

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT
RELATIONSHIPS BY OBJECTIVES

STATEMENT OF GOALS

Revised:
March 21, 1996
April 30, 1998
March 30, 1999
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April 2007

PREFACE TO THE RBO DOCUMENT

Background

In 1988, a Relationship by Objectives (RBO) retreat was conducted between the district and site administrators and the District Educators Association (DEA). The program was to improve relations between the Board, DEA, and administration. More than 60 teachers, administrators, Board members and DEA officials participated in confidential interviews conducted by John Popular. Problems and perceptions identified in the interviews shaped the agenda for a weekend retreat held in February 1988, which was attended by 55 teachers, Board members and DEA officials. That meeting produced a plan that included mutually agreed-upon goals, action steps, a timetable for implementation, and assigned responsibilities to both teachers and administrators. The purpose of the plan was to improve working relationships and communications as a means to establish a climate conducive to a participatory decision making process.

1988 Document

A district-wide RBO Steering Committee was established so that administrators and teachers could resolve issues of concern that were related to the implementation of the RBO document and not in the purview of the DEA contract. Each school was to establish an RBO committee that would meet regularly and collaboratively solve school-wide issues. One of the responsibilities of the District RBO Committee was to oversee the implementation of the RBO document, reviewing it annually. This original document was reviewed and revised in 1989, 1991, 1992, 1993, and 1994.

1996 Document

The District RBO Steering Committee requested that John Popular return in 1996 to assess the organizational climate and provide guidance and assistance to build on and renew the RBO process district-wide. The purpose of the 1996 process was to assess present day problems and concerns, which the RBO Steering Committee felt were different from those in 1988. John Popular conducted confidential interviews with about 120 people, including administrators, teachers, school psychologists, DEA leadership and Board members. Mr. Popular prepared a summary of findings that included RBO's accomplishments, shortcomings, and areas of concern for teachers and administrators. As a result, a second RBO retreat was held in February of 1996.

In the retreat of 1996, the RBO document was rewritten. Some components of the 1988 document were not included because it was felt that many of the RBO processes were institutionalized. Thus, new areas of focus were added to the 1996 document, such as "Students," "RBO Process," and "Commitments." "RBO Empowerment Continuum" was added to the document in the appendix, along with "RBO—What It Is/What It Isn't," from

the 1998 document. The 1996 document was reviewed and revised by the RBO Steering Committee in 1998, 1999, and 2000.

2002 Document

In October of 2002, the RBO Steering Committee decided that instead of a retreat, they would take several days to review and revise the document. It was determined that it was important to review all of the RBO documents. Upon doing so, all of the documents were combined and reorganized into one document, so as not to lose the history and important facets of the RBO process. In addition, this new inclusive document would reference the successes of the RBO process and maintain a complete history of RBO into the future. Several components of the 1996 document were moved to the appendix, along with the other previously included items. These included the component about Students, specifically students as clients and communication with parents. "Principles of RBO" was placed at the beginning of the document.

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

RELATIONSHIPS BY OBJECTIVES

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PRINCIPLES OF RBO

Recognizing that students are our highest priority, we are committed to:

- Practice a continuum of shared decision-making process at all levels of the organization
- Encourage open participation
- Demonstrate respect for each individual
- Maintain on-going communication with all stakeholders
- Accept decisions made through the process

HBUHSD Relationships by Objectives

I. RBO PROCESS

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>1. Ensure that each campus maintains an effective RBO process. An effective RBO process:</p> <ul style="list-style-type: none"> • empowers staff, • identifies issues of concern, • fosters constructive dialogue, • includes the principal, • includes regularly scheduled meetings, • provides timely and effective feedback, and • leads to closure which may include action or no action. 	<p>1.1 Evaluate the current RBO model against the criteria in goal #1.</p> <p>1.2 Revise and/or create an RBO model that includes all the criteria.</p> <p>1.3 Communicate the RBO model to the staff.</p> <p>1.4 Broaden the level of involvement in RBO at site. Each individual site will:</p> <ul style="list-style-type: none"> • develop an organizational flow chart, • identify RBO site structure, and • regularly share RBO developments at general staff meetings. <p>1.5 The RBO Site Committee will:</p> <ul style="list-style-type: none"> • advertise meeting times/dates, • solicit agenda items, • publish/distribute agenda noting submitting group, and • publish/distribute minutes of RBO meetings. <p>1.6 Provide meaningful time for RBO activities, i.e. reconfigure staff development days into smaller units of time; adjust bell schedules to bank minutes for modified days; hold “open forums” for school-wide decisions and policy implementation.</p>	<p>Principal/ Association Reps</p> <p>Principal/ Association Reps</p> <p>Principal/ Association Reps</p> <p>Principal/ Association Reps</p> <p>Site RBO Committee</p> <p>Site RBO Committee in conjunction with Dept. Coord/Staff Devel. Committee and Site Administration</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

HBUHSD Relationships by Objectives

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>2. Monitor and assess the effectiveness of the RBO model at each site in reflecting RBO principles and practices.</p>	<p>2.1 Conduct a self-assessment of the RBO process.</p> <p>2.1.1 The formal assessment of the RBO process will include:</p> <ul style="list-style-type: none"> • accomplishments, • participation levels, • committees formed, • recommendations for future, and • remediation plan. <p>2.1.2 Share results with staff, district RBO, superintendent and Board of Trustees.</p> <p>2.2. Create a process for input and understanding of the master schedule development.</p> <p>2.2.1 The district staffing formula will be annually reviewed and adjustments explained by the district.</p> <p>2.2.2 At a site department coordinator meeting, department coordinators will be informed of the total school section allocation and the number of sections allotted to other departments with rationale and opportunity for input and adjustment.</p> <p>2.3 Provide the opportunity for department staff to participate in the selection of new teachers.</p> <p>2.3.1 Department coordinator and site administrator will develop and publicize process for department involvement.</p>	<p>Site RBO Committee</p> <p>Site RBO Committee</p> <p>Principal/Site RBO, District RBO Rep</p> <p>Supt. Cabinet with administrator input</p> <p>Principal/Principal Designee/Dept. Coord.</p>	<p>Ongoing</p> <p>During February</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>

HBUHSD Relationships by Objectives

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>2. Monitor and assess the effectiveness of the RBO model at each site in reflecting RBO principles and practices. (continued)</p>	<p>2.4 Develop or determine the process of reassignment at a site and/or transfers between sites, as appropriate to instructional needs and contract language.</p> <p>2.4.1 The administrator/s shall look for solutions to reassignment in a sensitive and fair manner. Where appropriate, consultation shall occur with affected department coordinators.</p> <p>2.4.2 Site and program administrators need to identify, at the earliest possible date, subject area overages and subject area needs and reassignments in order to effect change in a sensitive manner.</p> <p>2.4.3 The Principal/administrator shall notify the reassignee/overage in a private conference.</p> <p>2.5 Develop an ongoing discipline committee at each site to review the school's discipline matrix and discipline plan. The discipline plan will be utilized; however teachers are responsible for contacting the site administrators when unusual occurrences prevent usual disciplinary action. The teacher is encouraged to recommend desired consequences.</p> <p>2.5.1 Provide orientation for all staff at each site on discipline procedures, at which time:</p> <ul style="list-style-type: none"> • district discipline matrix and school discipline plan will be distributed, • progressive discipline techniques will be discussed, and • referral procedures will be reviewed. 	<p>Principal/Principal Designee/Dept. Coord.</p> <p>Principals/Administrators /Dept. Coord.</p> <p>Site and Program Administrators</p> <p>Principals/Administrators</p> <p>Teachers/Psychologists/ Site Administrator</p> <p>Site Administrators/ BTSA/WOCPC</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Meetings as needed</p>

HBUHSD Relationships by Objectives

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>3. Enhance the skills and knowledge necessary for all staff to be effective participants in the RBO process.</p>	<p>3.1 Provide training in RBO skills for all certificated staff.</p> <p>3.2 Require RBO orientation for new certificated hires, including administrators.</p> <p>3.3 Conduct, upon request by DEA or HBPSA, budgetary information sessions between DEA/HBPSA negotiation teams and Assistant Superintendent of Business Services.</p> <p>3.4 Provide an opportunity for input into the development and enforcement of rules and procedures in the following areas:</p> <ul style="list-style-type: none"> ● student placement, grading, ● academic recognition, ● honors program, ● advanced placement ● educational options such as academics, magnets, pilot programs and open enrollment, ● new course offerings, and ● discipline plan and discipline matrix. 	<p>District Committee/ Assist. Sup. Personnel</p> <p>HBPSA/DEA/Assist Supt. Personnel/ Site Administrators</p> <p>DEA/HBPSA</p> <p>Supt./DEA/Curriculum Committee/Site RBO/ Administrators</p>	<p>September</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

HBUHSD Relationships by Objectives

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>3. Enhance the skills and knowledge necessary for all staff to be effective participants in the RBO process. (continued)</p>	<p>3.10 Establish a strategic planning process for the district which provides participatory opportunities for staff.</p> <p>3.10.1 Develop a Strategic Plan Steering Committee to formalize district structure and process for strategic planning.</p> <p>3.10.2 The district Strategic Planning Committee will annually update the Strategic Plan and communicate the Board-approved plan to staff and community.</p> <p>3.11 Maintain a selection process for certificated administrators which incorporates staff input.</p> <p>3.11.1 Paper screening will include a teacher selected by DEA. The interview process will be utilized when it is contemplated that there will be two or more candidates.</p> <p>3.11.2 On the initial interview panel, the number of teachers will be at least equal to the number of administrators. Teachers will be selected by DEA. Pupil personnel will be selected by HBPSA, if appropriate.</p> <p>3.11.3 Remaining interview steps for the selection of administrative positions will be consistent districtwide.</p>	<p>Board/Supt./ Administrators/DEA/ HBPSA</p> <p>Board/Supt./All</p> <p>Asst. Supt. Cert. Personnel/DEA President and President elect</p> <p>Asst. Supt. Cert Personnel/DEA Pres and Pres Elect/HBPSA Pres/ Administration</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

HBUHSD Relationships by Objectives

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>4. Improve effectiveness of the District RBO Committee. The purpose of the RBO District Committee will be to:</p> <ul style="list-style-type: none"> • exchange ideas and exchange information, • solve matters not solved at the local site, • identify and resolve issues, • review effectiveness of site RBO committees, • work collaboratively with all employee groups, • direct communication with Board members, • foster RBO relations with Board, certificated staff and administration, • insure document-driven agenda, and • foster both top-down and bottom-up ongoing support. 	<p>4.1 Review the selection process and term of office of the membership:</p> <ul style="list-style-type: none"> • Two year staggered terms • An RBO representative shall be chosen from each site through a democratic election run by the local DEA representatives. If no DEA unit member chooses to run or if the position of RBO representative is vacated at any time during the two-year term, a new representative shall be appointed by the local DEA Building Chairperson. • HBPSA appoints one districtwide representative • Superintendent selects administrators <p>4.2 Develop issue-driven agenda, solicit input from sites and publish in advance.</p> <p>4.3 Clarify and utilize the channels of communication to assure that the site has addressed issues prior to agendaing at district RBO.</p> <p>4.4 Schedule monthly meetings, one of which, in the month of March, may be an all day meeting to evaluate the RBO process and document.</p> <p>4.5 Debrief the effectiveness of meetings.</p> <p>4.6 Communicate results of District RBO Committee back to the sites.</p> <p>4.7 Review the site assessments annually during the March meeting.</p>	<p>District RBO Committee</p> <p>District RBO Committee</p> <p>All</p> <p>District RBO Committee</p> <p>District RBO Committee</p> <p>District RBO Reprs</p> <p>District RBO Committee</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>Monthly</p> <p>Annually in March</p>

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GOAL	ACTION STEPS	RESPONSIBILITY	TIME
	<p>4.8 Review unresolved issues from site RBO meetings.</p> <p>4.9 Expect responses and follow through to issues in a timely manner.</p> <p>4.10 Increase visibility of district representatives at site RBO meetings.</p>	<p>District RBO Committee</p> <p>Appropriate Staff</p> <p>Site RBO Committee</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>5. Provide opportunities for input to long-term budget plans and allocations.</p>	<p>5.1 Develop criteria for budget allocations to departments and long-term budget plans responsive to the needs of each department and school. This will be done jointly by administrators and department coordinators after fixed costs have been identified and evaluated.</p> <p>5.2 Abate back to the site budgets the unexpended fixed cost funds and allocate them jointly by the department coordinators and site administrative team for the next year.</p>	<p>Site Steering Committee/Site Administrators/Dept Coordinators</p> <p>Assist. Supt. Business Services/Site Admin./Dept. Coords.</p>	<p>Ongoing</p> <p>April-Sept. Yearly</p>

II. COMMITMENTS

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
6. Commit to a mutually understood process that establishes TRUST.	<p>6.1 Communicate fully, openly and honestly with each other while respecting confidentiality.</p> <p>6.2 Encourage sensitivity to one another's needs – be hard on issues not on people.</p> <p>6.3 Refrain from being judgmental</p> <ul style="list-style-type: none"> • of one another's assignment status, • of decisions made, • of one another, and • of comments or opinions that are shared <p>6.4 Exhibit appropriate professional courtesy to one another.</p> <p>6.5 Establish and follow the protocol and the ground rules of the group process.</p> <p>6.6 Continue to offer training in leadership and relationship building.</p>	<p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Administration</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
7. Commit to a mutually understood process that establishes trust through COMMUNICATION.	<p>7.1 Complete the communication cycle effectively by:</p> <ul style="list-style-type: none"> • communicating clear messages, • working to make sure messages are received and understood, and • responding to messages in a timely and sensitive manner. 	<p>Board/Admin./Cert. Staff/Pupil Personnel</p>	<p>Ongoing</p>

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GOAL	ACTION STEPS	RESPONSIBILITY	TIME
7. Commit to a mutually understood process that establishes trust through COMMUNICATION. (continued)	<p>7.2 Update the communication flow charts.</p> <p>7.3 Identify and use the most effective means to promote system-wide communication at sites and between sites and the district.</p> <p>7.4 Create and cultivate a climate for communication.</p> <p>7.5 Provide and use appropriate forums:</p> <ul style="list-style-type: none"> • Contractual issues – appropriate association • Non-contractual issues – RBO, etc. (site specific) • Take it from the “lunch table to the appropriate forum. <p>7.6 Encourage the expansion of the “open forums” to all campuses.</p> <p>7.7 Consider conducting joint meetings of RBO and TBC as appropriate at sites.</p> <p>7.8 Ensure new hires and current employees receive orientation to RBO (site and district).</p> <p>7.9 Encourage district RBO teacher representatives to share successful strategies/problems in facilitating site meetings.</p>	<p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Board/Admin./Cert. Staff/Pupil Personnel</p> <p>Site RBO Committee</p> <p>Site</p> <p>Admin/Site RBO Committee</p> <p>Site RBO representatives</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>8. Identify and commit to a mutually accepted protocol that promotes COLLABORATIVE DECISION-MAKING. The process steps will include:</p> <ul style="list-style-type: none"> • identifying important issues, • providing opportunity for participation to appropriate parties, • creating a climate for positive interaction, • defining level for empowerment on the continuum (see Appendix B) for each issue, • identifying a list of objectives for resolution, • providing information appropriate to the issue which will facilitate decision making, • discussing, questioning, and analyzing data, • formulating potential solutions, • comparing potential solutions with objectives, • reaching solutions and/or make recommendations that are data driven, and • making decisions which are data driven when possible. 	<p>8.1 Renew understanding of RBO on each campus.</p> <p>8.2 Recommit to continuum of decision-making process.</p>	<p>Site RBO Committee</p> <p>Board/Superintendent</p>	<p>Yearly</p> <p>Ongoing</p>

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GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>9. Commit to a mutually accepted process that promotes ACCOUNTABILITY</p>	<p>9.1 Identify and support action groups to work on the completion of assigned tasks.</p> <p>9.2 Assign areas of responsibility.</p> <p>9.3 Create benchmarks and timelines for the completion of projects and tasks at the site and the district RBO.</p> <p>9.4 Complete assigned/agreed upon responsibilities.</p> <p>9.5 Report regularly on the progress of sites at district RBO meetings.</p> <p>9.6 Sustain change efforts through constructive input, discussion and revision as needed.</p> <p>9.7 Provide meeting times for interaction to insure mutual responsibility.</p> <p>9.8 Hold certificated staff accountable for attendance during professional workdays, such as tutorial, staff development days, back to school nights, department meetings, etc.</p> <p>9.9 Accept responsibility for our actions and the process of RBO.</p>	<p>Identified Appropriate Person/Committee</p> <p>Identified Appropriate Person/Committee</p> <p>Identified Appropriate Person/Committee</p> <p>Identified Appropriate Person/Committee</p> <p>Identified Appropriate Person/Committee</p> <p>Identified Appropriate Person/Committee</p> <p>Identified Appropriate Person/Committee</p> <p>Identified Appropriate Person/Committee</p> <p>Site Administration</p> <p>All</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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III. COMMUNICATIONS

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>10. Enhance relationships among the various sites by providing opportunities for communication between campuses.</p>	<p>10.1 Support a districtwide staff development day with time for department subject specific interaction.</p> <p>10.2 Provide opportunities to visit other district programs within your subject area.</p> <p>10.3 Develop a system of sharing information regarding other campus' activities.</p> <p>10.4 Review information regarding programs at other schools with department coordinators.</p> <p>10.5 Department coordinators will share this information with staff at department meetings.</p>	<p>District Personnel and WOCPDC</p> <p>Staff Development Committee</p> <p>Site RBO Committee</p> <p>Principals</p> <p>Department Coordinators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>11. Enhance the relationship between DEA, HBPSA, school staff, RBO Committee, and administration at the campus level in a proactive problem-solving manner.</p>	<p>11.1 Communicate roles and responsibilities of DEA and HBPSA building reps, school staff, RBO Committee, and campus administrators to all staff.</p> <p>11.2 Schedule regular meetings with DEA building representatives and HBPSA representatives to:</p> <ul style="list-style-type: none"> • build an atmosphere of cooperation, • solve problems proactively, and • create and maintain a “win-win” atmosphere. <p>11.3 Provide opportunities for DEA and HBPSA reps, school staff, and RBO Committee to present staff positions/concerns to representative bodies at sites; i.e. department coordinators, school site council, principals team meetings, open forums.</p>	<p>Principals/DEA/HBPSA/School Staff/RBO Committee</p> <p>Site Principal/HBPSA/DEA</p> <p>Principal/DEA/HBPSA/School Staff/RBO Committee</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>11. Enhance the relationship between DEA, HBPSA, school staff, RBO Committee, and administration at the campus level in a proactive problem-solving manner. (continued)</p>	<p>11.4 Maintain an open door policy between the administration and DEA/HBPSA representatives, school staff, and RBO Committee for the purpose of informal advisement and discussion of potential conflicts and problems.</p> <p>11.5 Send one copy of their newsletter to each of the DEA and HBPSA presidents, the district superintendent and each school site.</p> <p>11.6 Encourage a school psychologist representative to attend department coordinators' meetings, RBO, and other site meetings.</p>	<p>DEA/HBPSA/School Staff/RBO Committee</p> <p>Ongoing</p> <p>Principal</p> <p>Ongoing</p> <p>Principal, Pupil Personnel</p> <p>Ongoing</p>	
<p>12. Enhance the communication opportunities of vice principals, assistant principals and HBPSA through meetings with the superintendent.</p>	<p>12.1 Schedule meetings with HBPSA members upon request of HBPSA leadership.</p> <p>12.2 Assign district office administration to coordinate pupil personnel services in district.</p> <p>12.3 Schedule meetings with vice principals and assistant principals periodically throughout the year.</p>	<p>Superintendent, Pupil Personnel</p> <p>Ongoing</p> <p>Superintendent/ Assigned Administrator</p> <p>Ongoing</p> <p>Superintendent/VP/AP</p> <p>Ongoing</p>	
<p>13. Continue to increase the understanding of how facilitators and the Peer Assistance and Review (PAR) Committee can further enhance instruction in the district.</p>	<p>13.1 Review present methods of advising district staff with regard to facilitator and PAR programs.</p> <p>13.2 Encourage key staff members to be advocates for the program.</p>	<p>Assist. Supt Ed Services/Facilitators/PAR Committee</p> <p>Ongoing</p> <p>District and Site Admin/Teachers/RBO Participants/PAR Committee</p> <p>Ongoing</p>	

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IV. STAFF DEVELOPMENT

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>14. Insure staff involvement in planning and implementation of professional growth activities at the schools.</p>	<p>14.1 Select staff development team and publish names of team members.</p> <p>14.2 Identify multi-year goals through WASC recommendations, strategic planning, CCR, site needs assessment, and staff survey.</p> <p>14.3 Consider restructuring staff development time by converting staff development days into smaller units.</p>	<p>All Staff/Principal</p> <p>Staff Development Committee/Principal</p> <p>Staff Development Committee/Principal</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>15. Establish an in-service training program which offers all staff the opportunity to be trained in district/school/department directed programs.</p>	<p>15.1 Commit time and funds consistent with existing resources.</p> <p>15.2 Provide training to newly assigned/reassigned teachers.</p> <p>15.3 Whenever possible, gear in-services to specific subject matter – e.g. critical thinking in social science, cooperative learning in math, etc.</p> <p>15.4 Provide training in effective instructional methodologies for staff.</p> <p>15.5 Conduct training opportunities in critical areas, i.e. master schedule, budget preparation, student discipline, special education laws, etc, for new administrators and other interested staff prior to the opening of school and throughout the year.</p>	<p>Board/Administration</p> <p>Site Administration</p> <p>AP Curriculum/Staff Development Council/Facilitators</p> <p>Facilitators/Instruction Staff/Staff Dev. Committee/Principal</p> <p>District and Site Administrators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>15. Establish an in-service training program which offers all staff the opportunity to be trained in district/school/department directed programs. (continued)</p>	<p>15.6 Develop in-service opportunities for staff interested in gaining administrative skills</p> <p>15.7 Provide evaluation and ongoing follow-up and evaluation of staff development</p>	<p>Principals/Appropriate Staff</p> <p>District and Site Staff Dev. Committees</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>16. Establish leadership training program which would be available to all interested employees.</p>	<p>16.1 Contact school and district leaders each spring regarding their needs for training.</p> <p>16.2 Provide continued training programs in the needed areas the following year/s.</p> <p>16.3 Create the possibility for a one-day RBO meeting for school site staff.</p>	<p>District and Site Administrators</p> <p>District and Site Administrators</p> <p>District and Site Administrators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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V. OPERATIONAL PRACTICE AND PROCEDURE

GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>17. Provide purchasing procedures that allow for quality products in a cost-effective way.</p>	<p>17.1 Continue a staff development program to assist users of Bi-Tech system.</p> <p>17.2 Encourage use of checkbook system for purchase of small items.</p> <p>17.3 Implement on-line purchasing process.</p>	<p>Purchasing Department</p> <p>Superintendent's Council</p> <p>Purchasing Department</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>18. Improve site maintenance through communication and cooperation.</p>	<p>18.1 Identify district and site maintenance/operations responsibilities.</p> <p>18.2 Identify and address maintenance and custodial priorities.</p> <p>18.3 Sustain system for regular tracking of site and district work orders and for obtaining feedback on status.</p> <p>18.4 Publish district priority list at beginning of each semester and provide feedback to site staff.</p> <p>18.5 Seek additional resources and community support to improve maintenance and repair facilities.</p> <p>18.6 Establish a site level plan for a clean campus involving staff and students.</p>	<p>Site/District Administration</p> <p>Site Admin./Dept Coords/Custodial Staff</p> <p>District/Site Admin.</p> <p>District and Site Administrators</p> <p>All</p> <p>RBO Sub-Committee and Student Reps</p>	<p>Yearly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

HBUHSD Relationships by Objectives

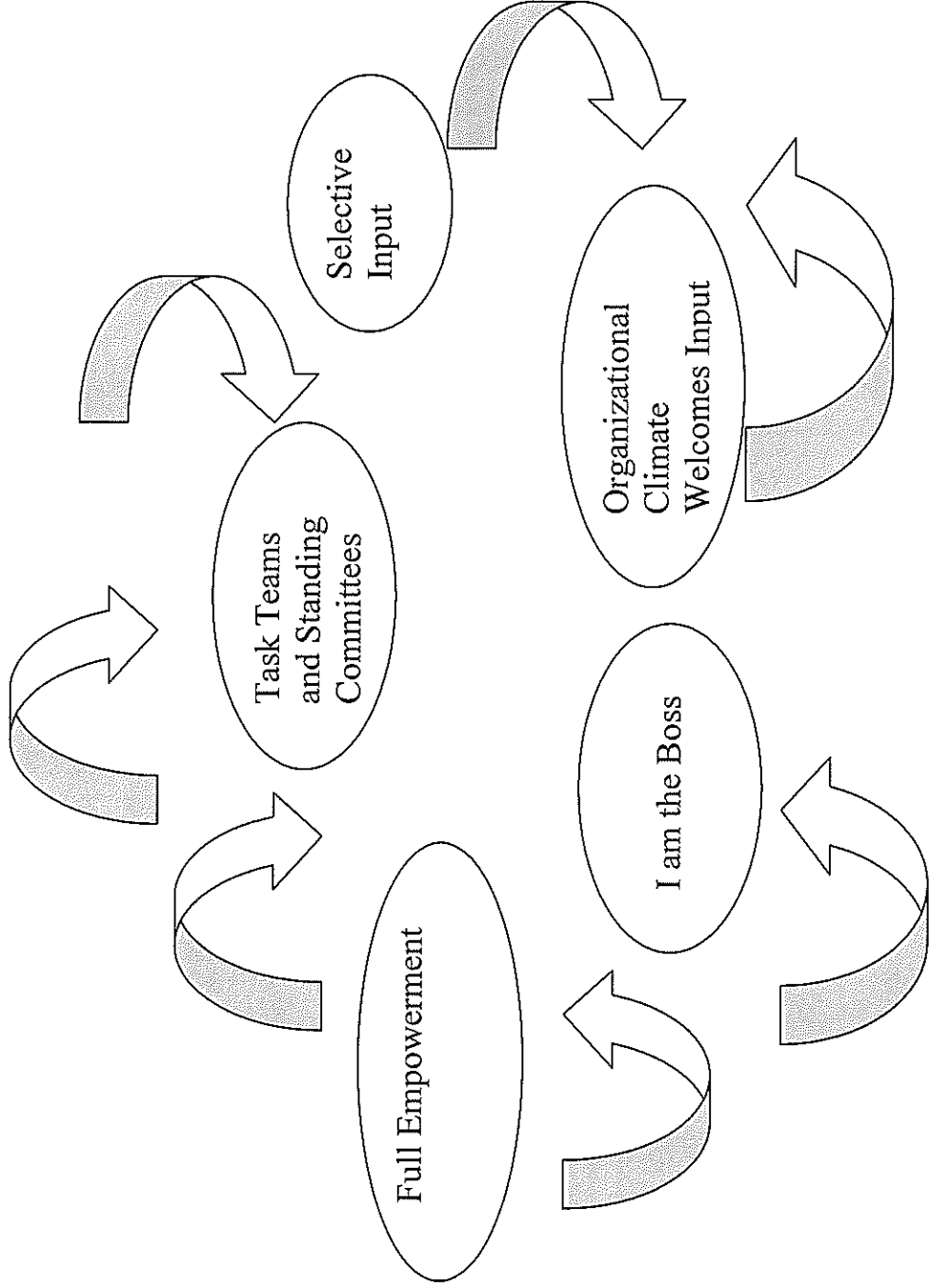
GOAL	ACTION STEPS	RESPONSIBILITY	TIME
<p>19. Create one-stop shopping for technology-related services.</p>	<p>19.1 Establish a single point of contact for data processing and electrical technical services (help desk).</p> <p>19.2 Maintain coordinated work order system and provide feedback on status.</p> <p>19.3 Provide notification for equipment that is removed from service for repair.</p> <p>19.4 Provide cost and time estimates for technology projects and services.</p> <p>19.5 Create feedback loop for quality control.</p> <p>19.6 Enhance, if possible, the services of the network technicians.</p> <p>19.7 Develop on-line solutions to improve communications, efficiency and other objectives of RBO.</p>	<p>Information Services Department</p> <p>District Admin./ Technology Council</p> <p>District Admin./ Technology Council</p> <p>District Administration</p> <p>District Administration/ Technology Council</p> <p>District Admin/ Information Services</p> <p>District Administration/ Information Services/ Technology Council</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

APPENDICES

<p>1. We recognize that students as clients are our number one priority and commit to a process that effects change to meet their needs (cont'd).</p>	<p>1.1.3 Staff understanding of the value of the co-curricular program and its contributions to the total education of students</p> <p>1.1.4 Student feedback on school facilities, staff and instruction</p> <p>1.2 The site may target and prioritize areas of greatest concern which may lead to action plans, e.g., Strategic Plan, WASC, etc.</p> <p>1.3 A yearly review will be conducted to determine what has been accomplished and what additional items need to be added to the Plan. All staff members will receive a yearly update.</p>	<p>RBO Site Committee and Staff</p> <p>RBO Site Committee and Staff</p> <p>RBO Site Committee and Staff</p> <p>RBO Site Committee</p>	<p>Ongoing</p> <p>Site TBD</p> <p>Site TBD</p> <p>Annual</p>
	<p>1.3.1 Staff development geared to a changing student population including:</p> <ul style="list-style-type: none"> • Students who qualify for 504 accommodations • Inclusion of special education students in general education classes • At-risk students • Technologically proficient students • Non-technologically proficient students • Title I students • ELL students 	<p>Staff Development Committee</p>	<p>Ongoing</p>

<p>2. Schools will actively promote increased communication with parents and community members</p>	<p>2.1 Schools will promote and increase communication through activities which may include:</p> <ul style="list-style-type: none"> • Principal's newsletter • Parent information nights • Back-to-School Night • Eighth Grade Parents Night • Open Enrollment Night • School Site Council • Community meeting • Coffees • Teacher initiated contacts • English Learners Advisory Committee • District English Learners Advisory Committee • Community Advisory council • PTSA • Booster Club Information Night • Adult School Schedule of Classes • Web sites/Individual teacher web pages • District newsletter "Currents" <p>2.2 Schools will promote community participation in the school through activities which may include:</p> <ul style="list-style-type: none"> • Service club participation • Chamber of Commerce • City government • Commercial partnership • Board Community Reception • Principal For A Day <p>2.3 Schools will promote an atmosphere welcoming parents and community members. Staff members at the schools will promote a professional and helpful atmosphere</p>	<p>Site Staff</p> <p>Board, Administration and Participating Staff</p> <p>All School Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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**RBO
EMPOWERMENT CONTINUUM**



APPENDIX C

RELATIONSHIPS BY OBJECTIVES

If asked to identify the components of the RBO program that have made it strong, a list would include: 1) Consistent and ongoing support from the Board of Trustees, 2) Commitment of the Superintendent, 3) Availability of funding to properly implement the program, 4) The use of a professional consultant, 5) The weekend session, 6) The document, 7) The district Steering Committee 8) Yearly revision of the document, 9) The Site Steering Committee.

The District Steering Committee annually reviews the purpose of RBO:

WHAT IT IS	WHAT IT ISN'T
<ul style="list-style-type: none"> • Saves professional time and energy • Enhances collective bargaining • Humanizes problem solving process • Promotes a climate that results in effective teaching and learning • Provides ongoing process • Provides shared accountability • Provides tool for communications • Provides rumor control • Provides participatory management • Provides avenue to discuss issues outside the contract • Empowers teachers in the total school process • Promotes trust building process • Provides information dissemination process 	<ul style="list-style-type: none"> • A collective bargaining or grievance tool • A panacea or solution to all problems • A means to erase the concepts of management and labor Majority rule • An instant fix in repairing feelings • A means to "fix people who don't want to be fixed"

