

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Special Session

Wednesday, March 4, 2009

6:00 p.m.

**District Office, Large Conference Room
1163 East Seventh Street, Chico, CA 95928**

AGENDA

1. CALL TO ORDER

2. 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)

3. CONSENT CALENDAR

3.1 EDUCATIONAL SERVICES

1. Consider approval of the Field Trip Request for FVHS Leadership and Friday Night Live Club to attend the Future Leadership Conference in Richardson Springs from 03/12/09-03/14/09
2. Consider approval of the Field Trip Request for CJHS Club Live to attend the Future Leadership Conference in Richardson Springs from 03/26/09-03/28/09

3.2 BUSINESS SERVICES

1. Consider approval of Resolution #1062-09, Authorizing District Staff to Proceed with the Preparation and Circulation of a Request for Proposal Relating to the Construction of Classroom Buildings at Chico High School (Michael Weissenborn)

4. DISCUSSION/ACTION CALENDAR

4.1 HUMAN RESOURCES

1. Discussion/Action: Consider approval of Resolution #1063-09, Elimination of Classified Services (Bob Feaster)
2. Discussion/Action: Consider approval of Resolution #1064-09, Non-Reelection of Probationary Certificated Employee (Bob Feaster)

4.2 BOARD DEVELOPMENT

1. Discussion/Action: Review Governance Handbook

4.3 SCHOOL BOARD SELF-EVALUATION

1. Discussion/Action: Review Board Evaluation Tools

4.4 BOARD MEETINGS

1. Discussion/Action: Dates and Times of Regular Meetings
2. Discussion/Action: Order of the Agenda

4.5 CALENDAR DEVELOPMENT

1. Discussion/Action: Board Calendar

5. CLOSED SESSION

- 5.1 Public Employee Performance Evaluation**
Per Government Code §54957
Title: Superintendent

6. ADJOURNMENT

Jann Reed, President
Board of Education
Chico Unified School District

PROPOSED AGENDA ITEM: Field Trip Request FVHS Leadership Team

Prepared by: Sherri Boone

☒ Consent

Board Date March 4, 2008

☐ Information Only

☐ Discussion/Action

Background Information

Reach for the Future is the statewide teen leadership institute conference sponsored by Butte County Behavioral Health Community Services Division.

Educational Implications

This conference helps students gain leadership skills, overcome personal obstacles and create school culture.

Fiscal Implications

None

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(530) 891-3000

3.1.1.
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FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2-20-09

FROM: SHERRI BOONE

School/Dept.: FVHS

SUBJECT: Field Trip Request

Request is for FVHS LEADERSHIP AND FNL
(grade/class/group)
Destination: RICHARDSON SPRINGS Activity: REACT CONFERENCE
from March 12, 12pm to March 14, 4pm
(dates) / (times) (dates) / (times)
Rationale for Trip: To gain leadership skills, overcome personal obstacles and create school culture
Number of Students Attending: _____ Teachers Attending: 1 Parents Attending: _____
Student/Adult Ratio: 10:1
Transportation: Private Cars X CUSD Bus _____ Charter Bus Name _____
Other: School Van
All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees \$ 0 Substitute Costs \$ 0 Meals \$ _____
Lodging \$ _____ Transportation \$ _____ Other Costs \$ _____
ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S): FNL/BE B N
Name _____ Acct. #: _____ PICKS UP \$ ALL COSTS
Name _____ Acct. #: _____ \$ _____

SHERRI BOONE 2-20-09
Requesting Party Date
[Signature] 2/27-09 ☒ Approve/Minor ☐ Do not Approve/Minor
Site Principal Date or
[Signature] Van ☒ Recommend/Major ☐ Not Recommended/Major
Director of Transportation Date (If transporting by bus or Charter)
[Signature]
IF MAJOR FIELD TRIP 2-27-09 ☒ Recommend ☐ Not Recommended
Director of Educational Services Date
[Signature] ☐ Approved ☐ Not Approved
Board Action Date

PROPOSED AGENDA ITEM: CJHS Field Trip

Prepared by: John Bohannon

☒ Consent

Board Date March 4, 2009

☐ Information Only

☐ Discussion/Action

Background Information

Leadership conference is an annual event held at Richardson Springs. It is sponsored by Butte County Behavioral Health Community Services Division for students in Club Live

Educational Implications

Students will participate in a conference that focuses on leadership skills, drug and alcohol prevention strategies that can be brought back to our school, and community organizing skills.

Fiscal Implications

None

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3.1.2.

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FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2/27/09

FROM: D. Haley

School/Dept.: CHS

SUBJECT: Field Trip Request

Request is for	Club Live		
	(grade/class/group)		
Destination:	Recreation's Spring	Activity:	Recreation
from	3/26	to	3/28
	11:30		5:30 pm
	(dates) / (times)		
Rationale for Trip:	Leadership conference. Offers amazing experience to students who attend.		
Number of Students Attending:	10	Teachers Attending:	1
		Parents Attending:	1
Student/Adult Ratio:	10:1		
Transportation:	Private Cars X	CUSD Bus	
	Other:	Charter Bus Name	
All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.			

ESTIMATED EXPENSES:			
Fees \$	0	Substitute Costs \$	
Lodging \$		Transportation \$	
		Meals \$	
		Other Costs \$	
ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):			
Name		Acct. #:	\$
Name		Acct. #:	\$

Requesting Party	D. Haley	Date	2/27/09
Site Principal	M. B.	Date	2-27-09
Director of Transportation	n/a		
		<input checked="" type="checkbox"/> Approve/Minor	<input type="checkbox"/> Do not Approve/Minor
		or	or
		Recommend/Major	Not Recommended/Major
		(If transporting by bus or Charter)	
IF MAJOR FIELD TRIP	Kelly Staley	Date	2-27-09
Director of Educational Services		<input checked="" type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommended
Board Action		<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved
		Date	

**TITLE: Chico High School New Classroom Buildings - Request for Proposal
for Lease-Leaseback Services**

Action _____
Consent X
Information _____

March 4, 2009

Prepared by: Michael Weissenborn

Background information

On December 5, 2007, the Board of Education directed staff to move ahead with Phase 1 and Phase 2 of the proposed Measure A projects. Phase 1 includes the construction of a Performing Arts Center on Pleasant Valley High School. Phase 2 will construct new classroom buildings on Chico High School to replace the relocatable classrooms currently on the campus. The design for these new buildings is currently being reviewed by the Division of the State Architect. It is staff's intent to begin construction on this project in early June 2009. The first phase of construction will involve the upgrading of electrical and gas service to many of the buildings on the campus. The power must be back on to the existing classrooms by August 2009.

The District is currently utilizing the Lease Lease-back method of construction delivery on the PAC project at PVHS. The first step of utilizing this process at CHS involves preparing and circulating a Request for Proposal (RFP) for lease lease-back services. A critical step in this process is the adoption of a Board resolution to proceed with the preparation and circulation of a Request for Proposals relating to the construction of new classrooms at Chico High School. Staff worked with Addison Covert of Kronick, Moskovitz, Tiedeman and Girard to develop the RFP for the PAC. This RFP will serve as a model for the CHS RFP.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." Existing relocatable classrooms on the CHS campus are reaching the end of their useful life and need to be replaced.

Fiscal Implications

This project is being funded out of Measure A proceeds and will have no impact on the general fund. The funds are currently on deposit with the County Treasurer. There will be no impact on the District's General Fund. The new classrooms are being utilized as the District's match for two CTEFP grants under Proposition 1D.

RESOLUTION NO. 1062-09

**RESOLUTION OF THE BOARD OF EDUCATION OF THE
CHICO UNIFIED SCHOOL DISTRICT**

**AUTHORIZING DISTRICT STAFF TO PROCEED WITH THE PREPARATION AND
CIRCULATION OF A REQUEST FOR PROPOSAL RELATING TO THE CONSTRUCTION
OF CLASSROOM BUILDINGS AT CHICO HIGH SCHOOL**

WHEREAS, Chico Unified School District (the "District") has previously identified the need to construct new classroom buildings at Chico High School ("the Project");

WHEREAS, the District's Board of Education (the "Board") will use bond proceeds from Measure A, approved by voters on April 14, 1998, in part to fund the construction of the Project;

WHEREAS, it is the intent of the Board to use the lease lease-back construction delivery method, pursuant to Education Code section 17406, to construct the Project;

WHEREAS, the Board desires to utilize a request for proposals ("RFP") in order to select the most qualified entity to undertake construction of the Project, pursuant to the requirements for lease lease-back under Education Code section 17406; and

WHEREAS, the Board further desires to direct District staff to prepare and then to authorize the release of an RFP in order to select a qualified entity because such process is fair, impartial and transparent.

NOW, THEREFORE, be it resolved by the Board of Education of the Chico Unified School District, as follows:

Section 1. Recitals. The Board hereby finds and determines that the foregoing recitals are true and correct.

Section 2. Authorization. The Board hereby authorizes and directs District staff to work with the District's legal counsel and the District's architect to prepare an RFP for the Project identified above. Upon its preparation, the Board authorizes the circulation of such RFP for the purpose of generating responses from potentially qualified firms to undertake such Project for the Board's later consideration and possible approval.

APPROVED, PASSED, AND ADOPTED on March 4, 2009, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

ATTEST:

President of the Board of Education

Clerk of the Board of Education

PROPOSED AGENDA ITEM: **Resolution #1063-09/Elimination of Classified Services**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

- ☐ Consent
- ☐ Information Only
- ☒ Discussion/Action

Board Date: March 4, 2009

Background Information:

The District no longer needs or no longer has the funds to support the positions noted in the resolution. The effects of layoff will be bargained with CSEA, Chapter #110 leadership.

Educational Implications:

None.

Fiscal Implications:

The District will save the cost of these positions.

Recommendation:

Approval of resolution #1063-09

CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, California 95928-5999
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**RESOLUTION 1063-09
RESOLUTION OF THE GOVERNING BOARD
OF THE CHICO UNIFIED SCHOOL DISTRICT**

**ELIMINATION OF CLASSIFIED SERVICES AND
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE
FOR THE 2008-2009 SCHOOL YEAR**

WHEREAS Education Code section 45308 provides for the layoff and reemployment of classified employees due to a lack of work and/or lack of funds, and,

WHEREAS the Superintendent of the Chico Unified School District (District) has advised the District's Governing Board (Board) that there is a lack of funds to maintain the following position(s) and that the Board should consider the elimination of the following position(s):

Classification	Full-Time Equivalent	Site/Program
IA-SPECIAL ED	0.5000	CJHS/SPECIAL ED
IA-SPECIAL ED	0.7500	HOOKE OAK/SPECIAL ED
INSTRUCTIONAL ASST	0.1250	PARKVIEW/TITLE I

WHEREAS the District and the California School Employees Association, Chico Chapter 110 (CSEA) executed a Collective Bargaining Agreement (Agreement) effective July 1, 2004 through June 30, 2007. The CSEA's covered unit members, as defined in the Agreement, include those holding the positions described herein.

WHEREAS Article 1, Section 1.5.1 of the Agreement recognizes the authority of the District to make decisions to eliminate services and layoff therefrom.

WHEREAS Article 4 of the aforesaid Agreement covers layoff and reemployment and specifically provides that said Article includes all of the impact and effects of any layoff, demotion and/or reemployment for unit members and is thus a waiver to further bargain the effects of any specific decision to eliminate services and layoff therefrom, except as provided therein.

WHEREAS CSEA has been apprised of the contemplated elimination of services described herein in order to afford it the opportunity to exercise its rights under the Agreement.

NOW, therefore, be it resolved the Board has this date adopted the Superintendent's recommendations and ordered a reduction of classified services, and it appears to the Board that due to a lack of funds it is necessary to eliminate certain classified position(s) and to layoff affected employee(s) hereinabove set forth.

BE IT FURTHER RESOLVED that the Board authorizes the District Superintendent to give notice to the affected classified employee(s) of the layoff in accordance with Education Code Sections 45117 and 45308 and pursuant to Article 4 of the current collective bargaining agreement and pursuant to Merit System rules, such notice to be given at least forty-five (45) working days prior to the effective date of each layoff as set forth above.

The Board authorizes and directs the Superintendent to carry forth all layoff proceedings resulting from the elimination of position(s) ordered herein above, including proceedings for layoff provided by the exercise of displacement rights and to service layoff notices to employees affected thereby. Where an employee displaces an employee holding a position in another class, the Superintendent is hereby authorized and directed to carry forth layoff proceedings resulting therefrom and to serve layoff notices to employees affected thereby. All such layoffs shall be as of the designated effective date, forty-five (45) working days from notices of layoff.

In the event that an employee affected by the layoff proceedings authorized by this resolution chooses to retire or resign from District service, or other appropriate resolution is made, the Superintendent is authorized to rescind the layoff.

PASSED AND ADOPTED at a meeting of the Governing Board of the Chico Unified School District of Butte County on March 4, 2009.

AYES:
NOES:
ABSTENTIONS:
ABSENT:

DATED this 4th day of March, 2009.

Clerk of the Governing Board of the
Chico Unified School District

PROPOSED AGENDA ITEM: **Resolution 1064-09, Non-Reelection of Probationary Certificated Employee**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

☐ Consent
☐ Information Only
☒ Discussion/Action

Board Date: March 4, 2009

Background Information:

Per Education Code 44929, school districts are able to non-reelect probationary certificated staff without cause during their probationary period. The District is electing to do this with one (1) certificated employee. This will take effect with the end of the current school year

Educational Implications:

None.

Fiscal Implications:

Little if any, as the position will likely be replaced.

CHICO UNIFIED SCHOOL DISTRICT

**Non-Reelection of Probationary
Certificated Employee(s)**

WHEREAS, California Education Code section 44929.21(b) provides that a certificated employee shall be notified, on or before March 15 of the employee's second complete consecutive school year of probationary employment, of the decision to reelect or not reelect the employee for the next succeeding school year; and

NOW, THEREFORE, BE IT RESOLVED by this Board that:

1. The employees listed on Attachment A were employed by the District as probationary certificated employees for the 2008/2009 school year and shall not be reelected as certificated employees of the District for the coming 2009/2010 school year.
2. The Superintendent, or designee, is authorized and directed to give notice to each affected employee of this decision. Notice shall be given:
 - a. in the manner required by law; and
 - b. in conformity with the mandated timeline.

THIS RESOLUTION was passed and adopted by the Board at a special meeting held on the 4th day of March, 2009, by the following roll call vote:

AYES:

NOES:

ABSENT:

Signed and approved by me after its passage.

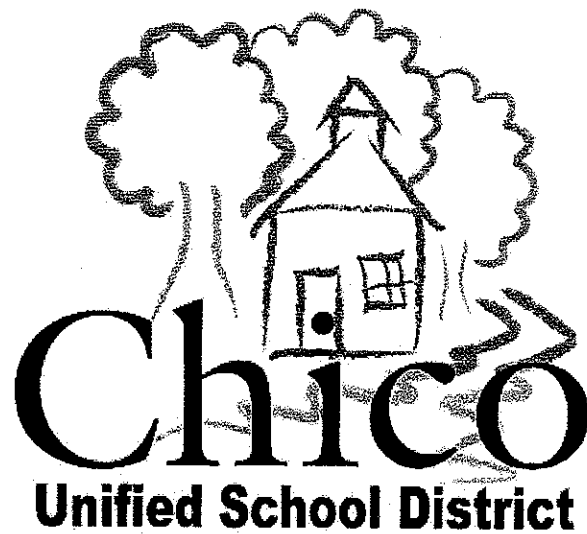
President of the Board

ATTEST:

Clerk of the Board

Attachment A to Resolution No.

Employee Number : 11218



**CHICO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

Governance Handbook

Adopted August 20, 2008



CHICO UNIFIED SCHOOL DISTRICT

Governance Handbook

Adopted August 20, 2008

Board of Trustees

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

Superintendent

Kelly Staley

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.

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EFFECTIVE GOVERNANCE

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 BOARD OF EDUCATION PROFESSIONAL GOVERNANCE STANDARDS

- 1. Keep the district focused on learning and achievement for all students.**
 - Recognize that children come to school with diverse educational needs.
 - Base decisions on the district's vision, student needs, research, empirical data and a balance of community expectations, legal constraints and resources.
 - Ensure that the district has established academic standards and regularly measures growth in achievement for all students.
 - Ensure that the district provides opportunities for all students to succeed.
- 2. Communicate a common vision.**
 - Develop and adopt a written statement of the district vision and other direction-setting documents using collaborative processes that involve the staff and community.
 - Ensure that procedures are in place to periodically review the district vision and other direction-setting documents.
 - Demonstrate commitment to the vision and goals by regularly communicating them to staff and the community.
 - Exhibit behaviors and make decisions that support achievement of the district vision.
 - Keep current on trends and emerging needs in education in order to proactively participate in renewing or reviewing the district's direction and policies.
 - Support board decisions.
 - Speak with a common voice.
- 3. Operate openly, with trust and integrity.**
 - Conduct district business in a fair, respectful and responsible manner.
 - Consider the concerns and interests of the staff and community.
 - Encourage thorough debate, seek to engage in dialogue for clarification and withhold judgment until all perspectives are heard.
 - Ensure that all members of the Board have the same information—no secrets or surprises among members of the governance team.
 - Clearly communicate decisions to all those who are affected by them.
 - Keep confidential information confidential.

**CUSD BOARD OF EDUCATION
PROFESSIONAL GOVERNANCE STANDARDS (Cont'd)**

- 4. Govern in a dignified and professional manner, treating everyone with civility and respect.**
 - Treat the Superintendent, staff, students, parents and community with dignity and respect.
 - Listen openly and respectfully to each other, to staff, students, parents and members of the community.
 - Welcome open discussion of different points of view.
 - Demonstrate ability to disagree on issues and still maintain trust, respect and dignity.
 - Work together to build consensus for decisions.
- 5. Govern within board-adopted policies and procedures.**
 - Have a policy development, approval and update process in place that is understood and followed.
 - Understand the distinctions between the role of the Board and that of the Superintendent and staff and do not become involved in the day-to-day operations of the district.
 - Have agreed-upon norms and protocols to carry out Board responsibilities.
- 6. Take collective responsibility for the Board's performance.**
 - Assume collective responsibility for Board conduct, behavior and conflict management.
 - Function as a governance team with the Superintendent.
 - Demonstrate a commitment to continually improving governance efforts.
 - Take responsibility for the orientation of all new members.
- 7. Periodically evaluate its own effectiveness.**
 - Have procedures in place for regular, on-going self-evaluation.
 - Ensure meeting agendas provide for a sound order of business and facilitate maximum focus on matters related to student achievement.
 - Have norms and protocols in place to ensure that individual Board members do not get involved in the day-to-day management of the district.
- 8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations.**
 - Ensure board policy enables parents, staff and the public to participate in district discussions, school programs and activities in meaningful ways.
 - Consider the concerns and interests of all segments of the community in deliberations.

CUSD MISSION STATEMENT

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 in quality educational programs that address diverse student needs and promote learning throughout life.

UNITY OF PURPOSE

Unity of Purpose is a common vision, 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 GOVERNANCE TEAM UNITY OF PURPOSE

- *We will provide high quality educational opportunities for all students.*
- *We will build trust and confidence with our community, our staff and our students.*
- *We will function as an effective team.*
- *We will understand our collective responsibilities to our heritage, current challenges and community values.*
- *We will be a team with a common vision and act as a catalyst for the focused efforts of employees and the community.*
- *We will be partners with the staff in carrying out the mission of CUSD.*
- *We will oversee the continuous development of quality programs, staff and facilities.*
- *We will perpetuate a legacy of positive culture.*
- *We will support our staff as they endeavor to enhance the lives of our students.*

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

4.2.1.

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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 effective 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

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

We agree to

- *focus on students' best interest*
- *respect each other's opinions*
- *listen "actively" to each member's ideas*
- *value each member's point of view*
- *be open to new ideas*
- *exhibit positive body language*
- *not interrupt, nor monopolize*
- *encourage everyone to verbalize*
- *disagree agreeably*
- *recognize the positive*
- *be willing to compromise*
- *focus on process, not personalities*
- *act by building on the thought of a fellow governance team member*
- *commit time necessary to govern effectively*
- *commit to open communication, honesty, no surprises*
- *maintain confidentiality*

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 BOARD OF EDUCATION PROTOCOLS

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

Issue	Protocol
Self-monitoring of governance team effectiveness	<ul style="list-style-type: none"> We will schedule a workshop every January to review governance team agreements and processes by reviewing the Governance Handbook.

Issue	Protocol
Voting no	<ul style="list-style-type: none"> Each trustee respects the right of other trustees to vote "no" on an issue. 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.

Issue	Protocol
Visiting schools	<ul style="list-style-type: none"> Visits are encouraged. As a professional courtesy, trustees will call the principal ahead of time to arrange the visit. 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.

CUSD BOARD OF EDUCATION PROTOCOLS (Cont'd)

Issue	Protocol
Handling concerns from the public and staff	<ul style="list-style-type: none"> When someone brings a concern to the Board, 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. We will make sure they understand the appropriate order of whom to contact (i.e., teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form). This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. It will also clarify that one Board member has no individual authority to fix a problem. 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.

Issue	Protocol
Individual Board member requests for information	<ul style="list-style-type: none"> When an individual Board member requests information pertaining to an agenda item, it will be provided to all Board members. 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. 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.

Issue	Protocol
Individual Board member requests for action	<ul style="list-style-type: none"> The only authority to direct action rests with the full Board sitting at the Board table. A majority vote sets such direction. Individuals may request an item for a future agenda by explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction. When a majority of the Board, sitting in a formal meeting, requests action, it should be done in the context of the intended results. It is the duty of CUSD staff to determine the methods used to achieve those results.

CUSD BOARD OF EDUCATION PROTOCOLS (Cont'd)

Issue	Protocol
Board meeting management	<ul style="list-style-type: none"> • We understand that Board meetings are meetings of the Board held in public, not open forum town hall meetings. • 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. • 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. • We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. • 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.

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"> - Develop collective concurrence - Advance or clarify an issue - Facilitate agreement or compromise - Advance ultimate resolution <ul style="list-style-type: none"> • We recognize that by using Reply All <ul style="list-style-type: none"> - Easily makes email part of the deliberative process - Creates a public record - Inhibits opportunity for any other two Board members to have a conversation on a topic • 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"> - Develop a procedure for accessing and collecting Board member emails contained on back up District server or home back up • Board members will, if possible, use District email for District business

CUSD BOARD OF EDUCATION PROTOCOLS (Cont'd)

Issue	Protocol
Role and Responsibilities of the Board President	<p>Our Beliefs: <i>We have an obligation to set an example of good government in action for our community. We will model dignified problem solving for our community and our children. The Board President works with the Superintendent to ensure Board meeting effectiveness. We intend that our Board meetings proceed professionally, efficiently and effectively and that district staff will have the opportunity to provide necessary background materials and information to the Board in a respectful environment. Each Board member must have the opportunity to express his or her viewpoint during Board deliberation. Everyone in attendance at Board meetings will be treated with dignity and respect. The Board president has a facilitation role relative to Board meetings, and acts as spokesperson for the Board. S/he has no more authority than any other Board member outside of Board meetings.</i></p> <p>Our Agreement: The role of the Board president is to:</p> <ul style="list-style-type: none"> • chair meetings, • work with the Superintendent as necessary to help ensure Board members have the necessary information and materials to make wise decisions, • make sure that pending agenda items are addressed appropriately, • confer with the Superintendent before meetings to prepare, as necessary for the upcoming meeting, • model the tone and behavior the Board wishes to convey to the community. <p>As meeting chair, the Board president will:</p> <ul style="list-style-type: none"> • open and preside over meetings, • introduce agenda items, providing some background information as appropriate, different from background information that is provided by staff (e.g., <i>"This is an item we have had on our agendas four times in the last three months. We have given it a great deal of consideration and appreciate all of the input we have received from the public and the information staff has provided on the issue. Tonight we will receive additional public input, deliberate further and hope to make a final decision."</i>), • call on speakers, • not make a motion him or herself, but ensure that there is one made at an appropriate time during deliberation, • make sure all Board members have a chance to share in deliberation, • work to facilitate effective deliberation, • interpret and clarify for understanding to ensure that all Board members have an accurate understanding as the deliberation proceeds, • wait until all other Board members who wish to speak on an issue have done so before adding his or her own comments, • call for a vote restating the motion, • clarify and authenticate all action, order and procedures of the Board, • adjourn meetings • remind the governance team and audience members of any meeting guidelines and Professional Governance Standards the Board has adopted, as necessary. • work with the Superintendent to make sure there is appropriate follow-up and clarification of possible options for the Board following the Board meeting. • serve as the spokesperson for the Board – always bearing in mind the direction and commitment of the Board given during Board meetings.

Issue	Protocol
Designated Spokesperson(s)	<p>Our Beliefs: <i>It is essential that important information be communicated to members of the Board, the staff and the community in as timely a fashion as possible. Board Members and the Superintendent have an obligation to speak with a common voice about district issues to the staff and community. We recognize that some situations have legal or other considerations that may place restrictions on what may be told to the media or public. Confidential issues must remain confidential. It is important that we speak with one voice in order to maintain the trust of our community.</i></p> <p>Our Agreement: In most cases, everyone is comfortable having the press contact any Board member. However, occasionally an issue requires there be one chief spokesperson. Who fills this role may vary from year to year and from issue to issue.</p> <p>The designated spokesperson will vary depending on the issue or situation:</p> <ul style="list-style-type: none"> • Crisis: The Superintendent will be the primary spokesperson and may involve the Board president at his/her discretion. • Meeting Information (e.g., Board meetings, agenda items, study sessions): The Board President and the Superintendent will serve as primary spokespersons. • Core Values / Vision / District Priorities / General District Information: All governance team members may serve as spokespersons utilizing developed and agreed upon key messages. <ul style="list-style-type: none"> - When speaking on behalf of the district or the School Board, Board members have an obligation to adhere to agreed upon key messages, - District Key Messages might be developed around topics such as: <ul style="list-style-type: none"> • District Mission / Vision • Progress Toward District Goals • Student Learning Goals • Budget Objectives / Financial Plan • Parent Involvement • Pre-school • Facilities • During the Annual Governance Workshop in January the governance team will discuss which team members are going to be networking with which community groups and organizations. • If a Board member is invited to speak to a community group or organization, s/he will make sure other team members know about the invitation, will ask for agreed upon key messages and any updated district information from the Superintendent, and will communicate back to the governance team after the presentation.

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

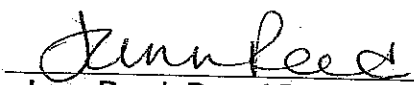
The Board of Education for the Chico Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

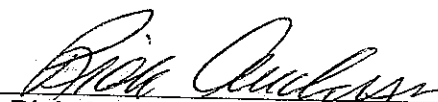
To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors (or norms) and operating procedures (or protocols) support consistent behaviors and actions among team members.

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 the Annual Governance Workshop of the CUSD Board of Education held in January.

Affirmed on this 20th day of August, 2008

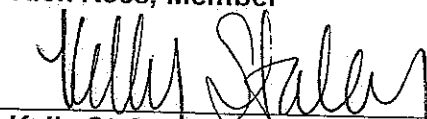

Jann Reed, Board President


Rick Anderson, Vice President


Andrea Lerner Thompson, Clerk


Rick Rees, Member


Kathleen E. Kaiser, Member


Kelly Staley, Superintendent

C S B A **PROFESSIONAL GOVERNANCE STANDARDS** **SCHOOL BOARD SELF-EVALUATION SURVEY**

SECTION 1 — 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 meet these standards:

WE DO THIS:

Always Often Rarely Never Unsure

1 Keep the district focused on learning and achievement for <u>all</u> students.					
2 Communicate a common vision.					
3 Operate openly, with trust and integrity					
4 Govern in a dignified and professional manner, treating everyone with civility and respect.					
5 Govern within board-adopted policies and procedures.					
6 Take collective responsibility for the board's performance.					
7 Periodically evaluate its own effectiveness.					
8 Ensure opportunities for the diverse range of views in the community to inform board deliberations.					
TOTALS:					

C S B A **PROFESSIONAL GOVERNANCE STANDARDS** **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:

WE DO THIS:

Always Often Rarely Never Unsure

	Always	Often	Rarely	Never	Unsure
1 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.					
2 Adopt, evaluate and update policies consistent with the law and the district's vision and goals.					
3 Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.					
4 Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.					
5 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.					
6 Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.					
7 Ensure that a safe and appropriate educational environment is provided to all students.					
8 Establish a framework for the district's collective bargaining process and adopt responsible agreements.					
9 Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.					
TOTALS:					

P C S B A PROFESSIONAL GOVERNANCE STANDARDS

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:

To us this means...

What we will do...

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

Goal 2:

To us this means...

What we will do...

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

Goal 3:

To us this means...

What we will do...

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

PROFESSIONAL GOVERNANCE STANDARDS

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:

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

P C S B A ROFESSIONAL GOVERNANCE STANDARDS

MY PERSONAL GOVERNANCE GOALS

Based on the discussion and Governance Goals agreed to by the board, and your responses to the Individual Trustee section of the Board Self-Evaluation Survey, choose two to three Standards or Success Indicators you want to focus on for personal growth over the next year.

Goal 1:

To me this means...

What I will do...

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

Goal 2:

To me this means...

What I will do...

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

Goal 3:

To me this means...

What I will do...

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

BOARD OF EDUCATION 2009

Jann Reed, President	Term expires 2012
Dr. Kathleen Kaiser, Vice President	Term expires 2010
Elizabeth Griffin, Clerk	Term expires 2012
Dr. Andrea Lerner Thompson, Member	Term expires 2010
Rick Rees, Member	Term expires 2010

The Board of Education will hold Regular Board Meetings on the fourth Wednesday of each month at 6:00 p.m., in the Chico City Council Chambers, East Fourth and Main Streets.

CUSD Board Of Education 2009 Regular Meeting and Agenda Printing Schedule		
BOARD MEETING DATE	AGENDA EXHIBIT DEADLINE, WEDNESDAY @ 5:00PM	PRINTING/POSTING DATE, FRIDAY
January 28, 2009	January 21, 2009	January 23, 2009
February 25, 2009	February 18, 2009	February 20, 2009
March 25, 2009	March 18, 2009	March 20, 2009
*April 29, 2009	April 22, 2009	April 24, 2009
May 27, 2009	May 20, 2009	May 22, 2009
June 24, 2009	June 17, 2009	June 19, 2009
July 22, 2009	July 15, 2009	July 17, 2009
August 26, 2009	August 19, 2009	August 21, 2009
September 23, 2009	September 16, 2009	September 18, 2009
October 28, 2009	October 21, 2009	October 23, 2009
*November 18, 2009	Tuesday, November 10, 2009	November 13, 2009
*December 2, 2009	Friday, November 20, 2009	Wednesday, November 25, 2009

*Exceptions to the 4th Wednesday of the month.

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting
Closed Session – 4:30 p.m.
Regular Session - 6:00 p.m.

4.4.2.
Page 1 of 1

Chico City Council Chambers
421 Main Street, Chico, CA 95928

AGENDA

1. **CALL TO ORDER**
2. **CLOSED SESSION**

If Closed Session is not completed before 6:00 p.m., it will resume immediately following the regular meeting.

3. **RECONVENE TO REGULAR SESSION**
 - 3.1 Call to Order
 - 3.2 Report Action Taken in Closed Session
 - 3.3 Flag Salute
4. **STUDENT REPORTS**
5. **SUPERINTENDENT'S REPORT**
6. **CONSENT CALENDAR**
7. **DISCUSSION/ACTION CALENDAR**
8. **ITEMS FROM THE FLOOR**
9. **ANNOUNCEMENTS**
10. **ADJOURNMENT**

BOARD AGENDA CALENDAR

4.5.1.
Page 1 of 5

All Year – Board Duties

• Be familiar with the district's bargaining process as defined in board policy - Establish parameters for negotiations - Receive reports on negotiations - Approve negotiated contracts	Collective Bargaining
• Be familiar and current with the district's facilities plan - Approve actions as necessary - Monitor, review and revise facilities plan as necessary	Facilities
• Maintain confidentiality on issues that may come before the board	Judicial Review
• Hold hearings and decide appeals to the board as necessary	
• Develop and adopt new policies as necessary or required Review policies on a regular basis and revise as necessary	Policy
• Involvement and/or attendance at school and community events	Community Relations
• Development & dissemination of key messages about important district topics and issues, including progress on district goals	Community Relations
• Curriculum Implementation	Student Achievement
• Professional Development Implementation	Student Achievement
• Ensure there is a plan in place for communicating with and engaging the community (internal and external) in the schools	Community Relations
• Involvement and/or attendance at school and community events	Community Relations
• Development and dissemination of key messages about important district topics and issues, including progress on district goals	Community Relations
• Provide ongoing climate of support for staff	
• Finalize advocacy plan for the year	Advocacy

JANUARY

Board Duties

• Annual study session to: – Review governance team norms & protocols – Develop governance calendar – CA Ed. Code 35031 Reminder	Effective Governance
• Superintendent's mid-year progress report on goals to the board	Setting Direction Human Resources
• Governor proposes state budget	Finance
• CSBA Forecast Conference	Finance
• Board sets budget priorities	Finance

Annual Agenda Items

• CELDT Results	Student Achievement
• Consolidated Application	Student Achievement
• Educational Services Update	Student Achievement
• Application for CA Public School Library Act	Student Achievement
• School Accountability Report Cards	Student Achievement
• Personnel Commission Annual Report	Human Resources
• Staff projects next year's revenues and expenses	Finance
• Audit Report	Finance
• Enrollment/ADA Report	Finance

FEBRUARY

Board Duties

• Board Priorities	Effective Governance
• CSBA The Brown Act	Effective Governance
• CSBA Board President's Workshop	Effective Governance
• CSBA New Board Member Institute	Effective Governance
• Follow bill development in legislature	Advocacy
• Implement advocacy plan	Advocacy
• Report progress on goals to the community	Setting Direction
• Every several years review hiring & evaluation policies	Human Resources

- Schedule student sessions on topics related to student learning and achievement so board members are current on this important topic
- Superintendent Evaluation
- Schedule budget study sessions as necessary

Student Achievement

Student Achievement
Finance**Annual Agenda Items**

- Instructional materials adoption cycle/process
- Developer Fee Study: Commercial and Residential
- Deferred Maintenance Plan
- Enrollment/ADA Report
- Staff concludes staffing level study
- Second Interim Report

Student Achievement

Facilities

Finance

Finance

Finance

MARCH**Board Duties**

- Every 2-3 years review district vision using an inclusive process

Setting Direction

Annual Agenda Items

- Summer School Plan
- Student Calendars
- Concurrent Enrollment Lists
- Enrollment/ADA Report
- Lay-off notifications to staff by March 15

Student Achievement

Student Achievement

Student Achievement

Finance

Human Resources

APRIL**Board Duties**

- Schedule budget student sessions as necessary
- Site plans for student achievement review
- Annie B's List of Recommendations

Finance

Student Achievement

Annual Agenda Items

- Public Schools Week
- Textbook Proposals
- Release all temps
- Student Housing Committee Recommendations
- Enrollment/ADA Report
- Annual School Impact Fee Report
- Site Block Grant Budgets
- Third Interim (if negative or qualified)

Student Achievement

Student Achievement

Human Resources

Facilities

Finance

Finance

Finance

Finance

MAY**Board Duties**

- CSBA Legislative Action Conference
- Governor's May Revise of the budget report to the board
- Schedule budget study sessions as necessary
- Board Meeting Schedule changes for summer months
- Annie B's List of Recommendations Approved

Advocacy

Finance

Finance

Effective Governance

Annual Agenda Items

- Instructional materials adoption process and recommendations
- Ratification of CIF Representatives
- Consolidated Application, Part 1
- Certificated and Classified Employees Recognition
- Enrollment/ADA Report
- Preliminary CUSD Budget

Student Achievement

Student Achievement

Student Achievement

Human Resources

Finance

Finance

JUNE**Board Duties**

- | | |
|--|----------------------|
| • Election Year: Resolution ordering Governing Board Member Election | Effective Governance |
| • Election Year: Resolution regarding costs of Candidates' Statements | Effective Governance |
| • Election Year: Resolution establishing procedure in Case of Tie Vote at Governing Board Election | Effective Governance |
| • Follow bill development in legislature | Advocacy |
| • Implement advocacy plan | Advocacy |
| • Finalize goals and success indicators for coming year | Setting Direction |
| • Schedule budget study sessions as necessary | Finance |
| • Attend graduations/promotions | Student Achievement |

Annual Agenda Items

- | | |
|---|---------------------|
| • Consolidated application review | Student Achievement |
| • Local Education Agency Plan | Student Achievement |
| • Annual Library Progress Report Card | Student Achievement |
| • College Connection Calendar | Student Achievement |
| • Honoring of Retirees | Human Resources |
| • Finalize goals and success indicators for coming year | Human Resources |
| • Declaration of Need for Fully Qualified Educators | Human Resources |
| • Five-year deferred Maintenance Plan/Budget | Facilities |
| • Enrollment/ADA Report | Finance |
| • Public Hearing: CUSD Final Budget Adoption | Finance |

JULY**Board Duties**

- | | |
|-----------------------------|----------------------|
| • CSBA Curriculum Institute | Student Achievement |
| • Board Self-Evaluation | Effective Governance |

Annual Agenda Items

- | | |
|--|---------------------|
| • Safe Schools Update | Student Achievement |
| • Standards & Benchmarks | Student Achievement |
| • Enrollment/ADA Report | Student Achievement |
| • Declaration of Surplus Property | Finance |
| • State Budget Review | Finance |
| • Categorical Programs Preliminary Budgets | Finance |

AUGUST**Board Duties**

- | | |
|------------------------------------|----------------------|
| • Orientation for board candidates | Effective Governance |
| • Governance Goals | Effective Governance |

Annual Agenda Items

- | | |
|---|---------------------|
| • Public Hearing: Resolution: Sufficiency of Instructional Materials | Student Achievement |
| • Accountability reports - AYP, STAR, API, local multiple measures report | Student Achievement |
| • Safe Schools Update | Student Achievement |
| • Summer Projects Update | Facilities |
| • Public Hearing: Notice of Apportionment for the State Instructional Materials Fund, Grades K-12 Fiscal Year | Finance |
| • Enrollment/ADA Report | Finance |
| • Staff closes books; defines actuals; determines ending balance; and reports to the Board | Finance |

SEPTEMBER

Board Duties

- | | |
|--|----------------------|
| • Attend Back to School Nights at schools | Community Relations |
| • CSBA Masters in Governance | Effective Governance |
| • Schedule study sessions to review recommendations regarding district response to test results | Student Achievement |

Annual Agenda Items

- | | |
|-------------------------------|---------------------|
| • Opening of school report | Student Achievement |
| • Concurrent Enrollment List | Student Achievement |
| • Staffing Update | Human Resources |
| • Staffing Adjustments | Human Resources |
| • Student Housing Master Plan | Facilities |
| • Summer Projects Update | Facilities |
| • TRANSs Resolution | Finance |
| • Enrollment/ADA Report | Finance |

OCTOBER

Board Duties

- | | |
|--|-------------------|
| • Study session to begin development of advocacy plan for the coming year | Advocacy |
| • Discuss priorities and preliminary goals for following year | Setting Direction |
| • Report progress on goals to the community | Setting Direction |

Annual Agenda Items

- | | |
|---|---------------------|
| • Carl Perkins Voc. Ed. & Tech Grant | Student Achievement |
| • Red Ribbon Week | Student Achievement |
| • K-3 CSR Application | Student Achievement |
| • Obsolete Instructional Materials | Student Achievement |
| • Unaudited Actuals/Budget Revisions and Actual Income and Expenses | Finance |
| • GANN Limit | Finance |
| • Enrollment/ADA Report | Finance |

NOVEMBER

Board Duties

- | | |
|---|----------------------|
| • Orientation for new board members | Effective Governance |
| • Set date of Organizational Meeting | Effective Governance |
| • Change in Board Meeting Schedule | Effective Governance |

Annual Agenda Items

- | | |
|--|---------------------|
| • API report | Student Achievement |
| • District allocations for State and Federal funds | Student Achievement |
| • Approve coordinated program budgets | Student Achievement |
| • Personnel Commission report | Human Resources |
| • Enrollment/ADA Report | Finance |

DECEMBER

Board Duties

- | | |
|--|----------------------|
| • CSBA Annual Conference | Effective Governance |
| • New board members sworn in | Effective Governance |
| • Board Organizational Meeting | Effective Governance |
| • Chico Schools Financing Corporation Annual Meeting | Finance |

Annual Agenda Items

- | | |
|--------------------------------------|---------------------|
| • District Library Plan | Student Achievement |
| • Semester Staffing Adjustments | Human Resources |
| • Yearly Student Housing Plan | Facilities |
| • Measure A Facility Recommendations | Facilities |
| • Receive Audit | Finance |
| • 1st Interim Budget Report | Finance |
| • Categorical Program Budgets | Finance |
| • Enrollment/ADA Report | Finance |