



# YUBA CITY UNIFIED SCHOOL DISTRICT

## Governance and Communication Handbook

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Every school district is divided into two fundamental groups: internal audiences and external audiences. The Board has responsibility to both audiences. This Governance and Communication Handbook intends to provide structures that enhance internal communication within YCUSD and to the external audience that includes community members, the business community, civic groups, and professional groups. It also requires a clear set of protocols that allow Board members to forward concerns to the superintendent.

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## YCUSD MISSION STATEMENT

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*Educating Today's Students To Succeed In Tomorrow's World*

## YCUSD VISION STATEMENT

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Our students and staff will be life-long learners;  
creative problem solvers;  
and, responsible, ethical, and respectful contributors in a global society.

## YCUSD CORE VALUES

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Excellence  
Integrity  
Continuous Improvement  
Teamwork  
Respect for All  
Caring and Safe Environment

## YCUSD GOALS

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- Student Success: YCUSD provides a rigorous and comprehensive program to ensure success for all students as they transition to graduation and beyond.
- Staff Success: YCUSD attracts and develops top quality professionals focused on student success.
- Communication: YCUSD provides continuous methods of communication that sustain an ongoing connection with and involvement of the public with a clear focus on improving student achievement.
- Student Support: YCUSD provides safe, modernized, and student-centered support systems that promote the physical and cognitive development of all students.

# YCUSD GOVERNANCE and COMMUNICATION HANDBOOK

## Linking YCUSD Governance Principles and the California School Boards Association Professional Governance Standards

### Governance – California School Boards Association (CSBA)

“Public oversight of local government is the foundation of American democracy. Nowhere is this more evident than in our public schools, where local boards 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, or local boards must govern responsibly and effectively.” (California School Boards Association Professional Standards)

CSBA created the Professional Governance Standards to describe the three components vital to effective school governance and enhance the public’s understanding about the critical responsibilities of local boards and to support boards in their efforts to govern effectively. The standards address:

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

The first two sets of CSBA standards are shown here in alignment with the Yuba City Unified School District (YCUSD) Governance Principles and Success Indicators. The third set of standards is outlined below as aligned to the YCUSD Model for Communication.

<b>AREA 1: Individual Trustee CSBA Professional Governance Standards</b>	<b>YCUSD Governance Principles and Success Indicators</b>
<p><b>Student Success</b></p> <p>CSBA: Keeps learning and achievement for all students as the primary focus.</p>	<p><u>YCUSD Principle 1</u>: The Board governs to keep the District focused on learning and achievement for all students.</p>

# YCUSD GOVERNANCE and COMMUNICATION HANDBOOK

## Linking YCUSD Governance Principles and the California School Boards Association Professional Governance Standards

<b>AREA 1: Individual Trustee CSBA Professional Governance Standards</b>	<b>YCUSD Governance Principles and Success Indicators</b>
<p><b>Respect for differing perspectives</b></p> <p>CSBA: Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.</p>	<p><u>YCUSD Principle 1</u>: The Board governs to keep the District focused on learning and achievement for all students.</p> <ul style="list-style-type: none"> <li>• The Board demonstrates positive working relationships among members.</li> </ul> <p><u>YCUSD Principle 4</u>: The Board governs in a dignified and professional manner, treating everyone with civility and respect.</p> <ul style="list-style-type: none"> <li>• Encourage thorough debate, seek to engage in dialogue for clarification and without judgment until all perspectives are heard.</li> </ul> <p><u>YCUSD Principle 5</u>: The Board has effective, open dialogue and deliberation of issues.</p> <ul style="list-style-type: none"> <li>• Board members deliberate without personal challenges or attack on individual ideas and opinions.</li> </ul>
<p><b>Professional demeanor</b></p> <p>CSBA: Acts with dignity and understands the implications of demeanor and behavior.</p>	<p><u>YCUSD Principle 4</u>: The Board governs in a dignified and professional manner, treating everyone with civility and respect.</p> <ul style="list-style-type: none"> <li>• The Board demeanor collectively and individually demonstrates the agreed upon attributes that include: <ul style="list-style-type: none"> <li>• Proactive; Attentive listeners and communicators; Responsive to constituents; Doing what’s best for the students; Fair; Trustworthy; Accountable; Adaptable to change; Appreciative of teachers, support staff and administrators; and, Respectful.</li> </ul> </li> </ul>

# YCUSD GOVERNANCE and COMMUNICATION HANDBOOK

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<b>AREA 1: Individual Trustee CSBA Professional Governance Standards</b>	<b>YCUSD Governance Principles and Success Indicators</b>
<p><b>Confidentiality</b></p> <p>CSBA: Keeps confidential matters confidential</p>	<p><u>YCUSD Principle 3</u>: The Board operates openly, with trust and integrity.</p> <ul style="list-style-type: none"> <li>Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the mandates of the California Education Code, the Brown Act, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board’s judicial review role.</li> </ul>
<p><b>Professional Development</b></p> <p>CSBA: Participates in professional development and commits the time and energy necessary to be an informed and effective leader.</p>	<p>YCUSD is a member of the California School Boards Association and each Board member regularly receives information related to educational issues, challenges, programs, leadership, and governance.</p> <p>YCUSD staff keeps the Board informed about fiscal, program, compliance, and other aspects of California’s educational system. That information takes place in weekly communiqués, reports in Open Session, sub committee meetings, among other sources.</p>
<p><b>Roles and Responsibilities</b></p> <p>CSBA: Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff as a whole and not with individuals.</p>	<p><u>YCUSD Principle 2</u>: The Board communicates a common vision.</p> <ul style="list-style-type: none"> <li>The Board members honor the protocols of communication established through the YCUSD organizational chart.</li> </ul>

# YCUSD GOVERNANCE and COMMUNICATION HANDBOOK

## Linking YCUSD Governance Principles and the California School Boards Association Professional Governance Standards

<b>AREA 1: Individual Trustee CSBA Professional Governance Standards</b>	<b>YCUSD Governance Principles and Success Indicators</b>
<p><b>Board Authority</b></p> <p>CSBA: Understands the authority rests with the board as a whole.</p>	<p>YCUSD policy and Board Bylaws outline the role of the Board officers (BB9100, 9110, 9121,9122, 9123); Board Committees (BB9130); Board Representatives (BB9140); and, Board Member Authority (BB9200).</p> <p>YCUSD BB9200: The Governing Board recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest. It has broad but clear limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting.</p> <p>The Board member has no individual authority. Individually, the Board member may not commit the district to any policy, act or expenditure. The Board member cannot do business with the district served, nor should the Board member have an interest in any contract with the school district. The Board member represents and acts for the community as a whole and does not represent any fractional segment of the community.</p>



# YCUSD GOVERNANCE and COMMUNICATION HANDBOOK

## Linking YCUSD Governance Principles and the California School Boards Association Professional Governance Standards

AREA 2: The Collective Board CSBA Professional Governance Standards	YCUSD Governance Principles and Success Indicators
<p><b>Student Success</b></p> <p>CSBA: Keep the district focused on learning and achievement for <u>all</u> students.</p>	<p><u>YCUSD Principle 1</u>: The Board governs to keep the District focused on learning and achievement for all students.</p> <ul style="list-style-type: none"> <li>• The Board governs to keep the District focused on learning and achievement for all students.</li> <li>• The Board supports the development of district and site leaders who demonstrate effective leadership focused on proactive measures for student success.</li> </ul>
<p><b>Common Vision</b></p> <p>CSBA: Communicate a common vision.</p>	<p><u>YCUSD Principle 1</u>: The Board governs to keep the District focused on learning and achievement for all students.</p> <ul style="list-style-type: none"> <li>• The Board is proactive in speaking and acting on behalf of YCUSD students, programs, staff, and schools.</li> </ul> <p><u>YCUSD Principle 2</u>: The Board communicates a common vision.</p> <ul style="list-style-type: none"> <li>• The Board develops a District vision, mission, and goals through an inclusive process that involves Board, staff, and community.</li> </ul> <p><u>YCUSD Principle 5</u>: The Board has effective, open dialogue and deliberation of issues.</p> <ul style="list-style-type: none"> <li>• Board direction is clear when requesting further information from staff.</li> <li>• Board agenda items receive appropriate time allocation for open deliberation in advance of taking action.</li> </ul>

**YCUSD GOVERNANCE HANDBOOK**  
**MODEL FOR COMMUNICATION**

**Linking YCUSD and CSBA Governance Principles/Standards**

<b>AREA 2: The Collective Board CSBA Professional Governance Standards</b>	<b>YCUSD Governance Principles and Success Indicators</b>
<p><b>Trust and Integrity</b></p> <p>CSBA: Operate openly, with trust and integrity.</p>	<p><u>YCUSD Principle 3</u>: The Board operates openly, with trust and integrity</p> <ul style="list-style-type: none"> <li>• The Board members demonstrate trust and respect through active listening, open deliberations, and productive communications strategies.</li> <li>• The Board seeks to ensure that all members of the Board have the same information, leaving no secrets or surprises among members of the governance team.</li> <li>• Clearly communicate decisions to all those who are affected by them.</li> </ul>
<p><b>Civility and Respect</b></p> <p>CSBA: Govern in a dignified and professional manner, treating everyone with civility and respect.</p>	<p><u>YCUSD Principle 5</u>: The Board has effective, open dialogue and deliberation of issues.</p> <ul style="list-style-type: none"> <li>• Board members deliberate without personal challenges or attacks on individual ideas and opinions.</li> </ul> <p><u>YCUSD Principle 6</u>: The Board promotes accountability by showing willingness to be accountable to other Board members, staff, students, and community.</p> <ul style="list-style-type: none"> <li>• The Board adheres to the criteria for effective governance as demonstrated in public meetings.</li> <li>• The Board adheres to the criteria for effective governance as demonstrated through interaction with each other and constituents during the public meetings.</li> </ul>

	<p><u>YCUSD Principle 7:</u> The Board promotes communication and input from staff, students, and community on school related issues.</p> <ul style="list-style-type: none"> <li>• The Board adheres to the criteria for effective governance as demonstrated through interaction with each other, staff, parents, and community.</li> </ul>
<p><b>Policy and Procedure</b></p> <p>CSBA: Govern within board-adopted policies and procedures.</p>	<p><u>YCUSD Principle 3:</u> The Board operates openly, with trust and integrity.</p> <ul style="list-style-type: none"> <li>• The Board is consistent in governing within YCUSD Board-adopted policies and procedures.</li> </ul> <p><u>YCUSD Principle 7:</u> The Board promotes communication and input from staff, students, and community on school related issues.</p> <ul style="list-style-type: none"> <li>• The Board adheres to their roles as established through YCUSD Board Bylaws and criteria for effective governance as demonstrated at school events.</li> </ul>
<p><b>Collective Responsibility</b></p> <p>CSBA: Take collective responsibility for the board's performance.</p>	<p><u>YCUSD Principle 2:</u> The Board communicates a common vision.</p> <ul style="list-style-type: none"> <li>• The Board collectively and individually promotes the vision, mission, and goals of YCUSD.</li> </ul> <p><u>YCUSD Principle 7:</u> The Board promotes communication and input from staff, students, and community on school related issues.</p> <ul style="list-style-type: none"> <li>• The Board encourages input to thoroughly debate an issue and seeks to engage in dialogue for clarification of all perspectives without judgment.</li> </ul>

# YCUSD GOVERNANCE and COMMUNICATION HANDBOOK

## Linking YCUSD Governance Principles and the California School Boards Association Professional Governance Standards

<b>AREA 2: The Collective Board CSBA Professional Governance Standards</b>	<b>YCUSD Governance Principles and Success Indicators</b>
<p><b>Self Review</b></p> <p>CSBA: Periodically evaluate its own effectiveness.</p>	<p>YCUSD Board Bylaw 9400 calls for an annual Board Self Review. See Appendix C for YCUSD Annual Board Self Evaluation Form</p>
<p><b>Informed deliberations</b></p> <p>CSBA: Ensure opportunities for the diverse range of views in the community to inform board deliberations.</p>	<p><u>YCUSD Principle 2</u>: The Board communicates a common vision.</p> <ul style="list-style-type: none"> <li>• The Board creates effective systems of communication with the staff, parents, and community.</li> </ul> <p><u>YCUSD Principle 4</u>: The Board governs in a dignified and professional manner, treating everyone with civility and respect.</p> <ul style="list-style-type: none"> <li>• The Board provides opportunities for the diverse range of views in the community to inform Board deliberations.</li> </ul>

# YCUSD GOVERNANCE and COMMUNICATION HANDBOOK

## Linking YCUSD Governance Principles and the California School Boards Association Professional Governance Standards

The third component of the CSBA Professional Standards outlines specific roles/responsibilities/jobs of school boards. YCUSD Board Bylaw 9000 also outlines the role of the Board.

### Governing Board roles and subcommittees

YCUSD Board Bylaws outline the specific roles, or jobs, of the Board and its officers. To assist the Board, a variety of subcommittees function through the year to provide a venue for discussion, study, and planning related to budget priorities, facilities, public relations, personnel, government liaison, bond oversight, policy, and school safety. All meetings of these committees are posted open meetings. Board member participants work with staff to prepare recommendations for the total Board. Each Regular Meeting agenda of the Board includes a time for subcommittee reports and updates to be presented by participants to the Board.

Committees are formed each December in the Board Re-organization process. Should anyone want to provide input to the Board through the committee process, refer to the list of Board representatives and staff leadership for each found in Appendix B.

YCUSD Board Bylaw 9000a Role of the Board	YCUSD Governance and Communication
<p>Set direction for YCUSD focused on student learning and achievement. *YCUSD Goal for Student Success *Board Bylaw 9000a:2c, 3d</p> <p>CSBA outlines that the board will</p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<p>YCUSD Goal <u>Student Success</u>: YCUSD provides a rigorous and comprehensive program to ensure success for all students as they transition to graduation and beyond.</p> <ul style="list-style-type: none"> <li>● The Board works with the Superintendent to fulfill its major responsibilities that include establishing academic expectations and adopting the curriculum and instructional materials. (Board Bylaw 9000a: 2c)</li> <li>● The YCUSD Board communicates the District mission/goals to the community through school programs/activities, budget priorities, Board agendas, along with electronic and other communication venues. To advance student success, the Board communicates to stakeholder groups through             <ul style="list-style-type: none"> <li>○ Establishing academic expectations;</li> <li>○ Adopting curriculum and instructional materials;</li> </ul> </li> </ul>

<p align="center">YCUSD Board Bylaw 9000a Role of the Board</p>	<p align="center">YCUSD Governance and Communication</p>
<ul style="list-style-type: none"> <li>○ Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.</li> <li>○ Ensure that a safe and appropriate educational environment is provided to all students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Annually monitoring student achievement and program effectiveness, requiring program changes as necessary;</li> <li>○ Visiting schools and attending school events/meetings to remain informed about programs and interact with staff, students, parents, and site administration about student success;</li> <li>○ Providing safe and adequate facilities that support District program; and,</li> <li>○ Establishing an effective and efficient organizational structure for the District by being knowledgeable about district programs and efforts in order to serve as effective spokespersons.(BB9000a: 3d)</li> </ul>
<p><b>Superintendent and Staff Support</b>  *YCUSD Goal for Staff Success  *Board Bylaw 9000a: 3c, 4a  *Superintendent Goal #6  *Appendix D for Superintendent Goals and related timelines</p> <p>CSBA outlines that the board will</p> <ul style="list-style-type: none"> <li>○ Hire and support the superintendent so that the vision, goals, and policies of the district can be implemented.</li> <li>○ 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.</li> </ul>	<p>YCUSD Goal:</p> <ul style="list-style-type: none"> <li>● <u>Staff Success</u>: YCUSD attracts and develops top quality professionals focused on student success.</li> </ul> <p>The Board works with the Superintendent to</p> <ul style="list-style-type: none"> <li>● establish an efficient organization structure for the district by employing the Superintendent and setting policy for hiring of other personnel;</li> <li>● develop an annual evaluation for the superintendent that is linked directly to the YCUSD strategic plan and set policy for the evaluation of other personnel (Appendix D);</li> <li>● make sure there is appropriate follow-up and clarification of actions following the Board meeting; and,</li> <li>● uphold Board policies and standards of governance;</li> </ul> <ul style="list-style-type: none"> <li>● The Superintendent will follow the premise that what one Board member knows, everyone will know and communicates that in a timely manner. (Superintendent Evaluation Goal #6)</li> <li>● The Superintendent will notify Board members about critical issues as soon as possible. Examples of those issues include police related matters, serious security or safety issues, anything potentially</li> </ul>

YCUSD Board Bylaw 9000a Role of the Board	YCUSD Governance and Communication
	litigious, things likely to be covered by the media, serious employment issues, or other “hot button” issues.
<p><b>Establish Policy</b>  *Board Bylaw 9000a: 1b, 3c, 4b  *YCUSD Policy Committee</p> <p>CSBA outlines that the board will</p> <ul style="list-style-type: none"> <li>○ Adopt, evaluate, and update policies consistent with the law and the district’s vision and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The Board shall work with the Superintendent to fulfill its major responsibilities, which include establishing an efficient organizational structure for the district by overseeing the development and adoption of policies. (Board Bylaw 9000a: 1b)</li> <li>• The YCUSD Board supports the superintendent and staff by upholding Board policies. (Board Bylaw 9000a: 3c)</li> <li>• The Board will ensure accountability to the public for the performance of the district’s schools by monitoring and evaluating the effectiveness of policies. (Board Bylaw 9000a: 4b)</li> <li>• The YCUSD Policy Committee annually reviews policy changes recommended by CSBA and others as determined by Board discussion or staff recommendation.</li> <li>• The Policy Committee will recommend policy revisions to the Board when appropriate and in accordance with CSBA recommendations.</li> </ul>
<p><b>Fiscal Responsibility</b>  *Board Bylaw 9000a: 2d, 3b, 4e  *YCUSD Budget Priorities Committee  *Institute for Local Government, <u>Everyday Ethics for Local Officials. Fiduciary Duties and Public Service</u>, February 2008  National School Boards Association</p> <p>CSBA outlines that the board will</p> <ul style="list-style-type: none"> <li>○ Adopt a fiscally responsible budget based on the districts’ vision and goals, and regularly monitor the fiscal health of the district.</li> </ul>	<p>The Board communicates to all constituents that the District is fiscally sound by</p> <ul style="list-style-type: none"> <li>• ensuring accountability through monitoring and adjusting district finances;</li> <li>• protecting the District from risk of liability or litigation;</li> <li>• <u>acknowledging that a board member is not at liberty to discuss any pending, anticipated, or existing litigation with the involved person(s), regardless of whether the person(s) are represented by counsel. Such interaction by a board member has the potential to place the district, and possibly the member, at risk of liability and may negatively impact the district’s ability to carry out the litigation;</u></li> <li>• annually establishing budget priorities aligned with the District goals and allocate resources to advance those priorities;</li> <li>• establishing the Budget Priorities Committee to work with the</li> </ul>

YCUSD Board Bylaw 9000a Role of the Board	YCUSD Governance and Communication
<p>Fiscal Responsibility</p>	<p>superintendent and staff in the budget development process;</p> <ul style="list-style-type: none"> <li>• annually review its goals in Open Session through measureable annual benchmarks, data for which is provided by the superintendent and staff;</li> <li>• annually monitors the budget in Open Session through Board discussion/review of 1<sup>st</sup> and 2<sup>nd</sup> interim reports in October and March;</li> </ul> <p>Fiduciary responsibility requires the board to be loyal and committed to the people they act for and must never put their own interest first. (CA State Teachers' Retirement System) Fiscal responsibility is also referred to as part of fiduciary responsibility. The Board and individual Trustees manage financial assets of the district so as to prevent liability to the organization or to themselves as an individual.</p> <p>“‘Fiduciary’ is derived from the Latin terms fides or fiducia, both of which mean trust and confidence. Certainly when the public chooses an elected official, the public is putting its trust and confidence in him or her to act in the public’s best interests. The same can be said when one becomes an employee of a public agency. The agency trusts everyone on its team to put the public’s interests first. Indeed, always putting the public’s interests first is the essence of public service ethics.” (Institute for Local Government, <u>Everyday Ethics for Local Officials. Fiduciary Duties and Public Service</u>, February 2008)</p> <p>The National School Boards Association indicates that personal interests and fiduciary responsibility must not come into conflict. Also, board members must not profit from his/her fiduciary position.</p>



YCUSD Board Bylaw 9000a Role of the Board	YCUSD Governance and Communication
<p><b>Judicial Responsibility</b></p> <ul style="list-style-type: none"> <li>*Board Bylaw 9000a: 4c</li> <li>*Board Bylaw 9200</li> <li>*Board Policies 1312.1, 4000, 4144 and Administration Regulations 1312.1</li> <li>*Appendix A for Communication Flowchart related to complaints/concerns</li> <li>*<u>California School Boards Association Guide to Effective Meetings for Board presidents and Board members</u>; 2007 edition</li> </ul>	<p><b>Appendix A contains a flowchart that outlines the procedure for staff/community to bring a concern/complaint forward for resolution.</b></p> <p>With the help of the California School Boards Association guidelines, YCUSD manages complaints with priority, confidentiality, and swiftness.</p> <ul style="list-style-type: none"> <li>• All information related to personnel is protected by privacy laws. In that regard, resolution to complaints involving personnel will comply with all policy, code, and statute that outline privacy and confidentiality mandates. Those mandates will limit the nature and degree of follow-up but will not diminish the prompt attention to appropriate resolution.</li> <li>• YCUSD seeks to resolve issues, charges, or complaints most immediately and at the most local level. Staff or community members expressing complaints to a Board member should be encouraged to contact the teacher, principal, staff member, or director most able to assist with resolution.</li> <li>• The Board shall work with the Superintendent to ensure accountability to the public for the performance of the district’s schools by serving as a judicial (hearing) and appeals body in accordance with the law, Board policies, and negotiated agreements. (BB9000a, 4c)</li> <li>• Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process. (BB9000a, 4c)</li> <li>• The Governing Board recognizes that the Board is the unit of</li> </ul>

YCUSD Board Bylaw 9000a Role of the Board	YCUSD Governance and Communication
<p><b>Judicial Responsibility</b></p>	<p>authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest. It has broad but clear limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. (YCUSD BB9200)</p> <ul style="list-style-type: none"> <li>• The Board member has no individual authority. Individually, the Board member may not commit the district to any policy, act or expenditure. The Board member cannot do business with the district served, nor should the Board member have an interest in any contract with the school district. The Board member represents and acts for the community as a whole and does not represent any fractional segment of the community. (YCUSD BB9200)</li> </ul> <p><b>Filing a Complaint</b></p> <ul style="list-style-type: none"> <li>• YCUSD Board Policies 1312.1, 4000, and 4144 along with YCUSD Administrative Regulation 1312.1 outline the complaint procedures. The collective Board interacts with investigations related to complaints only in the event that the complainant pursues the formal process outlined in the Administrative Regulations and policies listed above.</li> <li>• YCUSD staff rights are clearly defined in California statutes; Education Code; negotiated agreements; and YCUSD policies. The YCUSD complaint procedures are outlined in BP 1312.1, AR 1312.1, BP 4000, and BP 4144, among others.</li> <li>• When a complaint is made, the Superintendent or designee shall determine whether it should be resolved by the district's process for complaints concerning personnel, the district's uniform complaint procedures, or both. (BP 1312.1)</li> <li>• When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only</li> </ul>

YCUSD Board Bylaw 9000a Role of the Board	YCUSD Governance and Communication
<p><b>Judicial Responsibility</b></p>	<p>after having completed the child abuse reporting requirements specified in law and BP 5141.4. (BP 1312.1)</p> <ul style="list-style-type: none"> <li>• Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation. (AR 1312.1)</li> </ul> <p>YCUSD Administrative Regulation 1312.1 offers these initial steps toward the resolution of a complaint. To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:</p> <ol style="list-style-type: none"> <li>1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.</li> <li>2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.</li> <li>3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.</li> <li>4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.</li> <li>5. A written complaint shall include: <ol style="list-style-type: none"> <li>a. The full name of each employee involved</li> <li>b. A brief but specific summary of the complaint and the facts</li> </ol> </li> </ol>

YCUSD Board Bylaw 9000a Role of the Board	YCUSD Governance and Communication
	<p>surrounding it</p> <p>c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter</p> <p>6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.</p> <p>7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.</p> <p>8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint. The Complaint Form can be found at <a href="http://www.ycusd.k12.ca.us">www.ycusd.k12.ca.us</a>, in every YCUSD school office, and in the YCUSD district office.</p> <p>9. The Board may uphold the Superintendent's decision without hearing the complaint.</p> <p>10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.</p> <p>11. A closed session may be held to hear the complaint in accordance with law.</p> <p>12. The decision of the Board shall be final.</p> <ul style="list-style-type: none"> <li>• The Superintendent will notify Board members about critical issues as soon as possible. Examples of those issues include police related matters, serious security or safety issues, anything potentially litigious, things likely to be covered by the media, serious employment issues, or other “hot button” issues.</li> </ul>

YCUSD Board Bylaw 9000a Role of the Board	YCUSD Governance and Communication
	<ul style="list-style-type: none"> <li>• If the complainant requests assistance with bringing their concern through a formal procedure, the board member should refer the person to the superintendent for assistance with appropriate procedures in accordance with policy. (BB9200a)</li> <li>• Complaints with anonymous or incomplete information will be investigated to the extent possible. However, the complainant must recognize that steps toward resolution might be hindered by the limitations imposed on any investigation using information from anonymous sources.</li> <li>• The superintendent or District administrator will inform the Board member when the complaint has been resolved.</li> <li>• As representatives of the public, it is important that the Board member(s) invite the person with the complaint to ultimately get back to them if the concern is not resolved.</li> </ul>

<p><b>Collective Bargaining</b> *Board Bylaw 9000a: 2f, 4f</p> <p>CSBA outlines that the board will</p> <ul style="list-style-type: none"> <li>• Establish a framework for the district’s collective bargaining process and adopt responsible agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• The Board establishes an effective and efficient organizational structure for the district by setting parameters for negotiations with employee organizations and ratifies collective bargaining agreements for all represented and unrepresented groups.</li> <li>• The Board ensures accountability to the public for the performance of the district’s schools by monitoring the collective bargaining process.</li> <li>• The YCUSD Board discusses progress toward and direction for negotiations at each Closed Session related to represented and unrepresented groups. All such discussions are subject to the confidentiality mandates associated with the Brown Act.</li> <li>• The YCUSD Board delegates the responsibility for negotiating to a team of District administration. That team acts within the direction and parameters offered by the Board.</li> <li>• The YCUSD Board annually reviews the School Services data that compares YCUSD employee salaries to districts in the established group used during negotiations and related processes.</li> </ul>
<p><b>Community Leadership on Educational Issues</b> *Board Bylaw 9010</p> <p>CSBA outlines that the board will</p> <ul style="list-style-type: none"> <li>• Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Board meetings are meetings of the Board held in public, not open forum or town hall meetings unless posted as such.</li> <li>• Board members deliberate issues in public so as to represent community interests, become informed as to the perspectives and ideas of fellow Trustees, reflect on values and priorities, and reflect on what’s best for all students.</li> <li>• Board members communicate support for decisions of the Board and identify personal opinions as their own.</li> <li>• Board members and the superintendent communicate clearly about District issues. To that end, important information is communicated to the staff and community in a timely manner.</li> <li>• The Board speaks with clarity and consistency regarding Board actions in order to maintain the trust of the community.</li> </ul>

Community Leadership on Educational Issues

Visits to Schools

- Board members make visits to schools for the purpose of:
  - Demonstrating interest in and support for student learning;
  - Showing respect and appreciation for District staff; or,
  - Offering support for District improvement efforts.
- As a professional courtesy, Board members call the principal ahead of time to arrange the visit and wear the YCUSD identification badge to clarify their official capacity.
- Board members and all other site visitors will be cautious about encroaching on the learning environment. To assist in this matter, the superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.
- After a visit, the Board member reports any concerns with the superintendent.
- Board members reports to other Board members during the “Comments from the Board” section of Open Session regarding updates from school and community events attended.

School Site Liaison

- Board members each assume the role of school site liaison and, in such, support the school by way of attending school events; scheduling time with the principal to learn about successes, challenges, and avenues for support; attend School Site Council and other site meetings with staff and parents; and, promote student/staff/site successes.

## Yuba City Unified School District Complaint Process Flow Chart

**Step 1:** The Board recognizes the need for providing employees with a complaint process.

Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member personally. Such an attempt shall be made at a time/place mutually agreed upon prior to the meeting. (AR1312.1)

**Step 2:** Complaints are treated with priority. If the complaint remains unresolved after review by the principal or the immediate supervisor, the principal/supervisor shall refer the written complaint, together with a report and analysis of the situation, to the Superintendent or designee. (AR 1312.1)

All written complaints regarding district personnel other than administrators shall be initially filed with the principal/supervisor. Complaints about principals/supervisors or District Office administrators shall be initially filed with the Superintendent. Complaints concerning the Superintendent shall be initially filed with the Board. (AR1312.1)

If that is not possible, the complainant should contact any of the persons listed here:

- The school principal or department director who will work to resolve the situation through discussions with staff involved.
- District office staff that notifies site/department leadership and asks for local resolution first. That is, staff will redirect the person back into the lines of authority and chains of command starting with site staff, to district staff, to the superintendent
- A Board member contacted directly by a person with a complaint should refer the complainant to the superintendent or designee, as outlined in YCUSD Board Bylaw 9200.

Board members are not authorized to resolve complaints (Bylaw 9200). The Board is the judicial authority if the complaint cannot be resolved through any of the other procedures or lines of authority outlined in policy.

These procedures are designed to offer the complainant assurance that the problem receives proper, and priority, consideration and that it is handled through the appropriate district process.

The principal or immediate supervisor is responsible for investigating complaints and will attempt to resolve the complaint to the satisfaction of the person(s) involved. Upon resolution, the principal/supervisor advises all concerned parties of that resolution, including the superintendent. (AR1312.1)

The confidential nature of personnel matters prohibits matters of the details of the complaint except with those directly involved.

The YCUSD website is [www.ycusd.k12.ca.us](http://www.ycusd.k12.ca.us)

**Step 5:** Following the investigation, a written response is sent by the Superintendent or designee to the complainant, with a copy to anyone named in the complaint. (AR1312.1)

After reviewing the Superintendent's Response, the complainant, the person(s) named in the complaint, or both are entitled to request that the Board grant a hearing to review the Response of the Superintendent. The Board will first have a Closed Session discussion to determine whether a hearing will be granted. If so, further details are outlined in Administrative Regulation 1312.1 found on the YCUSD website [www.ycusd.k12.ca.us](http://www.ycusd.k12.ca.us).

**Step 4:** Therefore, the complainant should work directly with the person against whom the complaint is lodged or the appropriate Supervisor. The Assistant Superintendent of Human Resources will follow the appropriate YCUSD Board Policies that might include policies 1312.1, 4144, or 4400 and Administrative Regulation 1312.1. He will conduct an investigation that includes interviews with the complainant and the person(s) named in the complaint. This process might also include interviews with witnesses that can add information to the investigation process.

YCUSD Administrative Regulation 1312.1 outlines the other timelines for the investigation.

**Step 3:** The Board expects that employees and supervisors will make every effort to resolve employee complaints and disagreements informally before resorting to formal complaint procedures. The formal complaint includes completion of the form submitted to the YCUSD Human Resources Department. These steps will follow:

YCUSD Administrative Regulation 1312.1 indicates that the timelines related to the complaint. The complainant must file within 60 days of the situation that prompted the complaint.

A written complaint must include

- The name of each employee involved
- A brief but specific summary of the complaint
- The fact surround the complaint
- A specific description of a prior attempt to discuss the complaint with the employee involved and the failure to resolve the matter.



### Governing Board roles and subcommittees

YCUSD Board Bylaws outline the specific roles, or jobs, of the Board and its officers. To assist the Board, a variety of subcommittees function through the year to provide a venue for discussion, study, and planning related to budget priorities, facilities, public relations, personnel, government liaison, bond oversight, policy, and school safety. All meetings of these committees are posted open meetings. Board member participants work with staff to prepare recommendations for the total Board. Each Regular Meeting agenda of the Board includes a time for subcommittee reports and updates to be presented by participants to the Board.

Committees are formed each December in the Board Re-organization process. Should anyone want to provide input to the Board through the committee process, here is the list of Board representatives and staff leadership for each.

Committee	Purpose	Stakeholders & Community	2015 Assignment	Staff Liaison
Bond Oversight	Review financial accounting of bond fund expenditures; ensure their sole use is for construction of 3 new schools and modernization of eligible schools; notify Governing Board and Sutter County Grand Jury when funds are being used other than intended.  This committee finalized its work in 2011. It remains as an inactive committee.	Board & Staff Community Parents Students	Currently Inactive Bond work completed	Robert Shemwell, Assistant Superintendent for Business 822 7620  This committee finalized its work in 2011. It remains as an inactive committee.
Budget Priorities	To monitor and oversee progress towards Board established priorities; and to investigate and evaluate the efficacy of programs designed to improve student achievement. Setting priorities and making recommendations to the Board in building/reviewing the budget and aligning resources to priorities.	Board & Staff	Amarel Cooley Riley	Robert Shemwell, Assistant Superintendent for Business 822 7620
Facilities	Plan and prioritize building and modernization projects.	Board & Staff Community	Kobayashi Northern Scriven	Robert Shemwell, Assistant Superintendent for Business 822 7620 Nancy Aaberg, Superintendent 822 7600

Appendix B YCUSD Governing Board Subcommittees

Committee	Purpose	Stakeholders & Community	2015 Assignment	Staff Liaison
<b>Graduation</b>	Provide a forum to review, discuss, recommend revisions to graduation and promotion requirements.	Board & Staff Community	<b>Cooley Kobayashi Northern</b>	Doreen Osumi, Deputy Superintendent. Educational Services 822 7611
<b>Government Liaison</b>	To provide a forum for discussion of related governmental issues with school, city, and county officials.	Board & Staff Community	<b>Kobayashi Northern Scriven</b>	Nancy Aaberg, Superintendent 822 7600
<b>Personnel</b>	To review personnel policies.	Board & Staff	<b>Northern Riley Scriven</b>	David Bills Assistant Superintendent for Human Resources 822 7630
<b>Policy</b>	Review and facilitate the adoption of Board Policy/Administrative Regulations/Exhibits	Board & Staff Community Parents Students	<b>Amarel Broughton Cooley</b>	Nancy Aaberg, Superintendent 822 7600
<b>Public Relations</b>	To ensure timely, accurate communication between the YCUSD and the community; promote programs, recognitions, and the District vision; increase public understanding and support the work of YCUSD; and establish collaborative relationships with members of the community and media.	Board & Staff Community Parents Students	<b>Amarel Broughton Riley</b>	Nancy Aaberg, Superintendent 822 7600 Lora Broad, Assistant 822 7601
<b>School Safety</b>	Review with a pro-active stance all emergency plans, security issues on campus, and prevention.	Board & Staff Community	<b>Broughton Cooley Riley (alternate)</b>	Bruce Morton, Director for Student Welfare and Attendance 822 7641
<b>Technology</b>	Review the District Technology Plan, ensure the Technology Plan implementation, and assist in District technology needs.	Board & Staff	<b>Amarel Kobayashi Northern</b>	Doreen Osumi, Deputy Superintendent. Educational Services 822 7611

## YCUSD GOVERNING BOARD SELF ASSESSMENT GOVERNANCE PRINCIPLES and success indicators

According to Yuba City Unified School Board (YCUSD) Bylaw 9400, the Board annually conducts a self review of their governance process in advance of the superintendent’s performance review. In 2007 and with the help of the California School Boards Association (CSBA), the YCUSD Governing Board participated updated its self review process. To that end, the Board identified governance principles and success indicators as indicated below.

YCUSD Governance Principle	YCUSD Success Indicators
<p><b>1. The Board governs to keep the District focused on learning and achievement for all students.</b></p>	<p>a. The Board supports the development of district and site leaders who demonstrate effective leadership focused on proactive measures for student success.                      b. The Board demonstrates positive working relationships among members.                      c. The Board demonstrates a shared purpose and agreed upon set of responsibilities.                      d. The Board is proactive in speaking and acting on behalf of YCUSD students, programs, staff, and schools.</p>
<p><b>2. The Board communicates a common vision.</b></p>	<p>a. The Board develops a District vision, mission, and goals through an inclusive process that involves Board, staff, and community.                      b. The Board collectively and individually promotes the vision, mission, and goals of YCUSD.                      c. The Board creates effective systems of communication with the staff, parents, and community.                      d. The Board members honor the protocols of communication established through the YCUSD organizational chart.</p>
<p><b>3. The Board operates openly, with trust and integrity.</b></p>	<p>a. Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the mandates of the California Education Code, the Brown Act, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board’s judicial review role.                      b. The Board members demonstrate trust and respect through active listening, open deliberations, and productive communication strategies.                      c. The Board is consistent in governing within YCUSD Board-adopted policies and procedures.                      d. Clearly communicate decisions to all those who are affected by them.                      e. The Board seeks to ensure that all members of the Board have the same information, leaving no secrets or surprises among members of the governance team.</p>

Appendix C YCUSD Governance Principles and Success Indicators

YCUSD Governance Principle	YCUSD Success Indicators
<p><b>4. The Board governs in a dignified and professional manner, treating everyone with civility and respect.</b></p>	<p>a. The Board demeanor collectively and individually demonstrates the agreed upon attributes that include:</p> <ul style="list-style-type: none"> <li>i. Proactive</li> <li>ii. Attentive listeners and communicators</li> <li>iii. Responsive to constituents</li> <li>iv. Doing what’s best for the students</li> <li>v. Fair</li> <li>vi. Trustworthy</li> <li>vii. Accountable</li> <li>viii. Adaptable to change</li> <li>ix. Appreciative of teachers, support staff and administrators</li> <li>x. Respectful</li> </ul> <p>b. Encourage thorough debate, seek to engage in dialogue for clarification, and without judgment until all perspectives are heard.</p> <p>c. The Board provides opportunities for the diverse range of views in the community to inform Board deliberations.</p>
<p><b>5. The Board has effective, open dialogue and deliberation of issues</b></p>	<p>a. Board members deliberate without personal challenges or attacks on individual ideas and opinions.</p> <p>b. Board agenda items receive appropriate time allocation for open deliberation in advance of taking action.</p> <p>c. Board direction is clear when requesting further information from staff.</p>
<p><b>6. The Board promotes accountability by showing willingness to be accountable to other Board members, staff, students, and community.</b></p>	<p>a. The Board adheres to the criteria for effective governance as demonstrated in public meetings.</p> <p>b. The Board adheres to the criteria for effective governance as demonstrated through interaction with each other and constituents during the public meetings.</p>
<p><b>7. The Board promotes communication and input from staff, students, and community on school related issues.</b></p>	<p>a. The Board adheres to their roles as established through YCUSD Board Bylaws and criteria for effective governance as demonstrated at school events.</p> <p>b. The Board adheres to the criteria for effective governance as demonstrated through interaction with each other, staff, parents, and community.</p> <p>c. The Board encourages input to thoroughly debate and issue and seeks to engage in dialogue for clarification of all perspectives without judgment.</p>

## **Yuba City Unified School District**

### **Evaluation timeline for and goals of the Superintendent**

#### **Purpose**

The Governing Board desires to set clear expectations of the Superintendent's responsibilities and duties in order to establish a productive working relationship with the Superintendent, ensure that the work of the Superintendent is focused on achievement of the District's vision and goals, and provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, Board Policy, and the Superintendent's contract.

#### **Overview** The superintendent's evaluation shall include:

1. An evaluation form based on the Superintendent's responsibilities. Individual Board members will complete an evaluation form and the Board officers will prepare a composite summary.
2. Commendations and recommendations prepared by the Board based on the composite evaluation and a review of the progress on the District's goals (focus points) for the school year. The superintendent shall prepare an update on the district goals to assist the Board.
3. Board will complete self-evaluation prior to Superintendent's annual evaluation.
4. Other data or surveys as agreed to by the Board and Superintendent.

#### **Evaluation cycle**

**July:** Board reviews, revises, and approves goals for the coming year.

#### **November**

- 2<sup>nd</sup> meeting: Superintendent presents an update of progress on goals for Board review, discussion, and recommendations. This report will be attached to the evaluation.

#### **February**

- 2<sup>nd</sup> meeting: Superintendent presents a midpoint progress report on goals to the Board for review, discussion, and recommendations. This report will be attached to the evaluation.

#### **March**

- 2<sup>nd</sup> meeting: Board receives copy of annual Board Self Review for completion.

#### **April**

- 1<sup>st</sup> meeting: Board discusses self-evaluation document.
- 2<sup>nd</sup> meeting: Board completes a compiled Annual Self Review document.
- Superintendent creates final draft of progress for annual goals

#### **May**

- 1<sup>st</sup> meeting: Superintendent presents progress on yearly goals and discusses with Board. This report will be attached to the evaluation. Board members receive individual assessments.
- 2<sup>nd</sup> meeting: Board shares individual evaluations and prepares a draft superintendent evaluation for Board review.

**June:** Superintendent signs evaluation

- 1<sup>st</sup> meeting: Board reviews, edits, and finalizes draft evaluation
- 2<sup>nd</sup> meeting: Full Board discusses the evaluation with the Superintendent.

## RESOURCES

California School Boards Association, *Governance Matters*, 2006

California School Boards Association, *guide to effective meetings for board presidents and board members*, 2007

California School Boards Association, *Maximizing School Board Governance, Human Resources, The Board's Relationship to District Staff*, 2006

California School Boards Association, *Professional Governance Standards*

California State Teachers Retirement System (CALSTRS), *Retired Educator*, Winter 2010.

### Governing Board Handbooks

Brawley Union High School District, 2008

Culver City Unified School District

Folsom Cordova Unified School District, 2008

San Jacinto Unified School District, 2009-2010

Institute for Local Government, *Everyday Ethics for Local Officials, Fiduciary Duties and Public Service*, February 2008

YCUSD Governing Board Self Assessment, *Principles and Success Indicators*, 2007

YCUSD Policies and Board Bylaws