

HOONAH CITY SCHOOL BOARD OF EDUCATION GOVERNANCE HANDBOOK



PO Box 157, Hoonah, AK 99829
907-945-3611
www.hoonahschools.org

Board Mission Statement

To deliver a quality education that inspires and challenges
all students to reach their full potential.

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**The purpose of this handbook is to provide information about how
the Hoonah City School District Board of Education conducts its business.**

*The Hoonah City School District appreciates being able to use the Kenai Peninsula Borough
School District's Board Governance Handbook as a reference for this document.*

ROLES AND RESPONSIBILITIES

Board Member Responsibilities

The responsibility of the School Board is to:

- Develop, adopt and revise Board Policy which governs the operations of the District
- Recruit, interview, appoint and evaluate the superintendent
- Establish goals, plan for their accomplishment, and evaluate their success
- Approve an annual budget and any revisions to it
- Serve as the citizens' oversight of the school district.
- Hear and decide appeals from staff, students, parents or community members

Board Policy Development

The Board sets policies that govern every aspect of District operations. The superintendent is responsible for implementing the policies.

Superintendent Selection/Evaluation

The superintendent is the only employee that is hired directly by the Board. (BP 2120) (Teachers and support staff are hired by the superintendent). The Board will conduct an annual evaluation of the superintendent prior to June 30. Generally, the superintendent evaluation is prepared individually at the time of the Board self-evaluation, reviewed together then presented to the superintendent.

Long range planning and goal setting

The Board ensures that long and short-term plans are in place, evaluated, and revised according to student needs. The Board annually reviews student and District needs and, together with the superintendent, sets goals for the upcoming school year.

Annual Budget

The Board shall adopt an annual budget that will provide the financial basis to conduct the business of the District.

Citizens' Oversight of School District

The Board is elected to make decisions based on their study of the issues. Board members listen to comments from parent and community members and direct complaints through the proper channels. (See BP 1312)

Judicial Function

The Board shall serve as the last body of appeal within the District for grievances, student discipline, complaints and employee issues in accordance with Board policy.

Board Member Requests

Administrative staff time is limited and reserved for accomplishing the goals and day-to-day business of the District. Therefore, requests for information that would take more than 15 minutes, e.g. reports, research, administrative studies detailed information, or for information relating to policy, practices, a problem, or a potential problem should be addressed to the superintendent.

Board Member School Visits

Board members are welcomed in the school. If a Board member is visiting *as a Board member* (rather than as a parent, for example), the principal's office should receive a courtesy call in advance. As with all visitors, office check-in is necessary once on the site. Individual Board members who visit schools have no more authority than any other citizen.

Board Self-Evaluation

Board self-evaluations are completed annually by each Board member (generally in August) and discussed during a retreat. The Board shall be evaluated as a whole and not as individuals. The evaluation focuses on the performance of the Board, including the extent to which it accomplished its goal(s) during the past year.

Board and Superintendent Relationship

The Superintendent and the Board

- Board Members and the Superintendent strive to maintain a working relationship that is open, friendly, positive, and professional.
- The emphasis is to be professional so that the superintendent's recommendations are not resting upon friendships, but rather, relevancy to educational needs.
- There is a clearly understood process for working out differences, together and in private.
- Tensions can be reduced in a calm, rational environment.
- When the Board and Superintendent work together with respect, and act in a calm, rational manner, the District is the beneficiary.

What the Superintendent Needs from the Board

- Support in public meetings for the superintendent and staff.
- Trust and the assumption that the superintendent is doing his/her best.
- Support and confidence in the superintendent's expertise.
- Sensitivity to the superintendent as a person with a life outside the district.
- Recognition of the scope of the superintendent's job.
- Understanding that the superintendent wears many hats and will need time to meet all of the deadlines.
- The ability to give and take and be candid.
- Use time well – everyone is busy so it is important to “cut to the chase.”
- No surprises.
- Opportunities to train together.
- Identification of the preferred modes of interaction with the superintendent.
- Opportunities to maintain and sustain relationships.

What the Board Needs from the Superintendent

- The information necessary to make informed decisions.
- To be kept informed about what is happening in the district.
- Sensitivity to the board and recognition that board members are human.
- No surprises.
- Candidness and honesty – giving the board the full story.
- The ability to give and take.
- Open communication with individual board members.
- A good listener.
- Trust members of the board – assume the best of board members.
- Anticipate and balance the board's needs.
- Recommendations on all action items on board agendas.
- Have, or know how to get, answers.

Bylaws of the Board

The Board policy manual (including bylaws, Section 9000) is posted on the District website at <http://www.hoonahscools.org>. Excerpts from the Board policy manual specific to this handbook are found in the Appendix.

Code of Ethics

The Code of Ethics (BB 9271) expresses the personal ideals that the Board believes should guide each Board member's activities. Board members should sign the Code of Ethics (E 9271) upon being seated following their election or appointment to the Board, and annually thereafter.

Communication

News Media

The Board president is considered the official spokesperson for the Board. Board members may be asked for an interview by the news media and may respond or refer questions to the Board president or superintendent. When submitting letters to the editor or community, unless authorized by the Board, identify yourself as a private individual.

E-Mail

Board members should read their school email frequently (daily if possible) and respond accordingly. Email messages from the board president should be acknowledged by return email upon receipt.

Social Media

Social media is an important part of the 21st Century. School Board members are the face of the Hoonah City School District. You have access to information that may be confidential. Please be judicious when posting or texting.

Parents/Community

Board Members are encouraged to attend school and community functions as visitors. They must be aware and make clear to their audience that if they make statements or offer opinions at such functions, they are not officially speaking for the Board.

Legislative Lobbying

When testifying before the legislature or when visiting with a member of the state or U.S legislature, identify yourself as an individual, not as a Board member, unless specifically authorized by the Board.

Confidentiality

Confidential information which is produced for or which comes out during executive sessions of the Board shall not be divulged or released unless a majority of the Board agrees to release the information as permitted by law/policy. Any Board member who releases confidential information contrary to the provisions of this bylaw may be publicly censured by a majority vote of the Board. (BB 9011)

Dos and Don'ts

DOS:

- Govern the system
- Serve as a liaison between the system and the community
- Work together as a team during board meetings
- Develop and adopt policies
- Consider the superintendent's employment and assignment recommendations
- Adopt an annual budget
- Represent the system in a courteous professional manner at all times

DON'TS:

- Administer or manage daily affairs
- Directly supervise any school district employee
- Conduct board level business outside of board meetings
- Attempt to micromanage
- Discuss confidential information from executive sessions or comment on rumors
- Include "lone wolves" who attempt to circumvent the will of the majority

Taken from American School Board Journal/May 2006

Incoming Board Members

The board president will contact all candidates who have filed for or indicated interest in a school board seat, provide them all with identical information regarding board membership and responsibilities, and encourage them to ask questions.

The board president and the superintendent will meet individually with newly elected and newly appointed board members within their first month of membership to provide information, answer questions and discuss areas of concern.

Outgoing Board Members

All outgoing board members will be recognized for their service at a regular board meeting. Those who have served for one year or less will be awarded a certificate of appreciation and a small gift. Outgoing board members who have served for at least a full term of three years will receive a plaque recognizing their service.

Preparation

Board members are expected to come to the meetings prepared to do the work listed on the meeting agenda. They are encouraged to ask questions ahead of time and at work sessions. Members should be prepared to listen to testimony and consider all viewpoints.

New Board members are expected to become familiar with the Board Bylaws (9000) section of the Board Policy Manual.

As part of their job, Board members are expected to participate in professional development activities including work sessions, reviewing publications, and other published media in order to understand their responsibilities, stay abreast of new developments in education, and learn new ways to cope effectively with the problems they confront. (BB 9240)

Professional Development

School Board members are strongly encouraged to attend at least one or more School Board development activities each year. Examples are AASB Academies and Conferences and the Legislative Fly-In. Board members shall report on the development activities they attend at a regular Board meeting as soon as possible upon their return. (BB 9240) The Board encourages its Student Representative to attend an AASB-sponsored Youth Leadership Institute.

Public Complaints

Board members should not become involved in complaints but should listen and refer complaints against school personnel back to the school. Problems should be addressed directly with the person or people involved so they can be resolved at the earliest possible stage. If no satisfaction is reached, the next step of appeal is the principal. If resolution is still not achieved with the principal, the complainant should contact the Superintendent. (See BP 1312, which governs the complaint process).

Representation

The school board acts as one body. Individual members do not take action, make decisions, or represent the body alone. One member cannot take official action on behalf of the entire board unless tasked to do so by the Board as a whole.

As representatives of the public, board members study the issues and make the best decision based on what is best for students.

Retreats

Retreats are scheduled one or more times per year, usually over a weekend, for specific purposes that can include board self-evaluation, developing annual board goals, and superintendent evaluation.

If there are two or more new board members, a retreat should be scheduled following the election. Included in the retreat should be a discussion of the annual board goal(s) as well as hopes and dreams for the district. These expectations for the future must exceed the current reality

Student Representative

Incoming student representatives will be elected by the student body in advance of the regular May board meeting in order to be recognized at that meeting. The student representative will be assigned an adult board member as a mentor and will begin his or her term of office at the first regular meeting of the new school year. The outgoing student representative will receive an award plaque at the end of the year and will be recognized at the regular May meeting.

Travel and Compensation

The School Board views School Board service as a voluntary contribution to the community and does not approve compensation for School Board members. However, Board members shall be reimbursed for expenses incurred in attending any meetings or in making any trips on approved official business of the School District when authorized in advance. (BB 9250).

Typical Yearly Timeline

August	Board Retreat
September	
October	Elections, board reorganization and new member orientation. Plan for possible additional board retreat. Honor outgoing board members. Principal recognition month.
November	Joint session with Student Government. When appropriate, “check in” during an executive session with any superintendent new to the district as a part of the superintendent evaluation process.
December	Preliminary Budget for next school year. Superintendent completes self-evaluation.
January	Begin budgeting process for the next school year. School board completes the superintendent evaluation process (AR 2123)
February	Legislative Fly-In. Continue the budget process. Act on certified contracts as recommended by the superintendent
March	Continue budget process. Begin action on AASB yearly policy updates.
April	Finalize budget for next FY and forward to city by May deadline. AASB updates
May	Graduation! Honor community volunteers. Approve additional MOAs for next FY specialist contractors
June	
July	

Voting

Board members have a duty to vote on issues before them. A Board member will abstain from voting when an issue causes a conflict of interest (BB 9270). The member's abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

Votes may be cast by "unanimous consent", voice vote, or roll call (or by ballot as in the case of election of officers). (See Appendix - Robert's Rules of Order Motions Chart)

Call for Unanimous Consent

In cases where there seems to be no opposition to routine business items the Chair may call for a vote of *unanimous consent* by saying "Is there an objection to approving [description of motion]." Any member who prefers a voice vote, roll call or ballot vote needs to state, "I object," at which point the Chair will call for a voice or roll call vote.

Voice

The Chair will call for a voice vote of "All those in favor of said motion say 'aye'" or similar verbal sign. A show of hands for and against the motion may also be used.

Roll Call

The Board administrative secretary shall call individual board members by name and record their vote as YES, NO or ABSTAIN. The Student Representative to the Board shall be called first to cast an advisory vote and the Board president shall be called last.

Ballot

The Board president shall direct the administrative secretary to distribute, collect, and count the ballots for election of Board officers and to report the results of the vote.

BUSINESS AND OPERATIONS

Attendance/Excused Absences

Board members acknowledge that attendance at scheduled meetings is part of their official duty and shall make a good faith effort to attend. Board members will notify the board administrative secretary if they will be absent from a meeting. The administrative secretary will then notify the Board president and the Superintendent. The Board president will respond when the absent member's name is called during the roll call, noting whether the member's absence is excused or not. Three consecutive unexcused absences may result in the removal from the Board. (BB 9223)

Agenda Planning

The Board president and the Superintendent shall prepare an agenda for each meeting of the Board. School Board members may place any item on the agenda no later than five days before the scheduled meeting date. (BB 9322)

Consent Agenda

To expedite Board business a consent agenda may be used. The consent agenda consists of those items that are considered to be routine in nature and are not likely to generate questions or discussion. Items on the consent agenda are approved by a single motion stated as follows: "I move to approve consent agenda items 1 through XXX." The president will take a vote on the single motion. If any member wishes to discuss or question an item on the consent agenda, the item can be removed and voted on separately. The item will not need another motion for approval, it is already considered to be on the table.

Meetings

The Board of Education normally meets regularly once each month and meetings last one to two hours. In addition, special meetings, work sessions or retreats are scheduled when needed. When the Board is considering the budget or high priority needs, additional meetings may be necessary. Board members may be required to attend special school activities (e.g. graduation). Also, joint meetings with the City Council will be scheduled from time to time, in particular a budget review meeting prior to the Board's approval of the school budget in the spring.

Regular Meetings

Regular meetings are scheduled for the third Thursday of each month September through May and begin at 7:00 p.m. in the school.

Special Meetings

Special meetings are convened for action on matters that cannot wait until the next regular meeting. Only the specific topics on the special meeting agenda can be discussed.

Executive Session (*closed meetings*)

Executive sessions are convened only for discussion of personnel, or fiscal or other matters that by law, municipal charter, or ordinance are required to be confidential. Voting does not take place during these sessions.

Work Sessions

Work sessions are conducted for review of a subject in greater depth than is possible during a regular meeting. All Board members are expected to attend. No voting takes place during a work session. Members of the public are welcome to attend work sessions, though there is no public comment unless the Board solicits it.

SUPPORT

Access to Agenda and Meeting Information

Agendas and board packets are prepared by the Board administrative secretary and electronic copies are forwarded to Board members at least three days before regular meetings. (BB 9322) Agendas are available at the school office for review by the public. Hard copies of all packet items are made available for the public during the Board meeting. Board packets will also be posted to the District website.

Minutes

The minutes are recorded and prepared by the Board administrative secretary to include:

- The District name, board member names, administration present, date, time, location, type of meeting (special, regular, executive session), time of adjournment;
- A brief summary of the matter being placed before the Board and the administration's recommendation;
- All motions and amendments made by any Board member, even if the action dies for lack of a second;
- Motions and amendments and the action taken. Individual votes will be recorded unless the action was unanimous;
- The name and a brief summary of the subject for all public speakers
- A brief summary of Board Reports and Board Comments.

Minutes are considered unofficial until approved by the Board and signed by the Board clerk. Official minutes shall be preserved in a hard cover book and kept forever. The administrative secretary to the Board shall have the right to correct typographical errors when they are discovered.

APPENDICES

Acronyms and Terms

Association of Alaska School Boards

Hoonah Board Member Contacts

Parliamentary Procedures Resources

Article: 7 Signs of Effective School Board Members (Blumsack and McCabe)

Hoonah City Schools Strategic Plan 2016-2021

Board Bylaws pertaining to this Board Governance Handbook

Additional Materials included with this Handbook

Acronyms and Terms

Acronyms

AASA	The Alaska Association of School Administrators, the state professional organization for school administrators. Also, the American Association of School Administrators.	ALASBO	Alaska School Business Officials, a professional association which provides programs and services to promote the highest standards of school business.
AASB	The Association of Alaska School Boards is the state advocacy organization for public school governance in Alaska.	Alaska ICE	AASB's Alaska Initiative for Community Engagement
AASG	Association of Alaska Student Governments, a student-run organization that provides leadership training and lends a student voice on issues at the local, state and national levels. Sponsored by the Alaska School Activities Association, Inc.	APC	Academic Policy Committee – Charter school governance body
A & B	Attitudes and Behaviors Survey	ASAA	Alaska School Activities Association, Inc. is a state-wide nonprofit organization established to direct, develop and support Alaska's high school interscholastic sports, academic and fine arts activities.
ADA	Americans with Disabilities Act	ASB, ASC, SAC, LSAC	Advisory governance bodies for schools
ADD	Attention Deficit Disorder	ASPI	Alaska School Performance Index, a "star" rating system by the State of Alaska based on student achievement, attendance, graduation rates and college entrance test scores.
ADM	Average Daily Membership – a formula used to determine the average number of students enrolled in a school system, usually for determining the amount of money a district will receive from state or federal sources.	AYP	Adequate Yearly Progress, a measurement in NCLB used to determine whether schools and groups within schools have met the benchmarks established for student achievement.
AFT	American Federation of Teachers, the national teacher union affiliated with the AFL-CIO.	BIP	Behavior Intervention Plan
AIR	American Institutes for Research	BSA	Base Student Allocation, a feature of the state foundation funding law

Leading Children to Excellence

Acronyms

	(AS 14.17.010 - 090) that allocates funds to school districts based on the number of students enrolled. Currently set at \$5,680.	FAPE	Free appropriate education
		FBA	Functional Behavioral Assessment
CDL	AASB's Consortium for Digital Learning that supports a 1:1 laptop program for participating districts	FERPA	Family Education Rights and Privacy Act
		GG	Grading Grown-ups Survey
CFR	Code of Federal Regulations	HSGQE	Alaska's High School Graduation Qualifying Exam, mandated by the legislature. Also known as Exit Exam. Passage is required in order for students to receive a diploma.
CSE	Case Study Evaluation		
CST	Child Study Team	ICE	Initiative for Community Engagement
CTE	Career Technical Education, sometimes referred to as vocational education	IDEA	Individuals with Disabilities in Education Act. (See Special Education.)
DCF	District Cost Factor, a feature of the state foundation funding law that allocates funds to school districts based on multiplier that recognizes local costs of providing goods and services.	IEE	Independent educational evaluation
		IEP	Individual Education Plans Program developed by professionals and parents to lay out a course of study suitable for the student.
DHSS/DBH	Alaska Department of Health & Social Services/ Division of Behavioral Health	LD	Learning Disability (also: Learning Disorder, Learning Disabled, Learning Disabilities)
EED	The Alaska Department of Education & Early Development	LEA	Local education agency (school district)
E Rate	A federal program requiring telecommunications providers to make available discounted services to the nation's schools and libraries.	LRE	Least restrictive (educational) environment
		MDSC	Multidisciplinary Staff

Association of Alaska School Boards 62nd Annual Conference

Acronyms

	Conference (the group, including parents, that determines special ed eligibility)		overseen by the Alaska Retirement Management Board. As of June 20, 2013 the funds had a combined market value of \$19.5 billion and had more than 35,000 members.
NCLB	No Child Left Behind Act of 2001, the reauthorization of the Elementary and Secondary Education Act, providing significant increased accountability and new requirements for states and local schools. Institutes significant reforms in federal education programs and establishes new requirements for districts receiving federal funds.	PPS	Pupil Personal Services
		PTPC	Professional Teaching Practices Commission, a nine-member state board appointed by the governor with authority to discipline teacher misconduct.
		PTR	Pupil-teacher ratio-The average number of pupils per teacher in a system or school.
NEA	National Education Association, the largest teacher union in Alaska	PTPC	Professional Teaching Practices Commission
NSBA	National School Board Association	Public Law 874	Federal law that provides funds to school districts.
OCR	Office of Civil Rights (of U.S. Department of Education)	QSI	Quality Schools Initiative
OHI	Other Health Impaired (classification category under IDEA97 used for ADD and ADHD)	QS2	Quality Schools/Quality Students
OSEP	Office of Special Education Programs (of U.S. Dept. of Education)	REAA	Regional Education Attendance Area designation given to school districts established in the Unorganized Borough.
OSERS	Office of Special Education and Rehabilitative Services of U.S. (of Department of Education)	SBA	Standards Based Assessment
		SCCS	School Climate & Connectedness Survey
PERS/TRS	Public Employee Retirement System and Teachers' Retirement System, now merged into one fund	SEA	State Education Agency
		SED	Severely Emotionally Disturbed

Acronyms

SEL	Socially Emotional Learning	USDOE	United States Department of Education
SERRC	Southeast Regional Resource Center	YFBA	Youth Friendly Business Award
SD	School District	YRBS	Youth Risk Behavior Survey
SLD	Specific Learning Disability (also: Specific Language Disability)	YSWG	Youth Success Working Group
SOY	Spirit of Youth, a non-profit organization that encourages and recognizes exemplary volunteer activities by young Alaskans.	504	Section 504 of the Rehabilitation Act of 1973
SpEd	(SpecEd) Special Education		
USC	United States Code		

Additional Acronyms

ANEP	Alaska Native Education Program
AVTEC	Alaska Vocational Technical Center
CAAW	Committee As A Whole (City Council)
CC	City Council
CIP	Capital Improvement Project
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DRA	Developmental Reading Assessment
ELL	English Language Learner
ESSA	Every Student Succeeds Act (Federal)
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent (1.0 = one full-time employee)
FY	Fiscal Year
HEDC	Hoonah Economic Development Committee
HHF	Huna Heritage Foundation
HIA	Hoonah Indian Association
HTC	Huna Totem Corporation
NEA	National Education Association
NEA-AK	Alaska State Chapter of the National Education Association
ISP	Icy Strait Point
LA	Language Arts
MAP	Measures of Academic Progress
MTSS	Multi-tier system of support
OCS	Office of Children's Services
PEAKS	Performance Evaluation for Alaska's Schools (AK State achievement test)
SEALASKA	Largest of 13 Alaska Native Regional Corporations
SEARHC	Southeast Alaska Regional Health Corporation
STEPS	Supporting Transitions and Educational Promise Southeast Alaska (AASB-partnered)

AASB Information

The District is a member of the Association of Alaska School Boards (AASB). Board members have access to all A.A.S.B. assistance and online resources. You will find information to help guide your first year as a Board member by logging on to the aasb.org website. A tutorial for first year members begins on this web page: <https://aasb.org/role-of-board/>

AASB Contacts AASB Address: 1111 W. 9th Street, Juneau, Alaska 9980, Phone: (907) 463-1660

NAME	TITLE	EMAIL
Norm Wooten	Executive Director	nwooten@aasb.org
Timi Tullis	Associate Executive Director	ttullis@aasb.org
Lori Grassgreen	Director of Alaska ICE	lgrassgreen@aasb.org
Diana Miller	Business Manager	dmiller@aasb.org
Lon Garrison	Director of Membership Services	lgarrison@aasb.org
Steve Nelson	Public Information & Project Coordinator	snelson@aasb.org
Jenni Lefing	School Climate and Conference Coordinator	jlefig@aasb.org
Heather Coulehan	Alaska ICE Social and Emotional Learning Coordinator	hcoulehan@aasb.org
Claudia Plesa	Community Engagement Educator and Coordinator	cplesa@aasb.org
Konrad Frank	Community Engagement Educator	kfrank@aasb.org
Laurie Miller	Accounting and Administrative Tech	lmiller@aasb.org
Emily Ferry	STEPS Collective Impact Coordinator	eferry@aasb.org
Lisa Xoonyeil Worl	STEPS Partnership Coordinator	lworl@aasb.org
Kelly Aicardi	Executive Administrative Assistant	kaicardi@aasb.org
Emily Ferry	STEPS Coordinator	eferry@aasb.org
Patrick Sidmore	Data and Systems Coordinator	psidmore@aasb.org
Betsy Brennan	Preschool Development Grant Coordinator	bbrennan@aasb.org
Rich Carlson	Board Support and Training Coordinator	rcarlson@aasb.org

Hoonah Board Member Contacts (as of November, 2019)

Harold Houston, President	PO Box 326	907-612-1182	houstonh@hoonahschools.org
Dillon Styers, Vice President	PO Box 177	907-841-2537	styersd@hoonahschools.org
Amy Courtney, Secretary/Clerk	PO Box 279	907-957-6072	courtneya@hoonahschools.org
Grace Villarreal	PO Box 533	907-957-1305	villarrealg@hoonahschools.org
Bob Hutton	PO Box 185	907-209-0996	huttonr@hoonahschools.org

Parliamentary Procedure Resources

JIM SLAUGHTER PARLIAMENTARY PROCEDURE RESOURCES

Jim Slaughter, Certified Professional & Professional Registered Parliamentarian
336-378-1899(W) 336-378-1850(F) web site – www.jimslaughter.com

Handling of a Motion

I. BRINGING A MOTION BEFORE THE ASSEMBLY

1. A member makes the motion ("I move that ...")
2. Another member seconds the motion. (Seconder does not need to be recognized)
3. The chair states the question. "It is moved and seconded that (or "to") ..."

II. CONSIDERING THE MOTION

1. Members debate the motion (unless undebatable)
2. Preference in recognition:
 1. Member who made motion
 2. Member who has not spoken first time
 3. If possible, alternate for and against

2. CHAIR PUTS QUESTION TO A VOTE

"The question is on the adoption of ..."

(Voice vote)

"Those in favor of the motion, say aye."

"Those opposed, say no."

(Rising vote)

"Those in favor of the motion will rise [or "stand"]. Be seated."

"Those opposed will rise [or "stand"]. Be seated."

3. CHAIR ANNOUNCES RESULT OF VOTE

"The ayes have it and the motion is adopted." (or)

"The no's have it and the motion is lost."

"The affirmative has it and the motion is adopted." (or)

"The negative has it and the motion is lost."

American Institute of Parliamentarians, Post Office Box 2173, Wilmington, DE 19899
(302)762-1811

Nat'l Assoc. of Parliamentarians, 213 South Main Street, Independence, MO 64050 (816)833-3892

Leading Effective Board Meetings

BEFORE MEETING:

- ◆ Why have meeting? (Decision-making, problem-solving, planning, evaluation)
- ◆ What are desired outcomes?
- ◆ Who is responsible for each item?
- ◆ Confirm environment and equipment
- ◆ Room arrangement
 - ◇ To give information → Auditorium style
 - ◇ To get participation → Circle
 - ◇ Combination → Horseshoe
- ◆ Prepare Agenda
 - ◇ Considerations
 - All items relate to mandate?
 - Are items for action?
 - Agenda clear?
 - Location on agenda?
 - ◇ Specifics
 - Start and end time for meeting
 - Start and end time for each item?
 - Require business items (motions) be submitted in advance
 - Assign tasks
- ◆ Distribute meeting packet
- ◆ Distribute agenda in advance
- ◆ Ensure everyone on agenda knows role

DURING MEETING:

- ◆ Call to order on time
- ◆ Stay focused using agenda
- ◆ Focus on substance, not form
- ◆ End meeting/each item on time
- ◆ Use unanimous consent, when possible
- ◆ Use consent agenda, if possible
- ◆ Encourage participation/equalize participation
 - ◇ Prompt comments, if necessary
- ◆ Control interruptions and digressions
 - ◇ “Park” digressions
 - ◇ “Deflate windbags”
 - ◇ Clarify and rephrase
- ◆ Manage conflict
- ◆ Ensure decisions/assignments clear
- ◆ More formal procedure if larger group (12+)
- ◆ More formal procedure depending on controversy/importance
- ◆ Close the meeting on time
- ◆ Close the meeting positively

PROBLEM AREAS:

- ◆ Rambling member (“park digressions”)
- ◆ Dominating member (“deflate windbags”)
- ◆ Argumentative member
- ◆ Discouraging member
- ◆ Argument between two members
- ◆ Side conversations
- ◆ Non-participating member

Parliamentary Strategy

To Help Adopt Motion

1. Propose well-conceived motion in good language
2. Second the motion
3. Speak for motion
4. Vote for motion
5. Vote against any motion to *Postpone Indefinitely*
6. *Amend* to perfect or improve motion
7. Vote against any motion to *Refer* to act on now*
8. Vote against any motion to *Postpone* to act on now*
9. Vote against *Previous Question* to allow debate*
10. Move to *Recess* if need more votes*
11. If adopted, vote against their motion to *Reconsider*
12. If defeated, move to *Reconsider*
13. Vote against any motion to *Adjourn**
14. At subsequent meeting, vote against any motion to *Rescind*
15. **Only votes win. Get your votes to the meeting**

To Help Defeat Motion

1. Propose in hastily written or ill-conceived language
2. Do not second the motion
3. Speak against motion
4. Vote against motion
5. Move to *Postpone Indefinitely* to “kill” motion
6. *Amend* to encumber or complicate motion
7. Move to *Refer* to committee to delay action*
8. Move to *Postpone* to delay action*
9. Move *Previous Question* before debate complete*
10. Move to *Recess* if need more votes*
11. If adopted, move to *Reconsider*
12. If defeated, vote against their motion to *Reconsider*
13. Move to *Adjourn* to delay action*
14. At subsequent meeting, move to *Rescind*
15. **Only votes win. Get your votes to the meeting**

* Your position on these motions may vary depending on whether or not you have the most votes. For example, if you wish to adopt the motion and things are going well, you will be against efforts to delay the motion (i.e., *Postpone*, *Refer*, *Recess*, etc.). However, if things are not going well, you will support efforts to delay in hopes of obtaining more support.

This chart is a variation on suggestions in *Demeter’s Manual of Parliamentary Law*, p. 28.

Presiding Phrases (Side A)

1. OPEN THE MEETING
2. RECOGNIZE A MEMBER
"The chair recognizes..."
3. NO SECOND TO A MOTION (following request by chair "Is there a second?")
4. STATE THE QUESTION ON A MOTION
"It is moved and seconded that [or "to"] . . ."
5. STATE THE QUESTION ON A RESOLUTION
6. STATEMENT WHEN DEBATE APPEARS TO HAVE ENDED
"Are you ready for the question?"
7. TAKE A VOICE VOTE
8. TAKE A RISING VOTE
"Those in favor of the motion to . . . will rise [or, "stand"]. . . . Be seated. Those opposed will rise. . . . Be seated."
9. TAKE A VOTE BY SHOW OF HANDS
10. ANNOUNCE THE RESULT OF A VOICE VOTE
"The ayes have it and the motion is adopted [or "carried"]."
Or, "The nos have it and the motion is lost."
11. ANNOUNCE THE RESULT OF AN UNCOUNTED RISING VOTE/SHOW OF HANDS
12. ANNOUNCE THE RESULT OF A COUNTED RISING VOTE
"There are 8 in the affirmative and 4 in the negative. The affirmative has it and the motion is adopted." (or)
"There are 4 in the affirmative and 8 in the negative. The negative has it and the motion is lost."
13. APPROVE THE MINUTES
14. ANNOUNCE THE NEXT PIECE OF BUSINESS
"The next item of business is" or "The next business in order is"
(NEVER say "The next order of business.")
15. RULE A MOTION OUT OF ORDER AND THEN A MEMBER OUT OF ORDER

(Side B)

1. OPEN THE MEETING
"The meeting will come to order," or, "The meeting will be in order."
2. RECOGNIZE A MEMBER
3. NO SECOND TO A MOTION (following request by chair "Is there a second?")
"Since there is no second, the motion is not before this meeting. The next item of business is..." or, "Is there any further business?"
4. STATE THE QUESTION ON A MOTION
5. STATE THE QUESTION ON A RESOLUTION
"It is moved and seconded to adopt the resolution just read."
6. STATEMENT WHEN DEBATE APPEARS TO HAVE ENDED
7. TAKE A VOICE VOTE
"The question is on the adoption of the motion to [or "that"]... Those in favor of the motion, say aye. Those opposed, say no."
8. TAKE A RISING VOTE
9. TAKE A VOTE BY SHOW OF HANDS
"The question is on the adoption of the motion to [or "that"] . . . All those in favor of the motion will raise the right hand. . . . Lower hands. Those opposed will raise the right hand....Lower hands."
10. ANNOUNCE THE RESULT OF A VOICE VOTE
11. ANNOUNCE THE RESULT OF AN UNCOUNTED RISING VOTE/SHOW OF HANDS
"The affirmative has it and the motion is adopted."
Or, "The negative has it and the motion is lost."
12. ANNOUNCE THE RESULT OF A COUNTED RISING VOTE
13. APPROVE THE MINUTES
"Are there any corrections to the minutes? If there are no corrections [or "no further corrections"], the minutes stand [or "are"] approved [or "approved as read," or "approved as corrected"]."
14. ANNOUNCE THE NEXT PIECE OF BUSINESS
15. RULE A MOTION OUT OF ORDER AND THEN A MEMBER OUT OF ORDER
"The chair rules that the motion is out of order [or "not in order"] because . . ."
"The member is out of order and will be seated."

Robert's Rules of Order Motions Chart
Based on *Robert's Rules of Order Newly Revised (10th Edition)*

The motions below are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

§	<u>YOU WANT:</u>	<u>YOU SAY:</u>	<u>INTERRUPT?</u>	<u>2ND?</u>	<u>DEBATE?</u>	<u>AMEND?</u>	<u>VOTE?</u>
§21	Close meeting	I move to adjourn	No	Yes	No	No	Majority
§20	Take break	I move to recess for ...	No	Yes	No	Yes	Majority
§19	Register complaint	I rise to a question of privilege	Yes	No	No	No	None
§18	Make follow agenda	I call for the orders of the day	Yes	No	No	No	None
§17	Lay aside temporarily	I move to lay the question on the table	No	Yes	No	No	Majority
§16	Close debate	I move the previous question	No	Yes	No	No	2/3
§15	Limit or extend debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3
§14	Postpone to a certain time	I move to postpone the motion to ...	No	Yes	Yes	Yes	Majority
§13	Refer to committee	I move to refer the motion to ...	No	Yes	Yes	Yes	Majority
§12	Modify wording of motion	I move to amend the motion by ...	No	Yes	Yes	Yes	Majority
§11	Kill main motion	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority
§10	Bring business before assembly (a main motion)	I move that [or "to"] ...	No	Yes	Yes	Yes	Majority

Incidental Motions - no order of precedence. Arise incidentally and are decided immediately.

§	<u>YOU WANT:</u>	<u>YOU SAY:</u>	<u>INTERRUPT?</u>	<u>2ND?</u>	<u>DEBATE?</u>	<u>AMEND?</u>	<u>VOTE?</u>
§23	Enforce rules	Point of Order	Yes	No	No	No	None
§24	Submit matter to assembly	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority
§25	Suspend rules	I move to suspend the rules	No	Yes	No	No	2/3
§26	Avoid main motion altogether	I object to the consideration of the question	Yes	No	No	No	2/3
§27	Divide motion	I move to divide the question	No	Yes	No	Yes	Majority
§29	Demand a rising vote	Division	Yes	No	No	No	None
§33	Parliamentary law question	Parliamentary inquiry	Yes	No	No	No	None
§33	Request for information	Point of information	Yes	No	No	No	None

Motions That Bring a Question Again Before the Assembly -
no order of precedence. Introduce only when nothing else is pending.

§	<u>YOU WANT:</u>	<u>YOU SAY:</u>	<u>INTERRUPT?</u>	<u>2ND?</u>	<u>DEBATE?</u>	<u>AMEND?</u>	<u>VOTE?</u>
§34	Take matter from table	I move to take from the table ...	No	Yes	No	No	Majority
§35	Cancel previous action	I move to rescind ...	No	Yes	Yes	Yes	2/3 or Majority with notice
§37	Reconsider motion	I move to reconsider ...	No	Yes	Varies	No	Majority

PHRASES FOR THE PRESIDING OFFICER

Listed below are phrases for the presiding officer as found in *Robert's Rules of Order Newly Revised*. Slight variations of the given language may work just as well.

- **OPENING THE MEETING** (after quorum is present)
"The meeting will come to order."
- **RECOGNIZING MEMBERS**
"The chair recognizes"
- **STATING THE QUESTION** (following motion and second)
"It is moved and seconded that [or "to"] . . ."
- **WHEN DEBATE APPEARS TO HAVE ENDED** (if no objection, chair can proceed to vote) "Are you ready for the question?"
- **TAKING A VOTE** (once debate appears to have ended or vote has been ordered)
 - Voice Vote
"The question is on the adoption of the motion to _____. Those in favor of the motion, say aye. Those opposed, say no."
 - Rising Vote
"Those in favor of the motion to _____ will rise [or, "stand"]."
"Be seated. Those opposed will rise." "Be seated."
 - Counted Rising Vote
"The question is on the adoption of the motion to _____. Those in favor of the motion to _____ will rise and remain standing until counted." [Count vote.] "Be seated. Those opposed will rise and remain standing until counted."
[Count vote.] "Be seated."

Vote by Show of Hands

"The question is on the adoption of the motion to _____. All those in favor of the motion will raise the right hand." [Count hands.] "Lower hands. Those opposed will raise the right hand." [Count hands.] "Lower hands."

- **ANNOUNCING VOTE** (immediately following vote)

Voice Vote

"The ayes have it and the motion is adopted [or "carried"]."
Or, "The no's have it and the motion is lost."

Uncounted Rising or Show of Hands Vote

"The affirmative has it and the motion is adopted."
Or, "The negative has it and the motion is lost."

Counted Rising Vote or Show of Hands Vote

"There are 32 in the affirmative and 30 in the negative. The affirmative has it and the motion is adopted."
Or, "There are 29 in the affirmative and 33 in the negative. The negative has it and the motion is lost."

- **APPROVAL OF MINUTES**

"Are there any corrections to the minutes? If there are no corrections [or "no further corrections"], the minutes stand [or "are"] approved [or "approved as read," or "approved as corrected"]."

- **PROCEEDING THROUGH BUSINESS**

"The next item of business is"
(**NEVER** say "The next order of business.")

- **DISCIPLINE**

Motion Out of Order or Motion Not in Order

"The chair rules that the motion is out of order [or "not in order"] because..."

Member Out of Order (serious offense while speaking)

"The member is out of order and will be seated."

PRESIDE LIKE A PRO! | Jim Slaughter | Parliamentarian & Professional Presider
P.O. Box 41027 | Greensboro, NC 27404 | Office: 336-378-1899
Email: jim@jimslaughter.com | Web: www.jimslaughter.com

7 Signs of Effective School Board Members

*from the American Association of School Boards Journal:
by Kathryn Blumsack and Terry McCabe*

Congratulations! You're now a member of the Board of Education. If you're like most new board members, you've worked hard to reach this point. You've listened to your community, and come to understand its values and concerns. Above all, you've embraced the transformative power of a great board to improve public education. Local control of education through elected school boards is a deeply held American political tradition. School boards may be small and local, but they represent perhaps the most important daily civic commitment we as citizens make to our communities, our children, and our future.

As a new board member, you bring sharp questions, innovative ideas, and fresh energy. You'll look at established routines and policies with new eyes, you'll challenge old assumptions, and you'll have the opportunity to share your perspective with your fellow board members. At the same time, you'll learn how to make a positive difference in the work of the board, and how to contribute most effectively to lasting change. We want you to be the most effective possible advocate for your community's educational vision and values. To help you succeed, we're going to share with you the seven practices of highly effective boards.

1. Going solo's a no-no

You were elected to your board as an individual. You've got issues that are priorities for you. And you'll get a lot of individual attention early on from friends, school employees, and community members who want you to tackle particular problems. The early temptation will be to say "yes" and use your power to fix things.

Except you won't have any power to use -- not as an individual, at least. As a school board member, you have no individual legal authority to fix problems or decide issues. One of the wisest things you can do is to help others understand that you can only get your work done as part of a team. We're not saying you can't try to take the lead on a particular issue, or that you have to stay silent -- not at all. In fact, the more you communicate and share with your fellow board members, the more likely you'll be able to gain support for your priorities and ideas.

Look at the long term: Your success as a board member is inextricably tied to the success of your board. You will be judged by what it accomplishes, not by what you as an individual tried to accomplish. In all the years (decades!) we've worked with school boards, we've never heard anyone say something like, "That's a bad board -- except for Mary Smith."

What do boards work on together? Everything. Consider the three main areas of board responsibility: legislative, administrative, and judicial. The first area of responsibility, legislative, refers to policy making. Effective boards adopt policies that give direction to the superintendent and staff, enabling them to manage the district. The board should seek appropriate input in the development of policy, and after adoption should hold the superintendent and staff accountable for its implementation.

Administration is the second area of responsibility. It includes approving and monitoring the budget, approving and monitoring district contracts, and hiring and evaluating the superintendent and appropriate staff. The administration should present the draft budget based on the goals and objectives outlined by the school board. It is up to the board to ensure that goals and objectives are truly aligned with the spending outlined in the budget. As for contracts, many states give final approval and responsibility for major contracts to the local board. It is important that you understand the bidding process and follow ethical guidelines in approving all contracts.

Finally, the board's judicial responsibility refers to hearing formal appeals sessions brought forward by staff, students, or parents. Naturally, these appeals require confidentiality, impartiality, and a full understanding of school law and regulations. The judicial function is sporadic, but handling appeals properly is critical to the effectiveness and fairness of a school board.

2. Respect the team

You were elected as an individual, but you'll work as part of a team. The best way to succeed as a board is to practice collaboration and respect. Because boards deal with extremely difficult and vexing issues -- from budgets to grievances and everything in between -- it's common for emotions to sometimes run high. Keep in mind that you're in this for the long haul, and the best way to succeed is to be part of a strong team. Boards whose members treat one another with respect tend to be the most effective. Those whose members give in to acrimony tend to get less done.

Collaboration and respect don't mean consensus. Boards vote, and majorities rule. (But remember: This year's majority could be next year's minority.) There is honor in casting a sincere vote, win or lose. But, after the vote, effective boards move forward together. When you're new, every challenge will be a first-time challenge. But you'll come to realize that boards confront major issues all the time, and that a long-term commitment to collegiality and respect is critical to effective board governance.

The impact of respect goes beyond the board. The board sets the tone for the entire school system. Staff, students, parents, and the community are watching carefully to see how the board functions. Effective boards don't only handle their own work well -- they establish a model of collegiality and collaboration that builds confidence across the community that everyone is working to do what's best for students.

3. Understand the difference between board and staff

Effective board members refrain from trying to perform management functions that are the responsibility of the superintendent and staff. As a board member, it is your responsibility (along with your fellow board members) to ensure that the schools operate well. But it is not your responsibility to run them. That's what the superintendent is for.

Boards do have great power, but it can seem a strange kind of power to new members because it's not the power to order individuals to "do this" or "stop doing that." It's the power to establish goals and policies, and then the power to demand accountability for reaching those goals and executing those policies.

The fundamental reason to refrain from trying to perform management functions is so you can hold the system -- and above all, its leader, the superintendent -- accountable for results. Accountability is the key, and many recent educational reforms aim to clarify and strengthen accountability.

If the superintendent understands that he or she will be held accountable by the board to reach goals and execute policies, then the board has achieved a key part of its work. If board members muddy accountability by trying to involve themselves in management functions, then any individual “win” in a particular case has the larger effect of undermining overall system effectiveness.

Here’s a common situation for a new board member: You’ve been approached by concerned parents or community members about fixing an issue. If this happened during an election, you may have assured the concerned individuals you’d tackle this issue right away. You should listen to such concerns and questions, but rarely if ever will it be appropriate for you to directly contact a principal, a teacher, or a coach to try to solve the problem. That’s one of the main ways board members unintentionally diminish their effectiveness.

Part of your job is to help educate the school community about your responsibilities, explain the chain of command (or “chain of accountability,” as some board members call it), and direct concerned individuals to the appropriate staff person.

A useful guide for new board members is your school system’s policy on how to handle concerns from members of the public, to ensure that every concern gets a fair hearing and timely resolution. And if a concern merits board consideration, you should bring it up with your fellow board members.

4. Share and defend your views, but listen to the views of others

Your board sets the standard for communication within the district. Do you want your district to be open to a thorough discussion, or are you more interested in your own point of view? School board members must have the ability to compromise. You won’t “win” on every issue you care about. More importantly, sometimes you’ll find that the information, perspectives, and ideas others have may change your mind, or lead to a new and even better collaborative idea.

In the charged and urgent arena of public education, expect to be flexible, even as you seek to honor your deepest values and commitments. There will be times when changes must be made, when tradition cannot be honored, or when pressure must be resisted. Sometimes, you’ll measure the true success of a board not by agreement, but by respectful disagreement and spirited discussion followed by a difficult vote. And after a difficult vote, effective boards embrace the decision and move forward together.

5. Do your homework and ask tough questions

Members of effective boards come to meetings prepared to engage in discussions, ask questions, and seek clarification. A lot of background information is required to make policy and assess accountability. In meetings, asking sharp questions can help clarify issues not just for yourself, but for students, families, the community, and even school system employees. Here are some good questions to keep in mind:

- What is the goal of this initiative?
- How does it align with our vision, mission, and system goals?
- How much will it cost? What data tells us it's important enough to merit the cost?
- What data supports the notion that it will achieve the desired results?
- Are staff ready to implement it? If not, what's our plan?
- How does it fit with our existing activities? Does it conflict with anything we're already doing?
- How will we evaluate the results?

Board members are not career education professionals. Sometimes this feels like a handicap because of all the jargon, technical language, and policy details that board members, especially new board members, may not know. But keep in mind that, in American public education, local board members are not expected to be experts. They are responsible for serving as a bridge between lifelong education professionals and local communities.

To build the bridge, some board members like to ask plain questions. Michael Harvey, a board member in Maryland's Kent County, likes to encourage clarity and simplicity by asking, "How would you explain this policy to a parent?"

6. Respect your oath

Local school board membership is a public office and a public trust. New members swear an oath to uphold laws pertaining to public education. An important aspect of the public trust is to maintain confidentiality when appropriate. Many issues considered by school boards must be handled in confidence, in executive or closed sessions. These commonly include personnel issues, legal matters, negotiations, land acquisition, and grievances.

Your state education laws determine which items must be considered in executive session or in appeals hearings, and specify the process for entering and exiting such a session. Everything discussed is confidential, with the exception of the summary public report the board president makes after the executive or closed session. If an individual board member divulges information from a closed or executive session, he or she may be held legally responsible. Significant costs and legal challenges may arise for the individual member, the board, and the entire school district.

Note that, while executive or closed sessions are permitted, most states require any action as a result of that executive session to be conducted in a public forum. Just as it is important to adhere to confidentiality for matters that should be confidential, it is important to ensure that no open-session topics are discussed, or actions taken, in executive or closed sessions. When in doubt, consult your board lawyer.

7. Keep learning

Effective board members participate in professional development and commit the time and energy necessary to be informed and effective leaders. You should understand your school system's vision, goals, and policies; its current successes, challenges, and opportunities; and the educational environment in your community.

Most importantly, you should know the aspirations and expectations of the students and parents. At the national level, American public education is undergoing major and rapid changes. Understanding and translating them for your community's schools will require steady, ongoing work.

Many resources are available to you in this new position. You need to know about your state statutes and the organizing documents for your district. Work closely with your board chair and your superintendent to better understand district and board responsibilities. Your state school board association is a great resource for information and professional development. There are additional resources available through NSBA (www.nsba.org) and this magazine (www.asbj.com).

OK, new board members. That's our advice. Congratulations again on your new job and new responsibilities. It'll be exhausting, challenging, and sometimes painful. But, with luck, you'll share the experience of many other school board members in the great American tradition: the most rewarding job you will ever have.

Kathryn Blumsack (kblumsack@mabe.org) is director of board development for the Maryland Association of Boards of Education. Terry McCabe (terry.a.mccabe@gmail.com) is the former associate executive director for the Maine School Boards Association. Michael Harvey, a board member in Maryland's Kent County, contributed to this article.

Additional Materials Accompanying this Handbook

Your Guide to Lobbying the Alaska Legislature (AASB publication)

Board Basics: A Primer for Nonprofit Board Members (book by Jerry Covey)

Board & Superintendent Roles and Responsibilities (AASB publication)

HOONAH CITY SCHOOLS



STRATEGIC PLAN 2016-2021

MISSION

TO DELIVER A QUALITY EDUCATION THAT INSPIRES AND CHALLENGES
ALL STUDENTS TO REACH THEIR FULL POTENTIAL.

OUR VISION

OUR STUDENTS ENJOY A DIVERSE LEARNING ENVIRONMENT THAT
INTEGRATES TLINGIT LANGUAGE AND CULTURE, ENGAGES OUR COMMUNITY,
AND GRADUATES PRODUCTIVE CITIZENS WHO ARE HEALTHY,
SELF-CONFIDENT, CREATIVE, ADAPTABLE, AND RESILIENT.

VALUES

WE VALUE:

- RESPECT
- COMPASSION
- POSITIVITY
- SPEAKING WITH CARE
- PRIDE IN ACCOMPLISHMENT
- RESPONSIBLE STEWARDSHIP
- CRITICAL THINKING

SUPERINTENDENT

PJ FORD SLACK

SCHOOL BOARD

BOB HUTTON, PRESIDENT

SALLY DYBDAHL, VICE PRESIDENT

KRISTY HINCHMAN, SEC/TREASURER

SANDY HOWARD, LEGISLATIVE LIAISON

(VACANT SEAT)

2016-2020
HOONAH CITY SCHOOLS
STRATEGIC PLAN COMMITTEE

JENNIFER BIDIMAN
TERRI BUDKE
JEREMIAH BYERS
GENEVIEVE COOK
JACKIE DICK
MARLENE DUVALL
JAMIE ERICKSON
SOPHIA HENRY
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BEN MCLUCKIE
ANASIA NEAL
CORA ROBERTS
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PJ FORD SLACK
KRISTI STYERS
GRACE VILLARREAL
DAPHNE WRIGHT

JERRY COVEY, STRATEGIC PLANNING CONSULTANT

GOAL 1: STUDENT LEARNING

OBJECTIVE 1

MEET EVERY STUDENT'S INDIVIDUAL LEARNING NEEDS

ACTION	RESPONSIBILITY	TIMELINE	RESOURCES	MEASURE
1. Build a 9-12 schedule that is culturally supported and matriculates through 12 th grade or the first year of post-secondary training.	<ul style="list-style-type: none">•Principal•Special Education Director•Teachers•ANEP Director	<ul style="list-style-type: none">•Ongoing	<ul style="list-style-type: none">•Student advisors•Independent Learning Plans•Secondary students•Copper River School District•Chugach School District	<ul style="list-style-type: none">•Completed Independent Learning Plans•Student survey feedback
2. Make use of internal/external data to develop individual student portfolios.	<ul style="list-style-type: none">•Principal•Teachers•Special Education Teachers•ANEP Director	<ul style="list-style-type: none">•August 2016•Implement January 2017•Ongoing	<ul style="list-style-type: none">•Student advisors•Independent Learning Plans	<ul style="list-style-type: none">•Completed portfolios that include student data
3. Expand learning opportunities for high school students.	<ul style="list-style-type: none">•Principal•Teachers	<ul style="list-style-type: none">•Planning 2016•Implement August 2017	<ul style="list-style-type: none">•Distance delivery agreements•Partnerships with other education providers•New grants•City of Hoonah or HIA support	<ul style="list-style-type: none">•Superintendent•Evidence of agreements and partnerships or grant awards•City of Hoonah and HIA minutes

GOAL 1: STUDENT LEARNING

OBJECTIVE 2

PRODUCE AN INCREASING GRADUATION RATE: GOAL 100%

ACTION	RESPONSIBILITY	TIMELINE	RESOURCES	MEASURE
1. Every student will have an advisor to co-manage their portfolio.	<ul style="list-style-type: none">•Principal•Teachers•ANEP Director	<ul style="list-style-type: none">•August 2016•Ongoing	<ul style="list-style-type: none">•Allocate time to accommodate student/advisor portfolio work	<ul style="list-style-type: none">•Up-to-date portfolios for all students
2. Monitor student growth goal through data collection.	<ul style="list-style-type: none">•Principal•Teachers•Special Education Director•ANEP Director	<ul style="list-style-type: none">•August 2016•Ongoing	<ul style="list-style-type: none">•Use of MAPS with ongoing support•Review of reading and writing curriculum to support all students (2017-2019)•PLC time with all staff	<ul style="list-style-type: none">•Quarterly report to school board on: student academic growth, special education support needs, graduation and post-secondary data

GOAL 2: STAKEHOLDER SATISFACTION

OBJECTIVE 1

IMPROVE COMMUNICATION WITH ALL STAKEHOLDERS

ACTION	RESPONSIBILITY	TIMELINE	RESOURCES	MEASURE
1. Establish quarterly meeting schedule between mayor/city council and superintendent/school board.	•Superintendent	•Quarterly beginning spring 2016	•Budget presentation •Program quality •State requirement	•Results from meetings •Feedback from community •Feedback HIA and Economic Development Council
2. Develop an External Communication Plan that includes public and social media and an instant message alert system.	•Principal •Communication Committee	•Fall 2016	•Newsletter •Social media •Public media	•Communication Plan submitted to the Superintendent •Community feedback
3. School Internal Communication Plan	•Principal •Communication Committee	•Fall 2016	•Newsletter •Tweets •Radio •Staff meetings •Daily announcements	•Feedback from: Superintendent, Board, Staff, and Community

GOAL 2: STAKEHOLDER SATISFACTION

OBJECTIVE 2

ENGAGE STAKEHOLDERS AS PARTNERS TO SUPPORT OUR MISSION

ACTION	RESPONSIBILITY	TIMELINE	RESOURCES	MEASURE
1. Develop and conduct family survey at school and online.	•Principal •Special Education Director •ANEP Director •Teachers	•October Parent/Teacher Conference then quarterly	•Print survey •Online survey	•Report survey results to Superintendent
2. Establish and implement parent volunteer system.	•Principal	•Begin fall 2016 •Ongoing	•Board Policy •Background checks	•Report to Superintendent
3. Spring celebration for school volunteers.	•Principal	•Annual celebration	•School curriculum and goals	•Feedback from volunteers

GOAL 3: EMPLOYEE DEVELOPMENT

OBJECTIVE 1

EDUCATE EMPLOYEES ON LOCAL AND TRIBAL CULTURES.

ACTION	RESPONSIBILITY	TIMELINE	RESOURCES	MEASURE
1. Develop annual plan for providing inservice on specific cultural information.	•Principal •ANEP team •PASSAGES	•Implement fall 2016	•Planning time •Professional development time •PLC	•Inservice evaluation
2. Use one PLC per month for language/ culture professional development.	•Principal •ANEP team •PASSAGES	•Begin fall 2016	•Planning time •Professional development time	•Inservice evaluation
3. Incorporate language components into high school classes.	•Teachers •ANEP Director •Tlingit Language Teacher •Cultural Advisor	•Annually beginning fall 2016	•Evaluate results annually beginning spring 2017	•Student feedback •Teacher feedback •School Climate and Connectedness Survey •ANEP evaluations

GOAL 3: EMPLOYEE DEVELOPMENT

OBJECTIVE 2

TO MAKE EVERY EMPLOYEE FEEL VALUED AND INCREASE THEIR CAPACITY TO MAKE A DIFFERENCE

ACTION	RESPONSIBILITY	TIMELINE	RESOURCES	MEASURE
1. Establish appreciation week for school district employee groups.	•Principal •School staff	•Spring 2017	•To be developed	•Principal reports

GOAL 3: EMPLOYEE DEVELOPMENT

OBJECTIVE 3

ENSURE HCS STAFF IS TRAINED IN THE USE OF INSTRUCTIONAL TECHNOLOGY

ACTION	RESPONSIBILITY	TIMELINE	RESOURCES	MEASURE
1. Provide professional development in the use of instructional technology for staff members who are expected to use technology in their work.	•Principal •Technology Committee	•Fall 2017 or sooner	•Professional development time •Tekmate •Assure understanding of professional use of personal devices •Offer after school class	•Report to Superintendent •Feedback from staff •Survey from Tekmate

GOAL 4: SUPPORT SYSTEMS

OBJECTIVE 1

MAINTAIN TECHNOLOGY IN PREPARATION FOR ADEQUATE SERVICE UPGRADES

ACTION	RESPONSIBILITY	TIMELINE	RESOURCES	MEASURE
1. Create a school district technology plan.	•Superintendent •Technology Committee	•Beginning fall 2016	•Planning time	•Report to School Board by 12/31/2016
2. Explore hiring a technology support expert to assist with development of technology plan.	•Superintendent	•Ongoing	•Contractual funding	•Completed proposal from technology consultant
3. Engage with technology company to explore shared on-site technology services for HCS and other local organizations.	•Principal •Technology Committee	•Ongoing	•Tekmate •Technology expert •HIA •City of Hoonah •SEARHC	•Report to School Board by March 2017 then bi-annually as needed

GOAL 5: Student Support

OBJECTIVE 1

Meet every student's individual Social and Emotional Needs using a Trauma Informed Approach

Key Objective	Action Steps	Timeframe	Lead/Team	Resources Have/Need	Benchmarks of Success
Leaders have articulated a commitment to adopting a trauma sensitive approach.	-Attend Trauma Sensitive School conference -Review Alaska Framework for Trauma informed schools -Attend National Conference on Trauma Informed Schools	June 2019-April 2019	Ralph Watkins Renee Gray Lora Jett Natalia Bucher Marti Lee Ben Mettling	-AASB Staff in-service -Time set aside for meeting	Leaders have developed and implemented a communication plan for informing staff about plans for integrating a trauma-sensitive approach.
Resources have been allocated to support the adoption of a trauma sensitive approach	Create budget that includes resources for training and implementation	-Title 1 budget June 2019 -STEPS budget June 2019-August 2021	Norma Holmgaard Ralph Watkins	None	
All school staff members have a baseline understanding of trauma and its impact on students and staff and what it means to be a trauma-	All staff members attend the initial AASB Trauma Informed Schools Framework review and discussion	August 2019	-Michelle Byers AASB Staff Patrick Sidmore	Understanding Trauma and Its Impact e-resource, slide presentation and activity packet; Building Trauma Sensitive Schools online module and	-All school staff members have completed the Understanding Trauma and Its Impact e-resource and the Building Trauma-Sensitive Schools online module. -Staff member has attended the AASB presentation of the

sensitive school.				Facilitation Guide	Alaska Framework for Trauma informed schools
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Key Objective	Action Steps	Timeframe	Lead/Team	Resources Have/Need	Benchmarks of Success
The school has a formal multidisciplinary trauma sensitive work group that includes student and family voices and is supported by the leadership.	-Invite members to be part of the multidisciplinary trauma sensitive work group -Schedule meeting to outline the work of this group	August 1- September 30	Ralph Watkins Renee Gray Lora Jett Natalia Bucher		
The school is ready to adopt a trauma-sensitive approach.		This is a yearlong implementation. We will establish benchmarks along the way to full implementation	Ralph Watkins Renee Gray Lora Jett Natalia Bucher Marti Lee Ben Mettling	Work Group Question Guide to Assess School Readiness for Change; Staff Survey to Assess School Readiness for Change	-School leaders have affirmed to staff their commitment to adopting trauma sensitivity schoolwide. -The majority of school staff expresses feeling motivated to adopt a trauma-sensitive approach.

Bylaws of the School Board

NOTE: The AASB comprehensive index/table of contents provides a standard index system designed to accommodate future policies/regulations and at the same time provides a table of contents for this manual. This manual contains only those School Board Bylaws (BB), administrative regulations (AR) and exhibits (E) specified in the right-hand column.

		CODE	
0.	Role of School Board and Members (includes powers, purposes, duties)	9000	BB
A.	Public Statements	9010	BB
1.	Disclosure of Confidential Information	9011	BB
2.	Communications to and from the School Board	9012	BB
B.	Board Standards	9020	BB E
1.	Organization	9100	
A.	School Board Membership	9110	BB
B.	Officers and Auxiliary Personnel	9120	BB E
1.	President	9121	BB
2.	Vice President	9122	BB
3.	Clerk/Secretary and Treasurer	9123	BB
4.	Attorney	9124	BB
C.	School Board Subcommittees	9130	BB
D.	School Board Representatives	9140	BB
2.	School Board Members	9200	BB E
A.	Qualifications	9210	BB
B.	School Board Elections	9220	BB
1.	Recruiting New School Board Members	9221	
2.	Resignation	9222	BB
3.	Filling Vacancies	9223	BB
4.	Oath or Affirmation	9224	BB E
C.	Orientation	9230	BB
D.	School Board Development	9240	BB
E.	Remuneration, Reimbursement, Other Benefits	9250	BB
F.	Legal Protection	9260	BB
G.	Conflict of Interest	9270	BB
1.	Code of Ethics	9271	BB
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A.	Policy Manual	9310	BB
1.	School Board Policies	9311	BB AR E
2.	School Board Bylaws	9312	BB
3.	Administrative Regulations	9313	BB
4.	Suspension of Policies, Bylaws, Administrative Regulations	9314	BB
B.	Meetings (includes posting requirements)	9320	BB
1.	Executive Sessions	9321	BB
2.	Agenda/Meeting Materials (includes construction, posting, advance delivery)	9322	BB
3.	Meeting Conduct	9323	BB
4.	School Board Minutes	9324	BB
C.	Membership in Associations	9330	BB
4.	School Board Self-Evaluation	9400	BB

**ROLE OF SCHOOL BOARD AND MEMBERS
(POWERS, PURPOSES, DUTIES)**

BB 9000(a)

Powers and Duties

The School Board's primary goal is to provide each student with an education of the highest quality in keeping with his/her capacity to learn. This goal shall be the basic factor motivating the School Board's execution of its powers and duties.

(cf. 0200 - Goals for the School District)

The School Board is responsible for the general control and direction of education in the district and is empowered to carry on and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. This broad authority shall be exercised in accordance with the State and Federal Constitutions, laws and regulations. The School Board may execute any powers delegated by law to it or to the district that it governs, and shall discharge any duty imposed by law upon it or upon the district that it governs.

(cf. 0440 - Advisory School Boards)

(cf. 9200 - School Board Members)

Governance Functions

The School Board shall consider and approve or disapprove matters submitted to it by the Superintendent or designee and the public and is committed to establishing policies to govern district activities. The School Board shall prescribe bylaws for its own governance with law or with the rules prescribed by the State Board of Education.

(cf. 9300 - Governance)

Executive Functions

The Superintendent or designee shall serve as the chief executive officer of the School Board. The School Board delegates to the Superintendent or designee the authority to carry out School Board decisions and to make and carry out any decisions that it delegates. The Superintendent or designee shall be fully responsible for the proper use of this authority. The School Board retains ultimate responsibility for the performance of any powers or duties delegated.

(cf. 2210 - Administrative Leeway in Absence of Policy)

**ROLE OF SCHOOL BOARD AND MEMBERS
(POWERS, PURPOSES, DUTIES) (continued)**

BB 9000(b)

Judicial Functions

The School Board believes that positive personnel and public relations rely upon the ability to hear and resolve grievances, complaints and criticisms. The School Board, convened, shall serve as a body of appeal for grievances, complaints and criticisms in accordance with School Board policies and negotiated employee agreements.

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4144 - Grievances/Complaints)

Legal Reference:

ALASKA STATUTES

14.08.021 Authority (regional school boards)

14.08.041 Regional school boards

14.08.101 Powers (regional school boards)

14.08.111 Duties (regional school boards)

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

14.14.130 Chief school administrator

29.35.160 Education (military reservations)

Reviewed 3/16

**HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998**

PUBLIC STATEMENTS

BB 9010

Note: The following optional bylaw may be revised to reflect district philosophy. Based on sound governance practices, AASB recommends that each member present his/her position and all pertinent information before the School Board makes its decisions. The following bylaw is not meant to infringe upon School Board members' first amendment rights. It is intended as a reminder that individual School Board members have a duty not to express themselves outside of the School Board meeting in ways that may jeopardize the School Board's ability to act effectively.

Before voting on any issue, all School Board members shall be encouraged to present whatever evidence they may feel important to the matter at hand. The School Board shall fully consider the implications and relevancy of all information so presented. All opinions, reactions and positions shall be openly discussed, so that each member may understand all aspects of the issue before the School Board makes its decision. Any School Board member who may wish to criticize or oppose any specific School Board action should do so during the School Board meeting.

Once a School Board decision has been reached, all School Board members shall abide by that decision until it is amended or rescinded by subsequent School Board action. When School Board members express their opinions outside of the School Board meeting, it is their responsibility to respect the democratic nature of School Board decision-making and always identify personal viewpoints as such.

Public statements in the name of the School Board shall be issued by the School Board president or, if appropriate, by the Superintendent or designee at the direction of the School Board president.

(cf. 9011 – Disclosure of Confidential Information)

(cf. 9012 – Communications To and From the School Board)

Revised 9/01

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

DISCLOSURE OF CONFIDENTIAL INFORMATION

BB 9011

Confidential information which is produced for or which comes out during executive sessions of the School Board shall not be divulged or released unless a majority of the School Board agree to release the information, subject to applicable laws regarding executive sessions and confidential records. This bylaw is not intended to cause the withholding of information about the purpose of executive sessions of the School Board.

(cf. 1340 – Access to District Records)

(cf. 4112.6/4212.6/4312.6 – Personnel Records)

(cf. 5125 – Student Records)

Information from executive session shall be released by the president or chairman of the meeting in which the executive session is held.

Any School Board member who releases confidential information contrary to the provisions of this bylaw may be publicly censured by a majority vote of the School Board.

(cf. 4119.23 – Unauthorized Release of Confidential Information)

(cf. 9321 – Executive Sessions)

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

COMMUNICATIONS TO AND FROM THE BOARD

BB 9012

Staff members, parents, and community members should submit questions or communications to the School Board through the Superintendent or designee. School Board members' questions or communications to staff or about programs will be channeled through the Superintendent or designee's office. If contacted individually, School Board members will refer the person to the appropriate channel of authority, except in unusual situations. School Board members will not take private action that might compromise the School Board or administration.

(cf. 9200 – School Board Members)

School Board Member Use of Electronic Mail

E-mail to, by, and between School Board members, in their capacity as School Board members, shall not be used to conduct School Board business. It shall be limited to:

1. Disseminating information; and
2. Messages not involving deliberation, debate, or decision-making.

It may contain:

1. Agenda item suggestions
2. Reminders regarding meeting times, dates, and places;
3. School Board meeting agenda or public record information concerning agenda items; or
4. Responses to questions posed by the community, administrators, or school staff, subject to this policy's first section.

School Board members shall use only their district assigned email addresses when communicating via email about school business.

(cf. 3523 – E-Mail)

(cf. 9010 – Public Statements)

(cf. 9320 – Meetings)

(cf. 9322 – Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

40.25.110 - .220 – Alaska's Public Records Act

44.62.310 - .312 – Alaska's Open Meetings Act

Revised 2/08

Revised 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SCHOOL BOARD STANDARDS

BB 9020

The School Board believes that it should hold itself to high standards of performance, accountability and conduct in order to meet the public trust that has bestowed by the public election of each member.

Therefore, the School Board has adopted the Board Standards established by the Association of Alaska School Boards, which provide a framework for effective school governance and keep the School Board's focus on student achievement.

Regular efforts will be made to orient new board members to the board standards, provide on-going board development opportunities to assist all board members in meeting those standards, and assess board performance to measure the School Board's effectiveness in meeting them.

(cf. 9000 – Role of School Board and Members)

(cf. 9230 – Orientation)

(cf. 9240 – School Board Development)

(cf. 9400 – School Board Self-Evaluation)

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SCHOOL BOARD STANDARDS

E 9020(a)

The Board Standards developed by the Association of Alaska School Boards listed below have been adopted by the Hoonah City School Board as standards of performance that the Board will constantly strive to meet.

VISION

The School Board creates a shared vision to enhance student achievement.

- 1.1 The School Board develops a dynamic shared vision for education that reflects student needs and community priorities.
- 1.2 The School Board keeps the district and community focused on educating students.
- 1.3 The School Board demonstrates its strong commitment to vision by using the shared vision to guide decision making.

STRUCTURE

The School Board provides a structure that supports the vision.

- 2.1 The School Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.
- 2.2 The School Board ensures that long and short term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection.
- 2.3 The School Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.
- 2.4 The School Board acts to ensure vision and structure comply with legal requirements.
- 2.5 The School Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education.

SCHOOL BOARD STANDARDS (continued)

E 9020(b)

ACCOUNTABILITY

The School Board measures district performance toward accomplishing the vision and reports the results to the public.

- 3.1 The School Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.
- 3.2 The School Board evaluates the superintendent and School Board performance annually and reports the result to the public.
- 3.3 The School Board ensures long and short term plans are evaluated and revised with the needs of students in mind.
- 3.4 The School Board uses an understandable format to periodically report district performance to the public.

ADVOCACY

The School Board champions the vision

- 4.1 The School Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.
- 4.2 The School Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.
- 4.3 The School Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.
- 4.4 The School Board promotes School Board service as a meaningful way to make long term contributions to the local community and society.
- 4.5 The School Board is proactive in identifying and addressing issues that affect the education of students.

SCHOOL BOARD STANDARDS (continued)

E 9020(c)

CONDUCT & ETHICS

The School Board and its individual members conduct district business in a fair, respectful, and responsible manner.

- 5.1 The School Board and its individual members act in a manner that reflects service to the community on behalf of students.
- 5.2 The School Board demonstrates a commitment to continually improving teamwork, problem solving, and decision making skills through a conscious program of School Board development.
- 5.3 Expenditures for School Board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SCHOOL BOARD MEMBERSHIP

BB 9110

Regular Members

The School Board shall consist of five members elected or appointed in accordance with law.

(cf. 9220 - School Board Elections)

(cf. 9223 - School Board Vacancies)

Student School Board Members

The School Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the School Board shall appoint student School Board members as deemed necessary.

Student School Board members shall have the right to attend public meetings of the School Board, be recognized at meetings, participate in questioning witnesses and discussing issues and shall receive all materials presented to School Board members except those related to executive sessions.

Student School Board members may cast preferential votes on all matters except those subject to executive session discussion. Preferential votes shall be cast prior to the official School Board vote and shall not affect the outcome of a vote. Preferential votes shall be recorded in the School Board minutes.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9210 – Qualifications)

Legal Reference:

ALASKA STATUTES

14.08.041 Regional school boards

14.08.091 Administration

14.12.030 School boards

14.12.040 Transition from five to seven member board

14.12.110 Single body as assembly and school board

14.14.070 Organization of school board

14.14.120 Inoperative district

14.14.250 - 14.14.310 Involvement of young people in government

29.20.300 School boards

Revised 1/04

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

OFFICERS AND AUXILIARY PERSONNEL

BB 9120

Within seven days after certification of election results, the School Board shall meet to elect a president, vice president and secretary/clerk.

(cf. 9121 – School Board President)

(cf. 9122 – Vice President/Clerk)

(cf. 9123 – Secretary/Treasurer)

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.12.110 Single body as assembly and school board

14.14.070 Organization of school board

29.20.300 School boards

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

REORGANIZATION OF THE BOARD*

E 9120

1. We will have open nominations from the floor. Candidates for each office will be nominated, and then the election will take place before continuing to the next office. Nominations and elections will occur in this order:
 - a. President
 - b. Vice President
 - c. Secretary/Clerk
2. It is not necessary to be recognized by the chair for a board member to nominate someone.
3. Nominations need not be seconded, but it is not out of order to do so.
4. A member may nominate herself or himself.
5. A member can rise and decline his or her nomination during the nomination process.
6. A motion to close the nominations will not be necessary, as the chair will ensure that there are no further nominations. The chair will state "Hearing no further nominations, nomination for [name of office] are closed."
7. Voting for officers will be held for each separate office by closed ballot. Closed ballot allows for write-in votes.
8. Our administrative assistant will provide the ballots, collect the ballots, count the votes for each candidate and announce the number of votes for each. The chair will announce the election results, i.e. identify the person who has been elected to that particular office.
9. Following the elections of all three officers, the newly-elected president shall chair the remainder of the meeting.

Added 10/19

*Adopted from guidelines published by Westside Toastmasters in Santa Monica and Los Angeles, CA

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

PRESIDENT

BB 9121(a)

The School Board president shall be the presiding officer at all School Board meetings.

He/she shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the School Board in its proper order;
3. Enforce the School Board's policies relating to the order of business and the conduct of meetings;
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 School Board;
7. Rule on parliamentary procedure;
8. Put motions to a vote, and state clearly the results of the vote.

The president shall have all the rights of any member of the School Board, including the right to move, second, discuss, and vote on all questions before the School Board.

PRESIDENT (continued)

BB 9121(b)

The president shall also perform other duties as directed by the School Board, and state laws, regulations and the School Board, including the duty to:

1. Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the School Board;
2. Consult with the Superintendent or designee on the preparation of the School Board's agendas;
3. Appoint and disband all committees, subject to School Board approval;
4. Call such meetings of the School Board as he/she may deem necessary, giving notice as prescribed by law;
5. Excuse board member absences from regular board meetings;

(cf. 9223 - School Board Vacancies)

6. Confer with the Superintendent or designee on crucial matters that may occur between School Board meetings;
7. Be responsible for the orderly conduct of all School Board meetings;
8. Share informational mail with other School Board members.

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 School Board shall choose a president pro tempore to perform the president's duties.

(cf. 9120 - Officers and Auxiliary Personnel)

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

VICE PRESIDENT

BB 9122

The duties of the vice president shall be to:

1. Serve as presiding officer in the absence of the president;
2. Perform any other duties assigned by the School Board.

(cf. 9120 - Officers and Auxiliary Personnel)

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

14.14.020 Bond required

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SECRETARY/CLERK

BB 9123

Note: A.S. 14.14.070 requires the election of a clerk, and further states the School Board may appoint one of its members as board treasurer.

The duties of the Secretary/Clerk shall be to:

1. Sign checks;
2. Sign the minutes of the School Board meetings following their approval;
3. Perform other duties as assigned by the School Board.

(cf. 3300 - Expenditures/Expending Authority)
(cf. 3530 - Risk Management)
(cf. 9120 - Officers and Auxiliary Personnel)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9324 - School Board Minutes)

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.14.070 Organization of school board

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

ATTORNEY

BB 9124

The School Board may use the services of private attorneys to meet the needs of the district. The School Board-appointed legal counsel shall render legal advice to the Superintendent or designee and the School Board and perform other administrative duties as assigned by the School Board and Superintendent or designee.

The Superintendent or designee may confer with the district's legal counsel at his/her discretion.

(cf. 9200 - Members (Limits of Authority)

(cf. 9321 - Executive Sessions)

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SCHOOL BOARD COMMITTEES

BB 9130

The School Board may establish committees of the School Board as deemed necessary. The membership of these committees is limited to less than a majority of the whole School Board. The School Board shall establish written charges for School Board committees. When their charges or duties have been completed, committees shall be dissolved.

The president may be a member of any committee. The Superintendent or designee may serve as an advisor to any committee at the discretion of the School Board.

Committees may actively seek input and participation by parents/guardians, staff, community and students, and may consult with local public boards and agencies.

Committees shall act in an advisory capacity, making recommendations to the School Board. No committee action shall be binding on the full School Board. The School Board as a whole shall have the final consideration in all matters.

Committee meetings are subject to the state open meetings act.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9330 - Meetings)

(cf. 9321 - Executive Sessions)

Legal Reference:

ALASKA STATUTES

29.20.020 Meeting public

44.62.310 Agency meetings public

44.62.312 State policy regarding meetings

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SCHOOL BOARD REPRESENTATIVES

BB 9140

The School Board may appoint any of its members to serve on advisory committees or as its representative to other public agencies or organizations when the School Board deems such appointments desirable, contingent on acceptance of the appointment by the member.

(cf. 1020 - Youth Services)

(cf. 9110 - School Board Membership)

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

BOARD MEMBERS

BB 9200(a)

Limits of School Board Members' Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. School Board members have authority only in regularly called meetings of the School Board, or when delegated specific tasks by School Board action.

The School Board is the unit of authority. The School Board member is a part of the governing body that represents and acts for the community as a whole. Apart from the normal function as part of the unit, the School Board member has no individual authority. No individual member of the School Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the School Board member may not commit the district to any policy, act or expenditure.

School visits by School Board members are encouraged. Principals should receive a courtesy call in advance of a visit. School Board members, as with all visitors, must check in with the school office. School Board members who visit schools of their own volition have no more authority than any other citizen.

(cf. 1250 - Visits to the Schools)

School Board Member Requests for Information

School Board members should make informed decisions on matters before them for a vote. The Superintendent or designee is responsible for providing the School Board with relevant materials to inform the School Board on those matters on which it is to act. If School Board members desire further information, a request for information shall be directed to the Superintendent or designee, pursuant to the following guidelines:

1. Requests for simple facts. Any School Board member may make a request for simple facts to the Superintendent or designee who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting School Board member, and copied to the School Board President.
2. Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the district. Some information requests require significant administrative time and explanation to provide the requested response. Individual School Board members shall submit such requests to the full School Board for consideration. Upon majority request of the School Board, the request shall then be forwarded to the Superintendent or designee for response.

BOARD MEMBERS (continued)

BB 9200(b)

3. Complaints regarding personnel. School Board members may have their own complaints regarding district personnel or may hear such complaints from the community. These concerns should be privately communicated to the Superintendent or designee.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

Obligations of Members

Members of the School Board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the School Board, and vote on all motions and resolutions, abstaining only for compelling reasons.

The School Board member should not subordinate the education of children and youth to any partisan principle, group interest, or the member's own personal interest.

The School Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to the people of the district.

(cf. 9230 - Meetings)

Legal Reference:

ALASKA STATUTES

14.14.140 Restrictions on employment

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

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QUALIFICATIONS

BB 9210(a)

Note: Under AS 14.08.041 (governing regional school boards) and AS 14.12.080 (municipal school boards), individuals are eligible to run for school board if they meet local voter qualifications. Local voter qualifications are set forth at AS 29.26.050. To be a qualified local voter, the individual must also meet the requirements to vote in the State of Alaska as defined in the Alaska Constitution, article V, and AS 15.05.010. The following policy sets forth the qualifications to be a voter in a state and local election, thus qualifying an individual to seek a seat on the school board.

All qualified and interested individuals are encouraged to serve the district and its students by seeking election to the School Board.

(cf. 9220 – School Board Elections)

An individual with the following qualifications is eligible to be a member of the School Board:

1. is a citizen of the United States;
2. is 18 years of age or older;
3. is a registered voter in the State of Alaska;
4. has been a resident of the school district for 30 days immediately preceding the election (or appointment); and
5. is not disqualified from voting due to:
 - a. conviction of a felony involving moral turpitude, assuming voting rights have not been restored; or
 - b. a court finding of incompetency, unless the disability no longer exists.

(cf. 9200 – School Board Members)

(cf. 9223 – Filling Vacancies)

A district student is eligible for appointment as an advisory Student School Board Member without meeting the above qualifications.

(cf. 9110 – School Board Membership, incl. Student School Board Members)

Legal Reference:

ALASKA STATUTES

14.08.041 Regional school boards

14.12.080 Qualification of members

15.05.010 Voter Qualification

29.26.050 Voter Qualification

ALASKA CONSTITUTION

art. 5, sec. 1, Qualified Voters

art. 5, sec. 2, Disqualifications

Revised 1/07

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SCHOOL BOARD ELECTIONS

BB 9220

School Board members shall be elected for a three-year term in accordance with procedures established by ordinance for municipal elections or by state regulations for regional educational attendance areas.

Any person eligible to be a voter in the district is eligible for School Board membership. However, a district employee elected to the School Board but must resign his/her position with the district in order to qualify for Board membership.

A School Board member should resign from the School Board before seeking to secure district employment. In no event shall a final decision for hire be made prior to receiving the School Board member's resignation.

(cf. 9210 – Qualifications)

(cf. 9250 - Remuneration, Reimbursement and other Benefits)

(cf. 9270 - Conflict of Interest)

Whenever it is impossible to determine which of two or more candidates has been elected to the School Board, a runoff election shall be held in accordance with law.

Note: If subject to the provisions of AS 39.50.020, elected municipal officers, including school board members, are required to file financial disclosure statements upon filing for office and annually after election.

(cf. 9270 - Conflict of Interest)

Legal Reference:

ALASKA STATUTES

14.08.041 Regional school boards

14.08.051 School board sections

14.08.061 Term of office

14.08.071 Elections

14.08.081 Recall

14.12.050 School board terms

14.12.080 Qualification of members

14.12.110 Single body as assembly and school board

14.14.140 Restrictions on employment

29.20.300 School boards

29.26.060 Runoff elections

39.50.020 Report of financial and business interests

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

RESIGNATION

BB 9222

A School Board member who wishes to resign may do so by submitting his/her written resignation to the School Board.

The School Board shall declare the board member's seat vacant upon acceptance of the resignation. The School Board may accept the resignation with a deferred effective date.

(cf. 9223 - School Board Vacancies)

Legal Reference:

ALASKA STATUTES
14.08.045 Vacancies

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

BOARD VACANCIES

BB 9223(a)

The School Board may declare a school board seat vacant if the person elected:

1. fails to qualify for School Board membership within 30 days of certification of the election;
2. refuses to take office;
3. resigns;
4. is convicted of a felony involving moral turpitude or a violation of the oath of office while serving as a School Board member; or
5. no longer resides within the boundaries which he/she was elected to represent and a two-thirds vote of the School Board declares the seat vacant.

(cf. 9220 - School Board Election)

The school board shall declare a vacancy on the School Board for any actions that disqualify a member from service in accordance with state laws and local ordinances.

Three consecutive unexcused absences from regular board meetings shall be sufficient cause for the School Board to declare a School Board vacancy.

(cf. 9121 - President)

(cf. 9320 - Meetings)

Appointment to the School Board

A vacancy on the School Board shall be filled within 30 days of the vacancy by School Board appointment. When making an appointment to the School Board, the School Board desires to draw from the widest possible number of candidates.

BOARD VACANCIES (continued)

BB 9223(b)

The School Board shall:

1. Advertise the vacancy in suitable local media;
2. Solicit applications or nominations of any legally qualified citizen interested in serving on the School Board;
3. Provide candidates with appropriate information regarding School Board member responsibilities.
4. Citizens interested in serving shall submit a letter to the School Board expressing their willingness to serve until the next regular School Board election.
5. Interview the candidates at a public meeting.
6. Select the provisional appointee by majority vote at a public meeting.

The person appointed shall hold office until the next regularly scheduled election for district School Board members and shall be afforded all the powers and duties of a School Board member upon appointment.

(cf. 9210 – Qualifications)

Legal Reference:

ALASKA STATUTES

14.08.041 Regional school boards

14.08.045 Vacancies

14.08.081 Recall

14.12.070 Vacancies

14.14.080 Declaring a school board vacancy

29.26.240 - 29.26.360 Recall

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

OATH OR AFFIRMATION

BB 9224

Before taking office, all School Board members shall take and sign the oath or affirmation required by law.

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.12.090 Oath

Reviewed 3/16

OATH OR AFFIRMATION

E 9224

School board members, before taking office must take and sign the following oath of affirmation:

“I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska and that I will honestly, faithfully, and impartially discharge my duties as a school board member to the best of my ability.”

Legal Reference:
AS 14.12.090

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

ORIENTATION

BB 9230

The School Board invites all School Board candidates to attend public School Board meetings during the period of their candidacy so that insofar as possible, new members will be prepared to discuss and cast informed votes on matters before the School Board from the time they are sworn into office.

The Superintendent or designee shall cooperate impartially with all candidates in providing them with information about district activities and school programs.

The School Board and the Superintendent or designee shall help each newly elected member to understand the School Board's commitment to board standards, district operations and the School Board's functions, policies and procedures as soon after election as possible. Incoming members are encouraged to read the School Board's policies and informational materials on the function of the School Board and the school district, to visit school facilities, and to meet with the Superintendent or designee and School Board president as needed in order to become oriented to School Board service.

The incoming member will be encouraged to attend, at district expense, workshops for newly elected members, including such workshops conducted by the Association of Alaska School Boards.

(cf. 9020 – Board Standards)

(cf. 9240 – School Board Development)

Legal References:

Alaska Statutes

14.14.160 Cooperation and support of certain association functions.

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

BOARD DEVELOPMENT

BB 9240

The public entrusts the School Board with the governance of its schools. The School Board recognizes that in order to live up to that public trust they must strive to meet the board standards they have adopted for themselves. School Board members, like teachers and administrators, need in-service training to assist them in meeting those standards. As part of their job, School Board members need to participate in professional development activities that help them understand their responsibilities, stay abreast of new developments in education, and learn new ways to cope effectively with the problems they confront.

School Board members are strongly encouraged to attend at least one or more School Board development activities each year.

School Board members shall report on the development activities they attend at a regular School Board meeting as soon as possible after the School Board member's return.

Funds for School Board development and related travel shall be budgeted annually. Such activities may include state, regional, and national workshops, conferences, conventions, such as those offered by the Association of Alaska School Boards.

(cf. 9020 – Board Standards)

(cf. 9250 – Remuneration, Reimbursement, and Other Benefits)

Legal Reference:

Alaska Statutes

14.14.160 Cooperation and support of certain association functions.

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS

BB 9250

Stipend

The School Board views School Board service as a voluntary contribution to the community and does not approve compensation for School Board members.

Reimbursement of Expenses

School Board members shall be reimbursed for expenses incurred in attending any meetings or in making any trips on official business of the school district when so authorized in advance by the School Board.

(cf. 9240 - School Board Development)

Legal Reference:

ALASKA STATUTES

14.14.140 Restriction on employment

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

LEGAL PROTECTION

BB 9260

Note: For all districts, Sections 2361-2368 of the No Child Left Behind Act are designed to provide teachers, principals and other school professionals, including board members, the tools they need to undertake reasonable actions to maintain order, discipline and an appropriate educational environment. Section 2366 limits the liability of a school employee or official for acts or omissions when he/she is acting within the scope of employment or district responsibilities and his/her actions were in conformity with federal, state and local laws in an effort to control, discipline, expel or suspend, or maintain order or control in the classroom or school.

Limitations on liability do not apply when the officer or employee: (1) acted with willful or criminal misconduct, gross negligence, recklessness or a conscious or flagrant indifference to the harmed student's right to safety; (2) caused harm by operating a motor vehicle; (3) violated a federal or state civil right law (e.g., sexual harassment, discrimination, IDEA claims); (4) was convicted of a sexual offense, crime of violence or act of terrorism; or (5) was under the influence of alcohol or drugs.

If a civil action is brought against the employee or officer, and the laws' conditions are satisfied, Sections 2366 and 2367 limit the amount of the employee's/officer's liability to a formula based on the percentage of responsibility for the harm, and also limits punitive damages. The provisions of the law took effect on April 8, 2002.

The School Board shall provide insurance necessary to protect School Board members, officers, and employees from any judgment resulting from suits brought against them alleging their liability while acting within the scope of their employment and/or under the direction of the School Board. The insurance shall cover claims in such matters as civil rights actions, negligence, or other act resulting in accidental injury to any person or property damage in or out of the school buildings

(cf. 3530 - Risk Management)

Legal Reference:

ALASKA STATUTES

14.12.115 Indemnification

No Child Left Behind Act of 2001, §§ 2361-2368 (P.L. 107-110)

Revised 1/04

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

CONFLICT OF INTEREST

BB 9270 (a)

Note: Alaska Statute 29.20.010 requires each municipality to adopt a conflict of interest code. Alaska Statute 39.50.145 authorizes a municipality to exempt municipal officers from state conflict of interest financial reporting requirements. Accordingly, districts should consult local law to determine if additional conflict of interest requirements must be addressed. The following sample bylaw should be revised as appropriate to reflect district philosophy and needs.

In order to instill public confidence in public office and provide public accountability, School Board members shall disclose and avoid conflicts of interest involving any matter pending before the School Board. A conflict of interest exists when a member has a personal or financial interest on a matter coming before the Board that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. School Board members owe the public a duty to act in the best interests of the district.

Decision-making. The Board recognizes that when no conflict of interest requires abstention, its members must vote on issues before the Board. If a board member or his or her family member may benefit personally or financially from a Board decision, that board member must provide full disclosure of the conflict or potential conflict of interest to the Board. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting on the issue. If the Board determines a conflict of interest prohibits participation, the member shall abstain from deliberations and voting.

Appearance of impropriety. When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the board member shall fully disclose the circumstances. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting.

Board members who have an actual or potential conflict of interest requiring disclosure shall not seek to influence the decisions of staff or other board members on the underlying matter, or on the member's participation in the matter.

CONFLICT OF INTEREST (continued)

BB 9270 (b)

Other duties. School Board members are expected to avoid conflicts of interest in their other duties. This includes:

- a. Confidential information.** School Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.
- b. Gifts.** School Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or where board members know or should know the gift is offered for the purpose of influencing or rewarding official action.
- c. Business dealings with staff.** School Board members shall not engage in financial transactions for private business purposes with district staff whom board members directly or indirectly supervise.
- d. Compensation for services.** School Board members shall not receive any compensation for services rendered to the district from any source, except compensation for serving on the School Board and reimbursement of expenses incurred as a board member, as allowed by policy and law.

Other legal obligations. School Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects board members' duties to comply with those laws.

(cf. 3115 - Relations with Vendors)

(cf. 4112.8 - Employment of Relatives)

(cf. 2300 - Conflict of Interest Code: Designated Personnel)

Legal Reference:

ALASKA STATUTES

14.08.131 Disqualification from voting for conflict of interest

14.14.140 Restriction on employment

11.56.100 - 11.56.130 Bribery and related offenses

29.20.010 Conflict of interest

ADMINISTRATIVE CODE

4 AAC 18.031 Employment of members of immediate families of school board members

4 AAC 18.900 Definitions

Revised 4/14

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

CODE OF ETHICS

BB 9271(a)

This code of ethics expresses the personal ideals which the School Board believes should guide each School Board member's activities.

In all actions as a School Board member, the member's first commitment is to the well-being of our youth. His/her primary responsibility is to every student in the district.

School Board members also have other major commitments to:

- The Community. Each School Board member is responsible to all residents of the district and not solely to those who elected him/her; nor solely to any organization to which he/she may belong, or which may have supported his/her election.
- Individuals. Each School Board member has a direct concern for every individual in the community. As an integral part of his/her duties, he/she represents the authority and responsibility of government. This authority must be exercised with as much care and concern for the least influential as for the most influential member of the community.
- Employees. The School Board member's actions may affect the capability of district employees to practice their trade or profession and should encourage their increasing competence and professional growth.
- Laws, Policies. Each School Board member must be aware of, and comply with, the constitutions of State and Nation, the Alaska Education Statutes, other laws pertaining to public education, and the established policies of the district.
- Decision-making. Each School Board member is obliged by law to participate in decisions pertaining to education in the district. As an elected representative of the people, the School Board member can neither relinquish nor delegate this responsibility to any other individual or group.
- Individual Feelings and Philosophy. Every individual School Board member has something to contribute to society.

Understanding and acting upon the foregoing premises, each School Board member shall:

- Consider his/her position on the School Board as a public trust and not use it for private advantage or personal gain.
- Be constantly aware that he/she has no legal authority except when acting as a member of the School Board. School Board members shall present their concerns and concepts through the process of School Board debate. If in the minority of any decision, they shall abide by and support the majority decision. When in the majority, they shall respect divergent opinions.
- Encourage ideas and opinions from the residents of the district and endeavor to incorporate community views into the deliberations and decisions of the School Board.
- Devote sufficient time, thought, and study to proposed actions so as to be able to base decisions upon all available facts and vote in accordance with honest convictions, unswayed by partisan bias of any kind.
- Remember that the basic functions of the School Board are to establish the policies by which district schools are administered and to select the Superintendent or designee and staff who will implement those policies.
- Promote and participate actively in a concerted program of timely exchange of information with all district residents, parents, employees and students.
- Recognize that the deliberations of the School Board in executive session may be released or discussed in public only with School Board approval.
- Make use of opportunities to enlarge his/her potential as a School Board member through participation in educational conferences, workshops and training sessions made available by local, state and national agencies.

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

GOVERNANCE

BB 9300

The formulation and adoption of written School Board policies shall constitute the basic method by which the School Board shall govern the school district. This right shall be retained solely by the School Board. The study and evaluation of reports concerning the execution of its policies shall constitute the basic method by which the School Board shall exercise its accountability for the governance of the schools.

(cf. 0500 - Review and Evaluation)

The School Board has the power of establishing its own procedures within the parameters of law. All actions of the School Board shall be taken only in official School Board meetings according to these bylaws and the statutes of the state.

(cf. 9310 - Policy Manual)

Legal Reference:

ALASKA STATUTES

14.08.021 Authority (regional school boards)

14.08.041 Regional school boards

14.08.101 Powers (regional school boards)

14.12.010 Districts of state public school system

14.12.020 Support, management and control

14.12.035 Advisory school boards in borough school districts

14.14.100 Bylaws and administrative rules

29.35.160 Education (borough school district)

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

POLICY MANUAL

BB 9310

In governing the district, the School Board has pledged to consider the will and needs of the community. The district's policy manual is developed, distributed and maintained for the purpose of communicating to interested parties the policies, regulations and bylaws within which our schools will operate.

The School Board desires that the community and district employees have access to the policy manual. The School Board welcomes suggestions from the public regarding its adopted policies and regulations. An online copy of the policy manual will be accessible through the district's website. A hard copy of the manual shall be maintained in the district central office so that it may be examined by students, staff and other interested parties during normal business hours.

(cf. 1340 - Access to District Records)

The Superintendent or designee shall provide access to copies of the district policy manual to School Board members, central office administrators, principals, recognized employee organizations, and other key district personnel.

As necessary, the district shall develop or revise policies and regulations in order to reflect new legislation and changing community views. The Superintendent or designee shall maintain procedures for distributing to all authorized manual holders copies of new or revised policies, bylaws and regulations after adoption. The Superintendent or designee shall annually arrange to have all district policy manuals monitored to ensure that they are up to date and complete.

(cf. 9311 - School Board Policies)

(cf. 9312 - School Board Bylaws)

(cf. 9313 - Administrative Regulations)

Legal Reference:

ALASKA STATUTES

14.14.100 Bylaws and administrative rules

Revised 3/12

Revised 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SCHOOL BOARD POLICIES

BB 9311

The School Board recognizes that its most important function is to establish policies that communicate its direction for the management and control of the schools. Policies are written statements adopted by the School Board that communicate the guidelines and limits within which the Superintendent or designee and staff may take discretionary action.

(cf. 2210 - Administrative Leeway in Absence of School Board Policy)

The School Board encourages members of the community to contribute information and opinions for the School Board's consideration and propose revisions to policy.

The adoption of policy shall conform to School Board bylaws governing agenda, meetings, and voting. Only those written statements adopted and recorded in the minutes shall constitute official School Board policy.

Prior to adoption, policies shall normally be given two readings by the School Board. At its second reading, the policy may be adopted by a majority vote of all members of the School Board. The School Board may waive the second reading or may require additional readings.

In addition to presenting drafts or suggestions for new policy and policy revisions when changes in law occur or when a specific need arises, the Superintendent or designee, shall maintain procedures for the continuous orderly review of existing policies at a time allocated for this purpose on the agenda of regular School Board meetings. When policies are amended, the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy.

When drafting or revising School Board policies that affect other governmental agencies or areas of common interest, the Superintendent or designee shall seek input from these agencies and shall express the School Board's desire to cooperate with them in addressing matters of mutual concern.

(cf. 1020 - Youth Services)

Legal Reference:

ALASKA STATUTES

14.14.100 Bylaws and administrative rules

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

SCHOOL BOARD POLICIES

AR 9311

Regular Policy Review

To insure that policies are updated to meet changing conditions and legal requirements, all policies will be subject to regular review and revision.

Sections of the policy manual shall be reviewed on the following continuous rotating schedule:

Year 1 – Chapters 0 through 3

Year 2 – Chapters 4 through 5

Year 3 – Chapters 6 through 7

Year 4 – Chapters 8 through 9

Added 9/01

Revised 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

HOONAH CITY SCHOOL POLICY ADOPTION PROCESS

E 9311

FIRST MEETING

Move/Second to accept policy or policies in first reading.

Statement to the public: The purpose of this first reading is to put the policies on the table, and does not imply an adoption by the board of these policies at this time. These policies will be available to the public in the district office until the next regular monthly meeting, at which time there will be a public hearing.

Statement to the Board: If there is no objection, I will dispense with reading each policy aloud. (If there is objection, clarify which policy or policies they wish to have read, and read them.)

Vote to accept policy or policies in first reading

SECOND MEETING

Move/Second to accept policies in second reading.

Close the public meeting and hold a public hearing.

After the public hearing, reconvene the meeting and ask board members whether there are any policies that individual board members wish to pull in order to revise the language and act on separately. (No motion required)

Hold a vote to accept all of those policies that have not been pulled.

Move/Second/Vote to accept in second reading individual policies that were pulled by board member request, with amended wording.

THIRD MEETING

Move/Second/Vote to accept in third reading those policies that were pulled and amended in the second meeting.

NOTE: This process to be explained in advance to the board and to the public at first reading

SCHOOL BOARD BYLAWS

BB 9312

The School Board shall adopt School Board bylaws to govern the internal operations of the School Board. When the need for a new bylaw or modification of an existing bylaw is recognized, the Superintendent or designee shall draft a new or modified bylaw for consideration by the School Board.

Bylaws may be adopted and amended by a majority vote of all members of the School Board at a regular School Board meeting in the same manner as School Board policies.

(cf. 9311 - School Board Policies)

Legal Reference:

ALASKA STATUTES

14.14.100 Bylaws and administrative rules

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

ADMINISTRATIVE REGULATIONS

BB 9313

The implementation of policies is an administrative task to be performed by the Superintendent or designee who shall be held responsible for the effective administration and supervision of the entire school district.

Note: The term "administrative regulations" refers to those written procedures that are reviewed or approved by the School Board and placed in the policy manual. The terms "rules" or "procedures" is used when School Board review or approval is not required.

The Superintendent or designee shall develop administrative regulations when required by law or School Board policy or when, in his/her judgment, School Board endorsement of district procedures is desired.

Administrative regulations shall be consistent with School Board policies, education-related laws, negotiated employee contracts, and rules and regulations of the State Board of Education. The School Board may review administrative regulations and require the revision of any regulations that it finds inconsistent with School Board policy.

Administrative regulations shall be included in the district's policy manual. District and site level procedures will be maintained in appropriate district and/or site locations and will be readily available to school personnel.

Legal Reference:

ALASKA STATUTES

14.14.100 Bylaws and administrative

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

**SUSPENSION OF POLICIES, BYLAWS,
ADMINISTRATIVE REGULATIONS**

BB 9314

Note: Policies require frequent updating. The School Board should not be forced into a position of strict adherence to policies that need revision or are out of compliance. By allowing the suspension of policy on the rare occasions when necessary, this optional policy ensures that the School Board's capacity to govern will not be limited by out-of-date policies. The suspension is a temporary measure to give the School Board adequate time to study the issues resulting in the suspension.

Policies, bylaws and administrative regulations may be suspended for a specific purpose and limited time by majority vote. Suspension of any policy, bylaw or administrative regulation shall undergo the following consideration:

1. Policies, bylaws or administrative regulations shall be reviewed on their own merits rather than the circumstances of the moment.
2. The School Board shall decide whether the policy, bylaw or administrative regulation still reflects the intent of the School Board and the law. If so, the suspension will be denied and the policy, bylaw or administrative regulation reaffirmed in the minutes.

Superintendent or Designee's Authority

The Superintendent or designee may suspend all or part of any policy, bylaw or administrative regulation when it conflicts with state or federal law or regulations. The Superintendent or designee shall report the suspension to the School Board. Suspension shall be valid until the policy, bylaw or administrative regulation is rescinded, amended or reaffirmed.

Reviewed 3/16

**HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998**

MEETINGS

BB 9320(a)

Meetings of the School Board are conducted for the purpose of accomplishing district business. A meeting of the School Board shall consist of any gathering of the members of the School Board when more than three members of the School Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the School Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The School Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act.

(cf. 9321 Executive Sessions)

Reasonable public notice shall be given for all meetings of the School Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

(cf. 9012 - Communications To and From the School Board)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Conduct of Meetings)

Regular Meetings

The School Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular School Board meetings and shall be notified of any changes to the calendar.

The School Board shall schedule one regular meeting each month. Unless changed by the School Board, regular meetings shall be held at 7:00 p.m. at the school. Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Special Meetings

Special meetings of the School Board may be called by the presiding officer or a majority of the School Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all School Board members, the superintendent and to the local news media. This notice also shall be posted at all regular district and school sites at least 24 hours before the meeting.

MEETINGS (continued)

BB 9320(b)

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The School Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the School Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the School Board.

Teleconferences

Recognizing the inherent responsibility and statutory duties of School Board members, the School Board strongly encourages School Board members to attend and participate at meetings of the School Board. Though great importance is given to the physical presence of School Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The School Board also authorizes the use of teleconferences for School Board meetings when receiving public comment or testimony, and during School Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the School Board meeting.

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.14.070 Organization of school board

14.14.080 Declaring a school board vacancy

29.20.020 Meetings public

44.62.310 Agency meetings public

44.62.312 State policy regarding meetings

Revised 2/06

Revised 1/07

Revised 4/14

Revised 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

EXECUTIVE SESSIONS

BB 9321

Prior to entering an executive session, the School Board first shall meet in open session. At this open meeting, the School Board shall enter an executive session only after a majority of the School Board votes to accept a motion to enter the executive session. The motion shall clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Unless stated in the motion for executive session, or auxiliary to the main question, no other subject may be discussed in that executive session.

The only subjects that the School Board may discuss in an executive session of the School Board are:

1. matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the school district,
3. subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion,
4. matters which by law, municipal charter, or ordinance are required to be confidential; or
5. matters involving consideration of government records that by law are not subject to public disclosure.

(cf. 1340 - Access to District Records)

The School Board may not take action in an executive session, except to give direction to an attorney or labor negotiator regarding the handling of a specific legal matter or pending labor negotiations. All other action of the School Board must be made in an open meeting.

(cf. 1120 - School Board Meetings)

Legal Reference:

ALASKA STATUTES

44.62.310-312 Alaska's Open Meetings Act

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

AGENDA/MEETING MATERIALS

BB 9322(a)

Construction of Agenda

The School Board president and the Superintendent shall prepare an agenda for each meeting of the School Board.

(cf. 9121 - School Board President)

School Board members may place any item on the agenda no later than five days before the scheduled meeting date.

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

(cf. 9320 - Meetings)

Note: A.S. 29.20.020 requires governing bodies provide a reasonable opportunity for the public to be heard.

Any member of the public may request that a matter within the jurisdiction of the School Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the School Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the School Board and whether the agenda item is appropriate for discussion in open or executive session.

The School Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the School Board. An agenda item for such input shall be included on School Board agendas. The School Board shall not take action on such matters at that meeting.

(cf. 9012 – Communications To and From the School Board)

(cf. 9323 - Meeting Conduct)

All public communications with the School Board are subject to requirements of relevant School Board policies and administrative regulations.

(cf. 1312 - 1312.3 - Complaints Concerning Schools)

School Board Member Preparation

A copy of the agenda shall be forwarded to each School Board member at least three days before each regular meeting date, together with the Superintendent or designee's report, minutes to be approved, copies of communications, reports from committees, staff, citizens and others, and other available documents pertinent to the meeting.

When special meetings are called, the secretary and president shall make every effort to get the agenda and support materials to School Board members as soon as possible.

School Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 - School Board Members)

Legal Reference:

ALASKA STATUTES

29.20.020 Meetings public

Revised 9/01

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

Meeting Conduct

BB 9323(a)

The School Board desires to conduct its meetings effectively and efficiently. All School Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all School Board members and other designated persons.

Parliamentary Procedure

School Board meetings shall be conducted by the president in a manner consistent with adopted School Board bylaws and generally accepted parliamentary procedures.

Quorum

A majority of the number of filled positions on the School Board constitutes a quorum.

Unless otherwise provided by law, affirmative votes by a majority of the School Board's membership are required to approve any action under consideration, regardless of the number of members present.

Abstentions

The School Board recognizes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains because of a conflict of interest or for any other reason, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

(cf. 9270 - Conflict of Interest)

Public Participation

Note: A.S. 29.20.020 requires the board provide an opportunity for the public to be heard at board meetings.
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Because the School Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the School Board.

1. The School Board shall give members of the public an opportunity to address the School Board either before or during the School Board's consideration of each agenda item.
2. At a time so designated on the agenda, members of the public also may bring before the School Board matters that are not listed on the agenda of a regular meeting. The School Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the School Board.
3. A person wishing to be heard by the School Board shall first be recognized by the president. He/she shall then identify himself/herself and proceed to comment as briefly as the subject permits.
4. Individual speakers will be allowed 3 minutes to address the School Board.
5. With School Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
6. No oral presentation shall include charges or complaints against any employee of the School Board, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference that tends to identify. Charges or complaints against employees must be submitted to the School Board under the provisions of School Board policy and administrative regulations related to such complaints.

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 9312 - Executive Sessions)

7. No disturbance or willful interruption of any School Board meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The School Board may remove disruptive individuals and order the room cleared if necessary.

Adjournment

Regular School Board meetings shall be adjourned after two hours unless extended to a time certain by a majority of the School Board. The meeting shall be extended no more than once and may be recessed to a later time.

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

29.20.020 Meetings public

Reviewed 3/16

SCHOOL BOARD MINUTES

BB 9324

The School Board secretary or designee shall keep minutes and record all official School Board actions.

(cf. 9123 - Secretary/Treasurer)

Copies of the minutes of each regular or special meeting shall be distributed to all School Board members with the agenda for the next regular meeting, and will be available for public review at the district office.

(cf. 1340 - Access to District Records)

Recording of Votes

Motions or resolutions shall be recorded as having passed or failed. Individual votes shall be recorded unless the action was unanimous. All School Board resolutions shall be numbered consecutively from the beginning of each fiscal year.

Recording Devices

A video or audio tape recording may be made at any open School Board meeting. The presiding officer shall announce that a recording is being made at the beginning of the meeting, and the recorder shall be placed in plain view of all persons present, insofar as possible. These tape recordings will be kept for three years.

Legal Reference:

ALASKA STATUTES

14.14.090 Additional duties

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

MEMBERSHIP IN ASSOCIATIONS

BB 9330

Membership in recognized associations such as Association of Alaska School Boards will be maintained by the schools for several reasons, including:

1. The in-service education benefits to our staff and School Board that come from participation in meetings, conferences, clinics and conventions.
2. Access to the communication media of such associations, such as newsletters, periodicals and advisory services.
3. Representation in actions affecting education in general and the school district in particular.

The School Board in maintaining such membership in no way abdicates its authority over the responsibility for the schools of the district as outlined in state law and School Board policy.

The Superintendent is directed to budget funds for such memberships, and for paying the costs of adequate participation of School Board, administration and staff in the activities of such association to achieve the purposes listed above.

Legal Reference:

ALASKA STATUTES

14.07.058 Alaska School Activities Association

14.14.150 Association of Alaska School Boards the representative agency of board members

ALASKA ADMINISTRATIVE CODE

4 AAC 66.010-66.060 Regional resource centers

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 17, 1998

BOARD SELF-EVALUATION

BB 9400

Effective, efficient and ethical School Board operations are an integral part of creating a successful educational program. In order to measure progress towards meeting board standards and its stated goals and objectives, the School Board will annually schedule a time and place at which all its members may participate in a formal self-evaluation.

The School Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal operations and performance of the School Board. The School Board members shall develop goals and objectives against which the School Board will be evaluated. A self-evaluation instrument will be based on these goals and objectives and not on goals set for the district.

Each School Board member will complete the self-evaluation instrument independently. The ensuing evaluation will be based on the resulting composite picture of School Board strengths and weaknesses. The School Board will discuss the tabulated results as a group.

The evaluation process should include the establishment of strategies for improving School Board performance. Revised priorities and new goals will be set for the year's evaluation.

Note: Language below is optional. Some School Boards invite public input to help assess School Board achievements believing that expectations developed and shared by both the School Board and community contribute to better communication and a successful school program.

The School Board may invite the Superintendent or designee or others to participate in the evaluation and suggest specific criteria to measure School Board success in meeting board standards, goals and objectives as a governing body.

The School Board recognizes that adequate opportunities for School Board member orientation and in-service are an essential component of conducting meaningful self-evaluation. The evaluation process shall include suggestions for continued School Board member development.

(cf. 9020 – Board Standards)

(cf. 9230 – Orientation)

(cf. 9240 – School Board Development)

Revised 9/99

Reviewed 3/16

HOONAH CITY SCHOOL DISTRICT
Adopted November 1998

Bylaws of the School Board