

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Special Session

Saturday, May 15, 2010

8:30 a.m. Open Session

Chico Unified School District Office/Large Conference Room

1163 East Seventh St., Chico, CA 95928

AGENDA

- 8:30am** 1. **CALL TO ORDER**
2. **DISCUSSION/ACTION CALENDAR**
1. BUSINESS SERVICES
1. Discussion/Action: Inspire School of Arts and Sciences Location – Chapman Elementary Site Analysis: Consider Directing Facilities Staff to Begin Design Analysis to Locate Inspire School of Arts and Sciences at Chapman Elementary School (Michael Weissenborn) **(30 minutes)**
2. BOARD
1. Discussion/Action: Board Self-Evaluation **(60 minutes)**
- 9:00am**
- 10:00am** 3. **CLOSED SESSION**
1. Conference with Legal Counsel Attending:
Anticipated Litigation Kelly Staley, Superintendent
Significant exposure to litigation pursuant Sara Simmons, Director
to Government Code Section 54954.5(b) Mary Leary, Director
Two cases John Bohannon, Principal
John Yeh, Attorney at Law
2. Public Employment: Terms of Contract
Per Government Code §54957
Title: Superintendent
Title: Assistant Superintendent, Business Services
Title: Assistant Superintendent, Human Resources
- 11:00am** 4. **ADJOURNMENT**

Jann Reed, President
Board of Education
Chico Unified School District

The Chico Unified School District Board of Education welcomes you to this meeting and invites you to participate in matters before the Board.

INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS

No disturbance or willful interruption of any Board meeting shall be permitted. Persistence by an individual or group shall be grounds for the Chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared, if necessary. In this case, further Board proceedings shall concern only matters appearing on the agenda.

CONSENT CALENDAR

The items listed on the Consent Calendar may be approved by the Board in one action. However, in accordance with law, the public has a right to comment on any consent item. At the request of a member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item. Board Bylaw 9322.

STUDENT PARTICIPATION

At the discretion of the Board President, student speakers may be given priority to address items to the Board.

PUBLIC PARTICIPATION FOR ITEMS ON THE AGENDA (Regular and Special Board Meetings)

The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings.

- Speakers will identify themselves and will direct their comments to the Board.
- Each speaker will be allowed five (5) minutes to address the Board.
- In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item.

PUBLIC PARTICIPATION FOR ITEMS NOT ON THE AGENDA (Regular Board Meetings only)

The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. (Government Code 54954.2) Items brought forth at this part of the meeting may be referred to the Superintendent or designee or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

- Public comments for items not on the agenda will be limited to one hour in duration.
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given five (5) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3rd speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

WRITTEN MATERIAL:

The Board is unable to read written materials presented during the meeting. If any person intends to appear before the Board with written materials, they should be delivered to the Superintendent's Office or delivered via e-mail to the Board and Superintendent 10 days prior to the meeting date.

COPIES OF AGENDAS AND RELATED MATERIALS:

- Available at the meeting
- Available on the website: www.chicousd.org
- Available for inspection in the Superintendent's Office prior to the meeting
- Copies may be obtained after payment of applicable copy fees

AMERICANS WITH DISABILITIES ACT

Please contact the Superintendent's Office at 891-3000 ex. 149 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

Pursuant to Government Code 54957.5, If documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the Chico Unified School District, Superintendent's Office located at 1163 East Seventh Street, Chico, CA 95928 or may be viewed on the website: www.chicousd.org.

TITLE: Inspire School of Arts and Sciences - Site Analysis

Action X
Consent
Information

May 15, 2010

Prepared by: Michael Weissenborn, Facilities Planner/Construction Manager

Background information

At the Board Workshop on April 7, 2010 staff discussed the ongoing process of evaluating existing District facilities to house Inspire School of Arts and Sciences. Chapman Elementary School was identified as a campus that may be suitable for this purpose. The next steps for evaluating the existing Chapman Elementary School for housing Inspire include: 1) clarification of the educational program and development of educational specifications for both the existing elementary campus and Inspire; 2) development of a conceptual site design; and 3) completion of California Environmental Quality Act (CEQA) analysis based upon the conceptual design. The various steps in this process will include community input and involvement. Based upon the results of this process the architect would complete design development and develop construction documents required to complete the project.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." Locating a high school and an elementary school on the same campus will have both educational benefits and potential concerns which must be addressed in a proactive manner.

Fiscal Implications

This project will be funded out of Capital Improvement Funds. These funds may include a blend of Measure A proceeds, Developer Fees and Proposition 1D moneys and will have no impact on the general fund.

Recommendation

Direct Facilities Staff to begin design analysis to locate Inspire School of Arts and Sciences at Chapman School.

PROPOSED AGENDA ITEM: Board Self-Evaluation

Prepared by: _____

Consent

Board Date May 15, 2010

Information Only

Discussion/Action

Background Information

Educational Implications

Fiscal Implications

SCHOOL BOARD SELF-EVALUATION SURVEY

SECTION 1 – THE BOARD

School district and county offices of education are governed by Boards, not by individual trustees. While understanding their separate roles, the Board and Superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the Board must have a unity of purpose and meet these standards:

	Always	Often	Rarely	Never	Unsure
Keep the district focused on learning and achievement for all students.					
Communicate a common vision.					
Operate openly, with trust and integrity					
Govern in a dignified and professional manner, treating everyone with civility and respect.					
Govern within board-adopted policies and procedures.					
Take collective responsibility for the Board's performance.					
Periodically evaluate its own effectiveness.					
Ensure opportunities for the diverse range of views in the community to inform Board deliberations.					

SCHOOL BOARD SELF-EVALUATION SURVEY

SECTION 2 – THE BOARD’S JOBS

The primary responsibilities of the Board are to set a direction for the district, provide a structure by establishing policies, provide support, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective Boards must carry out. These standards highlight some of the most important ones.

Effective Boards meet these standards:

	Always	Often	Rarely	Never	Unsure
Involve the community, parents, students and staff in developing a common vision for the district focused on student learning and achievement and responsive to the needs of all students.					
Adopt, evaluate and update policies consistent with the law and the district's vision and goals.					
Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.					
Hire and support the Superintendent so that the vision, goals and policies of the district can be implemented.					
Conduct regular and timely evaluations of the Superintendent based on the vision, goals and performance of the district, and ensure that the Superintendent holds district personnel accountable.					
Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district					
Ensure that a safe and appropriate educational environment is provided to all students.					
Establish a framework for the district's collective bargaining process and adopt responsible agreements.					
Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.					

THE BOARD'S GOVERNANCE GOALS

Based on the Board's discussion of team member responses to the Board and the Board's jobs sections of the self-evaluation survey, choose two to three standards the board agrees to focus on for governance growth over the next year.

Goal 1: Establish a framework for the district's collective bargaining process and adopt responsible agreements.

To us this means...

What we will do...

How and when we will measure improvement or success...

Goal 2: Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

To us this means...

What we will do...

How and when we will measure improvement or success...

Goals 3: Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.

To us this means...

What we will do...

How and when we will measure improvement or success...

SCHOOL BOARD SELF-EVALUATION SURVEY

SECTION 3 – THE INDIVIDUAL TRUSTEE

In California's education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee meets these standards:

	Always	Often	Rarely	Never	Unsure
Keeps learning and achievement for <u>all</u> students as the primary focus.					
Values, supports and advocates for public education.					
Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.					
Acts with dignity, and understands the implications of demeanor and behavior.					
Keeps confidential matters confidential.					
Participates in professional development and commits the time and energy necessary to be an informed and effective leader.					
Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.					
Understands that authority rests with the board as a whole and not with individuals.					