

Curriculum Audit Crosswalk Recommendations and Implementation Evidence

2023



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Introduction

To support Richland School District (RSD) in cross-walking findings from a [2018 Curriculum Audit conducted by Phi Delta Kappa \(PDK\)](#) with best practices for curriculum and strategic planning, Hanover Research prepared a report that visually presents the recommendations from the PDK audit alongside research-based best practices and next steps taken, or to be taken, by RSD.

RSD's goal is to ensure maximum transparency with stakeholders. For each recommendation of the curriculum audit, Hanover presented aligned findings from the secondary research and suggested next steps. Next steps include actions taken by RSD since the publication of the curriculum audit to align district practices with the recommendations, as well as actions suggested by Hanover to further align RSD with best practices.

Hanover identified actions taken by RSD using a review of publicly available documents on the district's website, particularly the district's strategic plan and board policies.

The first two pages are the Curriculum Audit Crosswalk presented by Hanover Research. Additional pages are RSD's analysis and further breakdown on the audit, including completed actions.



INFOGRAPHIC CURRICULUM AUDIT CROSSWALK

Richland School District

Recommendation

What the Research Says

Next Steps

Provide for focus and clarity through consistent district, campus, and departmental planning.

Develop and implement a curriculum management plan that establishes an aligned curriculum available to all students and supports attainment of student learning goals.

Review, revise, adopt and implement board policies to provide clear direction on the educational program and operational functions and to clarify expectations regarding organizational coordination and decision making.

Develop a comprehensive professional development program, anchored by a quality plan, that is tightly aligned to the district's priorities and centrally coordinated for increased productivity.

Establish a system for the prevention of future and the elimination of existing inequalities and inequities at the campus and district levels.

Develop and implement a comprehensive plan for student assessment and program evaluation that will provide meaningful data for decision making supporting improved student achievement.

Develop and implement policies and procedures to systematize program and intervention selection based on diagnosed needs.

Redesign the organizational chart to adhere to the audit principles of sound organizational management.

Develop and implement a three-year plan that fully aligns district resources to curricular goals and strategic priorities and that includes systematic cost-benefit analyses to assure that expenditures are producing desired results and are directed to the areas of greatest need.

A strategic plan establishes a consistent vision for high performance which supports accountability.

An effective curriculum aligns horizontally across content areas and vertically across grade levels.

Establishing official board policies about coordination and decision-making supports alignment with the strategic plan, awareness of processes, and compliance with Washington state regulations.

An effective professional development program requires school and system-level supports to ensure that all staff have access to high-quality professional learning.

Equitable schools implement policies supporting equity in organization and governance, human capital, curriculum and assessment, and funding.

System-wide assessment tools are essential to evaluating the assessed curriculum to ensure that it is achieving learning goals.

Data-based decision making is an essential component of a multi-tiered system of support (MTSS) such as response to intervention (RTI).

Central offices in high-performing districts are organized to cohesively support school leaders and their districts' strategic plan.

Integrating budgeting into the strategic planning process ensures a thorough consideration of funding tradeoffs and ensures that the programs and strategies most closely aligned with student achievement receive the most funding.

Develop comprehensive written plans for each district function aligned to the RSD strategic plan.

Collaborate with constituents across the district to develop aligned curricula for each subject area using a backward design process.

Develop or review / revise board policies to provide specifics on curriculum-related processes, organizational coordination and decision-making structures that support the educational program and align with the strategic plan.

Regularly update and examine comprehensive and aligned professional development program with centralized oversight at the district level.

Define the district's English language development program in alignment with best practices. Review and identify additional potential areas of inequity.

If the district has an assessment plan, review to ensure alignment of assessments to the curriculum and use outcomes to support regular program evaluation. If there is not a district assessment plan, create one as detailed above.

Select districtwide interventions that align with best practices, the strategic plan, and evaluate outcomes.

Review the district's organizational chart and job descriptions to identify and define how the positions will support meeting Strategic Plan goals.

Require the budget process to align with the strategic plan.

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RECOMMENDATION 1

Provide for focus and clarity through consistent district, campus, and departmental planning. Develop written plan documents that meet audit criteria, have a reasonable number of achievable objectives, and are communicated to all stakeholders. Ensure that departmental plans for professional development, interventions, program evaluation, instructional technology, facilities, and assessment are aligned to district and school improvement plans and the curriculum management plan.

Hanover recommends that RSD develop comprehensive written plans for each district function aligned to [RSD's strategic plan](#).

Implementation Evidence

RSD has created a strategic plan and portrait of a graduate to set the vision for high performance across the district. The strategic plan includes focus areas and progress benchmarks to serve as indicators of progress toward goals. [View the strategic plan](#).

To align with the strategic plan, a data dashboard and growth profiles (previously known as school improvement plans) are in the process of being created for each school and the district. The growth profiles will identify specific initiatives to support strategic plan goals and data indicators of progress benchmarks. Goals will be updated annually.

Each school's growth profiles includes measurable actions and metrics that are inputted into the data dashboard to show progress towards each focus area. [View the Spring 2023 Growth Profiles](#).



The figure to the left shows the Richland Readiness Priorities from the district's strategic plan. These priorities frame the work that all Richland School District leaders, staff and partners undertake to support students.

Each Priority is informed by our core values and is important yet each also is dependent on the work being conducted in the scope of the other Indicators.

Priorities that support the recommendations are highlighted in the following pages.

Supporting Policy

[Policy 2005 - School Improvement Plans](#) (revised March 28, 2023)

RECOMMENDATION 2

Develop and implement a curriculum management plan that establishes an aligned curriculum available to all students and supports attainment of student learning goals. Design a comprehensive K-12 curriculum for all subjects that is aligned vertically and horizontally and is deeply aligned to [state and national standards and assessments](#).

Hanover recommends that RSD collaborate with constituents across the district to develop aligned curricula for each subject area using a backward design process.

Implementation Evidence

RSD assigns the superintendent and the Instructional Materials Committee (IMC) with responsibility for establishing course design procedures and reviewing instructional materials, and requires the superintendent to ensure the regular review of course design.

The IMC is a district level committee, comprised of district staff, parents and community members. The committee evaluates materials and processes in determining if core materials are to be recommended for adoption to the Board.

[View RSD's current adopted materials and curriculum.](#)



Core Curriculum Aligned to State Standards and Assessments

The state requires assessments for students in the subjects of English Language Arts (ELA), Mathematics and Science. The curriculum that is aligned to state standards to prepare students for these required assessments is below. More information about assessments can be found in recommendation 6.

Grade	Curriculum	Additional Information
K-5	Math (<i>Investigations in Number, Data, and Space</i> , 3rd Ed., 2017)	At-A-Glance Math Pacing Guides
K-5	ELA (<i>Benchmark Literacy K-2, 2016</i> and <i>ReadyGEN 3-5, 2016</i>)	At-A-Glance ELA Curriculum Guides
K-5	Science (<i>Smithsonian STC Elementary</i> , 3rd Ed.)	Science Learning Framework
6-8	Math (<i>i-Ready Classroom Mathematics 6-8</i> , 2021)	Mathematics Pacing Guides
6-8	ELA (<i>My Perspectives</i> , 2017)	At-A-Glance ELA Curriculum Guides
6-8	Science (<i>Smithsonian STC Middle School</i>)	Science Learning Framework
9-12	Algebra1, Algebra 2, Geometry (<i>enVision A G A</i> , 2018)	Algebra & Geometry Pacing Guides
9-12	Precalculus (<i>Precalculus: Graphical, Numerical, Algebraic</i> , 10th Ed., 2019)	Precalculus Curriculum Guide
9-12	AP Calculus (<i>Advanced Placement Calculus Graphical Numerical Algebraic</i> , 6th Ed., 2020)	AP Calculus Pacing Guide
9-12	AP Statistics (<i>The Practice of Statistics</i> , 6th Ed., 2018)	AP Statistics Pacing Guide
9-12	ELA (<i>My Perspectives</i> , 2017)	At-A-Glance ELA Curriculum Guides
9-12	Science - varies by class. View curriculum titles.	Science Learning Standards

Supporting Policy

[Policy 2015 - Curriculum Committees](#) (adopted Jan. 10, 2023)

[Policy 2020 - Course Design, Selection and Adoption of Instructional Materials](#)

[Policy RR 2020 - Procedure Course Design, Selection and Adoption of Instructional Materials](#)

RECOMMENDATION 3

Review, revise, adopt and implement board policies to provide clear direction of the educational program and operational functions and to clarify expectations regarding organizational coordination and decision making.

Hanover recommends that RSD develop or review/revise board policies to provide specifics on curriculum related processes, organizational coordination and decision making structures that support the educational program and align with the strategic plan.

Implementation Evidence

RSD has adopted a board policy governing Course Design, Selection, and Adoption of Instructional Materials as well as a policy governing Board-Superintendent Relationships.

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student need, changing demographics and funding. The cycle should cover each content area to ensure current course relevance. Currently, RSD has a seven year curriculum adoption forecast. [View the curriculum adoption timeline.](#)

The course design process should review:

- Relevance, rigor, and alignment to district and state learning standards;
- Efficacy of core, alternative core, and intervention instructional materials that support student learning;
- Processes and resources used to assess student progress and address teacher professional learning.

When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Instructional Materials Committee for consideration by the process outlined on page 9.

Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based upon the degree to which they:

- Demonstrate likelihood of impact as shown by scientific or evidence-based research; or by use and experience in other schools and educational settings.
- Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
- Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping,



and propaganda in historical or contemporary contexts. The [Washington Models for the Evaluation of Bias Content in Instructional Materials](#), published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials:

Instructional Material Type	Role				
	Curriculum/Renewal Committee	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core Material	identify		establish adoption procedure	recommended	adopt
Materials for Alternative Programs	identify		designate selector		
Intervention	identify		designate selector		
Supplemental	identify	designate selector			
Temporary Supplemental	select - within district guidelines				

Supporting Policy

[Policy 2015 - Curriculum Committees \(adopted Jan. 10, 2023\)](#)

[Policy 2020 - Course Design, Selection and Adoption of Instructional Materials](#)

[Policy 2020 RR - Procedure Course Design, Selection and Adoption of Instructional Materials](#)

[Policy 2020 Form F1 - Instructional Materials Recommendation Form](#)

[Policy 2020 Form F2 - Public Comments](#)

[Policy 2020 Form F3 - Findings and Recommendations](#)

[Policy 2020 Form F4 - Request to Pilot Instructional Materials](#)

[Policy 2020 Form F5 - Pilot Evaluation](#)

[Policy 2020 Form F6 - MPAA Video Parent Notification/Verification](#)

[Policy 2020 Form F7 - Supplemental Video Notification Parent Permission](#)

[Policy 2020 Form F8 - Instructional Material Complaint Form](#)

RECOMMENDATION 4

Develop a comprehensive professional development program, anchored by a quality plan, that is tightly aligned to the district's priorities and centrally coordinated for increased productivity.

Hanover recommends that RSD regularly update and examine comprehensive and aligned professional development program with centralized oversight at the district level.

Implementation Evidence

Instructional staff who constantly grow into their roles are crucial to providing a high-quality education to students. RSD's strategic plan calls for the development and implementation of a staff mentoring program and staff training focused on social-emotional learning.

In 2022-23 RSD staff were offered 379 professional development courses, equating to 1,459 hours of training. [View the courses offered and schedule.](#)

For the 2023-24 school year there will be new opportunities for staff training around the new curriculum for social-emotional learning. [View a draft of the 2023-24 professional development calendar.](#)

Staff Mentoring

RSD is a participant of [Washington State's Beginning Educator Support Team \(BEST\) program](#). This robust program funds mentoring of first year educators.

Mentors of first-year educators have an average of 1-2 hours per week per mentee for planning, reflection, and problem-solving conversations; conducting observations; and providing feedback.

Professional development and resources are provided to mentors as part of the program. Mentors participate regularly in roundtables hosted by OSPI, regional consortia, and more.

RSD is committed to building a cadre of trained mentors who develop expertise over time who enhance the instructional effectiveness of new educators. This program has helped created connections between first year and veteran teachers, reducing educator turnover.

Supporting Policy

[Policy 5220 - Responsibilities of the Teacher](#)

[Policy 5345 - Beginning Teacher Assistance Program](#)

[Policy RR 5345 - Beginning Teacher Assistance Program](#)



RECOMMENDATION 5

Establish a system for the prevention of future and the elimination of existing inequalities and inequities at the campus and district levels. Develop a more effective program for English learners (EL) that promotes English language proficiency while simultaneously giving them full access to the district's curriculum.

Hanover recommends that RSD define the district's English language development program in alignment with best practices. Review and identify additional potential areas of inequity.

Implementation Evidence

RSD's strategic plan calls for the development of programs to support ELs. The most effective way to deliver English Language Development (ELD) to EL students is to provide a balanced model of services and support. This includes:

- **Integrated Supports** - Integrated supports happen all day, in all classrooms, and are provided by all teachers. These integrated teaching strategies help remove obstacles for all children, especially English Learners, and may include using visual models and sentence frames, matching students up into small groups for peer discussion and peer tutoring, using non-verbal gestures and cues, etc.)
- **Designated Services** - Direct and targeted language development instruction provided by a certificated teacher or trained paraeducator. These are intentional 'mini-lessons' delivered multiple times per week with clear language development objectives based on established language standards.



There is a growing need for bilingual classrooms in the Richland School District. In the 2023-24 school year, RSD will begin to offer bilingual kindergarten and first grade classrooms at Tapteal Elementary after identifying that 19.1% of its students are EL.

Several goals have been set to add additional support for EL students including increasing ELL-certified and bilingual staff, providing targeted professional development, creating ELL task forces for each school, strengthening support through partnerships with ESD 123 and other practices identified by the EL Leadership Team.

[View the full 2022-23 EL Report.](#)

Supporting Policy

[Policy 2162 - Transitional Bilingual Instruction](#)

[Policy RR 2162 - Transitional Bilingual Instruction](#)

RECOMMENDATION 6

Develop and implement a comprehensive plan for student assessment and program evaluation that will provide meaningful data for decision making supporting improved student achievement. Develop system-wide formative and summative assessment tools concurrently with curriculum development.

Hanover recommends that RSD review the assessment plan to ensure alignment of assessments to the curriculum and use outcomes to support regular program evaluation.

Implementation Evidence

RSD has adopted a board policy mandating the use of multiple assessments to assess student learning. There are several assessment types and progress monitoring tools required by the state and district. Linked below are RSD's testing windows and assessments.

- [Comprehensive Elementary Testing Calendar](#)
- [Comprehensive Middle School Testing Calendar](#)
- [Comprehensive High School Testing Calendar](#)
- [K-8 ELA Screeners, Diagnostics & Progress Monitoring](#)
- [K-8 Math Screeners, Diagnostics & Progress Monitoring](#)

Tests include, but are not limited to, the following:

State Required Testing:

- **Dyslexia Screening:** The state requires schools to screen students for dyslexia. RSD uses Rapid Automatized Naming (RAN) for screening students in K–grade 1.
- **Smarter Balanced Assessments (SBA):** ELA and math tests in grades 3–8 and 10 are required for federal and state accountability.
- **Washington - Access to Instruction and Measurement (WA-AIM):** ELA, math, and science alternate assessments in grades 3–11 for students with significant cognitive disabilities documented in their Individualized Education Program (IEP) are required for federal and state accountability.
- **Washington Comprehensive Assessment of Science (WCAS):** Science tests for grades 5, 8, and 11 are required for federal and state accountability.
- **WIDA Screener & Access:** Tests given to all students in grades K–12 who qualify for English language development services to determine which students remain eligible to continue receiving English language development services.

District Benchmark Testing:

- **i-Ready:** ELA and math assessments that help determine student's needs, personalize their learning, and monitor progress throughout the school year.
- **PSAT:** The practice version of the SAT which is also used as the National Merit Scholarship Qualifying Test taken by sophomores or juniors.
- **Washington Kindergarten Inventory of Developing Skills (WaKIDS):** Assessment for student readiness for kindergarten in math and reading.

Supporting Policy

[Policy 2130 - Student Assessment System](#)

[Policy 2166 - Programs for Highly Capable Students](#)

[Policy RR 2166 - Programs for Highly Capable Students](#)



RECOMMENDATION 7

Develop and implement policies and procedures to systematize program and intervention selection based on diagnosed needs. Design and implement the evaluation of program objectives with feedback linked to student achievement. Base decision making on the initiation, modification, continuation, or termination of programs and interventions on valid and impartial knowledge of potential value and measured results.

Hanover recommends that RSD select districtwide interventions that align with best practices, the strategic plan, and evaluate outcomes.

Implementation Evidence

RSD has adopted a board policy on response to intervention (RTI) that requires universal screening and progress monitoring using curriculum-based measures (CBMs). The district's strategic plan calls for additional monitoring of students' academic and behavioral outcomes.

RSD uses a multi-tiered system of supports (MTSS) process to give targeted support to struggling students. MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child," meaning it supports academic growth, but also other areas including behavior, social and emotional needs, and absenteeism.

The multi-tiered system of support referenced above is broken down into three tiers:

Tier 1: Universal, Primary Prevention (All)

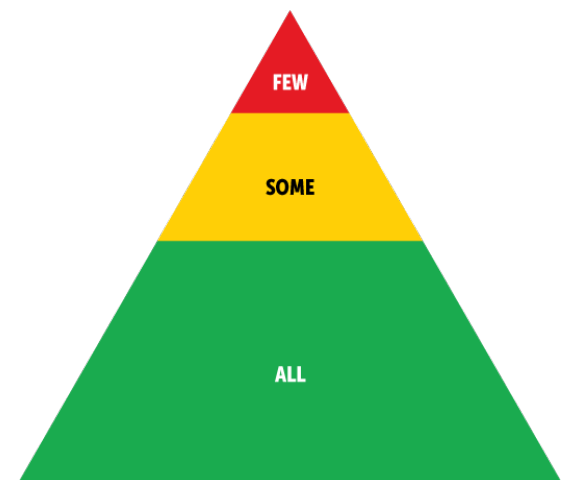
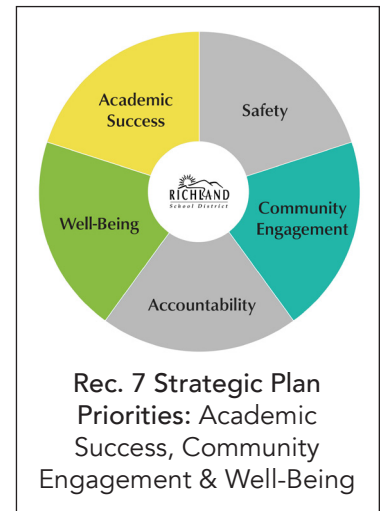
Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school-family partnerships

Tier 2: Targeted, Secondary Prevention (Some)

In addition to your Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction/practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement



- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

Tier 3: Intensive and Individualized, Tertiary Prevention (Few)

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

Staff training for district-wide adoption of [Positive Behavioral Interventions and Supports \(PBIS\)](#) has taken place during the 2022-23 school year. The program will be fully implemented into schools at the start of the 2023-24 school year. PBIS is an evidence-based three-tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. The fundamental purpose is to make schools more effective learning environments by creating predictable, consistent, positive and safe spaces for learning.

Academic interventions follow the same multi-tiered approach as behavioral interventions. Click on the links below to view the interventions.

- [K-8 Math Interventions](#)
- [K-8 ELA Interventions](#)

Supporting Policy

[Policy 2163 - Response to Intervention](#)

[Policy RR 2163 - Response to Intervention](#)

RECOMMENDATION 8

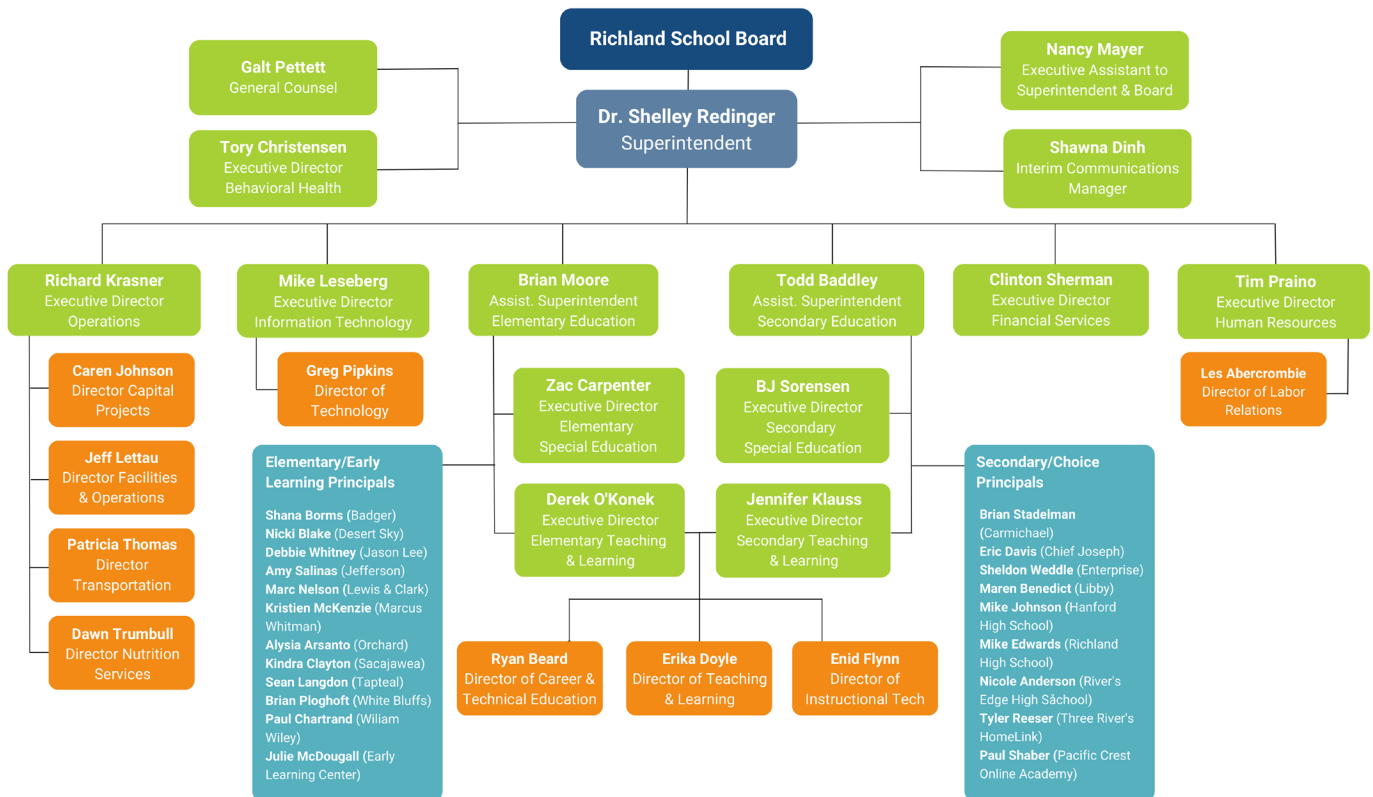
Redesign the organizational chart to adhere to the audit principles of sound organizational management. Strengthen and update job descriptions to support curricular linkages and reflect impending organizational changes.

Hanover recommends that RSD develop and publish an organizational chart that aligns with the recommendations of the 2018 curriculum audit. Hanover also recommends that RSD develop and publish job descriptions for each position that align with the position's role in the organizational chart and with the district's strategic plan.

Implementation Evidence

An organization chart was updated and published on [RSD's website](#). The organization chart includes administration positions classified as director or higher, and anyone who reports directly to the superintendent. Staff directories, which include job titles and contact information, can be found on the district's and each school's websites.

Job descriptions are being updated by Human Resources for all positions listed in the organization chart below. All job descriptions related to positions not listed are updated as they become vacant and are posted for hiring. This is an ongoing process that allows for constant evaluation of descriptions.



Supporting Policy

- [Policy 5220 - Responsibilities of the Teacher](#)
- [Policy 5222 - Evaluation of Staff](#)
- [Policy 6410 - Evaluation of Administrative Staff](#)

RECOMMENDATION 9

Develop and implement a three-year plan that fully aligns district resources to curricular goals and strategic priorities and that includes systematic cost-benefit analyses to assure that expenditures are producing desired results and are directed to the areas of greatest need. Refine facility planning to completely align with audit expectations.

Hanover recommends that RSD further revise the budget policy to explicitly require the budgeting process to align with the strategic plan.

Implementation Evidence

Budgets

A new budget process was implemented in the 2018-19 school year to better align with the district's goals. In 2022, RSD revised its board policy on budgeting, which requires the budget to align with the instructional program and assigns the superintendent with responsibility for implementing the budget.

The budget expresses in specific terms the services to be provided, consistent with immediate and long-range goals and resources available and establishes priorities within broad program areas such as basic education, other separately funded programs, and support services.

Prior to presentation of the proposed budget for adoption, the superintendent or designee will prepare for the Board's study and consideration appropriate documentation supporting his/her recommendations, which will be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices. Program planning and budget development will provide for staff participation and the sharing of information with community members prior to action by the Board.

To align with the strategic plan and increase accountability within the district, annual budget reports are made available to stakeholders and can be found on the district's financial services webpage. In addition, the State Auditors Office performs annual financial and accountability audits of the district. These reports can also be found on the district's financial services webpage.

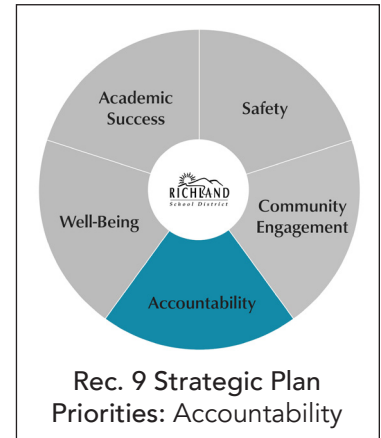
- [OSPI Audit Reports](#)
- [RSD Budget Reports](#)

Facility Planning

To address recommendations from the 2018 curriculum audit, RSD revised policies on facility planning to better align with audit expectations. This includes policies relating to construction financing & design, capital projects, sale of property, architect services, etc. See the listed policies below (and on page 17) for more information, including revision dates.

Supporting Policy

[Policy 6000 - Program Planning, Budget Preparation, Adoption and Implementations](#) (revised Oct. 25, 2022)
[Policy 6020 - System of Funds and Accounts](#)
[Policy RR 6020 - System of Funds and Accounts](#)



[Policy RR-B 6020 - System of Funds and Accounts](#)

[Policy 6030 - Financial Reports](#)

[Policy 6882 - Sale of Real Property](#) (revised Jan. 25, 2022)

[Policy 6900 - Facilities Planning](#) (revised Jan. 25, 2022)

[Policy 6910 - Construction Financing](#) (revised Jan. 25, 2022)

[Policy 6920 - Construction Design](#) (revised Jan. 25, 2022)

[Policy 6925 - Architect and Engineering Services](#) (revised Jan. 25, 2022)

[Policy 6940 - Capital Projects Policy](#) (revised Jan. 25, 2022)

[Policy RR 6940 - Capital Projects Policy](#) (adopted Jan. 25, 2022)