

BP 0000 CONCEPTS AND ROLES

The School Board recognizes that the success of our educational system relies heavily on educational planning and ongoing evaluation in order to adapt district programs and activities to the changing needs of society and the community. To guide these efforts, the Board adopts the following definitions for the development of sound and responsible educational policies:

1. **"Philosophy"** means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived.
2. **"Goal"** means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.
3. **"Objective"** means a specific accomplishment to be achieved which can be measured within a given time and under specifiable conditions and which, if attained, advances the system toward a corresponding goal.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0500 - Review and Evaluation)

The Board believes that in order for education to succeed there must be an ongoing partnership between educators, parents/guardians, students, and the community. The Board encourages the participation of all segments of the community in order that an educational climate is created which promotes the positive and healthy development of each child.

Legal Reference:

ALASKA STATUTES

[14.03.010](#) Establishment of school system

ALASKA ADMINISTRATIVE CODE

4 AAC 05.040 Establishment of local schools

Revised 9/97

ADOPTED: 2/9/05

Cordova School District

BP 0100 PHILOSOPHY

The mission of Cordova School District, a premier education community integrated with and enhanced by the unique realities of our surroundings, is to ensure Cordova's youth experience success and are responsible citizens, through a system characterized by: a safe learning environment; highest quality staff; a full array of academic, elective and extracurricular offerings; challenging curricula for each student; continued pursuit of excellence; and an active involvement of parents and community.

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The Board believes that all students can succeed regardless of their race, background or ability. School staff shall embody this philosophy in all district programs and activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Legal Reference:

ALASKA STATUTES

[14.03.015](#) State education policy

[14.08.111](#) Duties

ADOPTED: 2/9/05

Cordova School District

BP 1000 CONCEPTS AND ROLES

The School Board recognizes that the state and local community determine the number of educational programs available and the quality of the educational process in general. Therefore, it is imperative that members of the community work with the School Board and staff in developing sound educational policies, implementing programs and establishing an effective evaluation process for those programs.

School/community relations cannot merely be described as a process of reporting and interpreting, but rather can be characterized as a partnership in pursuit of excellence. It is a partnership in which community members, educators, and other school personnel perform their respective roles in view of the best interests of the schools and, most importantly, the students.

The administration is responsible for all public communication except for such matters as the Board may wish to deal with publicly itself.

(cf. 1100 - Communication With The Public)

Legal Reference:

ALASKA STATUTES

[14.03.120](#) Education Planning

Revised 9/98

Cordova School District

BP 2000 CONCEPTS AND ROLES

The School Board expects the administration to promote the creation of the best possible educational program and to maintain an environment conducive to learning. The Superintendent shall provide the vision and educational leadership in this effort and shall give top priority to meeting the needs of all students and actively helping teachers raise academic achievement.

The Board may employ administrative and supervisory personnel to assist in the effective management of the district. The Board expects the Superintendent to recognize, develop and use the leadership abilities of staff.

The Superintendent or designee(s) shall develop decision-making processes which are responsive to the school community and to the specific needs of individual students. He/she shall provide means by which staff, students and parents/guardians at each school may participate in decisions related to school improvement and matters which the Board identifies as appropriately managed at the school site level. The administration shall provide professional advice to the Board and to citizen advisory committees.

(cf. 0420 - School-Based Management/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 8000 - Advisory School Boards)

The Board desires to give all administrators the authority they need in order to carry out their assigned responsibilities. The Board shall clearly state what it expects of the Superintendent and shall evaluate him/her on how well those expectations have been met. In turn, the Superintendent or designee(s) shall clearly state what is expected of all other administrators and shall evaluate how well those expectations have been met.

(cf. 4300 - Management, Supervisory and Confidential Personnel)

(cf. 4315 - Evaluation/Supervision)

(cf. 4319.3 - Duties of Personnel)

Legal Reference:

ALASKA STATUTES

[14.08.111](#) Duties (Regional School Boards)

[14.14.110](#) Cooperation with other districts

[14.14.130](#) Chief School Administrator

ADOPTED: 3/9/05

Cordova School District

BP 3000 CONCEPTS AND ROLES

The School Board recognizes that money and money management comprise the foundational support of the entire school program. To make that support as effective as possible, the Board intends to:

1. Encourage advance planning through the best possible budget procedures.
2. Explore practical sources of dollar income.
3. Guide the expenditure of funds so as to derive the greatest possible educational returns.
4. Expect sound fiscal management from the administration.
5. Advocate a level of per student funding sufficient to provide quality education.

The Board desires to support the educational program with high standards of safety in the operation and maintenance of school facilities, equipment and services.

Role of The Board

The Board:

1. Solicits public input on educational needs and utilizes that information in making budget decisions.
2. Approves and adopts the annual budget and approves budget transfers.
3. Is accountable for all district funds.
4. Adopts written policies governing the purchase of supplies and equipment.
5. Monitors all expenditures by receiving financial statements and payment information.
6. Reviews the annual audit of district accounts and business procedures.
7. Adopts an insurance program which complies with law and reflects prudent financial management.
8. Provides for long-range plans to acquire or dispose of sites and to add, maintain and staff new facilities.
9. Advocates and secures community support for additional financing when necessary.

Role of Superintendent or Designee(s)

The Superintendent or designee(s):

1. Prepares the detailed annual budget and presents it to the Board for adoption.
2. Administers the budget and keeps expenditures within approved limits.
3. Enforces requisition and purchase order policies and regulations.
4. Establishes control/inventory systems to account for district funds, supplies and equipment in accordance with law and Board policy.
5. Makes all financial reports required by law or Board policy and prepares reports for public release.
6. Analyzes the district's financial condition and presents the Board with proposals for meeting financial needs.
7. Provides for the annual audit of district accounts and business procedures.
8. Helps the Board to establish an adequate insurance program.
9. Maintains the district's non-instructional operations.

Working Relationships of the Board and Superintendent or Designee(s)

The Superintendent or designee(s) shall recommend financial plans to the Board in accordance with the district's goals and objectives, whenever district programs may be endangered by a lack of funds or when the continuation of district programs may result in an over expenditure of district funds.

The Board desires complete information from the Superintendent or designee(s) on all matters relating to the district's financial operations. The Board shall closely scrutinize all district financial operations so that it may fully discharge its legal responsibilities with regard to school finance.

(cf. 3460 - Financial Reports and Accountability)

Legal Reference:

ALASKA STATUTES

[14.08.101](#) Powers (Regional School Boards)

[14.08.111](#) Duties (Regional School Boards)

[14.12.020](#) Support, Management and Control

[14.14.060](#) Relationship between borough school district and borough

[14.14.065](#) Relationship between city school district and city

[14.14.090](#) Additional duties

ADOPTED: 2/8/06

Cordova School District

BP 4000 CONCEPTS AND ROLES (All Personnel)

The superintendent or designee(s) may establish a management team, administrative councils, task force, cabinets, or committees as needed to properly administer Board policies, improve the educational program and assist in district communication. The membership, composition, and responsibilities of these advisory groups shall be defined by the Superintendent or designee(s) and may be changed at his/her discretion. Advisory groups shall channel their advice and recommendations through the Superintendent to the Board.

The Superintendent or Designee(s)

Expenses incurred for consulting services, materials and travel may be paid from the district's general operating funds only when within budgetary allotments and approved by the Superintendent or designee(s).

1. Nominates for employment all certificated and classified personnel.

(cf. 0420 - School-Based Management/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

2. Recommends disciplinary action, including suspension and dismissal, against employees whenever there is sufficient evidence warranting any such action.

(cf. 8000 - Advisory School boards)

3. With the staff, assigns, directs and supervises the work of all employees with due regard for the individual rights involved.
4. Proposes salary schedules for staff members not covered by an employee organization agreement, and advises the Board throughout negotiations with employee organizations on all matters under negotiations.

(cf. 6181 - Charter School)

Working Relationships Between Board and Superintendent or Designee(s)

The Board desires to be guided principally by the advice of the Superintendent or designee(s) in regard to its relations with district personnel.

The Board shall refer direct approaches from employees for Board action to the Superintendent or designee(s) for his/her consideration and judgment. The Board shall act as an appeals body only after receiving the recommendation of the Superintendent or designee(s).

The School Board wishes to establish conditions that will attract and hold qualified personnel who will devote themselves to the education and welfare of the students of the district. The Board desires that teachers pursue excellence within their profession and may provide incentives to teachers of demonstrated ability and expertise which will encourage them to stay in the public school system.

The Board believes that its personnel policies must be developed in cooperation with staff in an atmosphere of mutual faith and good will. District policies and regulations shall apply only to the extent that they do not conflict with any collective federal laws and regulations.

(cf. 4144 - Grievances/Complaints)

The Superintendent or designee(s) shall conduct the district's personnel relations with fair and sound practices in accordance with Board policy.

Legal References:

ALASKA STATUTES

[14.08.101](#) Powers (regional school board)

[14.08.111](#) Duties (regional school board)

[14.14.060](#) Relationship between borough school district and borough

[14.14.065](#) Relationship between city school district and city

[14.20.095](#) Right to comment and criticize not to be restricted

[23.40.070-23.40.260](#) Public Employment Relations Act (PERA)

[39.25.110](#) Exempt service

ADOPTED: 4/13/05

REVIEWED: 10/14/15

BP 5000 CONCEPTS AND ROLES

The focus of the school system is on the student. It is incumbent upon the School Board, district and school administration and teachers to provide for the physical and intellectual welfare of the students in their charge. The school district shall work closely with parents/guardians and the community in order to achieve a harmony of interests.

Students must be recognized and understood as individuals, each with his/her own unique abilities, social and economic background, ambitions and educational needs. The programs and services of the district must be designed and executed with this concept well in mind if the fullest development of each is to be achieved.

Students are expected to accept personal responsibility for making maximum use of those educational opportunities afforded by applying themselves diligently to learning both in the classroom and in other school-sponsored settings. It is also expected that as a result of the total school experience students will come to appreciate the values of self-discipline, responsibility, respect for others, their country and its governmental processes.

Discrimination with respect to color, creed, race, sex, religion, marital status, ancestry, handicap, or national origin is prohibited as regards admission, attendance, and educational programming.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination)

Role of School Board

The Board:

1. Establishes policies to provide the best attainable program of education for the district's students.
2. Authorizes the establishment of special classes, programs, or other facilities for students who are in need of special education in keeping with all legal provisions.
3. Provides for the physical and mental well-being of students.
4. Determines policies regarding student behavior and attendance within the limits of the law.
5. Determines the boundaries of school attendance within the district.

Role of Designee(s)

The Designee(s):

1. Administers all schools and classes authorized by the Board.
2. Directs the instruction, guidance and discipline of all students.
3. Assign students to alternative programs or grades as may improve their education, reduce the expense of maintaining schools, or relieve geographic or demographic conditions.
4. Enforces compliance with compulsory attendance laws.
5. Has immediate authority for the closing of schools in case of emergencies involving the health and safety of students.

Revised 9/97

ADOPTED: 5/11/05

Cordova School District

BP 6000 CONCEPTS AND ROLES

The School Board believes that the district and community must work together to ensure that educational goals and objectives are relevant to the lives and future of our students. The School Board shall adopt policies which define district philosophy and goals. The Superintendent or designee shall provide for the development of districtwide instructional objectives.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

The School Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum.

(cf. 0500 - Review and Evaluation)

(cf. 6141 - Curriculum Development and Evaluation)

In order to keep abreast of educational trends and changing student needs, the School Board supports a continuing program of professional development for certificated staff, the administration, and School Board members.

(cf. 4331 - Staff Development)

(cf. 9240 - School Board Development)

Note: [United States Code, Title 20 §6321](#) mandates districts receiving federal education funds to establish and implement a districtwide salary schedule and have a written policy ensuring the equivalent provision of staff, curriculum materials and instructional supplies among schools.

The district shall provide comparable educational opportunities for all students. The Superintendent or designee shall schedule teachers and classes so that there is a minimum variation in the student-teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every district school and at each level.

(cf. 0410 - Nondiscrimination)

(cf. 6171 - Title 1 Programs)

Instruction in the core curriculum shall not be diminished when students receive supplementary services funded by special governmental programs.

The School Board

1. Articulates the district's educational philosophy and goals through School Board policy and approves districtwide instructional objectives which reinforce the district's philosophy and goals.
2. Adopts all curriculum and graduation requirements.
3. Determines the educational programs to be offered to the district's students.
4. Approves instructional materials and resources to be used in the district's curriculum.
5. Reviews the instructional program and evaluates the education received by students using available data including results of state and district student assessments.

The Superintendent or Designee

1. Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum.
2. Ensures the articulation and integration of the district curriculum between educational levels.
3. Administers the district's educational program and reports to the School Board on the accomplishment of district goals and objectives using available data including results of the state and district student assessments through testing and other types of appraisal.
4. Decides the general methods of instruction to be used.
5. Assigns instructors and schedules classes for all curricular offerings.

Legal Reference:

ALASKA STATUTES

14.03.060 Elementary, junior high, and secondary schools

[14.03.090](#) *Sectarian or denominational doctrines prohibited*

[14.08.111](#) *Duties (regional school boards)*

[14.14.090](#) *Additional duties*

[14.14.110](#) *Cooperation with other districts*

UNITED STATES CODE

[20 U.S.C. §6321](#) *Fiscal Requirements*

Revised 3/2016

ADOPTED: 6/15/05

REVISED: 11/15/16

Cordova School District

BP 6010 GOALS AND OBJECTIVES

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska regulation [4 AAC 06.825](#) requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at [4 AAC 06.830](#) as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of 2020 to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of 2020 to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

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

Legal Reference:

ALASKA STATUTES

[14.03.075](#) College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) Content standards

[4 AAC 06.825](#) Graduation and attendance rates

Revised: 3/2015

ADOPTED: 6/15/05

REVISED: 4/13/2016

REVISED: 11/15/16

BP 7000 CONCEPTS AND ROLES

Since school construction is costly, and buildings become a permanent part of the community to be used by large numbers of people, the School Board and the district administration must take great care to ensure that the facilities fully support the intended educational and community programs, will be appropriately maintained, may be altered conveniently and inexpensively to meet future educational and community needs, provide a healthful environment, and fit harmoniously and attractively into the community.

(cf. 1330 - Use of School Facilities)

Role of the School Board

The School Board:

1. Recommends to the borough assembly, city council, or Department of Education what buildings shall be built, when and where.
2. Approves design criteria for school facilities.
3. Seeks adequate financing for school facilities.
4. Approves the selection of artists for art works in new facilities, if required or desired.
5. Awards contracts to responsible bidders in the best interests of the district.

Role of the Designee(s)

The Designee(s):

1. Directs the planning of all educational features of new buildings or alterations of old buildings.
2. Maintains overall responsibility for the preparation of the educational specifications and capital improvement plans for school facilities.
3. Acts as authorized agent of the district in all official governmental interactions related to school facilities.
4. Recommends artists for art work in new facilities.
5. Oversees the preparation of bids, award of contracts and, in collaboration with the architect, the construction.

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

Legal Reference:

ALASKA STATUTES

- [14.07.020](#) Duties of the department
- [14.08.101](#) Powers (regional school board)
- [14.11.011](#) Grant applications
- [14.14.060](#) Relationship between borough school district and borough
- [14.14.065](#) Relationship between city school district and city
- [35.15.010 - 35.15.120](#) Construction procedures
- [35.27.020](#) Art requirements for public buildings and facilities

ALASKA ADMINISTRATIVE CODE

- [4 AAC 31.010 - 4 AAC 31.090](#) School facility planning and construction
- [4 AAC 31.900](#) Definitions

Revised 9/97

Revised 9/98

ADOPTED: 3/9/05

BP 8000 CONCEPTS AND ROLES

The Site Councils function under the direction of the School Board. School Board policy and actions shall prevail and be followed. The Site Council's function is advisory.

(cf. 8200 - Powers and Duties)

(cf. 9310 - Policy Manual)

The Site Councils shall seek to learn the will of the people of the community and make recommendations for improvement in plans, budgets and instruction.

Role of the Board

The School Board shall:

1. Establish School Site Councils where required by law and as deemed to be in the best interests of the district.
2. Determine the membership and method of section.

Role of the Designee(s)

The Designee(s) shall:

1. Oversee the operation of Site Councils and report to the board regarding the relationship between Site Councils and the schools.
2. Solicit and receive recommendations from the Site Councils.

Legal Reference:

ALASKA STATUTES

[14.08.115](#) *Site Councils in REAA*

[14.12.035](#) *Site Councils in borough school districts*

ALASKA ADMINISTRATIVE CODE

[4 AAC 05.010 - 4 AAC 05.090](#) *Local education*

Adopted: 3/9/05

Revised: 11/7/17

Cordova School District

BB 9000 ROLE OF BOARD AND MEMBERS (POWERS, PURPOSES, DUTIES)

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 Board's execution of its powers and duties.

(cf. 0200 - Goals for the School District)

The 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 Board may execute any powers delegated by law to it or to the district which it governs, and shall discharge any duty imposed by law upon it or upon the district which it governs.

(cf. 0440 - Advisory School Boards)

(cf. 9200 - Board Members)

Governance Functions

The Board shall consider and approve or disapprove matters submitted to it by the Superintendent and the public and is committed to establishing policies to govern district activities. The 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 Board. The Board delegates to the Superintendent or Designee the authority to carry out Board decisions and to make and carry out any decisions, which it delegates. The Superintendent or Designee shall be fully responsible for the proper use of this authority. The Board retains ultimate responsibility for the performance of any powers or duties delegated.

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

Judicial Functions

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

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Cordova School District
