5:15 P.M. OPEN SESSION

A. Call to Order/Establish Quorum

B. Pledge of Allegiance

C. Public Comment for items on the Agenda

The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your right to address any action item, please notify the Superintendent’s Office of your desire to speak by noon of the day prior to the Board Meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.

D. Public Comment for items not on the Agenda

The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the board may not be prepared to comment on the issues they raise, but may request those items to be properly agendized for inclusion in the discussions at a future meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.

E. Information/Discussion/Action Items:
   1. Consent Agenda Items Removed for Later Consideration
   2. Approval of Resolution #2019-20.03 – Gann Limit
   3. Approval of Job Description for Lead Counselor
   4. Approval of Revised Administrative Salary Schedule
   5. Approval of Job Description for High School Counselor
   6. Approval of Resolution #2019-20.04 - Dedication of Football Field in Honor of Larry Yeghoian

F. Superintendent Search Process – Discussion

Meet with Leadership Associates search firm advisors to discuss the following:

1. Overview of search process
2. Board / search firm protocols during the search
3. Timeline for the search
4. Board input regarding desired qualities and characteristics of new superintendent
5. Board recommendation regarding community and staff groups to participate in input sessions with Leadership Associates consults
6. Discussion of online survey

G. Items to be Considered for the Next Board Meeting

H. Future Board Meeting Dates
   • Regular Meeting - October 21, 2019 at 5:15 p.m., District Office Board Room, 745 Tenth Street, Colusa
I. **Hearing of the Public for Matters on Closed Session Agenda**

J. **Adjourn to Closed Session to consider and/or take action upon any of the following items:**
   1. Public Employee Appointment / Discussion - Position: Superintendent (Government Code § 54957)
   2. Negotiations Pursuant to Government Code §54957.6
      
      **Agency Designated Representatives:** Bill Cornelius, Interim Superintendent; Scott Lantsberger, Chief Business Official.
      
      **Employee Organizations:** California Teachers Association, California School Employees Association, and Unrepresented Employees
      
      a. Negotiations Update
      
      **Instruction to District Negotiators** *(Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives)*


K. **Reconvene Open Session and Announcement of Action Taken**

L. **Adjournment of the Meeting**
WHEREAS, In November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann Limit for the 2018-19 fiscal year and a projected Gann Limit for the 2019-20 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that the Colusa Unified School District Board of Trustees does provide public notice that the attached calculations and documentation of the Gann limits for the 2018-19 and 2019-20 fiscal years are made in accordance with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that the Board of Trustees of the Colusa Unified School District does hereby declare that the appropriations in the Budget for the 2018-19 and 2019-20 fiscal years do not exceed the limitations imposed by the Gann Amendment;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with the appropriate attachments to interested citizens of this district.

THIS RESOLUTION EXECUTED THIS 23rd day of September 2019, by the following vote of the Governing Board:

AYES:

NOES:

ABSENT:

Signed ____________________________________________
Bill Cornelius, Secretary to the Governing Board
POSITION TITLE: Lead Counselor & Lead Assessment Coordinator

PURPOSE OF THE POSITION:
Serves students in grades Transitional Kindergarten thru twelve. Provides emotional, social, developmental, and academic guidance to students.

JOB REQUIREMENTS:
Possesses valid credential for position. Bilingual Spanish preferred. An understanding of the challenges and culture of English Language Learner Students is essential.

ESSENTIAL JOB FUNCTIONS:
- Establish and maintain cooperative relationships with administration, staff, and persons contacted through the course of work including families
- Application of California laws and regulations for mental health services and education code
- Apply philosophy and principles of Positive Behavior Interventions and Supports
- Follow California and federal regulations for behavior interventions for special education students
- Assist with IEP (Individualized Education Program) and 504 processes
- Coordinate 504 and SST on-line services
- Alignment of student services for consistency across all campuses
- Data Collection and record-keeping
- Communicate effectively both orally and in writing
- Analyze and interpret rules, regulations and procedures
- Ability to work independently
- Plan and organize work load
- Meet deadlines and schedules
- Ability to understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious and cultural backgrounds, disabilities, and sexual orientation of students, teachers, administrators and staff
- Follow district, state and federal rules, policies, regulations and laws
- Ability to work effectively as a member of a team

REPRESENTATIVE DUTIES AND RESPONSIBILITIES:
- Provides individual and group educational and social-personal counseling for all students.
- Communicate effectively with district staff.
- Ability to listen and react professionally.
- Provides for developmental classroom-guidance activities.
- Consults with parents regarding parenting concerns and problems that are related to students’ school adjustment and performance.
- Works with teachers and principal to create a positive learning environment throughout the school.
- Identifies and refers children in need of specialized services and instruction.
Helps with orientation of students involved in grade level changes, transfer, and entry within and outside the district.

- Ability to relate in a positive way to the full range of students, staff, parents, and community.
- Ability to work cooperatively with other staff, administrator, and support personnel in a team approach to solve individual learning problems.
- Ability to apply group problem solving and team development skills while working with a variety of groups.
- Ability to maintain confidentiality.
- Ability to remain flexible to changes in assignments or situations.
- Ability to maintain accurate records

ADDITIONAL DUTIES AS NEEDED:
- Assist with ELPAC/SBAC and other assessments
- Support recommendations for class placement assist with scheduling and creation of the Master Schedule at high school and middle school levels
- Promotion Ceremonies Data entry and extraction
- Student Study Team & Multi – Disciplinary Team
- Organize Parent Information Nights
  - Ways to Support Your Elementary Student at Home
  - Importance of Reading with Your Child
  - Games Promoting Academic Development & Positive Family Interactions
- Serve as Foster/Homeless Liaison

LEAD COUNSELOR OF CUSD ADDITIONAL DUTIES:
- Assessment Coordinator – Support of the IT Department for consistency of testing protocol
- Add users into the CAASPP/ELPAC into TOMS
- Set up Test Administration window into TOMS
- Communicate CAST and CAA for Science test assignments
- Download student data extract for both the ELPAC and TOMS for Technology
- Work with Technology to review and verify CALPADS student demographic data in TOMS
- Review security procedures with CAASPP/ELPAC site coordinator
- CALPADS support and review in conjunction with the IT Department
- ELPAC Training & Support for All Sites
- Teacher Testing Protocol Preparation for All Sites
- Unify the counseling office department and mentor counselors from other sites
- Infinite Campus training as applicable
- Counseling duties for Colusa Alternative Home School
- Other duties as assigned

PHYSICAL ABILITIES:
- Stand, walk, or sit for extended periods
- Regularly lift 10 pounds and occasionally lift and/or move up to 25 pounds
- To work without immediate supervision and in an independent or team setting.
- Read, write, understand and carry out oral and written instructions.
WORKING CONDITIONS:

- Attire: Professional attire appropriate for this position. No clothing or jewelry that poses a safety hazard.
- Environment: The nature of the position requires frequent work in a fast paced, multi-tasking environment.
- Occasional exposure to blood and other bodily fluids.
- Exposure to electronic equipment.

Board Approval Date:
### 19-20 Administrative Salary Schedule

Increase of 1.0% Adopted June 17, 2019.

<table>
<thead>
<tr>
<th>STEPS</th>
<th>PRIMARY SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>HIGH SCHOOL</th>
<th>LEAD COUNSELOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRINCIPAL</td>
<td>PRINCIPAL</td>
<td>VICE-PRINCIPAL</td>
<td>PRINCIPAL</td>
</tr>
<tr>
<td>1</td>
<td>$95,930</td>
<td>$101,208</td>
<td>$83,594</td>
<td>$110,960</td>
</tr>
<tr>
<td>2</td>
<td>$98,760</td>
<td>$104,194</td>
<td>$86,061</td>
<td>$114,233</td>
</tr>
<tr>
<td>3</td>
<td>$101,674</td>
<td>$107,267</td>
<td>$88,598</td>
<td>$117,603</td>
</tr>
<tr>
<td>4</td>
<td>$104,673</td>
<td>$110,432</td>
<td>$91,212</td>
<td>$121,072</td>
</tr>
<tr>
<td>5</td>
<td>$107,761</td>
<td>$113,689</td>
<td>$93,903</td>
<td>$124,644</td>
</tr>
<tr>
<td>7</td>
<td>$111,996</td>
<td>$118,158</td>
<td>$97,593</td>
<td>$129,542</td>
</tr>
<tr>
<td>10</td>
<td>$117,484</td>
<td>$123,947</td>
<td>$102,374</td>
<td>$135,890</td>
</tr>
<tr>
<td>13</td>
<td>$123,240</td>
<td>$130,020</td>
<td>$107,392</td>
<td>$142,549</td>
</tr>
<tr>
<td>16</td>
<td>$129,279</td>
<td>$136,391</td>
<td>$112,654</td>
<td>$149,533</td>
</tr>
<tr>
<td>19</td>
<td>$135,614</td>
<td>$143,075</td>
<td>$118,173</td>
<td>$156,861</td>
</tr>
<tr>
<td>TOTAL DAYS</td>
<td>210</td>
<td>215</td>
<td>200</td>
<td>220</td>
</tr>
</tbody>
</table>

Master's Degree = $800  
Doctorate Degree = $1,000  
Home School Principal = $7,500  
Health Benefit Cap: $876.98/monthly
POSITION TITLE: High School Counselor

QUALIFICATIONS:
A Bachelor’s degree is required as well as a California Clear Pupil Personnel Services (PPS) Credential in School Counseling/Guidance. An MA/MS degree in School Counseling from an accredited college or university is highly desirable as well as being Bilingual (English/Spanish) is highly desirable.

PURPOSE OF THE POSITION:
Under the direction of the site administration; to provide academic support at the high school level as well as college and career guidance; to counsel students individually and in groups for the purpose of helping them achieve self-understanding and self-respect in meeting the demands of interpersonal relations and school expectations; help in setting goals and in meeting achievement levels appropriate to those goals which includes being prepared upon graduation to have multiple options for job and career that includes a strong emphasis on meeting the A-G requirements; to serve in a liaison capacity between teacher, parent and student; to assist in the establishment and maintenance of a positive community-school public relations effort; and to perform other counselor-related activities as directed by site administrator.

ESSENTIAL JOB FUNCTIONS:
Data Driven Planning:
- Use student and school wide data to guide planning and inform decision making
- Analyze and interpret data correctly with accuracy and use in future planning
- Present thoughtful analysis of key data with relevant stakeholders

Academic Development and Growth:
- Assist students in planning for academic achievement through academic counseling and academic skills support
- Assist students with applying and enrolling in enrichment opportunities such as summer programs, internships, and community service

Educational Transitions and Pre-College Guidance:
- Assist in the development of students’ secondary and post-secondary plans
- Provide career readiness and exposure
- Explore of secondary and post-secondary options ex. College Tours, College Fairs, and college school day presentations
- Support students to apply, enroll, and attend best fit secondary/post-secondary applications
- Support transition planning to ensure college persistence > Provide financial aid awareness
- Support for completion of financial aid and scholarship applications

Personal, Social and Emotional Development and Counseling:
- Monitor and address personal, social, and emotional concerns that may impede students’ educational development.
Provide counseling referral services and collaborate with staff, mental health team and outside agencies and crisis support
- Provide individual counseling and group counseling
- Facilitate mediations and teaches conflict resolution skills that support a safe learning environment
- Identify and counsel all students to include students with special needs, truants, potential dropouts, and those needing special education services and/or 504 contracts.

PHYSICAL ABILITIES:
- Stand, walk, or sit for extended periods
- Regularly lift 10 pounds and occasionally lift and/or move up to 25 pounds
- To work without immediate supervision and in an independent or team setting.
- Read, write, understand and carry out oral and written instructions.

WORKING CONDITIONS:
- Environment: The nature of the position requires frequent work in a fast paced, multi-tasking environment.
- Occasional exposure to blood and other bodily fluids.
- Exposure to electronic equipment.

Board Approval Date:
whereas, the governing board of colusa unified school district is responsible for ensuring the highest quality education for all of its students, and desires to acknowledge and honor the contributions of larry yeghoian for service to the students of the colusa unified school district;

whereas, the governing board wishes to thank larry yeghoian for dedicating xx years to serving the needs of the district’s students;

whereas, by word and deed, your presence has enriched the lives of our students, and served as an example to all;

whereas, you have provided valuable services to the schools and students, and contributed to the establishment and promotion of a positive instructional environment;

whereas, in recognition of your efforts, caring and commitment to the students of the district;

now, therefore, be it resolved, that the governing board of the colusa unified school district, in passage of this resolution hereby gives its sincerest thanks and appreciation in honor of the service of larry yeghoian to the education of our children.

passed and adopted this 16th day of september, 2019 by the following vote:

ayes:

melissa yerxa ortiz, board president

michael phenicie, board member

kathie whitesell, board member

kelli griffith-garcia, board member

chris mcallister, board member

bill cornelius, interim superintendent
OPEN SESSION

1. Discussion/Action and Review of Search Process
2. Designate Board’s liaison and spokesperson for the Board
3. Board of Trustees email addresses to Consultant
4. Discuss the use of input from board, stakeholder groups and online survey results in development of position profile
   - Board affirms stakeholder groups for input sessions
   - Position description: District provides narrative of “community” and “district” (if not already available on website)
   - Majority of Board Members to review and respond to position description prior to posting on District’s and Leadership Associates’ website
   - Online survey with open/close dates and specified language[s]
5. Establish and adopt the final timeline
   - ACSA publication: specify dates with 5:00 p.m. close date
   - Affirm week of [dates] for stakeholder input sessions
   - [Date] for closed session meeting for selection of candidates to interview, interview schedule and questions [2-2 1/2 hours]
   - [Date] for closed session interviews with finalists
   - Validation process, Board discussion and at Board discretion
   - [Specify date] target date of regular scheduled Board meeting for offer of employment and action on superintendent contract
6. Candidate Recruitment
7. Worksheet of Contract Parameters [FYI only, to be completed by candidates invited for interview.]
8. Copy of current Superintendent Contract (Send copy of current superintendent contract)
9. Confirm executive assistant has received guidelines and templates from Leadership Associates office admin staff
10. Consideration of location for interview; venues away from the District Office.
11. Board questions/points for clarification
12. Board Members’ Input:
   - Desired Qualities/Characteristics/Experiential Background
   - District’s Strengths and Challenges
   - Questions Regarding Process/Procedures

CLOSED SESSION

1. Discuss/review names of specific potential candidates
### Proposed Timeline

**Colusa Unified School District Superintendent Search 2019-20**

Note: Blue italicized text indicates Board Participation

<table>
<thead>
<tr>
<th>AUG 2019</th>
<th>August 13</th>
<th>District receives proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August 19</td>
<td>Board reviews proposals</td>
</tr>
<tr>
<td>Week of October 7</td>
<td>Board meets with consultants and determines characteristics, skills &amp; qualities desired in a new superintendent; Board publicly announces timeline and procedures for superintendent selection</td>
<td></td>
</tr>
<tr>
<td>Week of October 14</td>
<td>Consultants meet with staff and community designated by the Board to receive input; Online survey is posted to district website</td>
<td></td>
</tr>
<tr>
<td>October/November</td>
<td>Consultants identify potential candidates; Development and posting of recruitment materials and Position Description</td>
<td></td>
</tr>
<tr>
<td>November 4 and 18</td>
<td>Advertising and active recruitment; Ad appears in EdCal, (Two consecutive publications)</td>
<td></td>
</tr>
<tr>
<td><strong>DEC, 2019 - JANUARY 2020</strong></td>
<td><strong>December 2, 5:00 PM</strong></td>
<td><strong>Deadline for applications</strong></td>
</tr>
<tr>
<td>Phase 5</td>
<td>December / January</td>
<td>Consultants complete comprehensive reference and background checks on applicants</td>
</tr>
<tr>
<td>January 20</td>
<td>Board meets with consultants, reviews all applications and selects finalists to be interviewed</td>
<td></td>
</tr>
<tr>
<td><strong>JAN - FEB 2020</strong></td>
<td><strong>Week of January 20</strong></td>
<td><strong>Board interviews finalists</strong></td>
</tr>
<tr>
<td>Phases 6-8</td>
<td>TBD</td>
<td>Board completes validation visit of leading candidate’s community and makes final determination on selected candidate.</td>
</tr>
<tr>
<td>February 10</td>
<td>Board approves superintendent contract at a regularly scheduled board meeting</td>
<td></td>
</tr>
<tr>
<td><strong>JULY 2020</strong></td>
<td><strong>July 1</strong> (or as mutually agreed)</td>
<td><strong>New superintendent begins</strong></td>
</tr>
<tr>
<td><strong>Phase 9</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Colusa Unified School District Board of Trustees is asking for your help in selecting the next superintendent of schools. We have requested that the consultants from Leadership Associates, who are assisting the Board with the search, conduct an online survey to solicit input from students, staff, parents, and community.

The following survey asks you to respond to several critical questions. The information generated from this survey will be used to develop a profile which indicates desired qualities and characteristics in the next superintendent. It will also guide the recruitment and reference checking process as well as development of questions for the interview. The survey also seeks your perspectives on District strengths, challenges, and our community. Consultants will compile a report summarizing survey results and share it with the Board.
BACKGROUND INFORMATION

PLEASE TAKE A MOMENT TO PROVIDE THE FOLLOWING INFORMATION:

1. My perspectives come from being a (check all that apply):
   - Parent/Guardian
   - Student
   - Community Member
   - Teacher
   - Classified Employee
   - Administrator
   - Other Certificated
   - School Volunteer
   - Public Official
   - Business Owner / Partner
   - Non-Profit Staff / Board
2. What do you see as the strengths of the District?

3. What do you see as the major challenges which will confront our new superintendent?

4. What is important for our next superintendent to know about our community?

5. Please add any other qualities and characteristics which you think are important for our next superintendent to possess.
6. Please rank, in order of importance between 1 and 7, (1 being the most important), the following professional experiences that you believe are most important for the next superintendent to possess, as they relate to the needs of the District.

<table>
<thead>
<tr>
<th></th>
<th>Experience in California public education, either teaching and/or site administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience as an assistant superintendent or associate superintendent</td>
</tr>
<tr>
<td></td>
<td>Experience as a superintendent in a comparable district</td>
</tr>
<tr>
<td></td>
<td>Experience in oversight of school district finances, budgets, and business management</td>
</tr>
<tr>
<td></td>
<td>Experience in management of school facilities</td>
</tr>
<tr>
<td></td>
<td>A proven track record of growing academic achievement for all students, including special needs children, second language learners, and children of poverty</td>
</tr>
<tr>
<td></td>
<td>Bilingual</td>
</tr>
</tbody>
</table>
7. Please rank, in order of importance between 1 and 7, (1 the being most important), the following professional leadership characteristics that you believe are most important for the next superintendent to possess, as they relate to the needs of the District.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is a strong instructional leader who will maintain and improve the student achievement gains made in the District</td>
</tr>
<tr>
<td>2</td>
<td>Will bring the entire community together toward a strong vision of student achievement</td>
</tr>
<tr>
<td>3</td>
<td>Will place the highest priority on safe environments for students and staff</td>
</tr>
<tr>
<td>4</td>
<td>Has strong human relations skills and is a &quot;people person&quot;</td>
</tr>
<tr>
<td>5</td>
<td>Will be accessible to parents and staff</td>
</tr>
<tr>
<td>6</td>
<td>Will be highly visible at our schools and community events</td>
</tr>
<tr>
<td>7</td>
<td>Has the ability to coach and develop potential leaders within the District, and create a strong, cohesive working team</td>
</tr>
</tbody>
</table>
8. Please rank, in order of importance between 1 and 7, (1 being the most important), the following personal characteristics that you believe are most important for the next superintendent to possess, as they relate to the needs of the District.

- Decisive
- Organized
- Approachable
- Collaborative
- Receptive to ideas
- Imaginative
- Pragmatic