

**CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Session Meeting – February 27, 2008**

**Closed Session – 6:30 p.m.**

**Regular Session – 7:30 p.m.**

**District Office Large Conference Room**

**1163 E. 7<sup>th</sup> Street, Chico, CA 95928**

**AGENDA**

**1. CALL TO ORDER**

**Opportunity for Public Comment on Agenda Items**

*The Governing Board welcomes and encourages public comments. Members of the public may comment on items included on this agenda: however, we ask that you limit your comments to five (5) minutes so that as many as possible may be heard (Education Code §35145.5, Government Code §54954.3)*

**2. CLOSED SESSION**

**2.1 Public Employee Performance Evaluation**

Pursuant to Government Code §54957

Title: Superintendent

**2.2 Public Employment: Terms of Contract**

Pursuant to Government Code §54957

Title: Superintendent

**2.3 Updates on Existing Litigation**

Pursuant to subdivision (a) of §54956.9

Name of Cases: Black vs. CUSD and Crews vs. CUSD

**2.4 Conference with Labor Negotiator**

Employee Organizations:

CUTA

CSEA

Other Representatives:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

*If Closed Session is not completed before 7:30 p.m., it will resume immediately following the regular meeting.*

**3. RECONVENE TO REGULAR SESSION**

**3.1 Call to Order**

**3.2 Closed Session Announcements**

**4. CONSENT CALENDAR**

**A. EDUCATIONAL SERVICES**

1. Consider approval of Field Trip Request from Hooker Oak 7<sup>th</sup>/8<sup>th</sup> grade class to attend the Shakespeare Plays/Festival in Ashland, Oregon, from 04/03/08-04/04/08.
2. Consider approval of Field Trip Request from Marigold, Chapman and Shasta 6<sup>th</sup> grade classes to attend Environmental Education at the Woodleaf Outdoor School from 3/25/08-03/28/08.

**5. DISCUSSION/ACTION CALENDAR**

**A. EDUCATIONAL SERVICES**

**1. 2<sup>nd</sup> Reading and Approval of Board Policies from 6000 Series - Instruction**

- BP 6802 Off-Campus Instruction
- BP 6803 Medically Necessary Instruction

**B. BUSINESS SERVICES**

- 1. Discussion/Action: Consider Approval of Format of Monthly ADA and Enrollment Reports
- 2. Discussion/Action: Consider Approval of Request for Allowance of Attendance

**C. HUMAN RESOURCES**

**1. 2<sup>nd</sup> Reading and Approval of Board Policies 4000 Series – Personnel**

- BP 4000 Concepts And Roles
- BP 4020 Drug And Alcohol-Free Workplace
- BP 4030 Nondiscrimination In Employment
- BP 4040 Employee Use Of Technology
- BP 4100 Certificated Personnel
- BP 4111 Recruitment And Selection
- BP 4111.2 Legal Status Requirement
- BP 4112.2 Certification
- BP 4112.21 Interns
- BP 4112.24 Teacher Qualifications Under The No Child Left Behind Act
- BP 4112.41 Employee Drug Testing
- BP 4112.42 Drug And Alcohol Testing For School Bus Drivers
- BP 4112.61 Employment References
- BP 4112.8 Employment Of Relatives
- BP 4113 Assignment
- BP 4113.4 Temporary Modified/Light-Duty Assignment
- BP 4115 Evaluation/Supervision
- BP 4116 Probationary/Permanent Status
- BP 4117.11 Preretirement Part-time Employment
- BP 4117.13 Early Retirement Option
- BP 4117.2 Resignation
- BP 4117.3 Personnel Reduction
- BP 4118 Suspension/Disciplinary Action
- BP 4119.1 Civil And Legal Rights
- BP 4119.11 Sexual Harassment
- BP 4119.21 Professional Standards
- BP 4119.22 Dress And Grooming
- BP 4119.23 Unauthorized Release Of Confidential/Privileged Information
- BP 4119.25 Political Activities Of Employees
- BP 4119.41 Employees With Infectious Disease
- BP 4119.42 Exposure Control Plan For Bloodborne Pathogens
- BP 4119.43 Universal Precautions
- BP 4127 Temporary Athletic Team Coaches
- BP 4131 Staff Development
- BP 4131.1 Beginning Teacher Support/Induction
- BP 4132 Publication or Creation of Materials

BP 4135	Soliciting And Selling
BP 4136	Nonschool Employment
BP 4137	Tutoring
BP 4139	Peer Assistance And Review
BP 4140	Bargaining Units
BP 4141	Collective Bargaining Agreement
BP 4141.6	Concerted Action/Work Stoppage
BP 4143	Negotiations/Consultation
BP 4143.1	Public Notice - Personnel Negotiations
BP 4144	Complaints
BP 4151	Employee Compensation
BP 4154	Health And Welfare Benefits
BP 4156.2	Awards and Recognition
BP 4156.3	Employee Property Reimbursement
BP 4157	Employee Safety
BP 4157.1	Work-Related Injuries
BP 4158	Employee Security
BP 4159	Employee Assistance Programs
BP 4161	Leaves
BP 4161.9	Catastrophic Leave Program
BP 4200	Classified Personnel
BP 4211.2	Legal Status Requirement
BP 4212.41	Employee Drug Testing
BP 4212.42	Drug And Alcohol Testing For School Bus Drivers
BP 4212.61	Employment References
BP 4212.8	Employment Of Relatives
BP 4213.4	Temporary Modified/Light-Duty Assignment
BP 4215	Evaluation/Supervision
BP 4216	Probationary/Permanent Status
BP 4217.2	Resignation
BP 4219.1	Civil And Legal Rights
BP 4219.11	Sexual Harassment
BP 4219.21	Professional Standards
BP 4219.23	Unauthorized Release Of Confidential/Privileged Information
BP 4219.25	Political Activities Of Employees
BP 4219.41	Employees With Infectious Disease
BP 4219.42	Exposure Control Plan for Bloodborne Pathogens
BP 4219.43	Universal Precautions
BP 4222	Teacher Aides/Paraprofessionals
BP 4227	Temporary Athletic Team Coaches
BP 4231	Staff Development
BP 4232	Publication or Creation of Materials
BP 4235	Soliciting And Selling
BP 4236	Nonschool Employment
BP 4240	Bargaining Units
BP 4241	Collective Bargaining Agreement
BP 4241.6	Concerted Action/Work Stoppage
BP 4243	Negotiations/Consultation
BP 4243.1	Public Notice - Personnel Negotiations
BP 4244	Complaints
BP 4251	Employee Compensation
BP 4254	Health And Welfare Benefits
BP 4256.2	Awards and Recognition
BP 4256.3	Employee Property Reimbursement

BP 4257	Employee Safety
BP 4257.1	Work-Related Injuries
BP 4258	Employee Security
BP 4259	Employee Assistance Programs
BP 4261	Leaves
BP 4261.9	Catastrophic Leave Program
BP 4300	Administrative and Supervisory Personnel
BP 4311	Recruitment And Selection
BP 4311.2	Legal Status Requirement
BP 4312.1	Contracts
BP 4312.41	Employee Drug Testing
BP 4312.42	Drug And Alcohol Testing For School Bus Drivers
BP 4312.61	Employment References
BP 4312.8	Employment Of Relatives
BP 4313.2	Demotion//Reassignment
BP 4313.4	Temporary Modified/Light-Duty Assignment
BP 4314	Transfers
BP 4315	Evaluation/Supervision
BP 4315.1	Staff Evaluating Teachers
BP 4317.11	Preretirement Part-time Employment
BP 4317.13	Early Retirement Option
BP 4317.2	Resignation
BP 4319.1	Civil And Legal Rights
BP 4319.11	Sexual Harassment
BP 4319.21	Professional Standards
BP 4319.22	Dress And Grooming
BP 4319.23	Unauthorized Release Of Confidential/Privileged Information
BP 4319.25	Political Activities Of Employees
BP 4319.41	Employees With Infectious Disease
BP 4319.42	Exposure Control Plan for Bloodborne Pathogens
BP 4319.43	Universal Precautions
BP 4327	Temporary Athletic Team Coaches
BP 4331	Staff Development
BP 4332	Publication or Creation of Materials
BP 4335	Soliciting And Selling
BP 4336	Nonschool Employment
BP 4344	Complaints
BP 4351	Employee Compensation
BP 4354	Health And Welfare Benefits
BP 4356.2	Awards and Recognition
BP 4356.3	Employee Property Reimbursement
BP 4357	Employee Safety
BP 4357.1	Work-Related Injuries
BP 4358	Employee Security
BP 4359	Employee Assistance Programs
BP 4361	Leaves
BP 4361.9	Catastrophic Leave Program
BP 4740	Medical Benefits for Retired Personnel

**6. BOARD DEVELOPMENT**

- 6.1 Discussion/Action: Continued from February 6, 2008, Reaffirm CSBA Governance Standards
- 6.2 Discussion/Action: Continued from February 6, 2008, Establish CSBA Governance Handbook, including Norms and Protocols

**7. CALENDAR DEVELOPMENT**

- 7.1 Discussion/Action: Continued from February 6, 2008, Board Calendar

**8. ANNOUNCEMENTS**

**9. ADJOURNMENT**

# **Chico Unified School District**

**Educational Services ~ Elementary Education**  
(530) 891-3000 x137

4.A.1  
Page 1 of 2



**TITLE: Proposed Agenda Item**

Action: \_\_\_\_\_  
Consent: ☒ \_\_\_\_\_  
Information: \_\_\_\_\_

Agenda Item:

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Prepared by: Denise Findlay for Dr. Rob Williams

## **Background Information**

[Describe course/grade level/class taking the proposed field trip. Include any prior history for the field trip]

- 7<sup>th</sup> & 8<sup>th</sup> graders from the Hooker Oak OSC Program will be attending this trip to Shakespeare Performances in Ashland, Oregon. This trip relates to both the social studies and language arts curriculum for 7<sup>th</sup> and 8<sup>th</sup> grade.

## **Educational Implications**

[Describe the expected learning outcomes and tie to academic standards]

- Academically, the main focus of this trip is related to the social studies curriculum for 7<sup>th</sup> grade, and both the language arts and visual and performing arts/theater content curriculum for 7<sup>th</sup> and 8<sup>th</sup> grade. Students will participate in a literature unit on Shakespeare and create a social studies/science museum to help provide historical context for the unit. For specific details related to the California Standards, see the attached documents.

## **Fiscal Implications**

[Explain how the field trip is funded . . . project dollars, student fundraisers, PTA donation, general fund, etc.]

- The field trip will be funded through fundraisers (both parent and student), and donations from parents.

## **Additional Information**

[Explain transportation arrangements, supervision ratios, and departure and return times]

- Students will be transported via parent drivers and private autos.
- Supervision ratios will be 1 adult to 5 students. Adults include teachers, parents and student teachers.

RECEIVED

CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, CA 95928-5999  
(530) 891-3000

4.A.1  
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FEB 19 2008

FIELD TRIP REQUEST

EDUCATIONAL  
SERVICES

FROM: Barry / Findlay

School/Dept.: Hooker Oak

SUBJECT: Field Trip Request

Request is for 7/8<sup>th</sup> Grade OSC Program  
(grade/class/group)

Destination: Ashland, Oregon Activity: Shakespeare Plays/Festival

from April 3, 2008 / 8 A.M. to April 4, 2008 / 7 P.M.  
(dates) / (times) (dates) / (times)

Rationale for Trip: Language Arts / Social Studies / Performing Arts (VAPA) & Enrichment (Standards covered are attached)

Number of Students Attending: 60 Teachers Attending: 2 Parents Attending: 15

Student/Adult Ratio: 1:3 or 4 2 student teachers

Transportation: Private Cars CUSD Bus \_\_\_\_\_ Charter Bus Name \_\_\_\_\_  
Other: \_\_\_\_\_

All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees \$ 3013 Substitute Costs \$ 0 Meals \$ Individually responsible  
Lodging \$ 2048 Transportation \$ private car Other Costs \$ 0

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):

Name Fundraising Acct. #: 1309 \$ \_\_\_\_\_

Name \_\_\_\_\_ Acct. #: \_\_\_\_\_ \$ \_\_\_\_\_

Findlay  
Requesting Party

2/29/08  
Date

[Signature]  
Site Principal

2/19/08  
Date

☒ Approve/Minor ☐ Do not Approve/Minor  
or  
☒ Recommend/Major ☐ Not Recommended/Major  
(If transporting by bus or Charter)

Director of Transportation

Date

IF MAJOR FIELD TRIP

Carolyn Adkinson  
Director of Educational Services

2/19/08  
Date

☒ Recommend ☐ Not Recommended

☐ Approved ☐ Not Approved

Board Action

Date

# **Chico Unified School District**

***Educational Services - Elementary Education***  
(530) 891-3000 x137



**TITLE: Proposed Agenda Item: Field Trip Woodleaf Outdoor School**

Action: \_\_\_\_\_  
Consent:   X    
Information: \_\_\_\_\_

Agenda Item: \_\_\_\_\_  
DATE of Board Meeting: \_\_\_\_\_  
Page 1 OF 1

Prepared by: Larry Spini, Principal

## **Background Information**

Each year our 6<sup>th</sup> grade students have had the opportunity to attend Woodleaf Outdoor School. This is an outstanding program and an excellent experience for all those involved. My own children who have attended remember this experience as a highlight of their elementary education experience.

## **Educational Implications**

Woodleaf Outdoor School meets many of the standards in science education. Classes include forest and stream ecology, survival skills, wildlife study and environmental science.

## **Fiscal Implications**

Funds for Woodleaf Outdoor School do not impact the general funds. All monies are raised or donated.



# CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street  
Chico, CA 95928-5999  
(530) 891-3000

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## FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2/5/08

FROM: Larry Spini

School/Dept.: Shasta

SUBJECT: Field Trip Request

Request is for Marigold, Chapman & Shasta 6<sup>th</sup> grade classes  
(grade/class/group)

Destination: Woodleaf Outdoor School Activity: Environmental Education

from March 25, 2008 / 8:00 am to March 28, 2008 12:00 pm  
(dates) / (times) (dates) / (times)

Rationale for Trip: Environmental Education

Number of Students Attending: 208 Teachers Attending: 8 Parents Attending:         

Student/Adult Ratio: 26:1

Transportation: Private Cars     X     CUSD Bus     X     Charter Bus Name           
Other:         

**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.**

### ESTIMATED EXPENSES:

Fees \$16245.00 for Shasta Substitute Costs \$          Meals \$         

Lodging \$          Transportation \$          Other Costs \$         

### ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):

Name Shasta Acct. #: 01-0000-0-1304-4900-270 \$ 16245.00

Name          Acct. #:          \$         

Requesting Party          Date         

         2/5/08

Site Principal          Date         

         2/12/08

Director of Transportation          Date         

☒ Approve/Minor ☐ Do not Approve/Minor  
or  
Recommend/Major Not Recommended/Major  
(If transporting by bus or Charter)

### IF MAJOR FIELD TRIP

Carolyn Adkisson 2/6/08

Director of Educational Services          Date         

☒ Recommend ☐ Not Recommended

☐ Approved ☐ Not Approved

Board Action          Date

PROPOSED AGENDA ITEM: Board Policies 6802, Off-Campus Instruction and  
6803, Medically Necessary Instruction

☒ Consent

Board Date 02/27/08

☐ Information Only

☐ Discussion/Action

**Background Information**

In order to govern effectively, Districts are required to have accurate and up-to-date Board Policies. By law, Districts are mandated to adopt many policies to ensure legal compliance. Working in conjunction with California School Boards Association (CSBA) policy Services, CUSD continues to update and revise Board Policies to ensure CUSD is legally compliant.

**Educational Implications**

Up-to-date policies provide clarity to the expectations for students, parents, and staff.

**Fiscal Implications**

CUSD is required to have up-to-date and legally compliant policies. Failure to have such policies in place jeopardizes funding opportunities, especially in regards to Categorical dollars.



**Chico Unified School District**  
1163 East Seventh Street, Chico, CA 95928-5999  
(530) 891-3000

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Board Policy: #6802

Section: 6000 Instruction  
Page 1 of 1

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#### OFF-CAMPUS INSTRUCTION

Students disabled by severe emotional illness and/or severe behavioral problems may receive individual instruction at home, in a public facility, or in a hospital or residential health facility within the District. Such instruction may be given from one to five hours per week, to be determined by the Director of Pupil Personnel Services or the Director of Alternative Education.

Instruction for the Off-Campus Instruction will be provided only when a student is deemed to be unable to attend school on a regular basis. Recommendation for instruction may come from an IEP team, an Administrative Hearing Panel, Child Welfare and Attendance, the School Attendance Review Board or from either the Director of Pupil Personnel Services or the Director of Alternative Education. Final approval of the request for Off-Campus Instruction will be given by either the Director of Pupil Personnel Services or the Director of Alternative Education.

Off-Campus Instruction will be provided only by teachers with valid California teaching credentials.

The principal of each school shall maintain procedures to implement the Off-Campus Instruction.



**Chico Unified School District**  
1163 East Seventh Street, Chico, CA 95928-5999  
(530) 891-3000

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Board Policy: #6803

Section: Instruction  
Page 1 of 1

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#### MEDICALLY NECESSARY INSTRUCTION

Students temporarily disabled by accident, mental, or emotional illness may receive individual instruction at home, in a public facility, or in a hospital or residential health facility within the District. Such instruction may be given from one to five hours per week, to be determined by the site administrator of the student's school of residence and/or attendance.

Medically Necessary Instruction will be provided only when a student is projected to be out of school for four weeks or longer. A clinical psychologist, physician, physician's assistant, or family nurse practitioner who is under the direct supervision of a physician, shall have determined that the student is unable to attend school and will not expose the Medically Necessary teacher to any contagious disease that can be transmitted by casual contact.

Medically Necessary Instruction will be provided only by teachers with valid California teaching credentials.

As required by law, the District shall notify parents annually that (1) individual instruction is available for temporarily disabled students and (2) when a student becomes temporarily disabled, it is the responsibility of the parent/guardian to notify the District in which the student is receiving care.

An out-of-district student temporarily disabled and confined to a hospital or health facility within the District shall receive individual instruction when the District is notified by the student's parent/guardian.

Each school will maintain procedures to implement the Medically Necessary Instruction Program.

**PROPOSED AGENDA ITEM: Monthly Reports of Enrollment and Average Daily Attendance**

Prepared by: Jan Combes, Assistant Superintendent  
Business Services

\_\_\_\_\_ Consent  
\_\_\_\_\_ Information Only  
XXX Discussion/Action

Board Date: 02/27/08

**Background Information:**

On February 20, 2008 the Board received the Fiscal Recovery Plan as prepared by Sheila Vickers, fiscal advisor to the district. The plan recommends that the Board receive monthly updates of enrollment and average daily attendance (ADA).

**Education Implications:**

Monitoring of attendance is important so that we know that students are coming to school and participating in learning and instruction. Monitoring of enrollment is critical to ensure that classes are of the appropriate size and configuration, providing that instructional opportunities are available for all students.

**Fiscal Implications:**

Average daily attendance drives the revenue limit calculation, which is the primary source of unrestricted general fund revenue for the operating budget. The district is funded on the greater of current or prior year average daily attendance. Chico Unified School District has been declining in enrollment for the last several years. This year the district has been funded on prior year (2006-07) ADA of 12,381 which was determined at the end of the 8<sup>th</sup> school month last year. The 8<sup>th</sup> school month was the month that ended on our before April 15; for school reporting purposes, this factor is referred to as P-2 ADA.

For budgeting purposes for next year the district is anxious to know the ADA on March 21 of this year. March 21 is the end of the 7<sup>th</sup> school month for 2007-08 and will also represent the end of the P-2 reporting period. This will be the driver of the 2008-09 revenue limit funding unless the district grows next year. It is the characteristic of our budget that is most critical to know. Multi year projections assume 12,332 or a loss of 51 ADA.

**Analysis of Attached Reports:**

**Enrollment:** Staff is providing a copy of the monthly enrollment report as of the end of the Sixth School Month which ended on February 22. The district started this year at an enrollment that was 145 below enrollment in 2006-07. At this point in time, the district has regained some of those losses and is only 81 students below the same time period a year ago. This is good news.

**Average Daily Attendance:**

5.B.1

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Staff is providing a report of average daily attendance as of the end of the Fifth School Month which ended on January 25. The average daily attendance for the sixth school month is not yet finalized. In the future when these two documents are presented they will represent the same school month.

As of the end of the Fifth School Month the ADA is 12,356 which is 25 ADA below the prior year P-2 funded ADA.

It is important to keep in mind that ADA generally falls from a high in mid-October to a low in June. This is a common trend for high school and unified districts due to the fact that when mid-year graduates leave the system, and ADA fall for 12<sup>th</sup> grade substantially after the 2<sup>nd</sup> semester. The district expects ADA to be lower by the close of the reporting period which ends on March 21. How much lower is difficult to say at this time, due to the fluctuations in our enrollment pattern this year as compared to last.

The ADA for the Sixth School Month will be ready for evaluation as part of preparing the 2<sup>nd</sup> Interim Report. If necessary, multi year projections will be adjusted at that time.

**Staff Recommendation:**

Approve format of monthly enrollment and ADA reports and direct staff to provide these reports to the Board once a month at the regular board meeting, as a part of the consent agenda.

Chico Unified School District  
Central Attendance Office

2007-08  
Total Monthly Enrollment By School

	-----SCHOOL MONTH-----									
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
	Sept 7	Oct 5	Nov 2	Dec 21	Jan 25	Feb 22	Mar 21	Apr 18	May 16	June 6
Chapman	341	340	337	340	337	334				
Citrus	451	450	447	447	446	457				
Cohasset	38	36	36	36	36	36				
Forest Ranch	46	46	46	46	45	46				
Emma Wilson	673	677	676	682	686	686				
Hooker Oak K-6	376	378	379	375	376	384				
John McManus	635	627	619	630	624	628				
Little Chico Crk	563	572	565	570	567	572				
Marigold	530	530	531	541	539	546				
Neal Dow	461	462	462	486	486	468				
Parkview	464	460	456	455	455	450				
Rosedale	446	437	422	419	419	416				
Shasta	611	611	609	609	605	609				
Sierra View	593	596	593	593	590	592				
Oakdale	5	5	4	6	10	9				
Loma Vista K-6	13	15	13	13	13	13				
<b>SUBTOTAL K-6</b>	<b>6246</b>	<b>6242</b>	<b>6195</b>	<b>6248</b>	<b>6234</b>	<b>6246</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Hooker Oak 7-8	60	60	58	57	55	55				
BJHS	788	780	782	779	777	783				
CJHS	678	685	684	678	678	681				
MJHS	684	686	686	678	676	688				
CSHS	2037	2024	2020	2014	1972	1984				
PVSHS	2025	2015	2001	1980	1964	1964				
Fair View	231	250	246	252	229	234				
AFC	74	85	106	106	74	98				
Ind St 7-12	108	122	125	124	109	129				
Loma Vista 7-12	9	10	11	11	11	15				
<b>SUBTOTAL 7-12</b>	<b>6694</b>	<b>6717</b>	<b>6719</b>	<b>6679</b>	<b>6545</b>	<b>6631</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>CURRENT YEAR</b>	<b>12940</b>	<b>12959</b>	<b>12914</b>	<b>12927</b>	<b>12779</b>	<b>12877</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PRIOR YEAR</b>	<b>13085</b>	<b>13080</b>	<b>13007</b>	<b>13037</b>	<b>12842</b>	<b>12958</b>	<b>12990</b>	<b>12961</b>	<b>12946</b>	<b>12920</b>
<b>DIFFERENCE</b>	<b>-145</b>	<b>-121</b>	<b>-93</b>	<b>-110</b>	<b>-63</b>	<b>-81</b>				

	Prior Year Funded P-2 ADA	Current Year Commulative ADA as of Fifth School Month			Change Over Prior Year		
	Elem	HS	Total	Elem	HS	Total	
Kindergarten	883.92			824.48	-59.44		
Grade 1 -3	2597.78			2597.35	-0.43		
Grade 4-6	2607.97			2573.37	-34.60		
Grade 7 - 8	1897.95			1878.33	-19.62		
Subtotal, Elementary	7987.62			7873.53	-114.09		
Regular Ed Grade 9-12		3674.12				80.64	
Continuation (Fairview)		189.22				19.69	
Opportunity	0.00	31.70		0.00	-17.06		
Home and Hospital	5.95	17.50		4.97	-0.98	-3.44	
SDC (Special Ed)	212.58	158.24		232.36	19.78	3.27	
NPS (Non Public School)	1.78	4.41		2.69	0.91	0.32	
AFC (Community Day Sch)	14.48	59.33		12.27	-2.21	-5.14	
Extended Year Spec Ed	14.11	8.59		8.80	-5.31	-1.35	
Extended Year Non Public	0.30	0.76		0.23	-0.07	0.01	
Total -----	8236.82	4143.87	12380.69	8134.85	-101.97	-25.03	
ADA Included Above that is from Ind Study:		131.67	148.15				
Projected ADA for 2008-09 as of First Period Interim Report:			12,332				
Difference			-24				



Agenda Item: \_\_\_\_\_

**PROPOSED AGENDA ITEM: Request for Allowance of Attendance Because of Emergency Conditions**

Prepared by: Jan Combes, Assistant Superintendent - Business

\_\_\_\_\_ Consent  
\_\_\_\_\_ Information Only  
XXX Discussion/Action

Board Date: \_\_\_\_\_

Background Information

California school districts may receive attendance relief when one or more schools have been closed per Ed Code §41422.

This year school closures included one week at Cohasset due to power outage and one day at Forest Ranch due to hazardous road conditions (snow & icy conditions).

Education Implications

Instructional time lost may be credited under Ed Code §41422, which would have been regularly offered under Ed Code §46200.

Fiscal Implications

The lost days due to emergency situations may be disregarded in the computation of average daily attendance.

Additional Information

California Department of Education

Form J-13A

**REQUEST FOR ALLOWANCE OF ATTENDANCE  
BECAUSE OF EMERGENCY CONDITIONS  
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: Chico Unified School District

School District (or Charter School) Address: 1163 E 7<sup>th</sup> St, Chico, CA 95928

County-District Code: 04 61424

County Name: Butte

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* Section 41422
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code* Section 46392
- When attendance records have been lost or destroyed as described in *Education Code* Section 46391

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of *Education Code* Section 37202 (equal length of instructional time among schools within a district).

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the governing board members and the county superintendent before it can be approved by the State Superintendent of Public Instruction.

The original form (with the board members' affidavit) and two copies should be filed with the county superintendent of schools. If the county superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

Terri Emery  
School Fiscal Services Division  
California Department of Education  
1430 N Street, Suite 3800  
Sacramento, CA 95814

This form consists of five preprinted pages. Pages 1 and 5 (5C for charter schools) must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.

California Department of Education

Form J-13A

**SCHOOL CLOSURE**

Nature of Emergency (describe): Extreme wind and rain storms took down power lines to the town of Cohasset. Cohasset Elementary School was without power from January 7<sup>th</sup>, 2008 through January 11<sup>th</sup>, 2008.

Name of School(s): Cohasset Elementary School  
(if request covers all schools, write "all schools")

School Code(s): 6002984

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

January 7 through January 11, 2008, five days.

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

2006-07 None  
2005-06 None  
2004-05 None  
2003-04 None  
2002-03 1 day closed

**SCHOOL CLOSURE**

Nature of Emergency (describe): Extreme wind and rain storms took down power lines to the town of Forest Ranch. Forest Ranch Elementary was closed on January 7, 2008.

Name of School(s): Forest Ranch Elementary School  
(if request covers all schools, write "all schools")

School Code(s): 6002992

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

January 7, 2008. One day.

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

2006-07 None

2005-06 None

2004-05 None

2003-04 None

2002-03 2 days closed

California Department of Education

Form J-13A

**MATERIAL DECREASE**

Nature of Emergency (describe):

Name of School:  
(if request covers all schools, write "all schools")

School Code(s):

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates) \_\_\_\_\_ during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day (October or May ADA): \_\_\_\_\_ students per day.  
Estimated daily attendance multiplied by number of days of material decrease, yields \_\_\_\_\_ days of attendance requested.

State method of determining estimated daily attendance (October or May ADA):

ADA for school month beginning on \_\_\_\_\_, 2\_\_\_\_ and ending on \_\_\_\_\_, 2\_\_\_\_.

Actual apportionable attendance for days of material decrease:

Site	Date	Actual Attendance

California Department of Education

Form J-13A

**AFFIDAVIT OF GOVERNING BOARD MEMBERS**

We, members constituting a majority of the governing board of the \_\_\_\_\_  
\_\_\_\_\_ school district, hereby swear (or affirm) that the foregoing  
statements are true and are based on official district records.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Printed Names

Signatures

**At least a majority of the members of the governing board shall execute this affidavit.**

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.  
Signature, Title \_\_\_\_\_  
of \_\_\_\_\_ Butte \_\_\_\_\_ County, California

Contact/Individual responsible for preparing this form:

Name: Pat Bigler Title: Attendance Technician

Phone: 530 891-3000 x110 Fax : 530 891-3220 E-mail: pbigler@mail.chicousd.org

**AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct  
to the best of my knowledge and belief.

Signature, County Superintendent of Schools \_\_\_\_\_  
Date: \_\_\_\_\_

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.  
Signature, Title \_\_\_\_\_  
of \_\_\_\_\_ County, California

Contact/Individual responsible for preparing this form:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax : \_\_\_\_\_ E-mail: \_\_\_\_\_

California Department of Education

Form J-13A

**REQUEST FOR ALLOWANCE OF ATTENDANCE  
BECAUSE OF EMERGENCY CONDITIONS  
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: Chico Unified School District

School District (or Charter School) Address: 1163 E 7<sup>th</sup> St, Chico, CA 95928

County-District Code: 04 61424

County Name: Butte

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* Section 41422
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code* Section 46392
- When attendance records have been lost or destroyed as described in *Education Code* Section 46391

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of *Education Code* Section 37202 (equal length of instructional time among schools within a district).

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the governing board members and the county superintendent before it can be approved by the State Superintendent of Public Instruction.

The original form (with the board members' affidavit) and two copies should be filed with the county superintendent of schools. If the county superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

Terri Emery  
School Fiscal Services Division  
California Department of Education  
1430 N Street, Suite 3800  
Sacramento, CA 95814

This form consists of five preprinted pages. Pages 1 and 5 (5C for charter schools) must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.



California Department of Education

Form J-13A

**SCHOOL CLOSURE**

Nature of Emergency (describe): On January 31, 2008 Cohasset Elementary was closed due to hazardous conditions on impassable and icy roads.

Name of School(s): Cohasset Elementary School  
(if request covers all schools, write "all schools")

School Code(s): 6002984

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

January 31, 2008

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

2006-07 1 day  
2005-06 None  
2004-05 1 day  
2003-04 None  
2002-03 None

California Department of Education

Form J-13A

**MATERIAL DECREASE**

Nature of Emergency (describe):

Name of School:  
(if request covers all schools, write "all schools")

School Code(s):

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates) \_\_\_\_\_ during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day (October or May ADA): \_\_\_\_\_ students per day.  
Estimated daily attendance multiplied by number of days of material decrease, yields \_\_\_\_\_ days of attendance requested.

State method of determining estimated daily attendance (October or May ADA):  
ADA for school month beginning on \_\_\_\_\_, 2\_\_\_\_ and ending on \_\_\_\_\_, 2\_\_\_\_.

Actual apportionable attendance for days of material decrease:

Site	Date	Actual Attendance
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California Department of Education

Form J-13A

**LOST OR DESTROYED ATTENDANCE RECORDS**

We request the use of estimated attendance in lieu of attendance that cannot be verified because of the loss or destruction of attendance records. This request is made in accordance with Section 46391. The entire period covered by the lost or destroyed records commences with \_\_\_\_\_, 2\_\_\_\_, up to and including, \_\_\_\_\_, 2\_\_\_\_.

Describe circumstances and extent of records loss or destruction:

Describe how it is proposed to reconstruct attendance records or estimate attendance in the absence of records:

California Department of Education

Form J-13A

**AFFIDAVIT OF GOVERNING BOARD MEMBERS**

We, members constituting a majority of the governing board of the \_\_\_\_\_  
 \_\_\_\_\_ school district, hereby swear (or affirm) that the foregoing  
 statements are true and are based on official district records.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Printed Names

Signatures

**At least a majority of the members of the governing board shall execute this affidavit.**

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.

Signature, Title \_\_\_\_\_

of \_\_\_\_\_ Butte \_\_\_\_\_ County, California

Contact/Individual responsible for preparing this form:

Name: Pat Bigler Title: Attendance Technician

Phone: 530 891-3000 x110 Fax : 530 891-3220 E-mail: pbigler@mail.chicousd.org

.....  
**AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct  
 to the best of my knowledge and belief.

Signature, County Superintendent of Schools \_\_\_\_\_

Date: \_\_\_\_\_

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.

Signature, Title \_\_\_\_\_

of \_\_\_\_\_ County, California

Contact/Individual responsible for preparing this form:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**PROPOSED AGENDA ITEM: Board Policy Series 4000 (Personnel)****Prepared by:** Bob Feaster, Assistant Superintendent, HR

- ☒ Consent  
☐ Information Only  
☐ Discussion/Action

Board Date: 02/27/08

**Background Information:**

In order to govern effectively, Districts are required to have accurate and up-to-date Board Policies. By law, Districts are mandated to adopt many policies to ensure legal compliance. Working in conjunction with California School Boards Association (CSBA) Policy Services, CUSD continues to update and revise Board Policies to ensure that CUSD is legally compliant.

**Educational Implications:**

Up-to-date policies provide clarity to the expectations of students, parents and staff.

**Fiscal Implications:**

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CUSD is required to have up-to-date and legally compliant policies. Failure to have such policies in place jeopardizes funding opportunities, especially with respect to Categorical dollars.

**Recommendation:**

This is the first reading of this series. No action is required at this time.

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# **P** C S B A **ROFESSIONAL** **GOVERNANCE** **STANDARDS**

## **for School Boards**

Public oversight of local government is the foundation of American democracy. Nowhere is this more evident than in our public schools, where local boards of education are entrusted by their diverse communities to uphold the Constitution, protect the public interest in schools and ensure that a high quality education is provided to each student. To maximize the public's confidence in local government, our local boards must govern responsibly and effectively.

The California School Boards Association (CSBA), representing nearly 1,000 local school districts and county boards of education, recognizes there are certain fundamental principles involved in governing responsibly and effectively. These principles — or Professional Governance Standards — reflect consensus among hundreds of board members, superintendents and other educational leaders throughout the state.

These Professional Governance Standards describe the three components vital to effective school governance:

- 1) the attributes of an effective individual trustee,
- 2) the attributes of an effective governing board, and
- 3) the specific jobs the board performs in its governance role.

The intent of these standards is to enhance the public's understanding about the critical responsibilities of local boards and to support boards in their efforts to govern effectively.

## **The Individual Trustee**

*In California's public 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:**

- Keeps learning and achievement for all 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.

## The Board

*School districts 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:**

- 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.

## The Board's Jobs

*The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, 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.*

### Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on 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.

# DRAFT



## CHICO UNIFIED SCHOOL DISTRICT

### Governance Handbook (Working Draft Only)

Adoption Date to be Determined

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#### Board of Trustees

Jann Reed, President  
Rick Anderson, Vice President  
Andrea Lerner Thompson, Clerk  
Rick Rees, Member  
Kathleen E. Kaiser, Member

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#### Interim Superintendent

Kelly Staley

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*This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, commitment to norms and coming to agreement on protocols/formal structures that will enable the governance team to perform its responsibilities in a way that best benefits all children.*



# DRAFT

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## **EFFECTIVE GOVERNANCE**

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There are three dimensions to the effective governance of any organization: the actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to: 1) Maintain a Unity of Purpose, 2) Agree on and govern within appropriate roles, 3) Create and sustain a positive governance culture, and 4) Create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement.

### ***Governance – A Definition***

*School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.*

***CUSD Governance standards to go here when adopted***

## **UNITY OF PURPOSE**

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Unity of Purpose is a common focus, overarching goals, and the values and beliefs governance team members share about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.

## **CUSD MISSION STATEMENT**

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The mission of the Chico Unified School District, a partnership of students, staff, families and community, is to ensure all students achieve high levels of academic and personal success, contribute to their community and confidently compete in a changing global society by engaging students in quality educational programs that address diverse student needs and promote learning throughout life.

## **CUSD GOVERNANCE TEAM UNITY OF PURPOSE**

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\*The statements below are ideas from CSBA to begin our conversation and establish the CUSD Governance Team Unity of Purpose:

- *Our shared purpose is to have the best learning environment for all students.*
- *We want to build trust and move the district forward.*
- *We want to become an effective team.*
- *We want to understand our collective responsibilities.*
- *We want to be a team with a common focus so we are not a distraction to the district or community but a catalyst for the focused efforts of employees and the community can see evidence of this focused direction.*
- *We want to be partners with the staff in positive change.*
- *We want to oversee the putting together of a first rate program and first rate facilities, making sure we continue to improve, never resting on our laurels.*
- *We want to perpetuate a legacy of positive culture as people come and go.*

## **GOVERNANCE ROLE AND RESPONSIBILITIES**

---

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees who sit on locally elected school Boards is to ensure school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities: setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the school district and public schools.

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by an elected governing body. Authority is granted to the Board as a whole, not each member individually. Therefore, Board members fulfill these responsibilities by working together as a governance team with the Superintendent to make decisions that will best serve all the students in the community.

The Board carries out these responsibilities in each of the following job areas:

**Setting the District's Direction**  
**Student Learning and Achievement**  
**Finance**  
**Facilities**  
**Human Resources**  
**Policy**  
**Judicial Review**  
**Collective Bargaining**  
**Community Relations and Advocacy**

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon district vision and goals. The following page provides more detail on how the Board performs its governance responsibilities in each job area. It is important to remember that Boards who inadvertently get involved in staff functions undercut their ability to hold the Superintendent accountable for the results of those efforts.

## **PERFORMING GOVERNANCE RESPONSIBILITIES**

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We agree with the responsibilities of school Boards as described below by the California School Boards Association:

### **Set the direction for the community's schools**

- Focus on student learning
- Assess needs/obtain baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

### **Establish an effect and efficient structure for the school district**

- Employ and support the Superintendent
- Establish a human resources framework that includes policies for hiring and evaluating other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum and require data-producing assessment systems
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements

### **Provide support through our behavior and actions**

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold Board-approved district policies and support staff implementation of Board direction
- Ensure a positive working climate exists
- Be knowledgeable enough about district efforts to explain them to the public

### **Ensure accountability to the public**

- Evaluate the Superintendent
- Monitor, review and revise policies
- Serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances and periodically review facilities issues
- Monitor the collective bargaining process

### **Act as community leaders**

- Speak with a common voice about district priorities, goals and issues
- Engage and involve the community in district schools and activities
- Communicate clear information about policies, programs and fiscal condition of the district
- Educate the community and the media about the issues facing students, the district and public education
- Advocate for children, district programs and public education to the general public, key community members and local, state and national leaders

## **POSITIVE GOVERNANCE TEAM CULTURE**

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Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Because the community elects school Board members to set and monitor the direction of the school district, and the district Superintendent translates all efforts into action, it is vital that the Board and Superintendent have a respectful and productive working relationship based on trust and open communications.

## **CUSD GOVERNANCE NORMS**

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*\*The statements below are ideas from CSBA to begin our conversation and establish the CUSD Governance norms*

### **We agree to**

- *Focus on students' best interest – on what is best for kids! This is what we do! And it is the touchstone that allows us to have our differences*
- *Keep from taking disagreements personally (individuality is embraced, respected)*
- *Show respect (never dismiss/devalue others)*
- *Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view*
- *Make a commitment to open communication, honesty, no surprises*
- *Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board member and being willing to take on all the responsibilities involved*
- *Be collaborative (this is the way we operate!)*
- *Maintain confidentiality (builds trust)*
- *Look upon history as lessons learned; focus on the present and the future*

## **STRUCTURES AND PROCESSES TO SUPPORT EFFECTIVE GOVERNANCE**

Effective governance teams discuss and agree on the formal structures and processes used by the trustees and the Superintendent in their functioning as a team (e.g., processes or structures for agenda setting, set-up of Board room and table, agenda structure, handling complaints or concerns from the community, bringing up a new idea); how governance teams operate, and how they do business. These agreements about how groups will operate are often called protocols.

### **CUSD PROTOCOLS**

The following protocols were developed to support and promote the effectiveness of our governance team.

<b>Issue</b>	<b>Protocol</b>
Self-monitoring of governance team effectiveness	<ul style="list-style-type: none"> <li>We will schedule workshops every January to review governance team agreements and processes.</li> </ul>

<b>Issue</b>	<b>Protocol</b>
Voting no	<ul style="list-style-type: none"> <li>Each trustee respects the right of other trustees to vote "no" on an issue.</li> <li>Everyone agrees it is a courtesy to the team to explain the reasons for the "no" vote either during deliberation or before casting the vote.</li> </ul>

<b>Issue</b>	<b>Protocol</b>
Visiting schools	<ul style="list-style-type: none"> <li>Visits are encouraged.</li> <li>As a professional courtesy, trustees will call the principal ahead of time to arrange the visit.</li> <li>Trustees will also be cautious about encroaching on the learning environment. To assist in this matter, the Superintendent will ensure principals and teachers know that a teacher does not need to interrupt his/her lesson when a Board member visits a classroom.</li> </ul>

Issue	Protocol
Handling concerns from the public and staff	<ul style="list-style-type: none"> <li>• When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story, and then we will direct that person to the person in the district most appropriate and able to help them resolve their concern.</li> <li>• We will make sure they understand the appropriate order of whom to contact (teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form).</li> <li>• This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld.</li> <li>• It will also clarify that one Board member has no individual authority to fix a problem.</li> <li>• As a representative of the public, it is important the Board member invite the person with the complaint to ultimately get back to him if the issue is not resolved.</li> </ul>

Issue	Protocol
Individual Board member requests for information	<ul style="list-style-type: none"> <li>• When an individual Board member requests information, it will be provided to all Board members.</li> <li>• An individual Board member will – insofar as possible – work to let the Superintendent and staff know ahead of time when a request for information will be made in public so the staff can be prepared to provide a thorough answer.</li> <li>• Individual Board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.</li> </ul>

Issue	Protocol
Individual Board member requests for action	<ul style="list-style-type: none"> <li>• The only authority to direct action rests with the full Board sitting at the Board table.</li> <li>• A majority vote sets such direction.</li> <li>• Individuals may request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction.</li> <li>• When a majority of the Board, sitting in a formal meeting, requests action, it should be done in the context of the intended results, not the methods used to achieve those results.</li> </ul>



Issue	Protocol
Board meeting management	<ul style="list-style-type: none"> <li>• We understand that Board meetings are meetings of the Board held in public, not open forum town hall meetings.</li> <li>• We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices of the community inform Board deliberations.</li> <li>• However, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking the public input into consideration, not a time to re-engage with the public.</li> <li>• We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally.</li> <li>• We will review our policies, bylaws and protocols relating to Board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.</li> </ul>

Issue	Protocol
Email	<p>We will use email carefully to insure that we do not violate the Brown Act which prohibits Board members from exchanging facts to</p> <ul style="list-style-type: none"> <li>- Develop collective concurrence</li> <li>- Advance or clarify an issue</li> <li>- Facilitate agreement or compromise</li> <li>- Advance ultimate resolution</li> </ul> <ul style="list-style-type: none"> <li>• We recognize that by using Reply All <ul style="list-style-type: none"> <li>- Easily makes email part of the deliberative process</li> <li>- Creates a public record</li> <li>- Inhibits opportunity for any other two Board members to have a conversation on a topic</li> </ul> </li> <li>• We acknowledge that email is a Public Record which must be saved for three years, so each member will <ul style="list-style-type: none"> <li>- Develop a procedure for accessing and collecting Board member emails contained on back up District server or home back up</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Board members will, if possible, conduct District business by District email only</li> </ul>

Additional Protocols: Duties of Board Pres & Board of Education Spokesperson

## CHICO UNIFIED SCHOOL DISTRICT GOVERNANCE TEAM

### AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

*A major difference between groups and teams is that teams have clear agreements (norms that identify expectations for behavior, and protocols that describe how the team will operate) set by the team's members. Once developed, these norms and protocols shape how team members behave with each other and how they perform their responsibilities.*

*Group expectations help a group work together to not only address difficult issues in an objective and consistent way, but also to confirm what each member will do in the normal course of business to help the team succeed.*

- CSBA

### CUSD Governance Team Norms and Protocols

*The Board of Education for the Chico Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.*

*To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors (or norms) and operating procedures (or protocols) support consistent behaviors and actions among team members. The purpose of the CUSD governance team agreements is to ensure a positive and productive working relationship among Board members, the Superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.*

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Chico Unified School District Board of Education, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this \_\_\_\_\_ day of \_\_\_\_\_, 2008

\_\_\_\_\_  
Jann Reed, Board President

\_\_\_\_\_  
Rick Anderson, Vice President

\_\_\_\_\_  
Andrea Lerner Thompson, Clerk

\_\_\_\_\_  
Rick Rees, Member

\_\_\_\_\_  
Kathleen E. Kaiser, Member

\_\_\_\_\_  
Kelly Staley, Interim Superintendent

## REFERENCE

### Superintendent Governance Standards

As a corollary to the CSBA Professional Governance Standards, a team of California superintendents including the ACSA Superintendents Committee and the CSBA Superintendents Advisory Council developed a set of Superintendent Governance Standards in 2001.

#### The Superintendent:

- 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 stake holders.
- 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 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.



## Sample School District Governance Calendar

Other than legally required dates, each governance team should develop its own calendar. Timing of tasks and scheduling of special events depends on the culture and priorities of each district. What is important is that governance team members ensure they are fulfilling their governance responsibilities in a logical sequence (e.g., setting annual goals before setting budget priorities.)

**Bold items are legal timelines.**

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
Effective Governance	Annual study session to: 1. review governance team norms & protocols 2. develop governance calendar	CSBA The Brown Act Workshop CSBA Board President's Institute CSBA New Board Member Institute		Board self-evaluation				Orientation for board candidates	CSBA Masters in Governance		Orientation for new board members	CSBA Annual Conference New board members sworn in
	Supt's mid-year progress report on goals to the board	Report progress on goals to the community	Every 2-3 years review district vision using an inclusive process			Finalize goals and success indicators for coming year				Discuss priorities and preliminary goals for following year	Report progress on goals to the community	
Setting Direction	CELDT results		Summer school plan	Superintendent evaluation			CSBA Curriculum Institute	Accountability reports-AYP, STAR, API, local multiple measures report	Opening of school report STAR results Public hearing adoption of Resolution 04-01 declaring sufficient K-8 textbooks and instructional materials		API report District allocations for State and Federal funds Approve coordinated program budgets	
	Consolidated application Educational services update	Instructional materials adoption cycle/process		Site plans for student achievement review		Consolidated application review Local education agency plan Attend graduations/promotions						
Student Learning and Achievement	Application for CA Public School Library Act	Schedule study sessions on topics related to student learning and achievement so board members are current on this important topic		Instructional materials adoption process and recommendations					Schedule study sessions to review recommendations from the superintendent regarding district response to test results			
	Curriculum Implementation (continued)											
	Professional development implementation (continued)											
	Curriculum Implementation											
	Professional development implementation											

# Sample School District Governance Calendar

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
Finance	<ul style="list-style-type: none"><li>Governor proposes state budget</li><li>CSBA Forecast Conference</li><li>Staff projects next year's revenues and expenses</li><li>Board sets budget priorities</li></ul>	<ul style="list-style-type: none"><li>Staff concludes staffing level study</li><li>Schedule budget study sessions as necessary</li></ul>	<ul style="list-style-type: none"><li>2<sup>nd</sup> Interim Report</li></ul>	<ul style="list-style-type: none"><li>Schedule budget study sessions as necessary</li></ul>	<ul style="list-style-type: none"><li>Governor's May Review of the budget</li><li>Report to the board</li><li>Schedule budget study sessions as necessary</li></ul>	<ul style="list-style-type: none"><li>Schedule budget study sessions as necessary</li><li>Adopt the budget</li></ul>			<ul style="list-style-type: none"><li>Staff closes books; defines actuals;</li><li>Report to the Board</li></ul>			<ul style="list-style-type: none"><li>Receive Audit</li><li>1<sup>st</sup> Interim Report</li><li>Staff projects next year's revenue and expenses</li></ul>
Facilities	Be familiar and current with the district's facilities plan – Approve actions as necessary – Monitor, review and revise facilities plan as necessary											
Policy	Develop and adopt new policies as necessary or required - Review policies on a regular basis and revise as necessary											
Judicial Review	Maintain confidentiality on issues that may come before the board - Hold hearings and decide appeals to the board as necessary											
Human Resources	<ul style="list-style-type: none"><li>Supt's mid-year progress report on goals to the board</li></ul>	<ul style="list-style-type: none"><li>Every several years review hiring &amp; evaluation policies</li></ul>	<ul style="list-style-type: none"><li>Lay-off notifications to staff by March 15</li></ul>	<ul style="list-style-type: none"><li>Evaluate the superintendent</li></ul>		<ul style="list-style-type: none"><li>Finalize goals and success indicators for coming year</li></ul>				<ul style="list-style-type: none"><li>Provide ongoing climate of support for staff</li></ul>		
Collective Bargaining	Be familiar with the district's bargaining process as defined in board policy: Establish parameters for negotiations - Receive reports on negotiations - Approve negotiated contracts											
Community Relations	<ul style="list-style-type: none"><li>Involvement and/or attendance at school and community events</li><li>Development and dissemination of key messages about important district topics &amp; issues, including progress on district goals</li></ul>	<ul style="list-style-type: none"><li>Attend Open House Nights at schools</li></ul>	<ul style="list-style-type: none"><li>Ensure there is a plan in place for communicating with and engaging the community (internal and external) in the schools</li><li>Involvement and/or attendance at school and community events</li><li>Development and dissemination of key messages about important district topics &amp; issues, including the district budget</li></ul>							<ul style="list-style-type: none"><li>Attend Back to School Nights at schools</li></ul>	<ul style="list-style-type: none"><li>Involvement and/or attendance at school and community events</li><li>Development and dissemination of key messages about important district topics &amp; issues, including test results</li></ul>	
Advocacy	<ul style="list-style-type: none"><li>Finalize advocacy plan for the year</li></ul>	<ul style="list-style-type: none"><li>Follow bill development in legislature</li><li>Implement advocacy plan</li></ul>	<ul style="list-style-type: none"><li>Follow bill development in legislature</li><li>Implement advocacy plan</li></ul>	<ul style="list-style-type: none"><li>CSBA Legislative Action Conference</li></ul>	<ul style="list-style-type: none"><li>Follow bill development in the legislature</li><li>Implement advocacy plan</li></ul>					<ul style="list-style-type: none"><li>Study session to begin development of advocacy plan for the coming year</li></ul>		