



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

**Reynolds School District
Board of Education Special**

September 19, 2020

9:00 AM

Virtual Meeting

- I. 9:00a - Check-in
- II. 9:15a - Board Governance
 - A. Reform Governance in Action Presentation

2

**CENTER FOR REFORM OF SCHOOL SYSTEMS
REFORM GOVERNANCE® IN ACTION
MANAGEMENT OVERSIGHT**

Goal

- Develop policies and practices that will institutionalize a highly effective system for board oversight of the district's major business systems to assure systems integrity and high performance



Management oversight is a vital board responsibility.

- Boards have a fiduciary responsibility to oversee management to assure:
 - The safety and well-being of children, employees, and visitors
 - Compliance in spirit and letter with all controlling laws, regulations, and policies
 - Fundamental fairness
 - Mission integrity
 - The security of district assets
 - Financial health
 - The wise use of taxpayer and contributed dollars
 - The effectiveness and efficiency of the district's major business systems

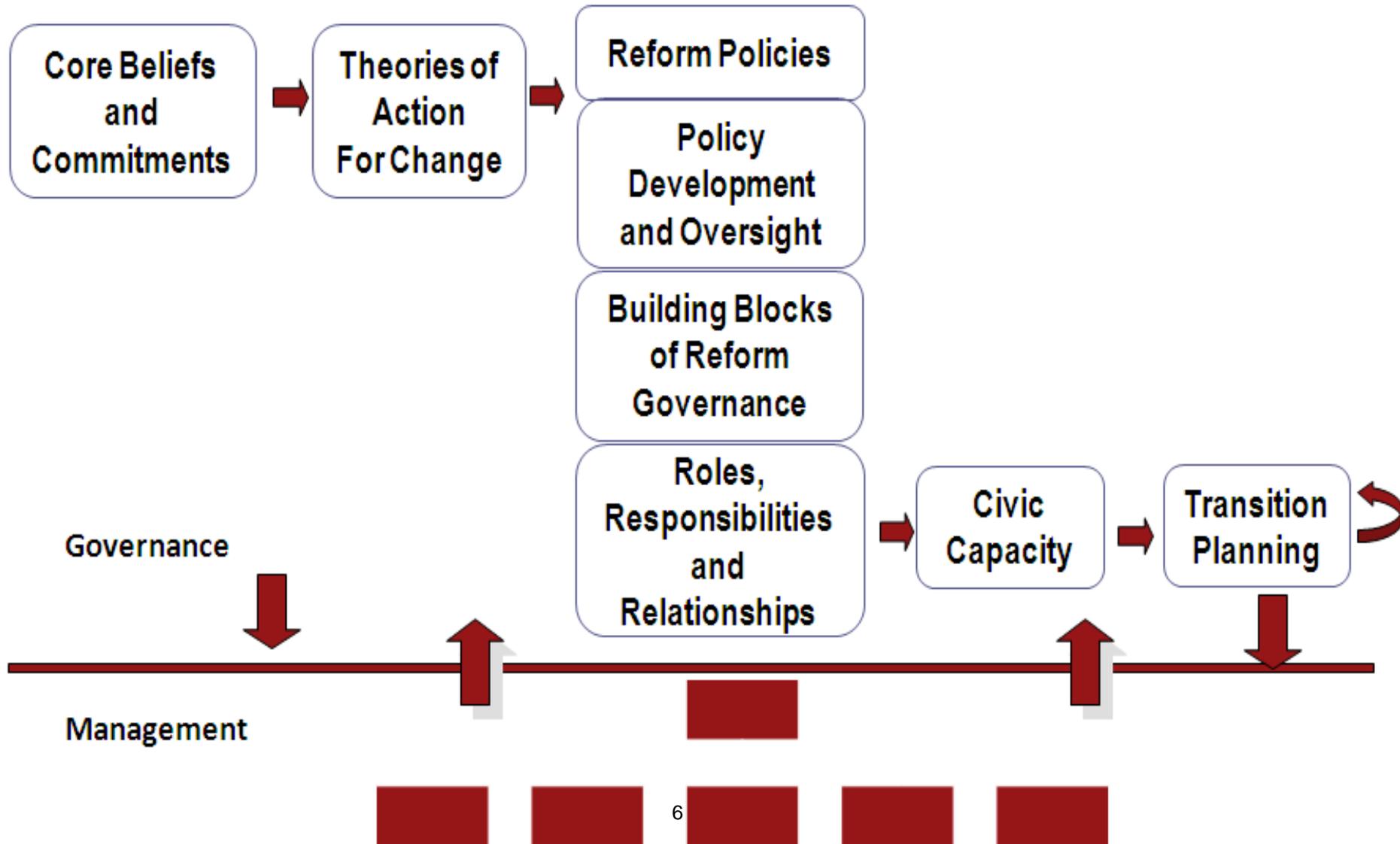
What will you do and learn?

During this session, you will:

- Gain clarity on your roles and responsibilities
- Assess your current practices
- Analyze best practices from other districts

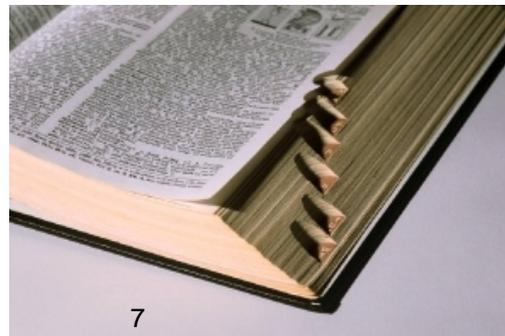


Reform Governance[®] Framework



What is management oversight?

- The policies and processes used by a school board to ensure the integrity and performance of the district's major business systems (human resources, construction management, facilities maintenance, transportation, food services, etc.)



7

When boards neglect management oversight...

- They risk financial crisis, major systems failures, and scandal (and share responsibility with management for the above)
- They undermine public support for the district
- They damage their own reputations and risk defeat in the next election

Management Oversight vs. Management

- **Management oversight** assures the effectiveness of management; it is a board responsibility.
- **Management** is accomplishing pre-determined work through others; it is the superintendent's responsibility.
- Boards that attempt to manage:
 - Disempower their superintendent
 - Undermine management effectiveness
 - Weaken themselves

Management Oversight...

IS:

- Reviewing the **results** of management decisions
- Guaranteeing the **integrity** of major management systems and processes

IS NOT:

- Influencing management decisions before they are made
- Reviewing management decisions after they are made

Management Oversight Spectrum

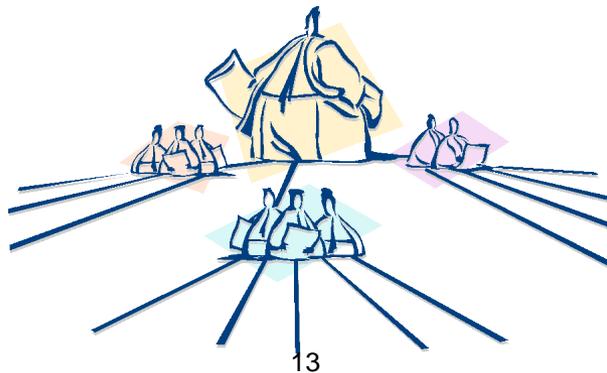


Analyzing Board Management Oversight Behavior

- Where does each example fit along the management oversight spectrum?
 - Abdication?
 - Passive governance?
 - Active governance?
 - Micromanagement?
- What is the right response to a crisis or a scandal?

Management Oversight Methods

- Oversight by crisis management
- Oversight by asking questions
- Oversight by standing board committees
- Oversight by workshops and reports



13

What does effective management oversight look like?

- Board workshops
- Superintendent reports
- Additional tools
 - Ongoing reports
 - Board advisory committees
 - External audits

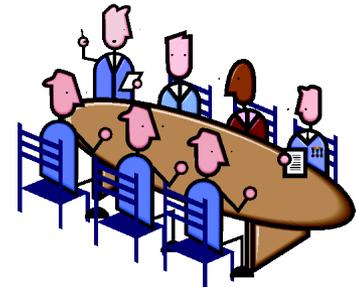


ACME School District Management Oversight Workshop Calendar

| Rolling Management Oversight Workshop Calendar | | | |
|--|--|------------------|--|
| 2016 | 2017 | 2018 | 2019 |
| Finance | Finance | Finance | Finance |
| Human Resources | Construction Management/ Facilities Maintenance | Human Resources | Construction Management/ Facilities Maintenance |
| Transportation | Food Service | Technology | Transportation |
| To Be Determined | To Be Determined | To Be Determined | To Be Determined |

Board Workshops

- Signal board priorities
- Show the board learning and leading
- May require prereading
- Begin with formal presentations
- Allow discussion but no action
- May focus on policy, instruction, or operational issues



Information presented at management oversight workshops should...

- Be comprehensive
- Focus on systems integrity
 - Mission
 - Structure
 - Checks and balances to ensure objective decisions
 - Internal controls
- Consider performance metrics
 - Productivity
 - Quality
 - Timeliness
 - Customer satisfaction
 - Safety
- Include superintendent recommendations for policy changes

Management Presentation

- Succinct and cogent (no more than 1/3 of time on presentation)
- No questions during presentation
- Visual displays of data
- Clear point of view
- No problems without recommended solutions
- No defensiveness

Workshop Content – System Description

- Transportation Examples
 - Purpose
 - Major policies regulating transportation
 - Number of children transported daily by types
 - Average travel time and distance/child
 - Budget, unit costs, and trends
 - Organizational chart, number and type of employees etc.
 - Bus barns, number of buses, age of buses, and replacement schedule
 - Major vendors and outline of contract terms

Workshop Content – System Integrity

- Transportation Examples
 - Hiring, vetting, training, and supervising staff
 - Vehicle safety, including preventative maintenance
 - Other safety issues
 - Process for route and pick-up-point selection and other major decisions
 - Procurement and other major decisions checks and balances
 - Letting and managing contracts
 - Recent reports and audits
 - Risks, exposure, legal issues

20

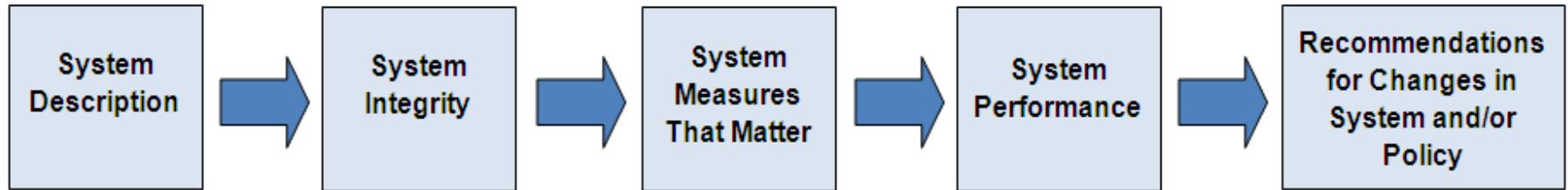
Workshop Content – Performance Metrics

- Transportation Example
 - Safety: Deaths, injuries, accidents per mile
 - Productivity: Cost per student mile (regular and special education)
 - Quality: Student discipline, comfort, cleanliness, appearance etc.
 - Timeliness: Percent on-time pick up and delivery
 - Customer satisfaction: Parent and student complaints per 1000 students

Workshop Content – Recommendations for Change

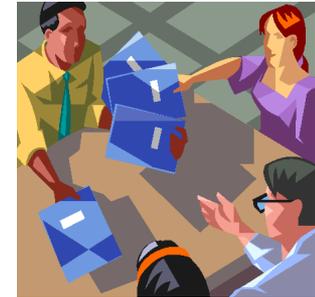
- Transportation Example
 - Increase distance from school that qualifies for transportation, to reduce costs
 - Stagger school start times so buses cover multiple campuses, to reduce costs
 - Outsource maintenance or entire system, to improve quality
 - Institute criminal background checks, to prevent risk

Content of a Board's Management Oversight Workshop



Management Oversight Reports

- Always in writing
- Usually annually
- Include minutes of workshop
- Report any significant changes
- Report performance indicators
- Propose metrics and targets



Additional Tools

- Ongoing reports
- Board advisory committees
- External audits



After the Workshop



- Superintendent (or board) follows up as required and meets all timelines.
- Board refrains from second-guessing management decisions and avoids discussing this management system until next workshop (or next superintendent report).

What about emergencies?

- Before acting, make certain it is an emergency.
- Quickly assess if the management team can handle it.
 - If so, focus on communications with the public.
 - If not, bring in the best external experts you can find, involve local leaders, and work on effective communication.



27

Questions?



GUIDELINES FOR EFFECTIVE MANAGEMENT OVERSIGHT

Management oversight is a vital board responsibility. It is not management; in other words, it is not directing management operations or reviewing individual decisions that fall within the purview of the superintendent's management efforts. Rather, management oversight is part of effective governance.

- Management oversight is ensuring that district employees and others engaged in district business follow all relevant laws and regulations, in letter and spirit. This is accomplished through the policies that the school board has established relating to ethics, conflicts of interest, disclosures, equal opportunity, and financial audits. The board establishes the policies, the superintendent enforces the policies, and the superintendent reports compliance results and activities to the board.
- Management oversight is ensuring the integrity and performance of major district business systems. This is accomplished through periodic reporting and performance metrics that the board requires from the superintendent as well as structured workshops on management systems in which the board is able to learn about, review, and ask questions about management system structure, integrity, policy, compliance, controls, performance measurement, and actual performance.

Management systems are major *nonacademic* functions that provide support to school district operations. Often they cross unit and department lines in service delivery. Examples include finance, human resources, facilities maintenance, facilities construction, food services, and transportation, among others.

Guidelines for Board Oversight of District Management Systems

CRSS recommends a two-tiered structure for effective board oversight of the district's major management (business) systems.

1. Management Oversight Workshops.

We propose that board/superintendent teams conduct two basic types of management oversight workshops:

- **Comprehensive System Workshops** – These are normally 3-4 hour workshops that address system description and structure, system integrity and controls, performance measures, and actual performance results. Ideally, these workshops are conducted for each system on a 2-3 year basis. These workshops provide a thorough, comprehensive “look under the hood”

presentation by staff to the board. After the presentation, the board has the opportunity to ask questions to get further clarification.

- **Annual System-Performance Workshops** – These are typically shorter workshops (1-2 hours) conducted annually with the specific intent of reporting annual performance of a district management system to the board, along with performance goals for the coming year.

2. Ongoing Reporting.

In order for the board to provide adequate oversight, it must also define its reporting requirements for each system to the superintendent.

Defining these requirements includes clarifying both content and frequency. Content can include certain key performance measures, progress on implementation of major projects, impact of regulatory changes, current opportunities, and other topics necessary to assure the board that the system is functioning properly and that any deficiencies are being addressed. While some detailed reporting may be either necessary or legally required on a monthly basis (i.e. budget), much of the management system reporting can be done either quarterly or semiannually.

An organized, disciplined management-systems-oversight-structure will drastically decrease the perceived need for micromanagement, allow the board to focus on key issues driving academic achievement, and provide the superintendent the necessary environment to execute management decisions and actions.

**Scenario Activity:
Analyzing Board Management Oversight Behavior**

Management Oversight (MO) is not only a systematic governing tool, it is also a way of behavior that helps ensure appropriate governance by the board, while allowing the superintendent to do his/her job and be held accountable for results. Board behaviors can be too intrusive (micromanagement) and can also be too detached (abdication). The goal is for board members to choose the right level of response for the situation.

In each scenario below, a number of board member responses (statements or questions) are provided. Study each board member response and determine to what degree it is consistent with effective management oversight or not.

OVER

**SCENARIO 1:
Finance Scenario**

The district CFO, as required by state law, has just provided the annual review of the district's investment policy along with his recommendations for revision, for board vote. Additionally, he has provided the current list of the district's approved investment providers for the board's information. During discussion, prior to the board vote on the policy, various board members gave each of the following responses to the CFO's presentation.

Classify each of the following board member responses based on where you believe it lies along the board management oversight spectrum.

Board Member #1:

Mr. CFO, could you please give the board a brief description of the general process and requirements for an investment provider to qualify for the district's approved list. Also, it would be helpful to know to whom I should refer inquiries that I get from brokers and banks so that the process is handled consistent with the policy.

Abdication Passive participation Active governance Micromanagement

Board Member #2:

Mr. CFO, why isn't the Smith & Jones firm on your approved investment provider list? I deal with them a lot. I've made some good money from my investments. They're great, and you should add them to the list.

Abdication Passive participation Active governance Micromanagement

Board Member #3:

Mr. CFO, I support the policy with the recommendations you have made. However, I would like to know what kind of reporting mechanism is in place to assure the board that the policy is followed.

Abdication Passive participation Active governance Micromanagement

**SCENARIO 2:
Human Resource Scenario**

The board is meeting in an agenda prep work session. Recently, three at large board members have received complaints about the zero tolerance discipline practices of a principal at one of the district's high schools. When the work session addresses the human resources report and actions to come before the board at the monthly meeting, the board members respond as follows.

Classify each of the following board member responses based on where you believe it lies along the board management oversight spectrum.

Board Member #1:

Ms. Superintendent, I think that you need to fire principal Czar. We just can't have this kind of person running our schools and ruining our reputation.

Abdication Passive participation Active governance Micromanagement

Board Member #2:

Ms. Superintendent, there is obviously a perception of some type of problem here, but I believe that it needs to be investigated thoroughly and appropriately. With concurrence from the rest of the board, I would like you to research the situation, determine any appropriate actions, and then report the results to the board.

Abdication Passive participation Active governance Micromanagement

Board Member #3:

Ms. Superintendent, principal Czar has been with us for over 15 years. Do you think any action is necessary?

Abdication Passive participation Active governance Micromanagement

Board Member #4:

Ms. Superintendent, I am curious if you were already aware of this situation. If so, is it resolved, and how would you like board members to respond to any constituent inquiries?

Abdication Passive participation Active governance Micromanagement

**SCENARIO 3:
Facilities Scenario**

The board, superintendent, and three senior staff members are meeting in a specially called work session to discuss facilities. Consensus is that a new bond issue will probably be necessary within the next year. However, there are no current cost estimates, nor is there a master facilities plan. The board has told the superintendent in previous meetings about their concerns regarding the lack of a facilities audit and cost estimates. Several board members offer the comments below during the present meeting.

Classify each of the following board member responses based on where you believe it lies along the board management oversight spectrum.

Board Member #1:

Mr. Superintendent, it has become obvious that you have not performed your job here. So, I am going to meet with each of the 4 area deputy superintendents to request that they make develop a prioritized list of facilities needs for their respective areas.

Abdication Passive participation Active governance Micromanagement

Board Member #2:

Mr. Superintendent, I believe that you need to put together a master “facilities to standard” assessment for all district facilities. This should show the existing deficiencies and estimated cost to bring each facility to standard. The list needs to be prioritized based on 2 key factors: safety and learning conduciveness. We need this assessment within 45 days. Does the rest of the board agree?

Abdication Passive participation Active governance Micromanagement

Board Member #3:

I think some “rough” estimates will be good enough. I can’t see the voters turning down a bond request at this time.

Abdication Passive participation Active governance Micromanagement

Board Member #4:

Mr. Superintendent, I’m not sure what the specific answer is to this issue. I do believe, however, that you have not completed a task that the board has all agreed was necessary. This has put us in a position not only of no action, but also no plan. I would like to hear from you and our facilities manager, Mr. Hammer, now, on how you will address this, and when we can expect answers.

Abdication Passive participation Active governance Micromanagement

ACME School Board Workshop Calendar

The ACME school board commits to review the *integrity* of district systems through regularly scheduled workshops or other formal processes. Integrity is defined as overall effectiveness, including structure, process, metrics, internal controls, etc.

This schedule leaves one workshop open in a calendar year to accommodate the superintendent's or board's desires or pressing issues that arise during the course of a year.

| Year | Quarter | Workshop |
|-------------|----------|--|
| 2016 | 1 | Finance |
| | 2 | Human resources |
| | 3 | Construction management / facilities maintenance |
| | 4 | To be determined |
| 2017 | 1 | Finance |
| | 2 | Transportation |
| | 3 | Technology |
| | 4 | To be determined |
| 2018 | 1 | Finance |
| | 2 | Human resources |
| | 3 | Construction management / facilities maintenance |
| | 4 | To be determined |
| 2019 | 1 | Finance |
| | 2 | Food service |
| | 3 | Technology |
| | 4 | To be determined |

ACME School Board Policy on Management Oversight

Purpose: The purpose of this policy is to guide the ACME School Board as it fulfills its responsibility for overseeing management of the school district's major systems, as enumerated herein. The ACME School Board is a body corporate, not a collection of individuals. It acts as a body in accordance with the state education code to govern ACME public schools and serve the interests of the people of ACME. By overseeing the annual external financial audit process, ensuring that the superintendent acts on the auditor's recommendations, and reviewing the integrity and performance of the district's major management systems on a regular basis, the school board will fulfill its duty to assure the public that district resources are being used efficiently and effectively.

Date approved: _____

Relevant state statutes: _____

Relevant union contract provisions: _____

Related district policies: _____

This policy sets forth standards and describes processes. It is the intention of the board of education to meet these standards and follow these processes, but from time to time, by decision of the board president, processes and timelines may vary. The standards and processes are not intended to be overly restrictive or become issues of dispute, but rather to provide guidelines for effective board workshops.

Compliance with State Law

The ACME school board, in carrying out its management oversight responsibilities, will follow all state laws regarding public notice, posting, open meetings requirements, minutes, etc.

Management Oversight

The ACME School Board is responsible for overseeing management of the school district's major systems, which include but are not limited to:

- Finance
- Human resources
- Construction management / facilities maintenance
- Transportation
- Food service

The Board will hold the Superintendent accountable for the performance of these district systems. In exercising its oversight responsibilities, the Board will not interfere with the Superintendent's management of the district.

The Board will fulfill its management oversight responsibilities by:

- Overseeing the annual external financial audit process
- Ensuring that the superintendent acts on the auditors' recommendations
- Reviewing the *performance* of all major management systems listed above, using metrics proposed by the Superintendent and approved by the Board
- Reviewing the *integrity* of all major management systems at least once every three years (where integrity is defined as overall effectiveness, including structure, process, metrics, internal controls, etc.)

The Superintendent will be responsible for ensuring that all procedures, controls, checks and balances, and codes of ethics are in place and are being executed properly.

The Board, acting as a body, will require the Superintendent to provide data and other information necessary to document effective execution and results. The Board may also decide to call for external reviews of systems integrity and performance (e.g., from audit firms, task forces comprised of local experts or community members, etc.).

The Board will incorporate the results of its oversight reviews into the Superintendent's annual performance evaluation.

- C. Developing Trust and Relationships
- D. How do Board members respond to presentations without problem solving?

III. 11:15a - Board Operating Handbook

39

Board of Directors

Operating Handbook



| | |
|---|----|
| <u>Mission, Vision, Goals and Core Beliefs / Commitments</u> | 3 |
| <u>Introduction to the Board</u> | 4 |
| <u>Role and Authority of the Board</u> | 5 |
| <u>Board Member Commitments</u> | 6 |
| <u>Board Member Standards of Conduct</u> | 7 |
| <u>Board Meetings</u> | 8 |
| <u>Diversity, Equity, and Inclusion Lens</u> | 11 |
| <u>Communication</u> | 13 |
| <u>Professional Development</u> | 14 |
| <u>School Site Visits</u> | 15 |
| <u>District Personnel</u> | 16 |
| <u>Complaints / Grievances / Hearings</u> | 17 |
| <u>New Board Member Training and Orientation</u> | 18 |
| Appendix A: <u>District Policies Concerning the Board</u> | 19 |
| Appendix B: <u>Robert’s Rules</u> | 74 |

Mission

Vision

Goals

Core Beliefs / Commitments

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.

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.

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.

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.

The Reynolds School District Board of Directors has 7 members. They, along with the Superintendent, function as a “Team of Eight.” The School Board is the policy-making body of the district and the Superintendent provides leadership to staff in implementing those policies.

Board Member Terms

- A term of office is four years. Positions 1-4 are on the same election cycle, as are Positions 5-7. The election cycles are two years apart, allowing for there to always be an experienced Board Member serving at any given time.
- Reynolds School District Board Positions are “at large” meaning positions do not represent specific sections of the district. Board members can run for any position number, no matter where they live in the district.

Policies:

[Board Elections - BBB](#)

[Board Member Qualifications - BBBA](#)

[Board Member Oath of Office - BBBB](#)

Electing Board Officers

- The Board shall elect officers (a chair and a vice chair) every year at the July Business Meeting
- There are no term limits for Board Officers
- Election for Board Officers takes place in open session, as required by the state public meeting law.
- Process for electing board officers:
 1. Board members submit their interest to the Board chair prior to the July business meeting.
 2. At the beginning of the election process, the Board Chair will share the list of interested Board members with the rest of the Board.
 3. Each interested Board Member will have a chance to share a brief statement with the board.
 4. Nominations will be taken from the board and seconded.
 5. Board members will vote on those nominated.
- Any Board Officer who is transitioning out of a position will meet with the incoming officer to review the responsibilities of the role, exchange relevant documents, and review any issues or projects that are pending/in process.

Policies:

[Board Organization/Board Organizational Meeting - BC/BCA](#)

[Officers of the Board and Duties - BCB](#)

Role and Authority of the Board

Role of the Board

- Board authority rests with the board as a whole and not with individual Board members. Board members have authority only at Board meetings and not outside of the meetings.
- No Board member shall make agreements or promises on matters which should properly come before the Board as a whole.
- Board decisions are made by majority vote. Board members will publicly support those decisions once they are made, even though an individual board member may not have voted in favor of the decision.
- Board members shall recognize the Superintendent as the managerial and instructional leader to whom the Board has delegated administrative authority to manage every aspect of the District's operations.
- The Board as a whole directs the Superintendent. The Superintendent directs the staff. Individual Board members do neither.

| Board's Role | Superintendent's Role |
|--|--|
| Make policy. | Implement policy. |
| Hire the superintendent. | Manage the day-to-day operation of the school district. |
| Develop district goals. | Coordinate the development and implementation of strategic plans to meet district goals. |
| Adopt an annual budget. | Prepare an annual budget based on priorities discussed with the board. |
| Vote on the superintendent's recommendations and provide guidance as a full board. | Provide the board with recommendations on all problems and issues under board consideration. |
| Approve personnel appointments and terminations. | Recommend personnel appointments and terminations. |
| Provide financial and management oversight. | Manage district spending and operations. |
| Refer constituents to the appropriate administrator. | Develop a process to ensure that constituent inquiries and concerns are heard. |
| Evaluate the superintendent. | Ensure the evaluation of staff. |
| Reach out to the community to advocate for the district. | Establish and maintain good public and media relations for the district. |

Policies:

[Board Powers and Duties - BBA](#)

[Individual Board Member's Authority and Responsibilities - BBAA](#)

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following commitments:

Student Centered Focus

- I will be continuously guided by what is best for all students of the District.

Equity in Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen to others' ideas with an open mind.

Trustworthiness in Stewardship

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor in Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law.

Commitment to Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Board Member Standards of Conduct

- Board members shall treat other Board members, the Superintendent, staff, and members of the public with courtesy and respect.
- A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member should clearly identify the opinions as his/her own.
- No Board member shall make commitments on matters which should properly come before the board as a whole.
- Board members shall not make a decision, deliberate toward a decision on any matter, or participate in discussions of official District business in groups where a quorum of Board members are present, except at an official meeting.
- A board member may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. A board member may still serve as a reference or provide a recommendation.
- A board member will respect the privacy rights of individuals when dealing with confidential information gained through association with the district.
- Board members shall recognize the superintendent as the chief executive officer to whom the board has delegated administrative authority to establish regulations and oversee the implementation of board policy.

Policies:

[Board Powers and Duties - BBA](#)

[Individual Board Member's Authority and Responsibilities - BBAA](#)

[Board Member Standards of Conduct - BBF](#)

[Board Members Ethics and Conflicts of Interest - BBFA](#)

[Board Member Ethics and Nepotism - BBFB](#)

The School Board of Directors meets every 2nd Wednesday of each month for a Work Session and every 4th Wednesday of each month for a Business Meeting.

Meeting Types

- Regular Business Meeting
 - These meetings are preceded by an executive/closed session. All meetings are open to the public and are subject to provisions of Public Meeting laws. They are held to conduct the formal business of the district in public. Action may be taken during this meeting.
- Work Session
 - These meetings are held for Board members to receive information and to discuss items with staff. Some work session topics may come to the Board at a later date during a Board Meeting. The meeting may or may not be preceded by an executive/closed session.
- Executive Session
 - These meetings are not open to the public and can include consultation with legal counsel or special hearings for the Board. Since they are executive/closed meetings, there cannot be any formal or informal action votes.
 - No person other than Board members and the Superintendent is entitled to attend or participate in Executive Sessions. Others may be invited to participate by consent of the Board Chair and Superintendent.
 - Board members will respect the privacy right of individuals when dealing with confidential information gained through association with the district or in executive session.
 - Board members will not disclose or comment on any discussion from Executive Session other than to restate what is posted on the agenda. Otherwise, this opens Executive Session to the public.
 - Maintain confidentiality. It is agreed that the Board Chair will remind the members present during closed-session, both at the beginning and end, that all matters discussed must remain confidential.
 - Board members shall report any “leaks” of confidential matter to the board president who will discuss the matter with the individual breaching the confidentiality.
 - The Board may exclude the Superintendent from an Executive Session only for the purpose of discussing the Superintendent’s employment or job performance.
 - If it is in the interests of the District for a statement to be made regarding a closed-session discussion, the Board Chair will compose an official public statement that meets with the approval of a majority of the Board. Any such statement must comply with the limitations of the law.

Policies:

[Board Meetings - BD/BDA](#)

[Executive Session - BDC](#)

Preparation for Board Meetings

- Board members will come to meetings prepared to address agenda items by reviewing the board packet materials prior to the meeting.
- If a Board member has questions or concerns about the board packet, or would like more information about an agenda item, he or she should address them to the Superintendent in advance of the meeting, giving the Superintendent time to prepare before providing answers at the meeting.
- Board members will inform the Superintendent if they intend to ask a question at a Board meeting that will require prior research to answer.

Participation in Public Meetings

- Board members will encourage open communication amongst members, listen to and consider other members' points of view, focus on joint problem-solving, and support consensus-building decision making whenever possible.
- Board members shall participate fully and not be distracted by technology during the meeting.
 - Communication during a public meeting, even via text or email, is public record. Board members should not text or be on their phones during meetings. If there is a need for this, board members may notify the board, and potentially the public, ahead of time.
- If a board member asks a question during a meeting without prior notice to the Superintendent, the board member will acknowledge this. Possible language includes:
 - "I apologize to staff because I did not give them advance notice, and I know they may not have an answer at the moment"
- Actively listen to those sharing their points of view to facilitate full understanding and the possibility of changing viewpoints.
- Facilitate focused, open conversation.
- Be aware of body language.
- Refrain from deriding other individuals' ideas. Strive to value all opinions.
- Avoid assigning "ownership" of a question, thought, or idea expressed by a single Board member during a meeting, to encourage open discussion and exploration of ideas and information.
- Allow all members time to express themselves without feeling rushed by.
- Utilizing the phrase, "I agree with _____" to avoid repetition of the same ideas and points.
- Vocalize what another individual's statement has helped you learn or reconsider.
- Balance Board members' speaking time.
- Be succinct to maintain opportunity for all to express themselves.
- Board members are expected to conduct themselves professionally, ethically, and with courtesy during all meetings and public forums: no rude remarks, interruptions, yelling, name calling, or disrespectful verbal or body language.
- If, during a public meeting or public forum, a board member conducts himself or herself in a manner that violates this standard, the board chair may recess the meeting so that the behavior may be addressed privately. If the behavior continues upon resuming the meeting, the offending board

member may be ejected for the remainder of the meeting if the rest of the board unanimously agrees. If there is continued disruption, the meeting may be adjourned by a majority vote of the board.

Guidelines for Virtual Meetings

- Board members will have their cameras on at all times for transparency.
 - Video helps keep everyone accountable for attention and decorum.
 - It's easier to keep everyone's attention when there are live faces on the screen.
 - If a Board member MUST step away, they can turn their camera off first.
- Board members should prepare for a virtual meeting like they would for an in-person meeting
- Be fully present.
- Be on time
- Make sure your name is updated to include your full name and title.
- Be aware of facial expressions as the public is watching and the meeting is being recorded.
- Keep your microphone muted when you are not speaking to limit background noise.
- State your name each time you speak. "This is..."
- Make sure you have the most updated board packet.
- All presenters will work off the same board packet and will present the exact page being shared with the public.
- Be engaged and eliminate distractions: keep other programs closed on your computer and do not try to multi-task.
- The Board Chair will take a roll call vote for all actionable items.

Policy:

Conduct of Board Meetings - BDDF

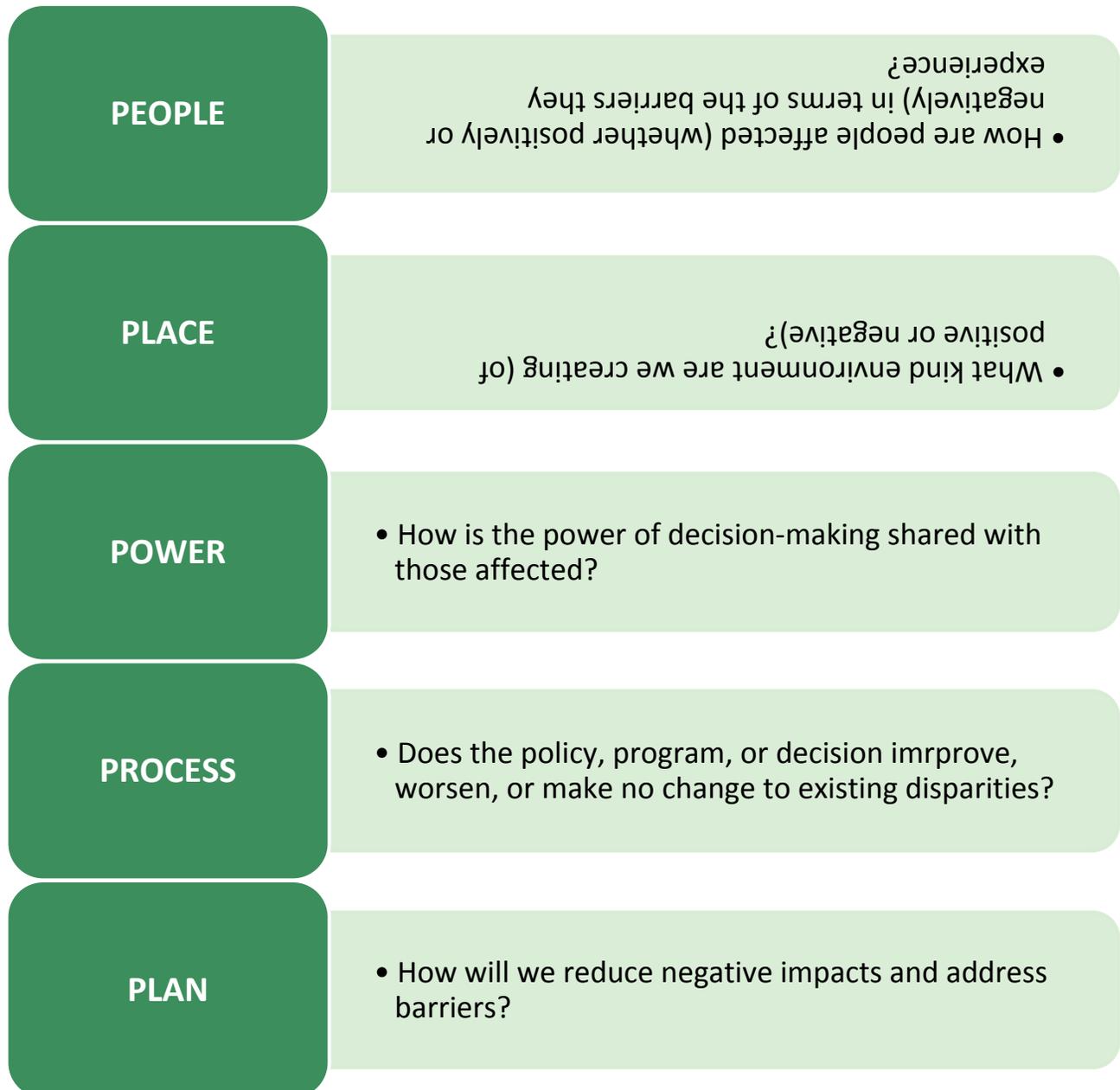
Placing Items on the Agenda

- Agendas are drafted by the Superintendent, with consultation from the Board Chair and Vice Chair. The Board Chair has final approval of the agenda.
- Board members who wish to place an item on the agenda must make the request in writing to the Board Chair at least 14 days before the scheduled board meeting. In the rare case of urgent issues, items may be added at the discretion of the Superintendent and Board Chair.
- Should the Board Chair decline to place an item on the agenda, he or she will let the requesting Board member know the decision and the reason behind it.
- If an agenda item is denied, two Board members can submit the item to the Superintendent at least 10 days before the Board meeting.
- If a Board member wants to discuss an agenda item in the Consent Agenda, he or she may make a motion at the beginning of the meeting to move the item into the Action portion of the agenda.

Diversity, Equity, and Inclusion Lens and Decision-Making Filter

The Reynolds School District strives to provide each student the access, opportunity, and support they need to meet their highest academic and social potential regardless of race, gender, socio-economic status, sexual orientation, gender identity, ethnicity, culture, linguistic difference, religion, immigration status or disability.

An Equity, Diversity, and Inclusion Lens is a set of questions used to ensure equitable outcomes. These questions should be used when planning, developing, implementing, or evaluating a policy, program, or decision.



Equity Decision- Making Filters

How will this decision impact and/or support student learning and results?

To what extent does the decision align to our mission, vision, values, and collective commitments?

How will data be used to inform and evaluate the effectiveness of this decision?

What are the non-negotiables related to this decision that must be considered?

What are the barriers to more equitable outcomes and how will you (a) mitigate the negative impact and (b) address the barriers identified?

What impact will this decision have on our stakeholders and how are they involved in the decision-making, when possible?

What commitments are needed in order to achieve the desired results?

What resources are necessary to support this decision?

Does the policy, program, practice or decision worsen existing disparities or produce other unintended consequences?

How will this decision be communicated out to stakeholders?

Communication with the Media and Public

- Board members retain the right to express personal opinions. When expressing opinions, Board members will clearly note that the opinion is his/her own and not the Board's. Board members will publicly support final decisions made by the Board.
- The Board Chair or designee shall be the official spokesperson for the Board. When communicating with the media on behalf of the Board, they will only make statements on actions or positions upon which the Board has taken official action.
- Press releases on behalf of the Board shall be approved by the Board prior to release unless an emergency or public necessity exists.
- The Superintendent or a designated staff member shall be the official spokesperson for the District on issues that relate to District operations.
- Statements shall not be made to the media regarding personnel or other matters protected by law.

Communication with Staff Members

- Board members should communicate with the Superintendent rather than individual staff members.
- All official board communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent.
- The Superintendent will provide appropriate communication to keep staff fully informed of the board's policies, priorities, concerns, and actions.

Social Media

- A Board member will use social media Web sites judiciously. They will not post any confidential information about students, staff, or district business.
- Board members will treat fellow Board members, staff, students, and the public with respect while posting on social media.
- Board members will adhere to Oregon Public Meetings Laws when communicating with other board members via websites or other electronic means.
- Board members will note that social media posts can make it into the traditional media
- Board members are encouraged to solicit participation of the public in District committees, such as the budget committee.

Policies:

[Board Staff Communications - BG](#)
[Electronic Mail \(Email\) Communication - BGA](#)

Internal Retreats

- The Board will hold two internal retreats a year – once in the late summer/early fall and one in the winter.
- The Board Chair and the Superintendent will work to find potential retreat dates with the consensus of the Board.
- The Board Chair and the Superintendent will seek input from Board members but have the final responsibility in setting retreat agendas.

External Professional Development

- The Board will also engage in professional development throughout the school year. This training may include OSBA conferences, staff trainings, conferences, and the like.

Policies:

[Board Member Development - BHB](#)

- Board members are encouraged to visit any campus. If a Board member would like to visit a campus, he or she should let the Board Secretary know for help coordinating.
- Board members should be respectful of campus staff time when planning length of visit.
- Board members must honor the campus rules and following district guidelines regarding visitors. Identification badge must be visible while on campus.
- Board members will not assume a supervisory role with staff or students.
- Board members will not assume a participatory role with staff or students unless specifically requested by campus staff.
- Board members will not attempt to solve problems or make promises.
- Board members will remember that they are public servants and actions and behavior should reflect this critical role.
- Board members will make positive observations about the campus and express any concerns privately to the Superintendent.
- Board members are encouraged to know staff members but are never to give staff members directives.
- Board members have no restrictions on visits as a parent, as a spectator at school events, or other events open to the general public.

Policies:

[Board Staff Communications - BG](#)

- The Superintendent is in charge of hiring and firing employees. The Board may only approve or reject candidates brought forward by the Superintendent.
- Board members may not lobby for the hiring of any specific individual.
- Board members may not advise the superintendent on specific hiring decisions unless such input is sought.
- Board members must abstain from any votes on personnel issues where a conflict of interest is clear, as defined in board policy and/or statute.
- It is the expectation of the Board that community and school leaders will have an opportunity to provide input on the selection of principals, but that the Superintendent will have sole responsibility for recommending principal appointments.
- Board members may discuss concerns about specific existing employees with the Superintendent—but only with the Superintendent.
- All school district employees report to the Superintendent. The Superintendent is the only employee of the Board.

Policies:

[Board Staff Communications - BG](#)

Concerns and Complaints within the Board

- If a Board member has a serious, specific concern about the performance of another Board member, which appears to be in violation of the Board operating agreements, he or she is encouraged to meet privately with the other member to resolve the issue.
- If the concern cannot be resolved between the two parties, it can be brought to the Board Chair, who may arrange a meeting with both members.

Grievances and Appeals

- Board members must be fully informed on Board policies relating to the process for employee complaints, grievances and appeals.
- All grievance or appeal-related materials received by a Board member and anything heard at a hearing must be held in the strictest confidence.
- Members may only consider information that is presented during a grievance or appeal process. Board members may not privately seek out information regarding a grievance or appeal.
- If a Board member is unable to hear a grievance or appeal impartially, then he or she must inform the Superintendent and Board Chair immediately.
- Only the Board Chair should make public statements arising from a grievance or appeal.

Complaints

When someone brings a concern/complaint to a Board member, the Board member will refer the person to the appropriate district employee and to the official complaint process to have the matter addressed. If the matter is extremely serious in nature, the Board member will also inform the Superintendent of the matter.

Board Policies:
[Staff Complaints - GBM](#)

New Board Member Training and Orientation

- Orientation for a new Board member may begin upon election and will complete no later than two weeks after the Board member has taken the oath of office.
- The Board Chair and Superintendent will provide the orientation.
- The orientation must include, but will not be limited to:
 - Board operating agreements, ethics policy, and board policies
 - Overview of district administrative organization
 - District budget
 - State public meeting laws
 - Requirements and opportunities for Board member training
 - The Board’s annual calendar and briefing on upcoming events
 - Expense reimbursement procedures
 - Training to access district electronic communications.

| New Board Member Check-List | |
|-----------------------------|---|
| Completed | Item |
| | ID Badge |
| | Name Plate (ordered _____; delivered _____) |
| | Business Cards (ordered _____; delivered _____) |
| | Contact Form Filled Out |
| | Photo Taken |
| | Bio Received for Webpage |
| | Added to Website |
| | Email Address Created |
| | Device (ordered _____; delivered _____) |
| | Board Operating Handbook Reviewed |
| | New Board Member Packet <ul style="list-style-type: none"> • OSBA’s “What Every New Board Member Needs to Know” • OSBA’s “Guide to Parliamentary Procedure” • OSBA’s “Public Meetings Law, Board Meetings, and Executive Session” • Organizational Chart • District Map • Board Meeting Calendar • Common Acronym List • OSBA Budget Committee Handbook • Oath of Office |

Policies:
[Orientation of New Board Members – BH/BHA](#)

4. Maintain the official record of board policies.

Board or District Spokesperson

The board may appoint one of its members, usually the chair, or another person to make authorized statements to the public or the media when the board deems that, under the circumstances, the district's position should be articulated by a single voice. The spokesperson serves at the board's direction and may be removed or replaced at any time by action of the entire board.

END OF POLICY

Legal Reference(s):

[ORS 255.335](#)

[ORS 332.040](#)

[ORS 332.045](#)

[ORS 332.057](#)

[OAR 166-400-0010\(9\)](#)

Cross Reference(s):

BC/BCA - Board Organization/Board Organizational Meeting

- *Robert's Rules* specify that only one person may speak at a time and only after being recognized by the Board Chair.
- The recognized speaker may only discuss the current agenda item.
- Parliamentary procedure allows the Board to make decisions in an orderly manner:
 - Ensuring the rights of the majority
 - Protecting the rights of the minority
 - Defending the rights of individual members
 - Safeguarding members absent from the meeting
- It is the responsibility of all members of the Board to address one item at a time, extend courtesy and fairness to all, let the majority rule, and guarantee the rights of the minority.
- The agenda might include a presentation to the Board by staff. After the presentation, it is appropriate for the Board Chair to request a motion be made and seconded before further discussion takes place.
- The chair should always recognize the person making the second, as well. Only then should he or she recognize a speaker, to discuss **only the motion on the floor**. The makers of the motion and the second have the right to speak first. Some boards allow discussion as people ask to be recognized, others alternate between those speaking for and against a motion.
- When there is no motion, or after a vote is taken, it is time to move on. One phrase that the board chair should use regularly is, "In the absence of a motion, we will move to the next item on our agenda."
- Motions follow two basic principles. Some motions affect the **order** of the meeting, while others generate the **substance** of the meeting. A number of motions are procedural; others help the board frame the decisions that necessitated a meeting in the first place.
- There is a distinct hierarchy of motions, all designed to facilitate an orderly procession through the meeting. Motions can be **debatable**, allowing members of the board to ask questions or speak for or against the motion. In some cases, motions are **not debatable**. When a non-debatable motion is moved and seconded, the chair must call for an immediate vote.
- Motions also follow an **order of precedence**. There is an order to which motions can be made, and in some cases, a motion would not be allowable because it is out of order. It is the Board Chair's responsibility to know the order of precedence, and to govern the meeting accordingly. It is up to the chair to ensure that all motions are clear and make sense.

**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. | <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) |
| 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. | <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) |
| 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. | <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 #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) |