE Chairperson for meetings as needed
- Assisting in the writing and development of student Individualized Education Plans (IEPs)
- Observing and recording information on students that are educated in facilities outside of the District
- Coordinating and participating in the screening process of new entrants to the Rhinebeck Central School District
- Conducting cognitive, social/emotional, behavioral and/or motor screenings for new entrants
- Evaluating appropriate alternative educational programming and placement

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Pupil Personnel Services

Program Development

Pupil Personnel Services Faculty Meetings: Members of the Pupil Personnel Services Team meets eight to ten times annually with administrative support to address the following:

- legislative and regulatory requirements
- host representatives of community-based mental health services
- examine social, emotional and academic trends at the school and district levels
- revise current practices
- develop new programming
- receive and offer collegial feedback on cases
- turn-key professional development

Advisory Council: The Rhinebeck Central School District Advisory Council is a group of diverse stakeholders including administrators, teachers, student support team members, board members and parents. This Advisory Council meets several times throughout the year. The Advisory Council will engage in discussion about the K - 12 School Counseling Plan as well as the annual goals set forth by the department. In the Spring, the Advisory Council will have the opportunity to review current data and outcomes from the Pupil Personnel Services Team.

Professional Development: Members of the Pupil Personnel Services Team have access to a wide-range of professional development and are encouraged to attend and share the key findings with their colleagues. Professional development topics and activities include, but are not limited to, the following:

- Social Emotional Learning
- Transition Supports and Services
- College Visits and Informational
- Vocational Visits and Informational Sessions
- Workplace Visits
- Tours of Community-Based Mental Health Facilities
- Trauma
- Mental Health
- Students with Disabilities

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In addition, the Rhinebeck Central School District faculty members are provided annual professional development opportunities that focus on topics including but not limited to: Social Emotional Learning, Empathy, and Conflict Resolution.

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Program Goals (K – 12)

- Goal 1** Prepare students to participate effectively in their current and future educational programs
- Provide students an opportunity to identify strengths and areas of need, and set meaningful goals (K-5)
 - Review each student's educational progress, career directions and future plans annually (6-12)
- Goal 2** Educate students regarding their awareness and application of positive social, emotional and self-management skills
- Goal 3** Provide advisory supports and assistance to enable students to benefit from the curriculum in the following areas:
- Attendance (K - 12)
 - Behavioral and/or transition concerns (K-12)
 - Academics (K-12)
 - Secondary plans (6-8)
 - Curriculum, options, educational and career plans (6-12)
 - Post-secondary plans (9 - 12)
- Goal 4** Provide opportunities for developmentally appropriate parental involvement in the educational process

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Pupil Personnel Team Services

GOAL 1

- Prepare students to participate effectively in their current and future educational programs.
- Provide students an opportunity to identify strengths and areas of need, and set meaningful goals.

TARGET POPULATION

Students in grades K – 5

OBJECTIVES

Academic:

Students will:

- Be placed in appropriate classroom situations suitable to their personal and academic strengths or weaknesses
- Be given appropriate feedback about their academic progress
- Be instructed and encouraged in the development of positive study skills

Career:

Students will:

- Engage in opportunities to develop knowledge of personal academic strengths, weaknesses and learning style
- Begin to understand the relationship between current schoolwork and future educational and career planning

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GOAL 1, continued

- Prepare students to participate effectively in their current and future educational programs.
- Review each student's educational progress, career directions and future plans annually. (6-12)

TARGET POPULATION

Students in grades 6 – 12

OBJECTIVES

Academic:

6th - 8th Grade Students will:

- Demonstrate an understanding of their current academic standing and set goals for continued academic growth
- Give informed input into their individual middle school program

9th - 12th Grade Students will

- Demonstrate an understanding of their present academic status, achievement, levels and educational requirement for graduation
- Develop a program of studies for the following year
- Develop an appreciation for the process involving a periodic self-review

Career:

6th - 8th Grade Students will:

- Develop an awareness of the relationship between personal interests, skills, abilities, values and career exploration

9th - 12th Grade Students will:

- Develop an understanding of their interests, abilities, knowledge and skills for other post-secondary options as it relates to their career goals

Personal/Social:

9th - 12th Grade Students will:

- Complete a self-evaluation

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GOAL 1, continued

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review and update academic guidance file
- Student feedback through Career Plans and Student Inventories
- Report card, progress reports & assessment grades
- Teacher feedback
- Parent feedback regarding their child's educational planning progress

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GOAL 2

Educate students regarding their awareness and application of positive social, emotional and self-management skills

TARGET POPULATION

Students in grades K – 12

OBJECTIVES

Personal/Social:

Kindergarten - 5th Grade Students will:

- Identify and distinguish between comfortable and uncomfortable types of feelings
- Learn self-help strategies
- Give appropriate feedback about their social behavior
- Be encouraged to develop self awareness
- Be instructed and encouraged in the development of interpersonal skills
- Be encouraged to develop awareness of responsibility to self and others

6th - 8th Grade Students will:

- Learn to appropriately identify and express thoughts and emotions
- Demonstrate pro-social skills
- Identify the difference between appropriate and inappropriate behaviors related to social interactions
- Learn to report difficult situations to the appropriate adult as needed
- Develop positive self-image through healthy decision making

9th - 12th Grade Students will:

- Be encouraged to engage in novel activities and experiences within school and the greater community
- Identify ways to contribute positively to their school community
- Recognize challenges and persevere through to accomplish their academic and/or social goal

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GOAL 2
(continued)

Educate students regarding their awareness and application of positive social, emotional and self-management skills

TARGET POPULATION

Students in grades K – 12

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review referral sources
- Review reports: progress, grades, discipline, and attendance
- Student Support Staff member observation
- Teacher Feedback

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GOAL 3

Provide advisory assistance to enable students to benefit from the curriculum in the following areas:

- Attendance (K - 12)
- Behavioral and/or transition concerns (K-12)
- Academics (K-12)
- Secondary plans (6-8)
- Curriculum, options, educational and career plans (6-12)
- Post secondary plans (9 - 12)

TARGET POPULATION

Students in grades K – 12

OBJECTIVES

Academic:

Kindergarten - 5th Grade Students will:

- Will recognize the relationship between regular school attendance, promptness and educational performance
- Improve school academic performance
- Develop an investment in academic improvement by:
 - Acknowledging areas in need of improvement
 - Working with teachers to progress in weak areas
- Demonstrate improved social behavior and improved school adjustment
- Demonstrate improved problem-solving skills
- Demonstrate improved understanding of the purpose for school rules

6th - 8th Grade Students will:

- Demonstrate improved attendance, and academics
- Make informed decisions regarding class selection
- Explore course selections for high school

9th - 12th Grade Students will:

- Become familiar with all aspects of the school curriculum offerings and full understand the requirements for graduation
- Become aware of their own strengths and weaknesses related to academic and extracurricular activities

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- Understand their own potential and select appropriate courses necessary for success in their future career or academic goals
- Become aware of ways to improve their academic achievements

Personal/Social:

Kindergarten - 5th Grade Students will:

- Demonstrate improved problem-solving skills
- Demonstrate improved understanding of the purpose for school rules

6th - 8th Grade Students will:

- Develop and demonstrate appropriate behaviors and social interactions
- Develop the necessary skills for a successful transition into middle school

9th - 12th Grade Students will:

- Learn how to reduce test anxiety and manage stress under academic or personal pressures
- Raise their own sense of self-worth and become more productive students
- Become aware of and use available support systems to improve their school performance
- Feel supported by their counselor and develop a positive relationship, which will foster a tone of honesty and openness
- Learn how to analyze and attempt resolution for problems encountered in any subject area
- Understand the need for a good relationship among themselves, their parents and school in resolving academic or personal difficulties

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review classwork, test performance and homework grades
- CST referrals
- Teacher, school psychologist, school social worker, administrator and parent observations
- Review of school discipline records
- Parent feedback
- Student Feedback

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GOAL 4

Provide opportunities for developmentally appropriate parental involvement in the educational process

TARGET POPULATION

Parents of Rhinebeck Students

OBJECTIVES

All Kindergarten through 12th Grade Parents will:

- Become involved in their children's educational process by:
 - Utilizing school resources
 - Partnering with teachers to address student concerns
 - Providing home support to further school academic and behavioral goals
- Be assisted in obtaining help from sources within or outside the school if their child exhibits academic, social, behavioral or attendance problems
- Recognize the importance of their school involvement as it relates to their child's success

9th - 12th Grade Parents will:

- Be informed of the necessary resources, procedures and opportunities available concerning their child's post-secondary options. These include:
 - Applying to college (Financial implication, i.e., scholarships, financial aid)
 - Military careers
 - Obtaining employment

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Attendance of parents at conferences, open house events and meetings
- Parental feedback
- Improved student adjustment and performance as a result of increased parental involvement

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Activity	District Goal				Student Population	Staff Responsible	Resources	Timeline	Data	Delivery
	1	2	3	4						
Pre-Placement Meetings			3		K – 5	Director of Special Ed, Principal, School Psychologist, School Social Worker, Special Education Teacher	Student records	June (preceding school year)	Review of records	Meetings
Screening of New Entrant			3		K – 12	School Psychologist	Student records	Sept – June	Review of records	Individual screenings
Individual Counseling		2	3	4	K – 12	School Psychologist School Social Worker, School Counselor	IEPs & 504s; Student Records; Evaluations	Sept – June	Classroom observation; Faculty input; Student input; Parent input; Goal Achievement; Review of Records	Individual Session
Group Counseling		2	3		K – 12	School Psychologist School Social Worker, School Counselor	IEPs; Student file; Evaluations, Counseling Curriculum	Sept – June	Classroom observation; Faculty input; Student input; Parent input; Goal Achievement;	Group Session

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Consultation with Outside Service Providers		2	3	4	K – 12	School Psychologist, School Social Worker, School Counselor	List of providers, Consent to release and receive information	Sept – June	Goal achievement, Student performance, Collaborative treatment planning	Communication
Faculty Consultation			3		K – 12	School Psychologist, School Social Worker, Faculty, School Counselor	Student records	Sept – June	Review of records, Faculty input	Meetings
Child Study Team / RtI Team				3	K – 12	CST/ RtI Chairperson, Nurse, School Counselors, School Psychologist, School Social Worker, Teachers, As Needed: Related Service Providers	Student records	Sept – June	Review of records, Faculty input, RTI data, Assessment data, Student input, Parent input	Team meetings
Committee on Special Education (CSE) / Committee on Preschool Education		1	2	3	4	PK – 12	Director of Special Education, School Psychologist, Special Ed Teacher, As needed Other Providers	Student record, Evaluations, CSE committee input	Review of records, Faculty input, RTI data, Assessment data, Student input, Parent input, Student performance	Committee Meetings

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504 Meetings	1	2	3	4	K – 12	504 Chairperson, School Psychologist, Teachers, As Needed: Nurse, Related Service Providers, Principal	Student records, Evaluations, 504 Committee input	Sept – June	Review of records, Faculty input, RTI data, Assessment data, Student input, Parent input, Student performance	Committee Meetings
Conflict Resolution		2			K – 12	School Psychologist, School Social Worker, School Counselor	Faculty input, Student input, Parent input, Principal input	Sept – June	Reduction of student referrals	Mediation session
Open House				4	K – 12	School Counselor, School Psychologist, School Social Worker, Faculty, Principal	Program material	September	Attendance, Parent feedback	Event
Parent – Teacher Conferences				4	K – 12	School Counselor, School Psychologist, School Social Worker, Faculty, Principal	Student records, Parent input	Fall & Spring	Attendance, Parent feedback	Meeting
Parent Consultation				4	K – 12	School Counselor, School Social Worker, School Psychologist, Faculty, as needed	Student records, Parent input	Sept – June	Student performance, Parent feedback	Communication

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Crisis Intervention		2			K - 12	School Counselor, School Psychologist, Worker, As needed: Principal, Director of Special Education	Faculty input, Student input, Parent input	Sept - June	Reduction of student referrals	Crisis session
Classroom Interventions		2			K - 12	School Counselor, School Psychologist, Worker, Teacher	Student file, Records	Sept - June	Review of records, RTI data, Faculty input, Classroom observations, Student performance	RTI strategies
Peer Mediation		2			K - 12	School Counselor, School Social Worker, School Psychologist	Faculty input, Parent input, Administrator input	Sept - June	student report, observation	Sessions
Professional Development		3			K - 12	School Counselor, School Psychologist, School Social Worker	Publications, Journals, Research studies, Professional memberships, Conferences	Sept - June	Active memberships, Attendance at Conferences	Professional Practice
Student Record Management	1	3			K - 12	School Counselor, School Psychologists, School Social Worker	Student records, Schooltol program, IEP/RTI Direct	Sept - June	Updated student cumulative record	System support

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Budget Management			3	Individual Programs	School Counselor, School Psychologist, School Social Worker	Program review	Sept – June	Budget, Administrator Review/Approval	System support
Monitor At-Risk Students			3	K – 12	School Counselor, School Psychologist, School Social Worker	Student records, Student input, Faculty input, Parent input, Principal input	Sept – June	Student performance, Parent input, Faculty input	Individual
Classroom Instruction	1	2	3	K – 12	School Counselors, School Psychologists, School Social Workers, Faculty	District Developed Curriculum, Second Step	Sept – June	Debriefing, Reduction of student referrals	Instruction
PBIS		2	3	K - 5	Faculty, Administration, PPS Providers	District Developed Programming, Faculty input	Sept - June	Reduction of student referrals	System Programming
Counseling Assessment		2	3	K – 5	School Psychologist, School Social Worker	CST input, Parent input, Student input, Faculty input	Sept – June	Student performance, Counselor recommendation	Individual Session

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Student Support Team		2	3			K - 12	School Counselors, School Psychologists, School Social Workers,	Agenda, Curriculum and Instruction	Sept - June	NYS Learning Standards, Guidance Plan	Team meeting
5th Grade Tour	1		3			5	5th Grade Teachers, School Counselor, Faculty	Handouts	May	Student attendance, Student input	Tour
New Student Orientation			3	4		6 - 8	School Counselor, School Social Worker .	Student volunteers	August	Attendance, Student input, Parent input	Event
Walk Your Schedule Night	1		3	4		6	Principal, School Counselor, Team Teachers	PTSO, Student volunteers	Sept	Student attendance, Student input, Parent input	Event
Summer School Registration	1		3			6 - 12	School Counselor	Summer school program information, Final Grade Reports	June - July	Summer school grades	Meetings
Career Day	1					6 - 8	LLL Team, Faculty	PTSO, Principal, Parents, Community members	Spring (year one)	Faculty input, Student input, Parent input	Event
Artist in Action	1					6 - 8	LLL Team, Faculty	PTSO, Principal, Parents, Community members	Spring (year two)	Faculty input, Student input, Parent input	Event
Health and Wellness Day	1	2				6 - 8	LLL Team, Faculty	PTSO, Principal, Parents,	Spring (year three)	Faculty input, Student input, Parent input	Event

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									Community members			
Home and Careers Class	1	2	3		6			Faculty, School Counselor	Curriculum, Lesson plans, Guest speakers	Sept – June	Student performance, Student input	Course curriculum
6 th Grade Parent Orientation				4	6			Principal, School Counselor, Teachers	PTSO, Student volunteers	June	Attendance, Parent input, Program review	Event
8 th Grade Planning Meetings	1	2	3	4	8			School Counselors	Student records, Parent input, Program of Student, Study input, BMS Faculty recommendation	March – June	Schedule, Four year plan, Student input, Parent input	Meetings
Student Course Selection	1	2	3	4	6 – 8			School Counselor, Consultant Teacher, Faculty	Student records, Parent input, Faculty input, Student input	Sept – June	Schedule, Four year plan, Student input, Parent input	Program placement
Team Meetings			3		6 – 8			School Counselor, School Psychologist, School Social Worker, Team Teachers	Grade reports, Attendance reports	Sept – June	Schedule, Student input, Parent input	Meeting
Master Schedule Development			3		6 – 12			School Counselor, Guidance Staff, Principals	Course selection, Course offerings, Schooltool	Jan – June	Final student schedules, Master Schedule	System support
Course Selection Process	1		3	4	9 – 12			School Counselors	Program of Study	Sept – June	Final schedules, Student input	Individual

Rhinebeck Central School District
SCHOOL GUIDANCE PLAN

Student Course Selection	1		3	4	9 – 12	School Counselors, Faculty	Student records, Parent input, Faculty input, Student input	Sept – June	Student performance, Parent input, Student input	Program placement
Four Year Plan Development	1		3	4	9 – 12	School Counselors	Student records	Sept – Jun	Student Four Year Plan	Individual
Summer School Registration	1		3	4	9 – 12	School Counselors	Program info, Final grade reports	June – July	Summer school grades	Meetings
Post High School Planning Meetings	1		3		10 – 12	School Counselors, School Psychologists, School Social Workers	Student records, Student input, Parent input	August – July	Student input, Parent input, Student performance	Individual
College – Career Pathway I	1	2		4	10	Home Economics Teacher, School Counselors	Lesson plans, Guest Speakers, Other Faculty, Internet	Sept – June	Student performance, Student input	Curriculum
College – Career Pathway II	1	2		4	11	School Counselors	Lesson plans, Guest Speakers, Other Faculty, Internet	Sept – June	Student performance, Student input	Curriculum
Scholarships	1		3		11 – 12	School Counselors, Faculty, Staff, Principal	Scholarship information, Internet, Community Organizations	March – June	Completed Scholarship Applications	Individual Curriculum
Awards Program	1		3		9 – 12	School Counselors, Faculty, Staff, Principal	Community Foundations, Academic	Feb – May	Parent input, Student input, Attendance	Event

Rhinebeck Central School District

SCHOOL GUIDANCE PLAN

										Depts, Individual Sponsors											
AP Exam Administration	1		3	10 – 11	School Counselors					AP Exam Materials	August – May	Exams Ordered and Completed, Attendance, Score profile	Testing								
PSAT Exam Administration	1		3	10 – 11	School Counselors					PSAT Exam Materials	June – Nov	Exams Ordered and Completed, Attendance, Score profile	Testing								
SAT I & II Administration	1		3	10 – 12	School Counselors					SAT Exam Materials	Jan – June	Exams Ordered and Completed, Attendance, Score profile	Testing								
College Admissions Assessments	1		3	10 – 12	School Counselors					College Board Exams, ACT, Test Prep Materials	Sept – June	Student feedback, Principal evaluation	Testing								
College Application Process	1		3	11 – 12	School Counselors					Internet, College Board, College application materials	Sept – June	Student input, Faculty input, Parent input	Individual Curriculum								
College Admissions Visits/Process	1		3	12	School Counselors					Application forms, Internet, College Admissions Personnel, School profile	August – July	Letters of recommendation, Completed college applications	Meeting								
Guidance Office Staff Supervision			3	Guidance Assistant Guidance Secretary	School Counselors, Principals					Program management, Public relations	Sept – June	Guidance Office Efficiency/Cohesion	System support								

**Rhinebeck Central School District
SCHOOL GUIDANCE PLAN**

Financial Aid/Scholarship Process	1	3	11 – 12	School Counselors	FAFSA form, CSS profile, Scholarship information, College Personnel	Aug – July	Completed applications	Individual
Guidance Program Information Dissemination	1	2 3 4	9 – 12	School Counselors	Website, Newsletter	Sept – June	Parent input, Student input	System support
Parent Information Evening Programs		4	9 – 12	School Counselors	Information, Materials, Guest speakers	Sept – June	Parent input, Attendance	Event
CDEP Vertical Teams	1	2 3	K – 12	Director of Curriculum, School Counselors, School Social Workers, Other Faculty	Agenda, CDEP Document	Sept – June	CDEP goal achievement	Team meeting
Summer Educational/ Leadership/ Special Talent/ Recreational Programs		3	10 – 12	School Counselors	Guidance Resource Library, Guidance website, Program information	Sept – June	Student input, Faculty input, Parent input	Individual Classroom presentations
Professional Development	1	2 3	9 – 12	School Counselor, School Psychologist, School Social Worker	Publications, Journals, Research studies, Professional	Sept – June	Active memberships, Attendance at Conferences	Professional practice

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Rhinebeck Central School District
SCHOOL GUIDANCE PLAN

Pupil Personnel Services Team

**Annual Action Plan
2019-2020**

District-Wide

- Mental Health Task Force
 - Research and propose a response to acute student mental health needs
 - Developing a consistent risk assessment procedure and forms
- Professional Development for Pupil Personnel Service Team
 - Peer Supervision
 - Clinical Support
 - College Visits

Kindergarten Through Grade Five:

- Peer Mediation
 - Analyze how the current peer mediators are utilized
 - Consider peer leaders in the program
 - Integrate Peer Mediation and Second Step
- Elementary Counseling Program
 - Pilot the K - 5 Teacher, Student and School Counselor partnership
- Sensory Pathways

Grade Six Through Grade Eight:

- Annual Individual Counseling Sessions
 - Develop a system to gather student interest, strengths and needs utilizing Naviance
 - Enhance procedures for individual counseling appointments
- Establish Counseling Groups
 - Address social skills
 - Address mental health needs

Grade Nine Through Twelve:

Rhinebeck Central School District
SCHOOL GUIDANCE PLAN

- Integration of Naviance in school counseling activities
- Establish a space and opportunity for stress reduction activities
- Establish Counseling Groups
 - Address social skills
 - Address mental health needs

Data & Indicators of Progress:

- Student participation
- Student Surveys
- Attendance
- Discipline

***Rhinebeck Central School District
SCHOOL GUIDANCE PLAN***

Appendix

A

**Chancellor Livingston Elementary
School Climate Survey Data**

2018



II. School Climate Overview

School Voice: Response Rates

Group	Population Size	# of Respondents	% of Population Represented
Students	228*	169	74.12%
School Personnel	72*	36	50.00%
Parents	200*	32	16.00%

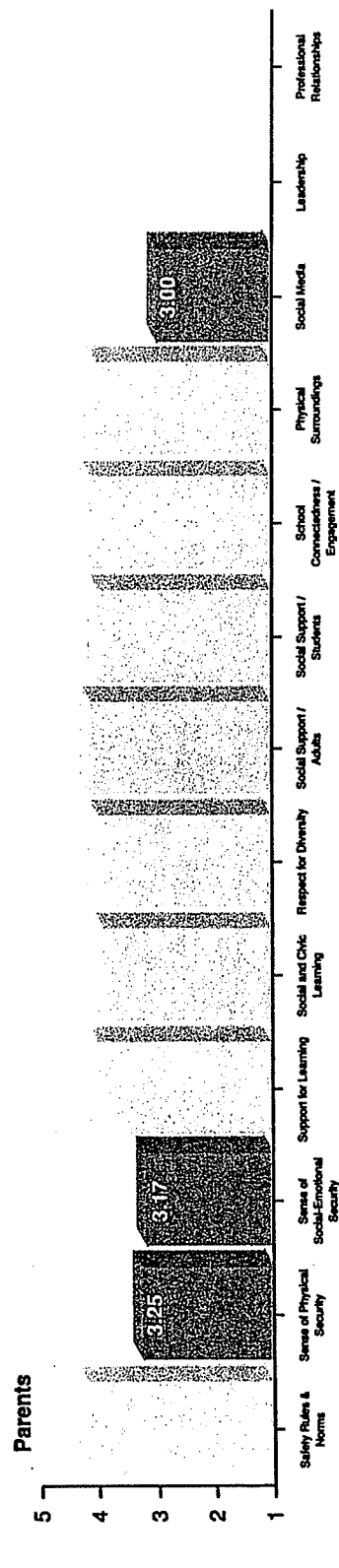
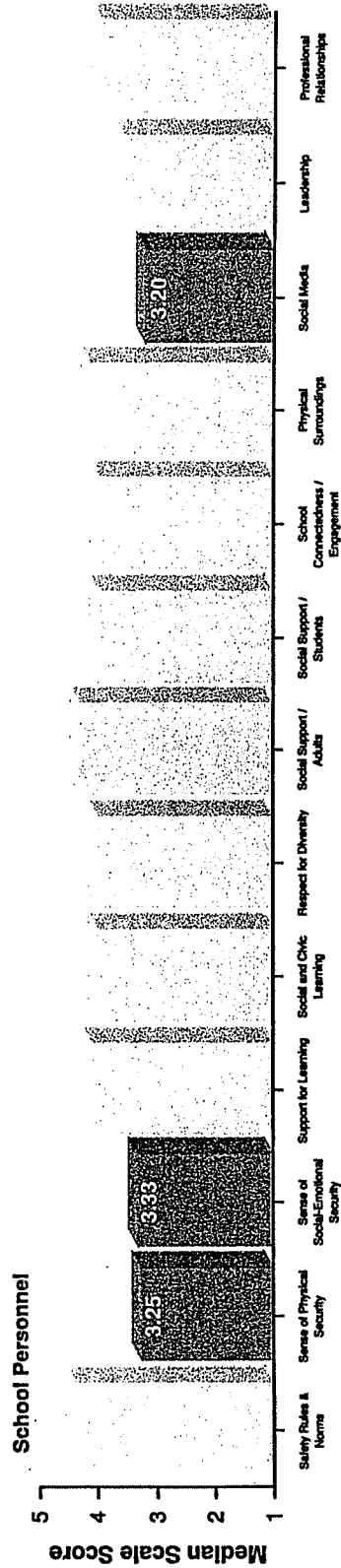
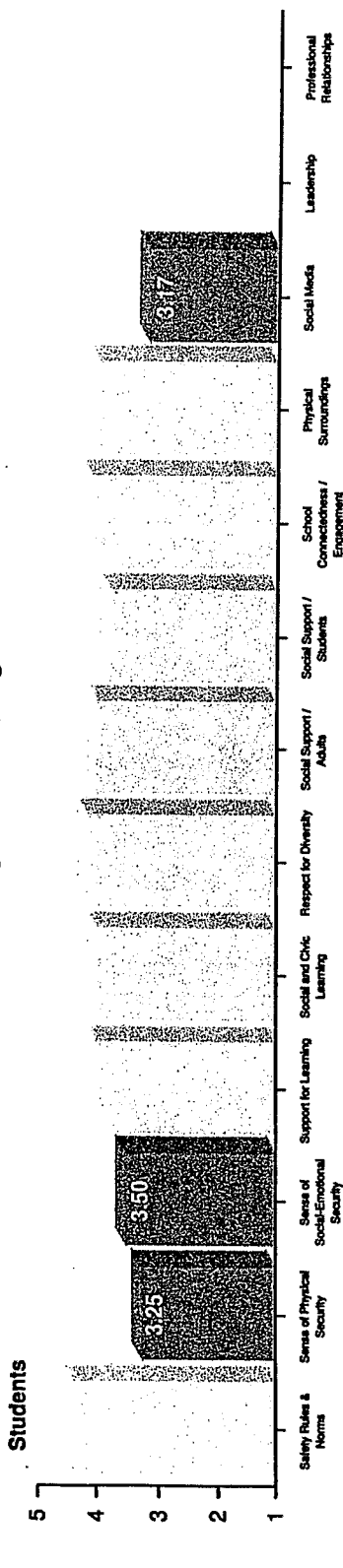
*Figures received from school to represent potential number of respondents.



II. School Climate Overview

School Climate Ratings-Positives, Negatives and Neutrals

School Climate Ratings-Positives, Negatives and Neutrals



■	median rating in the negative range (scores lower than 2.5 on a 5-point scale)
■	median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
■	median rating in the positive range (scores above 3.5 on a 5-point scale)

Group Ratings and Rankings

Median Scores and Rating Patterns - Students

Score Distribution

Teaching & Learning

040/

Interpersonal Relationships

010/

Institutional Environment

050/

Social Media

1661

= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)

- % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)

- % of individual rallies in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns - School Personnel

Safety	Median	Score Distribution
Safety Rules & Norms	4.40	9% 91%
Sense of Physical Security	3.25	3% 82% 15%
Sense of Social-Emotional Security	3.33	79% 21%
Teaching & Learning		
Support for Learning	4.11	3% 97%
Social and Civic Learning	4.00	11% 89%
Interpersonal Relationships		
Respect for Diversity	4.00	15% 85%
Social Support / Adults	4.33	3% 97%
Social Support / Students	4.00	6% 94%
Institutional Environment		
School Connectedness / Engagement	4.00	6% 94%
Physical Surroundings	4.17	3% 5% 92%
Social Media		
Social Media	3.20	6% 78% 17%
Working Environment		
Leadership	3.60	8% 42% 50%
Professional Relationships	4.00	3% 12% 85%

■ % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)

■ % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)

■ % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns - Parents

Safety	Median	Score Distribution
Safety Rules & Norms	4.20	<div><div></div><div></div><div></div><div></div><div></div></div> 16% 84%
Sense of Physical Security	3.25	<div><div></div><div></div><div></div><div></div><div></div></div> 87% 13%
Sense of Social-Emotional Security	3.17	<div><div></div><div></div><div></div><div></div><div></div></div> 4% 89% 7%
Teaching & Learning		
Support for Learning	4.00	<div><div></div><div></div><div></div><div></div><div></div></div> 3% 19% 78%
Social and Civic Learning	3.90	<div><div></div><div></div><div></div><div></div><div></div></div> 34% 66%
Interpersonal Relationships		
Respect for Diversity	4.00	<div><div></div><div></div><div></div><div></div><div></div></div> 16% 84%
Social Support / Adults	4.14	<div><div></div><div></div><div></div><div></div><div></div></div> 19% 81%
Social Support / Students	4.00	<div><div></div><div></div><div></div><div></div><div></div></div> 3% 20% 77%
Institutional Environment		
School Connectedness / Engagement	4.14	<div><div></div><div></div><div></div><div></div><div></div></div> 17% 83%
Physical Surroundings	4.09	<div><div></div><div></div><div></div><div></div><div></div></div> 13% 87%
Social Media		
Social Media	3.00	<div><div></div><div></div><div></div><div></div><div></div></div> 4% 96%

■ % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)

■ % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)

■ % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Comparative Ratings-Another View

Comparative Ratings - Another View

	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support / Adults			
Social Support / Students			
School Connectedness / Engagement			
Physical Surroundings			
Social Media			
Leadership	--N/A--		--N/A--
Professional Relationships	--N/A--		--N/A--

■	median rating in the negative range (scores lower than 2.5 on a 5 - point scale)
■	median rating in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
■	median rating in the positive range (scores above 3.5 on a 5 - point scale)

Rhinebeck Central School District
SCHOOL GUIDANCE PLAN

Appendix

B

Bulkeley Middle School
School Climate Survey Data

2018



II. School Climate Overview

School Voice: Response Rates

Group	Population Size	# of Respondents	% of Population Represented
Students	258*	179	69.38%
School Personnel	50*	34	68.00%
Parents	250*	49	19.60%

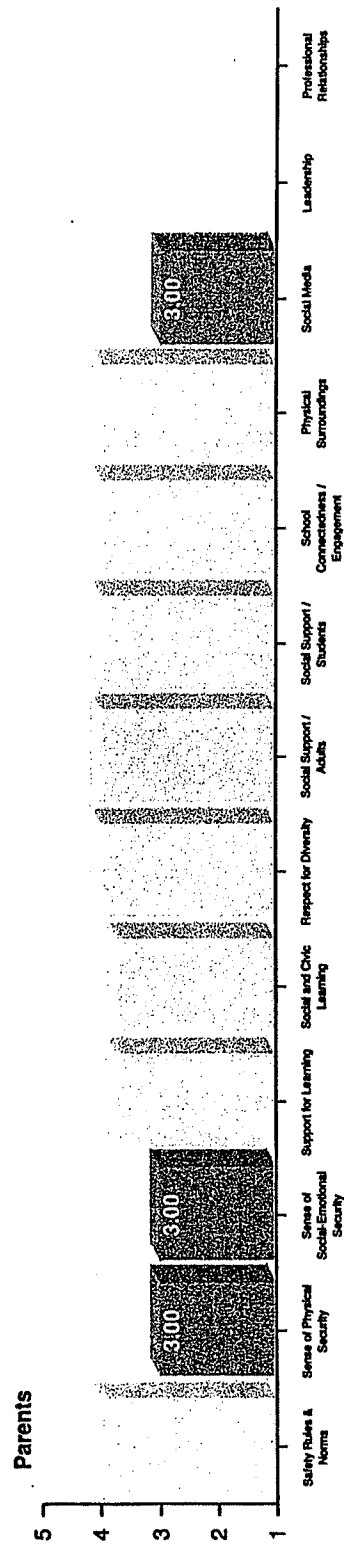
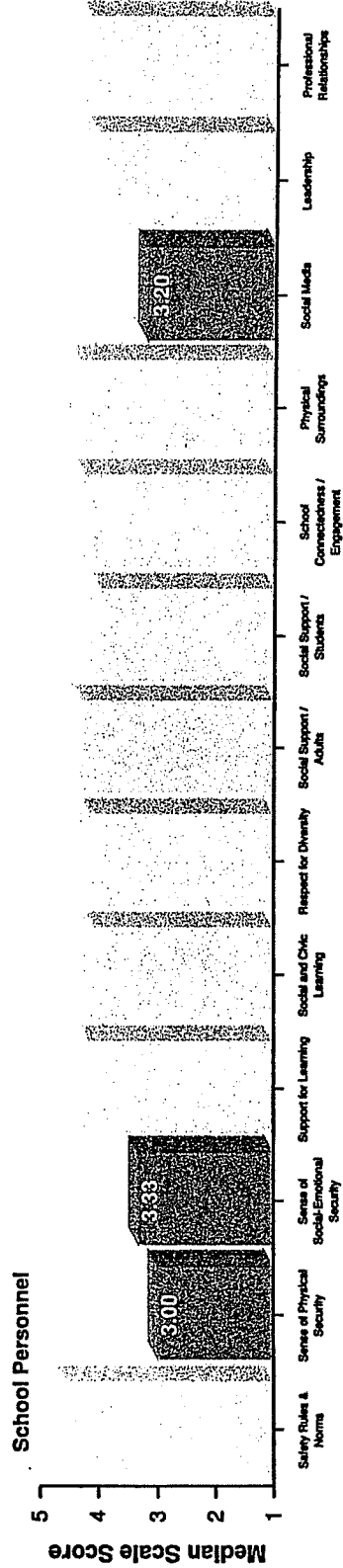
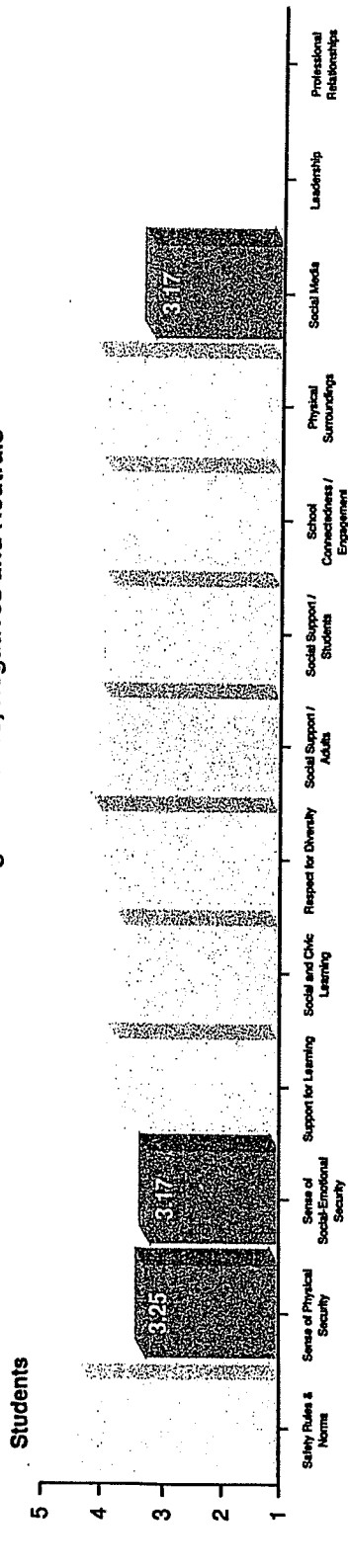
*Figures received from school to represent potential number of respondents.



II. School Climate Overview

School Climate Ratings-Positives, Negatives and Neutrals

School Climate Ratings-Positives, Negatives and Neutrals



■	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
■	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
■	= median rating in the positive range (scores above 3.5 on a 5-point scale)



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns - Students

Safety	Median	Score Distribution		
Safety Rules & Norms	4.20	5%	12%	84%
Sense of Physical Security	3.25	4%	73%	23%
Sense of Social-Emotional Security	3.17	8%	78%	14%

Teaching & Learning

Support for Learning	3.75	6%	33%	61%
Social and Civic Learning	3.60	7%	37%	56%

Interpersonal Relationships

Respect for Diversity	4.00	1%	23%	76%
Social Support / Adults	3.86	2%	24%	75%
Social Support / Students	3.80	5%	22%	72%

Institutional Environment

School Connectedness / Engagement	3.86	3%	24%	73%
Physical Surroundings	4.00	3%	24%	73%

Social Media

Social Media	3.17	4%	78%	18%
--------------	------	----	-----	-----

■ = % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)

■ = % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)

■ = % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns - School Personnel

Safety	Median	Score Distribution
Safety Rules & Norms	4.60	<div><div></div>6%</div> <div><div></div>94%</div>
Sense of Physical Security	3.00	<div><div></div>16%</div> <div><div></div>84%</div>
Sense of Social-Emotional Security	3.33	<div><div></div>31%</div> <div><div></div>69%</div>
Teaching & Learning		
Support for Learning	4.22	<div><div></div>6%</div> <div><div></div>94%</div>
Social and Civic Learning	4.10	<div><div></div>15%</div> <div><div></div>85%</div>
Interpersonal Relationships		
Respect for Diversity	4.17	<div><div></div>18%</div> <div><div></div>82%</div>
Social Support / Adults	4.33	<div><div></div>6%</div> <div><div></div>94%</div>
Social Support / Students	4.00	<div><div></div>9%</div> <div><div></div>91%</div>
Institutional Environment		
School Connectedness / Engagement	4.29	<div><div></div>100%</div>
Physical Surroundings	4.42	<div><div></div>7%</div> <div><div></div>93%</div>
Social Media		
Social Media	3.20	<div><div></div>11%</div> <div><div></div>56%</div> <div><div></div>33%</div>
Working Environment		
Leadership	4.10	<div><div></div>3%</div> <div><div></div>14%</div> <div><div></div>83%</div>
Professional Relationships	4.25	<div><div></div>10%</div> <div><div></div>90%</div>

■ = % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)

■ = % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)

■ = % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns - Parents

Safety	Median	Score Distribution
Safety Rules & Norms	4.00	2% 12% 86%
Sense of Physical Security	3.00	2% 90% 8%
Sense of Social-Emotional Security	3.00	98% 2%
Teaching & Learning		
Support for Learning	3.75	2% 35% 63%
Social and Civic Learning	3.70	4% 23% 73%
Interpersonal Relationships		
Respect for Diversity	4.00	2% 21% 77%
Social Support / Adults	4.00	2% 14% 84%
Social Support / Students	4.00	2% 17% 80%
Institutional Environment		
School Connectedness / Engagement	4.00	13% 87%
Physical Surroundings	4.00	17% 83%
Social Media		
Social Media	3.00	7% 89% 4%

■ % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)

■ % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)

■ % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Comparative Ratings-Another View

Comparative Ratings - Another View

	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support / Adults			
Social Support / Students			
School Connectedness / Engagement			
Physical Surroundings			
Social Media			
Leadership	--N/A--		--N/A--
Professional Relationships	--N/A--		--N/A--

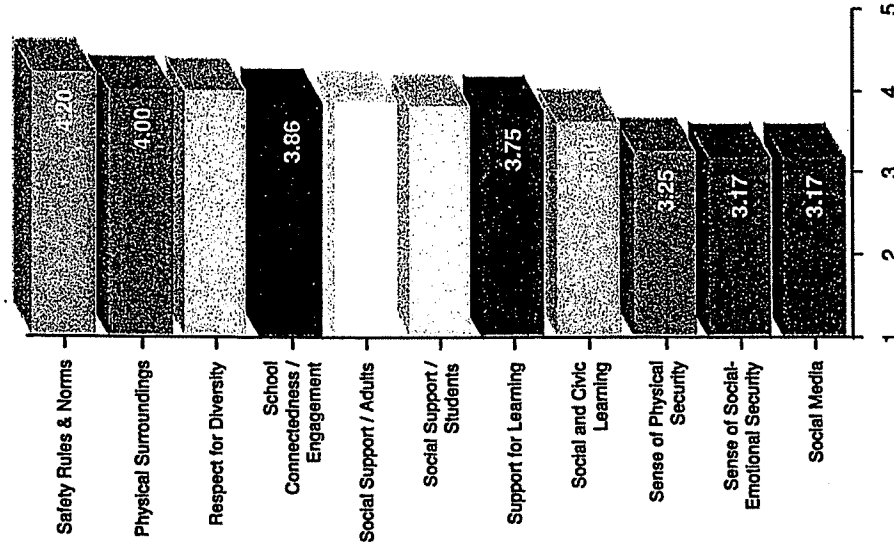
■ median rating in the negative range (scores lower than 2.5 on a 5 - point scale)
■ median rating in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
■ median rating in the positive range (scores above 3.5 on a 5 - point scale)



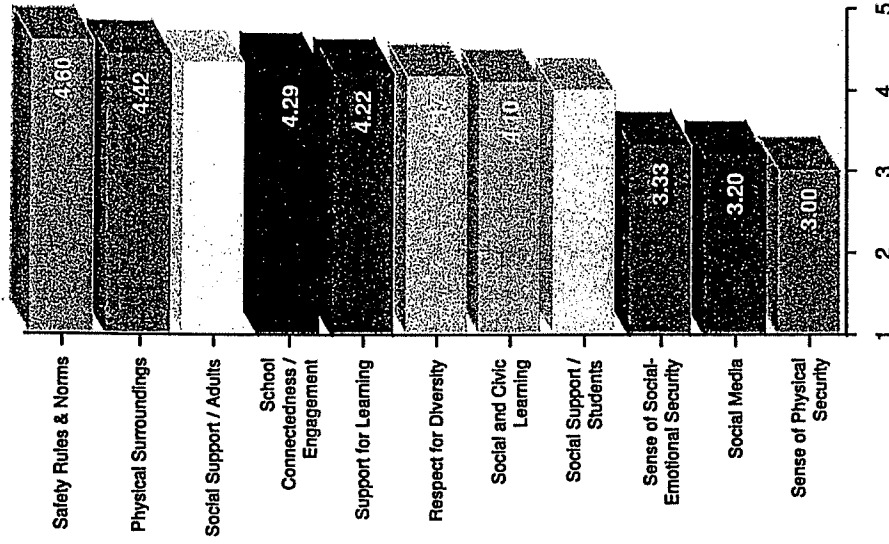
II. School Climate Overview

Median Scales Scores-Rank Order

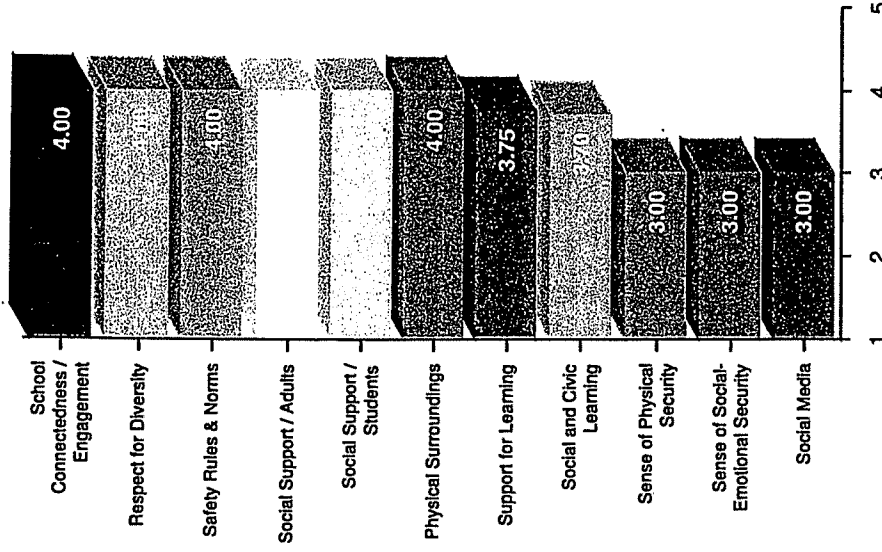
Students



School Personnel



Parents



Rhinebeck Central School District
SCHOOL GUIDANCE PLAN

Appendix

C

Rhinebeck High School
School Climate Survey Data

2018



II. School Climate Overview

School Voice: Response Rates

Group	Population Size	# of Respondents	% of Population Represented
Students	345*	285	82.61%
School Personnel	65*	41	63.08%
Parents	345*	67	19.42%

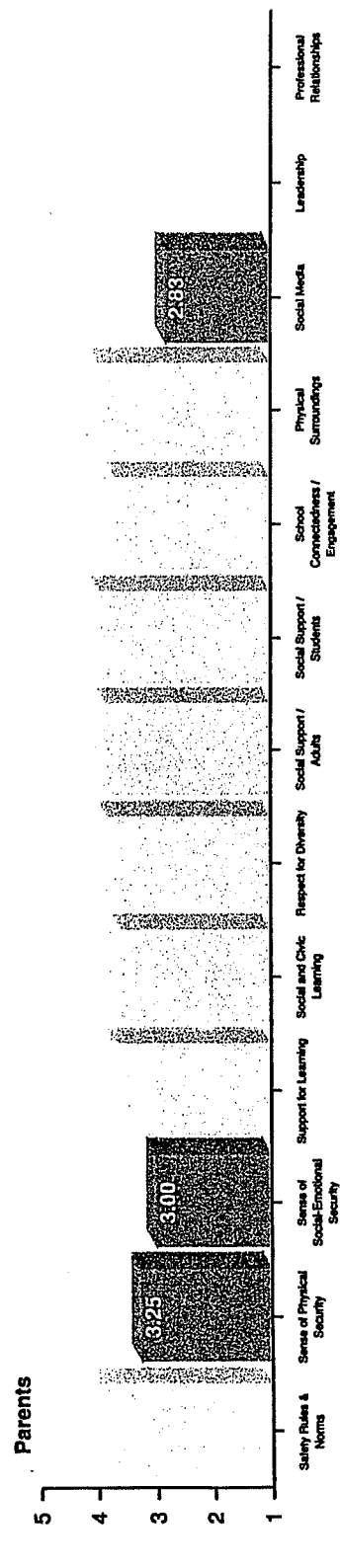
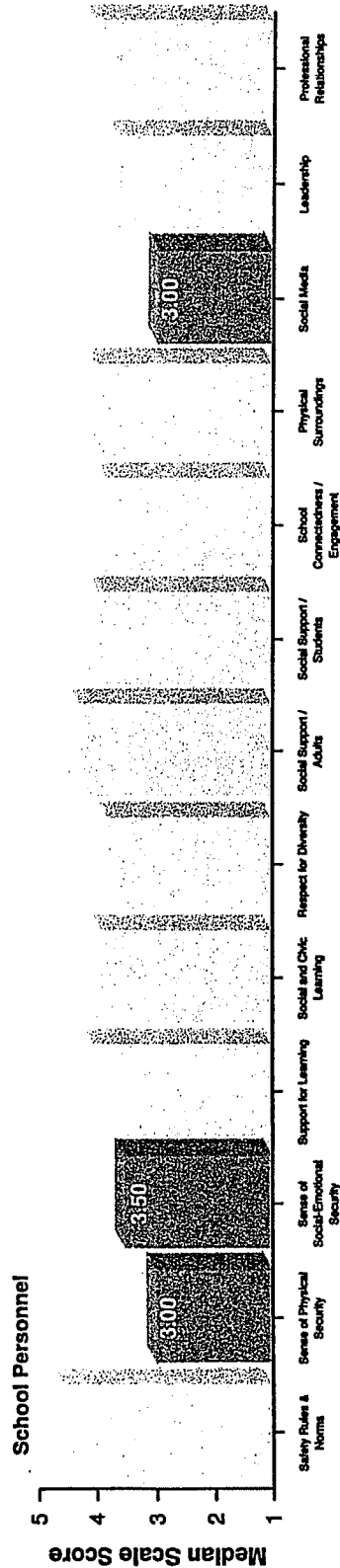
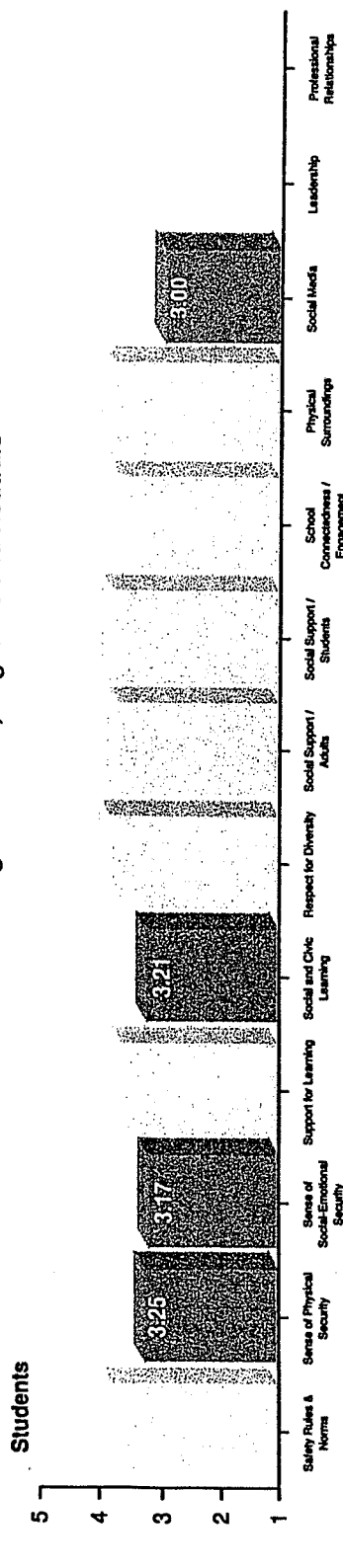
*Figures received from school to represent potential number of respondents.



II. School Climate Overview

School Climate Ratings-Positives, Negatives and Neutrals

School Climate Ratings-Positives, Negatives and Neutrals



■	median rating in the negative range (scores lower than 2.5 on a 5-point scale)
■	median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
■	median rating in the positive range (scores above 3.5 on a 5-point scale)



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns - Students

Safety	Median	Score Distribution		
Safety Rules & Norms	3.80	4%	24%	72%
Sense of Physical Security	3.25	2%	77%	21%
Sense of Social-Emotional Security	3.17	3%	84%	14%
Teaching & Learning				
Support for Learning	3.63	6%	42%	52%
Social and Civic Learning	3.21	15%	53%	32%
Interpersonal Relationships				
Respect for Diversity	3.83	2%	33%	66%
Social Support / Adults	3.71	3%	36%	61%
Social Support / Students	3.80	3%	24%	74%
Institutional Environment				
School Connectedness / Engagement	3.71	4%	35%	62%
Physical Surroundings	3.83	2%	25%	73%
Social Media				
Social Media	3.00	10%	81%	8%

■ = % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)

■ = % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)

■ = % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns - School Personnel

Safety	Median	Score Distribution
Safety Rules & Norms	4.60	5% 95%
Sense of Physical Security	3.00	3% 86% 11%
Sense of Social-Emotional Security	3.50	82% 18%
Teaching & Learning		
Support for Learning	4.11	100%
Social and Civic Learning	3.95	26% 74%
Interpersonal Relationships		
Respect for Diversity	3.83	21% 79%
Social Support / Adults	4.33	100%
Social Support / Students	4.00	5% 95%
Institutional Environment		
School Connectedness / Engagement	3.86	13% 87%
Physical Surroundings	4.09	3% 16% 82%
Social Media		
Social Media	3.00	9% 79% 12%
Working Environment		
Leadership	3.70	3% 37% 60%
Professional Relationships	4.13	5% 97%

■ % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)
■ % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
■ % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns - Parents

Safety	Median	Score Distribution		
Safety Rules & Norms	4.00	2%	22%	76%
Sense of Physical Security	3.25	3%	91%	6%
Sense of Social-Emotional Security	3.00		95%	5%
Teaching & Learning				
Support for Learning	3.73	5%	36%	59%
Social and Civic Learning	3.60	6%	42%	52%
Interpersonal Relationships				
Respect for Diversity	3.83	3%	22%	75%
Social Support / Adults	3.86	5%	15%	80%
Social Support / Students	4.00	5%	20%	75%
Institutional Environment				
School Connectedness / Engagement	3.71	3%	25%	72%
Physical Surroundings	4.00	2%	10%	88%
Social Media				
Social Media	2.83	14%	76%	10%

■ % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)
■ % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
■ % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Comparative Ratings-Another View

Comparative Ratings - Another View

	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support / Adults			
Social Support / Students			
School Connectedness / Engagement			
Physical Surroundings			
Social Media			
Leadership	--N/A--		--N/A--
Professional Relationships	--N/A--		--N/A--

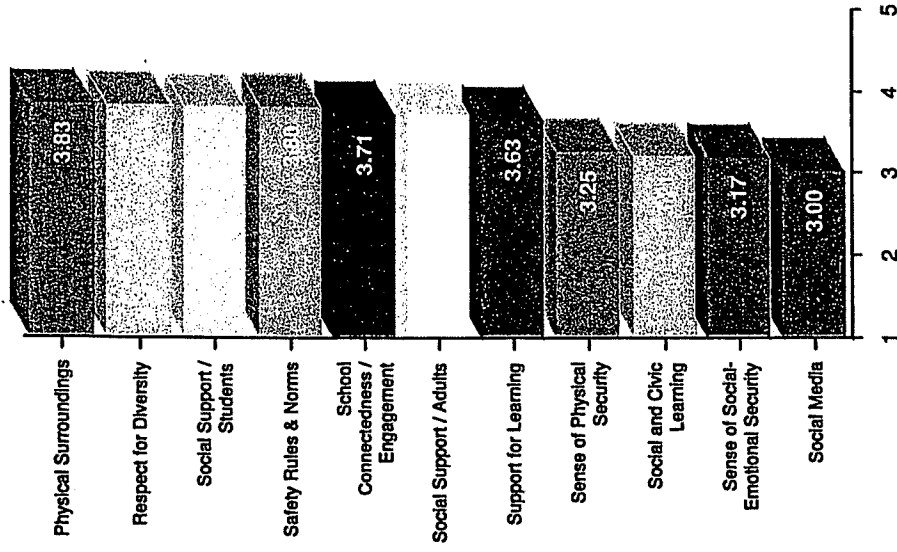
■ median rating in the negative range (scores lower than 2.5 on a 5 - point scale)
■ median rating in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
■ median rating in the positive range (scores above 3.5 on a 5 - point scale)



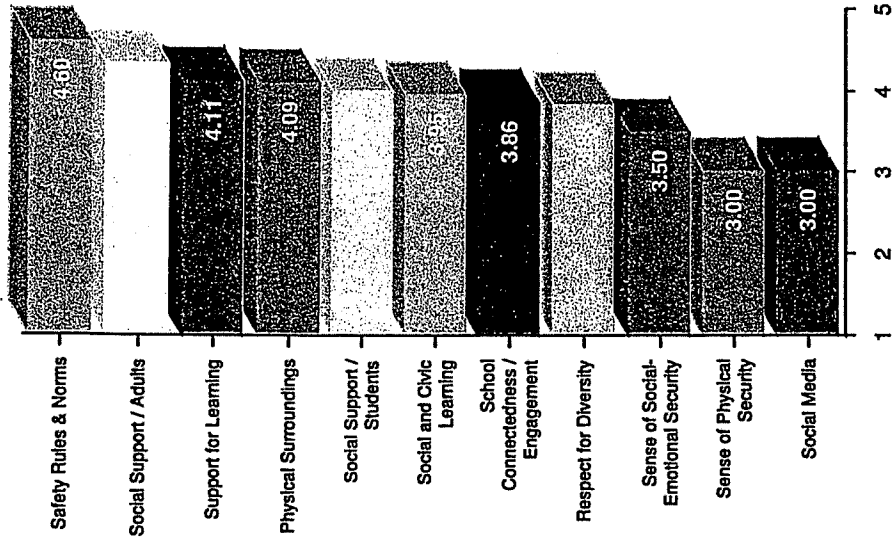
II. School Climate Overview

Median Scores-Rank Order

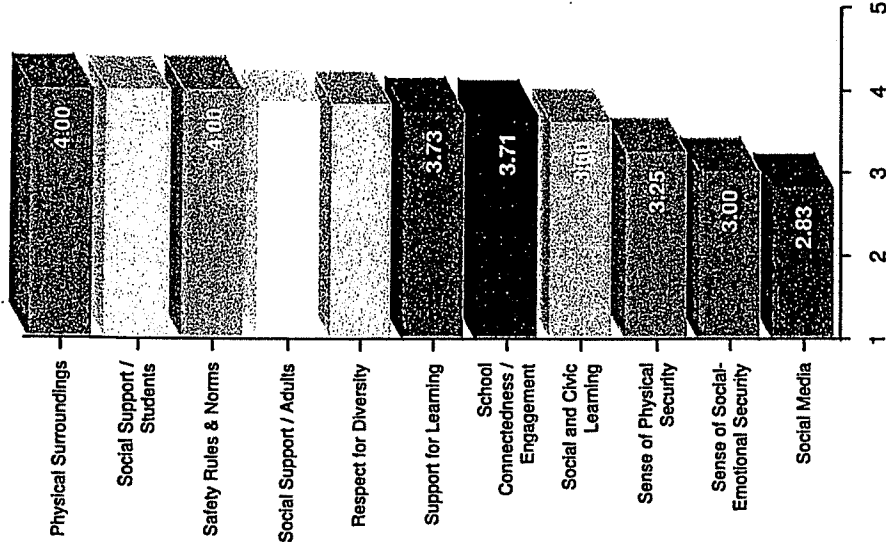
Students



School Personnel



Parents





II. School Climate Overview

Group Differences

Comparative Rankings for Shared School Climate Dimensions

School Climate Dimensions	Students	School Personnel	Parents
Physical Surroundings	1	4	
Respect for Diversity	1	3	
Social Support / Students	3	5	
Safety Rules & Norms	3	1	
School Connectedness / Engagement	5	7	
Social Support / Adults	5	2	
Support for Learning	7	3	
Sense of Physical Security	8	10	
Social and Civic Learning	9	6	
Sense of Social-Emotional Security	10	9	
Social Media	11	10	

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

Appendix

D

Graduation Rates 2017 - 2018

2018 Graduation Rate and Post-Secondary Goals

95% graduation rate

Regents with Advanced Designation: 46%

Regents Diploma: 42%

Local Diploma: 6%

88% of the class went on to post-secondary education

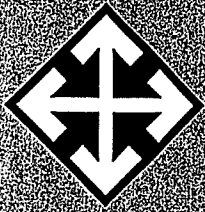
12% began work or pursued other programs

Rhinebeck Central School District
SCHOOL GUIDANCE PLAN

Appendix

E

ASCA Mindsets & Behaviors for Student Success



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing

on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.



Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
ASCA National Standards for Students	American School Counselor Association	Describes the knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program.
AVID Essentials at a Glance	AVID	Promotes a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready, and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Collaborative Counselor Training Initiative	SREB	Offers online training modules for middle grades and high school counselors that can improve their effectiveness in preparing all students for college, especially those from low-income families who would be first-generation college students.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Eight Components of College and Career Readiness Counseling	College Board	Presents a comprehensive, systemic approach for school counselors to use to inspire and prepare all students for college success and opportunity, especially students from underrepresented populations.
English Language Arts Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the English Language Arts Certificate.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
NETS for Students 2007	International Society for Technology in Education	Describes the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Ramp-Up to Readiness	University of Minnesota	Provides a schoolwide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in a high-quality college program.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.

Rhinebeck Central School District

Social and Emotional Wellness of Our Students

The Board of Education will review the survey data collected in 2017-18 and 2018-19 to assess the status of the social and emotional wellness of the District's children, will review and support a multi-year plan to assess and extend the improvement of student social and emotional health, and will receive periodic progress reports during the school year regarding the implementation of activities to improve student social and emotional wellness to date.

Timeline	Kindergarten – 12 th Grade		
2018-2019		Professional Development Included: Culturally Responsive Instruction, Conflict Cycle, Teaching Empathy	
		K – 12 Guidance Plan Revision	
		Parent Academy: Parenting in the Age of Anxiety	
	Chancellor Livingston Elementary School	Bulkeley Middle School	Rhinebeck High School
2018-2019	<ul style="list-style-type: none"> Pilot of Second Step (K-2) Pilot of Great Body Shop (3-5) Anderson Center for Autism Staff PD and Coaching (v2) PBIS (v2) 	<ul style="list-style-type: none"> Fearless Living Program in 6th grade Counseling Staff supporting mindfulness instruction and activities 	<ul style="list-style-type: none"> Establishing Counseling Group Relaxation techniques taught prior to high stakes exams Faculty discussions of proposed RULER adoption for the following school year Student leadership partnered with David Levine to develop a school spirit event focused on building community

4.2.2

Rhinebeck Central School District

Social and Emotional Wellness of Our Students

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Timeline	Kindergarten – 12 th Grade
2019 - 2020	Focusing/Relaxation Techniques, Social Emotional Learning, Mental Health Awareness, Clinical Support for PPS Professional Development May Include:
	Parent Academy: TBD
	Development of a Risk and Suicide Assessment and Protocol
	Functional Behavioral Assessment & Behavior Intervention Plan Handbook and Protocol
	Establish a Mental Health Task Force

Rhinebeck Central School District

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	Chancellor Livingston Elementary School	Bulkeley Middle School	Rhinebeck High School
2019-2020	<ul style="list-style-type: none"> • Second Step (K-2) • Great Body Shop (3-5) • PBIS • Responsive Classroom • Professional Development • Explore establishing Sensory Pathways 	<ul style="list-style-type: none"> • Fearless Living Program in 6th grade and expanding to 7th grade • Counseling Staff supporting mindfulness instruction and activities • Revise individual counseling session procedures • Establish Counseling/Social Skills Groups • Integrate Naviance 	<ul style="list-style-type: none"> • Establish Counseling Groups • Expand opportunities for guided relaxation techniques • RULER Professional Development & Tool Integration • Integrate Naviance

Health and Wellness Committee School Board Presentation

During the first year or so on the committee it felt more of a nutrition committee and we quickly realized we wanted the committee to focus on more than nutrition and very frankly, it had to. The transition was helped by the establishment of the Parent Academies. To date we have done five and they have been attended by over 750 people. Some of the topics covered have included the following: 1. Drugs and Alcohol – The Effects on the family, Nutrition, and School Lunch Program 2. Sleep Patterns and the Importance to Adolescents 3. Bonnie St. John spoke on Resiliency 4. Screenagers 5. The Body's Response to Stress and Anxiety. In addition to the Parent Academies the committee worked diligently on rewriting the district's Health and Wellness Policy which was completed at the end of the 2017-2018 academic school year.

The committee has grown this year with the addition of members from the Pupil Personal Services (PPS) and they include the following: school social worker (RHS), guidance counselor (BMS), and the director of special education services (RCSD). Over the years we have worked successfully with the Rhinebeck Science Foundation (RSF) on numerous projects and look to do so moving forward into the 2019-2020 school year.

Focal Points and Ideas for the 2019-2020 academic school year

- Screenagers 2 with the RSF
- Along with our Food Service Coordinator and the district spreading the word about the new kitchens coming to the district and what the benefits will be for our schools, students, and faculty/staff
- Looking to add both students and parents to our committee and the best way to do so

4.4.1

Finance Committee Meeting

June 6, 2019

Attendance: Joe Phelan, Elizabeth Raum, Tom Burnell, Steve Jenkins, Mark Fleischhauer (phone)

Bond Anticipation Note – Capital Project

June 12th we are putting out to bid our third borrowing for \$7.56 million, for work already completed and work thru June, by completing the Official Statement document. This document, which is an industry standard, is used by the buyer insuring we can pay back the loan reflecting information not only regarding our district but our community as well.

nVision Update

Everyone is doing very well with the training and recognizes that the new software will stream-line the process and ultimately make the process easier. The last bit of training that took place focused on requisitions and transfers which the business administration and Principal staff picked-up with ease. The July payroll is very close to completion and the next step is getting the on-line catalogs integrated into our system, which is currently under way.

Cafeteria Financial Update

April is reflecting a positive balance of \$33,000 but be aware that the last two months will reflect a drop due to lower revenue (fewer lunches purchased due field trips and special events), the cost for end of year clean-up and food transfer.

Outstanding balance of cafeteria meals remains an issue and we discussed policy #8530 which prohibits “meal shaming” but does stipulate that once a negligent balance of \$32.50 (10 meals) is reached there is a targeted phone call to remind families of their past due bill. If the balance reaches a past due amount of \$50 Larry Anthony, Food Services Director, reaches out with a phone call. If still no payment is received the matter is turned over to the Principal who would work with the school Social Worker reaching out to the family and trying to understand the circumstances.

Should the balance remain unpaid and reach a total of \$350 (109 lunches) the District has the option of taking the matter to small claims court (no collection agencies are allowed). This is something that the Business Administration does not want to pursue and is looking for ways to avoid families getting so far in arrears.

This has been an ongoing problem and the Business Administration has utilized data provided by the State in order to reach out to families that may not know they qualify for free-reduced lunches. The District also provides every family the forms necessary to apply and this summer Tom is putting together a very clear step-by-step letter walking families through the process of applying.

Teacher Retirement Reserve

An option for the future as our fund balance continues to grow as a place to reserve/store money for use for retirement expenses. Please refer to documents in your packet.

Changes to STAR Program

State has changes to the STAR program that instead of receiving the discount from the tax bill, the taxpayer pays the full amount and then receives a reimbursement check. Escrow bank accounts will collect the current year of tax due, plus the next year so this may impact taxpayers in our district negatively.

ESSA

A preliminary draft document providing some guidance has been distributed

Next Meeting: TBD

Respectfully submitted: Liz Raum

FINANCE COMMITTEE MEETING

AGENDA

June 6, 2019

New Business

1. Bond Anticipation Note – Capital Project
2. nVision Update
3. Cafeteria Financial Update & Collection Process
4. Teacher Retirement Reserve
5. Changes to STAR Program
6. ESSA

Next Meetings: TBD

RHINEBECK CENTRAL SCHOOL DISTRICT												
SCHOOL LUNCH FUND												
STATEMENT OF REVENUES AND EXPENDITURES												
FOR THE PERIOD ENDING JUNE 30, 2019												
	SEPT 2018	OCT 2018	NOV 2018	DEC 2018	JAN 2019	FEB 2019	MAR 2019	APR 2019	MAY 2019	JUNE 2019	YTD	
OPERATING DAYS - LUNCH	16	18	15	15	21	21	16	21	15	0	0	
OPERATING DAYS - BREAKFAST	16	20	17	15	21	21	17	21	15	0	0	137.00
ADP LUNCH	248	308	277	276	249	257	276	261	270	#DIV/0!	#DIV/0!	142.00
ADP BREAKFAST	48	68	70	71	60	60	60	67	64	#DIV/0!	#DIV/0!	
TYPE A REGULAR PAID LUNCH	2385	3347	2538	2476	3206	2492	3308	2506	0	0	0	22,258.00
TYPE A REDUCED LUNCH	170	296	200	201	249	183	223	143	0	0	0	1,665.00
TYPE A FREE LUNCH	1405	1900	1422	1459	1764	1444	1957	1402	0	0	0	12,753.00
TOTAL LUNCH MEALS	3960	5543	4160	4136	5219	4119	5488	4051	0	0	0	36,676.00
TYPE A REGULAR PAID BREAKFAST	309	554	517	446	526	450	619	403	0	0	0	3,824.00
TYPE A REDUCED BREAKFAST	47	125	69	80	117	83	83	45	0	0	0	649.00
TYPE A FREE BREAKFAST	405	682	610	535	614	490	698	518	0	0	0	4,552.00
TOTAL BREAKFAST MEALS	761	1361	1196	1061	1257	1023	1400	966	0	0	0	9,025.00
TOTAL BREAKFAST & LUNCH MEALS COUNTS	4721	6904	5356	5197	6476	5142	6888	5017	0	0	0	45,701.00
REVENUE:	SEPT 2018	OCT 2018	NOV 2018	DEC 2018	JAN 2019	FEB 2019	MAR 2019	APR 2019	MAY 2019	JUNE 2019	YTD	
TYPE A BREAKFAST	517.00	937.00	865.00	753.00	900.50	769.00	1,041.75	674.75				6,458.00
TYPE A LUNCH	7,793.75	10,951.75	8,295.25	8,142.75	10,436.25	8,144.75	10,806.75	8,180.25				72,751.50
OTHER CAFETERIA SALES-A LA CARTE	9,995.81	14,334.12	10,204.00	10,996.79	13,766.12	11,417.42	15,296.16	10,705.28				96,715.70
OTHER CAFETERIA SALES-POS ACCT BALANCE	0.00	0.00	3.65	0.00	0.00	0.00	0.00	0.00				3.65
OTHER CAFETERIS SALES-CATERING	0.00	0.00	702.50	288.80	85.00	0.00	427.50	372.74				1,876.54
STATE REIMBURSEMENT	310.00	463.00	351.00	344.00	429.00	336.00	0.00	445.00				2,678.00
FEDERAL REIMBURSEMENT	7,108.00	10,260.00	7,811.00	7,768.00	9,458.00	7,587.00	0.00	10,218.00				60,210.00
REBATES ON FOOD	0.00	0.00	0.00	0.00	0.00	47.40	0.00	0.00				47.40
INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00				-
INTEREST INCOME	53.68	29.15	61.33	58.31	78.11	83.62	116.48	134.90				615.58
TOTAL REVENUE	25,778.24	36,975.02	28,293.73	28,351.65	35,152.98	28,385.19	27,688.64	30,730.92	0.00	0.00	0.00	241,356.37
OPERATING EXPENDITURES												
SALARY	6,507.24	8,970.81	8,281.24	8,681.41	6,560.01	9,144.53	12,703.86	7,193.95	0.00	0.00	0.00	68,043.05
EQUIPMENT	0.00	0.00	1,055.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,055.00
CONTRACTUAL EXPENSES	0.00	0.00	11,864.25	3,954.75	3,954.75	3,954.75	2,763.33	3,954.75	0.00	0.00	0.00	30,446.58
SUPPLIES AND MATERIALS	151.82	60.30	2,367.26	1,449.14	1,298.43	687.64	467.89	711.13	0.00	0.00	0.00	7,193.61
FOOD PURCHASES	10,718.21	13,323.16	17,561.22	10,197.32	11,450.09	12,171.40	14,578.73	10,040.51	0.00	0.00	0.00	100,040.64
EMPLOYEE BENEFITS	542.70	748.17	690.66	724.03	547.10	762.65	1,059.50	599.98	0.00	0.00	0.00	5,674.79
TOTAL OPERATING EXPENDITURES	17,919.97	23,102.44	41,819.63	25,006.65	23,810.38	26,720.97	31,573.31	22,500.32	0.00	0.00	0.00	212,453.67
NET CAFETERIA PROFIT/(LOSS)	7,858.27	13,872.58	-13,525.90	3,345.00	11,342.60	1,664.22	-3,884.67	8,230.60	0.00	0.00	0.00	28,902.70
CUMULATIVE ANNUAL NET PROFIT/LOSS	0.00	21,730.85	8,204.96	11,549.96	22,892.55	24,556.77	20,672.10	28,902.70	28,902.70	28,902.70		
BEGINNING FUND BALANCE JULY 1, 2018	4,304.94											
INVENTORY ADJUSTMENT AT 6/30/18												
ENDING FUND BALANCE	12,163.21	26,035.79	12,509.90	15,854.90	27,197.49	28,861.71	24,977.04	33,207.64	33,207.64	33,207.64		
		26,035.79	12,509.90	15,854.90	27,197.49	28,861.71	24,977.04	33,207.64	33,207.64	33,207.64		
Equals Revenue Status Report	25,778.24	62,753.26	91,046.99	119,398.64	154,551.62	182,936.81	210,625.45	241,356.37	0.00	0.00	0.00	241,356.37
Equals Budget Status Report	17,377.27	39,731.54	80,860.51	105,143.13	128,406.41	154,364.73	184,878.54	206,778.88	206,778.88	206,778.88		212,453.67

Policy 8530 - Cafeteria Meal Charges

The goal of the Rhinebeck Central School District is to provide student access to nutritious no- or low-cost meals each school day and to ensure that a pupil whose parent/guardian has unpaid school meal fees is not shamed or treated differently than a pupil whose parent/guardian does not have unpaid meal fees.

Unpaid charges place a large financial burden on our school. The purpose of this policy is to insure compliance with federal requirements for the USDA Child Nutrition Program and to provide oversight and accountability for the collection of outstanding student meal balances to ensure that the student is not stigmatized, distressed and/or embarrassed.

The intent of this policy is to establish procedures to address unpaid meal charges throughout the District in a way that does not stigmatize, distress and/or embarrass students. The provisions of this policy pertain to regular priced reimbursable school breakfast, lunch and snack meals only. The District provides this policy as a courtesy to those students in the event that they forget or lose their money. Charging of items outside of the reimbursable meals (a la carte items, adult meals, etc.) is expressly prohibited.

MEAL CHARGE IMPLEMENTATION:

Free Meal Benefit - Free eligible students will be allowed to receive a free breakfast and lunch meal of their choice each day. A la carte items or other similar items must be paid/prepaid.

Reduced Meal Benefit - Reduced eligible students will be allowed to receive a breakfast of their choice for \$0.25 and lunch of their choice for \$0.25 each day. A student will be allowed to charge a maximum of TEN (10) meals to their account *after* the balance reaches zero. The charge meals offered to students will be reimbursable meals available to all students, unless the student's parent or guardian has specifically provided written permission to the school to withhold a meal. A la carte items or other similar items must be paid/prepaid.

Full Pay Students - Students will pay for meals at the school's published paid meal rate each day. A student will be allowed to charge a maximum TEN (10) meals to their account *after* the balance reaches zero. The charge meals offered to students will be reimbursable meals available to all students, unless the student's parent or guardian has specifically provided written permission to the school to withhold a meal. A la carte items or other similar items must be paid/prepaid.

ONGOING STAFF TRAINING:

- Staff will be trained annually and throughout the year as needed on the procedures for managing meal charges using the NYSED Webinar or the school's training program.
- Staff training includes ongoing eligibility certification for free or reduced price meals.

PARENT NOTIFICATION:

- Reminder letters will be sent monthly via US Postal Service to families who have accrued a negative balance greater than \$32.50 dollars per household.
- Parents/guardians will be notified that a student has a negative balance and/or accrued meal charges within TWO (2) days of the charge and then every SUNDAY AND WEDNESDAY thereafter via automated email, text message and/or phone calls.
- Parents/Guardians are responsible for meal payment to the food service program. Discreet notices of low or deficit balances will be sent to parents/guardians two times per week via email, text message and/or phone call. Monthly reminders will be sent via the US Postal Service.

PARENT OUTREACH:

- Staff will communicate with parents/guardians with **TEN (10)** or more meal charges to determine eligibility for free or reduced price meals.
- School staff will make two documented attempts to reach out to parents/guardians to complete a meal application in addition to the application and instructions provided in the school enrollment packet.
- School staff will contact the parent/guardian to offer assistance with completion of meal application to determine if there are other issues within the household causing the child to have insufficient funds, offering any other assistance that is appropriate.

PAYMENTS:

- Students/Parents/Guardians may pay for meals in advance via www.myschoolbucks.com or with a check payable to Rhinebeck Central School District Food Service Department. Further details are available on our webpage at www.rhinebeckcsd.org. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student may/will be carried over to the next school year.

- Refunds - A written or e-mailed request for a refund of any money remaining in the account of a withdrawn and graduating student account must be submitted. Students who are graduating at the end of the year will be given the option to transfer to a sibling's account with a written request.
- Unclaimed Funds must be requested within one school year. Unclaimed funds will then become the property of the Rhinebeck Central School District Food Service Program.
- Balances Owed - Collection of owed balances will follow the procedures set forth below:
 - The Food Service Director shall review monthly all accounts with unpaid funds.
 - Automated email, text message and/or phone calls will be sent to families two (2) times weekly alerting them of a negative balance of their child's lunch account.
 - Reminder letters will be sent monthly via US Postal Service to families who have accrued a negative balance greater than \$32.50 per household.
 - If the balance becomes greater than \$350.00 per household, or if no payments are made on the debt, a meeting will be scheduled with District Administrators to discuss possible options.
 - Finally, if the \$350.00 per household debt goes unresolved or prior to such time at the discretion of the Superintendent, the District may request attorney/collections intervention, including potentially filing in Small Claims Court.

MINIMIZING STUDENT DISTRESS:

- School will not publicly identify or stigmatize any student on the lunch line or discuss any outstanding meal debt in the presence of any other students.
- Students who incur meal charges will not be required to wear a wristband or hand stamp, or to do chores or work to pay for meals.
- Schools will not throw away a meal after it has been served because of the student's inability to pay for the meal or because of previous meal charges.
- Schools will not take any action directed at a pupil to collect unpaid school meal fees.
- Schools will deal directly with parents/guardians regarding unpaid school meal fees.

ONGOING ELIGIBILITY CERTIFICATION:

- School staff will conduct direct certification with NYSSIS or using NYSED Roster Upload at least monthly to maximize free eligibility.

- School staff will provide parents/guardians with free and reduced price application and instructions at the beginning of each school year in school enrollment packet.
- Schools using the electronic meal application will provide an explanation of the process in the school enrollment packet and instructions on how to request a paper application at no cost.
- Schools will provide at least two additional free and reduced price applications throughout the school year to families identified as owing meal charges.
- Schools will use administrative prerogative judiciously, only after using exhaustive efforts to obtain a completed application from the parent/guardian only with available information on family size and income that falls within approvable guidelines.
- Schools will coordinate with the Foster/Homeless/Migrant/Runaway Coordinator at least monthly to verify eligible students.

1st Reading: 1/13/15, 07/10/18

2nd Reading: 2/10/15, 07/31/18

Adopted

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MEMORANDUM

TO: BOARD OF EDUCATION MEMBERS
MR. JOSEPH PHELAN, SUPERINTENDENT OF SCHOOLS
MR. THOMAS BURNELL, ASSISTANT SUPERINTENDENT FOR
SUPPORT SERVICES

FROM: SHAW, PERELSON, MAY & LAMBERT, LLP

RE: TRS CONTRIBUTION RESERVE SUB-FUND

DATE: JUNE 3, 2019

Recently, as part of the Governor's Budget Bill, General Municipal Law Section 6-r was amended to permit the establishment of a "sub-fund" within the Retirement Contributions Reserve Fund for payment of the costs of contributions to the New York State Teachers' Retirement System ("TRS") or to offset all or a portion of the amount deducted from the School District's apportionment from the state pursuant to Section 521 of the Education Law. Until the recent amendment to Section 6-r, the Retirement Contributions Reserve Fund was limited to payments for contributions into the New York State and Local Employees' Retirement System ("ERS"). The establishment of an ERS Reserve Fund is a prerequisite to the establishment of the TRS sub-fund. If an ERS Reserve Fund has not already been established, the attached resolution to establish such reserve fund may be used for this purpose. The TRS sub-fund must be administered separately from the ERS Reserve Fund. Like the ERS Reserve Fund, the TRS sub-fund is established by Board resolution and funded by Board resolution. Monies paid into the sub-fund do not require voter approval. In addition, money may only be expended from the TRS sub-fund for the purposes set forth above by resolution.

Many school districts have already established their TRS sub-funds by resolution. However, under the legislation, the funding that is intended this year must be done by resolution on or before June 30, 2019.

The law sets forth limitations regarding the amount that can be contributed to the TRS sub-fund annually as well as in the aggregate. Each school year, the TRS sub-fund may be funded in the maximum amount of two (2%) percent of the total compensation paid to TRS member employees in the School District during the preceding school year. The eligible employees are defined by reference to the positions set forth in Education Law Section 501(4) (e.g., teachers, administrators, teaching assistants). The aggregate amount of monies that may be placed in the sub-fund through multiple years of funding may not exceed ten (10%) percent of the total compensation paid to the TRS member employees in the School District during the preceding school year.

The sources of funding of the sub-fund may include budgetary appropriations, money from unassigned fund balance in the general fund or through a transfer of monies from the ERS reserve fund.¹ Excess monies in the sub-fund may not be directly transferred into the School District's general fund, but may be transferred into certain General Municipal Law Article 2 reserve funds or Section 3651 Education Law capital reserve funds.

Based upon the statutory language, the TRS Reserve sub-fund must be established and funded by June 30th in the school year when first established and additional funds would have to be added by June 30th in subsequent school years. This restriction is the same as applicable to adding monies to a Tax Certiorari Reserve Fund established under Education Law Section 3651(1-a).

A resolution to establish the TRS sub-fund within the ERS Reserve Fund is attached for you convenience.

If there are any questions regarding the contents of this memo, please don't hesitate to contact our office.

DSS/ms
Atts.

¹ The new law refers to potential transfers from monies in certain General Municipal Law Article 2 reserve funds into a TRS Reserve sub-fund that do not apply in the case of a school district (GML §§ 6-c, 6-e, 6-f and 6-g). The references to potential transfers of fund from a GML §6-d Repair Reserve Fund is inconsistent with the permissible expenditures from such a fund and should be avoided until a technical amendment is made to that section of the law. Likewise, the transfer of monies from a Capital Reserve Fund to a TRS Reserve sub-fund is not authorized in Education Law §3651.

Retirement Contribution Reserve Sub-Fund Resolution

WHEREAS, the _____ School District participates in the New York State Teachers' Retirement System ("TRS"); and

WHEREAS, on _____ the Board of Education, by resolution, established a reserve fund known as the Retirement Contribution Reserve Fund to finance retirement contributions to the New York State Local and Employees Retirement System pursuant to Section 6-r of the General Municipal Law; and

WHEREAS, the Board of Education has determined it is also appropriate to establish a sub-fund within said Retirement Contribution Reserve Fund to finance retirement contributions to the New York State Teachers' Retirement System pursuant to the newly enacted provisions of Section 6-r of the General Municipal Law;

NOW THEREFORE, BE IT RESOLVED, that the Board of the _____ School District, pursuant to Section 6-r of the General Municipal Law, hereby establishes a sub-fund within the Retirement Contribution Reserve Fund, to be known as the TRS Reserve Sub-Fund to finance retirement contributions to the New York State Teachers' Retirement System and/or to offset all or a portion of the amount deducted from the moneys apportioned to the District from the State for the support of schools pursuant to Section 521 of the Education Law.

Retirement Contribution Reserve Fund

WHEREAS, the Board of Education of the _____ School District may establish a reserve fund pursuant to the provisions of Section 6-r of the General Municipal Law for the purpose of financing retirement system contributions to the New York State and Local Employees' Retirement System (ERS);

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the _____ School District hereby establishes a reserve fund pursuant to Section 6-r of the General Municipal Law, to be known as the Retirement Contribution Reserve Fund, for the purpose of financing retirement contributions to ERS and/or to offset all or a portion of the amount deducted from the monies apportioned to the BOCES from the State for the support of schools pursuant to Section 521 of the Education Law.

Appropriation language as an additional paragraph to the above resolutions:

BE IT FURTHER RESOLVED, that the Board hereby appropriates the sum of \$_____ for such purpose from 2018-2019 unappropriated unassigned fund balance in the general fund and authorizes and directs the _____ to transfer such amount from unappropriated unassigned fund balance for the 2018-2019 school year to the Retirement Contribution Reserve Fund.

STAR rebate program in New York to undergo drastic change

Joseph Spector, Albany Bureau Published 2:17 p.m. ET April 1, 2019 | Updated 2:13 p.m. ET April 2, 2019

ALBANY – Homeowners earning between \$250,000 and \$500,000 a year will get a check for their STAR rebates this year rather than receiving the savings directly in their school-tax bills.

And that's not all: If any STAR recipient doesn't switch to a check, they won't get a 2 percent increase in their tax savings this fall.

Both measures were included in the state budget approved by the state Legislature early Monday and represent the latest change to the \$3 billion program that helps New Yorkers blunt the impact of having among the highest school taxes in the nation.

The changes won't impact who is eligible for the program — just whether they receive the rebates in a check or in their school-tax bills.

But as an incentive for all homeowners to switch to a check, the 2 percent increase in the STAR savings will only go those who get a check. Any STAR rebate recipient can soon be able to ask to switch to a check.

About 2.6 million homeowners in New York get the basic STAR break, and it averages about \$790 a year. STAR is available on New Yorkers' primary residence for those whose household income is \$500,000 or less.

Why the STAR change?

New York is changing the way the STAR program is administered. (Photo: NYS444, Getty Images/iStockphoto)

Critics ripped the changes and the ongoing tinkering with the popular program started in the mid-1990s, saying it is a sleight of hand to alter how the program is counted on the state's ledger.

"But by changing how the program functions, from a discount on a homeowner's property taxes to a state issued 'personal income tax credit' that is issued as a check, the state is able to artificially make state spending appear lower than it is," said David Friedfel, director of state studies for the Citizens Budget Commission, a business-backed group.

New York has been slowly moving away from providing the STAR rebates as an upfront savings in homeowners' school-tax bills.

Under the old system, schools give homeowners the STAR savings and then get reimbursed by the state — which showed up as a budget expense for the state.

Under the new system, the state gives the savings directly to the homeowners in a check. So that way it counts as a "personal income tax credit" and shows up in the state budget as a reduction in tax revenue, not as state spending.

The change is sizable for the state's finances: It is estimated to lower spending by \$238 million in the fiscal year that started Monday. Also, capping the growth in the program for those who don't get a STAR check is another money saver for the state.

Impacting homeowners' mortgages

Assemblyman Ken Zebrowski, D-New City, Rockland County, said the change will also impact homeowners' escrow accounts.

Banks will have to pay the full tax bills to schools each fall, meaning homeowners will ultimately end up paying more per month to cover the taxes, but then wait to get reimbursed through a check.

"The governor's office has been trying to chip away at this program the last several years. They have been somewhat successful each and every year," said Zebrowski, who voted against the measure.

He said by limiting the STAR benefit increases only to those who get a check, it will ultimately add up to lower savings received by homeowners who still get rebates upfront.

"It is the single most effective property tax relief measure for suburban residents, and there is no reason to change it."

But the state defended the changes, saying it will help cut out fraud in the program and streamline the payments.

"The goal of these changes is to move people to the credit program, which is more efficiently administered and gives the state a better look at who is receiving the benefit to help prevent abuse of the system," said Freeman Klopott, spokesman for the state Budget Division.

Ongoing STAR reforms

Gov. Andrew Cuomo spoke at the state Capitol on Feb. 4, 2019, to raise concerns about federal tax laws that limit deductions in New York. Joseph Spector, Albany Bureau Chief

Cuomo has made a series of reforms in recent years to the program.

The change to a check started for people who bought their homes after Aug. 1, 2015.

Anyone who owned their homes prior to that and earn less than \$250,000 a year will still get the STAR savings in their tax bills, unless they decide they want the check.

The change doesn't impact senior citizens who get Enhanced STAR, which is available to homeowners age 65 and older with incomes of \$86,300 or less.

This year, though, seniors receiving Enhanced STAR had to enroll in an income-verification program to get the rebate.

Critics said relying on a check in the mail to help cover a portion of school taxes each fall can be risky.

The first year of the program was beset with delays, forcing some homeowners to have to shell out extra money to pay for their school taxes and then wait for the check.

The state, however, said it has improved the system since then and the checks are going out well in advance of homeowners having to pay their school taxes.

Sen. James Seward, R-Milford, Otsego County, said the STAR changes would have a major impact on homeowners in New York, particularly those in suburban communities.

"This decimates the STAR program," Seward said during the Senate debate after midnight Monday.

Senate Democrats pushed back, saying the changes didn't decrease the amount of the STAR rebate.

"The changes that were made in the STAR program do not decimate it," said Senate Finance Chair Liz Krueger, D-Manhattan. "It leaves the STAR benefit in the same amount. It makes changes to the structure."

STAR rebates in New York: Why tax assessors are 'vehemently opposed' to new changes

Joseph Spector, Albany Bureau Published 6:58 a.m. ET May 15, 2019 | Updated 12:14 p.m. ET May 17, 2019

ALBANY – Tax assessors across New York are ripping a new state law that will mean homeowners earning between \$250,000 and \$500,000 a year will get a check for their STAR rebates rather than receiving an upfront savings directly in their school-tax bills.

The measure was tucked into the state budget last month and is the sixth change to the popular STAR rebate program that offsets a portion of income-eligible homeowners' property taxes.

The latest change will create confusion and inequities in the \$3 billion program, the New York State Assessors Association warned earlier this month.

"We can agree that with each administrative change there has been confusion among the taxpayers and unnecessary chaos in the assessment community," the group said in lengthy statement.

About 2.6 million New Yorkers receive the STAR benefit each year, but the state has been making a variety of changes to it in recent years – both as a fiscal maneuver and as a way to streamline the program.

New York has made a series of changes to its STAR rebate program in recent years

What will change?

The latest change won't impact who is eligible for the program.

Yet it will impact whether homeowners get their STAR rebate as a check each fall or an upfront savings in their bills, which had been the case for everyone until recently.

And there's another twist. The state wants everyone in the program to switch to a check: So only those who get a check this fall will get a 2 percent increase in their STAR savings.

"The exemption will not receive a greater savings than received in 2018. This is the dangling carrot to encourage the taxpayer to convert to the STAR Credit," the Assessors Association.

Several years ago, New York started issuing STAR checks for those who bought their homes after Aug. 1, 2015.

Now it will switch to a check this fall for anyone earning between \$250,000 and \$500,000, which is the maximum income eligibility for the program.

For everyone else who has owned their homes prior to Aug. 1, 2015, and earn less than \$250,000 a year, they will still get the STAR savings in their tax bills, unless they decide they want the check.

The change doesn't impact senior citizens who get Enhanced STAR, which is available to homeowners age 65 and older with incomes of \$86,300 or less.

State explains STAR change

The state has defended the changes, saying it will make the program more efficient and homeowners will receive the checks in time to pay their school taxes, which for most of the state is by Sept. 30.

"By shifting taxpayers to the credit program, the state is able to more efficiently administer the program, strengthen its ability to prevent abuse and separate the STAR savings from the tax bill, making school districts more accountable to taxpayers," Freeman Klopott, a spokesman for the state Budget Division, said.

Assessors and other critics warned that New York has had trouble in previous years getting all the checks out on time, which could leave homeowners awaiting hundreds if not thousands of dollars when the tax bill comes due.

And if homeowners pay their tax bills through escrow, their banks will likely adjust their monthly payments to account for paying the full tax bill upfront.

"Is the homeowner prepared to pay the full amount anticipating the credit check will arrive on time? Does the homeowner have an escrow account?" the assessors wrote.

"It is important for the homeowner to reach out to the lending institution to ensure their escrow account does not fall short."

The STAR rebate averages about \$800 a year in New York, but more in the New York City suburbs that pay among the highest property taxes in the nation.

"The New York State Assessors Association vehemently opposed these changes to the STAR program," the group said. "The local assessor was and still is the most knowledgeable entity to administer real property tax exemptions, and STAR was no different."

Why the change?

When the program started in 1997, schools gave homeowners the STAR savings in their tax bills, and then the schools got reimbursed by the state.

But the state reimbursing the schools showed up on the state's ledger as an expense.

By issuing checks, the state counts it now as a "personal income tax credit" and it shows up in the state budget as a reduction in tax revenue, not as state spending.

The shift means the state this year could estimate lower its expenses by \$238 million.

And since all new home sales come with a STAR check, ultimately all New Yorkers will get a check instead of a savings directly on their tax bill.

"As it is the exemption will diminish over time; there was no need to expedite its extinction," the assessors continued.

"New York State is creating inequalities amongst those receiving a STAR benefit and is essentially forcing taxpayers to convert to the STAR Credit Check Program."

What do you have to do?

In order to continue receiving a STAR benefit if you earn between \$250,000 and \$500,000 or simply want to switch to a check, there is a two-step process.

First, they have to notify their assessor that they are withdrawing from the STAR exemption, which is the upfront tax savings.

Then they have apply for the credit, which is the check.

"Property owners who want to switch to the STAR credit should be aware it is a two-step process," the assessors association said.

"Follow the instructions for STAR exemption removal and renunciation."

The group noted that homeowners must file an RP-496, Application to Renounce Previously Granted Exemption(s), with the county director of real property tax services.

Then they have to register with the state Department of Taxation and Finance for the STAR credit check at www.tax.ny.gov/star or by calling 518-457-2036.

STAR rebates: How New York just made it easier to get a check

Joseph Spector, Albany Bureau Published 2:12 p.m. ET May 31, 2019 | Updated 2:55 p.m. ET May 31, 2019

ALBANY - The state tax department said it will automatically issue STAR checks to homeowners this fall who earn between \$250,000 and \$500,000 instead of requiring them to register with the state.

A law this year no longer provides the lucrative school-tax break as an upfront savings on homeowners' bills who are in \$250,000 to \$500,000 income bracket.

Instead, they will receive a check in the mail this fall, and initially the program required homeowners to re-enroll in the program to ensure they get the check.

But the tax department told the USA TODAY Network's Albany Bureau it recently has been able to verify the incomes for 89 percent of the homeowners in that income bracket, about 79,500 households, and therefore can automatically enroll them into the program.

For the other 11 percent, the tax department is asking them to provide further information to confirm their income and send them the checks as a way to streamline the process.

Letters are going out to homeowners to notify them of the automatic enrollment or to ask them for more information, the agency said.

"Most homeowners will not need to take additional action," the tax department says on its website.

"The letter they receive (Form RP-425-RDS) confirms that, as long as they are eligible, we will issue their STAR credit check before their 2019-2020 school taxes are due."

What will happen now?

The state budget this year included two major changes to the popular STAR program, which costs the state \$3 billion a year to provide a break on school taxes that are due in most communities by Sept. 30.

In addition to switching the higher-income homeowners to a check, the state is only providing a 2% increase in the tax savings this year to those who opt for a check.

Any homeowner eligible for the program can ask the state to switch them from an exemption to a credit, which is a check.

But switching to a check is not required for homeowners who earn less than \$250,000 a year. They can continue to get the savings upfront on their tax bill, but won't get the 2% increase.

About 2.6 million homeowners in New York get the basic STAR break, and it averages about \$790 a year.

STAR is available on New Yorkers' primary residence for those whose household income is \$500,000 or less.

"By shifting taxpayers to the credit program, the state is able to more efficiently administer the program, strengthen its ability to prevent abuse, and separate the STAR savings from the tax bill, making districts more accountable to taxpayers," said James Gazzale, spokesman for the tax department.

How will the change work?

New York has made a series of changes to its STAR rebate program in recent years (Photo: Getty Images)

New York has been moving toward checks for STAR.

Anyone who bought their homes after Aug. 1, 2015, and is income eligible is already getting a check rather than the exemption.

STAR checks benefit the state for several reasons: part efficiency, part bookkeeping.

The old system was schools gave homeowners the STAR savings and then got reimbursed by the state — which showed up as a budget expense for the state.

The new system allows the state to give the savings directly to the homeowners in a check. That means the state can count the checks as a "personal income tax credit," allowing it to count the checks as a reduction in tax revenue, not as state spending.

The tax department said it was able to determine eligibility for the checks based on information New Yorkers provided when they initially registered for the STAR exemption.

So they won't need to apply on their own, and they will continue to receive the checks in future years as long as their eligibility doesn't change.

When will the check arrive?

The change doesn't impact senior citizens who get Enhanced STAR, which is available to homeowners age 65 and older with incomes of \$86,300 or less.

They will continue to get the savings upfront on their tax bills. Enhanced STAR averages \$1,400 a year and benefits 665,000 seniors.

Local assessors have raised concerns about the switch to checks for basic STAR recipients, saying it is confusing and takes away local control of the program.

Also, homeowners who pay their taxes through a mortgage escrow may have to pay more money because their tax bill will be based on the total amount, not the upfront STAR savings. Then they would be reimbursed the difference through the STAR check.

The tax department said the system is working well, saying homeowners should be confident they will get the checks before their school taxes are due.

Last year, the agency said it issued 99.5% of STAR credit checks prior to the school tax bill due date.

"We're encouraging property owners who wish to voluntarily switch to the STAR credit program to register as soon as possible, and no later than two weeks prior to the date when the final assessment roll is published," the tax department.

Here's the link to the STAR registration page and for more information: <https://www.tax.ny.gov/pit/property/star/default.htm>

New York's STAR program: Why lawmakers want a 'Bill of Rights' for taxpayers

Joseph Spector, Albany Bureau Published 5:00 a.m. ET June 5, 2019

ALBANY - State legislators are seeking to install an ombudsman to help oversee New York's \$3 billion a year STAR program amid a variety of recent changes and complaints.

A bill passed the state Senate on Monday that would establish an office within the state Department of Taxation and Finance to help taxpayers navigate the STAR program and provide assistance to homeowners who didn't get their school-tax rebates.

"Probably the number one complaint we get are STAR complaints," the bill's sponsor, Pete Harckham, D-South Salem, Westchester County, said.

"So this is the STAR Bill of Rights, and it would create an ombudsman office within the STAR program so that when people have issues, problems, challenges, they have one person they can deal with it."

Why is STAR changing?

Gov. Andrew Cuomo and the state Legislature in recent years have made a series of changes to the STAR program, which was started in the 1990s by then-Gov. George Pataki to limit school taxes.

The program had long provided homeowners with an upfront savings on their school-tax bills. About 2.6 million homeowners whose incomes are below \$500,000 a year get the basic STAR break, averaging \$790 a year.

About 665,000 income-eligible senior citizens get Enhanced STAR, which averages \$1,400 a year.

The state now provides STAR to new homeowners in the form of a check, and this year any household who earns between \$250,000 and \$500,000 a year will also receive a check.

Last week, the tax department said it will automatically enroll most homeowners in that income bracket into the check program after initially indicated people would have to do so on their own.

What the legislation would do?

New York is making changes to the STAR rebates. Here's what is changing Joseph Spector, Albany Bureau Chief

Harckham said the changes are confusing to homeowners and also leaves them reliant on the state to provide them a check on time to help pay their school taxes, which in most of New York is due at the end of September.

"They get a case number, it can be tracked as opposed to now when they call over and over again, getting different people each time," he said.

The measure now heads to the state Assembly, where it is sponsored by Carrie Woerner, a Democrat from the Albany area.

The bill would also require the tax department to notify homeowners if they are deemed ineligible for the STAR program.

It is unclear whether the measure will pass before the legislative session ends June 19.

Often, bills that have fiscal implications are negotiated during state budget negotiations for the fiscal year that starts April 1.

But Harckham said the STAR office would not require new state resources, just a shifting within the tax department to better address residents' needs.

Sen. James Seward, R-Milford, Otsego County, was among Republicans to support Harckham's bill, saying STAR needs to be more responsive to New Yorkers' questions.

"I believe some of the changes made over the years have been detrimental to the STAR program and certainly at this juncture, no question, we do need to have a STAR ombudsman, unfortunately, in my estimation," he said on the Senate floor Monday.



New York State Education Department

89 Washington Ave, Albany, NY
MaryEllen Elia, Commissioner

DRAFT FOR DISCUSSION PURPOSES

ESSA Financial Transparency Report

Preliminary Draft Guidance

May 2019



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DRAFT FOR DISCUSSION PURPOSES**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK**

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May 28, 2019

Dear School Administrators, Teachers, Parents, and Community Members:

The federal Every Student Succeeds Act (ESSA) requires that state education agencies collect and publish a financial transparency report for each school and district and for each charter school that summarizes expenditures on a per-pupil basis by local, state, and federal funding sources. This preliminary draft guidance document is the New York State Education Department's first step toward compliance with this provision.

ESSA Financial Transparency Reports will provide school districts and charter schools with new opportunities to review budgets, fostering innovative and productive conversations at the local level about the most effective ways to allocate resources. Financial transparency can have many advantages, including promoting equity, ensuring accountability, informing local decision-making, and identifying best practices to help drive improved outcomes for all schools and students.

I also recognize that the new financial reporting requirements present some challenges to schools: First, collecting and disseminating data will take time and effort on the part of district and school leaders and staff. Second, the reports will inspire conversations in communities that will likely require district and charter representatives to provide local context around the financial data presented in the reports. It is our intention that this guidance document – when finalized – will assist districts and charter schools in meeting those challenges.

I strongly encourage all school officials and stakeholders to seize this opportunity to review and provide feedback on this document before it is final. Your input will help us develop meaningful reports and related resources.

I look forward to your responses and to creating *ESSA Financial Transparency Reports* that are accessible to all New Yorkers with an interest in supporting equity of opportunity in education.

Sincerely,

MaryEllen Elia
Commissioner

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DRAFT FOR DISCUSSION PURPOSES**Introduction**

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law as the successor to the No Child Left Behind Act enacted in the 2000s, as amended by the Elementary and Secondary Education Act. Among a multitude of changes to the education landscape as a result of this federal legislation was the creation of a new financial transparency reporting requirement, whereby all local education agencies¹ (school districts and charter schools) would annually provide information about:

"[t]he per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local education agency and each school in the State for the preceding fiscal year."
(Public Law 114-95, 129 STAT. 1802)

FACTS About ESSA Financial Transparency

- All LEAs in New York State are required to submit reports
- First year of reported data will be actual expenditures for the 2018-19 school year
- LEAs and other stakeholders will have an opportunity to provide feedback to this preliminary draft guidance
- Reporting will be uniform for all LEAs and will align with other reporting requirements, such as the ST-3 form and the NYS School Funding Transparency Form

States have wide latitude in determining how best to achieve compliance with this requirement. This preliminary draft guidance document outlines the New York State Education Department's (NYSED) proposed approach to financial reporting in compliance with federal law.

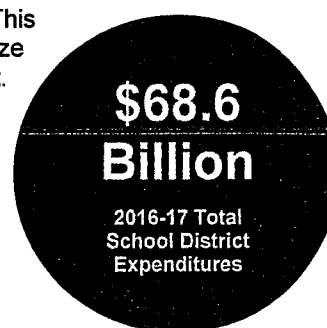
Total school spending in New York, from all sources, is nearly \$70 billion (see Figure 1). By comparison, the State spends \$70 billion on all other state operating funds programs. Transparency in this funding has broad implications for education in our State and is beyond an exercise in compliance. This provision of ESSA provides an opportunity for districts to review and analyze their methodologies for allocating resources among schools in their district. The ability to compare data among and across school buildings, districts, and charter schools throughout the state will help district and school leaders, parents, and community members determine how best to allocate resources in their communities. Per-pupil comparisons will allow district, charter, and school leaders to examine their practices and answer key questions such as:

- Do actual spending practices align with our stated goals?
- Is the district using its resources equitably across schools? How are charter schools effectively utilizing their resources?
- Are there areas where over- or underspending can be identified, and reallocations made?

Local education agencies will have a window during which their actual expenditure data from the 2018-19 school year can be reported, beginning in Fall 2019. Final reports will be publicly available on March 1, 2020. Final deadlines and submission instructions will be forthcoming in revised—and final—guidance.

Beginning with the 2018-19 school year, per State Education Law §3614—which was passed by the Legislature and became law as Chapter 59 of the Laws of 2018—the *NYS School Funding Transparency Form* required for certain school districts (expanding to all districts receiving Foundation Aid in the 2020-21 school year). While State law requires that the *NYS School Funding Transparency Form* is based on

Figure 1. Total NYS Expenditures



¹ The term "local education agency" refers to all public school districts and charter schools (from any authorizer) throughout New York State.

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allocations at the start of the school year, federal law requires that the *ESSA Financial Transparency Report* is based on actual expenditures after the end of the school year. Relevant sections of this draft guidance provide additional information about the differences and interactions between the *ESSA Financial Transparency Report* and the *NYS School Funding Transparency Form*. Districts should consult the information provided on the *New York State School Funding Transparency Form* homepage for more information: <https://www.budget.ny.gov/schoolFunding/index.html>.

ESSA requires that charter schools adhere to the same federal fiscal transparency reporting requirements applicable to district schools that are described in this document. These financial reporting requirements are similar to existing financial reporting requirements that all New York State Charter Schools already adhere to as part of the annual report process as set forth in Education Law §2857(2)(c). In order to streamline the financial reporting requirements for charter schools, and to prevent charter schools from having to report information twice, NYSED will streamline all charter school annual financial reporting requirements into the new *ESSA Financial Transparency Report*. The data reported under the *ESSA Financial Transparency Report* will include all financial metrics currently required for charter schools to report as enumerated in Commissioner's Regulation §199.3(c), including the charter school's annual independent audit. ESSA financial transparency reporting requirements do not abridge any financial data reporting requirements that the charter school's authorizer may require above and beyond these reporting requirements.

Preliminary Guidance Feedback Period and FAQs

While the report template and guiding principles are anticipated to largely remain in place, this edition of the guidance document is considered preliminary and draft, and **school districts, charter schools, and other interested parties are strongly encouraged to review it and provide any feedback to NYSED by July 17, 2019**. After taking this feedback into consideration, NYSED will publish a final version of this guidance in Summer 2019. Interested parties are encouraged to review this document and provide feedback through an online survey NYSED has created available at <https://www.surveymonkey.com/r/Financial-Transparency-Requirement-Feedback>. Suggestions can be directed at both the report categories and the ST-3 accounting guidance.

In addition, stakeholders are encouraged to submit questions for an FAQ document to be developed in conjunction with this guidance. FAQ suggestions may be sent to ESSAFinTrans@nysed.gov.

Stakeholder Engagement

This guidance document was developed over a multi-month period during which NYSED sought, received, and considered extensive feedback from a variety of stakeholders across New York State. NYSED's outreach and information sharing included contact with hundreds of school districts, BOCES, charter schools, and officials, including:

- **Beginning Spring 2017:** Participated in monthly video conferences with a multistate working group sponsored by the Edunomics Lab and the Council of Chief State School Officers (CCSSO)
- **Fall/Winter 2017:** Held preliminary feedback sessions with superintendents, business officials, and school board members
- **March 2018:** Presentation to the Board of Regents regarding the ESSA financial transparency requirement available at: <https://www.regents.nysed.gov/common/regents/files/Full%20Board%20-%20Monday%20--%20Every%20Student%20Succeeds%20Act%20Financial%20Transparency%20Requirement.pdf>
- **April 2018:** Met with Title I Committee of Practitioners
- **Spring/Summer 2018:** Began ongoing meetings with officials from the Big 5 City School Districts, including in-person meetings in NYC, Rochester, and Yonkers

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- **Summer 2018:** Requested and received feedback from Edunomics Lab/CCSSO on *NYS School Funding Transparency Form*
- **Fall/Winter 2018:** Held regional meetings (details below) and met with additional stakeholder groups, such as Alliance for Quality Education (AQE) and The Education Trust-New York
- **Winter 2018/Spring 2019:** Convened a working group of school business and communications officials to begin developing guidance document
- **Spring 2019:** Convened a group of charter school business officials as well as advocacy groups and independent auditors that work with charter schools
- **April 2019:** Presented to the Board of Regents regarding the ESSA financial transparency requirement available at: <https://www.regents.nysed.gov/common/regents/files/Full%20Board%20-%20Monday%20--%20Every%20Student%20Succeeds%20Act%20Financial%20Transparency%20Requirement.pdf>

Regional Meetings

In late 2018, NYSED conducted a series of regional meetings across the State to educate school officials about the ESSA financial transparency requirement and receive feedback on the most effective potential approaches and structures. In addition, a working group of school business practitioners was convened in Albany to provide immediate feedback during the development of this guidance.

Table 1. ESSA Financial Transparency Regional Meetings

Date	Regional Meeting Location(s)
August 20 and 22, 2018	New York City and Rochester
September 13, 2018	Long Island
September 14, 2018	Greater Capital Region and Southern Adirondacks
September 21, 2018	Finger Lakes
September 21, 2018	Central New York
September 26, 2018	Hudson Valley
September 28, 2018	North Country
October 3, 2018	Western New York
October 18, 2018	Southern Tier

During the Feedback Period, NYSED will continue to meet with interested stakeholder groups to review their comments and suggestions. If you would like to participate in these meetings, please contact your stakeholder group representatives to inquire if a meeting has been scheduled.

Opportunities and Challenges

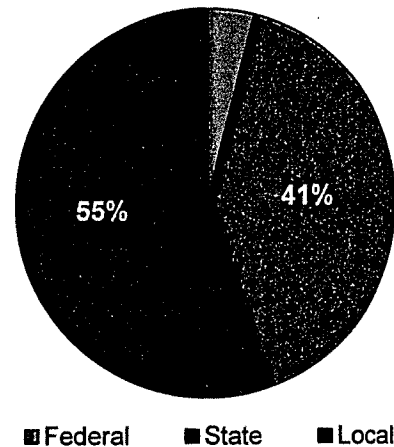
During the stakeholder engagement process, NYSED staff collected information from school district and charter school officials about the potential opportunities and challenges of implementing this requirement. Below is a list of opportunities for participants in this process to consider, a list of challenges that have been identified, and a response from NYSED to each challenge.

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The ESSA financial transparency requirement can provide opportunities:

- To create a better understanding of different methods of distributing resources and a chance for districts to change methodologies to shift away from a “one-size-fits-all” approach to resource allocation;
- For local education agencies to look at staffing resources in relation to their student populations;
- To clarify the use of function and object codes, ensuring a more universal standard, and to align practices with reporting requirements;
- To collaborate with other school business officials across regions and the state to share best practices and respond to challenges;
- To have a more granular understanding of spending and resource allocation, relying on local needs assessments;
- To review spending on educational programming within schools and districts;
- To redesign how budgeting is done at the district and school level.

Figure 3. Education Revenue Sources, Statewide²



The challenges below were shared by local education agency officials and NYSED has attempted, through this guidance, to address them as follows:

Table 2. Identified Challenges and Concerns and NYSED Response

Challenge / Concern	NYSED Response
Tracking and allocating specific types of expenditures to individual schools versus the district.	<p>This preliminary draft guidance provides explicit instructions about how various types of expenditures need to be reported at the school and/or district level; the format and use will apply universally to all districts.</p> <p>Local education agencies can provide suggested changes to these methodologies during the Feedback Period before NYSED finalizes them.</p> <p>As the department receives additional questions from districts implementing the requirement, it will make “frequently asked questions” available on the NYSED website.</p>
Ensuring proper contextual information will accompany the dollar values and support non-experts in making meaningful comparisons among the data. Teacher seniority, in particular, will be an important contextual component when considering per-pupil spending in district discussions.	<p>The draft report template includes space for demographic and contextual information that will be included in the final report; NYSED will continue to develop these metrics with feedback from the field.</p>
Making comparisons across districts that use ST-3 codes differently.	<p>NYSED understands that not all ST-3 codes are used in the exact same manner across all school districts but expects that this reporting process will spur movement toward uniformity and lead to improved comparability in the future. Charter schools are not required to submit</p>

² Percentages represent aggregate total statewide school district revenues in the 2016-17 school year; distribution of funds among individual school districts vary.

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Challenge / Concern	NYSED Response
Compliance will require additional school district resources and put a strain on business officers when budgeting for the next year is underway.	ST-3 data, so there will be some degree of discretion in compiling data.
Communicating the information and correcting misperceptions in communities; for example, creating understanding about the differences in per-pupil costs at the elementary and high school levels.	NYSED has worked to address this concern by allowing a window of time during which to submit reports rather than a single deadline, which provides districts with flexibility in scheduling.
Local decision-making will be based solely on what the reports reveal, rather than fostering discussions at the local level. Concern, in particular, about how this data will affect the public budget approval process.	The draft report template includes important contextual information beyond simple dollar amounts to address known cost drivers and prevent misinterpretation. NYSED will work with local education agencies in cases where it may be necessary to include information addressing unique local circumstances.
Capacity of financial software systems to provide the information needed.	NYSED is committed to collaborating with local education agencies to ensure the reports are used to promote the appropriate use of data in local decision-making.
Measuring quality instruction based solely on per-pupil expenditures; in some cases, higher spending may be occurring in schools with lower achievement.	The Feedback Period provides an opportunity for local education agencies to flag any significant reporting issues prior to guidance being finalized.
	As noted above, the contextual information included in the draft report template will assist in explaining legitimate spending differences among schools, districts, and charter schools.

Planning Ahead for Reporting

This section of the document will not appear in the final guidance. Its purpose is to provide recommendations regarding how local education agencies may begin to prepare for reporting.

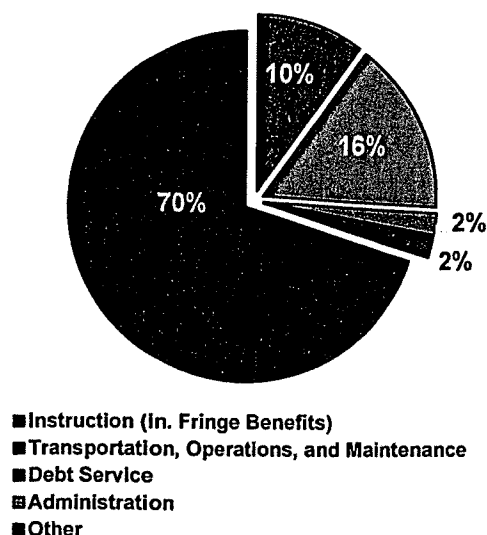
As school district and charter school officials review this preliminary draft guidance, we also recommend that they begin to compile data for their *ESSA Financial Transparency Reports* as well as consider how best to engage teachers, parents, and community members in report development. In addition, school officials may begin to develop communications plans that anticipate questions the data may raise. NYSED will be working with school districts, charter schools, and BOCES to develop communications tools to accompany the *ESSA Financial Transparency Reports* once they are final. School districts and charter schools may consider the following recommendations:

- Review existing district-level ST-3 data or charter school fiscal reports. While school-level data will not be available until the ESSA financial transparency reporting process is underway, nearly 30 years of district-level expenditure data is available through the NYSED Fiscal Profiles on the NYSED website at: http://www.oms.nysed.gov/faru/Profiles/profiles_cover.html. Charter school fiscal annual report data can be found on the NYSED website at: <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>. Important overall trends may be identified by reviewing that information.
- Conduct timely, accurate, and open communication about financial decisions throughout the school year. This helps stakeholders better understand the variables and unique local conditions that affect your budget.
- Allocate resources based on the needs of the students in each building in order to provide quality educational programs to all students, while also complying with applicable terms of collective bargaining agreements (e.g., students with disabilities, English language learners).

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- Begin to communicate with the community that these reports are forthcoming. Potential avenues to share this information include Board of Education/Board of Trustees meetings, newsletters, and staff meetings and notices.

Figure 2. How Education Dollars Are Spent Statewide³



- School district, charter school, and BOCES officials are encouraged to collaborate with one another on best practices, both in the allocation of resources and in the creation of informational materials.

▪ For school districts that completed a *NYS School Funding Transparency Form* for the 2018-19 school year, review the submission and examine how such data will change between that point in time and the final actuals to be reported for the ESSA financial transparency requirement. As a reminder, while State law requires that the *NYS School Funding Transparency Form* is based on allocations at the start of the school year, federal law requires that the *ESSA Financial Transparency Report* is based on actual expenditures after the end of the school year. For school districts that did not complete a *NYS School Funding Transparency Form*, review the reports of peer school districts for a sense of what the data show.

- For charter schools, review all existing financial reporting and consider how this guidance and template may affect internal processes.

School districts will utilize the existing ST-3 reporting structure to assign expenditures to the school and district levels, as well as to program detail areas (e.g., special education, pupil services) for the purposes of their *ESSA Financial Transparency Report*. Expenditures for the 2018-19 school year will be reported in the ST-3 in September 2019 as part of the annual State Aid claims process. The *ESSA Financial Transparency Report* will subsequently follow with local education agencies submitting by March 2020, using this same school year data.

Guiding Principles

Based on conversations with stakeholders, NYSED developed a set of guiding principles that served as a foundation for the design of the report and definitions of its components. The guiding principles are shared here to provide additional context for local education agencies to consider when compiling their financial data and may help school officials make determinations in cases where existing guidance fails to anticipate particular contingencies. Additional questions can be directed to ESSAFinTrans@nysed.gov.

- All actual expenditures at both the district and school level must be accounted for on a per-pupil basis unless otherwise excluded.
- Expenditures by the school district that are truly a central function (i.e., one that is shared equally by all schools in the district), such as the salary and benefits of the school district superintendent, should be allocated equally among all schools within the district through the "central cost" category. School districts will submit one set of data for the central costs, and the per-pupil amount will be reported identically for all schools. For charter schools, all expenditures will be categorized at the "charter school" level.
- Expenditures that are incurred over multiple schools, such as a special education itinerant teacher, must be accounted for in a manner that closely matches the actual expenditures among each school. For example, if such teacher spends one day per week at School A and four days per week

³ Percentages represent aggregate total statewide spending in the 2016-17 school year; distribution of funds among individual school districts vary.

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at School B, that teacher's salary and benefits must be allocated proportionately, with 20% to School A and 80% to School B.

- The segregation of expenditures by fund source (i.e., federal, state, and local) must be allocated according to the actual use among schools. For example, if a district receives a federal grant for use in two of its three schools, it must allocate those expenditures among the two schools for which the grant is targeted, and not uniformly among all schools.
- Reports of per-pupil expenditures are intended to provide insight into policy decisions made by district and school leaders and align with the pupil counts being used for the calculation. Expenditures that are fixed and/or not determined or affected by policymaking, collective bargaining, and budget development processes, as well as those that are for students that are not included within the pupil counts will, in general, be considered for categorization as a central district cost or excluded altogether. For example, transportation costs are treated as an excluded expenditure because districts are limited in their ability to significantly adjust policies by geography and nonpublic student transportation requirements. In addition, nonpublic students are not counted in the per-pupil calculation, so their related expenditures must be excluded.
- Calculated total expenditures for the entire district must reconcile with the school district's ST-3 filing. Charter schools will follow a similar structure, though they are not required to submit ST-3 data.
- Certain expenditures, such as all tuition payments reported in the .471 and .472 ST-3 codes, as well as debt service, transportation, and food service, may be excluded from the per-pupil calculation.
- For charter schools, fiscal data reporting is by charter, not at the education corporation level for education corporations that operate more than one charter school; at the network level; or at the site level for charter schools that operate at multiple sites. Some costs may be incurred at a level other than the charter. These costs should be aggregated or disaggregated, depending on the situation following the guidance below.

ESSA Financial Transparency Report Structure

The final *ESSA Financial Transparency Report* will be publicly accessible on the NYSED website. The report is intended to have data for both the individual school selected by the user and the district in which that school is located. NYSED is considering functionality in the report template that would allow users to view multiple schools within a district at the same time. While the final design and organization of the report will be completed later in 2019, Table 3 on the following page is a simplified graphical representation of the report, followed by specific details for each section to be used in conjunction with the ST-3 details in the appendices.

DRAFT FOR DISCUSSION PURPOSES**Table 3. Draft Report View**

School District/Charter School Demographic Background (Table 4)
<ul style="list-style-type: none"> Demographics and characteristics of the school district or charter school.
School Name and Grades Served
<ul style="list-style-type: none"> School name and grade levels will be identified by NYSED but customized by school districts where possible.
School-level Student Demographics and Selected Staffing Characteristics (Tables 5 and 6)
<ul style="list-style-type: none"> Demographic background of the students enrolled in the individual school (for districts only). Selected staffing characteristics of the school or charter school (e.g., years of experience).
Total Per-Pupil Expenditures (Table 7)
<ul style="list-style-type: none"> Total expenditures of the school per-pupil, compared to the district, county, and Statewide per-pupil expenditures among similar grade levels.
Report View One (Table 8)
<ul style="list-style-type: none"> School expenditures and central district costs per-pupil for instruction, administration, and all other expenses.
Report View Two (Table 9)
<ul style="list-style-type: none"> Total expenditures of the school per-pupil, including central district costs, by local/state federal funding source.
Program Area Detail (Table 10)
<ul style="list-style-type: none"> School and central district costs of selected program areas, as already included in Report Views One and Two, and possibly reported in multiple program detail areas.
Total Expenditures and Exclusions (Table 11)
<ul style="list-style-type: none"> Total expenditures and exclusions by exclusion type.
Fringe Benefit Calculation
<ul style="list-style-type: none"> For LEAs utilizing the fringe benefit methodology (rather than reporting actuals), the calculation behind personnel costs and benefits.

School District / Charter School Demographic Background

This introductory section to the report is intended to provide the viewer with a simple-to-understand demographic profile of the entire school district or charter, including measures of student need and district/charter fiscal capacity. **This section is intended to be fully pre-populated by NYSED using data already submitted through other means and requirements.** The elements displayed may include, but are not limited to:

Table 4. Draft School District Demographic Characteristics

Data Element	Purpose
School District/Charter School Name and BEDS Code	The identifiers of the school district or charter school as reported in the Student Information Repository System (SIRS). Some district or charter school names may vary from the colloquially used name.
Total P-12 Public Enrollment	The total enrollment of the school district or charter school, from prekindergarten through grade 12, using the same enrollment

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Data Element	Purpose
	count as the denominator for the per-pupil expenditure calculation.
Needs/Resource Category (or similar measurement)	A standard metric comparing school districts based on student need and fiscal capacity. Charter schools do not have a Needs Resource Category designation.
Measure of Student Need	A metric such as the Pupil Needs Index, which is currently used in the Foundation Aid formula, that provides additional weighting for students with disabilities, English language learners, and students who are economically disadvantaged.
Measure of School District Fiscal Capacity (Not Applicable to Charter Schools)	A metric that conveys the ability of the school district to raise revenue locally relative to the statewide average, such as the Combined Wealth Ratio.

School Name and Grade Levels Served

The name of the individual school, with the grade levels served, as reported in SIRS. The grade level information will be important for viewers. Different types of costs are associated with elementary and secondary school levels, and it is important to understand those differences when comparing per-pupil expenditure data. **This section is intended to be fully pre-populated by NYSED using data already submitted through other means and requirements.**

School-level Student Demographics

The third section of the report will provide additional measures of student need at the school level. These measurements may vary from the district-level data and are intended to provide context about how the school-level per-pupil expenditure data compares with other schools within the same district. For example, schools with higher levels of student need may have higher levels of investment.

This section is intended to be fully pre-populated by NYSED using data already submitted through other means and requirements.

For each measurement in this section, the individual school will be compared to the district as a whole. The elements displayed may include, but are not limited to:

Table 5. Draft School-level Student Demographic Characteristics

Data Element	Purpose
Total P-12 Public Enrollment	The total enrollment of the district and/or* school, using the same enrollment count as the denominator for the per-pupil expenditure calculation.
Economically Disadvantaged Percent	Percent of students within the district and/or* individual school who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Students with Disabilities Percent	Percent of students within the district and/or* individual school with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with

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Data Element	Purpose
	<p>disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.</p> <p>This data is as reported to SIRS and will align with what is reported on the <i>NYS School Funding Transparency Form</i>, though it will come from a different point in time.</p>
English Language Learner Percent	<p>Percent of students within the school district and/or* individual school identified as English Language Learners (ELLs), who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.</p> <p>This data is as reported to SIRS and will align with what is reported on the <i>NYS School Funding Transparency Form</i>, though it will come from a different point in time.</p>

*The "or" in these cases is solely to be inclusive of charter schools and is not intended to imply that school districts do not need to report at the district and individual school level where indicated.

Selected Staffing Characteristics

This section will provide information about key staffing characteristics of the school district and/or* individual school. These characteristics contextualize the largest driver of school and district spending: personnel.

Table 6. Draft Staffing Characteristics Metrics

NOTE: In all cases, classroom teacher counts will include reading teachers and reading specialists, reading and literacy coaches, special education teachers, bilingual/ESL/ENL teachers, art teachers, music teachers, etc.

Data Element	Purpose
Measure of Class Size or Student/Teacher Ratio (TBD)	<p>A measure, such as average class size or student-to-teacher ratios, that conveys the extent to which staff counts and student enrollment may be driving reported expenditures.</p> <p>NYSED is soliciting feedback on the most appropriate measure to use in this space.</p>
Average Years of Teacher Experience	<p>The average number of years in total service (not just within the school district or individual school) of all classroom teachers. A higher level of experience may indicate higher salaries, depending on the levels and distribution of experience. This data will be complemented by the data elements below which explain the distribution of experience.</p>
Percent of Teachers with 0-3 Years of Experience	<p>The percentage of the total number of classroom teachers with 0-3 years of teaching experience at the start of the school year (excluding student teachers).</p> <p>Teachers with fewer years of experience tend to have lower salary and benefit costs than teachers with more years of experience.</p>

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Data Element	Purpose
Percent of Teachers with 3+ Years of Experience	<p>This data will align with what is reported on the <i>NYS School Funding Transparency Form</i>, though it may vary in point-in-time.</p> <p>The percentage of the total number of classroom teachers with more than three years of teaching experience as of the start of the school year (excluding student teachers).</p> <p>Teachers with more years of experience tend to have higher salary and benefit costs than teachers with fewer years of experience.</p> <p>This data will align with what is reported on the <i>NYS School Funding Transparency Form</i>.</p>

Total Per-pupil Expenditures

This section provides the aggregated per-pupil expenditures for the selected school. **All data will be aggregated by NYSED from school-level reports.**

Table 7. Draft Total Per-pupil Expenditures

Data Element	Purpose
Total Per-pupil Expenditures	The total expenditures, after exclusions, reported by the district for the individual school divided by the total P-12 public enrollment of the individual school.
Statewide Total Per-pupil Expenditures	Expenditures as reported for <u>all individual schools serving similar grade levels</u> in all school districts within the state, divided by the respective total P-12 public enrollment of the state.
County-wide Total Per-pupil Expenditures	<p>Expenditures as reported for <u>all individual schools serving similar grade levels</u> in all school districts within the county in which the reported individual school is located, divided by the respective total P-12 public enrollment of the schools in the county.</p> <p>Consideration is being given for appropriate comparisons for the Big 5 City School Districts.</p>
School District-wide Total Per-pupil Expenditures	Expenditures as reported for all schools within the school district in which the school is located, divided by the total P-12 public enrollment of the school district. For charter schools, expenditures per-pupil will be aggregated for the entire charter school.

Report View One: School and Central District Per-pupil Expenditures for Instruction, Administration, and All Other Expenditures

This section provides a broad overview of expenditures grouped according to instructional and administrative expenses. Each grouping will provide additional subgroup details on salaries, benefits, and other costs. Each grouping and subgrouping will be reported at the school and central district cost levels. All expenditures associated with each individual grouping and subgrouping will be reported as outlined in the appendices of this preliminary draft guidance. For charter schools, expenditures per-pupil will be aggregated for the entire charter school.

DRAFT FOR DISCUSSION PURPOSES**Table 8. Draft Per-pupil Expenditures by Instruction/Administration/All Other**

Grouping	Subgroupings
Instruction	School/Central District Classroom Salaries
	School/Central District Other Instructional Salaries
	School/Central District Instructional Benefits
	School/Central District Instructional All Other Non-personnel Costs
Administration	School/Central District Administrative Salaries
	School/Central District Administrative Benefits
	School/Central District Administrative All Other Non-personnel Costs
All Other	School/Central District All Other Salaries
	School/Central District All Other Benefits
	School/Central District All Other Non-personnel Costs

Report View Two: School and Central District Per-pupil Expenditures by Local/State/Federal Fund Source

This section provides a different perspective of the total reported expenditures in the instruction/administration/other construct above. Expenditures will be viewed as total expenditures funded by local and State resources combined, compared with total expenditures from federal funding resources. In addition, detail for certain federal grant programs will be specifically outlined. For charter schools, expenditures per-pupil will be aggregated for the entire charter school.

Table 9. Draft Per-pupil Expenditures by Local/State/Federal Fund Source

Grouping	Subgroupings
Local/State Funding Source	N/A
Federal Funding Source	Title I Part A
	Title II Part A
	Title III Part A
	Title IV Part A
	IDEA
	All Other Federal

School and Central District Cost-level Per-pupil Expenditures by Selected Program Areas

This section provides additional detail for specific program areas reported in the sections above. Unlike Report Views One and Two, these expenditures by program purpose may mix salaries, benefits, and other costs, as well as local/state funding and federal funding. Costs associated with one program detail area may also be reported in duplicate within another detail area, as appropriate (for example, a community schools program expenditure may also qualify as a pupil services expenditure). The intent of this section is to identify total school district and individual school spending on selected program areas. Each program detail area will be reported at both the school and district levels. For charter schools, expenditures per-pupil will be aggregated for the entire charter school.

DRAFT FOR DISCUSSION PURPOSES**Table 10. Draft Per-pupil Expenditures by Program Detail Areas**

Program Detail Area	Description
Special Education	All expenditures (including personnel and nonpersonnel) related to providing special education and related services to students under the Individuals with Disabilities in Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
ELL/MLL Services	All expenditures (including personnel and nonpersonnel) related to English language learners (ELLs)/Multilingual learners (MLLs).
Pupil Services	This category includes a wide variety of expenditure types, including instructional materials, health and guidance services, and athletics. Consult the ST-3 code listings in the appendices for more specific information.
Community Schools Programs	All expenditures (including personnel and non-personnel) related to the provision of a community schools program. Expenditures may be associated with the Community Schools Setaside within Foundation Aid, any separately awarded Community Schools Grants, or any other service or equipment that is locally defined as being a component of a community schools program.
BOCES Services	All non-exclusion expenditures related to Cooperative Service Agreements (Co-SERs) with Boards of Cooperative Education Services (BOCES) for the provision of services. For pupils attending BOCES on a full-time basis that are excluded from the pupil counts used in the per-pupil calculation, those BOCES expenditures must be excluded from this program area detail as well.
Prekindergarten	All expenditures for prekindergarten programs, excluding funds paid to Community-Based Organizations (CBOs) for administering programs and expenditures for preschool special education.

Total School District Expenditures and Exclusions by Type

This last section provides details about the total expenditures of the school district (not on a per-pupil basis), while also displaying the total amount of expenditures that are excluded for the per-pupil calculations. The excluded categories are listed below and addressed in greater detail in Appendices A and B. The excluded expenditures will align with the exclusions from the *NYS School Funding Transparency Form*. For charter schools, these exclusions should not include services provided at no cost from the district but should include services that are paid for and are not reimbursed by the district.

Table 11. Draft Exclusions from Per-pupil Expenditures

Exclusion	Description
Transportation	School districts are required to provide transportation services for nonpublic students. Since those students are not included in the enrollment count to be used for the per-pupil calculations, the associated expenses should be removed. School districts will not be expected to disaggregate transportation expenses according to public school students and nonpublic students served. Accordingly, all transportation services are excluded.
Charter School Tuition	School districts provide a per-pupil tuition payment to charter schools for the students who reside within the district and attend a charter school. Charter pupils will be accounted for in charter schools' financial

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Exclusion	Description
	transparency reports and will not be included within the public district enrollment. As a result, these tuition payments will be excluded as well.
Other Tuition	<p>Similar to payments made to charter schools, school districts pay tuition to certain other schools. Again, as the enrollment count will not be included within the school district's enrollment count, the associated expenditure will be excluded. Other tuition paid includes:</p> <ul style="list-style-type: none"> • Tuition to Other School Districts (excluding Special Act Districts) • SWD Early Intervention Program Tuition • SWD—Preschool Education (§4410) Tuition • SWD—Summer Education (§4408) Tuition • State-Supported Schools for the Blind & Deaf (§4201) Tuition • BOCES Instructional Programs (Full-time Only)
Debt Service	Debt service payments for bonds and other borrowing instruments that have been undertaken for capital projects and other purposes will be excluded.
Other	<p>Certain other expenditures and reported financial data, including the food service fund, the public library fund, and interfund transfers, will be excluded and reported as an "other" exclusion. Other exclusions include:</p> <ul style="list-style-type: none"> • Services Provided to Nonpublic Schools • Services Provided to Charter Schools • Payments to Community-Based Organizations for Prekindergarten

Report Submission Instructions**ESSA Financial Transparency Report Submission Process**

Note: NYSED is currently developing the process for submitting the necessary school and district level data required for the *ESSA Financial Transparency Report*. In the final guidance, this section will provide more detail about the logistical aspects of submission.

It is expected that local education agencies will report total expenditures for each of the required categories. NYSED will use the appropriate existing enrollment counts from SIRS to compute the per-pupil expenditures that will be displayed on the public reports. The submission template may mirror the following draft approach, with math functions calculated by NYSED:

Table 12. Draft Data Submission Template

Report View Categories	District-wide Entries/Calculations	Individual School Entries/Calculations
Report View One		
School-Level Spending		
A. Instruction	Sum of District (A1 + A2 + A3 + A4)	Sum of School (A1 + A2 + A3 + A4)
A1. Classroom Salaries	Auto-generated sum of all schools	[LEA will enter total expenditures]
A2. Other Instructional Salaries	Auto-generated sum of all schools	[LEA will enter total expenditures]
A3. Instructional Benefits	Auto-generated sum of all schools	[LEA will use fringe rate calculation on page 19]

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Report View Categories	District-wide Entries/Calculations	Individual School Entries/Calculations
A4. Professional Development	Auto-generated sum of all schools	[LEA will enter total expenditures]
B. Administration	Sum of District (B1 + B2 + B3)	Sum of School (B1 + B2 + B3)
B1. School Administrative Salaries	Auto-generated sum of all schools	[LEA will enter total expenditures]
B2. School Administrative Benefits	Auto-generated sum of all schools	[LEA will use fringe rate calculation on page 19]
B3. Other School Administrative Costs	Auto-generated sum of all schools	[LEA will enter total expenditures]
C. All Other Spending	Sum of District (C1 + C2 + C3)	Sum of School (C1 + C2 + C3)
C1. All Other Salaries	Auto-generated sum of all schools	[LEA will enter total expenditures]
C2. All Other Benefits	Auto-generated sum of all schools	[LEA will use fringe rate calculation on page 19]
C3. All Other Non-personnel Costs	Auto-generated sum of all schools	[LEA will enter total expenditures]
D. Total School Level	Sum of District (A + B + C)	Sum of School (A + B + C)
Central District-Level Spending		
E. Instruction	Sum of District (E1 + E2 + E3 + E4)	N/A
E1. Classroom Salaries	[LEA will enter total expenditures]	N/A
E2. Other Instructional Salaries	[LEA will enter total expenditures]	N/A
E3. Instructional Benefits	[LEA will use fringe rate calculation on page 19]	N/A
E4. Professional Development	[LEA will enter total expenditures]	N/A
F. Administration	Sum of District (F1 + F2 + F3)	N/A
F1. Central Administrative Salaries	[LEA will enter total expenditures]	N/A
F2. Central Administrative Benefits	[LEA will use fringe rate calculation on page 19]	N/A
F3. Other Central Administrative Costs	[LEA will enter total expenditures]	N/A
G. All Other Spending	Sum of District (G1 + G2 + G3)	N/A
G1. All Other Salaries	[LEA will enter total expenditures]	N/A
G2. All Other Benefits	[LEA will use fringe rate calculation on page 19]	N/A
G3. All Other Non-personnel Costs	[LEA will enter total expenditures]	N/A
H. Total Central-District Level	Sum of District (E + F + G)	N/A - All schools will be assigned the same district-wide per-pupil amount on the public report.
I. Total Spending	Sum of District (D + H)	Sum of School (D + H)
Report View Two		
J. Total Local/State Spending	Auto-generated sum of all schools	[Enter expenditures]
K. Total Federal Spending	Sum of District (K1 + K2 + K3 + K4 + K5 + K6)	Sum of School (K1 + K2 + K3 + K4 + K5 + K6)
K1. Federal Title I Part A	Auto-generated sum of all schools	[LEA will enter total expenditures]
K2. Federal Title II Part A	Auto-generated sum of all schools	[LEA will enter total expenditures]
K3. Federal Title III Part A	Auto-generated sum of all schools	[LEA will enter total expenditures]
K4. Federal Title IV Part A	Auto-generated sum of all schools	[LEA will enter total expenditures]

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Report View Categories	District-wide Entries/Calculations	Individual School Entries/Calculations
K5. IDEA	Auto-generated sum of all schools	[LEA will enter total expenditures]
K6. All Other Federal	Auto-generated sum of all schools	[LEA will enter total expenditures]
L. Total Spending	Sum of District (J + K) Must Match Row I	Sum of School (J + K) Must Match Row I
Program Detail Areas		
School-Level Spending		
M. Special Education	Auto-generated sum of all schools	[LEA will enter total expenditures]
N. ELL/MLL Services	Auto-generated sum of all schools	[LEA will enter total expenditures]
O. Pupil Services	Auto-generated sum of all schools	[LEA will enter total expenditures]
P. Community Schools Programs	Auto-generated sum of all schools	[LEA will enter total expenditures]
Q. BOCES Services	Auto-generated sum of all schools	[LEA will enter total expenditures]
R. Prekindergarten	Auto-generated sum of all schools	[LEA will enter total expenditures]
District-Level Spending		
S. Special Education	[LEA will enter total expenditures]	N/A
T. ELL/MLL Services	[LEA will enter total expenditures]	N/A
U. Pupil Services	[LEA will enter total expenditures]	N/A
V. Community Schools Programs	[LEA will enter total expenditures]	N/A
W. BOCES Services	[LEA will enter total expenditures]	N/A
X. Prekindergarten	[LEA will enter total expenditures]	N/A
Total District Expenditures and Exclusions		
Y. Total Expenditures	Sum of I + Z (For school districts, must match ST-3)	N/A
Z. Total Exclusions	Sum of District (Z1 + Z2 + Z3 + Z4 + Z5)	
Z1. Transportation	[LEA will enter total expenditures]	N/A
Z2. Charter School Tuition	[LEA will enter total expenditures]	N/A
Z3. Other Tuition	[LEA will enter total expenditures]	N/A
Z4. Debt Service	[LEA will enter total expenditures]	N/A
Z5. Other	[LEA will enter total expenditures]	N/A
Fringe Rate Calculator	N/A	N/A

School District and Charter School Data Preparation

As school districts and charter schools close out their school year finances, officials should begin preparing data for submission using the following instructions. (As a reminder, at this time these directions are preliminary and draft.)

School Levels Required for Reporting

Within each school district, each registered school—regardless of the physical location or configuration—will require a separate *ESSA Financial Transparency Report* submission. For school districts with only one registered school, the methodology provided in this guidance should still be used, to the greatest extent

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practicable, to disaggregate expenditures between a "central district level" and a "school level," even though there are not multiple schools for reporting purposes. NYSED will give special consideration to additional schools that are currently (or expected to be) reported on the *NYS School Funding Transparency Form* but that might not otherwise be designated as a registered school.

For charter schools, reporting will be at the charter school level and for each charter school. Charter schools should not aggregate financial reporting to the Education Corporation or network level. Charter schools will utilize their existing financial data reporting system for the collection of financial data to be submitted through the *ESSA Financial Transparency Report*. The following sections may not apply to charter schools. Charter schools should assign expenditures into the category that best fits the classifications enumerated in the NYSED ST-3 system as outlined in this document.

Data Point-in-Time

For the *ESSA Financial Transparency Report*, school districts should use the same expenditure data they will use for their school year ST-3 submissions to NYSED's State Aid Office. NYSED will develop a process for reviewing the *ESSA Financial Transparency Report* for when revisions are made to ST-3 data at a future date.

Expenditure Assignments

Using the ST-3 code listing in the appendices of this guidance, districts will assign reported expenditures by object and purpose in up to three category groups:

- 1) instructional/administrative/other,
- 2) local/state/federal fund source, and
- 3) program detail area, where appropriate.

Expenditures in excluded codes need only be assigned to the appropriate exclusion code.

Draft Example ST-3 Code Assignments

In the example below, assume that a school only has two ST-3 codes in which they report expenditures: Chief School Administrator Non-instructional Salaries and Instruction-Teacher Salaries 4-6, neither of which has any associated benefits. The table below summarizes each way that the expenditures are to be assigned for the purposes of this report.

Table 13. Draft Example ST-3 Code Assignments

ST-3 Code/Title	Report View One Type	Report View One Subgrouping	Report View Two	Program Detail Area	Total Amount
	(See Table 8)	(See Table 8)	(See Table 9)	(See Table 10)	
A1240.16 – Chief School Administrator Non-instructional Salaries	Central District Costs	Central Administrative Salaries	Local/State	N/A	\$1,000
A2110.12 – Instruction-Teacher Salaries 4-6	School Costs	Instructional Salaries	Local/State	Special Education ELL/MLL Services	\$1,000

Draft Example of Assigning Expenditures

In this example, there is one teacher who spends half of their time in general education, one quarter of their time in special education, and one quarter of their time in providing ELL/MLL services. For Report View One and Two categories, the full amounts for both the Administrator and Teacher would be reported in the appropriate slot (in this case, Central Administrative Salaries and Instructional Salaries, respectively). For Program Detail Area Categories, the expenditures for the teacher will be allocated based on the FTE for the particular service. In this case, 0.25 will be assigned to Special Education and 0.25 will be assigned to ELL/MLL Services.

DRAFT FOR DISCUSSION PURPOSES**Table 14. Draft Example of Assigning Expenditures**

Report View Categories	A1240.16	A2110.12
Central District or School	Central District	School
Local/State or Federal	Local/State	Local/State
Instructional Salaries	\$0	\$1,000
Instructional Benefits	\$0	\$0
Professional Development	\$0	\$0
School/Central Administrative Salaries	\$1,000	\$0
School/Central Administrative Benefits	\$0	\$0
Other School/Central Administrative Costs	\$0	\$0
All Other Salaries	\$0	\$0
All Other Benefits	\$0	\$0
All Other Costs	\$0	\$0
Special Education	\$0	\$250
ELL/MLL Services	\$0	\$250
Pupil Services	\$0	\$0
Community Schools Programs	\$0	\$0
BOCES Services	\$0	\$0
Prekindergarten	\$0	\$0

Instructional/Administrative/All Other Reporting Instructions**Salaries**

For salaries in the instructional, administrative, and other Report View One groupings, actual salaries at the district and school level should be used. Consult the appendices for specific ST-3 account codes associated with these items.

As demonstrated in the example above, when salaries for any of the categories, if certain teachers or employees provide services at multiple school sites, prorate the cost of their services across those sites based on the percentage of their FTE hours that they spent at each site.

Benefits

When calculating benefits for the Report View One groupings, school districts and charter schools will use a methodology similar to the benefits calculation in the *NYS School Funding Transparency Form*. This approach facilitates the allocation process by using one average rate (see calculation below) rather than multiple different rates based on benefit type and/or bargaining unit. The Fringe Rate Calculator is included in the draft report template and is described below.

First, calculate a "district average fringe rate for allocation of employee benefits" as follows:

1. Add together the total amounts of employee benefits paid during the year for all employees from the General Fund and the Special Aid Fund (i.e., accounts with object code .8).

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2. Then, subtract the total expenditures for Other Post-Employment Benefits (OPEB) from the sum from Step 1.
3. Next, add together the total salaries and wages to be paid in the school year for all employees from the General Fund and the Special Aid Fund (i.e., accounts with the object code .1).
4. Divide the net benefits calculated above (difference from Step 2) by the salaries above (sum in Step 3) to determine an average fringe rate for active employees.

Once salaries have been assigned to the appropriate Report View One Subgroupings, multiply the total salary in each subgrouping by the computed average fringe rate and use the product for reporting in the benefits subgroupings.

Likewise, the same methodology can be used for assigning fringe benefits to Program Detail Areas.

Note: Districts may elect to forgo the methodology and report actual benefits associated with the reported salaries for each category, if such data is available.

All Other Costs

For each Report View One grouping, the "all other non-personnel costs" field will incorporate all other expenditures not included in the salary and benefits subgroupings (and in the case of the instruction category, professional development). The expenditures to be included within this category, by ST-3 codes, are outlined in the appendices.

Local/State/Federal Fund Source Reporting Instructions

Federal Fund source expenditures are those that are reported in the Special Aid Fund for Part A of Titles I, II, III, and IV, as well as IDEA and any other federal funding source.

All other expenditures, including non-federal expenditures within the Special Aid Fund, are reported in the local/State funding source total, except for the expenditures reported in the exclusion categories.

Program Detail Area Reporting Instructions

As noted in the report structure section on page 14, the Program Detail Areas are intended to provide additional context for key program areas that are included in the instructional and administrative components of Report View One. These amounts are not additive to either Report View One or Two but rather are a different snapshot of the types of programmatic spending that is occurring within the school and district. For each of the Program Detail Areas, total expenditures for all objects from all sources will be reported, at both the central district and individual school levels.

It is possible that expenditures could fall across multiple categories; as such, there will not be a cumulative total within the report view.

For full explanations of the following Program Detail Areas, refer to the report structure section.

Special Education

All expenditures for Special Education, including instructional and noninstructional salary and benefits, from all revenue sources are to be included in this program detail area.

ELL/MLL Services

All such expenditures for ELL/MLL services, including instructional and noninstructional salary and benefits, from all revenue sources are to be included in this program detail area.

Pupil Services

This category includes a wide variety of expenditure types, including instructional materials, health and guidance services, and athletics. The ST-3 code listings in the appendices outline each of the specific spending areas that should be included in adding expenditures together for this program detail area.

Community Schools Programs

All such expenditures for community schools programs, including instructional and noninstructional salary and benefits, from all revenue sources, are to be included in this program detail area.

DRAFT FOR DISCUSSION PURPOSES**BOCES Services**

Expenditures for BOCES Services (which will be included in .49 object codes) must be disaggregated into three categories, two of which will be included within the BOCES Services Program Detail Area, one of which will be an exclusion:

1. BOCES services for part-time students (program area detail): the total value of expenditures for students participating in a part-time BOCES program but still attending a school within the district.
2. BOCES administrative services (program area detail): the total value of expenditures for BOCES administrative services, such as back-office business functions.
3. BOCES services for full-time instructional programs (exclusion): the total value of expenditures for students who attend BOCES full-time and are not attending a school within the district.

Data Fidelity with District-level ST-3 Reporting

When school districts prepare the *ESSA Financial Transparency Report*, total reported expenditures from the school and district levels combined with the total exclusions should be equal to the total reported expenditures on the ST-3. NYSED is exploring options to assist in the data verification process.

More specific information on this topic will be provided in the final guidance document.

Implementation Timeline and Deadlines

The table below highlights the current expected timeline for the submission and publication of the *ESSA Financial Transparency Reports*. This section will be further revised and updated at the completion of the Preliminary Draft Guidance Feedback Period.

Table 15. Draft Implementation Timeline and Deadlines

Date	Activity
May 30, 2019	Release Preliminary Draft Guidance
May 30-June 30, 2019	Preliminary Draft Guidance Feedback Period
July 17, 2019	Preliminary Draft Guidance Feedback Deadline
Summer 2019	Release Final Guidance
Fall 2019	Open data submission period for school districts and charter schools
March 1, 2020	Final <i>ESSA Financial Transparency Reports</i> due and published

State School Funding Transparency Form (Education Law §3614)

Beginning with the 2018-19 school year, Education Law §3614—which was passed by the Legislature and became law as Chapter 59 of the Laws of 2018—requires school districts to “annually submit to the commissioner [of the State Education Department] and the director of the budget ... a detailed statement of the total funding allocation for each school in the district for the upcoming school budget year” in a “form developed by the director of the budget, in consultation with the commissioner [of the State Education Department].”

Based on the ST-3 financial information that school districts already report to NYSED and is being used for the *ESSA Financial Transparency Reports*, the *New York State School Funding Transparency Form* captures school districts’ methodologies and/or rationales for school-level funding determinations, including

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funding from state, local, and federal sources. In addition, the form surveys school districts' projected centralized district costs, school-level student and staff information, school-level allocations for various programs, and—if applicable—school-level allocations under any locally implemented per-pupil funding formula.

For 2018, the form consisted of seven parts:

- **Part A—District-Level Information:** This part captures school district contact information, as well as data on the district's total budgeted spending and projected spending on certain centralized costs which cannot be allocated—or meaningfully allocated—at the individual school level. In addition, this part captures districts' projected spending on other centralized costs which will be included in districts' school level per-pupil calculations.
- **Part B—Basic School-Level Information:** This part captures basic school-level enrollment data, school-level student demographic data (i.e., students eligible for free or reduced-price lunch, English language learners, students with disabilities), and school-level staffing information, as well as data on the grades served by each school.
- **Part C—Basic School-Level Allocations:** This part captures districts' school level allocations by object and purpose. Items to be reported as school-level allocations by object include personal service for classroom teachers and other school staff, employee benefits, and other contractual services. Categories to be reported as school-level allocations by purpose include general K-12 education and prekindergarten education, special education and preschool special education, and instructional support items. Part C also asks districts to report each school's allocation by funding source (State/local funding vs. federal funding) and calculates school-level per-pupil allocations.
- **Part D—Prekindergarten and Community Schools Programming:** This part captures prekindergarten, community schools, and student- and family-based programming data at the school level. This includes prekindergarten student enrollment and school-level allocations by purpose for community schools and student- and family-based services (e.g., community schools coordinators, health services, academic services, extended day programming).
- **Part E—Locally Implemented Funding Formula:** If a school district uses a locally implemented formula (e.g., New York City's Fair Student Funding formula) to determine a sizable portion of the funding allocated to its individual schools, this part requires the district to report each school level formula amount, and—if applicable—the amount of funding the formula would provide each school when the formula is fully funded.
- **Part F—Narrative Description:** This narrative part asks school districts to explain their process/methodology/rationale for school-level funding determinations. In addition, this part gives school districts the opportunity to explain any factors that may cause the reported school-level data to appear anomalous.
- **Part G—Certification of Authority and Accuracy:** This part requires the school district's superintendent (or chancellor in the case of New York City) to certify the accuracy and completeness of the district's New York State School Funding Transparency Form submission.

If districts' submissions are inaccurate or incomplete, or not in the format required by the Division of the Budget and State Education Department, the district's annual State Aid increase will be temporarily withheld until the district has submitted the form in compliance with Education Law §3614.

For 2018, the 76 school districts (a) with four or more schools as reported in NYSED's 2016-17 School Report Card database which receive more than 50 percent of their total revenue from State Aid as reported in NYSED's 2015-16 Fiscal Profiles Masterfile or (b) located in a city with a population of more than one million were required to complete and submit the *New York State School Funding Transparency Form* to the Division of the Budget and State Education Department.

For 2019, the 306 school districts with four or more schools as reported in NYSED's 2016-17 School Report Card database will be required to complete and submit the *New York State School Funding Transparency Form* to the Division of the Budget and State Education Department.

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Beginning in 2020, all 673 school districts receiving Foundation Aid will be required to submit the *New York State School Funding Transparency Form* annually to the Division of the Budget and State Education Department.

The *ESSA Financial Transparency Report* and guidance has been developed to ensure maximum comparability between the two reports, recognizing that they are capturing data at different points in time—the *New York State School Funding Transparency Form* is based on estimates at the time of school budget adoption and the *ESSA Financial Transparency Report* is based on final actual expenditures after the end of the school year.

For more information on the New York School Funding Transparency Form and Education Law §3614, please consult the New York School Funding Transparency homepage at <https://www.budget.ny.gov/schoolFunding/index.html>. Additional information about the 2019 *New York State School Funding Transparency Form* reporting cycle will be available in July 2019.

Underfunded High-Need Schools Report

The 2019-20 Enacted Budget provided an additional requirement for school districts that submitted a *New York State School Funding Transparency Form* in the prior year. Beginning in 2019, such districts with “underfunded high-need schools” as identified by the Division of the Budget based on a methodology prescribed in statute will be required to (a) prioritize identified schools for funding in the upcoming school year, and (b) submit a report to the Commissioner of Education on how the district effectuated an appropriate level of funding for the schools. More information on this reporting requirement will be forthcoming in a future update to this guidance.

DRAFT FOR DISCUSSION PURPOSES**Appendix A: ESSA Financial Transparency Requirements by ST-3 Code**

Account Number	Description	Report View One (School or Central)	Report View Two Category	Program Detail Area Category	Allocation Methodology Notes
ST-3 - Schedule A3 - General Fund Revenues: N/A - Financial Transparency Report is for Expenditures, Not Revenues					
ST-3 - Schedule A4a - General Fund Expenditures					
A1010.16	General Support - Board of Education; Noninstructional Salaries	Central	F1 - Central Administrative Salaries	N/A	
A1010.2	General Support - Board of Education; Equipment	Central	G3 - All Other Non-personnel Costs	N/A	
A1010.4	General Support - Board of Education; Contractual and Other	Central	G3 - All Other Non-personnel Costs	N/A	
A1010.45	General Support - Board of Education; Materials and Supplies	Central	G3 - All Other Non-personnel Costs	N/A	
A1010.49	General Support - Board of Education; BOCES Services	Central	G3 - All Other Non-personnel Costs	Central - BOCES Services	Use BOCES Methodology (See Page 21)
A1040.0	General Support - Board of Education; Noninstructional Salaries	Central	F1 - Central Administrative Salaries	N/A	
A1040.16	General Support - Board of Education; Equipment	Central	G3 - All Other Non-personnel Costs	N/A	
A1040.2	General Support - Board of Education; Contractual and Other	Central	G3 - All Other Non-personnel Costs	N/A	
A1040.45	General Support - Board of Education; Materials and Supplies	Central	G3 - All Other Non-personnel Costs	N/A	
A1060.0	General Support - Board of Education; Total District Clerks	Central	Multiple (See above)	N/A	
A1060.16	General Support - Board of Education; Noninstructional Salaries	Central	F1 - Central Administrative Salaries	N/A	
A1060.2	General Support - Board of Education; Equipment	Central	G3 - All Other Non-personnel Costs	N/A	
A1060.4	General Support - Board of Education; Contractual and Other	Central	G3 - All Other Non-personnel Costs	N/A	
A1060.45	General Support - Board of Education; Materials and Supplies	Central	G3 - All Other Non-personnel Costs	N/A	
A1080.0	General Support - Board of Education; Total District Meeting	Central	Multiple (See above)	N/A	
A1089.0	General Support - Board of Education; Total Board of Education	Central	Multiple (See above)	Multiple (See above)	
A1240.15	General Support - Central Administration; Instructional Salaries	Central	E2 - Other Instructional Salaries	Central - Special Education or Central - ELL Services or Central -	Assign Instructional Salaries, and central cost detail category, based on the percentage of the FTE associated with those non-administrative duties; remainder assigned to Central Administrative Salaries

4.5

**RHINEBECK CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION**

**SCHEDULE OF MEETINGS
FOR THE 2019-2020 SCHOOL YEAR
*DRAFT***

Regular Meetings of the Board of Education are held on the 2nd and 4th Tuesdays of every month in the Rhinebeck High School/Middle School Library at 7:00 p.m. Special Meetings or a change in the schedule will be called upon the request of the President of the Board of Education and will be posted.

2019

	February 11, 2020
July 2, 2019	
<i>Organization Meeting</i>	February 25, 2020
July 25, 2019 (Thursday)	March 10, 2020
<i>District Goals Work Session</i>	
	March 14, 2020
July 30, 2019	<i>Budget Workshop (tentative)</i>
August 13, 2019	March 24, 2020
September 10, 2019	April 14, 2020
	<i>Public Hearing & Adoption of the Budget</i>
September 24, 2019	<i>(tentative)</i>
October 8, 2019	April 28, 2020
	<i>BOCES Vote</i>
October 22, 2019	
	May 12, 2020
November 12, 2019	<i>Budget Hearing</i>
November 26, 2019	May 19, 2020
	<i>Annual Meeting – Budget Vote</i>
December 10, 2019	
	May 26, 2020
2020	
January 14, 2020	June 9, 2020
January 28, 2020	June 23, 2020

