

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: District Mission and Vision

BACKGROUND:

A primary responsibility of the RUSD Board of Education is that of setting direction for the District. Such a vision sets the framework for District goals, expectations for student learning, policies, budget priorities and parameters for collective bargaining.

STATUS:

The Board will discuss the District's mission and vision and revisions to the Board Strategic Plan.

FISCAL IMPACT:

None

BOARD GOAL(S):

Board Focus Goal I – STUDENT NEEDS

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

Board Focus Goal II – FISCAL ACCOUNTABILITY:

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT:

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

Board Focus Goal IV – STAFF NEEDS:

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

Board Focus Goal V – FACILITY/HOUSING:

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

Board Focus Goal V – CULTURE OF EXCELLENCE:

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

RECOMMENDATION:

Board discuss the District's mission, vision and revisions to the Board Strategic Plan.

Rescue Union School District

Educating for the Future, Together

DISTRICT MISSION

Rescue Union School District, in partnership with families and the community, is dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported.

DISTRICT VISION

Rescue Union School District is known and respected for quality educational programs that prepare students for the ever-changing challenges of society. Rescue students succeed with the active support of families, staff and community members. Students are literate, self-reliant, respectful citizens who are prepared for the future.

DISTRICT TENETS

Respect ♦ Education ♦ Success ♦ Communication ♦ Unity ♦ Environment

RESPECT:

We believe in modeling respect, honesty, and integrity in a professional manner as we work together toward common goals.

EDUCATION:

We believe in engaging all students in meaningful curriculum activities that promote a quest for knowledge and life-long learning.

SUCCESS:

We believe in providing multiple opportunities that challenge all students to reach their potential, as well as providing support for those at risk.

COMMUNICATION:

We believe in open, non-judgmental communication with families, staff, students, and the community.

UNITY:

We believe in collaboration of schools, families, and the community to benefit the lives of children.

ENVIRONMENT:

We believe in making a positive difference for students by providing a safe learning environment, which fosters social, academic, and emotional growth.

Rescue Union School District
Board of Trustees
Strategic Plan 2011-2016

Board Approved 8.25.15

Mission

Rescue Union School District, in partnership with families and the community, is dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported.

Vision

The Rescue Union School District will be recognized by parents, educators, and other school districts for students who have the ability to use problem solving and critical thinking skills to:

- Assimilate,
- Evaluate,
- Collaborate,
- Demonstrate, and
- Communicate

relevant new information across the curriculum, in a respectful manner through the use of contemporary and evolving approaches to facilitate learning.

Values

Accountability

Leadership

Collaboration

Innovation and Efficiency

Education and Professional
Development

Advocacy

Financial Stewardship and
Compliance

Safe and Healthful Workplace

Student/Parent Centric

Communication and Transparency

Rescue Union School District
Board of Trustees
Strategic Plan 2011-2016

Board Approved 8.25.15

Board Focus Goals

I. STUDENT NEEDS

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

II. FISCAL ACCOUNTABILITY

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

III. COMMUNICATION / COMMUNITY INVOLVEMENT

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

IV. STAFF NEEDS

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

V. FACILITY / HOUSING

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

VI. CULTURE OF EXCELLENCE

Create and promote practices that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

Rescue Union School District
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Strategic Plan 2011-2016

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GUIDING PRINCIPLES:

1. Student Achievement and Wellness

- Provide a process for dynamic curriculum review, use of instructional time, technology and professional development resources to allow staff to learn new researched based techniques to maximize student achievement and contact time.
- Provide programs, services, and learning opportunities that create exceptional students, promote critical thinking, and meet individual learning styles and needs of students.
- Develop district-wide strategies and programs based on student formative and summative achievement data to address student learning.
- Utilize information from multiple sources to provide a comprehensive, data-driven, decision-making process to guide efforts to improve school climate, learning supports, and engagement, as well as to identify and increase the quality of health, prevention, and youth development programs as well as to help the district accurately identify areas of student and school strengths and weaknesses and address related needs.
- Continue to improve methods of communication to parents and the wider community to enhance awareness of specific site-based and District information, and to identify and highlight specialized programs.

2. Accountability and Metrics

- Encourage development of program validation and certification, such as Distinguished Schools or Golden Bell Awards, through external reviews, or through development of internal standards.
- Implement an evaluation process for each new program adopted by the District, which includes, at the onset, identification of the goals of the program and the means and metrics by which it will be evaluated. Upon request of the Board, or at a minimum, annually, data will be provided to support the evaluation with attendant conclusions regarding the success and viability of the program.
- Annually evaluate the goals, actions and services as identified in the LCAP with accepted metrics.

Rescue Union School District
Board of Trustees
Strategic Plan 2011-2016

Board Approved 8.25.15

3. Educational Leadership

- Develop programs to recognize, reward, and encourage high performing staff.
- Restructure instructional time to ensure opportunities for ongoing professional development and collaboration.
- Continue to develop and encourage collaboration and interest-based bargaining with the leadership of represented employees to focus on what is best for students and schools.
- Provide opportunities and encourage staff to develop their skills and abilities to enable personal growth, build individual and institutional capacity, and achieve professional advancement within the District.
- Provide support for staff in the ongoing implementation of the California State Standards-

4. Fiscal Stability, Efficiency, and Investment of Resources

- Develop and implement continuous evaluation of District operations in an effort to reduce cost and improve efficiency without compromising student safety, attendance, and enrollment.
- Develop and implement practices, which will reduce energy costs, reduce waste, and maximize resources through the development and implementation of sustainable work practices including energy efficiency initiatives, waste reduction/recycling programs, and green building design.
- Develop and implement innovative programs that increase student enrollment, attendance and achievement with particular focus on students who are of low socioeconomic status, in foster homes and English language learners.
- Develop strategies for addressing deficit spending.

5. Innovation and Technology

- Leverage technology to improve overall student achievement and as an essential tool that will prepare students to be college and career ready.
- Increase the use of technology in the classroom for instruction, assessment and access to the curriculum.
- Provide professional development opportunities to staff to support the increased instructional use of technology in their classrooms for student learning and assessment.
- Provide resources and instructional tools for parents to assist their students
- Establish ongoing budget line item to fiscally support technology

Board Approved 8/25/15

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Promoting Core Ideas and Values for RUSD

BACKGROUND:

A primary responsibility of the RUSD Board of Education is that of setting direction for the District. Such a vision sets the framework for District goals, expectations for student learning, policies, budget priorities and parameters for collective bargaining.

STATUS:

The Board will provide direction regarding possible core ideas and values to refine our public image, marketing and messaging to provide the overall story we want to tell and align with the Local Control and Accountability Plan.

FISCAL IMPACT:

NA

BOARD GOAL(S):

Board Focus Goal I – STUDENT NEEDS

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Board Focus Goal V – FACILITY/HOUSING:

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

Board Focus Goal V – CULTURE OF EXCELLENCE:

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

RECOMMENDATION:

The Board will provide direction regarding possible marketing process for Rescue Union School District.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Superintendent Goals

BACKGROUND:

Each year the Board determines its Focus Goals for the year. These goals are critical in communicating what is important to the Board of Trustees and providing direction to the Superintendent and staff. The Superintendent prepares annual goals to support the goals of the Board of Trustees. Each administrator develops site and department strategies to support the Superintendent and Board goals. As administrators are meeting with teachers and classified staff, the goals and strategies are used to direct the work of staff in support of our students.

STATUS:

The Board will review and discuss the Superintendent's annual goals for alignment with our Local Control Accountability Plan.

FISCAL IMPACT:

None

BOARD GOAL(S):

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RECOMMENDATION:

The Board will review the Superintendent's annual goals.

Board Retreat August 14, 2018

Individual Board Member Thoughts:

Tagg: Board understands the budget situation now, thanks to Sean. Trying not to project onto others and we need a facility plan.

Stephanie: Want to listen and respond.

Suzanna: Work toward foundation and think together mindset – reach out and do more class visits.

Nancy: While we engage together, we need to be careful how we act individually. We need to summarize frequently and disagree agreeably. We struggle with this.

Questions to think about:

How could Board members learn to identify HOW goals are being addressed in schools and classrooms?

How does the Board fit?

Do we NEED a mission and vision?

We need to update the Board goals on the website

What is our strategic direction? Our vision and mission relates directly to the LCAP.

Concerns of the Board:

1. What is our protocol for responding to parents at meetings?
2. Are we being confidential?
3. We need to make decisions for the whole district and not little groups.
4. We need to model trust, respect toward one another.
5. Maybe we can address our Board Policy from the 9000s in one of our meetings.
6. Also, when a motion is made and seconded, then public comment. How about changing that to each board members being able to give their opinion, THEN, open to public comment, and THEN make a motion and vote!
7. Board president needs to be the go between.
8. The Board needs to evaluate the supt. annually.
9. Cheryl needs to reach out to the Eastern part of the district community.
10. Be sure to agendaize things at study sessions so board feels part of things, like White Paper, Dual Immersion exploration, etc. Things we are working on in Cabinet.
11. Hire CSBA to come to study sessions to train us.
12. Develop Master Facility Plan
13. Don't be an inside club
14. MM doesn't go out on Monday like the name implies.

Board Initial Priorities for 18-19:

LCAP GOAL 1: The district will provide quality educational services to maximize academic achievement for all individual students and student groups.

- Magnet schools, brand identity, differentiated
- Prepare for Bond Measure
- RUSD continues to incorporate, build outdoor world learning curriculum for all students
- Continue to strengthen relationships with all staff so collective leadership guides decisions.
- Drill down on what “quality educational services” means. How are we reaching out to our target groups?

LCAP GOAL 2: The district will provide safe, clean student-centered learning environments that are responsive to the social-emotional needs of all children and families.

- What wrap-around services can we provide? Partner with the community? To enhance the learning environment before and after school?
- In order to meet academic needs, we first must address social/emotional needs, so focus must be on SEL, Trauma Informed Practices, MTSS, PBIS and train all staff, embed practices across district to meet needs of all students.

LCAP GOAL 3: The district will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

- Computer Science education in all general ed classes.
- Continue district expectations and goals for improving teaching and learning for all.
- Continue working on budget – long term plan to address needs, including Master Facility Plan and pursue a bond.

Cheryl's Thoughts for Continued Focus:

- Student group needs – FY, Homeless, EL, High Achieving Students, Low Socioeconomic, and SPED suspension rates
- If we want to reach students academically, we must first meet their social/emotional needs – hence SEL, MTSS, Trauma Informed Practices, PBIS, Mindfulness, Brain Breaks, etc.
- Continue working with Amy to build capacity in our teachers to meet EL needs.
- GLAD, Kate Kinsella....
- Can't do much of the above if our three year and long term budget is out of whack, so Budget is a priority
- Determine 1 million in cuts this year and \$800,000 next year.
- Due to old building and huge facility needs, we must actively pursue a bond in 2020, which means developing a master facility plan in 18-19 and continuing road shows and communicating with staffs and public and creating our overall story we want to tell; What and Who are we? What are we known for?

We want you to know how hard it would be to replace you and we look forward to working with you for many years.

RECOMMENDATIONS:

- Develop a revised Facilities Master Plan and continue “branding” activities that better tell the story of our district and build community support for an upcoming bond.
- Continue to work with the Board to set the vision for the district and better align district mission, goals and expectations.
- Continue to keep the Board in the loop with an annual timeline with topics for board meetings and study sessions in order to discuss new ideas and increase Board support and direction.
- As you gain more knowledge of the community, pay attention to the differences of the district; outreach to both El Dorado Hills, more density and organized groups and Rescue and the east end of the district, more rural and fewer organized groups, in ways that make sense and meet community needs
- Continue to provide support to principals to build their leadership capacity and share with the Board the plan for their continuing improvement. The Board want to be assured that there is a process in place to continue strengthening their skills, including communicating with families and the community and supporting teacher.158

Cheryl's notes from our conversation on these recommendations:

- *The Year Board Calendar needs to be used and continually updated*
- *Study sessions should be used to discuss ideas, never take action on anything*
- *Relationships have been repaired, but what now?*
- *Take a harder stand on issues if needed*
- *Create the Master Facility Plan/Bond*
- *Keep open communication*
- *The Board is charged to set our vision and establish goals*
- *I need help with who to contact on the east end of the district*

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Superintendent/Board Communication

BACKGROUND:

The Superintendent: (*Superintendent Governance Standards, CSBA*)

- Promotes the success of all students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.
- Values, advocates and supports public education and all stakeholders.
- Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents, and the community – and ensures that the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the Board’s continuous professional development.
- Works with the Board as a “governance team” and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the management team in each district
- Understands the distinctions between board and staff roles, and respects the role of the Board as the representative of the community
- Understands that the authority rests with the Board as a whole; provides guidance to the Board to assist in decision making; and provides leadership based on the direction of the Board as a whole
- Communicates openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

STATUS:

The Board and Superintendent will discuss and review strategies to clarify and establish a process /procedure for communication to include desired frequency and standards for communication.

FISCAL IMPACT:

NA

BOARD GOAL(S):

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RECOMMENDATION:

Board will review and discuss Superintendent/Board communications.

Effective Superintendent & School Board Communications

ED 7321 - School Board Relations

Key Point #1

Be aware of the fact that how you interact with individual board members and respond to their requests will set the stage for how you are perceived. Take care to establish patterns of equal treatment with your board.

Things To Remember

- **The importance of “equal-treatment” when working with board members**
- **The uniqueness of the superintendent-board president relationship**
- **The basics for developing an initial relationship with your board members**
- **Strategies for addressing normal and emergency communications with board**
- **Board standards and operating protocols**
- **Your situation is unique and your success is based on the needs of your board and the strengths you possess as a leader**

Key Point #2

Consider the unique needs of individual board members when working to provide them with “equal treatment and information.”

The Importance of Equal Treatment

- Focus on equal treatment
- Avoid creating an “Inner Circle” within the Board
- Address individual board member requests by:
 - Letting your board know when you receive requests for information or data that it will be distributed to all.
 - Curbing individual requests, establishing “equal-treatment” of all, and reducing unmanageable requests which could waste time

Equal Treatment-Unequal?

- Consider the unique needs of the board
 - Attention and Communication
 - Packets/Information
 - Find out what works for each member to ensure they receive the communication with plenty of time to review and ask questions
 - Some members may prefer packets
 - » Mailed
 - » Delivered
 - » Emailed
 - Some members may prefer information given via
 - » Phone calls
 - » Emails
 - » Face to Face

Equal Treatment-Unequal?

- **Planning on varying your communication technique or strategy?**
 - **Ensure you have an established base of attention and information first**
 - **Monitor the board members needs and make adjustments when necessary**
 - **If a member is feeling less important/informed find out what the issues are and make adjustments**

Key Point #3

Do not leave role expectations with your board president to chance. Assist the board in identifying/clarifying this important role and your responsibilities in the working relationship.

Superintendent-Board President Interaction

- **Superintendent-Board President**
 - **Leadership role**
 - Role may be clearly defined or informal
 - **Meet with the board president**
 - Develop board agenda
 - **Communicate regularly with the board president**
 - Remember to treat and communicate with all members equally

Superintendent-Board President Interaction

- **Superintendent-Board President**
 - **Establish specific standards of communication with board president**
 - **Find out:**
 - **What powers are given to the president by the board**
 - **What should be communicated to all members**
 - **What should be communicated individually to the board president**

Strategies that Keep Board Relations Productive

- **Communicate frequently**
- **Contact school board president in advance for developing the board agenda**
- **Understand early on how the board views their roles and educate them regularly on their roles**
- **Assist in developing and adopting tools for board self-evaluation**

Strategies that Keep Board Relations Productive

- **Provide the board with ideas related to the superintendent's evaluation**
- **Remember mutual respect and communication to all board members is a must**

Pitfalls to Avoid

- **Forgetting to contact the school board president when serious issues arise**
- **Not communicating frequently enough**
- **Failure to recognize school board members when announcing district successes**
- **Interfering with school board conflict**
- **Engaging in negative behavior with the school board president about other school board members**
- **Taking action on items with the board president when other board members are not involved**

Key Point #4

Keep in mind that the individual you will speak with most in the district is the board president. Understand the complexity of this unique relationship and take the necessary steps to ensure success.

Key Point #5

The most important relationship you will need to nurture is the one between you and the board; you will need to put together a purposeful communication plan to build this relationship.

Keeping Relations Productive

- **Desired frequency of communications**
- **Develop standards for communication (when)**
- **Develop agenda together**
- **Understand how the board views the role of the president**
- **Assist president in developing board evaluation tools**
- **Willingness to serve as sounding board for board president**
- **Assist president with ideas for superintendent evaluation**
- **Always introduce board president at meetings**

Avoiding Pitfalls

- **Contact president when serious issues arise**
- **Taking the president's authority**
- **Failing to acknowledge the president for successes**
- **Always refer board conflict to president**
- **Never gossip with president or other members**
- **Never take action on just the president's issues without the rest of the board's input**

Avoiding Pitfalls

- **Maintain full communication and trust with the board president**
- **Board President should and will be your main supporter when others may have problems with you**

Key Point #6

In the establishment of your communication plan, be sure to address communication forms and frequency.

Frequency of Communication

- **Two primary areas of frequency of communication**
 - **Emergency communication**
 - **Normal communication**

Forms of Communication and the Pros and Cons

- **E-mail**
- **Phone call**
- **Hard copy**
- **Face-to-face meetings**

Email Pros

- **Easily Produced**
- **Efficient (takes less time than phone call)**
- **Preferred method by most individuals**
- **Provides documentation of communication**

Email Cons

- E-mail is part of public record.
- Some board members see it as impersonal
- Can be easily forwarded to others
- Limits opportunity for expanded conversation
- Can violate open meetings laws if sent to all members simultaneously. Be careful not to ask board members to make decisions via e-mail, which could be construed as conducting a meeting without public notice

Phone Pros

- **Provides quick feedback**
- **Reasonably efficient**
- **Offers personal touch to communication**
- **Provides opportunity to expand conversation**
- **Allows for confidential conversation**

Phone Cons

- **Require respondent's availability to establish communication**
- **Not as efficient as e-mail, especially if multiple individuals are to be contacted**
- **Hard to document content of conversation**

Hardy Copy Pros

- **Easily Documented**
- **Provides opportunity for attachments without scanning**
- **More formal than e-mail or phone communication**

Hard Copy Cons

- Time consuming to develop and distribute
- Reproduced easily (lacks confidentiality)

Face to Face Pros

- **Most personal form of communication**
- **Establishes rapport**
- **Provides venue for expanded discussion**
- **Provides greater opportunity to assess reaction to items being communicated**

Face to Face Cons

- **Most inefficient method of communication, very time consuming**
- **Can be difficult with detractors**
- **Hard to document content of meeting**

E-mail Recommendations

- **Send out weekly school district updates**
- **Employ an e-mail communication system which provides updates to board members**
- **Use e-mail as a means of communication during periods of crisis**
- **Utilize e-mail as a means to communicate efficiently during periods of crisis**
- **Apply e-mails as a method to distribute general school board information**

Phone Call Recommendations

- Use phone calls to add emphasis to an important message
- Call Board members to check in, see how they are doing, and find out if they have questions about anything going on
- Contact board member by phone to discuss personal issues

Hard Copy Recommendations

- **Send out hard copy of items which you want to guard against being widely distributed**
- **Send out thank you cards or birthday cards to board members to further build relationship**
- **Use hard copy to communicate all legal documents**

Key Point #7

Be purposeful in designing a process related to when and how you will make contact with your board when emergency situations arise.

Emergency Communication

- **How does the board member want to receive communication?**
- **Availability of board members**
- **Understand how you will engage board members quickly and efficiently especially in times of crises**

Normal Communication

- Normal communication is much more purposeful
- Aimed at providing information on an ongoing basis
- Indicates your willingness to be open with the board
- Develop a communication plan and dutifully stick to it

Key Point #8

Periodically review the impact of your communication plan with your board members. Make the necessary adjustments and refinements to your plan and your strategies to maintain good superintendent-board relations.

Emergency

- **Crucial to understand how the superintendent can most efficiently and effectively make contact with individual board members**
- **Important to clearly understand how you will engage board members quickly and efficiently, especially in times of crisis**

Normal

- **Provides an opportunity to consider many different methods for planned periodic communication**
- **Should be a function of identified board member preferences**
- **Should be aimed at providing information on an ongoing basis**

Emergency Situations

- **Understand the importance of the superintendent-board president relationship**
- **Establish communication guidelines from the get go**
- **Establish the emergency criteria to immediately contact the board**
- **Work with your board to set standards and procedures for emergency notification**

Communication Plan

- **Create and commit to an operating protocol**
- **Require a “refocusing” or “refinement” of the original plan**
- **Know the priority of gauging board member perceptions**
- **Constantly assess the perceptions of board members**
- **Address negative ideas held by some members**
- **Maintain clear roles and open communication**

Sources

- Eller, J., & Carlson, H. (2009). *So now you're the superintendent!* Thousand Oakes, CA: Corwin Press.
- Chapman, C. (1997). *Becoming a superintendent: Challenges of school district leadership.* Upper Saddle river, NJ: Merrill Prentice Hall.

Rescue Union ESD

Board Bylaw

Board Member Electronic Communications

BB 9012

Board Bylaws

The Governing Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the district and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding district business.

(cf. 1100 - Communication with the Public)

(cf. 9000 - Role of the Board)

(cf. 9322 - Agenda/Meeting Materials)

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

(cf. 9320 - Meetings and Notices)

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

In addition, Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.

(cf. 1112 - Media Relations)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 9005 - Governance Standards)
(cf. 9121 - President)
(cf. 9200 - Limits of Board Member Authority)

To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, he/she shall copy the communication to a district electronic storage device for easy retrieval.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

35140 Time and place of meetings
35145 Public meetings
35145.5 Agenda; public participation; regulations
35147 Open meeting law exceptions and applications

GOVERNMENT CODE

6250-6270 California Public Records Act
11135 State programs and activities, discrimination
54950-54963 The Ralph M. Brown Act, especially:
54952.2 Meeting, defined
54953 Meetings to be open and public; attendance
54954.2 Agenda posting requirements, board actions

COURT DECISIONS

City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Management Resources:

CSBA PUBLICATIONS

Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017

The Brown Act: School Boards and Open Meeting Laws, rev. 2014

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

WEB SITES

CSBA: <http://www.csba.org>

CSBA, Agenda Online:

<https://www.csba.org/ProductsAndServices/AllServices/AgendaOnline.aspx>

Bylaw RESCUE UNION SCHOOL DISTRICT
adopted: February 10, 2009 Rescue, California
revised: August 1, 2017

ITEM #: 6
DATE: October 23, 2018

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Board Officers Selection

BACKGROUND:

Pursuant to Education Code Section 35143 and District Board Bylaw 9100, the Governing Board shall elect a president and a clerk and/or vice president from its members and appoint a secretary to the Board at the annual organizational meeting.

STATUS:

The Board will review and discuss nominations for:

President	(BB 9121)
Vice-President	(BB 9100)
Clerk	(BB 9123)

FISCAL IMPACT:

N/A

BOARD GOAL:

N/A

RECOMMENDATION:

The Board review and discuss the officer selection.

ITEM #: 7
DATE: October 23, 2018

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Board Meeting Calendar

BACKGROUND:

Pursuant to Education Code 35140, the Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting.

STATUS:

The Board will review and discuss the tentative calendar for 2019 specifically regarding the January meeting dates.

FISCAL IMPACT:

N/A

BOARD GOAL:

N/A

RECOMMENDATION:

The Board review and discuss the meeting dates for January 2019.



RESCUE UNION SCHOOL DISTRICT

"Educating for the Future, Together"

	Holiday
	Board Meeting
	Board Study Session
	Special Board Meeting

2019 Board Meeting Calendar TENTATIVE Board Approved ?

Regular Meeting: 5:30 p.m. Closed Session: 6:30 p.m. Open Session ~ Study Session 5:30 p.m.

JAN					FEB					MAR					APR					MAY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1					1	1	2	3	4	5			1	2	3
7	8	9	10	11	4	5	6	7	8	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
28	29	30	31		25	26	27	28		25	26	27	28	29	29	30				27	28	29	30	31

Dec 13 - Board Items Due
 1 *New Year's Day*
 4 *Winter Break Ends*
 21 *Martin Luther King Jr. Day*

Jan 31- Board Items Due
 15 *Lincoln's Day (observed)*
 18 *President's Day (Washington's Day)*

Feb 28- Board Items Due

Mar 28 - Board Items Due
 15 *Spring Break Begins*
 22 *Spring Break Ends*

Apr 25 - Board Items Due
 27 *Memorial Day (observed)*

JUN				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JULY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUG				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPT				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCT				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

May 30 - Board Items Due
Jun 13 - Board Items Due

Board Meeting Date
TBA, as Needed
 4 *Independence Day*

Aug 1- Board Items Due

Aug 28- Board Items Due
 2 *Labor Day*

Sep 26- Board Items Due

NOV				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DEC				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 30- Board Items Due
 11 *Veterans Day*
 25-29 *Thanksgiving Break*

Nov 21 - Board Items Due
 23 *Winter Break Begins*