# Flournoy Union Elementary School District

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029 530-833-5331; 530-833-5332 fax

SPECIAL BOARD MEETING AGENDA

Wednesday, March 6, 2024 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

 DATE: Wednesday, March 6, 2024 at 6:15 pm

 TYPE: Board Training Session

 LOCATION: Flournoy School District, Building 1

 BOARD MEETING AGENDA POSTED: 03/05/2024 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER , atp.m.



Roll call

Cathy Bjornestad-Tobin

Tyson Freund

Kay May

Mike Sanderson

C] Bryson Schenk

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item on the Agenda will be granted three minutes to make a presentation.

PUBLIC SESSION

1. PLEDGE OF ALLEGIANCE

Recognize staff present:

C] Rachel Davis, Superintendent

Melinda Flournoy, Business Manager

C] Heather Flournoy, Teacher

C] Cody Weston, Custodian

C] Mei Vance, Instructional Aide

Thalia Souza, Instructional Aide

Maria Hererra, Cook/Manager

1. APPROVAL OF AGENDA 

##  Motion/Second Aves/Noes /Abstain

 4. NEW ITEM

Board Training Session — The Role and Responsibilities of elected School Board Members. A presentation by Steve Kelish, Retired Superintendent and former Board Member, Corning Union Elementaw School District. NO ACTION WILL BE TAKEN

1. Introduction to school district structure
	1. State
	2. County
	3. Local
2. Responsibilities of a School Board Member
	1. Board Policies
	2. Administrative Regulations
	3. Evaluation
3. Responsibilities of District Superintendent
	1. Administrative
	2. Leadership
4. Discussion - the importance of establishing high levels of trust and communication between the school board and Superintendent by understanding the role each has in the smooth and efficient operations of a school district.
5. DISCUSSION ON NEXT BOARD MEETING
	1. Next meeting date: Tuesday, March 19. 2024, 6:15 PM



* 1. Possible items for action/discussion

• Approve the 2nd Interim Budget Report

1. FURTHER COMMENTS
	1. From members of the Board of Education
	2. From the Superintendent
	3. From the Business Manager

 Adjournment at P.m.



Flournoy Elementary School District

Board Workshop

March 6, 2024

1. Welcome and Introductions
2. Brief Overview and Expectations
3. Governance Structure for Schools in CA
	1. State

b, County

c. Local

1. The Role and Responsibilities of Being a School Board Member
	1. State Board of Education (see SBE Role and Responsibilities)
	2. County Board of Education (see handout supplied by Steve)
	3. Flournoy Board of Trustees (see Statements and Links)
		1. Board Policies
		2. Administrative Regulations

Core Values

 iv. Evaluation of Superintendent

1. Examples

1. Superintendent Role and Responsibilities
	1. Superintendent and a Leader
	2. Superintendent as an Administrator
2. Discussion

# Role & Responsibilities

Brief description of the California Department of Education.

The California Department of Education (CDE) oversees the state's diverse and dynamic public school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs, and child care programs. The CDE's mission is to provide a world-class education for all students, from early childhood to adulthood. The CDE serves our state by innovating and collaborating with educators, schools, parents, and community partners, preparing students to live, work, and thrive in a highly connected world.

The CDE's goals include:

* Holding local educational agencies accountable for student achievement in all programs and for all groups of students
* Building local capacity to enable all students to achieve state standards
* Expanding and improving a system of recruiting, developing, and supporting teachers that instills excellence in every classroom - preschool through adult
* Providing statewide leadership that promotes the effective use of technology to improve teaching and learning
* Increasing efficiency and effectiveness in administration of kindergarten through grade twelve-education, including student record keeping, and good financial management practices
* Providing broader and more effective communication among the home, school, district, county, and state
* Establishing and fostering systems of school, home, and community resources that provide the physical, emotional, and intellectual support that each student needs to succeed
* Advocating for additional resources and flexibility, and provide statewide leadership that promotes good business practices so that California schools can target their resources to ensure success for all students
* Improving the effectiveness and efficiency of the Department

Questions: Executive Office | 916-319000

Last Reviewed: Thursday, October 19, 2023

# SBE Responsibilities

A list of the California State Board of Education's responsibilities as the governing and policy-making body of the State of California.

The State Board of Education (SBE) was established first by statute in 1852, then by amendment to the California Constitution in 1884. Both the Constitution and statutes set forth the SBE's duties. Constitutional duties of the SBE include the appointment of one deputy and three associate superintendents upon nomination of the State Superintendent of Public Instruction (SSPI) and the adoption of textbooks for use in grades one through eight.

By statute, the SBE is the governing and policy-making body of the State. The Constitution and statute also assign the SBE a variety of other responsibilities:

## Regulations

The SBE adopts rules and regulations for its own government, the government of its appointees, and government of the state's public schools.

## Standards

The SBE has approved rigorous statewide academic standards for content and student performance in English—language arts, history-social science, mathematics, science, visual and performing arts, and physical education.

### Curriculum Frameworks

The SBE adopts curriculum frameworks in reading/language arts, foreign language, history-social science, health, mathematics, physical education, science, career technical education and the visual and performing arts. These frameworks are based on previously approved academic standards. The frameworks inform and guide the local development and implementation of specific curricula for kindergarten through high school students and serve as the basis for the adoption of instructional materials.

## Instructional Materials

The SBE adopts instructional materials for kindergarten through grade eight (K—8) in reading/language arts, foreign language, mathematics, science, history-social science, health, and visual and performing arts.

## Waivers

The SBE considers requests from local educational agencies to waive statutory and regulatory requirements.

## Assessment

The SBE adopts tests and sets policies for the statewide assessment system. The system, known as the California Assessment of Student Performance and Progress (CAASPP) System, includes summative and interim assessments as well as a digital library of resources for educators to help improve classroom instruction. In addition the system includes the California Alternate Assessment, California Science Assessments and Standards-based Tests in Spanish.

### District Reorganization

The SBE reviews and acts on petitions to unify and reorganize school districts by determining whether the petitions meet statutorily established criteria. Upon approval, the SBE sets the area in which local elections on petitions will be held.

### Charter Schools

The SBE assigns numbers to petitions to establish charter schools under the Charter Schools Act of 1992. Subject to certain conditions and limitations, charter petitions may be submitted as an appeal following district and county denials. All-charter district petitions are submitted directly to the SBE and the State Superintendent of Public Instruction, who have joint approval authority. In addition, the SBE has the authority to approve statewide benefit charter schools that operate at multiple locations throughout the state. As a charter authorizer, the SBE has monitoring and accountability responsibilities for the schools and all-charter districts it approves. The SBE also considers appeals of decisions made by local educational agencies to revoke a charter school's operating petition.

## Every Student Succeeds Act (ESSA)

State statute officially designates the SBE as the State Educational Agency (SEA) for federally funded education programs, including ESSA. The SEA has the primary responsibility for overseeing the state's full compliance with complex provisions of federal law including school accountability.

### Funding Allocations

As prescribed by state and federal law, the SBE approves allocation of certain state and federal funding sources.

### Study and Planning

The SBE is authorized to study the educational conditions and needs of the state and plan improvement of the administration and efficiency of public schools. When authorized by statute, the SBE approves certain program plans for CDE.

Ten of the SBE's 11 members are appointed by the Governor to four-year, staggered terms that are subject to confirmation by a two-thirds vote of the Senate within one year of appointment. The eleventh member, also appointed by the Governor and subject to Senate confirmation, is a California public high school student who serves a one-year term. The student member enjoys full voting rights and all other rights and privileges of SBE membership.

#### Questions: State Board of Education | 916-319-0827

Last Reviewed: Monday, July 3, 2023

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Related Content

SBE Bylaws

For the California State Board of Education, Amended January 16, 2013.

##### SBE Member Liaison Assiqnments

California State Board of Education Member Assigments.

SBE Members & Staff

Information on California State Board of Education board members and staff.

##### State Board of Education Members

Biographies and photos of California State Board of Education members.

Trending in Members & Staff

State Board of Education Members

SBE Members & Staff

##### SBE Contact Us

SBE Responsibilities (this page)

Recently Posted in Members & Staff No items posted in the last 60 days.

#### FLOURNOY ELEMENTARY SCHOOL DISTRICT

The following statements and links are posted for the public:

1. The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities. (Board Policy 0410)
2. The Governing Board respects the rights of district students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. (Board Policy 5022)
3. The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. (Board Policy 5144.1)
4. The Governing Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at schoolsponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes. (Board Policy 5145.7)
5. The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation. (Board Policy 41 19.1 1, 4219.1 1 , 4319.1 1)
6. -The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (Board Policy 1312.3)

#### 7. CIVIL RIGHTS & COMPLAINT PROCEDURE

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information jn employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs If you wish to file a Civil

Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint\_filing\_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, DC. 20250-9410, or by fax (202) 690-7442 or by email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Sewice at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Corning Elementary School District

MISSION STATEMENT

To give all students the opportunity to reach established academic goals at all grade levels, to encourage self-esteem, to promote pride in their schools and community, and to instill an appreciation for lifelong learning.

VISION STATEMENT

CUESD educates ALL students to be critical and analytical thinkers, active community members, and responsible global citizens. We accomplish this by providing studentcentered learning focused on the whole child in a safe, positive setting. Our commitment to excellence prepares students for 21 st-century opportunities, college, and careers.

Corning Elementary School District Core Values

EDUCATIONAL

1. THE BOARD BELIEVES student learning is our primaryfocus and it is the basisfor our decision-making. Our thoughts and actions in every situation must keep in mind how it will impact students.
2. THE BOARD BELIEVES ALL children can learn and expects each child will perform at his or her highest potential with equal educational opportunities consistent throughout the district. (Educational Excellence)
3. THE BOARD BELIEVES in promoting district-wide pride and diversity in a family atmosphere of caring and trust among staff,' parents, and students as a key aspect to our success. (Connectedness)
4. THE BOARD BELIEVES in high expectationsfor every child and staffmember. As a district, we must be responsible for continuing our education, embracing research-based educational practices that provide high-quality staffdevelopment and Common Core standards-based instruction for our students.
5. THE BOARD BELIEVES that students must be instructed by teachers highly trained in instmctional technolov and that every student will be competent in the use of technolow as a learning toolfor their academic achievement.

DISTRICT, SCHOOL, AND COMMUNITY

1. THE BOARD BELIEVES the district has a responsibility to provide safè, secure, and wellmaintained schools andfacilities that are accessible to our students, parents, staff and community members.
2. THE BOARD BELIEVES the district has a responsibility to promote service learning and community servicefor our students in all grade levels.
3. THE BOARD BELIEVES our students, parents, and members ofthe community are our most valued customers. Every effort will be made by district and school staff to assist and interact with our students, parents, and community in a "customer-friendly" environment.
4. THE BOARD BELIEVES the district has a responsibility to provide our students with a variety of quality and healthyfoods that are appealing to students to choose from in a pleasant dining environment.

#### FISCAL

1. THE BOARD BELIEVES everyfiscal decision the district makes will be weighed against ALL our core values.

2. THE BOARD BELIEVES in strongfiscal management that is achieved through careful budget development and long-range planning. The Board will maintain a minimum seventeen percent (17%) reserve (but strive for twenty percent 20%) set asideforfiscal uncertainties.

3. THE BOARD BELIEVES district salaries and benefits must be competitive but not restrict the district's ability to fund and enhance necessary student learning programs and maintain district facilities. The boardfurther believes that district salaries and benefits shall not exceed eighty-five percent (85 0/0) ofthe General Fund.

Core Values revised and approved September 15, 2022

