



*EACH AND EVERY CHILD PREPARED
FOR A WORLD YET TO BE IMAGINED*

**Reynolds School District
Board of Education Special**

September 18, 2020

6:00 PM

Virtual Meeting

- I. 6:00p - Check-in
- II. 6:15p - Academic Calendar Process 2

To: Board of Directors

From: Dr. Danna Diaz, Superintendent

Prepared by: Dr. Nicole MacTavish, Chief Academic Officer

Subject: Additional Direction for School Calendar Development

Policy: [School Year/School Calendar – IC/ICA](#)

Date: September 18, 2020

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

When the Board approved the 2020-21 Academic Calendars in March 2020, staff encouraged the Board to determine if additional direction should be included for future calendar development.

Previous Board Action:

The Board previously approved the 2020-21 Academic Calendars at the March 18, 2020 Board business meeting.

Background:

Each year a team of teachers and administrators comes together to make school calendar recommendations to the Board of Directors. Some of this process is described in contract language in the Reynolds Education Association contract. The contract requires that there be a calendar committee that includes at least three members appointed by the Association. The contract also requires a two part process. The first part is to bring the dates for the first and last employee days, and the dates for winter and spring break to the Board of Directors in February. The second part is for the calendar committee to complete the proposed school calendar(s), including instructional, grading, inservice and conference days, allowing for REA review, and bringing the finalized calendar recommendation(s) to the Board.

Staff also encouraged the Board to determine if additional direction should be included for future calendar development. Areas for discussion might include:

- composition of the committee

- timelines of the committee
- required stakeholder feedback (parents, students, or additional employee workgroups, for example)
- the number of calendars proposed
- some groups or gradebands of students being in school when others are not
- start days (as in school never starts, or always starts, by a certain date)
- end days (as in school always ends, or never ends, before a certain date)
- inclusion of 'make up days' (in the event of inclement weather)
- number of non-student or non-teaching days during 'Thanksgiving week'
- alignment with particular surrounding districts
- number of days for winter or spring breaks
- placement of teacher workdays (for example, the first day after winter break)

Financial Implications:

Financial implications are dependent on decisions made regarding the calendars beyond the traditional costs of school staffing. For example, if additional days were added to the calendar, this would translate into additional salary and benefit costs.

Alternatives:

The Board could decide to maintain current practice, or could decline to create additional guidelines for calendar development.

Staff Recommendation:

Staff recommends the Board discuss additional guidelines for calendar development and determine if any should be added. If the board determines additional guidelines are warranted, staff recommends the Board clarify the additions and that the Board direct the superintendent to incorporate the additional guidance into future calendar development.

Educational Effectiveness Survey™



Custom Questions

Staff-Student-Parent

Reynolds School District

May 2020

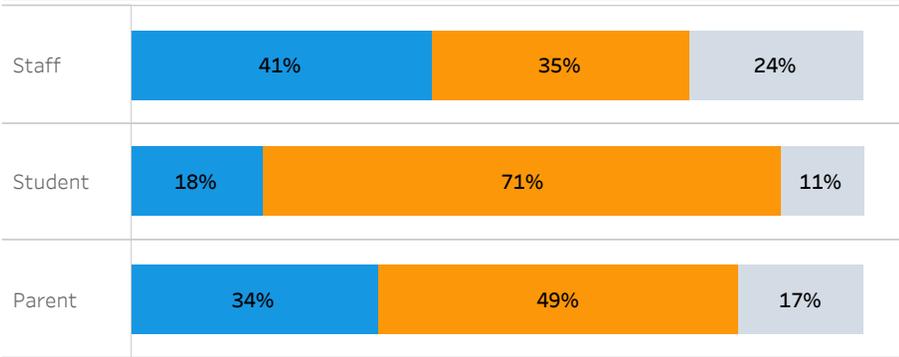
Staff
N=796

Student
N=3100

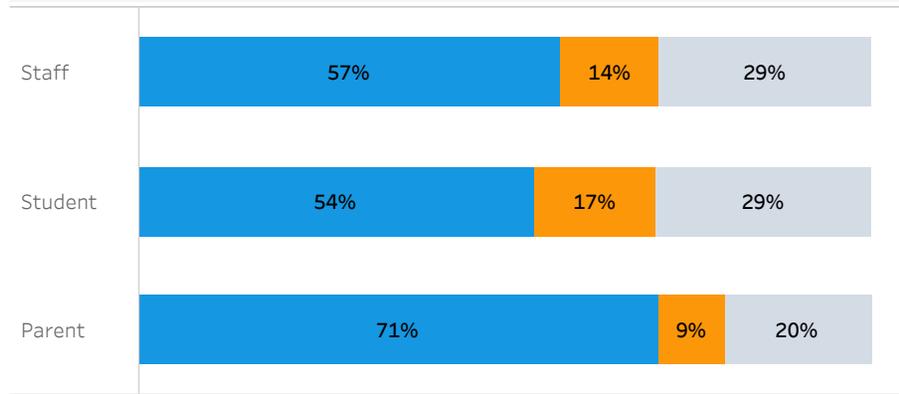
Parent
N=1592



Staff: Would you support school uniforms?
Student: Do you like the idea of wearing a school uniform?
Parent: Do you want your student to wear a school uniform?

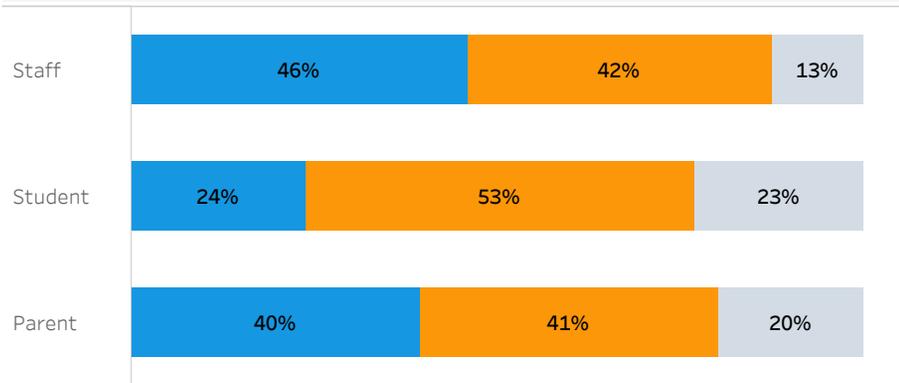


Do you believe Reynolds SD should have a common calendar for all of the schools in the district?

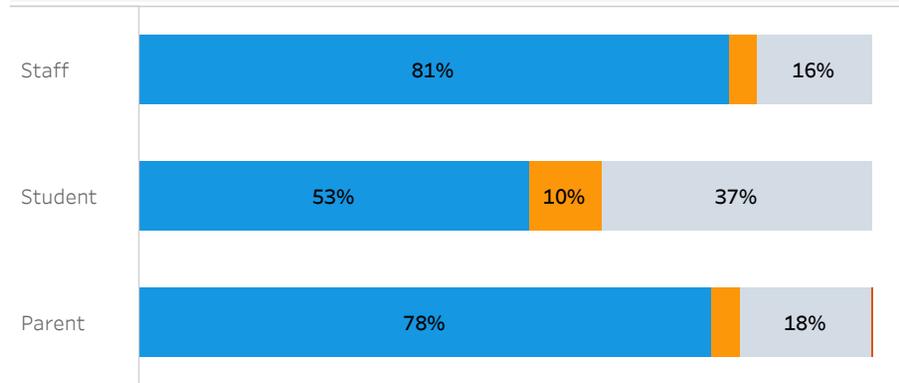


■ Yes ■ No ■ No Opinion

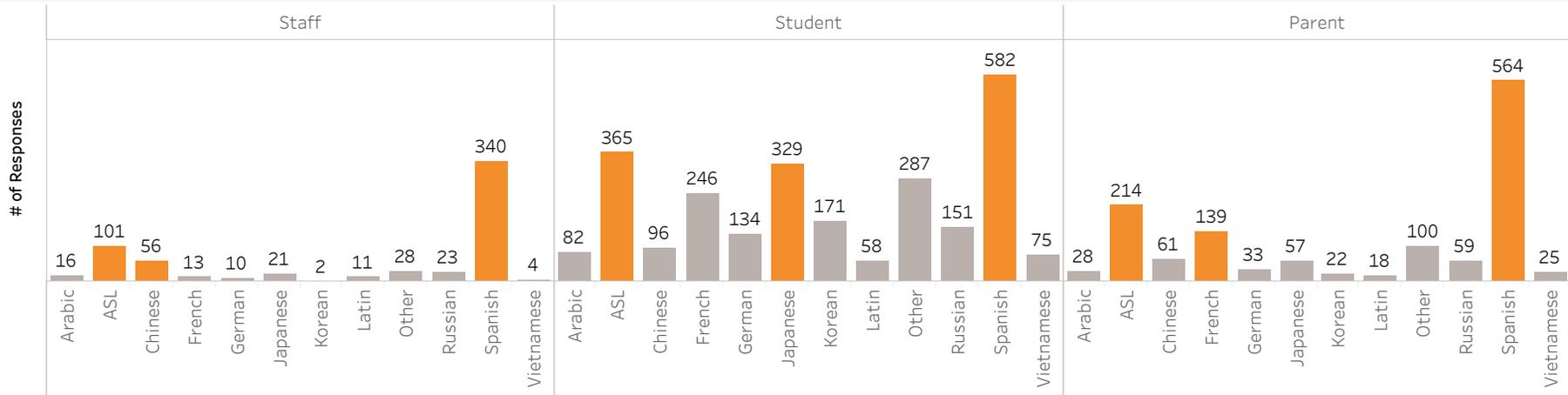
I am in favor of a year-round calendar with the same number of school days but with a shorter summer and additional breaks during the year.



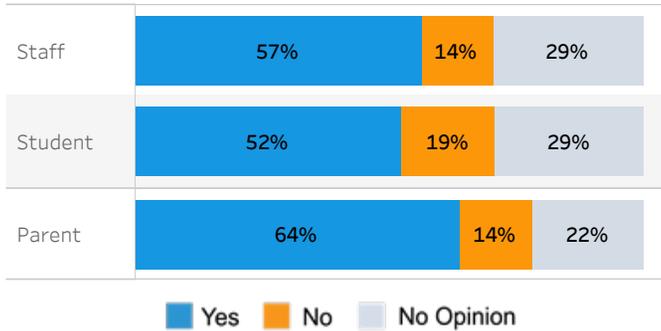
I feel adding staffing and programs beyond the state funding are important for our students.



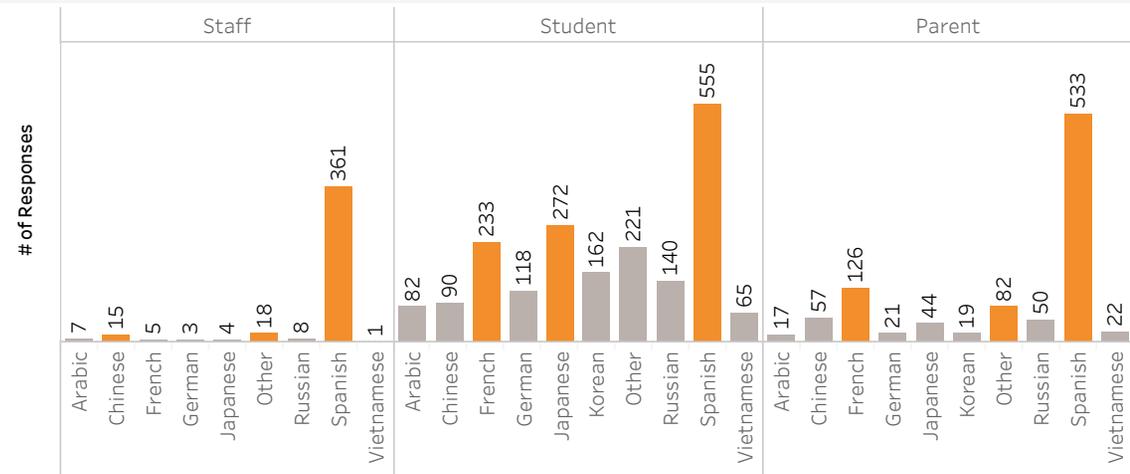
The district should expand World Language options in the middle school and high school. If offered, what foreign language would you like to study (or like your students to study)? Choose one.



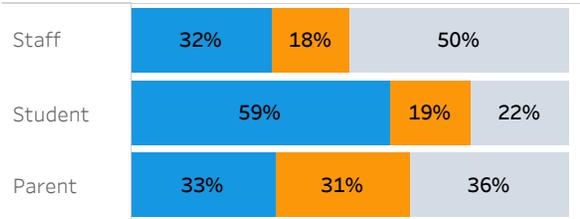
Please indicate if you would be interested in a dual language immersion program.



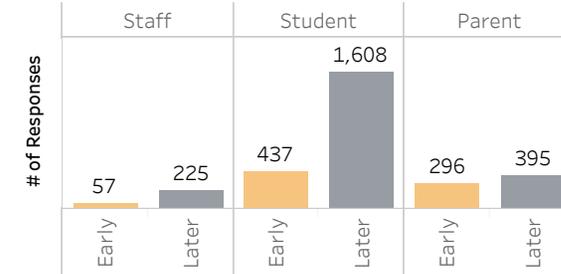
If yes, what language would you choose (or choose for your students)? Choose one.



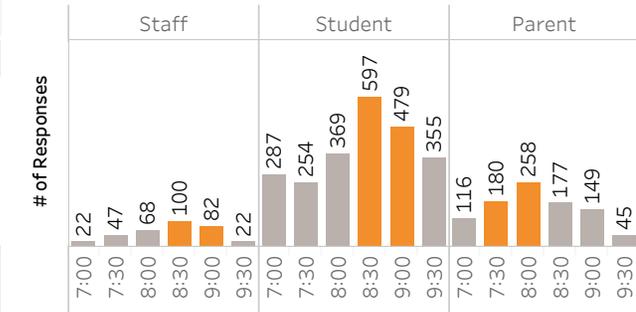
Do you believe Reynolds SD should consider changing high school start times?



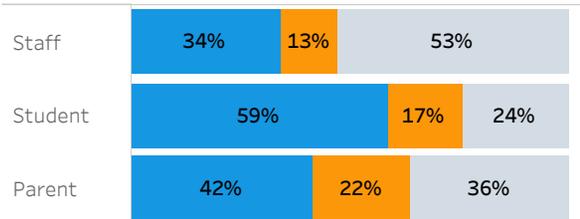
If yes, would you prefer that the district make high school start times earlier or later?



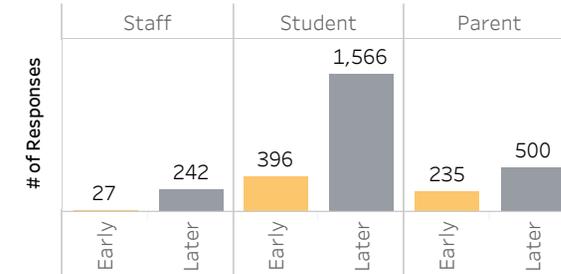
Preferred High School Start Times



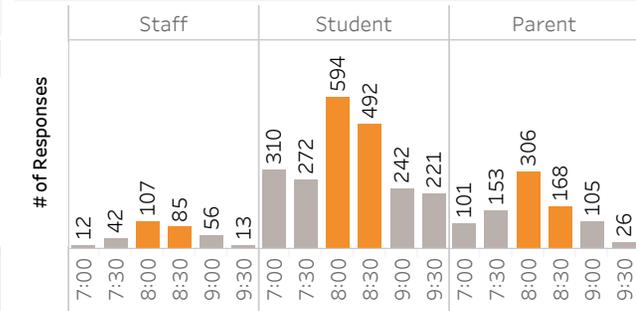
Do you believe Reynolds SD should consider changing middle school start times?



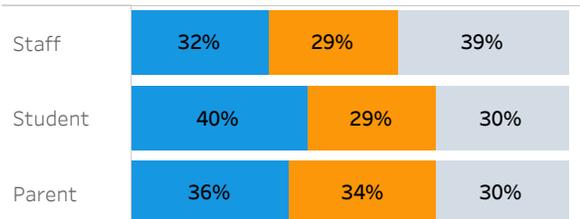
If yes, would you prefer that the district make middle school start times earlier or later?



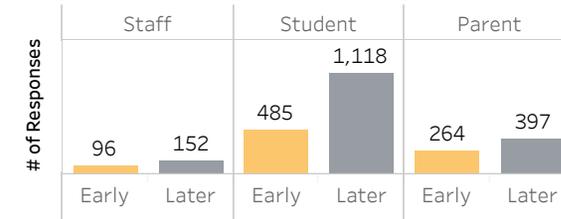
Preferred Middle School Start Times



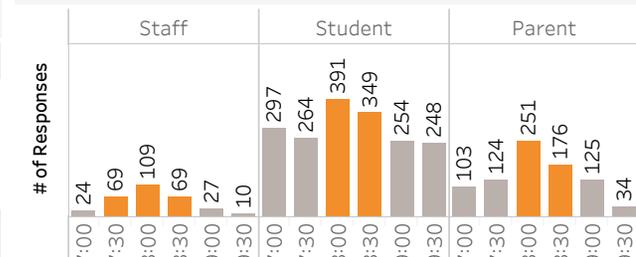
Do you believe Reynolds SD should consider changing elementary school start times?



If yes, would you prefer that the district make elementary school start times earlier or later?



Preferred Elementary Start Times



Yes No No Opinion

Mission:

Current Adopted Mission:

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Draft from fall of 2019:

We educate all students to graduate with the skills and confidence to thrive.

Draft from August 2020 Retreat:

1. We embrace diversity, equity, and inclusion. We educate all students to graduate with the skills and confidence to succeed.
2. We embrace diversity, equity, and inclusion. We education all students to graduate with the skills and confidence to thrive.

Vision:

Current Adopted Vision:

Each and every child prepared for a world yet to be imagined.

Draft from August 2020 Retreat:

1. Each and every student equitably prepared for their lives.
2. Each and every student prepared for their lives with equity.
3. Each and every student equitably prepared for their future.

Core Beliefs / Commitments: Adopted in Fall of 2019

- **Core Belief/Commitment #1:** We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community. (Safety)
- **Core Belief/Commitment #2:** We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. (Equity)
- **Core Belief/Commitment #3:** We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders. (Instructional Practices)
- **Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture. (Organizational Culture)

Pillars to Replace Values: Safety, Equity, Instructional Practices, and Organizational Culture

Goals:

Current Goals:

Student Achievement
Equity
Fiscal Responsibility
Communication

Strategic Plan Goal Topics:

Underserved Students
Student and Staff Wellness
Professional Development
Culturally Responsive Curriculum

Goal Topic #1: UNDERSERVED STUDENTS

We will remove barriers and hold high academic expectations and honor all voices in order to give voice to our underserved populations

Goal:

Please choose one or more pillars this goal is aligned to: Equity Safety Instructional Practices Organizational Culture

Metrics:

Metrics:

Metrics:

Action Steps	Due Date	Leader	Evidence
1.			
2.			
3.			
4.			
5.			

*Recommended Action Steps by the Steering Committee:

- Give Voice
- Remove Barriers
- Communication
- Listen
- Future Pathways
- High Academic Rigor

Goal Topic #2: CULTURALLY RESPONSIVE CURRICULUM

We will interrupt bias and microaggression in curriculum and instructional practice.

Goal:

Please choose one or more pillars this goal is aligned to: Equity Safety Instructional Practices Organizational Culture

Metrics:
Metrics:
Metrics:

Action Steps	Due Date	Leader	Evidence
1.			
2.			
3.			
4.			
5.			

*Recommended Action Steps by the Steering Committee:

- Mental Health
- Supportive environment
- Respect
- Relationships

Goal Topic #3: STUDENT AND STAFF WELLNESS

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Goal:

Please choose one or more pillars this goal is aligned to: Equity Safety Instructional Practices Organizational Culture

Metrics:
Metrics:
Metrics:

	Action Steps	Due Date	Leader	Evidence
1.				
2.				
3.				
4.				
5.				

*Recommended Action Steps by the Steering Committee:

- Resources
 - Time
 - Money
 - Limited/No subs
 - Coaching
- Structures and Systems
 - Plc's
 - Coaching
 - Quality control
 - Conferences/Book Study
 - Data Review – adult and student data
- Focused Professional Development
 - Identified by District Team
 - PD Map by position
 - Differentiation based on skill and all positions receive PD

Goal Topic #4: PROFESSIONAL DEVELOPMENT

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

Goal:

Please choose one or more pillars this goal is aligned to: Equity Safety Instructional Practices Organizational Culture

Metrics:
Metrics:
Metrics:

	Action Steps	Due Date	Leader	Evidence
1.				
2.				
3.				
4.				
5.				

*Recommended Action Steps by the Steering Committee:

Shared decision making with all stakeholders

Honor student ways of being and showing knowledge (ie movement, discover) Eliminate control/compliance as proof of learning

Curate current curriculum and instruction (adding and weeding) aimed at eliminating lens of assimilation and oppression

**Reynolds School District
Strategic Plan Steering Committee
March 12, 2020**

Goal Area: Underserved Students (Angela Freeman)

Description: We will remove barriers and hold high academic expectations and honor all voices in order to give voice to our underserved populations

Action Steps:

Give Voice
Remove Barriers
Communication
Listen
Future Pathways
High Academic Rigor

Goal Area: Student and Staff Wellness (Christopher Ortiz and Stephanie Field)

Description: Reynolds School District promotes a healthy, learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement the need to adopt long-term, healthy behaviors.

Action Steps:

Mental Health
Supportive environment
Respect
Relationships

Goal Area: Professional Development (Christina Weinard/Robert Neu)

Description: Offering continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

Action Steps:

Resources
 Time
 Money
 Limited/No subs
 Coaching
Structures and Systems

Plc's
Coaching
Quality control
Conferences/Book Study
Data Review – adult and student data
Focused Professional Development
Identified by District Team
PD Map by position
Differentiation based on skill and all positions receive PD

Goal Area: Culturally Responsive Teaching (Nicole MacTavish)

Description: Interruption of bias and microaggression in curriculum and instructional practice.

Action Steps:

Shared decision making with all stakeholders
Honor student ways of being and showing knowledge (ie movement, discover) Eliminate control/compliance as proof of learning
Curate current curriculum and instruction (adding and weeding) aimed at eliminating lens of assimilation and oppression



Revised Timeline: Strategic Plan

Date	Action Steps
June 9, 2020	<ul style="list-style-type: none"> • Strategic Plan Timeline Revision 1
June 10, 2020	<ul style="list-style-type: none"> • Revised Timeline Presented to Board
June 17, 2020	<ul style="list-style-type: none"> • Training for Cabinet on Goal Team Definitions, Descriptions, and Action Steps
July 27, 2020	<ul style="list-style-type: none"> • Strategic Plan Timeline Revision 2
August 5, 2020	<ul style="list-style-type: none"> • Revised Timeline Shared with Board Leadership
August 12, 2020	<ul style="list-style-type: none"> • Revised Timeline Presented to Board at Work Session
September 2020	<ul style="list-style-type: none"> • Review Board Goals and Strategic Plan Goal Topics with the Board
October 1 – 31, 2020	<ul style="list-style-type: none"> • Organization of Goal Teams <ul style="list-style-type: none"> ○ Assign Owner and Co-Owner • Meet with Teams <ul style="list-style-type: none"> ○ Revised Titles / Descriptions ○ Action Steps, Owners, and Due Dates ○ Evidence ○ Metrics
November 17, 2020	<ul style="list-style-type: none"> • Goal Topic Owners will present to Cabinet
December 3, 2020	<ul style="list-style-type: none"> • Posted to RTT for review and feedback • Final Steering Committee Meeting • Community Forum
December 3 – 18, 2020	<ul style="list-style-type: none"> • Gather Online Feedback
January 4 – 8, 2021	<ul style="list-style-type: none"> • Goal Teams will revise Plans based on Feedback
January 8, 2021	<ul style="list-style-type: none"> • Submit Final Plans to Kaylie for Boardbook
January 13, 2021	<ul style="list-style-type: none"> • First Reading Presented at Board Work Session
February 10, 2021	<ul style="list-style-type: none"> • Second Reading of Strategic Plan at Board Work Session
February 24, 2021	<ul style="list-style-type: none"> • Final Version Board Approval at Business Meeting
March 1, 2021	<ul style="list-style-type: none"> • Final Draft Presented to Community <ul style="list-style-type: none"> ○ Video ○ Website

Strategic Plan Goal Topic Teams

	Underserved Students	Student and Staff Wellness	Professional Development	Culturally Responsive Teaching
Cabinet Owner	Lead: Dr. Angela Freeman	Lead: Dr. Christopher Ortiz	Lead: Christina Weinard and Rob Neu	Lead: Dr. Nicole MacTavish
Co-Owner:	Lisa McDonald	Tanya Pruet	Deb Nicolai	Ashley Furlong
Licensed (REA Chose):				
Licensed (Admin Choice)				
OSEA Rep:				
Building Administrator:	Marie Marianello	Mykle Rojas	Ed Krankowski	Mike Anderson
Dept Administrators:	Matt Bennett	Jill Hunter	Teri Pitts	Karen Justice
	Rehana Nelson	Dee Archie		Chris Greenhalgh
	Gerardo Ibarra Elola			

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #1: We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.			
"Why?" Defined: Students at the intersection of race and poverty are at a greater risk of incarceration. We will disrupt and eliminate the cradle-to-prison pipeline for students who have been historically underserved and marginalized.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
1. The Superintendent will collaborate with the Assistant Superintendent of Student & Family Services and District Operations to adopt social-emotional learning curricula for K-12.	The Assistant Superintendent of Student & Family Services and District Operations will convene a committee to research and recommend the adoption of social-emotional learning curricula for Grades K-12. The committee will make recommendations to the Superintendent in the spring of 2021 for adoption in the 2021-2022 school year.	<ul style="list-style-type: none"> By October 2020, the committee will form and begin meeting. By April 2021, the committee will make recommendations to the Superintendent. By May 2021, the Superintendent will bring recommendations to the Board for approval. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
2. The Superintendent will collaborate with the Assistant Superintendent of Student & Family Services and District Operations to develop a five-year plan to prioritize and schedule deferred maintenance.	The Assistant Superintendent of Student & Family Services and District Operations will collaborate with building administrators, BRIC, and the Facilities Committee to use the Master Facilities Report, when completed, to prioritize ongoing maintenance needs.	<ul style="list-style-type: none"> By November 2020, the committee will begin meeting to develop a five-year plan to prioritize and schedule deferred maintenance needs. By April 2021, the committee will share the schedule and budget to the Superintendent in time for inclusion in the 2021-2022 budget planning process. By May 2021, the Superintendent will bring the schedule to the Board for review. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
3. The Superintendent will collaborate with the Assistant Superintendent of Student & Family Services and District Operations to develop a five-year plan addressing attendance and chronic absenteeism.	The Assistant Superintendent of Student & Family Services and District Operations will work cross-departmentally to create an implementation plan, a professional development plan, and a budget to ensure progress toward improving student attendance.	<ul style="list-style-type: none"> By November 2020, the committee will begin meeting to develop a five-year plan to address attendance and chronic absenteeism. By April 2021, the committee will share the schedule and budget to the Superintendent in time for inclusion in the 2021-2022 budget planning process. By May 2021, the Superintendent will bring the plan to the Board for review. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #1: We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.			
"Why?" Defined: Students at the intersection of race and poverty are at a greater risk of incarceration. We will disrupt and eliminate the cradle-to-prison pipeline for students who have been historically underserved and marginalized.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
4. The Superintendent will collaborate with the Assistant Superintendent of Human Capital Management to redesign the process for employee relations.	The Assistant Superintendent of Human Capital Management will provide District administration with investigations training to minimize litigious action. This will include a standard, clearly articulated, and researched based progressive discipline model. HCM will develop a database of disciplinary actions to ensure consistency throughout the organization.	<ul style="list-style-type: none"> By October 2020, HCM will convene a committee comprised of bargaining unit leadership from all groups to review, revise, and standardize progressive discipline. By June 30, 2021, administrative staff will be trained in investigations and applicable discipline. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
5. The Superintendent will collaborate with the Assistant Superintendent of Student & Family Services and District Operations and the Director of Financial Services to plan for future bonds.	The Assistant Superintendent of Student & Family Services and District Operations and the Director of Financial Services will gather data and create a timeline for a future bond project.	<ul style="list-style-type: none"> By May 2021, the Superintendent will bring the plan to the Board for review and direction. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
6. The Superintendent will collaborate with the Director of Financial Services to research a Local Levy option for the District.	The Director of Financial Services will gather data and create a timeline to present to the Board.	<ul style="list-style-type: none"> By May 2021, the Superintendent will bring the plan to the Board for review and direction. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.			
"Why?" Defined: In order to thrive, students deserve high quality and culturally relevant instruction. Students deserve to see themselves in their teachers and in their classrooms.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
1. The Superintendent will perform a comprehensive policy and administrative regulation review using an equity lens and will work with Cabinet Members to ensure all administrative regulations are aligned with Board policy.	The Superintendent will create a Policy Review Committee, including members from Community Partners and a Board representative. The Superintendent’s Office will create a database of all policies.	<ul style="list-style-type: none"> By October 2020, the Board will receive a completed database of all policies By January 2021, the Board will receive the first batch of revised policies for review. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
2. The Superintendent will collaborate with the Chief Academic Officer to add culturally responsive texts to our K-5 ELA curriculum.	The Chief Academic Officer will convene a committee to research and recommend the adoption of culturally responsive texts into our K-5 ELA curriculum. The committee will make recommendations to the Superintendent in the spring of 2021 for adoption in the 2021-2022 school year.	<ul style="list-style-type: none"> By October 2020, the committee will form and begin meeting. By April 2021, the committee will make recommendations to the Superintendent. By May 2021, the Superintendent will bring recommendations to the Board for direction. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
3. The Superintendent will collaborate with the Chief Academic Officer and Assistant Superintendent of Student & Family Services and District Operations to develop a locally designed and state-aligned framework for the implementation of a Multi-Tiered System of Student Support.	The Chief Academic Officer and the Assistant Superintendent of Student & Family Services and District Operations convened a committee of will convene a committee of central office and site-based administrators to begin developing the framework. Input will be sought from teachers and support providers on the draft framework.	<ul style="list-style-type: none"> By September 2020, building administrators will join the committee of central office administrators that began in March 2020. By January 2021, teachers and support providers will join the committee. By May 2021, the Superintendent will share the finalized MTSS Framework to the Board for review. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
4. The Superintendent will collaborate with the Assistant Superintendent of Student & Family Services and District Operations to create a 5-year plan for implementation of the district-developed MTSS Framework.	The Chief Academic Officer and the Assistant Superintendent of Student & Family Services and District Operations will work cross-departmentally to create an implementation plan, a professional development plan, and a budget to ensure progress toward implementation of the MTSS Framework.	<ul style="list-style-type: none"> The Chief Academic Officer and the Assistant Superintendent of District Operations and Student and Family Services will present the MTSS Framework implementation plan and budget to the Superintendent in time for inclusion in the 2021-2022 budget planning process. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.			
"Why?" Defined: In order to thrive, students deserve high quality and culturally relevant instruction. Students deserve to see themselves in their teachers and in their classrooms.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
5. The Superintendent will collaborate with the Assistant Superintendent of Student & Family Services and District Operations to create a master plan for English Language Learners and Multilingual Education.	The Assistant Superintendent of Student & Family Services and District Operations will work cross-departmentally to create a multilingual education leadership group that will develop a master plan for ELD and Multilingual Education.	<ul style="list-style-type: none"> By October 2020, the committee will form and begin meeting. By June 2021, the committee will make recommendations to the Superintendent. By July 2021, the Superintendent will bring recommendations to the Board for direction. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
6. The Superintendent will collaborate with the Assistant Superintendent of Human Capital Management to create a “Grow Your Own” recruitment and retention program designed to increase the number of staff of color.	The Assistant Superintendent of Human Capital Management will develop a cohesive and comprehensive plan to grow RSD’s own talent utilizing tuition support, paid internships, and release time to increase the number of staff of color and language diversity and retain them.	<ul style="list-style-type: none"> By January 2021, HCM will present the “RSD Grow Your Own” plan to the Board. By June 30, 2021, 20% of RSD new hires will be people of color (current RSD staff is 15% people of color). 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
7. The Superintendent will collaborate with the Executive Director of Schools to develop and implement a five-year plan designed to train all staff in Equity, Diversity, and Inclusion. This work will be based in anti-racism.	The Executive Director of Schools will orchestrate routine, ongoing conversations and professional development around systemic racism and systemic oppression in education, beginning with district leadership. Each district leadership meeting will begin with relevant discussions around how race impacts our work.	<ul style="list-style-type: none"> By June of 2021, all Principals, Assistant Principals, Cabinet Members will have completed an intensive equity training. In addition, at least 50% of all directors will have completed intensive equity training. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
8. The Superintendent will collaborate with the Executive Director of Schools to develop and implement a five-year plan designed to train all instructional staff in Culturally Responsive Practices. This work will be based in anti-racism.	The Executive Director of Schools will lead professional development with district instructional leadership around culturally responsive practices. District instructional leaders will develop common language and acquire the tools to lead schools in using a culturally responsive lens in teaching and learning.	<ul style="list-style-type: none"> By April 2021, the Board will receive an update on culturally responsive practices training. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

<p>Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.</p>			
<p>"Why?" Defined: In order to thrive, students deserve high quality and culturally relevant instruction. Students deserve to see themselves in their teachers and in their classrooms.</p>			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
<p>9. The Superintendent will collaborate with the Executive Director of Schools to provide school and department improvement plans.</p>	<p>The Executive Director of Schools will direct school and department leaders in developing improvement plans. The plans will directly relate to student achievement and align with the district/Board goals. Goals will have metrics for measuring improvement and monitoring success.</p>	<ul style="list-style-type: none"> • By October 2020, the Board will have the opportunity to review and respond to school and department improvement plan. • By June 2021, the Board will review the plans again. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.			
"Why?" Defined: In order to thrive and stay on track for high school graduation, students must have world-class first-time instruction.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
1. The Superintendent will collaborate with the Chief Academic Officer to adopt supplemental digital resources to support our ELA and math adopted curriculum. These supplemental resources will include data and metrics to inform classroom instruction and to support the online learning environment.	The Chief Academic Officer will convene a committee to research and recommend the adoption of supplemental digital resources to support our ELA and math adopted curriculum. The committee will make recommendations to the Superintendent in the fall of 2020 for adoption in the 2020-2021 school year.	<ul style="list-style-type: none"> By December of 2020, the committee will recommend the purchase of supplemental digital resources in ELA and math. By January 2021, the Superintendent will bring the recommendations to the Board for direction. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
2. The Superintendent will collaborate with the Chief Academic Officer to create a 5-year implementation plan for Universal Design for Learning, district wide, with initial steps taking place in the 2020-2021 school year.	The Chief Academic Officer will work cross-departmentally to create an implementation plan, a professional development plan, and a budget to ensure progress toward Universal Design for Learning district wide.	<ul style="list-style-type: none"> The Chief Academic Officer will present the Universal Design for Learning plan and budget to the Superintendent in time for inclusion in the 2021-2022 budget planning process. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
3. The Superintendent will collaborate with the Assistant Superintendent of Human Capital Management to review and revise the employee evaluation system.	The Assistant Superintendent of Human Capital Management will develop an evaluation committee in cooperation with REA, OSEA, and RAA to accomplish this task as it will fold into next year’s bargain.	<ul style="list-style-type: none"> By June 2021, revisions to the employee evaluation system will be complete. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
4. The Superintendent will collaborate with the Executive Director of Schools to provide professional coaching and development to building principals and assistant principals to increase efficacy in instructional leadership.	The Executive Director of Schools will lead the professional development of principals and assistant principals to provide timely, salient, and strengths-based feedback to practitioners. Building administrators will calibrate, align, and strengthen skills in order to recognize and coach excellent first-time instruction. Virtual learning walks will commence in late fall and continue monthly.	<ul style="list-style-type: none"> By June 2021, the Board will receive an update on the progress of the professional development. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.			
"Why?" Defined: In order to thrive and stay on track for high school graduation, students must have world-class first-time instruction.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
5. The Superintendent will collaborate with the Chief Academic Officer and the Executive Director of Schools to create a plan and accompanying budget to use High School Success funding to enhance Career Technical Education opportunities in the Reynolds School District.	The Chief Academic Officer and Executive Director of Schools will work collaboratively with secondary principals, CTE teachers, and stakeholder groups to determine pathways to high wage, high demand careers for Reynolds students. Together, the workgroup will create a plan that includes staffing, infrastructure, start-up costs, ongoing material and consumable costs, and an accompanying budget which utilizes High School Success funds to support these pathways.	<ul style="list-style-type: none"> • By May 2021, the Superintendent will present the proposed plan and accompanying budget to the Board. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.			
"Why?" Defined: All students, families, staff, and community members deserve dignity, respect, and world-class customer service in a welcoming and inclusive environment.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
1. The Superintendent will collaborate with the Director of Financial Services to demonstrate an improvement in the budget process	The Director of Financial Services will work to improve the budget process during the building of the 2021-2022 Budget. The district will have budget input sessions that will allow the opportunity for the student, staff, and community input.	<ul style="list-style-type: none"> By May 2021, the Board will receive an update on the process. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
2. The Superintendent will collaborate with the Director of Financial Services to demonstrate an improvement to the financial guidelines and make sure that there is understanding throughout the district.	During the school year, the financial team will review the financial guidelines that are shared with departments and buildings to make sure that they are updated and will provide professional development so there is clear guidance.	<ul style="list-style-type: none"> By May 2021, the Director of Financial Services will provide the Board an update. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
3. The Superintendent will collaborate with the Director of Communications & Community Relations to develop active engagement opportunities through site-specific social media channels for schools including best practices training and handoff to building staff.	During the school year, the RSD Communications Department will actively create and/or become administrators on all school-based social media accounts using Facebook and Twitter and will develop and implement best practices training to be delivered to school-based staff for handoff of administration.	<ul style="list-style-type: none"> June 2021, the Board will receive an update report on all social media accounts, relevant metrics, and user engagement. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
4. The Superintendent will collaborate with the Director of Communications & Community Relations to continue development and deployment of world-class and comprehensive websites for the district, all school sites, and the staff intranet.	The Superintendent will ensure final completion of all website redevelopment projects, the successful launch of public sites, and development and launch of the staff intranet information site.	<ul style="list-style-type: none"> By December 2020, the Board will receive an updated report on completion and launch of public-facing sites. By June 2021, the Board will receive and update report on the development and launch of the staff intranet information site. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.			
"Why?" Defined: All students, families, staff, and community members deserve dignity, respect, and world-class customer service in a welcoming and inclusive environment.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
5. The Superintendent will collaborate with the Director of Communications & Community Relations to develop and maintain monthly video-based outreach to students and families to share information throughout the school year.	During the school year, the Superintendent will ensure the successful production and communication of short (1-5 minute) monthly informational videos for parents and staff to deliver relevant content and personal outreach.	<ul style="list-style-type: none"> By June 2021, the Board will receive an update report on all video communications including dates, communication channel, and engagement metrics. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
6. The Superintendent will collaborate with the Director of Communications & Community Relations to increase community engagement by using earned media through effective and timely press releases highlighting various public relations opportunities.	The Superintendent will ensure a minimum of 10 or more press releases to be published using established media relations contacts/channels.	<ul style="list-style-type: none"> By June 2021, the Board will receive an update report of all activity of press releases and earned media engagements, if any. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
7. The Superintendent will collaborate with the Director of Communications & Community Relations to execute a Communications Audit and Communications Plan.	The Superintendent will secure the services of a third-party to execute a Communications Audit which will inform the development of a Communications Plan for future school years.	<ul style="list-style-type: none"> By March 2021, the Board will receive a Communications Audit report. By June 2021, the Board will receive an update on the Communications Plan. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
8. The Superintendent will collaborate with the Director of Communications & Community Relations to meet with Partner Organizations to develop relationships based on district goals for student achievement.	The Superintendent will hold one or more formal meetings with all partner organizations to collaborate and align partner services with student achievement goals, set metrics for partner performance, and determine expectations for future partner services processes (application, contracts, reporting, etc.).	<ul style="list-style-type: none"> By June 2021, the Board will receive an update on the meeting(s) and subsequent alignment opportunities including performance metrics with partner organizations and planned processes. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

**2020-2021 Reynolds School District Superintendent Aligned Action Plan:
The Board’s Core Beliefs/Commitments, Solutions, Evaluation Metrics, Targets, and the Superintendent’s Evaluation**

Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.			
"Why?" Defined: All students, families, staff, and community members deserve dignity, respect, and world-class customer service in a welcoming and inclusive environment.			
Strategic Plan: Solutions	Strategic Plan: Evaluation Metrics	Strategic Plan: Targets	Superintendent Evaluation:
9. The Superintendent will work with Cabinet to redesign and improve the onboarding and offboarding processes for staff.	HCM will redesign the onboarding and offboarding processes and collaborate across departments and schools to ensure the successful transition of staff into and out of RSD.	<ul style="list-style-type: none"> • By September 2020, the redesigned processes will be in effect. • By October 2020, the Board will receive an update on its effectiveness. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
10. The Superintendent will collaborate with the Executive Director of Schools to provide professional coaching and development to district leadership around coherence.	The Executive Director of Schools will provide ongoing professional development to district leadership throughout the school year to reinforce the practice of coherence.	<ul style="list-style-type: none"> • By June 2021, the Board will see evidence of coherence and interdepartmental alignment in Improvement Plans. The plans should reflect support for buildings and building leaders. District leaders should also know and understand their connection to student success in the system. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)
11. The Superintendent will partner with PCG to create a five-year Strategic Plan for the Reynolds School District.	The Superintendent will ensure that goal topic teams meet by November of 2020 to create tools and metrics for measuring success.	<ul style="list-style-type: none"> • By December 2020, a Steering Committee meeting and Community Forum will be held. • By January 2021, the Board will receive the first reading of the Strategic Plan for review. • By February 2021, the Board will have the opportunity to adopt the Strategic Plan. 	<input type="checkbox"/> Exceptional (Performance Exceeds Expectations) <input type="checkbox"/> Proficient (Progress is Adequate) <input type="checkbox"/> Needs Improvement (Progress is Less than Adequate)

VI. 8:15p - Consensus on September 23 Business Meeting