



# **FALLBROOK UNION HIGH SCHOOL DISTRICT**

## **GOVERNANCE HANDBOOK**

**2021**

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## **PREAMBLE**

Representative government requires that public officeholders be competent, independent, impartial, and accountable. Therefore, the Board of Trustees of the Fallbrook Union High School District (FUHSD) adopts this Governance Handbook, which is a companion to its policy manual, to promote and maintain best practices and the highest standards of professional conduct. Its norms and protocols flow from board bylaws, embody the principles promulgated by the California School Boards Association (CSBA), and are based on the collective experiences of school boards across the state. This ready resource formalizes the conventions used by the governance team in the conduct of its day-to-day business.

For newly elected or appointed board members, especially those who have not yet completed CSBA's *Masters in Governance* program, this handbook is particularly valuable as it sets forth a series of do's and don'ts to ensure that all board members are ready to undertake confidently the work of the district.

This handbook is adapted in part from CSBA's guide and other training materials.

## **OUR PUBLIC SERVICE**

### **Responsible, Effective Governance**

The Board of Trustees is a corporate body that implements state legislative policy concerning public schools in its geographical boundaries, administers California’s system of public education, and provides leadership and lay oversight of the district. The board, a legal agency of the state, derives its power from the state’s constitution, laws, and judicial decisions.

The FUHSD school board is entrusted with a solemn duty to uphold the constitutions of California and the United States, protect the public interest in schools, and provide high quality education to all students. To fulfill this mandate, the board and superintendent join together to become the district’s governance team without forsaking their separate and distinct roles and responsibilities. The school board sets and monitors the direction of the school district. The superintendent plays a dual role—first, he/she is the chief executive officer, responsible for managing the district consistent with the board’s direction; second, he/she is the subject matter expert for the board which typically consists of lay people who may not have specialized knowledge of public education. For the district’s blueprint for educational excellence to succeed, members of the governance team must have a shared understanding of their purpose, be well-informed contributors to the team, and interact professionally.

## **OUR COMMITMENTS AND OBLIGATIONS**

### **Unity of Purpose**

Unity of purpose is a commitment to transcend individual differences to focus upon the greater good and the overarching goal of quality education for *all* students.

### **Our Governance Team’s Unity of Purpose**

The unity of purpose is to accomplish our mission, fulfill our goals, and realize our vision as we operate under best practices as set forth in policy and exemplified in the California School Boards Association’s *Masters in Governance* program.

Please see the appendix to review our mission, vision, goals, and professional governance standards.

### **Governance Role and Responsibilities**

Pursuant to Board Bylaw 9000, the Board of Trustees is to ensure that the school district is responsive to the values, beliefs, and priorities of its communities by fulfilling five major responsibilities:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.
2. Establishing an effective and efficient organizational structure for the district.
3. Providing support to the superintendent and staff as they carry out the board’s direction.
4. Ensuring accountability to the public for the performance of the district’s schools.
5. Providing community leadership and advocacy on behalf of students, the district’s educational program, and public education in order to build support within the local community and at the state and national level.

The board carries out these responsibilities in each of the following domains:

- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

### **Limits of Board Member Authority**

Board members are state officers who act under the auspices of state law when conducting official business. The exercise of the board's authority is predicated upon the delegation of authority from the legislature and must be justified under standards of reasonableness to avoid a judicial presumption of arbitrary or capricious action.

According to [Board Bylaw 9200](#), the Board of Trustees has broad but clearly limited powers with respect to its operations.

- The board is the unit of authority over the district.
- The exercise of the board's authority is restricted by law and may only take place in a legally constituted meeting.
- Board members have no individual authority.
- Individually, board members may not commit the district to any policy, act, or expenditure.
- Board members hold the education of students above any partisan principle, group interest, or personal interest.
- Board members who visit schools have no more authority than any other citizen.
- Unless agreed to by the board, individual members do not exercise any administrative responsibility with respect to the schools or command the services of any school employee.
- A board member whose child is attending a district school is aware of his/her role as a board member when interacting with district employees about his/her child. Because his/her position as a board member may inhibit the performance of school personnel, the board member informs the superintendent or designee before volunteering in his/her child's classroom.
- The superintendent or designee provides a copy of the state's open meeting laws (Ralph M. Brown Act) to each board member and to anyone who is elected or appointed to the board but has not yet assumed office.
- Board members and persons elected to the board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.

## **Being a High-Caliber Governance Team**

First-rate teamwork is essential to every quality organization, but it is not guaranteed. It is not enough to have good intentions; there must be a commitment to building and maintaining a dynamic partnership that produces positive results. This is why we are obligated to adamantly guard and preserve our unity of purpose. Our success as a high-caliber team will be made evident by how well we attain our vision to be the premier learning establishment and by how well we work together.

To uphold our unity of purpose, to be well-informed contributors to our team, and to interact professionally, we hereby establish these norms and protocols.

### **Governance Team Protocols and Governance Standards**

The Board of Trustees is the educational policy-making body for the District. To effectively meet the District's challenges, the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective operating procedures, or protocols, must be in place.

General -The Board and Superintendent will:

1. Keep learning and achievement for all students as the primary focus.\*
2. Value, support, and advocate for public education\* and specifically the school District.
3. Operate openly with trust and integrity.\*
4. Govern in a dignified and professional manner, treating everyone with civility, dignity, and respect.\*
5. Define and respect the difference between administration and policy-making and respect the roles of each; the Board makes policy and the administration implements policy and manages the District.
6. Keep confidential matters confidential.\* Uphold the legal requirement for Closed Sessions; will keep all conversations taking place in Closed Session absolutely confidential.

Board Members will:

1. Will work with all members of the Board and the Superintendent to become a team devoted to students; be dedicated to making all members of the team successful.
2. Act with professional behavior, and understand the implication of demeanor and behavior.\*
3. Recognize and respect the difference of perspective and style on the Board and among staff, students, parents, and the community.\*
4. Focus on policy making, planning and evaluation for student success.
5. Govern within Board-adopted policies and procedures.\*
6. Communicate a common vision.\*
7. Understand authority rests with the Board as a whole and not with individuals.\* Recognize decisions are made only at properly scheduled meetings.
8. As an individual Board member, do not make or appear to make a decision that appropriately should be made by the entire Board.

9. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
10. Ensure opportunities for the diverse range of views in the community to inform Board deliberations.\*
11. Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible; cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
12. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.\*
13. Understand individual requests for reports and projects will be directed only to the Superintendent.
14. Understand the Superintendent's role to make personnel recommendations and changes in consultation with the Board.
15. Understand a clear chain of command that the Board as a collective body works through its Superintendent.
16. Participate in establishing annual expectations and goals for the Superintendent.
17. Objectively evaluate the Superintendent's performance and provide appropriate feedback.
18. Periodically evaluate its own effectiveness\*; review its protocols annually.
19. All Board members are responsible for the Board's performance.\*
20. Communicate directly with the Superintendent when a question or concern is raised by a staff member, student, parent, or community member.
21. Contact the Superintendent whenever contacted by the media regarding an incident, event, or agenda item. The Board President and/or Superintendent are the spokespersons for the District.
22. Communicate directly with the Superintendent prior to Board meetings to address questions and/or concerns about agenda items; honor the "no surprises" courtesy with the Superintendent and fellow Board members.
23. Understand that the Board president in collaboration with the superintendent, recommends, proposes or suggests items that go before the board.
24. Communicate one-on-one with the Superintendent when an individual concern arises; will not allow a matter to fester. For sensitive or confidential matters communication will be in person or by telephone.
25. Cast a vote on all matters except when a conflict of interest arises.
26. Recognize the individual role of constituents and special interest groups, while understanding the importance of using one's best judgment to represent all members of the community.
27. Board Members are encouraged to visit school sites with the superintendent.
28. Represent the District, when possible, by attending community functions.



29. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.\*

The Superintendent will:

1. Work toward creating a Governance Team with the Board dedicated to students.
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. Work with the Board to establish a clear vision for the school District.
4. Communicate the common vision.
5. Recognize that the Board/Superintendent governance relationship requires support by the District's management team.
6. Understand the distinction between Board and staff roles, and respect, the role of the Board as the representative of the community.
7. Accept leadership responsibility and be accountable for implementing the vision, goals, and policies of the District.
8. Prepare preliminary goals annually for the Board's consideration.
9. Provide data to the Board members so data-driven decisions can be made.
10. Make personnel recommendations and changes in consultation with the Board.
11. Communicate with all Board members promptly and effectively.
12. Inform the Board prior to critical information becoming public; apprise all Board members in a timely manner of any major incident or when they may be called on to answer or explain.
13. Distribute information fully and equally to all Board members.
14. Provide information requested by one Board member to every Board member.
15. Distribute the Board agenda in a timely fashion and with enough time for Board study, and clarify information prior to scheduled meetings.
16. Never bring a matter to a public meeting that is a surprise to a Board member or cabinet member.
17. Provide requests for additional information through a Board up-date, special report, Board agenda items, or as a Board workshop.
18. Present major decisions initially as a discussion item, then place it on the next Board agenda for action.
19. Treat all Board members professionally.
20. Communicate with individual Board members to determine if concerns exist prior to a possible problem developing, and respect the right to disagree with each other.

21. Keep the Board informed regarding issues and/or situations that could possibly concern parents, students, staff or community.
22. Bring to the attention of the Board matters that affect relationships.
23. Visit school campuses regularly.
24. Represent the school District by being visible in the community.
25. Model the value of lifelong learning.

\*CSBA Governance Standards

## **Our Norms**

The Fallbrook Union High School District's Board of Trustees has approved the following norms:

- Be Respectful
- Be Approachable
- Be Open-minded
- Be Communicative/No Surprises
- Be Willing to Listen
- Be Prepared
- Be Trustworthy

## **In the Day-to-Day**

1. Be respectful
  - a. We advance the effectiveness of our governance team through the individual and collective demonstration of integrity, consistency, responsibility, accountability, fairness, and transparency.
  - b. We recognize each member is integral to the governance team.
  - c. We operate within our respective roles and responsibilities.
  - d. We do not micromanage the district.
  - e. We demonstrate through our conduct the differences between good intentions and good government.
  - f. We model dignified behavior for our students, staff, and community.
  - g. We maintain poise and decorum in the face of controversy, difficulty, or complexity.
  - h. We are mindful that every word spoken and every action taken contribute to the district's reputation, either for good or for bad.
  - i. We devote our time and energy to important business issues, not to politics.

- j. We resolve not to let differences in personality, perspective, style, and background threaten our unity of purpose.
  - k. We do not withhold or obstruct the flow of important information that belongs with the governance team.
  - l. When we disagree, we do so in a reasonable and respectful manner and do not take differences of opinion personally.
- 2. Be approachable
    - a. We develop and maintain open, honest communication with each other.
- 3. Be open-minded
    - a. We are honest stewards of students' education and focus on what is best for them.
    - b. When working together, we look beyond our individual contributions to the governance team and appreciate our collective achievements.
- 4. Be communicative / No surprises
    - a. We do nothing to blindside fellow governance team members.
    - b. We do not form alliances within the team to carry out divergent goals or secret agendas.
    - c. We are neither arbitrary nor capricious in our conduct, decision-making, or deliberations.
- 5. Be willing to listen
    - a. We collaborate constructively for the success of the team.
    - b. If necessary, we discuss with an individual team member, privately and respectfully, any personal concern or issue we have with him or her for the good of the team. We do not burden the team with such matters.
- 6. Be prepared
    - a. We participate in professional development and commit the time and energy necessary to be informed and effective leaders.
    - b. We are conversant in district matters and with trends in education.
    - c. We live out the principles of good boardsmanship as promulgated by the California School Boards Association in its *Masters in Governance* program.
- 7. Be trustworthy
    - a. We speak with one voice in order to maintain the trust of the community.
    - b. We do not supervise individual board members; we are publicly elected or appointed officials, not employees.

- c. Board members, either individually or corporately, never suggest or recommend any employee or member of the public for a position in the district.
- d. We do not solicit or accept offers of help from district employees, except as allowed by law, for political campaigns, personal business interests, or other personal purposes.
- e. We do not disclose confidential information acquired during a closed session to a person not entitled to receive such information. Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session ([Government Code 54963](#)).
- f. We are willing to admit mistakes readily and do not seek to evade responsibility.

### **During Board Meetings**

Board meetings are held in public to conduct the business of the district in accordance with the Ralph M. Brown Act; they are not to be regarded as town hall meetings.

1. Be respectful
  - a. We behave and dress in a manner worthy of a professional business meeting.
  - b. We work cooperatively with the board president to promote common courtesy and decorum.
  - c. We speak only after first having been recognized by the board president and do not interrupt others.
  - d. We do not use coarse or profane language.
  - e. We have no side conversations.
  - f. We observe the philosophy in *Rosenberg's Rules of Order, Revised 2011*, "Debate on policy is healthy, debate on personalities is not" and uphold the practice, "The board president has the right to cut off discussion that is too personal, is too loud, or is too crude."<sup>1</sup>
2. Be approachable
  - a. We use wisely the time set aside in board meetings for board members' reports and announcements. We do not grandstand, evaluate employees, advocate action be taken on behalf of employees, or reargue a failed motion or position.
3. Be open-minded
  - a. Board meetings are for gathering information, making decisions, and taking action.
4. Be communicative / No surprises
  - a. We do not bring hidden agendas to board meetings.

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<sup>1</sup> Rosenberg's Rules of Order, Revised 2011, page 7, Courtesy and Decorum  
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5. Be willing to listen
  - a. Board members accept the contributions and full participation of fellow board members and do not monopolize discussions.
6. Be prepared
  - a. We are on time and prepared for meetings.
  - b. Board members remain behind the dais or the board table, except for personal or medical necessity, and are attentive throughout board meetings in order to govern effectively and participate fully.
  - c. We do not make or answer personal telephone calls. Personal cellular telephones are to be silenced before meetings are called to order.
7. Be trustworthy
  - a. We endeavor to ensure that all members of the team have the same information.
  - b. We do not use the privacy afforded in closed-session meetings as a cloak for unprofessional conduct or wrongdoing.
  - c. Board discussion shall be addressed to fellow board members, the superintendent, members of the executive cabinet, or scheduled speakers, and not to the audience.
  - d. Use of the Internet, except to view the Board of Trustees' online meeting agenda and agendized presentations, e-mail, texting, and other electronic messaging on any device or computer is prohibited by board members during board meetings. This includes reading, sending, or receiving data and messages.

## **Our Protocols**

### **Gatherings and Communications**

- a. We comply with the Brown Act and do not form unlawful meetings, regardless of the circumstances.
- b. A board meeting exists whenever a majority of board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the board or district ([Government Code 54952.2](#)).
- c. A majority of the board does not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the board. However, an employee or district official may engage in separate conversations with board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the board, as long as that employee or district official does not communicate the comments or position of any board members to other board members ([Government Code 54952.2](#)).
- d. Attendance by a majority of board members at events delineated below is not subject to the Brown Act provided that a majority of the board members do not discuss specific district business among themselves other than as part of the scheduled program

[\(Government Code 54952.2\).](#)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members.
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the board, provided that the board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

### **Agenda Preparation and Distribution**

- a. Agendas are to be set only with the approval of the board president, or clerk in the president's absence, and the superintendent.
- b. Agendas and all supporting materials for regular board meetings are made available online to the board, and general public, at least 72 hours prior to the board meeting.
- c. Time set aside for the board president and the superintendent to plan meeting agendas is restricted to relevant matters and is not used to circumvent the normal procedure for the board to give direction to the superintendent.

### **Board Meeting Preparation and Attendance**

- a. Consistent, punctual attendance at board meetings is expected. If a board member is unable to attend or will be late, the board president is to be notified as soon as possible.
- b. Board members limit their studies to the content of the agenda packets and/or other materials provided by the superintendent. Should board members require additional information, a request may be submitted to the superintendent, who will endeavor to provide a timely response. As appropriate, the superintendent ensures all trustees are privy to the information requested and given. Should the superintendent determine that more than thirty minutes are required to research and prepare a response, he informs the trustee who made the request that he will confer with the board president to determine the next steps. It could be that the agenda item should be postponed to a future date in order to gather additional information for the full board.
- c. Board members direct all questions regarding agenda items to the superintendent.
- d. Board members may improve through independent learning their knowledge about general matters related to public education.
- e. Board members do not undertake independent inquiries or investigations that could create conflicts of interest or compromise the integrity of the board or district.
- f. Staff members who receive inquiries from board members may only redirect them to the superintendent.

### **Planning Special Board Meetings**

- a. Special meetings of the board may be called at any time by the presiding officer or by a majority of the board members. However, a special meeting shall not be called regarding the salary,

salary schedule, or other compensation of the superintendent, assistant superintendent, or other management employee as described in [Government Code 3511.1](#).

- b. In the interest of full attendance at special board meetings, priority is given by the board president to the proposed date and time which accommodates attendance by all board members. If that is not possible within the required timeframe, then priority is given to the date and time which accommodates attendance by four board members. If only a quorum can attend in the required timeframe, then the meeting is set for the soonest date and time.

## **Voting and Board Actions**

- a. Board members respect each other's right to vote "no" on an issue.
- b. Though not required, it is courteous for a board member to explain during deliberations the rationale for an intended "no" vote.
- c. Members of the governance team who vote in the minority on an issue do nothing to undermine the will of the board.
- d. Authority to give direction to the superintendent resides with the board in a legally constituted meeting. Direction may come from a vote on an agenda item or from a consensus of the full board in response to information presented during a board meeting.

## **The Role of the Board President**

- a. The board president provides leadership on behalf of the Board of Trustees and the educational community it serves ([Board Bylaw 9121](#)).
- b. The board president leads the business of the board and carries out the duties prescribed in [Board Bylaw 9121](#).
- c. The board president has added leadership and administrative responsibilities but does not have greater power than other board members.
- d. The board president works through the Superintendent to visit sites and prepare the agenda.

## **Requests for Information**

- a. Questions and requests by board members for information related to district matters or programs or to matters that may come before the board are directed to the superintendent only. Staff members who receive such inquiries from board members may only redirect them to the superintendent.
- b. Board members do not undertake independent inquiries or investigations that could create conflicts of interest or compromise the integrity of the board or district.
- c. All board members will be notified when a board member has a question or requests information related to district matters or programs or to matters that may come before the board. All board members will receive the response to the question or requests.

## **New Ideas**

- a. Board members are free to bring up new ideas provided they fall within the purview of the Board of Trustees.
- b. It is recommended that a board member wishing to present a new idea to the Board of Trustees first consult with the superintendent, who is the subject matter expert.
- c. In accordance with [Board Bylaw 9322](#), should the board member decide to pursue the idea,

then he or she may prepare an agenda item or request that one be prepared for placement on a future agenda.

- d. A board member may bring up a new idea during the *Organizational Matters* section of a board meeting. The board member uses this brief opportunity to mention the idea and state a benefit or two about it. The board member may not argue at length the merits of the idea or grandstand. No action will be taken.

## **Visiting Schools**

- a. As a professional courtesy, board members should notify the superintendent of scheduled school visits at least one full day prior.
- b. It is preferable for board members to visit schools with the superintendent, or in the company of a site administrator.
- c. Should board members wish to visit schools, and in the interest of avoiding an imposition on busy schedules, they should contact the school principal ahead of time to arrange a workable date and time for the visit.
- d. Board members are to be careful not to encroach on the learning environment. As such, the superintendent shall instruct principals and teachers not to interrupt lessons when a board member is visiting.
- e. Board members shall not make unannounced visits to schools because this may cause significant disruption to the principal's work schedule and the priorities of the day.
- f. Board members may attend celebratory events on campuses but do not sit in on staff meetings, IEP meetings, or parent-teacher conferences, except as related to their own children, even if invited.

## **Handling Concerns or Complaints from the Public and Staff**

- a. We assess, based on board policy, whether it is appropriate to hear a concern or complaint in view of our role in judicial review.
- b. We assess, based on board policy, whether it is appropriate to hear a concern or complaint in view of our need to protect confidentiality and due process rights of students and staff members.
- c. We respond to concerns or complaints in accordance with uniform procedures and policy to ensure not only that matters are handled expeditiously but also that everyone is treated fairly and without bias.
- d. We protect the confidentiality and due process rights of students and staff members.
- e. When listening to a concern or complaint, we are neutral in our position and fully aware that we are hearing only one side of the story.
- f. We are consistent in our responses and function within our roles, conveying that individual board members have no authority to resolve matters.
- g. We use the California School Boards Association's 6 R's to ensure we listen actively to members of the public and staff and that we abide by uniform procedures.
  - 1. **Receive** - listen to what the person has to say without preparing a response.
  - 2. **Repeat** - paraphrase or ask a question to clarify for understanding. We ask the person to identify those to whom s/he has spoken about the matter prior to contacting a board member.
  - 3. **Request** - ask what the person would like the board member to do with the information and/or what is seen as a solution to the problem.
  - 4. **Review** - go over the real options available to the person to remedy the situation.



5. **Redirect** - put the person back into the system at the appropriate place—respecting district lines of authority and chains of command.
6. **Report** - maintain open lines of communication between the board and superintendent and notify the superintendent of the conversation as soon as possible:
  - so the superintendent can verify or clarify the situation and follow-through as necessary and/or appropriate
  - so that the superintendent knows first-hand what the board member said to the community or staff member
- h. Board members exercise the same level of care when responding to emails from staff and members of the community as is described for personal interactions.

### **Media Relations**

- a. To maintain message consistency and discipline, board members and the superintendent are obligated to speak with a common voice about district issues to the staff and community.
- b. Some situations have legal or other considerations that may place restrictions on what may be told to the media or public.
- c. The board president and the superintendent work together as spokespersons for the district ([Board Bylaw 9121](#)).
- d. The superintendent or his/her designee prepares and distributes press releases.
- e. The superintendent or his/her designee, in collaboration with the board president, is responsible for contacting the media on behalf of the district.
- f. Media inquiries are directed to the superintendent or designee.
- g. With prior board approval, any board member may speak on behalf of the district or Board of Trustees.

### **Official Board Correspondence**

- a. The superintendent serves as secretary to the Board. The superintendent conducts official correspondence for the board ([Board Bylaw 9122](#)).
- b. Official correspondence from the board is signed by the board president.

### **Vacancies on the Board of Trustees**

- a. Vacancies on the Board of Trustees must be filled in accordance with state law.
- b. If a vacancy is to be filled by appointment, then barring official correspondence from the board president, all contact with prospective board members is restricted to the formal interview process in a public meeting.

### **Orientation for School Board Candidates**

- a. The Board of Trustees desires to provide board candidates with information that will enable them to understand the responsibilities and expectations of board membership.
- b. Upon their election, incoming Board members shall be provided a copy of the Brown Act ([Board Bylaw 9230](#)).

- c. New board members are highly encouraged to attend the Orientation for New Trustees with the Superintendent as part of the California School Board Association's annual conference.
- d. Board members are highly encouraged to participate in and complete the California School Board Association's Masters in Governance program with the Superintendent.

### **Welcoming New Board Members**

- a. The board may convene an orientation meeting to provide information to incoming board members to assist them in understanding the board's functions, policies, procedures, protocols, and agreed-upon standards of conduct.
- b. Incoming board members receive the district's policy manual, governance handbook, and other materials related to the district and board member responsibilities.
- c. Upon their election, incoming board members are provided with a copy of the Brown Act and are informed that, pursuant to [Government Code 54952.1](#), they must conform to the Act's requirements as if they had already assumed office.
- d. The superintendent provides incoming board members with additional background and information regarding the district's vision and goals, operations, and current challenges in areas that include, but are not limited to, student achievement, curriculum, finance, facilities, policy, human resources, and collective bargaining.
- e. Incoming members are encouraged to attend board meetings and review agenda materials available to the public in order to become familiar with current issues facing the district. Incoming members also may, at district expense and with approval of the board, attend workshops and conferences relevant to their individual needs or to the needs of the board as a whole or the district.
- f. Each new board member receives a new board member orientation packet that includes informational handouts about the district and governance team operations.

### **Avoiding Improprieties and Appearances Thereof**

- a. Board members do not accept invitations from the superintendent, attorneys, or staff members to any non-district event unless all other members of the governance team are invited.
- b. Board members do not invite the superintendent, attorneys, or administrative staff members to any non-district event unless all other members of the governance team are invited.
- c. Board members do not sit in on collective bargaining meetings, even if invited.

**OUR COMPACT**


We have perused this Governance Handbook and approve it as an equally binding companion to the Fallbrook Union High School District's Policy Manual. We agree to abide by the principles, norms, and protocols described herein to further responsible, effective governance and to promote a positive working relationship with staff, students, and the community. We shall review the Governance Handbook, revise it as necessary, and present the agreement during the January 11, 2021, regularly scheduled board meeting. We shall renew this agreement every two years thereafter following a Governance Study Session after the annual organizational meeting of the Board of Trustees. If needed, the title and signature pages shall be updated annually to reflect changes to the makeup of the Board of Trustees.

Affirmed on this 11th day of January, 2021.


  
\_\_\_\_\_  
Diane Summers, Board President

  
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Eddie Jones, Board Vice President

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ELana Sterling, Board Clerk

  
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Oscar Caralampio, Board Trustee

  
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Lita Tabish, Board Trustee

  
\_\_\_\_\_  
Ilsa Garza-Gonzalez, Superintendent

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Ilsa Garza-Gonzalez, Superintendent

## **APPENDIX**

### **I. Mission**

The Fallbrook Union High School District, in partnership with the parents and community, offers all students educational opportunities that enable them to function effectively as citizens, lifelong learners, consumers, and workers in a global society.

### **II. Vision**

The Fallbrook Union High School District will create a national model of educational excellence, which will be the pride of our community and will meet the needs of every student and staff member in the twenty-first century.

### **III. Goals**

The Fallbrook Union High School District adopted the following district long and short term goals at the August 10, 2020, regularly scheduled board meeting.

#### **Goal 1: Enhance Opportunities for Student Achievement and Success**

Continue to support and implement the IB program.

Offer elective classes that meet student interests and needs.

Expand options for students in the Career Center for Trade Union Partnerships and increased coordination of Internships, Mentoring and Service Learning Projects.

Improve coordination with local community colleges to offer Certificate Programs.

Research and implement a social support program for all incoming Freshmen.

#### **Goal 2: Establish and Maintain Fiscal Responsibility and Solvency**

Operate within the adopted District budget.

Build District reserve to 18%.

Research by-law for percent of District budget allotted to support student learning (or allotted to administrative costs).

#### **Goal 3: Continue to Establish, Implement and Refine CTE Programs Based on Student Interests, Needs and Industry Growth**

Research and implement CTE programs that address student interests, needs and industry growth.

Annually review and research articulated agreements with local colleges to ensure that agreements are in place when articulation is possible.

Ensure career paths are presented to all incoming Freshmen and all new students.

**Goal 4: Provide Modernized and New Facilities to Optimize Student Achievement**

Provide modernized and new facilities to optimize campuses for all students.

Prioritize spending of bond funds.

Complete outstanding projects pending DSA approval.

Hold Board Workshop to set priorities for bonds funds.

Finalize solar agreement to include scope, funding and projected savings.

**IV. Professional Governance Standards for the Board and Superintendent**

**A. [Board Bylaw 9005: Governance Standards](#)**

The Board of Trustees believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents / guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the district focused on learning and achievement for all students
2. Communicate a common vision

3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Periodically evaluate its own effectiveness
8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations

Legal Reference:

EDUCATION CODE

[35010](#) Power of governing board to adopt rules for its own governance

[35160](#) Board authority to act in any manner not conflicting with law

[35164](#) Actions by majority vote

GOVERNMENT CODE

[1090](#) Financial interest in contract

[1098](#) Disclosure of confidential information

[1125-1129](#) Incompatible activities

[54950-54963](#) The Ralph M. Brown Act

[87300-87313](#) Conflict of interest code

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: September 10, 2001 Fallbrook, California

reviewed: April 27, 2009

reviewed: September 12, 2011

**B. Board Policy 2110 - Administration: Superintendent Responsibility and Duties**

The Board of Trustees desires to establish a productive working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning and achievement and the attainment of the district's vision and goals. The Board also desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

The Board shall clarify expectations and goals for the Superintendent at the beginning of every evaluation year.

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage the instructional and non instructional operations of the schools. The Superintendent serves as a member of the district's governance team and is responsible for collaboratively developing and supporting Board operations and decision making.

The Superintendent may delegate any of his/her responsibilities and duties to other district staff, but he/she remains accountable to the Board for all areas of operation under the Superintendent's authority.

In order to protect the district in the event of inaccessibility during an emergency situation or sudden and unexpected loss of Superintendent services, a short-term succession plan shall be implemented. In the case of the unavailability of the Superintendent, the Assistant Superintendent of Educational Services shall serve as the short-term successor. In the case of the unavailability of the Superintendent and the Assistant Superintendent of Educational Services, the Chief Business Office shall serve as the short-term successor.

Legal Reference:

EDUCATION CODE

[17604](#) Delegation of powers to agents

[17605](#) Delegation of authority to purchase supplies, equipment and services

[35020-35046](#) Powers and duties of superintendent

[48900](#) Authority of superintendent to recommend suspension or expulsion

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance

Superintendent Governance Standards, 2001

WEB SITES

CSBA: <http://www.csba.org>

American Association of School Administrators: <http://www.aasa.org>

Association of California School Administrators: <http://www.acsa.org>

Policy FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: February 9, 2009

revised: November 14, 2011

## V. The Role of the Board and Limits of Board Member Authority

### A. [Board Bylaw 9000: Role of the Board](#)

The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.
2. Establishing an effective and efficient organizational structure for the district by:
  - a. Employing the Superintendent and setting policy for hiring of other personnel
  - b. Overseeing the development and adoption of policies
  - c. Establishing academic expectations and adopting the curriculum and instructional materials
  - d. Establishing budget priorities and adopting the budget
  - e. Providing safe, adequate facilities that support the district's instructional program
  - f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements



3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
  - a. Establishing and adhering to standards of responsible governance
  - b. Making decisions and providing resources that support district priorities and goals
  - c. Upholding Board policies
  - d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the district's schools by:
  - a. Evaluating the Superintendent
  - b. Monitoring and evaluating the effectiveness of policies
  - c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies and negotiated agreements
  - d. Monitoring student achievement and program effectiveness and requiring program changes as necessary
  - e. Monitoring and adjusting district finances
  - f. Monitoring the collective bargaining process
5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels.

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code [35160](#)).

Legal Reference:

EDUCATION CODE

[5304](#) Duties of governing board (re school district elections)

[12400-12405](#) Authority to participate in federal programs

[17565-17592](#) Board duties re property maintenance and control

[33319.5](#) Implementation of authority of local agencies

[35000](#) District name

[35010](#) Control of district; prescription and enforcement of rules

[35020-35046](#) Officers and agents

[35100-35351](#) Governing boards, especially:

[35160-35185](#) Powers and duties

[35291](#) Rules

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance

Professional Governance Standards, November 2000

School Board Leadership: The Role and Function of California's School Boards, 1996

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

The Key Work of School Boards, 2000

## WEB SITES

CSBA: <http://www.csba.org>

CSBA Governance Institute: <http://www.csba.org/gi>

National School Boards Association: <http://www.nsba.org>

Bylaw FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: August 27, 2007

revised: April 27, 2009

reviewed: September 12, 2011

### B. Board Policy 0000 - Philosophy, Goals, Objectives and Comprehensive Plans: Vision

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives, and/or comprehensive plans.

The Superintendent or designee shall recommend an appropriate process for establishing and/or reviewing the district's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the district vision statements at least every three years or whenever a new Board member or Superintendent joins the district. Following these reviews the Board may revise or reaffirm the direction it has established for the district.

The Superintendent or designee shall communicate the district's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward the vision.

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

CSBA: <http://www.csba.org>

Policy FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: June 8, 2009

reviewed: September 12, 2011

### C. Board Policy 2000 - Administration: Concepts and Roles

The Board of Trustees recognizes that district administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non instructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board Policy.

The Superintendent shall provide leadership in developing administrative regulations and organizational structures, decision-making processes, and staff action plans that allow the district to fulfill its vision and goals. The Board also expects the Superintendent to help shape the culture and environment of the district in a manner that focuses district operations on enhancing student achievement, encourages

positive relationships within the community, and instills confidence in district schools.

The Board and Superintendent shall work together as a team in the exercise of district governance. The Board and Superintendent shall establish protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.

Because the Superintendent is the only district employee who is directly selected and evaluated by the Board, the Board has a responsibility to ensure that the Superintendent possesses the skills and attributes that best meet the needs of the district.

The Board and Superintendent shall agree upon a system for evaluating the Superintendent, including the evaluation criteria, method, evaluation instrument, process, and timeline.

The Superintendent may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

Legal Reference:

EDUCATION CODE

[35020](#) Duties of employees fixed by governing board

[35026](#) Employment of district superintendent by certain district

[35028](#) Qualifications for employment

[35029](#) Waiver of credential requirements

[35031](#) Term of employment

[35033](#) District superintendent for certain districts

[35034](#) District superintendent of certain districts

[35035](#) Powers and duties of superintendent

[35160](#) Authority of governing boards

[35160.1](#) Broad authority of school districts

[35161](#) Powers and duties generally

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Selection and Employment, 2006

Maximizing School Board Governance: Superintendent Evaluation, 2005

Superintendent Governance Standards, 2001

CSBA Professional Governance Standards, 2000

WEB SITES

CSBA: <http://www.csba.org>

American Association of School Administrators: <http://www.aasa.org>

Association of California School Administrators: <http://www.acsa.org>

Policy FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: December 10, 2001

revised: February 9, 2009

reviewed: September 12, 2011

#### **D. Board Policy 2140 - Administration: Evaluation of the Superintendent**

The Board of Trustees recognizes that, in order to effectively fulfill its responsibilities for setting

direction, ensuring accountability, and providing community leadership for the district, it must adopt measures for holding the Superintendent accountable. At a minimum, the Board shall annually conduct a formal evaluation of the Superintendent's performance to assess his/her effectiveness in leading the district toward established goals. In addition, the evaluation process may include opportunities during the year for review of the Superintendent's progress toward meeting the goals. The evaluation shall be in accordance with the provisions of the Superintendent's contract and any applicable Board policy.

Evaluation criteria shall be agreed upon by the Board and Superintendent prior to the evaluation and shall include, but not be limited to, district goals and success indicators; educational, management, and community leadership skills; and the Superintendent's professional relationship with the Board.

The Board and Superintendent shall jointly determine the evaluation method(s) and schedule that will best serve the district and the structure and format of the instrument to be used.

Prior to the evaluation, the Superintendent shall provide to the Board for its review a report of progress toward district goals, the Superintendent's self-appraisal of accomplishments and performance, and a statement of actions taken to address any Board recommendations from the previous evaluation. The Board shall also review the Superintendent's current contract and any relevant Board policies.

Each Board member shall independently evaluate the Superintendent's performance. Based on these individual evaluations, the Board president shall produce a document that summarizes the individual evaluations. The Board shall then take action on this document and present it to the Superintendent for his/her response.

The evaluation shall provide commendations in areas of strength and achievement, provide recommendations for improving effectiveness in areas of concern and unsatisfactory performance, and serve as a basis for making decisions about salary increase and/or contract extension.

The Board shall meet in closed session with the Superintendent to discuss the evaluation. (Government Code [54957](#))

The Superintendent shall have an opportunity to ask questions, respond verbally and in writing to the evaluation, and present additional evidence of his/her performance or district progress.

After the Board and Superintendent have discussed the evaluation, the Board president and Superintendent shall sign the evaluation and it shall be placed in the Superintendent's personnel file.

Legal Reference:

GOVERNMENT CODE

[53262](#) Employment contracts, superintendent

[54957](#) Closed session, personnel matters

COURT DECISIONS

Duval v. Board of Trustees, (2001) 93 Cal.App.4th 902

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Evaluation, 2006

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

Policy FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: January 24, 2005  
reviewed: February 9, 2009  
revised: September 12, 2011

#### E. Board Policy 4000 - Personnel: Concepts and Roles

The Board of Trustees recognizes that the success of district students and programs hinges on effective personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

As the legal representative of the district in negotiations with employee representatives, the Board shall set goals and guidelines for collective bargaining, select the bargaining team, maintain communications during the bargaining process, and adopt the negotiated contract. Terms and conditions of employment which have been negotiated and stated in employee contracts shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with Board policy or negotiated agreements. The Board shall also adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills.

The Superintendent has primary responsibility for overseeing the district's personnel system. To support this effort, the Board shall approve a framework for sound hiring practices. The Superintendent shall nominate all personnel for employment, and the Board shall approve only those persons so recommended. Individuals who approach Board members regarding prospective employment shall be referred to the Superintendent or designee.

The Superintendent or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with effective accountability systems approved by the Board. The Superintendent or designee also shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy, administrative regulations and/or state or federal law.

The Board recognizes that every employee has a stake in the district's successful operation. The Board encourages all district employees to express their ideas, concerns and proposals related to the improvement of working conditions and the total educational program. The Superintendent or designee shall establish procedures whereby he/she will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

##### Working Relationship between Board and Superintendent

The Board desires to be guided principally by the advice of the Superintendent in regard to its relations with district personnel. The Board agrees that all approaches by employees to the Board or to the individual members of the Board shall be referred to the Superintendent for consideration and judgment.

The Board does not desire to exercise its employment responsibilities contrary to the recommendation of the Superintendent, and will not employ any person unless recommended by the Superintendent. If a nomination by the Superintendent is not acceptable to the Board the nomination shall be withdrawn. The Superintendent shall then present other nominations to the Board for consideration.

The Board desires that the Superintendent conduct the district's personnel relations with fair and sound practices approved by the Board.

Legal Reference:

EDUCATION CODE

[35020](#) Duties of employees fixed by governing board

[35035](#) Powers and duties of superintendent

[35160](#) Powers of governing board

GOVERNMENT CODE

[3540-3549.3](#) Public education employer-employee relations

Policy FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: October 26, 2009

reviewed: October 28, 2013

#### F. Board Policy 9310 - Board Bylaws: Board Policies

The Board of Trustees shall adopt written policies to convey its expectations for actions that will be taken in the district, clarify roles and responsibilities of the Board and Superintendent, and communicate Board philosophy and positions to the students, staff, parents/guardians and the community. Board policies are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements.

The Board recognizes the importance of maintaining a policy manual that is up to date and reflects the mandates of law. Policies shall be regularly reviewed at a time allocated for this purpose on the agenda of public Board meetings.

The Board shall review certain policies annually, as required by Education Code [35160.5](#). If no revisions are deemed necessary, the Board minutes shall nevertheless indicate that the review was conducted. Other policies shall be monitored and reviewed as specified in the policy itself or as needed to reflect changes in law or district circumstances.

#### Policy Development and Adoption Process

The district's policy development process shall include the following basic steps:

1. The Board and/or Superintendent or designee shall identify the need for a new policy or revision of an existing policy. The need may arise from a change in law, a new district vision or goals, educational research or trends, or a change in the superintendency or Board membership. The need may also occur as a result of an incident that has arisen in the district or a recommendation or request from staff or other interested persons.
2. As needed, the Superintendent or designee shall gather fiscal and other data, staff and public input, related district policies, sample policies from other organizations or agencies, and other useful information to fully inform the Board about the issue.
3. The Board may hold discussions during a public Board meeting to gain an understanding of the issue and provide initial direction to the Superintendent or designee. The discussion may include, but not be limited to, how the proposed policy may affect student learning, community expectations, staff recommendations, fiscal impact, as well as the policy's impact on governance and operational efficiency.

4. The Board or Superintendent may request that legal counsel review the draft policy as appropriate.
5. The Superintendent or designee shall develop and present a draft policy for a first reading at a public Board meeting. At its second reading, the Board may take action on the proposed policy. The Board may waive the second reading or may require an additional reading if necessary.

Only policies formally adopted by a majority vote of the Board shall constitute official Board policy.

The district's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

#### Board Bylaws

The Board shall prescribe and enforce rules for its own government consistent with state law and regulations. (Education Code [35010](#))

Bylaws Board of Trustees operations may be developed, adopted, and amended following the same procedures as those used for the adoption or amendment of Board policy.

#### Administrative Regulations

The Superintendent or designee shall be responsible for developing and enforcing administrative regulations for the operation of the district. Administrative regulations shall be consistent with law and Board policy and shall be designed to promote the achievement of district goals and objectives. Administrative regulations may describe specific actions to be taken, roles and responsibilities of staff, timelines, and/or other necessary provisions. The Superintendent or designee also may develop procedures manuals, handbooks, or other guides to carry out the intent of Board policy.

When Board policies are amended, the Superintendent or designee shall review corresponding regulations to ensure that they conform to the intent of the revised policy. In case of conflict between administrative regulation and Board policy, policy shall prevail.

The Board shall review and/or approve regulations for the purpose of ensuring conformity with the intent of Board policy.

#### Monitoring and Evaluation

At the time a policy is adopted, the Board and Superintendent or designee shall determine whether an evaluation of the policy should be scheduled and, if so, shall agree upon a timeline and measures for evaluating the effectiveness of the policy in achieving its purpose.

#### Access to Policies

The Superintendent or designee shall ensure that all district employees and the public have access to an up-to-date district policy manual. A public copy of the policy manual shall be maintained at the district central office and at each school site. These copies shall be maintained either electronically or by paper copy.

As necessary, the Superintendent or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. He/she may determine the appropriate communications strategy depending on the issue.

#### Suspension of Policies

No Board policy, bylaw, or administrative regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable federal or state law or regulations or court decisions. If any portion of a policy is found to be invalid, that invalidity shall not affect other provisions of the policy.

#### Legal Reference:

##### EDUCATION CODE

[35010](#) Control of district; prescription and enforcement of rules

[35160](#) Authority of governing boards

[35160.5](#) Annual review of school district policies

[35163](#) Official actions, minutes and journal

[35164](#) Vote requirements

#### Management Resources:

##### CSBA PUBLICATIONS

Targeting Student Learning: The School Board's Role as Policymaker, 2005

Maximizing School Board Leadership: Policy, 1996

##### WEB SITES

CSBA, Policy Services, including Policy Update Service, Governance and Management Using Technology (GAMUT Online™), Policy Audit Program, Individual District Policy Workshops, Agenda Online, and Manual Maintenance: <http://www.csba.org/ps>

National School Boards Association: <http://www.nsba.org>

##### Bylaw FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: August 27, 2007

reviewed: April 27, 2009

reviewed: September 12, 2011

#### G. Board Policy 6000 - Instruction: Concepts and Roles

The Board of Trustees desires to provide a comprehensive, research-based curriculum that motivates every student to succeed. The district's educational program shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school and develop to their full potential.

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement.

Inasmuch as parents/guardians are critical partners in their children's education, parents/guardians shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

The Board shall:

1. Establish standards of student achievement for core subjects at each grade level that are aligned with



the district's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources

2. Establish graduation requirements

3. Ensure that a process is in place, involving teachers, administrators, students, and parents/guardians, for the development and review of the district's curriculum

4. Adopt the district curriculum and courses of study to be offered

5. Adopt textbooks and other instructional materials

6. Support the professional staff's implementation of the curriculum by providing consistent policy direction, allocating resources based on educational program priorities, ensuring that collective bargaining agreements do not constrain the district's ability to achieve curricular goals, recognizing staff accomplishments, and including reasonable annual goals related to student learning in the Superintendent evaluation process

7. Provide access to a program of professional development to keep instructional staff, administrators, and Board members updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment

8. Review and evaluate the educational program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement

9. Communicate clear information about district instructional goals, programs, and progress in student achievement to the community and media

The Superintendent or designee shall:

1. Review research related to curriculum issues

2. Select and/or develop curricula for recommendation to the Board in accordance with the district's curriculum development and review process

3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

4. Determine the general methods of instruction to be used

5. Assign instructors and schedule classes for all curricular offerings

6. Recommend instructional materials to the Board and direct the purchase of approved materials and equipment

7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data

**Comparability in Instruction**

The district shall provide comparable educational opportunities for all students. Instruction in the core

curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement, not supplant, the district-provided core curriculum and any services which may be provided by other categorical programs.

Legal Reference:

EDUCATION CODE

[51000-51007](#) Legislative intent, educational program

CODE OF REGULATIONS, TITLE 5

[3940](#) Maintenance of effort

[4424](#) Comparability of services

UNITED STATES CODE, TITLE 20

[6321](#) Fiscal requirements/comparability of services

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: February 22, 2010

#### **H. Board Policy 3000 - Business and Non Instructional Operations: Concepts and Roles**

The Board of Trustees recognizes the business and other non instructional operations of the district support the educational program by maximizing and prioritizing resources and providing a safe and healthy environment for students and staff. The Superintendent or designee shall ensure that the district's business and non instructional operations are efficient and responsive to the needs of students, parents/guardians, staff, and the community:

The district shall maintain high standards of safety in the operation of facilities, equipment, and services. The Superintendent or designee shall establish a risk management program that promotes safety and protects district resources.

In the development of a district budget, the Board and the Superintendent or designee shall establish a calendar that reflects the full budget cycle and a process that satisfies the requirements of law, including opportunities for public input. The Superintendent or designee shall provide fiscal data and prepare a proposed budget document within the budget priorities and parameters set by the Board. The Board shall adopt a budget that is aligned with the district's vision and goals and enables the district to meet its fiscal obligations.

The Board expects sound fiscal management from the administration. The Superintendent or designee shall administer the adopted budget in accordance with Board policies and accepted business practices.

The Board shall monitor financial operations so as to ensure the district's fiscal integrity and accountability to the community. The Superintendent or designee shall complete all required financial reports, facilitate the independent audit process, recommend financial plans for meeting program needs, and keep the Board informed about the district's fiscal and non instructional operations.

Legal Reference:

## EDUCATION CODE

[35035](#) Powers and duties of superintendent

[35160](#) Authority of governing boards

[35160.1](#) Broad authority of school district

[35161](#) Powers and duties of governing boards

44518-44519.2 Chief business officer training program

Management Resources:

## CSBA PUBLICATIONS

Maximizing School Board Governance: Understanding California's Public School Finance System, 2006

Maximizing School Board Governance: Budget Planning and Adoption, 2006

Maximizing School Board Governance: Understanding District Budgets, 2006

Maximizing School Board Governance: Fiscal Accountability, 2006

School Finance CD-ROM, 2005

## WEB SITES

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org>

California Department of Education: <http://www.cde.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

School Services of California: <http://www.sscal.com>

## Policy FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: September 14, 2009

### **I. Board Policy 1000 - Community Relations: Concepts and Roles**

The Board of Trustees desires to represent the community and provide leadership in addressing community issues related to education. In order to identify community concerns and enlist support for the schools, the Board shall establish effective two-way communication systems between schools and the community.

Schools, parents/guardians, community members and local organizations must continually collaborate as partners. The Board and the Superintendent or designee shall work together with public agencies and organizations to promote and facilitate coordinated services for students, and shall seek to develop partnerships with local businesses.

The Board recognizes that schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in school activities, and take an active interest in issues that affect the schools. The Board and Superintendent or designee shall keep community members well informed about district needs and accomplishments and shall ensure that they have opportunities to share in developing educational policies, programs and evaluation processes.

The Board recognizes that its ability to fulfill the community's expectations for a high-quality educational program depends on the level of support provided by the state and federal government as well as the community. The Board therefore shall study legislative processes and issues, establish ongoing relationships with state and local leaders and the media, adopt positions on key issues, set priorities for advocacy, and collaborate with other organizations and coalitions in legislative and legal advocacy efforts.

Legal Reference:

EDUCATION CODE

[35160](#) Authority of governing boards

[35172](#) Promotional activities

Policy FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: July 13, 2009

reviewed: September 10, 2012

[J. Board Bylaws 9200 - Limits of Board Member Authority](#)

The Board of Trustees 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.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

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.

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code [54952.1](#))

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination

[7054](#) Use of district property

[35010](#) Control of district; prescription and enforcement of rules

[35100-35351](#) Governing boards, especially:

[35160-35184](#) Powers and duties

[35291](#) Rules

[35292](#) Visits to schools (Board members)

[51101](#) Rights of parents/guardians

GOVERNMENT CODE

[54950-54962](#) The Ralph M. Brown Act, especially:

[54952.1](#) Member of a legislative body of a local agency

[54952.7](#) Copies of chapter to members of legislative body

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: August 27, 2007

reviewed: April 27, 2009

reviewed: September 12, 2011

## VI. The Role of the Board President, Secretary and Clerk

### A. Board Bylaw 9121 - President

The Board of Trustees shall elect a president from among its members to provide leadership on behalf of the Board and the educational community it serves.

The president shall preside at all Board meetings. He/she shall:

1. Call the meeting to order at the appointed time
2. Announce the business to come before the Board in its proper order
3. Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
5. Explain what the effect of a motion would be if it is not clear to every member
6. Restrict discussion to the question when a motion is before the Board
7. Rule on issues of parliamentary procedure
8. Put motions to a vote, and state clearly the results of the vote
9. Be responsible for the orderly conduct of all Board meetings

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts and orders necessary to carry out state requirements and the will of the Board
2. Consulting with the Superintendent or designee on the preparation of the Board's agendas
3. Working with the Superintendent to ensure that Board members have necessary materials and information
4. Subject to Board approval, appointing and dissolving all committees

5. Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law
6. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings;
7. Be responsible for the orderly conduct of all Board meetings with the assistance of the Superintendent.
8. Representing the district as governance spokesperson, in conjunction with the Superintendent

The president shall have the same rights as other members of the Board, including the right to move, second, discuss and vote on all questions before the Board.

When the president resigns or is absent or disabled, the vice president shall perform the president's duties. When both the president and vice president are absent or disabled, the clerk shall perform the president's duties.

Legal Reference:

EDUCATION CODE

35022 President of the board

35143 Annual organizational meetings; dates and notice

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

Board Presidents' Handbook, revised 2002

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: August 27, 2007

revised: May 18, 2009

reviewed: September 12, 2011

revised: January 25, 2016

**B. [Board Bylaws 9122 - Secretary](#)**

The Board of Trustees shall appoint the Superintendent to serve as secretary to the Board.

The secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:

1. Prepare, distribute, and maintain the Board agenda.
2. Prepare, distribute, and maintain the Board minutes.
3. Maintain Board records and documents.
4. Submit to Board officers the correspondence addressed to them.

5. Conduct official correspondence for the Board
6. As directed by the Board, sign and execute official papers
7. Perform other duties as assigned by the Board

Legal Reference:

EDUCATION CODE

[35025](#) Secretary and bookkeeper

[35143](#) Annual organizational meetings; dates and notice

[35250](#) Duty to keep certain records and reports

GOVERNMENT CODE

[54950-54963](#) Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw FALLBROOK UNION HIGH SCHOOL DISTRICT

adopted: May 9, 1995 Fallbrook, California

revised: August 27, 2007

reviewed: April 27, 2009

reviewed: September 12, 2011

C. [Board Bylaws 9123 - Clerk](#)

At the annual organizational meeting, the Board of Trustees shall elect a clerk from its own membership. (Education Code [35143](#))

The duties of the clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign the minutes of Board meetings following their approval
4. Sign documents on behalf of the district as directed by the Board
5. Serve as presiding officer in the absence of the president and vice president.
6. Perform any other duties assigned by the Board

Legal Reference:

EDUCATION CODE

17593 Repair and supervision of property (duty of district clerk)

35038 Appointment of clerk by county superintendent of schools

35039 Dismissal of clerk

35121 Appointment of clerk in certain city and high school districts

35143 Annual organizational meetings

35250 Duty to keep certain records and reports  
 38113 Duty of clerk (re provision of school supplies)  
 GOVERNMENT CODE  
 54950-54963 Ralph M. Brown Act  
 Management Resources:  
 CSBA PUBLICATIONS  
 CSBA Professional Governance Standards, 2000  
 Maximizing School Board Leadership: Boardsmanship, 1996  
 WEB SITES  
 CSBA: <http://www.csba.org>  
 Bylaw FALLBROOK UNION HIGH SCHOOL DISTRICT  
 adopted: May 9, 1995 Fallbrook, California  
 revised: August 27, 2007  
 reviewed: April 27, 2009  
 reviewed: September 12, 2011  
 revised: January 25, 2016

## VII. Board Meeting Calendars

### A. [Board Meeting Calendar 2020 - 2021](#)

#### Regular Meetings

Monday, July 13, 2020	FHS Library
Monday, August 10, 2020	FHS Library
Monday, September 14, 2020	FHS Library
Monday, September 28, 2020	FHS Library
Monday, October 12, 2020	FHS Library
Monday, October 26, 2020	FHS Library
Monday, November 9, 2020	FHS Library
Monday, December 14, 2020	FHS Library
Monday, January 11, 2021	FHS Library
Monday, January 25, 2021	FHS Library
Monday, February 8, 2021	FHS Library
Monday, March 15, 2021	FHS Library
Monday, April 12, 2021	FHS Library
Monday, April 26, 2021	FHS Library
Monday, May 10, 2021	FHS Library



Monday, May 24, 2021	FHS Library
Monday, June 14, 2021	FHS Library
Monday, June 28, 2021	FHS Library

Due to COVID-19, State and local health orders board meetings are held via teleconference until further notice.

**B. Board Meeting Calendar 2021 - 2022**

**Regular Meetings**

Monday, July 12, 2021	FHS Library
Monday, August 9, 2021	FHS Library
Monday, September 13, 2021	FHS Library
Monday, September 27, 2021	FHS Library
Monday, October 11, 2021	FHS Library
Monday, October 25, 2021	FHS Library
Monday, November 8, 2021	FHS Library
Monday, December 13, 2021	FHS Library
Monday, January 10, 2022	FHS Library
Monday, January 24, 2022	FHS Library
Monday, February 7, 2022	FHS Library
Monday, February 28, 2022	FHS Library
Monday, March 14, 2022	FHS Library
Monday, March 28, 2022	FHS Library
Monday, April 18, 2022	FHS Library
Monday, May 9, 2022	FHS Library
Monday, May 23, 2022	FHS Library
Monday, June 13, 2022	FHS Library
Monday, June 27, 2022	FHS Library

Due to COVID-19, State and local health orders board meetings are held via teleconference until further notice.

**VIII. Board Governance Calendar**

A. [Governance Calendar](#)